Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

Investigating EFL teachers' perceptions of technology use on student engagement: A pilot study in Turkiye

Betül Yoldaş

Ankara Social Sciences University, TURKIYE
Email: betuly6ldas@gmail.com

Abstract - The present pilot study aims to demonstrate EFL teachers' perceptions of their own technology use on student engagement in language classrooms. 21 EFL teachers (17 females & 4 males) were reached with the snowball data collection technique. Teachers completed an online questionnaire, after they were taken their written consent by clicking a consent box on the form. Through qualitative research design, perceptions of EFL teachers towards their use of digital tools and reasons behind them were revealed. The results of the pilot study indicate that both experienced and less experienced teachers prefer to use themselves technology frequently in their language classrooms via computers or smart boards especially for listening and vocabulary acquisition exercises. Moreover, they prefer to use teaching videos before preparing their teaching content and during the class. Thus, teachers stated that students are more influenced affectively and classes become more joyful due to technological use in the class. None of the participant teachers were against the use of technology in language classrooms.

Keywords: technology use in language teaching; teacher perceptions; student engagement; pilot study; Turkiye

1. Introduction

In the field of applied linguistics, learner participation within language teaching environments is meaningful in terms of learner development. The concept of learner participation is interpreted as '*a readiness to enter into discourse at a particular time with a specific person or persons*' by MacIntyre et al. (1998). Student participation is observed through their endeavour in classrooms with the active involvement of students in class discussions and language learning activities. This involvement not only includes verbal expressions, but also emotional and cognitive transfer (Decristan et al., 2023; Zhang et al., 2025). Despite students' participation types can be changed, each student has her/his own type of participation in the class (Papageorgiou et al., 2025). In this respect, as students devote themselves to their language learning, they exhibit different types of engagement such as behavioural, cognitive and emotional in time (Fredricks et al., 2004). Teaching methods and strategies of EFL teachers are formed in relation to the number of students participating the lesson because these two variables are interrelated (Zhang et al, 2024).

Behavioural participation of students can be observed through their actions, for example they attend their language classes physically, complete their assignments actively. Rather than relying solely on oral feedback, integrating digital tools into the classroom has become increasingly popular due to students' behavioural responses (Teng & Wang, 2021). In cognitive participation, problem-solving, deep understanding and strategic thinking are involved (Bond et al., 2020). Lastly, emotional or social participation is defined as emotional connection among

student and teacher or student and their peers. In this participation type, student enjoys being in the class and learning languages (Bergdahl et al., 2024). Moreover, while some of the students are willing to sound heaps of times, others may refuse to talk or may too be late to engage in learner activities (Jacknick, 2021).

Including technology-based language learning activities in language classrooms requires teachers to catch up new technological developments (Wohlfart & Wagner, 2025). For this reason, old-fashioned EFL teaching methods and tools have been revolutionized with the integration of new digital tools. Accordingly, it is crucial to integrate technology into the curriculum in terms of students' demands and their participation in language classes (Panakaje et al., 2025). Teachers employ Technology-enhanced language learning (TELL) tools in their EFL teaching classes. It is obvious that technology is just a modern tool to transfer language information, but this cannot be a sole aim of EFL teachers. They are used to ensure that students can internalize knowledge effectively thanks to digital tools. Therefore, language teachers should take their instructional goals and principles into consideration while choosing appropriate language teaching materials (Alam et al., 2025).

Studies support that the way of using technology changes students' participation in language classes (Hamarsha & Ismail, 2020). Although the use of digital tools arises curiosity and engagement among language learners, overuse of these tools without a meaningful pedagogical integration may undermine student motivation. The amount of time that teachers use technology is needed to be adjusted meticulously. It is important to acknowledge appropriate timing and real aim behind using them simultaneously (Nkomo et al, 2021).

This present context-specified research (Creswell & Creswell, 2018) is a pilot study (van Teijlingen & Hundley, 2001) aims to explore the influence of teachers' use of technology on student engagement in Turkiye. Rather than addressing a specific gap in the literature, the study was aimed to provide insights on teacher perceptions in technology use in Turkiye.

After the pandemic, the use of technology in language classes has become widespread (Awee et al., 2020). Consequently, this integration has made the use of digital tools in language teaching no longer a fuss; it has been transformed into teachers' daily instructional materials (Moorhouse, 2023). Digital technology use in language teaching positively affects students' English academic performance through learning engagement (Shao et al., 2025).

In a study of Gönen and Zeybek (2021), they enabled students reading tasks using QR codes in EFL classes. Accessing to reading material becomes easier thanks to QR code and this boosted curiosity and motivation among students, reinforcing memorization. At the end, students like the idea of distributing tasks in a unique way to change language learning environment positively. In addition to QR code-enhanced reading texts, several studies showed the benefits of integrating collaborative digital tools in language classrooms. Since these tools act as a scaffold for students in their learning process, the perception of students is shaped more positively about the use of technology in the class (Abdelshaheed, 2024).

Comparing two language learners, Taşkın et al. (2023) realized that gamification also had a big role in improving students' learning process behaviourally and cognitively. With the growing motivation and interest towards language, students become eager to participate in class activities. Chan and Lo (2024) state that gamification in EFL classrooms can be applied to multiple language skills including vocabulary, grammar, listening, speaking, reading, writing, and pronunciation, rather than being limited to vocabulary learning. Therefore, gamification also can be implemented into teaching different language skills in EFL environments.

Ramnarain et al. (2023) investigated how South African life sciences teachers' pedagogical beliefs affect their integration of ICT in the classroom. Nevertheless, some teachers indicate that there is an inconsistency between technological devices and their pedagogic goals in classrooms. This contradictoriness is led by curriculum limitations or institutional pressure. For this reason, teachers may prefer to use technology only partially or alternate between traditional methods depending on the lesson and their own pedagogical beliefs. In consequence, Mekheimer (2025) suggested that changing curricula so as to use technology inherently, pose a potential of providing pedagogical benefits and increasing student motivation.

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

These findings show that using authentic materials with collaborative digital tools can transform the language environment into a more engaging, interactive and meaningful atmosphere for students. Moreover, taking into consideration to technological devices while preparing teaching curricula is also beneficial.

Many EFL teachers prefer to integrate digital tools within their classroom daily or weekly. Nonetheless, limited number of them can provide activities for fostering critical thinking and ensure collaboration among learners. A study based on Technological Pedagogical Content Knowledge (TPACK) pursued by Wang (2022) indicates that EFL teachers still have lack of competence and confidence to promote students' critical thinking and high-order skills using technology while teaching language in the classroom. For this reason, even if EFL teachers reinforce their teaching with technology frequently, it cannot reflect that they integrate appropriately (Margolin et al., 2019). Shortly, the regular use of digital tools does not guarantee promising learning outcome. Rather than taking into consideration the amount of time that EFL teachers give for digital tools, infrastructure improvements for preparing learning materials, continual institution support are necessary for meaningful digital tool implementation during language teaching (Zou et al., 2025). Therefore, the current pilot study aims to explore EFL teachers' perceptions of their technology using habits in terms of affordance preferences, implementation frequency, and skill-based analyses.

Recent research on the frequency of using digital tools in language teaching shows that the continual preference increases student engagement. Even though regular use of digital tools enhances engagement, the quality and purpose of materials are more decisive on student curiosity, which is triggered as learners are stimulated to explore functions of tools (Consoli et al., 2024). Digital learning environments supporting curiosity of students with their contents and they have a role in pursuing engagement (Macevičiūtė, 2023). With this realisation, learner curiosity and engagement can be elevated in long term by integrating technological devices in specific time intervals or for certain language skills/activities.

