



## Sociocultural Interface Between ESL Teachers' Beliefs and Technology-Enhanced Classroom Practices in Ekiti State, Nigeria

Oladunni Olufunso Deji-Afuye<sup>1</sup>, Opeyeoluwa Adesina Deji-Afuye<sup>2</sup>

<sup>1</sup> Bamidele Olumilua University of Education Science and Technology, Ikere Ekiti, Nigeria

<sup>2</sup> Redeemer's College of Technology and Management, Redemption City, Ogun State, Nigeria

Corresponding author email: [author@email.com](mailto:author@email.com)

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### Abstract

This study explores the intersection of sociocultural factors, English as a Second Language (ESL) teachers' beliefs, and technology-enhanced classroom practices in secondary schools in Ekiti State, Nigeria. Grounded in the Technology Acceptance Model (TAM), this research investigates how teachers' perceived usefulness, ease of use, and attitude towards technology integration influence their classroom practices. Using a mixed-methods approach, this study integrates data from classroom observations and semi-structured interviews with 10 ESL teachers. The findings reveal significant relationships between teachers' beliefs, sociocultural factors, and technology adoption. The findings indicate that teachers' beliefs about technology-enhanced learning, cultural values, and school policies impact technology integration. TAM's efficacy in explaining the adoption of technology by ESL teachers is supported. The study highlights the importance of considering sociocultural factors in technology-enhanced ESL education. Implications for educational practice, policy, and future research are discussed. Specifically, the study recommends contextualized teacher training programs, infrastructure development, responsive technology-based resources, and policy reforms to support effective technology integration in classroom practices.

Keywords: ESL education; Sociocultural interface; Teacher beliefs; Technology-enhanced learning; Classroom practices

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## INTRODUCTION

In the Nigerian context, English as a second language (ESL) depicts the situation where English is taught as a subject and an important medium for everyday interactions in several situations. It is no news that English is a curriculum subject and the language of instruction at all levels of education (Njoku, 2017). This status of English makes its teaching, learning, and use part of the significant issues to be addressed when discussing classroom practices and methods. Teaching English as a second language (ESL) in Nigeria is a growing field that has generated concern among language and education scholars for several years. This concern came up primarily due to the challenges impacting the quality of English language instruction and making it difficult for students to achieve adequate proficiency in the language. Studies, such as Deji-Afuye and Obadare (2019), Obiakor and Malu (2020), and Faloye (2022), have shown that the standard of the English Language is rapidly falling in Nigerian schools, especially at the post-primary school level. Obiakor and Malu (2020) opine that research has continued to emphasize the downward trend of learners' performance in English compared to what happened in the colonial period

and shortly after independence, when a standard six pupil could speak and write good English. These studies emphasize the teacher factor as part of the problem of the fallen standard of English in the country. Furthermore, Oloninisi (2019) notes that learners have communication problems due to mother tongue interference, the different nature of English, poor teacher modelling, and inadequate use of technology.

Teachers' perceptions can impact the English language teaching practices at both primary and post-primary levels. Even though most stakeholders in education in Nigeria are aware of the necessity to embrace a modern technology trend in language teaching, the necessary modalities, teacher technological upgrading, and materials to facilitate this trend are still lacking, and there is still underachievement in English language proficiency among learners. This study explores the sociocultural interface between ESL teachers' beliefs and technology-enhanced classroom practices in secondary schools in Ekiti State, Nigeria. The research investigates how teachers' beliefs about language teaching and learning interact with their technology-enhanced instructional practices and how sociocultural factors influence this interface. By examining this interface, we can better understand the factors that facilitate or hinder effective technology integration in ESL teaching in Nigeria. Therefore, this study was guided by the following research questions: (1) What are the beliefs and attitudes of ESL teachers regarding the use of technology in language teaching? (2) How do ESL teachers currently use technology in their classroom practices? (3) What are the sociocultural factors influencing technology use?

### ***Sociocultural influences on teachers' beliefs and classroom practices***

Many previous studies show several factors influencing classroom practices in teaching and learning English as a second language. These factors range from teachers' beliefs, competencies, experiences, knowledge of the subject matter, and quality to the aspects to teach in a particular lesson and the learning environments. These factors are crucial in shaping their instructional practices, interactions with students, and overall approach to teaching (Shaiegy & Adelrahman, 2021). According to Kwaah (2021), studies such as Mede (2017), Ramos-Marcuse & Arsenio (2001), and Rosenfeld & Rosenfeld (2008) categorize teachers' beliefs into traditional and constructivist teaching beliefs. These two categories are related to the teacher-centered approach and the learner-centered approach, respectively. Teacher-centered beliefs generate teachers' direct instructions, whole-class interaction, and teacher-controlled learning. Learner-centered beliefs accommodate students' independent learning, learning through peer collaboration, and participating actively in the instructional process (Kwaah, 2021).

