



## English Language Teachers' Challenges in Using Educational Technology Tools in Classroom: An Appraisal Perspective from English as a Foreign Language Teaching Classes

Cyrille Akpoli<sup>a</sup>  
Juvenale Agbayahoun Patinvoh  
Dossou Flavien Lanmantchion

### Article history:

Submitted: October 24, 2024

Revised: December 15, 2024

Accepted: December 30, 2024

### Keywords:

*Barriers, Challenge, Educational technology, ELT teachers, ELT classes*

### Mots-clés :

*Classes, Défis, Enseignants, Obstacles, Technologie éducative*

### Abstract

In this 21<sup>st</sup> century, digitalization has entered all spheres of the life. English language teachers are daunted by the challenges or barriers of using language instructional technology. Internet has become a must in English Language Teaching instruction. This study is an evaluation of challenges English language teachers face in the use of educational technology tools in English Language Teaching classes in Benin Republic. The aim of this study is to explore the challenges awaiting EFL teachers in using mobile devices in classrooms. To reach these objectives, interviews as well as questionnaires are used. The results revealed that teachers face many challenges while integrating technology into classrooms. Challenges include lack of competence, lack of limited time, teacher reluctance to new, inadequate skill, software's problems, lack of motivation, lack of finance. To deal with these challenges the researchers suggested solutions like: moving to the cloud, old devices replacing, network upgrade.

**Résumé :** Dans ce 21<sup>e</sup> siècle, la numérisation est entrée dans toutes les sphères de la vie. Les professeurs de langue anglaise sont intimidés par les défis ou les obstacles à l'utilisation de la technologie pédagogique linguistique. L'Internet est devenu un impératif dans l'enseignement de la langue anglaise. Cette étude est une évaluation des défis des professeurs de langue anglaise dans l'utilisation des outils de technologie éducative dans les cours d'enseignement en anglais en République du Bénin. Le but de cette étude est d'explorer les défis qui attendent les professeurs d'enseignement de l'anglais comme langue étrangère dans l'utilisation d'appareil mobile dans les classes. Pour atteindre ces objectifs, des entretiens ainsi que des questionnaires sont utilisés. Les résultats ont révélé que les professeurs font face à beaucoup de défi dans l'intégration de la technologie dans les salles de classe. Les défis incluent le manque de compétence, le manque de temps limité, la réticence des enseignants à ce qui est nouveau, compétences inadéquates, les problèmes du logiciel, le manque de motivation, le manque de financement. Les chercheurs ont suggéré des solutions pour relever ces défis.

*Revue internationale des lettres, langues et sciences sociales* © 2024.

*This is an open access article under the CC BY-NC-ND license*

*(<https://creativecommons.org/licenses/by-nc-nd/4.0/>).*

### Corresponding author:

Cyrille Akpoli

University of Abomey-Calavi, Benin Republic

Email : [akpolicyrille80@gmail.com](mailto:akpolicyrille80@gmail.com)

## Introduction

Through the 21st century, the role of technology in life is rapidly growing and everyday practices are changing. Several teachers working with learners in classes know that learners nowadays are more inclined to technology than those from previous generations (Mc Crindle 5). Technology has become a key part of the discussion in language classes today and has increased pressure on teachers to improve students' performance. Technology is playing a major role in many school settings elsewhere and is an essential tool for learning. For one thing, it enables more interactivity than some old styles of teaching (Purdue University online). Many researchers (Castañeda, & Martínez 67-81) believe that enhancing teaching and learning with technology will continue to take center stage at schools. Integrating technology into schools involves understanding the dynamic relationship in technology, how it is used in the classroom and the content of the curriculum (Laredo & Garambullo,73). A clearer understanding of teachers' needs is required if schools are to be better prepared for a future where technology is key to teaching and learning. As such, it is worth to explore the technology challenges teachers face in EFL classes. Basing on EFL teachers' experience, the authors have noticed that English language teachers have trouble using digital technology in their classes. In the teaching field in Benin, the authors have been confronted with the reality that EFL teachers have many challenges or barriers in using language instructional technology.