The use of digital tools is shaped by teacher beliefs about their effectiveness. If teachers believe in their preferences of digital tools, this influences engagement of students, becoming a vicious circle (Zhang & Zhu, 2025). In that perspective, teacher perception directly influences how these digital tools are used in the classroom.

The 21st century brings many opportunities in terms of digital tools and encourage language teachers to use technology regularly in their classrooms. However, there are some factors determining how often these digital tools can be used or for which learning activities they can be adopted. According to suggestions of Gil-Flores et al. (2017), these factors are shaped by both personal beliefs of teachers and pedagogical aims. Along with them, the accessibility of technological devices, material adaptability and teachers' digital literacy play major roles. Therefore, using technology in the language classroom successfully requires a good planning. EFL teachers need to select appropriate digital tools to align with their pedagogical beliefs (Consoli et al., 2024). In order to facilitate and improve use of digital tools, teacher trainings can be offered as well. Thanks to these trainings, teachers' ability to integrate technology effectively into their classes is facilitated and students can benefit from its advantage. Thus, teachers can elevate their students' engagement by using digital tools strategically (Raave et al., 2024).

This research based on important theories such as Student Engagement Theory (Fredricks et al., 2004), and Technology Acceptance Model (TAM) (Davis, 1989). Fredericks et al. handled student engagement theory from behavioural, emotional, and cognitive aspects, attributing engagement to potent determinant of academic success. Moreover, TAM suggested that perception of students facilitate internalizing or pose a challenge against success. Thus, engagement is tied with teachers' use of technology in the classroom and TAM.

Considering the reviewed literature, it can be inferred that students' engagement in language learning is influenced by both the frequency of teachers' technology use and teachers'

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

perceptions. The current research aims to explore whether the frequent use of technological tools elevates students' curiosity and engagement in teaching.
RQ1: How do the perceptions EFL teachers on the integration of technological tools raise students' engagement in language learning?
RQ2: To what extent does the frequency of technological tool use relate to teachers' pedagogical beliefs?

2. Method

The present research was analysed through qualitative research method design in order to offer comprehensible outcome (Creswell & Poth, 2018). Thus, this study provides a complete understanding of the research problem (Östlund et al., 2011). With the aim of reaching qualitative data, online survey was created through Google Forms, which is one of the most popular research tools in 21st century (Dillman et al., 2014). Also, the research embraced context-based and explanatory approach, focalizing EFL teachers in Turkiye. The data gathered from open-ended questions (Jonsson & Svingby, 2007) to explore EFL teachers' perspectives towards digital tools in depth during data collection.

2.1 Participants

In total, 40 English language teachers were reached for the research but only 21 of them participated the online survey voluntarily. The data was collected in seventeen days. Before starting and after completing the online survey, all participants were asked for their consent. While gathering data for the research, the snowball sampling technique (Goodman, 1961), in which current participants recruit further participants from among their acquaintances, is preferred. The reinforcement procedure went on until no new insights emerged, satisfying data saturation (Naderifar et al., 2017). The sample includes English teachers whose ages are approximately between 20 and more than 50 years with varying levels of teaching experience. In order to provide a descriptive overview of the participants; information such as their ages, genders, teaching experience years, present school type that they work, and other environmental factors were collected from participants to fortify validity and transparency (Cohen et al., 2018).

Gender: In total, 21 EFL teachers in Turkiye reached the current research via an online questionnaire. From total number of participants, 17 (81%) were female English teachers, while the remaining 4 (19%) were male EFL teachers as it is highlighted in Figure 1. However, none of the participants selected the choice of "*prefer not to say*".

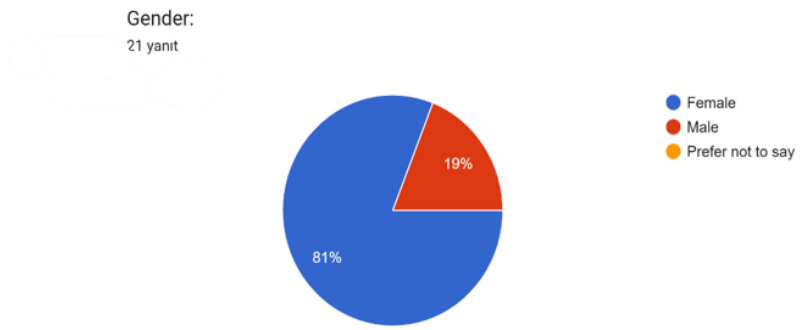

Figure 1. Gender distribution of participants

Age: Figure 2. clearly represents age range of EFL teachers. Participants, whose age between 20 and 29 accounted for 61,9% (n=13) of the data, while those aged 30-39 made up 33,3% (n=7). Moreover, only one participant was 50 years or older.

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

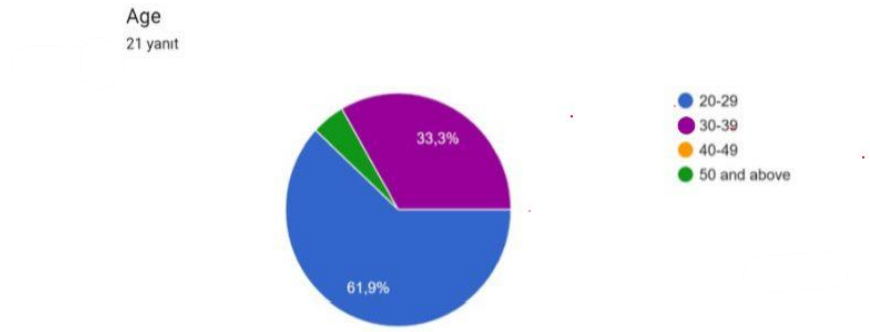

Figure 2. Age distribution of participants

Teaching experience: Figure 3. gives details about teaching experiences of mentioned EFL teachers understandably. The number of participants with 3-5 years (n=5), 6-10 years (n=5) of teaching experience and participants had 0-6 months of experience (n=5) were equal at 23,8% each. Similarly, participants with more than 10 years of experience (n=3) and those with 1-2 years of experience (n=3) shared the same proportion at 14,3%.

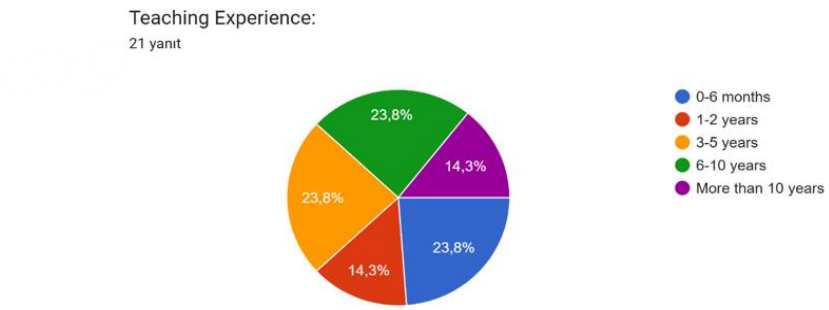

Figure 3. Teaching experiences of participants

School type: Among the English teachers included in the study, the majority 28,6% (n=6) currently work in language schools, while only 4,8% (n=1) work in primary schools. While teachers in High School (n=4), Kindergarten (n=4) and Secondary School (n=4) share an equal 19%. Lastly, 9,5% of them (n=2) were working in Preparation School.