Ifinedo and Kankaanranta (2021) mention teacher context, the learning context, and the environment as crucial in determining teachers' classroom practices. The pedagogical ideas of ESL teachers in the Nigerian context are contained in how they have been trained, the belief that teachers are expected to teach, past learning experiences, teaching skills, students' attitudes to learning, as well as the school where they are teaching. Furthermore, the curriculum, coupled with teachers' and students' sociocultural backgrounds, influences teachers' discourse and instructional strategies in the classroom (Oloninisi, 2019; Atubonoima & Amadi, 2021). For instance, the cultural beliefs of the southwest people of Nigeria suggest that power and control are in the hands of seniors, leaders, and the wealthy. Such a belief is transferred into teacher-student relationships, whereby teachers are believed to hold power, authority, and knowledge in classrooms. Upon the teacher's entering the classroom, students sit up straight, greet in chorus, and then sit quietly to take the next instructions from the teacher (Aglazor & Cornelius-Ukpesi, 2018; Salau, 2018; Rahman et al., 2018).

Research on classroom practices has largely concentrated on how teachers convey lesson content through actions, activities, techniques, and pedagogy, all of which directly impact students' learning (Kwaah, 2021). Most teachers' instructional judgment and decisions are influenced by their beliefs, which are usually shaped by their culture (Aglazor & Cornelius-Ukpesi, 2018). Aglazor and Cornelius-Ukpesi (2018) observe that cultural tendencies impact classroom management through activities in lesson plans, classroom seating arrangements, and student-teacher communication. These factors indicate the teacher's authority and power in the classroom and the impression that they possess exclusive knowledge of the subject matter. Hence, students readily comply with the teacher's authority and control. Kwaah's (2021) study shows that most of the teachers he observed engaged in structured practices, which were consistent

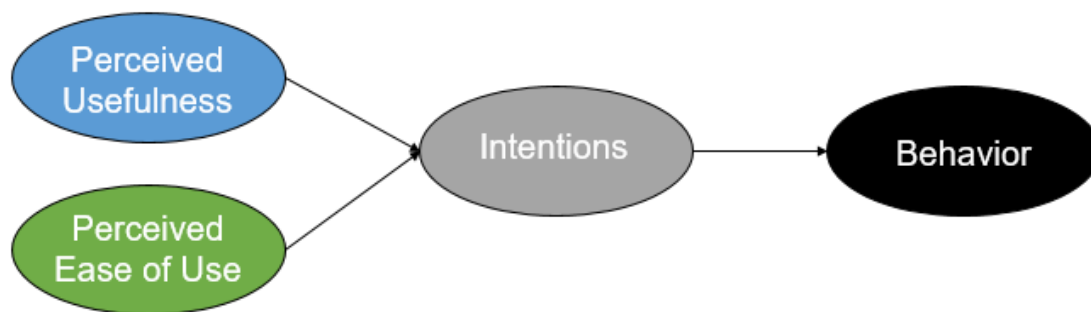
with whole-class teaching methods. The methods involved activities such as reviewing the previous lesson, defining the objectives of the lesson, drawing the instructional content, checking the previous assignment, and evaluating students' class work. Even though structured practices promote learning, they may tend towards teacher-led instruction and rote learning if not properly handled (Kwaah, 2021).

### ***Teachers' Beliefs and Technology-Enhanced Classroom Practices***

Teachers' perceptions towards the use of technology in the classroom may be influenced by a variety of personal, professional, contextual, and social considerations (Ertmer et al., 2022; Prodani et al., 2022; Alvarado, 2024). According to Shifflet and Weilbacher (2015), one crucial factor that may influence teachers' beliefs is their perceived advantages of technology use, particularly in terms of whether or not it would assist in attaining their teaching objectives. All these studies seem to agree that teachers' beliefs can either have favorable or adverse effects on how they use technology in their classes. According to a study by Prodani et al. (2022), educators who hold traditional tend to use technology for basic tasks, such as email or online grading, rather than more innovative and student-centered applications, while teachers who hold constructivist beliefs frequently employ technology in more collaborative ways that focus on their students' needs, like discussion groups and project-based learning.