The purpose of the current research is to - describe how teachers perceive the use of educational technology in EFL classrooms. - explore the challenges EFL teachers encounter when using educational technology in their classrooms. - suggest solutions for EFL teachers to overcome issues when using technology in these classrooms.

The study is to help EFL teachers to measure up the constraints linked to the use of digital technology in Benin. The investigation is to make teachers be aware of their roles and improve their leadership in the classroom through educational technology use.

The research is to help EFL teachers to know the kind of digital tools they can be provided with, and they may start giving attention to the way they use them in their classes.

The study is much more relevant because it can facilitate the digitalization of the content of some courses in our schools. The study raises

more awareness among educational stakeholders, especially those in charge of Teacher Training Schools about the benefits from educational technology. The results of this study would better prepare them to meet their responsibilities.

The present investigation is also of much interest in the way that it can generate from education stakeholders the idea to install some projects of digitalization in other domains in the country. Educational technology enables the use of innovative educational resources and the renewal of learning methods, establishing a more active collaboration of students and simultaneous acquisition of technological knowledge. Apart from this introduction, the study falls into five points: the review of the scholarship, the methodology, the results, the suggestions and the conclusion.

### **1. Review of the Scholarship**

Several studies have addressed English language teachers' challenges associated with the use of technology in teaching. (Cancino et al. 132) showed that Online Student Response Systems components are regarded as helpful and engaging by EFL teachers. At the same time, interview data identified diverse factors (ease of use, increase student engagement, and immediate feedback) and obstacles (internet connection issues, lack of training, and distractive elements) concerning OSRS use. Pedagogical implications refer to the need for EFL teachers to receive proper training before using OSRSs and the benefits of accepting the gratified aspects of OSRSs as a significant feature that can support learning.

(Lida et al. 7) carried out a study based on the use of educational technology and the findings confirm that technology is not commonly used in state schools of the South region of Ecuador or, if used, it is not adequately applied. For this reason, in order to develop students' performance of all four language skills, it is necessary to integrate technology tools combined with appropriate teaching strategies in EFL classrooms.

(Lei et al. 284-296) conducted a study on ~~the theme~~: Technology uses and student achievement: A longitudinal study. The results suggest that the quantity of technology use alone is not critical to student learning. "How much" matters when "how" is identified. Moreover, when the quality of technology use is not ensured, more time on computers may cause more harm than benefit. With students' change in grade-point average (GPA) as an

indicator, technology uses that had positive impact on students were those related to specific subject areas and focused on student construction. In addition, analysis of the frequency of technology uses found that, in general, technology uses that had positive impact were not popular; on the contrary, some of these technology uses were the least frequently used. Implications for practice and future research are discussed in this paper.

(Khatoony et al. 146) showed that although Iranian EFL teachers could perform the applications and platforms efficiently, there are many challenges such as lack of appropriate materials, learners' lack of attention and demotivation towards online classes, lack of funding and support for language institutions. The results of the questionnaire which evaluate the technology efficiency in Iran show that many teachers have positive beliefs about the adaptation of technology in Iran and mentioned that technologies can be fruitful for these situations to decrease the distance between learners and teachers.

(Salam et al. 49) demonstrated through their work that teachers face challenges such as lack of competence, deficient teaching materials, and inadequate digital teaching skills when attempting to integrate technology into their classroom. Limitations of infrastructures, such as low internet bandwidth and a scarcity of devices available in their schools were also reported as additional contributing challenges. Despite the difficult circumstances, evident in the study were teachers' willingness and efforts to make use of a diverse array of technology devices and applications in their classroom. These included projectors, laptops, smart phones, audio speakers as well as software such as word processors, PowerPoint, Google classroom, Hot potatoes, search engines, WhatsApp, Zoom, Google meet, online dictionaries, YouTube, and video editors.

According to (Edsembli Inc. 8), Ed Tech tools can easily be incorporated into any district's budget if there is an understanding of how updated technology can actually cut costs, reduce wasted administrative hours, and boost productivity. Next, there is a need to develop strategies to alleviate these challenges to independently resolve these issues by utilizing technology in resources-limited environment.