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

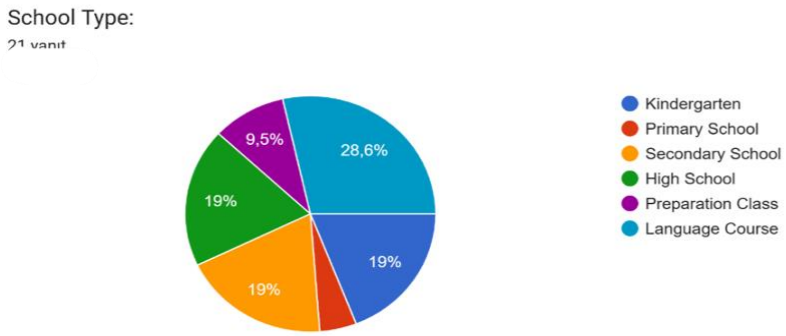

Figure 4. School type distribution of participants

2.2 Data Collection

For the present research, data were collected through an online questionnaire that contain Likert-scale questions (Brown, 2011), open-ended questions and multiple-choice ones (Haladyna, 2002) providing quantitative data (Jones et al., 2013). As the instrument of this research, the online questionnaire was developed by the researcher and reviewed by a professional in the field of applied linguistics. Some open-ended questions were added to the questionnaire so as to explore participants' beliefs regarding their technology integration into language classrooms. Closed-ended questions (Dillman et al., 2014) provided descriptive statistics to summarise general pattern and frequencies. Being the qualitative side of the research, the online questionnaire survey was analysed thematically (Braun & Clarke, 2006) to identify recurring patterns and comprehension thanks to teacher responses towards questions. In the course of data collection process, anonymity of participants and informed consent were taken into consideration to protect ethical procedures (Diener & Crandall, 1978).

2.3 Data analysis

After the researcher collected the data via online survey according to procedure, the result of the study was analysed thematically to identify recurrent patterns (Guest et al., 2012). Four themes from each open-ended questions occurred on the ground of recurring patterns. Responses from participants were not changed or reviewed in order to keep reliability before analysis. Inductive approach was followed to focus on data specifically and merge recurrent patterns of the results (Braun & Clarke, 2019).

3. Results and Discussion

3.1 Results

Based on qualitative data and the online survey responded by 21 English teachers, the researcher grouped findings in eight distinct themes accordingly survey questions: In the first question, EFL teachers were questioned about how they encourage their students to use technology. Almost all of the teachers (90%) selected the option that they use technology in their classrooms, while none of them (0%) selected the option mentioning that they are against the use of technology. Others encourage their students to improve their language skills (speaking, vocabulary acquisition) via AI (30%), and they promote AI for listening and grammar (25%), for writing and reading (20%), or prefer to use online platforms to assign homework (20%).

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

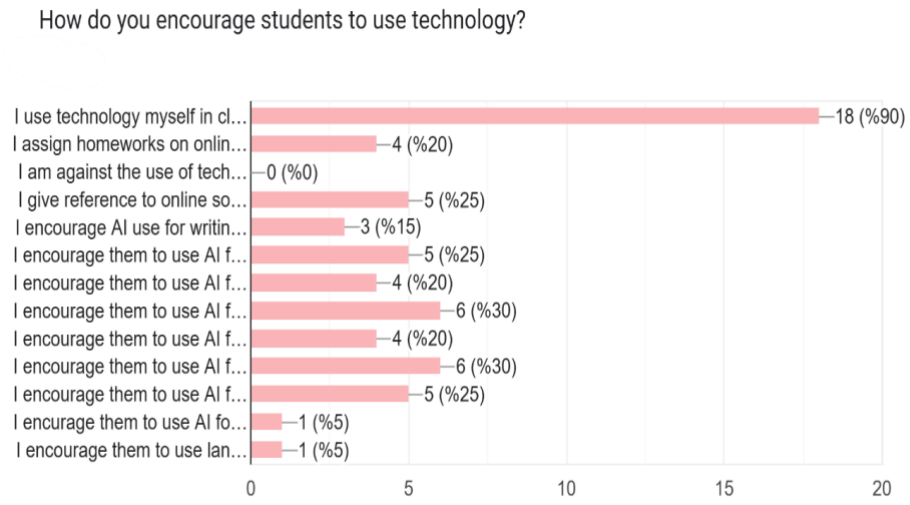

Figure 5. The way how participant teachers encourage their students to use technology

Based on figure 6, most of the teachers (85%) indicated that they integrate technology in order to teach listening and vocabulary acquisition skills (80%), thereupon they prefer to use for improving students' speaking skills (65%). However, small number of them (40%) preferred to include digital tools to benefit from applications to advance writing skills.

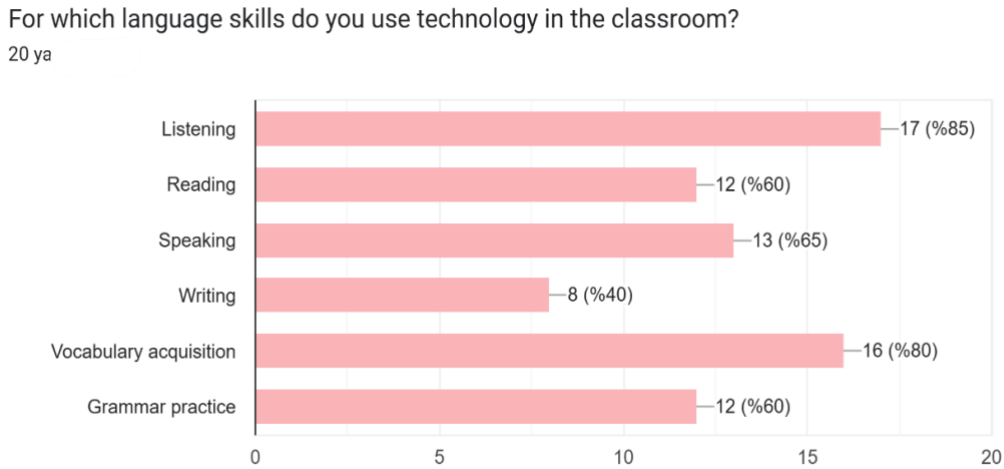

Figure 6. Language skills that participant teachers prefer to use for technology use

According to the results of the online survey, teachers (60%) frequently include digital tools in their language classrooms. Only one of them (10%) occasionally adopt but not a single one of them select the 'never' option (0%). Shortly, it is clear that almost all the teachers are inclined to accepting technological integration in their classrooms based on figure 7.