Teachers' cultural beliefs and values mostly support their use of a transmission model of teaching, and they may view technology as a distraction or a threat to their authority. Those who hesitate to change their teaching practices may resist integrating technology, even if it could enhance student learning (Ertmer et al., 2020). Alvarado (2024) believes that teachers who lack the necessary support or training may not feel confident in their ability to integrate technology effectively. In the view of Hu et al. (2021), teachers who overemphasize technology may neglect other important teaching strategies and pedagogies. However, Faloye (2022) observes that English language teachers in government secondary schools in Ekiti State, Nigeria, have an encouraging understanding of the need to upgrade from traditional instruction to technology-enhanced teaching. This claim indicates that teachers are willing to use technology for teaching, and they hope that sufficient and significant opportunities will be made available to improve instruction across government colleges in Nigeria.

This study used the Technology Acceptance Model (TAM) proposed by Davis (1989). The model focuses on explaining technology user acceptance behavior. Martin Fishbein's and Icek Ajzen's (1975) Theory of Reasoned Action (TRA) serves as the bedrock for the model (Pruta, 2019). According to TRA, attitudes are influenced by beliefs, leading to intentions that result in behavior. The model is represented in Figure 1 below.



**Figure 1** Technology Acceptance Model

The model depicts that the use of technology by an individual is directly determined by the individual's intention to use it. The model posits that usage increases as the intentions to use the technology increase. An individual's intentions are directly determined by the individual's perceived usefulness (PU) and perceived ease of use (PEOU). PU and PEOU are two constructs that explain an end-user's views about technology, thereby predicting that person's attitude towards its use and acceptance. According to Davis (1989), PU is the extent to which people believe they can use technology to accomplish their goals. Davis further describes PEOU as the extent to which someone thinks that

applying a specific system would require no effort. In other words, PEOU is perceived to mean that if technology is user-friendly, the barrier is overcome. Nobody is enthusiastic about something if it is difficult to use and has a complex interface.

The present study employs TAM as an analytical tool to understand how sociocultural influence and other external factors have a significant role in determining an individual's attitudes towards using technology in teaching and learning processes. According to the model, a person's intentions to utilize technology directly influence how they actually use it. The model demonstrates how acceptance of technology is influenced by individual preferences, perceived risk, and perceived trust, which is one of the aims of the present study. The TAM determines the variables that impact an individual's adoption and utilization of technology. Subsequently, with the data, initiatives that encourage the adoption and use of technology can be created.

## **RESEARCH METHODS**

### ***Research Design***

This study used a mixed-methods research approach to collect data and analyze the sociocultural interface between ESL teachers' beliefs and technology-enhanced classroom practices in selected secondary schools. Using a mixed-methods approach allowed for methodological triangulation of descriptive statistics, inferential statistics, and thematic analyses of the video-recorded classroom observations and the narratives from teacher interviews.

### ***Research Subject***

A purposive sampling technique was used to obtain the sample for this study, selecting English as a Second Language (ESL) teachers. The sample consisted of 10 teachers from 5 randomly selected senior secondary schools in Ekiti State.

### ***Research Procedure***

The researcher personally observed the teachers and video-recorded all the lessons, lasting between twenty and forty minutes per period. The teachers were interviewed immediately after their classes were observed.

### ***Instruments and Data Collection Techniques***

The semi-structured interviews focused on teachers' beliefs and attitudes regarding the use of technology in language teaching. Classroom observations were conducted to gather data on teachers' use of technology in classroom instruction and how teachers' sociocultural backgrounds influence them.

### ***Data analysis technique***

The data analysis methods included thematic analysis of observations and interviews to identify patterns, themes, and categories that reflect the sociocultural interface between ESL teachers' beliefs and technology-enhanced classroom practices.

The researcher obtained ethical clearance from the University of Fort Hare before commencing the research, ensuring participants' rights were protected. Participants were fully informed about the research's academic purposes, allowing them to make informed decisions about participation. Additionally, permission was obtained from the Ekiti State Ministry of Education, school principals, and teachers to conduct the study. Participants were guaranteed confidentiality, with their names remaining undisclosed, and were free to withdraw if uncomfortable, upholding principles of ethical research and respecting their autonomy and well-being.

**RESULTS AND DISCUSSION**

To provide a deeper understanding of the context and reliability of the data collected in this study, it is essential to examine the demographic characteristics of the participants. The demographic profile offers insights into the background, professional experience, and qualifications of the teachers involved, which are crucial factors that may influence their perspectives and responses. These details help establish the credibility of the data and ensure that the findings of the study are grounded in the experiences of appropriately qualified and relevant stakeholders within the educational sector. Table I presents a summary of these demographic characteristics.

