

Technology Integration in English Language Teaching: Focused Results on Current Practices, Perceived Effectiveness, and Their Relationship

Nadien B. Dingal, Maria Lady Sol A. Suazo

Graduate School, North Eastern Mindanao State University, Philippines

DOI: <https://doi.org/10.47772/IJRIS.2026.100500646>

Received: 01 June 2026; Accepted: 06 June 2026; Published: 10 June 2026

ABSTRACT

This focused manuscript extract presents the results aligned with three selected statements of the problem from the study on technology integration in English language teaching: current classroom practices, perceived effectiveness, and the significant relationship between technology practices and perceived effectiveness. Findings showed that technology use in English language classrooms was generally highly practiced, with teachers' proficiency and students' engagement emerging as strong indicators. Technology integration was also perceived as highly effective, especially in supporting teachers' workload management, student motivation, and overall classroom outcomes. Correlation results further indicated a significant positive relationship between current technology practices and perceived effectiveness, particularly when technology was used frequently, purposefully, and in ways that promoted student engagement. These findings suggest that technology integration becomes more meaningful when digital tools are applied consistently, ethically, and instructionally in English language teaching.

Keywords: technology integration, English language teaching, current practices, perceived effectiveness, student engagement, instructional effectiveness

INTRODUCTION

Technology integration in English language teaching (ELT) has evolved from merely providing access to digital tools toward fostering meaningful learning experiences that support communication, collaboration, critical thinking, and language development. Recent studies have emphasized that effective technology integration depends not only on the availability of digital resources but also on how teachers utilize these tools to enhance pedagogical practices and learner engagement (Trust & Whalen, 2021; Kohnke & Moorhouse, 2023).

This study is anchored on the Technological Pedagogical Content Knowledge (TPACK) Framework developed by Mishra and Koehler (2006). The TPACK framework posits that effective technology integration occurs through the interaction of technological knowledge, pedagogical knowledge, and content knowledge. In English language teaching, teachers must possess not only technical competence but also the pedagogical skills necessary to use technology in ways that support language acquisition and meaningful communication. The framework provides a useful lens for understanding the current practices of technology use, teacher proficiency, student engagement, and the perceived effectiveness of technology integration.

Recent literature further suggests that digital technologies can increase learner motivation, improve communication and collaboration, and provide authentic language-learning opportunities. However, challenges remain regarding equitable access, teacher preparedness, and the effective selection of digital tools (Bond et al., 2024; OECD, 2023). These issues highlight the need to examine both the extent of technology use and its perceived effectiveness within specific educational contexts.

Highlighted Statements of the Problem

SOP 2. What are the current practices of technology use in English language classrooms in terms of frequency

of digital tool usage, types of platforms and applications used, purposes of technology integration, teachers' proficiency in using digital tools, and students' engagement and participation through technology?

SOP 3. What is the perceived effectiveness of technology integration in English language teaching in terms of improvement in students' academic performance, enhancement of communication and collaboration among learners, student motivation and interest in English learning, teachers' perception of workload management, and overall classroom outcomes linked to ethical and responsible technology use?

SOP 6. Is there a significant relationship between the current practice of technology and the perceived effectiveness of technology integration?

METHODS

The study employed an explanatory sequential mixed-methods design following Creswell and Plano Clark (2018). Quantitative data were collected first to determine the current practices and perceived effectiveness of technology integration in English language teaching, followed by qualitative data collection to explain and elaborate the quantitative findings.

Participants and Sampling

The quantitative phase involved 19 Senior High School English teachers and 293 students from selected secondary schools in Tago District, Surigao del Sur. Teacher-participants were selected through purposive sampling based on their direct involvement in English language instruction, while student-participants were selected using total enumeration from participating classes.

Research Instrument

Data were gathered using a researcher-developed questionnaire consisting of two major sections: (1) Current Practices of Technology Use and (2) Perceived Effectiveness of Technology Integration. The instrument utilized a five-point Likert scale.

