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English Teachers' Acceptance towards the Use of Technology for Language Teaching: A Systematic Review (2021-2023)

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Abstract

Technology is integral to education, enriching learning experiences, enhancing accessibility, and equipping students for contemporary challenges, including those within the Malaysian education system. Despite these advantages, educators encounter diverse obstacles when integrating technology into their teaching methodologies. This systematic review aims to investigate English language teachers' perspectives on technology utilization, utilizing the Technology Acceptance Model (TAM) as the conceptual framework. By scrutinizing Google Scholar, Scopus, and Educational Resources Information Centre (ERIC), 14 pertinent articles published between 2021 and 2023 were identified from an initial pool of 125, employing predefined exclusion and inclusion criteria. The findings reveal that English teachers generally demonstrate robust acceptance of technology. Specifically, they exhibit high levels of Perceived Usefulness (PU), positive Attitude Towards Use (ATT), and Behavioral Intention (BI) to incorporate technology in their classrooms. However, the teachers' assessment of Perceived Ease of Use (PEoU) was characterized at a moderate level.

Keywords: Technology Acceptance, English as a Second Language, English Teachers, Esl Classroom, Education

Introduction

Technology is crucial in the contemporary world for a multitude of reasons as it facilitates communication, allowing individuals to connect instantly across vast distances, fostering global collaboration and exchange of ideas. It also enhances access to information, empowering individuals with knowledge and opportunities for learning (Chau et al., 2021). Technology has emerged as a crucial driver for disseminating shared knowledge and promoting educational advancements. The adoption of various technology-enhanced learning tools, including mobile devices, smartboards, MOOCs, tablets, laptops, simulations, dynamic visualizations, and virtual laboratories, has significantly transformed educational environments in schools and institutions worldwide (Chau et al., 2021; Koç & Altun, 2021).

Traditional teaching methods have been found inadequate in developing English language skills among learners. To meet current students' learning needs, educators are rapidly exploring alternative teaching materials and activities (Omar & Hashim, 2021). Methods focused solely on knowledge transmission, such as classroom lectures, can result in passive and disengaged learners (Koç & Altun, 2021). Consequently, the advent of Education 4.0 has introduced new criteria for the preferred knowledge and skills required by educators, incorporating different training modes and behavioral trends (Omar & Hashim, 2021). This shift has necessitated the invention of new teaching and learning approaches, as well as the redesign and reevaluation of education in the digital era, driven by the rapid advancement of emerging technologies among teachers (Ismail et al., 2022).

The integration of technology in the ESL classroom not only enhances students' learning processes but also contributes to improved outcomes in English language acquisition. Moreover, it supports teachers in effectively utilizing technology within ESL classrooms (Salmee & Majid, 2022; Zhumabayeva et al., 2022). This shift towards incorporating technology into pedagogy is motivated by its ability to go beyond traditional instructional approaches (Mutammimah et al., 2024). It empowers educators to leverage digital tools and resources to accommodate various learning styles and meet the dynamic needs of 21st-century learners, including e-learning. Recent studies have shown that technology integration has a significant impact on the teaching of English (Mutammimah et al., 2024; Chester, 2023). As such, embracing technology in teaching practices has become imperative for educators seeking to cultivate the skills and competencies necessary for success in today's increasingly digitalized world (Eng & Mohamad, 2022; Peng, Hu, & Kouider, 2023).

In the realm of English teaching and learning, diverse approaches integrate technology to enrich educational experiences. Augmented Reality (AR) has garnered attention recently for its potential to create immersive educational settings (Salmee & Majid, 2022). Despite substantial investments by the Ministry of Education (MOE) in ICT education initiatives in Malaysia, specific curriculum mandates for integrating new technologies into classrooms are still lacking (Zhumabayeva et al., 2022). Traditional teaching methods like "chalk and talk" and reliance solely on textbooks are recognized as inadequate for effectively engaging students, often leading to subpar learning outcomes (Salmee & Majid, 2022; Zhumbayeva et al., 2022)). English educators are urged to adopt more innovative teaching methodologies, especially considering that contemporary learners, surrounded by rapid technological advancements, find conventional approaches less compelling (Zhumbayeva et al., 2022).

Recent studies highlight the benefits of incorporating digital tools and interactive platforms in language education to foster active learning and improve student outcomes (Joo et al., 2023). These advancements are crucial as they cater to the evolving learning preferences and technological fluency of today's students (Rosen, 2023).Hence, this systematic review aims to investigate the recent advancements and research in the investigation of technology acceptance among ESL teachers:
RQ1: What are ESL teachers' levels of technology acceptance for language instruction concerning perceived ease of use, perceived usefulness, behavioral intention to use, and actual system use?