## 2. Methodology of the Study

### 2.1 Aims and Research Questions

This study aims to identify the challenges faced by teachers in using mobile devices in EFL classroom and explore innovative solutions to overcome them.

The following three questions have guided the research:

Research question 1#: How do teachers perceive the use of educational technology in EFL classrooms?

Research question 2#: What are the challenges EFL teachers encounter when using educational technology in their classrooms?

Research question 3#: What are some solutions for EFL teachers to overcome issues when using technology in these classrooms?

### 2.2 Participants

One hundred and fifty (150) participant EFL teachers were involved in the inquiry. The group of participants was composed of twenty-five (25) teachers. They have been chosen randomly from six (6) secondary schools (public and private schools) selected throughout the country. All those schools had the institutional characteristics necessary for this study, such as the size of the available research population (EFL teachers, EFL students) and the geographical distribution. Regarding the size of the research population, the selected schools are among the largest ones in their pedagogical areas. Thus, they constitute the largest concentration of the desired population; for they are located in the largest department of Benin. Another important reason for the choice was that these schools represent different geographical zones in Benin as mentioned before. This helped to ensure that the available conditions in one location did not dominate the study and limit the effectiveness of the results. An updated list of all EFL teachers and students within secondary schools during this academic year was obtained from the authorities in each selected school.

### 2.3 Instruments

In this research, quantitative and qualitative research methods are used, as the purpose is to finely understand the challenges in using educational technology in the foreign language teaching/learning process in Beninese context. The interviews were open-ended and presented as casual discussions

to encourage the participants to talk freely about online their teaching experiences using social media, and about what they derived from their experiences in their terms and the barriers to online English teaching. Some descriptive questions were asked at the beginning to get them started. As the interview went on, some structural and contrast questions followed. These questions emerged from what the respondent teachers said. At the end of the series of interviews, the data collected were transcribed verbatim and analysed. Data were also collected using structured online questionnaire for reliable information.

### **3. Results**

The results of the survey fall under three headings: (1) the English language teachers' perception of the use of educational technology in EFL classrooms, (2) the challenges English teachers encountered, and (3) some solutions for EFL teachers to overcome issues when using technology in these classrooms.

#### **3.1 English Language Teachers' Perception of the Use of Educational Technology in EFL Classrooms**

Educational technologies in use in Benin comprise a diverse range of tools and resources aimed at improving teaching and learning. These include phones, tablets, educational apps, and multimedia resources... Language classes increasingly incorporate a range of educational technologies to enhance learning. These include digital learning platforms such as Google Classroom and Moodle for managing coursework and communication, interactive whiteboards for displaying multimedia content and engaging lessons, and language learning apps like Duolingo and Rosetta Stone for interactive practice. Educational software aids in grammar and vocabulary development, while multimedia resources such as audio recordings and videos provide authentic language exposure. Tablets and smartphones facilitate access to apps and online resources, and online dictionaries and translators support comprehension.

#### **3.2 The Challenges English Teachers encountered in using Educational Technology in EFL Classes**

The results of the study revealed that teachers are facing challenges

with poor infrastructure, inadequate technology or skill, lack of competence, lack of time, teachers' reluctance, lack of professional development, software's problems, lack of motivation, lack of finance. The researchers suggested solutions to deal with these challenges.

The findings are presented in several sections and are categorised into four main themes: institutional, technological, socio-cultural, and individual dimensions, pedagogical, and economic factors.

### 3.2.1 Institutional Factors

- **Infrastructure and Resources**

A common issue is the computers and reliable internet access which hampers the ability of teachers to incorporate technology into their lessons. The limitations in technological infrastructure often result in minimal technology integration within classrooms. Teachers in schools with poor infrastructure rely heavily on traditional teaching methods, such as paper-based activities, due to the lack of digital tools and resources. This reliance on conventional methods can restrict the range of learning experiences available to students and hinder their exposure to modern educational technologies.