**Table 1** Demographic Profile of the Participants

Variables	Categories	Frequency	Percentage
Teaching Experience	Less than 5 years	0	0
	5 -10 years	5	50%
	11 -15 years	5	50%
	16 years and above	0	0
Teaching Qualification	NCE	0	0
	First Degree	8	80%
	Master and above	2	20%
School Type	Private	3	30%
	Public	7	70%

Table I revealed the teaching experience of the teachers sampled for the study. It was revealed that 50% of the teachers had worked between 5 – 15 years. It is an indication that many of the teachers are highly experienced. They are capable of giving the right responses. The teachers' qualifications in the table show that all the teachers are professionally qualified. They possessed a first degree (80%) and a masters (20%) in English Language. It implies that the teachers possessed minimum requirements for teaching in secondary schools, as outlined by the Teachers Registration Council of Nigeria (TRCN). The teachers sampled for the study are from both public (70%) and private schools (30%) in Ekiti. However, public school teachers constituted the majority.

***Beliefs and attitudes of ESL teachers regarding the use of technology in language teaching***

Research Question 1: What are the beliefs and attitudes of ESL teachers regarding the use of technology in language teaching?

The narratives of the 10 teachers and classroom observations showed varied beliefs and attitudes towards technology integration, shaped by individual experiences and school contexts. While some teachers demonstrated enthusiasm and adaptability, others expressed frustration with technology-impacted constraints. II reveals teachers' beliefs and attitudes regarding the use of technology in language teaching.

**Table 2** Teachers' beliefs and attitudes towards technology use in language teaching

Interview Questions	Teachers' Responses
What are your beliefs on the potential benefits and drawbacks of technology integration in language teaching?	Benefits: Enhanced student engagement, improved access to resources, personalized learning, and increased efficiency. Drawbacks: Distractions, equity and access concerns, technical issues, overreliance on technology, increased teacher workload, and stress.
Do you believe sociocultural factors influence your technology integration decisions?	Sociocultural factors influence technology integration decisions, such as teachers' and students' diverse cultural backgrounds, socioeconomic status, digital literacy, school culture, and policy.

Interview Questions	Teachers' Responses
How do Nigerian cultural values shape your teaching practices and technology use?	Nigerian teachers value community, collaboration, respect, and relationships. Seeking to incorporate these values into their teaching practices and technology use.
How do you stay current with new technologies and trends in pedagogical approaches?	Using a variety of formal and informal strategies to stay updated on new technologies and pedagogical approaches, including online platforms, collaboration with colleagues, workshops, conferences, self-directed learning, and informal information sharing.

The interview questions in Table II sought to understand the teachers' beliefs and attitudes towards technology integration in language teaching. The teachers believed that technology integration in language teaching has benefits and drawbacks. The benefits they identified include enhanced student engagement and motivation to participate in classroom activities, improved access to resources, personalized learning, and increased efficiency. However, they also noted the potential challenges and limitations, such as distractions, equity and access concerns, technical issues, overreliance on technology, and increased teacher workload.

Teacher 1 said:

*I think technology integration can enhance student engagement, access to resources, and collaboration. However, it can also be a distraction, create equity issues, and lead to overreliance on screens.*

In support of the notion of teacher 1, teacher 3 said:

*I believe technology integration can support differentiated instruction, increase student motivation, and provide access to up-to-date resources. However, it can also create challenges for students with limited technology access outside of school.*

This opinion from Teacher 3 reinforces Teacher 1's point about equity issues, highlighting the specific challenge of limited technology access outside of school. All the respondents emphasized the importance of striking a balance to avoid overreliance on technology. They also stressed the need for continuing teacher support and training to integrate technology into their teaching practices effectively. Furthermore, the respondents believed that teachers' and students' diverse cultural backgrounds, socioeconomic status, digital literacy, school culture, and policy influence their technology use decisions. In Teacher 2's words:

*Sociocultural factors absolutely impact my technology integration decisions. For example, considering the diverse cultural backgrounds of my students, I select digital materials that reflect their experiences and interests.*

Teacher 7 said:

*The school environment and policy, coupled with students' digital literacy and family or local dynamics, are some of the factors influencing my technology integration.*

Moreover, the teachers' responses to the question of how Nigerian cultural values shape their teaching practices and technology use suggest that Nigerian teachers value community, collaboration, respect, and relationships and seek to incorporate these values into their teaching practices and technology use. For instance, Teachers 1, 2, 3, 4, and 10 emphasized the importance of community and collaboration in Nigerian culture and how they could use technology to facilitate group work, peer review, and collaborative projects. Teachers 1, 5, and 10 highlighted the importance of teaching Nigerian cultural values such as respect, hard work, resilience, and cooperation, and how technology can be used to support this. However, the opinions of Teachers 7 and 9 differed, noting that Nigerian cultural values may not primarily

influence their teaching practices and technology use. Their responses highlight the diversity of perspectives and approaches among teachers.