Validity and Reliability

To establish content validity, the instrument underwent expert evaluation by specialists in educational technology, research methodology, and English language teaching. Revisions were incorporated based on their recommendations. Construct validity was established through alignment of questionnaire items with the study variables and the TPACK framework. Reliability testing was conducted through pilot administration, yielding Cronbach's alpha coefficients that met the acceptable threshold of 0.70, indicating satisfactory internal consistency.

Adjectival Rating Scale

The following scale was used in interpreting mean scores:

4.21–5.00 = Highly Practiced / Highly Effective

3.41–4.20 = Moderately Practiced / Effective

2.61–3.40 = Slightly Practiced / Effective

1.81–2.60 = Rarely Practiced / Effective

1.00–1.80 = Not Practiced / Effective

Data Collection and Analysis

Quantitative data were analyzed using descriptive statistics, including frequency counts, percentages, means, and standard deviations. Pearson Product-Moment Correlation was employed to determine significant

relationships among variables at the 0.05 level of significance.

For the qualitative phase, selected teacher-participants were interviewed using semi-structured interview protocols. Responses were transcribed, coded, categorized, and analyzed thematically to provide explanations for the quantitative findings.

Ethical Considerations

Permission to conduct the study was secured from relevant educational authorities. Participation was voluntary, and informed consent was obtained from all participants. Confidentiality, anonymity, and data privacy were strictly observed throughout the study.

RESULTS AND DISCUSSION

SOP 2: Current Practices of Technology Use in English Language Classrooms

Table 1. Current Practices of Technology Use in English Language Classrooms

Indicators	Teachers Mean	Teachers Rating	Students Mean	Students Rating	Grand Mean	Overall Rating
Frequency of Digital Tool Usage	4.642	Highly Practiced	3.810	Moderately Practiced	4.226	Highly Practiced
Types of Platforms and Applications	4.358	Highly Practiced	3.831	Moderately Practiced	4.095	Moderately Practiced
Purpose of Technology Integration	4.347	Highly Practiced	4.102	Moderately Practiced	4.225	Highly Practiced
Teachers' Proficiency	4.326	Highly Practiced	4.161	Moderately Practiced	4.244	Highly Practiced
Students' Engagement	4.495	Highly Practiced	3.979	Moderately Practiced	4.237	Highly Practiced
Overall Mean	4.434	Highly Practiced	3.977	Moderately Practiced	4.205	Highly Practiced

The findings indicate that technology integration in English language classrooms is generally highly practiced, particularly in terms of teacher proficiency and student engagement. This supports the TPACK framework, which emphasizes that teachers' technological competence contributes significantly to successful technology integration. The high ratings suggest that teachers possess the necessary skills to utilize digital tools in supporting language instruction.

However, the relatively lower rating for the types of platforms and applications used suggests limited diversity in digital tool utilization. Similar findings have been reported in recent studies indicating that teachers often rely on familiar technologies rather than exploring a broader range of pedagogically relevant applications. This may limit opportunities for differentiated instruction and innovative language-learning experiences.

SOP 3: Perceived Effectiveness of Technology Integration in English Language Teaching

Table 2. Perceived Effectiveness of Technology Integration in English Language Teaching

Indicators	Mean	Adjectival Rating
Improvement of Students' Academic Performance	4.379	Highly Effective

Enhancement of Communication and Collaboration	4.389	Highly Effective
Student Motivation and Interest in English Learning	4.611	Highly Effective
Teachers' Perception of Workload Management	4.621	Highly Effective
Overall Classroom Outcomes Linked to Ethical and Responsible Technology Use	4.568	Highly Effective
Overall Mean	4.514	Highly Effective

Technology integration was perceived as highly effective, particularly in managing teachers' workload and enhancing student motivation. These findings align with contemporary research demonstrating that digital technologies improve instructional efficiency, facilitate communication, and increase learner engagement.

Nevertheless, student academic performance received the lowest effectiveness rating despite remaining highly effective. This finding suggests that technology alone does not guarantee improved learning outcomes. Academic achievement is influenced by multiple factors including instructional quality, learner readiness, access to resources, and pedagogical strategies. Future studies should therefore incorporate objective indicators such as achievement test scores, language proficiency assessments, portfolio evaluations, and classroom performance data to provide stronger evidence regarding educational impact.