Technology Acceptance

Teachers' adoption of technology is influenced by a variety of factors, underscoring the importance of exploring the nexus between their attitudes and usage patterns. Studies have identified a gap between teachers' expressed attitudes and their actual integration of technology (Ertmer, 2022; Wang et al., 2023). Despite generally positive attitudes towards technology, many teachers exhibit limited implementation of ICT in their teaching practices (Jones & Clark, 2024).

This discrepancy highlights the need for targeted interventions and support systems to bridge the gap between attitudes and implementation in educational settings. This disparity is crucial for developers seeking to anticipate users' behavioral intentions and their practical application of technological systems (Chen & Chan, 2023). Furthermore, users' perceptions of technology play a pivotal role in shaping their attitudes. Overall, research consistently underscores that attitudes towards new systems significantly impact future behaviors, offering valuable insights into users' intentions and subsequent actions (Lee et al., 2024).

The integration of digital tools into ESL classrooms relies heavily on teachers' acceptance of technology, which is influenced by factors such as perceived usefulness (PU), perceived ease of use (PEOU), behavioral intention (BI), and actual usage (ATT). Perceived usefulness refers to teachers' beliefs about how technology can improve their teaching effectiveness (Smith & Johnson, 2022). Many ESL instructors express a high level of PU, demonstrating their recognition of the significant advantages that technology can bring to their teaching practices (Wong & Chiu, 2023). Hence, they understand that technology can improve instructional methods, increase student engagement, and provide diverse learning resources.

Perceived ease of use measures how effortless teachers find the use of technology. Although many ESL teachers do not find technology overwhelmingly difficult, they still encounter challenges that hinder full adoption (Hu & Alsaqqaf, 2021). These challenges include inadequate training, lack of technical support, and complex technological tools. Addressing these issues through targeted professional development and user-friendly technology design is vital for improving PEOU among teachers (Pasco, 2023).

Behavioral intention indicates the willingness of teachers to use technology in their classrooms. This willingness is often driven by the recognition of technology's potential benefits and the desire to enhance student learning experiences (Pasco, 2023). However, to sustain and increase this intention, ongoing support and clear evidence of technology's impact on educational outcomes are necessary (Pasco, 2023; Pheng, Hashim & Sulaiman, 2021) Actual use refers to the extent to which teachers actively integrate technology into their teaching. A high level of ATT among ESL teachers demonstrates that many are successfully using technology in their classrooms (Pheng et al., 2021). This practical application of digital tools is influenced by factors such as access to reliable technology, sufficient training, and positive experiences with technology. Encouraging collaboration among teachers to share best practices and providing continuous technical support can further enhance the actual use of technology (Peng, Hu & Kouider, 2023).

The acceptance of technology among ESL teachers is a multifaceted process influenced by perceived usefulness, ease of use, behavioral intention, and actual use (Peng et al., 2023). While many teachers recognize the benefits of technology and show a strong intention to use it, challenges such as insufficient training and support can hinder full adoption (Dharma, 2021). Addressing these barriers through comprehensive professional development, user-friendly technology, and continuous support is essential for promoting effective integration of digital tools in ESL education (Eng & Mohammad, 2022). By fostering a positive attitude towards technology and equipping teachers with the necessary resources, educational institutions can enhance teaching practices and improve student learning outcomes (Mutammimah et.al, 2024).

Technology Acceptance Model (TAM)

Davis (1989) introduced the Technology Acceptance Model (TAM), which builds upon the Theory of Reasoned Action (TRA). TAM is a widely studied and straightforward framework aimed at investigating the factors impacting users' acceptance of computer technology in diverse settings. Fred Davis developed TAM to predict and explain the likelihood of a system's success (Omar & Hashim, 2021). According to Davis et al. (1989), TAM posits that the adoption of e-learning technologies hinges on perceived usefulness (PU) and perceived ease of use (PEoU) (Koç & Altun, 2021).

The Technology Acceptance Model (TAM) is widely employed to elucidate how individuals adopt and utilize new technology or information systems. Extensive research has substantiated the model, investigating the acceptance behaviors of individuals (Venkatesh et al., 2021; Wang & Shih, 2023). These references provide recent insights into the Technology Acceptance Model (TAM) and its application in understanding individuals' adoption behaviors towards new technology and information systems. Various iterations of TAM delineate causal connections between perceived usefulness, perceived ease of use, and additional variables. Teachers' acceptance levels are typically assessed through four principal factors: perceived usefulness (PU), perceived ease of use (PEoU), attitude towards use (ATT), and behavioral intention to use (BI) (Koç & Altun, 2021). Venkatesh and Davis's 1996 refinement of TAM demonstrated that perceived usefulness and perceived ease of use directly impact behavioral intention, rendering the attitude construct redundant (Koç & Altun, 2021). Consequently, this study adopts a streamlined TAM framework that excludes the attitude towards use construct (Omar & Hashim, 2021; Koç, Yuksel & Altun, 2021).