The themes generated from the teachers' responses on how they stay current with new technologies and trends in pedagogical approaches suggest that they use a variety of formal and informal strategies, such as online platforms, collaboration with colleagues, workshops, conferences, self-directed learning, and informal information sharing.

Teacher 4 said:

*I engage with online communities, participate in webinars, and collaborate with colleagues.*

Teacher 6 responded thus:

*I stay updated on new technology and pedagogical approaches through the use of various technological tools/apps relevant to my subject specialization.*

**Table 3** Descriptive Analysis of the Attitudes Of ESL Teachers Towards Technology Use in Language Teaching

Category	Observation Indicators	Facilitative Attitude	Context-Constrained Attitude	Neutral
Technology Integration	The teacher uses technology to introduce a lesson	1 (10%)	6 (60%)	3 (30%)
	The teacher uses technology to demonstrate concepts	1 (10%)	5 (50%)	4 (40%)
	Students use technology for hands-on activities	1 (10%)	5 (50%)	4 (40%)
Instructional Design	Technology enhances lesson objectives	2 (20%)	5 (50%)	3 (30%)
	Technology aligns with instructional strategies	3 (30%)	5 (50%)	2 (20%)
Classroom Management	The teacher monitors student technology use	3 (30%)	4 (40%)	3 (30%)
	The teacher addresses technology-related issues promptly	3 (30%)	7 (70%)	0 (0)
Student Engagement	Students actively engage in technology-based activities	2 (20%)	5 (50%)	3 (30%)
	Students show interest in technology-based lessons	6 (60%)	3 (30%)	1 (10%)
Assessment and Feedback	Technology is used for formative/summative assessments	2 (20%)	5 (50%)	3 (30%)
	The teacher provides feedback through digital tools	2 (20%)	6 (60%)	2 (20%)
Grand Summary		2.4	5.1	2.5

The observation data in Table III reflected the impact of teachers' attitudes on technology integration in the observed lessons. In 60% of teachers observed instances, students showed interest in technology-based lessons, indicating a facilitative attitude towards technology integration. In 30% of observed instances, teachers monitored student technology use and addressed technology-related issues promptly, suggesting a supportive belief in managing technology in the classroom. 60% of the teachers did not use technology to introduce lessons, and 50% did not use technology to demonstrate concepts or for hands-on activities, indicating that contextual factors influenced teachers' decisions. 60% of teachers did

not provide feedback through digital tools, and 50% did not use technology for formative/summative assessments, indicating a degree of constraints. In 30% of observed instances, the teachers believed that technology enhances lesson objectives. In 30% of instances, they believed that technology aligns with instructional strategies, indicating a neutral attitude towards technology integration in instructional design. The grand summary indicates that the teachers had more context-constrained (5.1) than facilitative (2.4) attitudes towards technology integration.

**Teachers' Technology Integration Practices in ESL Classrooms**

Research question 2: How do ESL teachers use technology in their classroom practices?

**Table 4** ESL teachers' technology use in their classroom practices

Category	Indicators	Fully	Partially	Not at all
Technology Integration	The teacher uses technology to introduce a lesson	1 (10%)	3 (30%)	6 (60%)
	The teacher uses technology to demonstrate concepts	1 (10%)	4 (40%)	5 (50%)
Instructional Design	Students use technology for hands-on activities	1 (10%)	4 (40%)	5 (50%)
	Technology enhances lesson objectives	2 (20%)	3 (30%)	5 (50%)
Classroom Management	Technology aligns with instructional strategies	3 (30%)	2 (20%)	5 (50%)
	The teacher monitors student technology use	3 (30%)	3 (30%)	4 (40%)
Student Engagement	The teacher addresses technology-related issues promptly	3 (30%)	0 (0)	7 (70%)
	Students actively engage in technology-based activities	2 (20%)	3 (30%)	5 (50%)
Assessment and Feedback	Students show interest in technology-based lessons	6 (60%)	1 (10%)	3 (30%)
	Technology is used for formative/summative assessments	2 (20%)	3 (30%)	5 (50%)
	The teacher provides feedback through digital tools	2 (20%)	2 (20%)	6 (60%)
Grand Summary		2.4	2.5	5.1

Table IV reveals the data from the classroom observations, showing a significant gap in technology integration in the teachers' classroom practices. Observations show that 60% of the teachers did not use technology to introduce lessons, and 50% did not use technology for demonstrations or hands-on activities. Only 10% of the teachers were observed fully integrating technology into these aspects of their teaching practices. Gaps were also identified in instructional design, classroom management, and assessment and feedback practices. For instance, in 50% of the classrooms, technology did not enhance lesson objectives, and in 50%, technology did not align with instructional strategies.