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

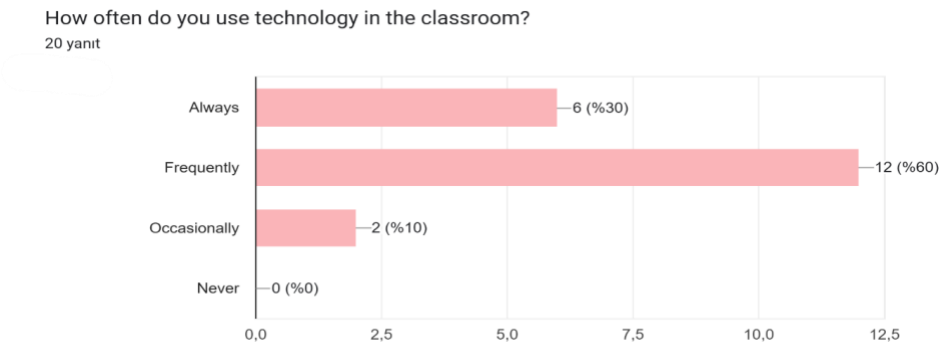

Figure 7. The frequency of technology use of participant teachers in their classrooms

It is demonstrated that teachers would like to include technology within their classroom frequently as it is clear from Figure 8. They mostly integrate it through computers (80%), smart boards (75%), speakers (70%), projectors (50%), audio recording devices (20%), video cameras (15%), smart phones (5%), and eventually tablet computer (5%).

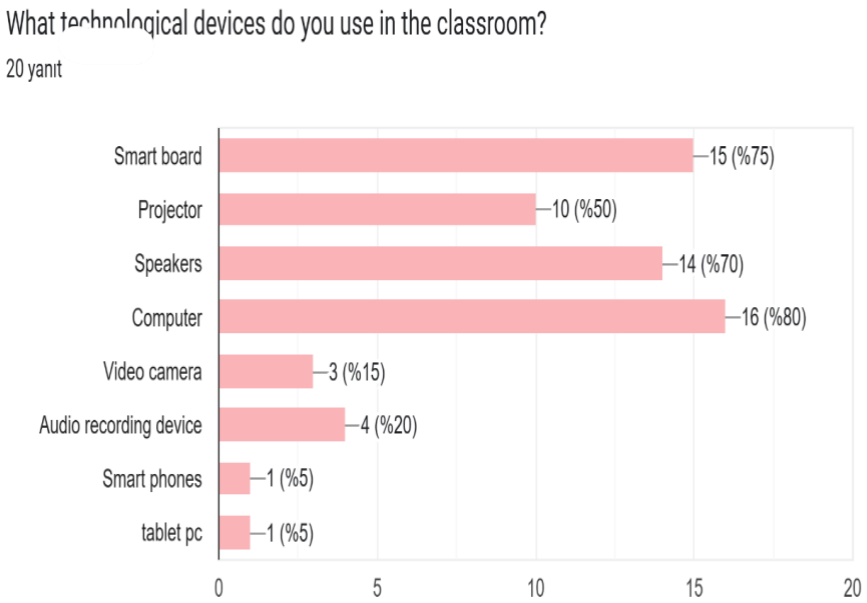

Figure 8. Types of technological devices used by participant teachers in their classrooms

From technological affordances, teachers more willing to use teaching videos (85%) and online games (85%), interactive applications such as Kahoot, Quizziz, etc. (65%), online quizzes (60%), authentic materials (50%), virtual classrooms (35%), podcasts and reading applications (25%), language learning applications (20%). Nonetheless, they rarely choose using musical accompaniments so as to soften classroom atmosphere (5%) accordingly figure 9.

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

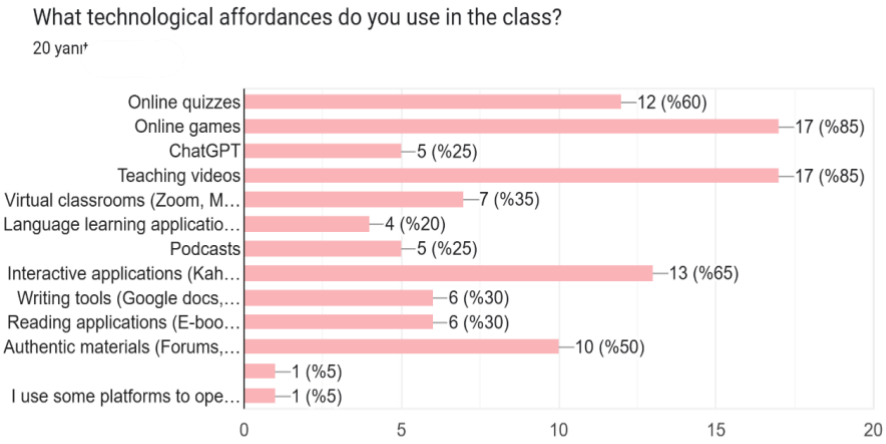

Figure 9. Technological affordances used by participant teachers in their classrooms

Apart from regular classroom use of technological affordances, teachers prefer to benefit from them before the class time as well with the aim of preparing their teaching content. For this purpose, they prefer teaching videos (75%), online quizzes and online games (55%), ChatGPT and interactive applications (40%), authentic materials (35%), podcasts and writing tools (30%), virtual classrooms and language learning applications (25%), reading applications (10%). Lastly, only one of them selected Gemini (5%) so as to prepare the content of the classes as seen in figure 10.

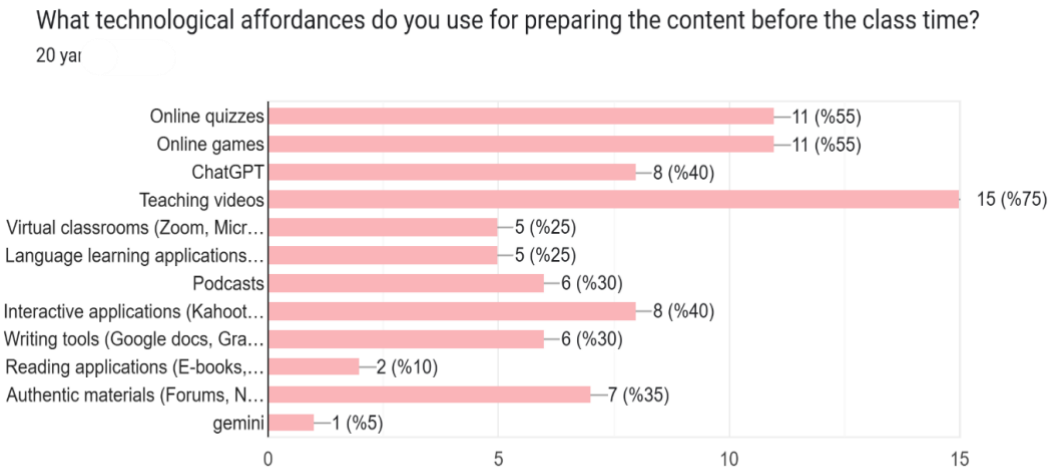

Figure 10. Technological affordances used by participant teachers for preparing the classroom content

In terms of the influence of teachers to students as regards to technology, teachers think that student become more active (80%), students get more excited (80%), students become more curious about the lesson content (75%) when teachers utilize digital tools. Also, they consider that digital tools increase students' willingness to communicate (WTC) (60%) and informs students about alternative learning tools (40%). But just one of them suggested that students want to share more things with peers thanks to digital tools (5%) as it is highlighted in figure 11. obviously.