Method

This systematic review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses methodology, which is structured into four key stages: identification, screening, eligibility, and inclusion, as depicted in Figure 1. PRISMA is widely recognised and employed in research given its thorough nature and versatility for application across varied studies. The objectives of this study and the detailed steps of the systematic review process are outlined as follows.

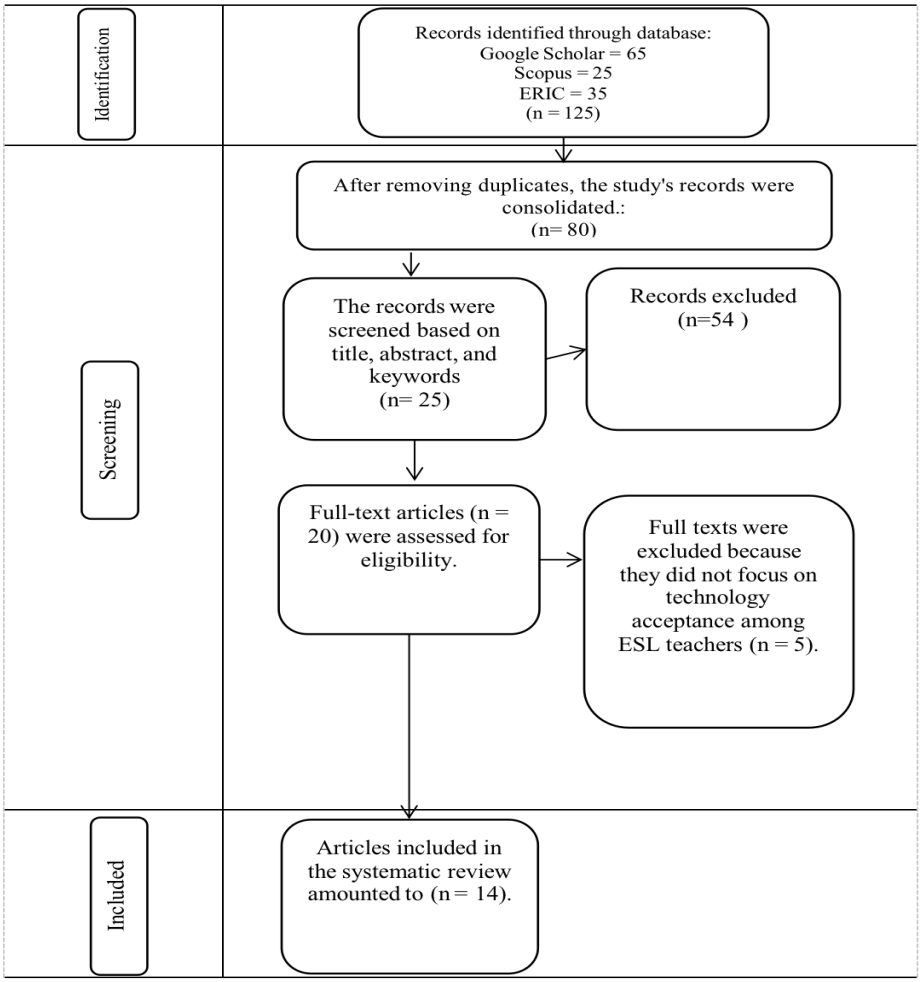

Figure 1. PRISMA systematic review adapted from [15]

Identification

The initial step of the systematic review adheres to the Identification process outlined in the PRISMA guidelines. Three databases were selected based on their relevance to the study's objectives: Google Scholar, Scopus, and the Educational Resources Information Centre (ERIC). The search terms were meticulously chosen to align with the constructs under review, focusing on technology acceptance and the ESL classroom. Table 1 presents the search strings employed in this study for each respective database.

Table 1
Search String used in this Study

Database	Search String
Google Scholar Scopus ERIC	"Technology Acceptance*" OR "Technology Teaching Acceptance*" OR "Technology Acceptance in ESL Classroom*" OR "E-Learning Acceptance*" AND "ESL Teachers*" OR "English Teachers*"

*: Search string

Screening

The screening process continued after identifying articles by first removing duplicate articles found in multiple databases. Initially, 11 duplicate articles were excluded, resulting in 128 unique articles for further evaluation. These articles underwent screening based on their titles, abstracts, and keywords, specifically targeting relevance to technology acceptance among ESL teachers. From this initial screening, 45 articles were excluded due to their lack of alignment with the study's aim. Subsequently, the remaining 80 articles were assessed against detailed inclusion and exclusion criteria, as outlined in Table 2.