Additionally, 40-70% of teachers did not adequately monitor student technology use or address technology-related issues promptly. There is also a discrepancy between student interest in technology-based lessons and actual engagement. While students showed interest in technology-based lessons in 60% of the classrooms, only 20% of the teachers had students actively engaged in technology-based activities. Furthermore, 50-60% of the teachers did not use technology for assessments or provide feedback through digital tools. Extracts 1 – 3 below are used to exemplify teachers' technology use in the observed classes.

**Table 5** Extract 1 Teacher 6

Category	Indicator	Practice	Limitation
Technology Integration	The teacher uses technology to introduce a lesson	Delayed	Awaited the operator's assistance with the interactive whiteboard
	The teacher uses technology to demonstrate concepts.	Limited	Operator's availability restricted technology use

Category	Indicator	Practice	Limitation
Instructional Design	Students use technology for hands-on activities.	Restricted	The operator's schedule limited laptop distribution
	Technology enhances lesson objectives	Partial	The teacher adapted the lesson to accommodate delays
Classroom Management	Technology aligns with instructional strategies.	Partial	Limited by the operator's availability
	The teacher monitors student technology use	Partial	The operator's presence is necessary for technical support
Student Engagement	The teacher addresses technology-related issues promptly.	No	Reliant on the operator's response time
	Students actively engage in technology-based activities	Limited	Delays and restrictions reduced engagement

The above extract features classroom observation with teacher 6. The observation reveals that the school context and infrastructure limitations influenced teacher 6's technology integration. Despite facing challenges, she was willing to adapt and utilize technology when available. Likewise, Teacher 3 and Teacher 9 showed resilience in the face of infrastructure limitations, leveraging traditional teaching methods to compensate. The findings suggested the teacher's positive attitudes and beliefs about technology integration in teaching, even though there were contextual constraints that resulted in using traditional methods.

**Table 6** Extract 2 Teacher 5

Category	Indicators	Practice	Limitation
Technology Integration	The teacher uses technology to introduce a lesson	No	The teacher's limited technological proficiency
	The teacher uses technology to demonstrate concepts.	No	Unable to utilize educational software features
	Students use technology for hands-on activities.	No	The teacher lacked confidence in laptop distribution.
Instructional Design	Technology enhances lesson objectives	No	Limited by the teacher's technology skills
	Technology aligns with instructional strategies.	No	The teacher relied on traditional methods.
Classroom Management	The teacher monitors student technology use	Partial	Struggled to troubleshoot student laptop issues
	The teacher addresses technology-related issues promptly.	No	Delayed in resolving technical problems
Student Engagement	Students actively engage in technology-based activities	Yes	Limited by the teacher's technology constraints

Extract 2 shows a situation where the teacher lacks the skills to operate the available technology. The extract demonstrates the teacher's enthusiasm and effective classroom management (non-technology related). However, teachers' technology skills hindered instructional design and student engagement. Teacher 5, like teacher 8, expressed frustration with using technology, centralized technology support models, and time constraints. These findings suggest a pessimistic perception toward technology integration.

**Table 7** Extract 3 Teacher 3

Category	Indicators	Practice	Limitation
Technology Integration	The teacher uses technology to introduce a lesson	No	Limited by outdated devices and digital resources
	The teacher uses technology to demonstrate concepts	Partial	Limited by outdated devices and digital resources
	Students use technology for hands-on activities.	Limited	Shared laptops, restricted internet access
Instructional Design	Technology enhances lesson objectives	Partial	Limited by technology constraints
	Technology aligns with instructional strategies.	Yes	The teacher adapted the lesson to accommodate limitations.
Classroom Management	The teacher monitors student technology use	Yes	Effectively managed shared laptops
	The teacher addresses technology-related issues promptly.	Yes	Troubleshoot internet connectivity issues
Student Engagement	Students actively engage in technology-based activities	Partial	Limited by insufficient laptops

In Extract 3, the teacher demonstrated remarkable adaptability and effectiveness even with inadequate technology. The findings reflect upgrading technology infrastructure and providing additional resources and teaching skills to support instructional design.

***Sociocultural Factors influencing Technology use***

Question 3: What are the sociocultural factors influencing technology use?