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

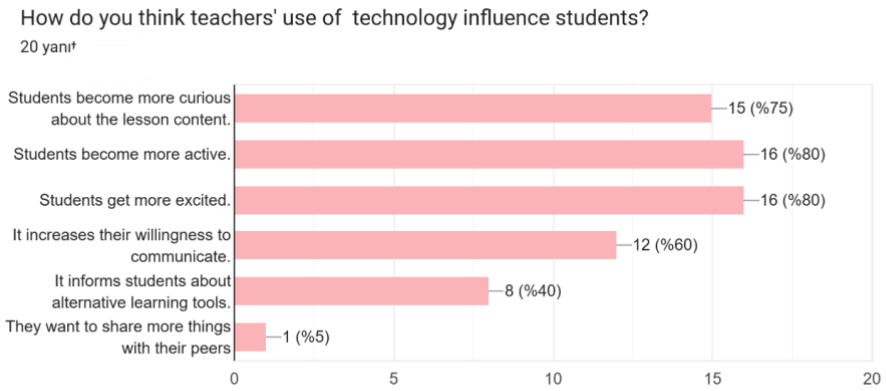

Figure 11. The perceptions of teachers about the influence of their use of technology in the classrooms

Student Engagement Theory, originated by Fredericks et al. (2004) analyses student engagement from behavioural, emotional, and cognitive aspects. Participating teachers were asked which of these engagement types was most beneficial in terms of technology integration in figure 12. The survey results indicated that the most significant was the affective type, where students' enjoyment increased due to technology. However, the least effective cause of this integration was found as cognitive type. Considering the results of the survey, almost all participants (85%) agree that use of digital tools "affectively, increases students' joy of learning", and "socially, increases interaction among students" (60%). Followed by "behaviourally, they increase students' lesson participation" (55%) and "cognitively, they teach students about alternative learning strategies" (45%).

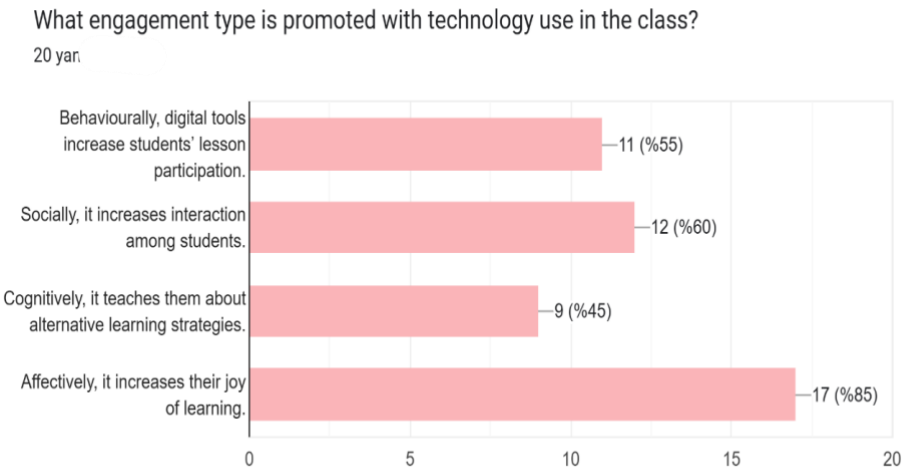

Figure 12. The engagement type promoted with technology use

3.2 Discussion

The responses taken from participant teachers through open-ended questions in the online survey were analysed using thematic analysis. In open-ended question section, the first question

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

was: *"Why do you use digital tools in the classroom?"* In order to examine received answers to these questions, four different themes were created.

Considering a great number of participant teachers answered that their students were highly motivated and started to participated language classrooms thanks to integration of digital tools.

– *"To increase participation and to take students' attention." (P8)*
– *"Increase students lesson participation." (P11)*

The integration of technology lightens burden on teachers' shoulders. Not only does this integration ease content preparation but also provides interactional and visual materials to enrich teaching process.

– *"It makes teaching process easier for me." (P2)*
– *"As a kindergarten teacher, I use technology frequently to enhance visual learning and increase student engagement. By incorporating digital tools, interactive presentations, and visual materials, I try to create a more dynamic and stimulating learning environment." (P9)*
– *"It makes easier to teacher to plan the lesson and improves the way learner's understanding and joy about it." (P12)*

Students of 21st century were born into a digital era where they can handle everything via technology and internet. Therefore, teachers pinpoint that technology is an indispensable tool of this century.

– *"Because it is indispensable part of this era." (P4)*

As an indispensable part of language teaching process of 21st century, digital tools were also advised to students by their teachers for teaching. Thus, both technological literacy of students and accessibility of tools have become prevalent.

– *"I mostly use it to draw attention to source materials." (P15)*
– *"They are practical and easy. I also want my students to learn how to use different tools." (P14)*

The second question of the open-ended question section was *"Are there any drawbacks of technology use in the class? (boredom, distraction, classroom management issues, etc.)"* Four themes were grouped for this question.

Among received answers, participant teachers mostly hesitate about students' attention span when they use digital tools in their language teaching. The fact that students may be distracted easily during classroom activities was seen as a great drawback of using these tools.

– *"Students can get distracted and may lose their attention after that activity." (P5)*
– *"They may get distracted." (P7)*
– *"Distraction." (P4)*

Since students generally distracted by digital tools, and they have difficulty in maintaining their focus on learning, teachers also labelled technology integration as a challenge against classroom management.

– *"Sometimes distraction, because some of them are not interested in." (P3)*
– *"Classroom management." (P6)*
– *"Boredom." (P1)*

A minority of participants worried about the time that their students must be exposed to screen lights during their language teaching. They do not intend to eliminate the integration of technology completely into classroom but suggest using them in a balanced way.

– *"I get worried from time to time about the amount of screen exposure young children have… That's why I try to combine technology with hands-on or movement-based activities." (P13)*

The current pilot study aimed to explore Turkish EFL teacher's perceptions in terms of their own technological use and its impact on their student's engagement. In order to present an

empirical data, snowball sampling technique (Noy, 2008) used to deliver the online questionnaire which was designed by the researcher and reviewed by an expert in applied linguistics. With twenty-one participants where the number of females significantly exceeds the number of males, most of their ages ranged between 20 and 29, questionnaire was responded.

From skill-based outcomes, it is prevalent that teachers benefit from digital tools to support their lessons, especially for listening, speaking (Bear et al., 2024), vocabulary acquisition (Enayat et al., 2025) and grammar practice (Pawlak et al., 2023) through multi-modal input ensuring dynamic and stimulating learning environment.

Even in this 21st century, some EFL teachers may find it challenging to prepare their classroom content through technology since they do not have enough time to improve their technology literacy, and lack of technical support, which led them to pursue their lesson in traditional route (Francom, 2025). This kind of impedes have been caused by lack of teacher trainings because most of EFL teachers start their occupations without any education about technology use for content preparing (Pappa et al., 2024). Moreover, EFL teachers' preference for using traditional methods can also be originated due to regional constraints such as limited accessibility to technological opportunities and poor institutional support (Saiz-González et al., 2024).

Nonetheless, according to the present research, before language classes, teachers need to prepare teaching content by using technology because it is indispensable part of the 21st century. In this stage, almost all of them benefit from teaching videos (Lin et al., 2025) and this followed by online quizzes (Göksun & Gürsoy, 2019), online games (Khmetova et al., 2025), ChatGPT (Dos, 2025), and interactive applications such as Kahoot (Rodríguez-Baz, 2024). These data from the online questionnaire proves that EFL teachers in Turkiye leverage diverse digital tools for the purpose of preparing teaching materials before classes.

This integration was not constrained by teacher-centered methods, but also assigning homework via online platforms, suggesting online learning sources/materials, and AI-supported skill-based exercises were included (Lu et al., 2025).

Firstly, almost all teachers agree with the efficacy of computers in language teaching. Alptekin & Taneri (2025) proved that teachers mostly prefer computers as they offer preparing slideshows, showing both visual and audial materials, and preparing student activities. Without teaching pedagogy, the use of computers may be constrained but they have great potential to boost student engagement by attracting their attention.