Afiavi, a respondent asserts:

*“In our school, we only have a few old computers, and there is no internet connection. This situation makes it challenging to use digital tools in our lessons. We often have to stick to traditional methods like using textbooks and writing on the blackboard”*

Assofour furthermore adds:

*“...Better infrastructure would definitely help us make better use of technology and improve our teaching methods.”*

- **Power Supply Issues**

The integration of technology in education has transformed teaching and learning environments, offering new ways to engage students and enhance educational outcomes. However, the effectiveness of these technological tools is heavily dependent on a stable electricity supply. In many the visited regions, frequent power outages and unreliable electricity severely disrupt the use of technology in classrooms. This lack of consistent power not only undermines the potential benefits of technological advancements but also leads to significant frustration among both teachers and students.

Electricity is a fundamental requirement for the functioning of modern technological tools. Computers, projectors, interactive whiteboards, and other digital devices all rely on a steady power supply to operate. When electricity is inconsistent or unavailable, the effectiveness of these tools is compromised. This situation can lead to a range of issues that affect the overall learning experience.

Frequent power outages can disrupt planned lessons and activities that rely on technology.

Assiba one of the respondents corroborated:

*"Without a stable electricity supply, even the best technological tools become ineffective, leading to frustration."*

For students, the absence of technology due to power issues can create a disjointed learning experience. Students may find it challenging to stay focused and engaged when the tools they are accustomed to using are unavailable. This can also affect their ability to complete assignments or participate in activities that require technology.

The lack of reliable electricity and frequent power outages can significantly disrupt the use of technology in classrooms, impacting both teachers and students. Without a stable power supply, technological tools become ineffective, leading to frustration and decreased engagement.

- **Limited Cooperative Effort and Communication in Schools**

In many visited schools, a significant challenge is the lack of effective cooperative effort among staff members and teachers, both within and out of schools. This issue is particularly evident in urban regions, where teachers report minimal collaboration and interaction. Communication between teachers and administrators is notably rare, with only a small percentage of teachers indicating a high level of cooperative engagement.

Many respondents indicate that there is minimal collaboration among their colleagues, which affects the overall effectiveness of teaching practices and school culture. This lack of cooperation results in isolated teaching practices, with limited sharing of resources, strategies, and support among staff members.

Few teachers (47% rural areas and 48% in other regions) appear to have particularly a low rate of communication with administrators. When administrators are not actively engaging with teachers, it limits the opportunity



for timely feedback and support. Teachers miss out on valuable guidance and do not feel fully informed about school policies or changes. This lack of interaction can also impact teachers' morale and their perception of administrative support.

- **Administrative Policies that prohibit the use of mobile devices**

In addition to resource limitations, the technology bans in educational institutions further compounds the issue. The decision by the Ministry of Secondary Education in Benin Republic, as specified in "n°001/MESTFP/DC/SGM/SA of January 3rd, 2018," policies that restrict or ban the use of mobile devices, laptops, or other digital tools significantly prevent the integration of technology into classroom activities. The enforcement of such bans creates a disconnect between students' everyday technological experiences and their classroom learning environment.

### 3.2.2 Pedagogical Challenges

- **Lack of Training for Teachers**

Many EFL teachers in Benin (more than 90%) do not receive adequate training in using educational technology. This lack of professional development has led to a reluctance to adopt new tools or methods, as teachers feel unprepared to integrate technology into their teaching practices. Teachers' professional development plays a crucial role in their ability to effectively integrate technology into their teaching practices.

Professional development programs are essential for equipping teachers with the skills and knowledge needed to incorporate new technologies into their classrooms effectively. However, in the visited regions, these opportunities are scarce.

Teacher Dossou asserts:

*"Access to professional learning opportunities remains limited, and teachers in this rural areas have very few regular opportunities."*

EFL teachers face challenges in integrating technology due to inadequate training. Without proper professional development, these teachers may struggle to understand how to use educational technology effectively, which can impact their students' learning experiences.

When teachers do not receive adequate training, they may experience reluctance toward adopting new tools, fearing that they lack the necessary skills to use them effectively.