Table 2
Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Studies conducted between 2021-2023 (5 year timespan)	Studies conducted before 2021
Articles from journals	Reviewing articles, reports, conference proceedings and book chapters
English-language articles focusing on technology acceptance among ESL teachers	Articles written in languages other than English that pertain to technology acceptance among ESL teachers

Following a meticulous and methodical examination of the literature, utilizing predetermined inclusion and exclusion criteria to ensure relevance and appropriateness, a total of 14 scholarly articles were determined as potentially meeting the requirements set forth for consideration and analysis within the scope of this systematic review.

Included

The systematic review focused on exploring technology acceptance among ESL teachers through selected studies, as summarized in Table 3. Table 3 presents a total of fourteen articles sourced from Google Scholar, ERIC, and Scopus, chosen for their relevance and quality in the field of education. These studies collectively aimed to investigate various aspects of technology acceptance among ESL teachers, focusing on perceived ease of use, perceived usefulness, behavioral intention to use, and actual system usage.

Table 3
Articles in Systematic Literature Review

Study	Database	Aim	Samples	Findings
Chau et al. (2021)	Google Scholar	It focuses on the smart board and aims to investigate Malaysian teachers' perceptions of the technology overall.	18 primary school teachers	Teachers responded positively, expressing greater enthusiasm and motivation when lessons were conducted using the smart board compared to alternative teaching methods.
Omar & Hashim (2021)	ERIC	Investigate Malaysian ESL teachers' acceptance of e-learning for professional development using the Technology Acceptance Model (TAM). This study will focus on selected constructs, including perceived usefulness, perceived ease of use, behavioral intention to use, and actual use of the system.	60 ESL teachers	E-learning courses should be designed to enhance the overall learning experience. These courses should be updated periodically, and ESL teachers should recognize the significance of e-learning for their professional development.
Koç, Yuksel & Altun (2021)	Google Scholar	This study aims to investigate technology acceptance and usage among English language teachers adopting the CLIL approach in Turkey and to identify the challenges they face while integrating technology into their teaching practices.	61 ESL teachers	Teachers encounter challenges such as creating conducive environments, obtaining managerial support, and enhancing their technological awareness.
Ismail et.al (2022)	Google Scholar	Explore the factors influencing teachers' acceptance of mobile technology as an	422 ESL teachers	Teachers are inclined to integrate mobile technology based on three dimensions: effort expectancy,

		alternative learning tool.		hedonic motivation, and habit. This reflects their eagerness to leverage technology to enhance their pedagogical practices. Additionally, internal motivation and established habits play significant roles in driving teachers towards adopting mobile technology as an educational tool.
Salmee & Majid (2022)	ERIC	To determine English language teachers' perceptions of using Augmented Reality (AR) by applying the Technology Acceptance Model (TAM) as the foundational research model.	180 ESL teachers	English teachers are receptive and prepared for the implementation of AR (Augmented Reality) technology.
Zhumabayeva et.al (2022)	ERIC	Examine prospective teachers' attitudes towards mobile learning and their acceptance behaviors of mobile learning in relation to various variables.	260 ESL teachers	Prospective teachers' acceptance behaviors towards mobile technologies were moderate, whereas their attitudes towards these technologies were positive and high.
Teo & Yunus (2023)	ERIC	Investigate the levels of technology acceptance among English as a Second Language (ESL) teachers and identify the factors influencing their behavioral intentions (BI) regarding technology use in the post-COVID-19 era.	361 ESL teachers	ESL teachers generally exhibit a high level of technology acceptance, incorporating technology as an essential component of their daily work routines.

Hu & Alsaqqaf (2021)	Google Scholar	Investigating ESL teachers' acceptance of technology in integrating e-learning into English teaching at secondary schools in Sabah, Malaysia, using the Technology Acceptance Model (TAM) proposed by Davis.	144 ESL teachers	ESL teachers demonstrated a high level of acceptance towards technology.
Pasco (2023)	ERIC	Examined the level of ICT integration among teachers in teaching and learning English, which influenced their attitudes towards ICT integration.	474 ESL teachers	English teachers' integration of ICT in teaching and learning is perceived as fair or below satisfactory.
Pheng, Hashim & Sulaiman (2021)	ERIC	Examines the effectiveness of technology use in teaching writing.	40 secondary school teachers	Technology serves as a crucial tool for enhancing students' writing skills, supporting teachers in their instructional roles, and fostering student engagement in the classroom. Nevertheless, the absence of adequate technical support hampers some teachers from utilizing technology effectively, as troubleshooting technical issues consumes significant time and disrupts the teaching and learning process.
Peng, Hu & Kouider (2023)	ERIC	Explore the correlation between English as a Foreign Language (EFL)	338 EFL teachers	The level of acceptance of online teaching among EFL teachers correlates

