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# ROLE OF MULTILINGUALISM IN HIGHER EDUCATION RESEARCH

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# **Role of Multilingualism in Higher Education Research**

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**Ink n Ivory Publishing House**

DAC Aves, G1, Maple Block, Narashiman Nagar, Polichalur, Chennai -75  
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## **A Longitudinal Examination of the Influence of Continuous Professional Development on Tertiary ELT Teachers' Attitudes toward Technology**

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### **Abstract**

The integration of technology into tertiary English Language Teaching (ELT) has expanded rapidly; however, sustained pedagogical adoption remains uneven. Research increasingly indicates that teachers' attitudes, confidence, and pedagogical beliefs play a more decisive role than mere access to digital tools. This longitudinal study investigates the influence of Continuous Professional Development (CPD) on tertiary-level ELT teachers' attitudes toward technology and their classroom integration practices over time. Employing a sequential explanatory mixed-methods design, data were collected through questionnaires, semi-structured interviews, and classroom observations conducted at multiple stages of CPD implementation. The study is theoretically anchored in Diffusion of Innovations Theory, the Technology Acceptance Model (TAM), and the Technological Pedagogical Content Knowledge (TPACK) framework.

### **Keywords**

Continuous Professional Development; ELT; Teacher Attitudes; Technology Integration; TPACK; Technology Acceptance Model; Diffusion of Innovations; Higher Education

### **Contextualising Technology Integration in Tertiary ELT**

The integration of digital technology into tertiary English Language Teaching (ELT) has intensified over the past two decades, reshaping instructional delivery, assessment practices, and academic communication. Tools such as learning management systems, digital assessment platforms, online discussion forums, and mobile-assisted language learning applications have become embedded within higher education ecosystems. However, the presence of technology does not automatically translate into pedagogical innovation. In many tertiary ELT classrooms,

technology remains underutilised or confined to administrative purposes rather than being employed as a transformative instructional resource.

Research in teacher cognition highlights that educators' beliefs, attitudes, and confidence significantly influence classroom practices. In the context of ELT, where teaching is deeply interactional and interpretive, instructors' perceptions of technology play a decisive role in determining whether digital tools are meaningfully integrated or superficially adopted. Resistance to change, fear of technological failure, and uncertainty regarding pedagogical value often hinder sustained adoption, even in technologically well-equipped institutions.

Continuous Professional Development (CPD) has emerged as a crucial intervention for addressing these challenges. Unlike one-time workshops, CPD provides sustained opportunities for skill development, pedagogical reflection, and collaborative learning. However, despite its growing prominence, limited research has examined how CPD reshapes tertiary ELT teachers' attitudes toward technology over extended periods. This study addresses this gap by adopting a longitudinal perspective to examine attitudinal and pedagogical change over time.

## **2. Conceptual and Theoretical Perspectives on Technology Adoption in ELT**

Technology adoption in ELT is a multifaceted process influenced by cognitive, social, and institutional factors. To understand how CPD impacts teachers' attitudes and practices, this study draws upon established theoretical frameworks that explain technology acceptance, diffusion, and pedagogical integration.

### **2.1 Teacher Attitudes and Pedagogical Readiness in Technology-Enhanced ELT**

Teacher attitudes toward technology significantly influence instructional decision-making and classroom implementation. Positive attitudes are often associated with experimentation, innovation, and learner-centred practices, while negative attitudes tend to result in avoidance or minimal usage. Pedagogical readiness encompasses not only technical competence but also teachers' confidence in aligning technology with instructional goals.

In tertiary ELT contexts, pedagogical readiness is particularly important due to the autonomy teachers possess in designing curricula and selecting instructional tools. Studies suggest that without adequate confidence and conceptual clarity, teachers may perceive technology as an external imposition rather than a pedagogical asset. Consequently, attitude formation becomes central to understanding technology integration in higher education ELT.

### **2.2 Continuous Professional Development as a Catalyst for Pedagogical Change**

CPD functions as a critical mechanism for fostering long-term pedagogical change by supporting teachers through iterative learning, reflection, and practice. Research indicates that sustained professional learning enhances teachers' self-efficacy, reduces anxiety related to technology use, and promotes reflective teaching practices.

Unlike short-term training programmes, CPD encourages gradual transformation by allowing teachers to contextualise technological tools within their instructional realities. In ELT, this sustained engagement enables educators to experiment with digital resources, evaluate their pedagogical effectiveness, and refine classroom strategies. However, empirical studies examining the durability of CPD-induced change, particularly over extended periods, remain limited-necessitating longitudinal inquiry.

### **2.3 Diffusion of Innovations and Social Dimensions of Technology Adoption**

Rogers' Diffusion of Innovations Theory provides a useful framework for understanding how technological practices spread within educational institutions. The theory categorises adopters based on their readiness to embrace innovation and emphasises the role of communication, peer influence, and institutional culture.