Sossi, one of our respondents supports this by saying:

*"I experience anxiety toward adopting new technological tools due to insufficient training."*

This anxiety creates a barrier to technology adoption, as teachers may avoid using new tools altogether rather than risk using them ineffectively. As a result, the potential benefits of educational technology remain untapped, and students miss out on enhanced learning experiences that could be achieved through the effective use of technology.

Another factor contributing to the limited integration of technology is the management of human resources.

By improving access to professional development, focusing on technology training, and addressing human resource management issues, educators can be better supported in their efforts to integrate technology and enhance their teaching practices.

- **The Limitations of the Existing EFL Curriculum in Supporting Technology Integration**

The existing EFL curriculum is rigid and lack flexibility, teachers face significant challenges in incorporating technology in ways that meaningfully impact their students' learning experiences.

One of the primary issues affecting the integration of technology in EFL classrooms is the rigidity of the existing curriculum. A rigid curriculum is typically characterized by a fixed set of objectives, standardised content, and prescribed methods of instruction. While such curricula can ensure consistency and coverage of key learning outcomes, they often lack the adaptability needed to incorporate new teaching tools and technologies effectively. A rigid curriculum does not easily accommodate the incorporation of new technological tools and resources.

As a result, the potential benefits of technology are under used, and students miss out on enriched learning experiences. Codjo one of the teacher respondents said complaining about the rigidity of the curriculum:

*"Our EFL program does not allow for flexibility and I find it challenging to incorporate technology in a meaningful way."*

The inflexibility of the EFL curriculum creates several challenges for teachers attempting to integrate technology into their teaching practices. These challenges can impact the effectiveness of technology use and hinder the overall quality of instruction. Teachers struggle to align technological tools and resources with the rigid objectives of the curriculum.

One of the key advantages of technology is access to a wealth of global resources and authentic language materials. A rigid curriculum may not account for the integration of these resources, limiting students' exposure to diverse linguistic and cultural contexts. As a result, students may not fully benefit from the rich learning experiences that technology can offer.

### 3.2.3 Technological Factors

- **Access to Technology**

The field of study is a mix of urban and rural areas. There is a significant difference between schools in urban areas and those in rural areas when it comes to access to technological resources. This difference creates a digital inequality,” meaning that students in rural areas do not have the same benefits from technology as their peers in urban areas. Urban schools under investigated often have better access to technology compared to schools in rural areas. Access to technology is a critical factor that affects how well technology is integrated into EFL classes in Benin. Urban schools, with their better access to technological resources, have more opportunities to enhance learning through digital tools. In contrast, rural schools face challenges that limit their access to technology, creating a digital divide. This divide results in disparities in educational opportunities and can affect students' learning experiences and outcomes.

- **Quality of Educational Technology Tools**

Educational technology Tools that are easy to use and specifically made for language learning can boost students' interest and achievement. On the other hand, tools that are poorly designed can lead to frustration for both teachers and students, making them less likely to use technology in the classroom. The quality of educational technology tools plays a crucial role in the effectiveness of English as a Foreign Language instruction. High-quality tools can significantly enhance the learning experience by engaging students, providing interactive content, and supporting diverse learning needs.

Conversely, poorly designed tools can lead to frustration, reduced engagement, and ineffective learning outcomes. This finding is underscored by feedback from teachers who have directly experienced the impact of these tools on their classrooms. Respondents in the study highlight the critical role that the quality of educational technology tools plays in EFL instruction. The following extracts provide insight into the negative impact of poor-quality educational technology tools.

Anani, one of the participants asserted:

*«Last year, I had a few issues with an old projector. The projector frequently stopped functioning, which disrupted our lessons. The students became frustrated because they couldn't complete their exercises or access the interactive features that were supposed to make learning more engaging. This frustration led to a noticeable drop in their enthusiasm and participation. I found it hard to keep them motivated when the technology wasn't working properly, and it felt like we were constantly fighting against technical problems rather than focusing on teaching and learning.»*

Koffi, another respondent confessed:

*"We once had a technology tool that was supposed to enhance our EFL classes but ended up causing more problems than benefits. The tool had a very clunky interface and didn't offer much in terms of interactive content. It was difficult for the students to navigate, and they often ended up spending more time trying to figure out how to use it than actually learning English."*

opposite effect. Technical difficulties and lack of engaging content can frustrate both students and teachers, potentially undermining the effectiveness of the learning process.