		teachers' acceptance of online teaching and their engagement with emotional labor in the online teaching environment.		significantly with three emotional labor strategies in online teaching. Particularly, EFL teachers' acceptance of online teaching positively impacts deep acting and the genuine expression of emotions, while it has a negative effect on surface acting.
Dharma (2021)	ERIC	Describe how English teachers perceive and accept technology in the context of remote English teaching.	7 ESL teachers	English teachers at SMA Negeri 4 Singaraja exhibited a neutral stance towards technology acceptance in remote English teaching, reflecting a mixed response where some teachers showed openness while others were hesitant. However, this neutral acceptance tended towards positivity, influenced by factors like perceived ease of use and perceived usefulness.
Eng & Mohammad (2022)	Scopus	Identify the factors influencing the integration of Google Meet among primary ESL teachers.	135 ESL teachers	In descriptive statistics, the main findings revealed that a majority of primary ESL teachers displayed a positive attitude towards using Google Meet. However, notable respondents emphasized the importance of school administrators providing necessary assistance.

Mutammimah et.al (2024)	ERIC	This paper could help educators in Indonesia and other comparable areas understand and implement ChatGPT in English language teaching.	114 respondents	The results show that the proposed TAM model in this study effectively predicts the acceptance of ChatGPT in English language teaching. The structural model also indicated that perceived usefulness, ease of use, and attitude toward using significantly and positively influenced behavioral intention. Additionally, attitude toward using and behavioral intention significantly and positively impacted the actual use of the system.

Data Analysis Procedure

All selected articles were imported into the referencing software Mendeley for organization and analysis. Thematic analyses were then conducted to identify key themes addressing the research questions:

(1) What are ESL teachers' levels of technology acceptance for language instruction concerning perceived ease of use, perceived usefulness, behavioral intention to use, and actual system use?

This systematic review involved interpretively analyzing the articles to categorize themes relevant to the research question. The variables related to technology acceptance were classified based on the platforms discussed in the literature. This method ensured a comprehensive analysis that closely addressed the specific aspects of technology acceptance being investigated. The articles analyzed were categorized into four main themes based on the platforms discussed: perceived ease of use (PEOU), perceived usefulness (PU), behavioral intention (BI), and actual use of the system (ATT). This classification facilitated a thorough exploration of how each platform impacted these critical factors, offering a detailed understanding of the diverse aspects of technology acceptance among ESL teachers.

Findings and Discussion

RQ1: What are the levels of technology acceptance among ESL teachers for language teaching in terms of perceived ease of use, perceived usefulness, behavioral intention to use, and actual use of the system?

Table 4
Level of Perceived Usefulness (PEoU) among ESL Teachers

Variables	Level
Perceived ease of use (PEoU)	- High (Koç, Yuksel & Altun, 2021; Zhumabayeva et al., 2022) - Moderate (Omar & Hasim,2021; Ismail et al., 2022; Chun & Yunus, 2023; Chester, 2023; Pheng, Hashim & Sulaiman, 2021; Peng, Hu & Kouider, 2023; Eng & Maslawati, 2022; Mutamminah et al., 2024) - Low (Chau et al., 2021; Salmee & Majid, 2022; Hu & Alsaqqaf, 2021; Kadek, 2023)

In Table 4, the variable Perceived Ease of Use (PEoU) exhibited varying levels among ESL teachers regarding their use of technology in classrooms. Specifically, studies by Omar & Hasim (2021); Ismail et al. (2022); Chun & Yunus (2023); Chester (2023); Pheng, Hashim & Sulaiman (2021); Peng, Hu & Kouider (2023); Eng & Maslawati (2022); Mutamminah et al. (2024) reported a 'moderate' level of PEoU among teachers, indicating that they perceive technology as moderately easy to use. Conversely, studies by Chau et al. (2021); Salmee & Majid (2022); Hu & Alsaqqaf (2021); Kadek (2023) noted a 'low' level of PEoU, suggesting that teachers face significant challenges in integrating technology into their teaching practices, possibly due to insufficient training, technical support, or the complexity of technological tools.