In tertiary ELT settings, technology adoption is often shaped by departmental norms, collegial interactions, and administrative expectations. Teachers' willingness to adopt new tools is influenced not only by individual beliefs but also by perceived institutional support and professional recognition. A longitudinal approach allows for the examination of how these social dynamics evolve alongside CPD participation.

### **2.4 Technology Acceptance and Knowledge Integration: TAM and TPACK**

The Technology Acceptance Model (TAM) explains technology adoption through perceived usefulness and perceived ease of use. These perceptions directly influence teachers' willingness to incorporate digital tools into instructional practice. CPD interventions often enhance both dimensions by increasing familiarity and demonstrating pedagogical relevance.

Complementing TAM, the Technological Pedagogical Content Knowledge (TPACK) framework emphasises the integration of technological, pedagogical, and content knowledge. In ELT, effective technology use requires not only technical skills but also an understanding of how digital tools support language acquisition and communicative competence. Together, TAM and TPACK provide a comprehensive lens for analysing how CPD reshapes teachers' attitudes and classroom practices over time.

### **3. Focus and Scope of the Study**

This study focuses on examining the longitudinal influence of Continuous Professional Development on tertiary-level ELT teachers' attitudes toward technology and their classroom integration practices. It explores both attitudinal change and observable pedagogical behaviour, situating these within broader institutional and theoretical contexts. By examining change across multiple phases of CPD, the study foregrounds the temporal dimension of teacher development.

### **4. Guiding Research Questions**

The study is guided by the following research questions:

1. How does Continuous Professional Development influence tertiary ELT teachers' attitudes toward technology over time?
2. How do teachers' technological confidence and classroom practices evolve following sustained CPD engagement?
3. What individual and institutional factors facilitate or constrain long-term technology integration?
4. How are TPACK components reflected in ELT classroom practices after CPD participation?

### **5. Methodological Framework**

#### **5.1 Research Design and Longitudinal Approach**

The study adopts a sequential explanatory mixed-methods design, integrating quantitative and qualitative data to examine attitudinal and behavioural changes across time. A longitudinal approach enables the identification of gradual shifts in perceptions, confidence, and classroom practices that are often overlooked in short-term studies.

#### **5.2 Participant Profile and Institutional Context**

Participants comprised tertiary-level ELT teachers aged between 30 and 50, working in colleges and universities across diverse institutional contexts. The sample included teachers with varying levels of technological experience, ensuring a representative range of adoption profiles.

#### **5.3 Instruments and Procedures for Data Collection**

Data were collected using structured questionnaires, semi-structured interviews, and classroom observation schedules. Surveys were administered at three stages pre-CPD, mid-CPD,

and post-CPD to capture longitudinal trends. Interviews provided deeper insights into teachers' perceptions and experiences, while classroom observations examined actual instructional practices.

#### **5.4 Analytical Procedures**

Quantitative data were analysed using descriptive and inferential statistical methods to identify patterns of change over time. Qualitative data were thematically analysed to identify recurring themes related to confidence, pedagogical adaptation, and institutional influence. Triangulation enhanced the credibility and validity of findings.

### **6. Longitudinal Trends in Teacher Attitudes and Classroom Practices**

Analysis reveals a gradual but consistent positive shift in teachers' attitudes toward technology following sustained CPD engagement. Teachers demonstrated increased confidence, reduced apprehension, and greater pedagogical intentionality in technology use. Classroom observations indicated a transition from peripheral or instrumental use of technology to more integrated practices aligned with TPACK principles.

However, the study also identifies persistent constraints, including workload pressures, infrastructural limitations, and uneven institutional support. These findings highlight that while CPD facilitates individual transformation, institutional conditions continue to shape adoption trajectories.

### **7. Pedagogical and Institutional Implications**

The findings underscore the importance of sustained, reflective CPD models for meaningful technology integration in tertiary ELT. Institutions should prioritise long-term professional learning frameworks that emphasise pedagogical application rather than technical training alone. CPD programmes should also address institutional barriers to ensure sustainable adoption.

### **8. Constraints and Delimitations of the Study**

The study is limited by sample size and participant attrition, common challenges in longitudinal research. Institutional constraints may also influence the consistency of CPD implementation. These limitations were mitigated through multi-institutional sampling and phased data collection.

### **9. Concluding Observations**

This longitudinal study demonstrates that Continuous Professional Development plays a pivotal role in reshaping tertiary ELT teachers' attitudes toward technology and their classroom practices. Meaningful technology integration emerges through sustained professional learning that fosters confidence, reflective practice, and pedagogical alignment. By foregrounding the temporal dimension of teacher development, the study contributes to ELT research and offers practical insights for CPD design and institutional policy in higher education.

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