### 3.2.4 Individual Factors

- **Teachers' Digital Literacy**

The study reveals that teachers who are confident in their digital skills are generally more inclined to experiment with and implement technology in their teaching practices. In contrast, those with lower digital literacy shy away from using technological tools, fearing they lack the expertise to manage technical problems or effectively support their students. Understanding how digital literacy influences technology integration is key to addressing the

challenges and opportunities that come with incorporating digital tools in education.

Digital literacy encompasses a range of skills, including the ability to use various software, troubleshoot common technical issues, and navigate digital resources effectively. EFL teachers with high digital literacy are typically more comfortable exploring and using new technologies. Their confidence in handling digital tools often leads to greater experimentation and integration of these tools into their teaching practices. Digital literacy plays a crucial role in the integration of technology into EFL teaching practices.

- **Personal Attitudes and Beliefs**

Teachers' personal beliefs about the value of technology in education significantly influence their willingness to integrate it into their teaching practices. The extent to which technology is integrated into classrooms often hinges on teachers' personal beliefs about its value. These beliefs can significantly impact how readily teachers incorporate technological tools into their teaching practices. Teachers who view technology as a valuable asset for enhancing learning are more likely to embrace and use it effectively. On the other hand, those who are skeptical about the benefits of technology may resist its integration, regardless of the resources available. The following two extracts demonstrate how teachers' personal beliefs influence their approach to integrating technology into their teaching practices.

*"I've always believed that technology has a lot to offer in the classroom, and this belief has really influenced how I use it in my teaching. For example, I see technology as a powerful tool for making lessons more interactive and engaging. I regularly use multimedia resources to supplement my teaching, and I find that these tools can really captivate students' interest and help them understand difficult concepts. When I'm enthusiastic about the technology we're using, my students tend to be more engaged and motivated as well. I think my positive view of technology helps me integrate it more effectively, and I'm always looking for new ways to incorporate technology into my lessons. If I were skeptical about technology, I probably wouldn't make the same effort to use it or explore new tools."*

*"My experience with technology in the classroom has been a bit mixed. I tend to rely more on traditional methods that I'm comfortable with and that I know will work without technical difficulties. My skepticism about the value and reliability of technology sometimes holds me back from fully embracing it"*

These interview extracts show how personal beliefs about the value of technology significantly influence teachers' willingness to integrate it into their teaching practices.

- **Experience and Age**

The age and teaching experience of educators has been identified as an impact to technology integration. Younger teachers, who are often more familiar with technology, are more inclined to use technology in their classrooms compared to veterans. Experienced teachers are not open to adopting new practices.

Age plays a significant role in how educators approach and incorporate technology in their teaching practices. Younger teachers, who have grown up in a digital age, tend to be more comfortable with technology and more willing to integrate it into their classrooms. Younger teachers have been exposed to digital technology from a young age. Their familiarity with technology leads to a natural inclination to incorporate digital tools into their teaching. They are more likely to experiment with new technologies and integrate them seamlessly into their lesson plans. Conversely, older teachers, known as "digital immigrants," did not grow up with digital technology and find it more challenging to adapt to new tools.

The study shows that younger teachers typically have a higher level of comfort and familiarity with various technological devices and platforms. They are more likely to explore and adopt digital tools in classes.

### 3.2.5 Socio-Cultural Factors

- **Resistance to Change**

Integrating new teaching methods and technologies can be a transformative approach to enhancing student learning and engagement. However, the adoption of these new methods is not always straightforward. The findings reveal that cultural resistance plays a significant role in how new teaching methods are received, particularly when traditional methods are deeply entrenched in educational practices. This resistance stems from teachers and parents who favour conventional teaching styles, viewing technology and innovative methods disruptive.