On the other hand, studies by Koç, Yuksel & Altun (2021); Zhumabayeva et al. (2022) documented a 'high' level of PEoU among ESL teachers, indicating that these educators find technology straightforward and user-friendly. Teachers with a high PEoU are more likely to integrate technology seamlessly into their teaching methods, benefiting from better access to training, resources, and ongoing support, which enhances their confidence and proficiency in using technology.

Overall, the data indicates that the majority of ESL teachers fall within the 'moderate' category of perceived ease of use in using technology in their ESL classroom. The perceived ease of use (PEoU) of technology is influenced by a mix of internal and external factors that shape how individuals, including teachers, interact with and perceive new technologies (Omar & Hashim, 2021; Ismail et al., 2022). Internal factors include varied technological proficiency, where teachers have different levels of comfort and familiarity with technology, leading to a moderate average perception Teo & Yunus, 2023; Pasco, 2023). Age and experience differences also play a role, as younger teachers or those with more experience using technology might find it easier to adopt new tools, while older teachers or those with less exposure might struggle more (Pheng, Hashim & Sulaiman, 2021). Additionally, previous negative experiences with unreliable or poorly designed technology can make teachers cautious about new tools, resulting in a moderate perception of ease of use (Pheng et al., 2021; Peng, Hu & Kouider, 2023).

External factors further contribute to this moderate perception. The inherent complexity of some educational technologies can be a barrier, as tools that require significant time and effort to learn may not be perceived as easy to use (Peng et al., 2023) Inadequate training and support hinder teachers' ability to effectively use technology, making even user-friendly technologies seem difficult without proper training (Peng et al., 2023; Eng & Mohammad, 2022). Resource limitations, such as lack of high-quality devices and reliable internet, and time constraints for learning and integrating new technologies into the curriculum, add to the perception of moderate ease of use (Eng & Mohammad, 2022). Furthermore, if the technology does not align well with teachers' existing pedagogical practices or curriculum needs, it may be perceived as more difficult to integrate (Eng & Mohammad, 2022; Mutammimah et.al, 2024). Understanding these internal and external factors can help in designing better training programs, providing adequate support, and developing more intuitive technologies that are better aligned with educational needs, potentially increasing the perceived ease of use among teachers (Mutammimah et al., 2024).

Table 5
Level of Perceived Usefulness (PU) among ESL Teachers

Variable	Level
Perceived usefulness (PU)	- High (Chau et al., 2021; Koç et al., 2021; Ismail et al., 2022; Salmee & Majid, 2022; Zhumbayeva et al., 2023; Kadek, 2021; Eng & Mohammad, 2022; Mutamminah et al,, 2024) - Moderate (Omar & Hashim, 2021; Chun & Yunus, 2023; Hu & Alsaqqaf, 2021; Chester, 2023) - Low (Pheng et al., 2021; Peng et al., 2023)

Based on Table 5, the most frequently reported level of perceived usefulness (PU) in using technology in ESL classrooms is 'high,' as indicated by the findings in studies by Chau et al. (2021); Koç et al. (2021); Ismail et al. (2022); Salmee & Majid (2022); Zhumbayeva et al. (2023); Kadek (2021); Eng & Mohammad (2022); Mutamminah et al. (2024). This suggests that a significant majority of ESL teachers perceive technology as highly beneficial for enhancing their teaching practices and improving student learning outcomes (Chau et al., 2021). These teachers recognize the potential of technology to facilitate more engaging and effective instructional methods, streamline administrative tasks, and provide students with access to a broader range of learning resources (Koç & Altun, 2021).

Following this, a 'moderate' level of perceived usefulness was reported in studies by Omar & Hashim (2021); Chun & Yunus (2023); Hu & Alsaqqaf (2021); Chester (2023). This indicates that while these teachers acknowledge some benefits of using technology in the classroom, they may also have reservations or see limited applicability in certain areas. The moderate level suggests that these teachers find technology useful but may be constrained by factors such as the relevance of available technological tools to their specific teaching needs, the level of support they receive, or the degree to which technology aligns with their pedagogical goals.

Lastly, a 'low' level of perceived usefulness was documented in studies by Pheng et al. (2021); Peng et al. (2023). This indicates that a minority of ESL teachers do not find significant value in using technology for their instructional purposes. These teachers may feel that technology does not enhance their teaching effectiveness or student engagement to a substantial degree (Pheng et al., 2021). The low level of PU could be attributed to several factors, such as inadequate training on how to effectively integrate technology into their lessons, a lack of reliable infrastructure, or negative past experiences with technological tools that did not meet their expectations or needs (Peng et al., 2023).