**Table 8** Sociocultural factors influencing technology use

Interview Questions	Teachers' Responses
Have you encountered any sociocultural-related challenges when integrating technology?	Cultural concerns like excessive screen time, moral corruption, and the impact on traditional values. Challenges relating to unequal access to technology, such as limited exposure at home, rural infrastructure limitations, and the non-availability of technology in schools. The need to balance technology use with social skills development, ensuring that technology enhances rather than replaces face-to-face interactions. Adaptation and support.
What are the sociocultural factors influencing your technology integration decisions?	Sociocultural factors influence technology integration decisions, such as teachers' and students' diverse cultural backgrounds, socioeconomic status, digital literacy, school culture, and policy.
How do you navigate cultural sensitivities when selecting technology-based resources?	Selecting resources that are culturally relevant and sensitive to the students' backgrounds. Avoiding stereotypes and biases. Involving students in resource selection. Respecting local norms and values.
Have you received training or support on technology integration and sociocultural sensitivity?	Teachers have attended training sessions, conferences, online courses and certificates, and government-sponsored programs.

Interview Questions	Teachers' Responses
Do you think Ekiti State's educational policies/support systems adequately address sociocultural factors in technology integration?	To some teachers, there have been gaps in training or limited scope in basic computer skills rather than comprehensive technology integration.

The interview questions in Table V focused on the sociocultural factors influencing technology use in classroom instruction. Teachers 1, 3, and 4 mentioned cultural concerns related to technology use, such as excessive screen time, moral corruption, and impact on traditional values.

Teacher 4 stated that:

*One challenge is balancing technology use with cultural concerns about social skills development. I ensure technology enhances, rather than replaces, face-to-face interactions.*

In response to the question of the sociocultural factors influencing the teachers' technology integration decisions, the teachers mentioned limited internet access (Teacher 1), diverse cultural backgrounds of students (Teacher 2), individual learning needs (Teachers 3 and 4), school environment and policy, students' digital literacy, family or local dynamics (Teacher 7), availability of technology (Teacher 10), and need for supervision and monitoring (Teacher 8).

The common themes that emerged from the teachers' responses to the question about how they navigate cultural sensitivities when selecting technology-based resources include selecting resources that are culturally relevant and sensitive to the students' backgrounds, avoiding stereotypes and biases, involving students in resource selection, and respecting local norms and values.

Teacher 2 stated that:

*When selecting resources, I prioritize cultural relevance, avoiding materials with stereotypes or biases. I also consider students' cultural backgrounds and interests.*

However, some teachers (5, 6, 9, and 10) did not provide a clear response or shifted the responsibility to others, indicating a lack of awareness or sense of responsibility in navigating cultural sensitivities.

Teacher 7 said:

*It is the duty of the school administrator or authority to take a thoughtful and inclusive approach when selecting technology-based resources for the school to ensure cultural sensitivities are respected.*

Furthermore, when the teachers were asked whether they had received training or support on technology integration and sociocultural sensitivity, their responses indicated that most of them have attended conferences, online courses, and government-sponsored programs (Teachers 1, 2, 3, 4, 5, and 9). Two of them, Teachers 8 and 10, reported receiving no training, and two (Teachers 6 and 9) received training that seemed limited to basic computer skills rather than comprehensive technology integration. These responses suggest there are gaps in training, and this may impact their ability to integrate technology into their teaching practices effectively.

This study provides valuable insights into teachers' beliefs, perceptions, and factors influencing technology integration in language teaching. The results of this study indicate that teachers' beliefs and attitudes towards technology integration in language teaching are complex and multifaceted. While teachers recognise the potential benefits of technology integration, they also express concerns about the potential

drawbacks, echoing Alvarado's (2024) findings on the importance of thoughtful technology use at Franklin Elementary School in South San José, California. Moreover, contextual and sociocultural factors, such as teachers' and students' diverse cultural backgrounds, socioeconomic status, digital literacy, school culture, and policy, significantly influence technology integration beliefs. Evidently, the teachers believed in leveraging technology to enhance their ESL teaching practices, provided they had access to adequate and necessary technological resources. These findings corroborate the work of (Ertmer et al., 2020; Faloye, 2022), who opine that effective technology integration requires a clear understanding of factors like availability of technology resources, teachers' preparedness, engagement with technology, and a commitment to professional development. Particular.

Furthermore, this study has uncovered a concerning trend through the observation data, revealing that technology integration is not a common classroom practice among most secondary school teachers in the study area. The underlying causes of this issue are inferred from the teachers' narratives, which point to a lack of adequate resources, such as computers, interactive whiteboards, stable internet connectivity, language laboratories, skilled technical support, and digitally equipped classrooms. Many teachers relied on traditional methods due to limited exposure to digital literacy training and educational software, hindering their ability to incorporate technology into their teaching practices effectively. The findings align with previous studies (Ahmadi, 2018; Ifinedo & Kankaanranta, 2021; Faloye, 2022), highlighting the need for comprehensive reforms in language education programs to create a digitally inclusive learning environment in our secondary schools.