Traditional teaching methods have long been the cornerstone of educational practices in many communities. These methods often emphasise real learning, lecture-based instruction, and standardised testing.

Furthermore, for many teachers, their professional identity is closely tied to the methods they have used throughout their careers. Traditional teaching methods are often associated with their training and experience. Adopting new methods can be perceived as a challenge to their professional expertise and established practices.

Participants of the study also question the effectiveness of new teaching methods, especially if they have been successful with traditional approaches. Skepticism about the benefits of technology and innovative methods have led many respondents to reluctance in adopting these practices. Cultural resistance to adopting new teaching methods can have several consequences for educational practice and student learning.

- **Language Barriers**

In a multilingual context like Benin, where many teachers and students are not fluent in English, the use of technology that is primarily in English poses additional challenges.

In Benin, students come from diverse linguistic backgrounds. This linguistic diversity means that while some students have proficiency in French or local languages, their proficiency in English varies significantly.

The use of technology that is primarily in English has several impacts on student engagement and understanding, particularly in a context where English is not the dominant language.

### 3.2.6 Economic Challenges

- **Funding Limitations**

In many resource-constrained environments, schools often face the challenge of operating on tight budgets. This financial limitation significantly impacts their ability to invest in new technologies and training programs essential for enhancing English as a Foreign Language (EFL) instruction. Adequate funding is crucial for acquiring technological tools and providing necessary training for teachers, both of which are pivotal for integrating technology effectively into educational practices.

The analysis of the data collected has permitted to extend the understanding of the different types of digital technology tools used in Benin,

and the factors preventing teachers and learners to use them. The technology models that can go align with Beninese educational system is also displayed.

#### 4. Discussion

Society is constantly evolving and, in the rush to seek answers, to seek sources of knowledge to keep pace with the current generation, technologies are an important instrument of knowledge, contributing to the emergence of a new educational model with the inclusion of these. The accessibility of information and the constant orientations of knowledge are changing the structures of the organisation and operation of the educational system. Bringing educational institutions to meet the challenges, not only to include new technologies in their teaching content and recognise students' perceptions about them, but also to develop and evaluate educational practices that generate the development of knowledge through technologies. Therefore, for the consistent use of digital tools, which in some cases are not understood by most students and teachers in a consistent and systematised way, it is necessary that the teacher is familiar with technologies to teach and, students are willing to use these tools in favour of language.

Given the needs of today's society, it is necessary to include technologies in the school environment, as they have become a device for acquiring knowledge, requiring a new critical look at the educational system, which must understand the social reality of the individual in the digital age and create strategies to accompany these changes by understanding that new technologies open up new possibilities in education, requiring a new posture of the teacher.

It is essential to understand that the use of technology in EFL environment provokes several feelings in relation to the attitude of teachers in the face of new challenges, whether it is the satisfaction of participating in a technological reality or the anxiety of facing new challenges, whether it is the satisfaction of participating in a technological reality or the anxiety of facing new changes.

#### 5. Suggestions

Five steps can be followed to solve tech challenges:



## 5.1 Infrastructure

Infrastructure serves as the cornerstone of successful educational technology integration. For technology to effectively enhance the learning environment, schools must invest in high-quality technical infrastructure that can reliably support digital resources. This involves not only the initial setup of hardware and software but also ongoing maintenance and upgrades to keep systems running.

## 5.2 Teacher Training and Support

Teacher training and support are important components in the successful integration of technology into education. Effective technology integration is not a one-time initiative but a continuous, evolving process.

### 5.2.1 Localised Content

The development and integration of localised content are essential in ensuring that educational technology effectively meets the needs of diverse student populations. While there is an expanding selection of local educational software available, the creation of content that resonates with local contexts, cultures, and languages remains a critical focus.

### 5.2.2 Technical Support

Technical support is a fundamental component in ensuring the seamless operation of educational technology within schools. As educational institutions increasingly rely on technological tools and systems to enhance teaching and learning, the necessity for dedicated technical support services becomes ever more apparent.