The overall trend, however, shows that ESL teachers generally exhibit a high level of perceived usefulness regarding the integration of technology in their classrooms. This positive perception highlights the importance of continuing to support and expand the use of technology in ESL education (Salmee & Majid, 2022; Zhumbayeva et al., 2023). It underscores the potential of digital tools to enhance language learning, provide interactive and personalized learning experiences, and offer access to diverse and rich educational content (Zhumbayeva et al., 2023; Kadek, 2021).

Overall, the data indicates that the majority of ESL teachers fall within the 'high' category of perceived usefulness (PU) regarding the use of technology in their classrooms.

Table 6
Level of Behaviour Intention (BI) among ESL Teachers

Variable	Level
Behaviour Intention (BI)	- High (Omar & Hashim, 2021; Koç & Altun, 2021; Ismail et al., 2022 ; Chester 2023; Pheng et al., 2021,Peng et al., 2023;Koç & Altun, 2021; Ismail et. al., 2022) - Moderate (Salmee & Majid, 2022; Hu & Alsaqqaf, 2021; Omar & Hashim, 2021) - Low (Zhumbayeva et al., 2023 ; Chun & Yunus, 2023)

Based on Table 6, the most frequently reported level of behavioral intention (BI) to use technology in ESL classrooms is 'high,' as indicated by the findings in studies by Omar & Hashim (2021); Koç & Altun (2021); Ismail et al. (2022); Chester (2023); Pheng et al. (2021); Peng et al. (2023); Koç & Altun (2021); Ismail et. al. (2022) This suggests that a substantial majority of ESL teachers are highly inclined to incorporate technology into their teaching practices. These teachers demonstrate a strong willingness to use digital tools and resources to enhance their instructional methods, improve student engagement, and facilitate more interactive and effective language learning experiences.

Following this, a 'moderate' level of behavioral intention is reported in studies by Salmee & Majid (2022); Hu & Alsaqqaf (2021); Omar & Hashim (2021). This indicates that while these teachers have a positive attitude towards using technology and recognize its potential benefits, they may also have some reservations or face certain obstacles that temper their

enthusiasm (Salmee & Majid, 2022). These moderate levels could be due to factors such as limited access to technology, lack of adequate training, or uncertainties about the practical implementation of technology in their specific teaching contexts (Hu & Alsaqqaf, 2021)

Lastly, a 'low' level of behavioral intention is documented in studies by Zhumbayeva et al. (2023); Chun & Yunus (2023). This indicates that a minority of ESL teachers are less inclined to use technology in their classrooms (Zhumbayeva et al., 2023). These teachers may perceive significant barriers to technology integration, such as technical difficulties, insufficient support, or a lack of perceived relevance to their teaching objectives (Zhumbayeva et al., 2023). The low level of BI could also be influenced by previous negative experiences with technology that have led to a reluctance to adopt new tools (Chun & Yunus, 2023).

The overall trend, however, shows that ESL teachers generally exhibit a high level of behavioral intention to use technology in their classrooms. This positive trend underscores the potential for widespread adoption of technology-enhanced teaching methods in ESL education (Omar & Hashim, 2021; Koç & Altun, 2021). The high level of BI reflects the teachers' recognition of the value that technology can bring to language instruction, including increased student engagement, access to diverse learning materials, and the ability to create more dynamic and interactive learning environments (Ismail et al., 2022; Chester, 2023).

Table 7
Level of Actual use of the System (ATT) among ESL Teachers

Variable	Level
Actual use of the system (ATT)	- High (Chau 2021; Koç & Altun, 2021;Ismail et al., 2022; Salmee & Majid, 2022; Zhumbayeva et al., 2023; Kadek, 2021; Eng & Mohamad, 2022; Mutammimah et al., 2024) - Moderate (Omar & Hashim, 2021; Chun & Yunus, 2023; Chester, 2023; Pheng et al., 2021) - Low (Hu & Alsaqqaf, 2021; Peng et al., 2023)

Based on Table 7, the most frequently reported level of actual use of the system (ATT) in using technology in ESL classrooms is 'high,' as indicated by the findings in studies by Chau (2021); Koç & Altun (2021); Ismail et al. (2022); Salmee & Majid (2022); Zhumbayeva et al. (2023); Kadek, 2021; Eng & Mohamad (2022); Mutammimah et al. (2024). This suggests that a significant number of ESL teachers actively incorporate technology into their teaching practices.

Following this, a 'moderate' level of actual use is reported in studies by Omar & Hashim (2021); Chun & Yunus (2023); Chester (2023); Pheng et al. (2021). This indicates that while these teachers do use technology in their classrooms, its use may not be as frequent or as integral to their teaching methods as seen with those reporting a high level of use (Omar &

Hashim, 2021). These teachers might be incorporating technology in a more selective or supplementary manner, possibly due to factors such as varying levels of comfort with technology, differing perceptions of its benefits, or inconsistent access to technological resources (Omar & Hashim, 2021; Chun & Yunus, 2023).