This study also identifies sociocultural factors and challenges that impact technology integration in ELS classrooms. These challenges include parental concerns about excessive screen time and potential moral corruption due to cultural beliefs. Additionally, limitations in digital literacy, rural infrastructure, and balancing technology use with cultural values on social skills development also pose significant obstacles. Furthermore, the unavailability of technology in schools exacerbates these challenges, ultimately hindering the effective use of technology in ELS classrooms as observed in the study.

Despite the limited digital resources, some teachers demonstrated resourcefulness in selecting technology-based resources that navigated cultural sensitivity. They carefully chose materials that reflected Nigerian and Ekiti cultural contexts, avoiding potentially offensive content. To ensure relevance, they involved students in the resource selection process. The teachers prioritized cultural relevance, avoiding materials with stereotypes or biases, and considered students' cultural backgrounds and interests. By doing so, they selected resources that respected local cultural norms and values, such as incorporating Ekiti folklore stories to teach language skills. These actions suggest that the teachers had a somewhat positive disposition towards technology integration, which they believed could improve their teaching practices, and were willing to adapt and innovate accordingly. This study is consistent with previous research (Aglazor & Cornelius-Ukpesi, 2018; Ifinedo & Kankaanranta, 2021; Olusola, 2024), which highlights the interplay between teachers' beliefs of technology integration, their level of technology integration, and factors such as age, education level, teaching experience, and subject area specialization.

The findings illustrate that teachers' pedagogical beliefs, digital skills, experiences, and sociocultural influences determine their teaching practices. There appear to be strong cultural and social influences on teachers' assumptions about the aims of formal education, teaching and learning processes, and the issue of technology use in particular. Nevertheless, the findings indicate that teachers can effectively motivate students to engage in technology-based activities if the socio-cultural barriers to technology integration are addressed.

## **CONCLUSION**

This study investigated the factors influencing technology integration in language teaching in Ekiti State, Nigeria. The findings revealed that sociocultural factors, digital literacy, and access to technological resources are crucial in shaping teachers' attitudes towards technology integration. The findings of this study have valuable implications for language teaching and learning practices. One key implication is that technology integration in language teaching is a complex and multifaceted issue, influenced by a range of

contextual and sociocultural factors. Therefore, educators and policymakers need to consider these factors when designing and implementing technology integration initiatives.

The study highlights the importance of providing adequate technological resources, including computers, interactive whiteboards, and stable internet connectivity, to support effective technology integration. Additionally, teachers require ongoing professional development to enhance their digital literacy and technology integration skills. This is particularly crucial in the context where teachers have limited exposure to digital literacy training and educational software.

The findings also underscore the need for culturally sensitive approaches to technology integration, taking into account the diverse cultural backgrounds and values of students and teachers. Educators should prioritize the selection of technology-based resources that reflect local cultural contexts and avoid potentially offensive content. By doing so, they can promote a more inclusive and effective learning environment.

Moreover, the study suggests that addressing socio-cultural barriers to technology integration is essential to motivate students to engage in technology-based activities. It requires a nuanced understanding of the interplay between teachers' beliefs, digital skills, experiences, and sociocultural influences that shape their teaching practices. By acknowledging and addressing these complexities, educators and policymakers can work towards creating a more supportive and inclusive learning environment that leverages technology to enhance language teaching and learning outcomes.

Ultimately, the study's findings highlight the need for comprehensive reforms in language education programs to create a digitally inclusive learning environment. This involves prioritizing teacher professional development, infrastructure development, and community engagement to support effective technology integration and promote academic excellence for all students.

Based on the findings of this study, the following recommendations are made:

1. Prioritize teacher training and support: Educators and policymakers must provide ongoing professional development opportunities for teachers to develop their digital literacy skills and learn how to integrate technology into their teaching practices effectively.
2. Invest in infrastructure development: Policymakers and educators must work together to invest in infrastructure development, including providing access to basic technological resources such as computers and internet connectivity.
3. Promote stakeholder collaboration: Educators, policymakers, and other stakeholders must work together to develop and implement effective strategies for technology integration in language teaching.
4. Develop culturally responsive technology-based resources: Educators and policymakers must prioritize the development of technology-based resources that are culturally sensitive and relevant to the students' lives.
5. Address the digital divide: Policymakers and educators must work together to address the digital divide in Nigeria, ensuring that all students have access to the technological resources they need to succeed.

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