## 5.3 Safety and Security

The implementation of technology in schools brings numerous benefits but also raises critical safety and security concerns that must be addressed to ensure a safe and productive learning environment.

### 5.3.1 Improve Internet Connectivity

Ensuring reliable and high-speed internet connectivity is crucial for modernising educational environments and enhancing the learning experience. In today's digital age, where online resources and digital tools play an integral role in education, consistent access to the internet is essential for both students and educators.

### **5.3.2 Enhance Access to Multimedia Centers**

Incorporating multimedia centers into schools is a step towards fostering an interactive and technology-enhanced learning environment. These centers, equipped with a variety of digital resources such as computers, projectors, and audio-visual tools, play a crucial role in modernising educational practices and supporting diverse learning needs.

### **5.4 Support Teachers with Internet Access**

Provide educators with institutional internet access and resources to reduce the need for personal funding. Schools should cover the costs associated with maintaining internet connectivity for teaching purposes.

### **5.5 Encourage the Use of Social Media**

Exploring the potential advantages of social media platforms in education is an important step in enhancing modern teaching practices. Social media can offer unique opportunities for fostering student engagement, collaboration, and learning beyond the traditional classroom environment.

#### **5.5.1 Address Equity and Resource Distribution**

Regular assessments are crucial for identifying disparities in the availability of educational resources across schools. These evaluations should systematically analyze the access and distribution of resources to pinpoint any imbalances or shortages.

#### **5.5.2 Policy Review**

In the rapidly evolving landscape of education, regular policy review is important to ensuring that educational technology initiatives remain aligned with the ever-changing needs of students and educators.

### **Conclusion**

The authors carried out this study because it has permitted to evaluate the English language teachers' challenges in using instructional technology tools in English Language Teaching classes in Benin Republic. Many researches in the field have shown that technology helps learners study independently and obtain responsible behaviors. They are encouraged to think and act independently. With the use of technology, language skills can be grasped easier and faster. However, many challenges are to be overcome. The researchers suggested solutions to deal with these challenges.

### Works Cited

- Castañeda, Vicente, et al. "Millenium Generation, Diversity and Academic Implications". *Revista International Administracion & Finanzas*, Vol. 4, N°. 1, pp. 67-81, 2011.
- Cancino, Miguel Ange, et al. "*Technological Forcasting and Social Change*". ScienceDirect.com. ID: 8840cc132d827112-MAD, 2023.
- Edsembli, Inc. "*Setting a New Standard for Excellence and Efficiency*". Toronto, Dec. 13. 2023 /CNW/-
- Healey, Deborah, et al. "*Language learning and technology: Past, present, and future*". In F. Farr & L. Murray (Eds.), *The Routledge Handbook of Language Learning and Technology* (pp. 9-23). New York, NY: Routledge, 2016.
- Khatoony, Shiva, et al. "*EFL Teachers' Challenges in the Integration of Technology for Online Classrooms during Coronavirus (COVID-19) Pandemic in Iran*". DOI:10.37134/ ajelp. Vol8.sp.1. 2020.
- Lei, Jing, et al. "Technology uses and student achievement: A longitudinal study". *Original language English (US)*, 13(49), 284-296, 2007.
- Lida, Solano, et al. "Exploring the use of educational technology in EFL teaching". *Teaching English with Technology*, 2017.
- McCrinkle, Mark. "*New Generations at Work : Attracting, Recruiting, Training and Retaining*". McCrinkle Research, November 2006.
- Salam, Ahmed, et al. "Teachers' challenges and strategies in using digital media in teaching English". April 2023. *Journal of English Language Teaching Innovations and Materials (Jeltim)* 5(1), 49, 202
- Wang, Y., & Stockwell, G. (2023). Social justice and technology in second language education. *Iranian Journal of Language Teaching Research*, 11(3), 1-18.

#### How to cite this source:

**MLA** : Akpoli, Cyrille et al. "English Language Teachers' Challenges in Using Educational Technology Tools in Classroom: An Appraisal Perspective from English as a Foreign Language Teaching Classes." *Uirtus* 4.3 (décembre 2024): 4-22.