Lastly, a 'low' level of actual use is documented in studies by Hu & Alsaqqaf (2021); Peng et al. (2023). This indicates that a minority of ESL teachers rarely use technology in their classrooms. These teachers may face significant barriers to technology integration, such as a lack of sufficient training, limited access to reliable technological infrastructure, or a perception that technology does not add substantial value to their teaching methods (Hu & Alsaqqaf, 2021). The low level of actual use could also be influenced by previous negative experiences with technology that have led to reluctance or skepticism towards its adoption (Peng et al., 2023).

The overall trend, however, shows that ESL teachers generally exhibit a high level of actual use of technology in their classrooms. This positive trend highlights the growing acceptance and integration of digital tools in ESL education, reflecting the teachers' recognition of the advantages that technology can bring to language instruction (Chau 2021; Koç & Altun, 2021; Ismail et al., 2022. High levels of actual use demonstrate that teachers are not only willing to use technology but are also successfully integrating it into their daily teaching practices, leading to more dynamic and effective learning environments (Salmee & Majid, 2022; Zhumbayeva et al., 2023)

The moderate level of actual use of the system (ATT) among ESL (English as a Second Language) teachers can be attributed to various factors influencing their adoption and integration of technology. Firstly, differences in training and familiarity with technology play a significant role. While some ESL teachers may have received training on using technology in the classroom, others may be less familiar with it, leading to varying levels of actual use (Omar & Hashim, 2021). This discrepancy in expertise could result in a moderate level of usage overall (Chun & Yunus, 2023; Chester, 2023)

Secondly, the availability of resources is crucial. Limited access to technology resources, such as computers, tablets, or internet connectivity, can hinder ESL teachers' ability to incorporate technology into their teaching practices effectively (Chun & Yunus, 2023; Chester, 2023; Pheng et al., 2021). Without adequate resources, their utilization of technology may only reach a moderate extent. Additionally, the alignment between technology and ESL teaching methods influences actual use (Chester, 20230. If ESL teachers perceive that the technology does not effectively support language learning goals or is not well-integrated into their teaching practices, they may only use it to a moderate degree (Pheng et al., 2021).

The level of actual use of the system (ATT) among ESL teachers often remains low due to various interconnected factors. ESL teachers may perceive the system as overly complex and lacking user-friendly interfaces, which can hinder their willingness to incorporate it into their teaching (Hu & Alsaqqaf, 2021). Moreover, inadequate training and technical support exacerbate this issue, leaving teachers uncertain about how to effectively utilize the technology in their lesson (Peng et al., 2023). Resource constraints, such as limited access to devices or internet connectivity, further impede their ability to integrate the system into their

teaching practices. Resistance to change and a preference for traditional teaching methods also play a role, with some teachers skeptical about the benefits of technology in education (Hu & Alsaqqaf, 2021; Peng et al., 2023). Additionally, if the system does not align well with teachers' pedagogical practices or curriculum needs, they may be less inclined to use it (Peng et al., 2023).

Conclusion

In conclusion, this systematic review comprehensively analyzed studies focused on technology acceptance among ESL teachers. By leveraging three reputable databases which were Web of Science (WoS), Scopus, and the Educational Resources Information Centre (ERIC), 14 pertinent articles were meticulously selected based on rigorous inclusion and exclusion criteria. The principal finding of this review indicates a generally high level of technology acceptance among English teachers. Most participants exhibited strong acceptance of technology, particularly in terms of perceived usefulness (PU), attitude towards use (ATT), and behavioral intention (BI) regarding its integration in ESL classrooms. This reflects their recognition of technology's potential to enhance teaching and learning, alongside positive attitudes towards its adoption.

However, a notable concern arose regarding the perceived ease of use (PEoU) of technology. Teachers expressed only moderate confidence in the ease with which technology can be implemented and utilized effectively. This hesitancy may stem from insufficient training, support, or familiarity with available technological tools. These findings underscore a crucial aspect of technology adoption among ESL teachers: while there is enthusiasm for integrating technology, there is a simultaneous need for robust support systems to bolster their confidence and competence. Effective measures could include targeted professional development initiatives, user-friendly technological solutions, and ongoing technical support to facilitate seamless integration into teaching practices.

Further research into technology acceptance among educators could explore various dimensions. Comparative studies across diverse geographical and socioeconomic contexts could illuminate how technology perceptions differ between urban and rural teachers. Additionally, investigating psychological and cultural factors could elucidate barriers to technology adoption and how cultural attitudes toward educational technology vary among different teacher communities.

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