A great number of participants of the current study like to use smart boards after computers. Similarly, in one of their new research Alam et al., (2025) have found that smart boards increase classroom interaction and student engagement but if they are not used in light of professional teaching strategies, their application may be limited.

Thirdly, Gündeş Orman (2022) indicated that speakers are pretty important because they are components of multi-media tools such as teaching videos and language learning applications, they cannot be analyzed independently. Subsequently, projectors are also part of these kinds of tools, integrated to boost students' attention span through teaching and the use of images (Sari et al., 2024).

Although digital tools mentioned above are preferred more, smart phones were chosen by only one participant. Hsieh (2025) pinpointed that smart phone addiction and their negative use decreased academic success of students. Especially out of class activities and notifications lead to attention disorder (Laumann et al., 2025). However, Yıldırım & Yılmaz (2025) mentioned that smart phones fasten the access to information. With enough awareness and pedagogical intentions, the use of smart phones can offer opportunities in language learning field.

The frequency of the integration of technology in participants' classrooms was 'frequent' or 'always' according to results (Wohlfart & Wagner, 2025). Even though the use of technology higher than pre-covid period, it has not been as high as it used to be in the pandemic (Echeverría et al., 2025). As teachers consolidate the use of technology within EFL classrooms, students start to be more active behaviorally and eager to participate in class activities socially (Maričić & Lavicza, 2024). Affectively, their curiosity level and motivation are boosted (Tang et al., 2022) by

Journal of Language, Literature, Social, and Cultural Studies, Volume 4 Number 1 (Mar 2026), p. 91-107
e-ISSN: 2986-4461
DOI: https://doi.org/10.58881/jllscs.v2i2
https://ympn.co.id/index.php/JLLSCS

watching teaching videos, seeing different visuals, etc. compared to ordinary and traditional teaching style. Thus, cognitively they are informed about different language learning methods (Getenet et al., 2024).

According to the American College of Pediatricians (2020), too much exposure to digital tools and screen light causes lower academic performance and sleeping issues. Contrary to popular belief about the effectiveness of technology integration into language classrooms, the amount of time that students are exposed to screen light is harmful in terms of their health. Common integration of digital tools requires multi-tasking among students which directly led distraction named as external variables lowering effectiveness of teaching (Deng et al., 2024). As EFL teachers stated, offset is crucial to prevent students from distraction due to overly extensive stimuli such as colorful visuals, and attractive videos. Aside from health issues and distraction, class management may turn out to be a challenge because teachers open enjoyable activities, competitive games, etc. As Adsız & Dinçer (2025) indicates that especially in online classrooms, it is almost impossible to monitor and interfere with student behavior.

Features of the pilot study: Since the present research is a pilot study, it was consisted of small sample size.

The context of the research: As the present study is context-specified, further studies can be administered in different countries to increase generalizability.

Geographical scope: The research has limitations to display demographic information about participants. It may be constrained to some geographical regions or geographical information of participants may also be added.

Literacy level of participants: There is no specific information about teachers' technology literacy levels. The next study should explore whether teachers feel confident in integrating technology into their classes or not.

Reliance on self-reported data: The results of the study based on teachers own responses, which reduces subjectivity and causes bias.

Lack of student responses: Because the study is limited to teacher perceptions, students' responses need to be accepted as well.

4. Conclusion

The study offers insights on perspectives of teachers about the influence of their use of technology in language classrooms and their choices on type of digital tools in Turkiye. Since the research has some limitations, it can be expanded by adding extra questions to the online questionnaire, increasing the number of participants and merging teacher outcomes with student perceptions. Thus, further suggestions can elevate the present pilot study. Despite mentioned limitations, this present pilot study was conducted via an expert reviewed online questionnaire with EFL teachers from diverse background in Turkiye through an objective way, protecting anonymity of participants.

The results provide pedagogical contributions, which is crucial for such a topic in 21st century, by revealing teachers' perceptions of students' participation in lessons, their reactions, and potential obstacles related to their technology use. According to the results, EFL teachers may adapt their own lesson plans, teaching materials, and the amount of time that they make time for digital tools. Thanks to this integration, students' motivation is increased by using computers, smart boards (Tang et al., 2022). Apart from in class integration, teachers' advice their students to use AI based tools (Dos, 2025) to improve their language skills such as speaking, vocabulary acquisition, listening and grammar practices as well. When they mention about existing online sources, students are informed and encouraged to use for their own language learning study.

Similarly, Tayşı & Alagözlü (2024) found a relationship between digital pedagogical competence of teachers' influence on their preferences of digital tools.

Not only do they see advantages of indispensable tools, but also their drawbacks such as excessive screen light exposure (the American College of Pediatricians, 2020) and distraction (Deng et al., 2024) are elucidated to inform EFL teachers. The inclusion of open-ended questions in the online survey allowed for a greater degree of interpretation and enrichment of teachers' perceptions without limitation.

References

Abdelshaheed, B. (2024). Digital Collaborative Learning: Promoting Reading Comprehension and Vocabulary among Saudi University English Majors. *Arab World English Journal (AWEJ) Special Issue on CALL (10)* 118-133 DOI: https://dx.doi.org/10.24093/awej/call10.9

Adsız, M., & Dinçer, S. (2025). The analysis of classroom management challenges faced by teachers in online classrooms. *TechTrends, 69,* 345–361. https://doi.org/10.1007/s11528-025-01042-8

Alam, T. M., Stoica, G. A., & Özgöbek, Ö. (2025). Asking the classroom with technology: A systematic literature review. *Smart Learning Environments, 12, 7.* https://doi.org/10.1186/s40561-024-00371-0

Alptekin, Z., & Taneri, A. (2025). Technology integration in pedagogical processes: Digital competence and teaching practices of primary school teachers in Turkey. *Discover Education, 4,* 351. https://doi.org/10.1007/s44217-025-00646-9

American College of Pediatricians. (2020). Media use and screen time: Its impact on children, adolescents, and families. https://www.acpeds.org/statement/media-use-and-screen-time

Awee, A., Mohsin, F. H., & Kuek, T.-Y. (2022). Students' adaptability on unexpected transition to online learning during COVID-19 pandemic: The role of self-regulation learning and self-efficacy. *Asia Pacific Journal of Educators and Education, 37*(1), 23–44. https://doi.org/10.21315/apjee2022.37.1.2

Bear, E., Chen, X., Verratti Souto, D., Ribeiro-Flucht, L., Rudzewitz, B., & Meurers, D. (2024). Designing a task-based conversational agent for EFL in German schools: Student needs, actions, and perceptions. *System, 126,* 103460. https://doi.org/10.1016/j.system.2024.103460

Bergdahl, N., Bond, M., Sjöberg, J., Dougherty, M., & Oxley, E. (2024). Unpacking student engagement in higher education learning analytics: A systematic review. *International Journal of Educational Technology in Higher Education, 21,* Article 63. https://doi.org/10.1186/s41239-024-00493-y

Bond, M. (2020). Facilitating student engagement through the flipped learning approach in K-12: A systematic review. *Computers & Education, 151,* 103819. https://doi.org/10.1016/j.compedu.2020.103819

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health, 11(4),* 589–597. https://doi.org/10.1080/2159676X.2019.1628806

Brown, J. D. (2011). *Using surveys in language programs*. Cambridge University Press.