SOP 6: Significant Relationship Between Current Practices and Perceived Effectiveness

Table 3. Significant Relationship Between Current Practices and Perceived Effectiveness

Current Practice Variable	Effectiveness Outcome	r	p-value	Interpretation
Frequency of Digital Tool Usage	Improvement	.460	.048	Significant
	Enhancement	.477	.039	Significant
	Student Motivation	.729	.000	Significant
	Teachers' Perception	.777	.000	Significant
	Overall Classroom Outcomes	.660	.002	Significant
Types of Platforms and Applications	Improvement	.509	.026	Significant
	Enhancement	.535	.018	Significant
	Student Motivation	.637	.003	Significant
	Teachers' Perception	.531	.019	Significant
	Overall Classroom Outcomes	.552	.014	Significant
Purpose of Technology Integration	Improvement	.566	.012	Significant
	Enhancement	.630	.004	Significant
	Student Motivation	.646	.003	Significant
	Teachers' Perception	.630	.004	Significant
	Overall Classroom Outcomes	.555	.014	Significant

Teachers' Proficiency	Improvement	.388	.101	Not Significant
	Enhancement	.461	.047	Significant
	Student Motivation	.641	.047	Significant
	Teachers' Perception	.403	.087	Not Significant
	Overall Classroom Outcomes	.417	.076	Not Significant
Students' Engagement	Improvement	.675	.002	Significant
	Enhancement	.652	.002	Significant
	Student Motivation	.861	.000	Significant
	Teachers' Perception	.779	.000	Significant
	Overall Classroom Outcomes	.714	.001	Significant

The significant correlations observed between technology-use practices and perceived effectiveness indicate that purposeful and consistent technology integration contributes positively to classroom outcomes. Using Cohen's effect-size guidelines, correlations between .10 and .29 may be interpreted as weak, .30 and .49 as moderate, .50 and .69 as strong, and .70 and above as very strong relationships.

Notably, the relationship between student engagement and motivation ($r = .861$) represents a very strong positive association, highlighting the central role of engagement in successful technology integration. Likewise, the correlations involving frequency of technology use, purposes of integration, and communication enhancement indicate strong practical significance beyond statistical significance alone.

Study Limitations

This study has several limitations. First, the findings relied heavily on self-reported perceptions, which may be influenced by social desirability and response bias. Second, the study was conducted within a specific district context, limiting the generalizability of the findings to other educational settings. Third, the cross-sectional nature of the study restricts the establishment of causal relationships among variables. Finally, variations in technological infrastructure, internet connectivity, and institutional support may have affected participants' experiences and perceptions of technology integration.

CONCLUSION

Based on the selected findings, technology integration in English language classrooms is already highly practiced and highly effective. The results show that teachers are generally capable of using digital tools and that students participate meaningfully when technology is integrated into lessons. However, the limited variety of platforms and applications suggests the need to expand digital tool use beyond familiar platforms. The significant relationship between current practices and perceived effectiveness confirms that technology becomes more effective when it is used frequently, purposefully, and in ways that actively engage learners. Therefore, responsible and intentional technology integration should be strengthened to improve English language teaching and classroom outcomes.

REFERENCES

1. Dingal, N. B. (2026). Technology integration in English language teaching: Empirical basis for an instructional and policy intervention. Unpublished master's thesis, North Eastern Mindanao State University.
2. RSIS International. (2026). Author & Style Guidelines: International Journal of Research and Innovation in Social Science (IJRISS).

3. Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2024). Emergency remote teaching and digital transformation in education: A systematic review. *Educational Technology Research and Development*, 72(1), 1–28.
4. Kohnke, L., & Moorhouse, B. L. (2023). Facilitating technology-enhanced language learning in secondary education. *Computers and Education Open*, 4, 100120.
5. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
6. OECD. (2023). *Digital education outlook 2023: Towards an effective digital transformation of education*. OECD Publishing.
7. Trust, T., & Whalen, J. (2021). Should teachers be trained in emergency remote teaching? Lessons learned from the COVID-19 pandemic. *Journal of Technology and Teacher Education*, 29(2), 189–199.