Chan, S., & Lo, N. (2024). Enhancing EFL/ESL instruction through gamification: A comprehensive review of empirical evidence. *Frontiers in Education, 9,* Article 1395155. https://doi.org/10.3389/feduc.2024.1395155

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

Consoli, T., Schmitz, M.-L., Antonietti, C., Gonon, P., Cattaneo, A., & Petko, D. (2024). Quality of technology integration matters: Positive associations with students' behavioral engagement and digital competencies for learning. *Education and Information Technologies, 30*(6), 7719-7752. https://doi.org/10.1007/s10639-024-13118-8

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13(3),* 319–340. https://doi.org/10.2307/249008

Decristan, J., Jansen, N. C., & Fauth, B. (2023). Student participation in whole-class discourse: Individual conditions and consequences for student learning in primary and secondary

school. *Learning and Instruction, 86*, Article 101748. https://doi.org/10.1016/j.learninstruc.2023.101748

Diener, E., & Crandall, R. (1978). *Ethics in social and behavioral research*. University of Chicago Press.

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed mode surveys: The tailored design method* (4th ed.). John Wiley & Sons, Inc.

Dos, I. (2025). A systematic review of research on ChatGPT in higher education. *The European Educational Researcher, 8(2),* 59–76. https://doi.org/10.31757/euer.2025.82.59

Enayat, M. J., Asadi Ghadim, N., & Arabmofrad, A. (2025). Effects of two mobile-assisted language learning apps on L2 receptive and productive vocabulary knowledge: A mixed-methods study. *System, 133*, 103763. https://doi.org/10.1016/j.system.2025.103763

Francom, G. M. (2019). Barriers to technology integration: A time-series survey study (Doctoral dissertation, Mississippi State University). Mississippi State University Repository.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74(1)*, 59–109. https://doi.org/10.3102/00346543074001059

Getenet, S., Cantle, R., Redmond, P., & Albion, P. (2024). Students' digital technology attitude, literacy and self-efficacy and their effect on online learning engagement. *International Journal of Educational Technology in Higher Education, 21*, Article 3. https://doi.org/10.1186/s41239-023-00437-y

Gil-Flores, J., Rodríguez-Santero, J., & Torres-Gordillo, J.-J. (2017). Factors that explain the use of ICT in secondary-education classrooms: The role of teacher characteristics and school infrastructure. *Computers in Human Behavior, 68*, 441–449. https://doi.org/10.1016/j.chb.2016.11.057

Göksün, D., & Gürsoy, G. (2019). The role of gamified e-quizzes on student learning and engagement: An interactive gamification solution for a formative assessment system. *Computers & Education, 145*, 103729. https://doi.org/10.1016/j.compedu.2019.103729

Gönen, S. İ. K., & Zeybek, G. (2021). Using QR code-enhanced authentic texts in EFL extensive reading: A qualitative study on student perceptions. *Education and Information Technologies, 27(3)*, 3771–3793. https://doi.org/10.1007/s10639-021-10695-w

Goodman, L. A. (1961). Snowball sampling. *The Annals of Mathematical Statistics, 32(1)*, 148–170. https://doi.org/10.1214/aoms/1177705148

Gündeş Orman, B. (2022). Exploring early childhood teachers' technological pedagogical content knowledge and experiences of technology integrated teaching (Master's thesis, Boğaziçi University, Turkey). Boğaziçi University Repository.

Haladyna, T. M., Downing, S. M., & Rodriguez, M. C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. *Applied Measurement in Education, 15(3)*, 309–334.https://doi.org/10.1207/S15324818AME1503_5

Hsieh, C.-Y. (2025). The impact of smartphone usage frequency on university students' academic performance: A meta-analysis of moderating factors. *Acta Psychologica, 259,* 105374. https://doi.org/10.1016/j.actpsy.2025.105374

Hussein, A. (2009). The use of triangulation in social sciences research: Can qualitative and quantitative methods be combined? *Journal of Comparative Social Work, 4*(1), 106–117. https://doi.org/10.31265/jcsw.v4i1.48

Ismail, I. A., & Hamarsha, M. M. (2020). Exploring the effectiveness of technology integration on students' motivation and engagement during COVID-19 from teachers' perspectives: a case study. *Ilkogretim Online, 19(4),* 720–729.

Jacknick, C. 2021. *Multimodal Participation and Engagement: Social Interaction in the Classroom*. UK: Edinburgh University Press

Jones, T. L., Baxter, M. A. J., & Khanduja, V. (2013). A quick guide to survey research. *Annals of The Royal College of Surgeons of England, 95*(1), 5–7. https://doi.org/10.1308/003588413X13511609956372

Jonsson, A., & Svingby, G. (2007). The use of scoring rubrics: Reliability, validity and educational consequences. *Educational Research Review, 2*(2), 130–144. https://doi.org/10.1016/j.edurev.2007.05.002

Khmetova, A. I., Seitenova, S. S., Khodjaev, B. K., Jamoldinova, O. R., & Yerkebaeva, S. Z. (2025). Evolution of game-based learning research: A cross-database bibliometric analysis and

visualization study. *Contemporary Educational Technology, 17(3)*, ep585. https://doi.org/10.30935/cedtech/16451

Laumann, D., Krause, M., Kremer, F. E., Leibrock, B., Ubben, M. S., Forthmann, B., … & Heusler, S. (2025). Mobile learning in the classroom – Should students bring mobile devices for learning, or should these be provided by schools? *Education and Information Technologies, 30*, 9463–9496. https://doi.org/10.1007/s10639-024-13213-w

Lin, C. H., Chen, G., Sun, L., & Li, L. (2025). Video visualisation of classroom talk in a pre-service teacher-training programme: Design and implementation. *Education and Information Technologies, 30*, 23241–23270. https://doi.org/10.1007/s10639-025-13663-w

Lu, C., Lee, J. C.-K., & Gu, M. M. (2025). Integrating digital technologies into teaching: A study on pre-service language teachers' perceptions and practice. *Education and Information Technologies, 30*, 19537–19557. https://doi.org/10.1007/s10639-025-13511-x

Macevičiūtė, E. (2023). The role of curiosity triggers and features in digital literacy programs. *Education for Information, 39(3)*, 321–338. https://doi.org/10.1016/j.edinf.2023.101106

MacIntyre, P., and C. Charos. 1996. "Personality, Attitudes, and Affect as Predictors of Second Language Communication." *Journal of Language and Social Psychology 15 (1)*: 3–26. https://doi.org/10.1177/0261927X960151001

Margolin, J., Pan, J., & Yang, R. (2019). *Technology use in instruction and teacher perceptions of school support for technology use in Iowa high schools*. American Institutes for Research. https://www.air.org/resource/report/technology-use-instruction-and-teacher- perceptions-school-support-technology-use-iowa-high

Maričić, M., & Lavicza, Z. (2024). Enhancing student engagement through emerging technology integration in STEAM learning environments. *Education and Information Technologies, 29(17)*, 23361–23389. https://doi.org/10.1007/s10639-024-12710-2

Mekheimer, M. A. (2025). Effective technology integration in higher education: A mixed-methods study of professional development. *Education and Information Technologies, 30*, 25013–25058. https://doi.org/10.1007/s10639-025-13750-y

Moorhouse, B. L. (2023). Teachers' digital technology use after a period of online teaching. *ELT Journal, 77(4)*, 445–459. https://doi.org/10.1093/elt/ccac050

Naderifar, M., Goli, H., & Ghaljaie, F. (2017). Snowball sampling: A purposeful method of sampling in qualitative research. *Strides in Development of Medical Education, 14(3)*, e67670. https://doi.org/10.5812/sdme.67670

Nkomo, L. M., Daniel, B. K., & Butson, R. J. (2021). Synthesis of student engagement with digital technologies: A systematic review of the literature. *International Journal of Educational Technology in Higher Education, 18*, Article 34. https://doi.org/10.1186/s41239-021-00270-1

Noy, C. (2008). Sampling knowledge: The hermeneutics of snowball sampling in qualitative research. *International Journal of Social Research Methodology, 11(4)*, 327–344. https://doi.org/10.1080/13645570701401305

Östlund, U., Kidd, L., Wengström, Y., & Rowa-Dewar, N. (2011). Combining qualitative and quantitative research within mixed method research designs: A methodological review. *International Journal of Nursing Studies, 48(3)*, 369–383. https://doi.org/10.1016/j.ijnurstu.2010.10.005

Panakaje, N., Ur Rahiman, H., Parvin, S. M. R., Shareena, P., K., M., & Irfan, S. (2024). Revolutionizing pedagogy: Navigating the integration of technology in higher education for teacher learning and performance enhancement. *Cogent Education, 11(1)*, 2308430. https://doi.org/10.1080/2331186X.2024.2308430

Papageorgiou, E., Wong, J., Liu, Q., Khalil, M., & Cabo, A. J. (2025). A systematic review on student engagement in undergraduate mathematics: Conceptualization, measurement, and learning outcomes. *Educational Psychology Review, 37*, Article 66. https://doi.org/10.1007/s10648-025-10046-y

Pappa, C. I., Georgiou, D., & Pittich, D. (2024). Technology education in primary schools: addressing teachers' perceptions, perceived barriers, and needs. *International Journal of Technology and Design Education, 34(2)*, 485–503. https://doi.org/10.1007/s10798-023-09828-8

Pawlak, M., Derakhshan, A., Mehdizadeh, M., & Kruk, M. (2023). Yet another look at strategies for learning grammar: Validating the Grammar Learning Strategy Inventory in the Iranian EFL context. *System, 118*, 103139. https://doi.org/10.1016/j.system.2023.103139

Pérez Echeverría, M. P., Cabellos, B., & Pozo, J. I. (2025). The use of ICT in classrooms: The effect of the pandemic. *Education and Information Technologies, 30*, 14069–14093. https://doi.org/10.1007/s10639-024-13124-w

Raave, D. K., Saks, K., Pedaste, M., & Roldan Roa, E. (2024). How and why teachers use technology: *Distinct integration practices in K-12 education. Education Sciences, 14(12*), 1301. https://doi.org/10.3390/educsci14121301

Ramnarain, U., Ncube, R., & Teo, T. (2023). South African Life Sciences teachers' pedagogical beliefs and their influence on information communication and technology integration. *Frontiers in Education, 8,* Article 1217826. https://doi.org/10.3389/feduc.2023.1217826

Rodríguez-Baz, I. (2024). Utilising interactive applications as educational tools in higher education: Perspectives from teachers and students, and an analysis of academic outcomes. *Education for Chemical Engineers, 46,* 1–9. https://doi.org/10.1016/j.ece.2023.10.001

Saiz-González, P., Sierra-Díaz, J., & Iglesias, D. (2025). Exploring physical education teachers' willingness and barriers to integrating digital technology in their lessons. *Education and Information Technologies, 30,* 5965– 5987. https://doi.org/10.1007/s10639-024-13060-9

Salmerón, L., & Moreno, M. (2024). Distraction, multitasking and self-regulation inside university classroom. *Education and Information Technologies, 29*, 23957–23979. https://doi.org/10.1007/s10639-024-12786-w

Sari, I. A., Zulaikha, S., Puska, N., & Norza, M. (2024). Utilization of projector technology in 21st century learning: What is the impact on student learning outcomes? *International Journal of Education and Teaching Zone, 3(2),* 131–142. https://doi.org/10.57092/ijetz.v3i2.191

Shao, Y., Wu, J., Li, Y., Lu, Q., & Wang, Z. (2025). The impact of digital technology use on EFL students' English academic performance: The mediating roles of emotional intelligence and learning engagement. *BMC Psychology, 13*(1), Article 203. https://doi.org/10.1186/s40359-025-02967-8

Tang, C., Mao, S., Naumann, S. E., & Xing, Z. (2022). Improving student creativity through digital technology products: A literature review. *Thinking Skills and Creativity, 44,* 101032. https://doi.org/10.1016/j.tsc.2022.101032

Taşkın, N., & Kılıç Çakmak, E. (2023). Effects of gamification on behavioral and cognitive engagement of students in the online learning environment. *International Journal of Human-Computer Interaction, 39(17*), 3334–3345. https://doi.org/10.1080/10447318.2022.2096190

Tayşı, E., & Alagözlü, N. (2024). Exploring the link between English language instructors' technological pedagogical content knowledge and satisfaction with teaching online. *Arab World English Journal, 15(4),* 282–294. https://dx.doi.org/10.24093/awej/vol15no4.18

Teng, Y., & Wang, X. (2021). The effect of two educational technology tools on student engagement in Chinese EFL courses. *International Journal of Educational Technology in Higher Education, 18*(1), Article 27. https://doi.org/10.1186/s41239-021-00263-0

Trust, T. (2020). Teaching with digital tools and apps (1st ed.). EdTech Books

van Teijlingen, E., & Hundley, V. (2001). The importance of pilot studies. *Social Research Update, 35*, 1–4.

Wang, A. Y. (2022). Understanding levels of technology integration: A TPACK scale for EFL teachers to promote 21st-century learning. *Education and Information Technologies, 27*, 9935–9952. https://doi.org/10.1007/s10639-022-11033-4

Wohlfart, O., & Wagner, I. (2025). Longitudinal perspectives on technology acceptance: Teachers' integration of digital tools through the COVID-19 transition. *Education and Information Technologies, 30*, 6091–6115. https://doi.org/10.1007/s10639-024-12954-y

Yıldırım, R., & Yılmaz, M. (2025). The impact of smartphone use on university students' education. TOJET: *The Turkish Online Journal of Educational Technology, 24(2)*, 93–108. https://www.tojet.net/articles/2025/242/24209.pdf

Zeybek, G. (2024). Enriching EFL teaching through multimodal integration of QR codes. In *A stepwise guide for foreign language teachers* (Chap. 10). IGI Global. https://doi.org/10.4018/979-8-3693-2169-0.ch010

Zhang, H., Yang, J., & Liu, Z. (2024). Effect of teachers' teaching strategies on students' learning engagement: Moderated mediation model. *Frontiers in Psychology, 15,* Article 1475048. https://doi.org/10.3389/fpsyg.2024.1475048

Zhang, Z., Zhao, Y., Huang, X., Qi, C., & Zhao, G. (2025). Bibliometric analysis of classroom engagement: A review based on Web of Science database. *Behavioral Sciences, 15(6),* 737. https://doi.org/10.3390/bs15060737

Zou, D., Luo, S., & Xie, H. (2025). Longitudinal perspectives on technology acceptance: Teachers' integration of digital tools through the COVID-19 transition. *Education and Information Technologies, 30,* 6091–6115. https://doi.org/10.1007/s10639-024-12954-y