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EXAMINING THE CAUSES AND SOLUTIONS OF ENGLISH TEACHERS' PERCEIVED TECHNOPHOBIA, TECHNOLOGY ACCEPTANCE AND LEARNER ENGAGEMENT

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ABSTRACT

This study aims to examine the role of perceived technophobia among English teachers on technology acceptance and learner engagement. Despite the increasing central role of digital technologies in foreign language teaching, teacher's fears and anxieties about technology can limit the pedagogical adoption of these tools. In this context, the study addresses the individual, pedagogical, and institutional causes of technophobia; its relationship with perceptions and attitudes towards technology within the framework of technology acceptance models (TAM and UTAUT); and the reflections of teacher technology acceptance on learner engagement (behavioral, emotional, and cognitive). The research was designed as a qualitative study based on a descriptive survey model, and peer-reviewed academic studies directly related to the topic were examined using document analysis. The data obtained were analyzed through thematic analysis; it was concluded that technophobia is a fundamental antecedent variable that weakens technology acceptance, while technology acceptance functions as a mechanism that indirectly strengthens learner engagement. The findings indicate that holistic interventions at the individual, pedagogical, and institutional levels aimed at reducing technophobia and increasing teacher's acceptance of technology can contribute to creating more interactive and participatory learning environments in foreign language teaching.

KEYWORDS: Technophobia, Technology Acceptance, English Teachers, Learner Participation, Digital Pedagogies.

1. INTRODUCTION

The widespread integration of digital technologies into educational environments is significantly transforming teacher's teaching practices and classroom interaction structures. However, this transformation is not being embraced at the same level by teachers, especially in foreign language teaching. In this context, technophobia stands out as an emotional-attitudinal barrier encompassing teacher's fear, anxiety, and avoidance tendencies towards technology. Technophobia is not considered a clinical disorder; rather, it is treated as a condition that limits teacher's interaction with technology and makes it difficult to adopt pedagogical innovations (Yang & Wang, 2024).

In foreign language teaching, technology is a fundamental pedagogical tool that supports interaction, access, and learner participation. However, it is stated that technophobic tendencies among teachers weaken technology acceptance, limiting the quality of classroom practices and reducing pedagogical opportunities that can be reflected in the learning process (Rehman et al., 2024). This situation necessitates addressing the relationship between technology acceptance and learner engagement, along with teacher's emotional and psychological readiness.

This study aims to examine perceived technophobia among English teachers within a framework related to technology acceptance (TAM/UTAUT) and learner engagement (behavioral, emotional, cognitive). Through this literature-based review, the causes of technophobia, its effects on technology acceptance processes, and its reflections on learner engagement are discussed from a holistic perspective.

2. MATERIALS AND METHODS

This study is a qualitative research based on a descriptive survey model. In line with the research objective, peer-reviewed academic articles and scientific studies addressing the relationship between technophobia, technology acceptance, and learner participation among English teachers were examined using document analysis. Document analysis is based on the systematic evaluation of sources directly related to the research topic.

The collected data were analyzed using a thematic analysis approach. In the analysis process, studies were themed according to the individual, pedagogical, and institutional causes of technophobia; the basic perceptual components determining technology acceptance; and the relationships between teacher technology use and learner participation. This approach aims to reveal the common patterns of findings produced in different contexts.

The main limitation of the study is that it does not rely on empirical data collection and is conducted only through secondary sources. However, the aim is to present the prominent trends and explanatory frameworks in the context of technophobia and technology acceptance among English teachers in a holistic manner through the systematic analysis of the literature.

3. FINDINGS

3.1. Concept Of Technophobia İn Education

The rapid integration of digital technologies into educational environments has created significant transformations in teaching and learning processes, but this transformation is not embraced at the same level by every educator. In this context, one of the prominent concepts in the literature is technophobia, which is considered a multidimensional psychological state expressing individual's fear, anxiety, and avoidance tendencies towards technology. Technophobia is defined not as a clinical disorder, but as an emotional and attitudinal barrier that limits an individual's interaction with technology (Yang & Wang, 2024).

In the context of education, technophobia is considered an important factor that directly affects teacher's willingness and capacity to use technology for pedagogical purposes. In areas where technology-supported interaction is intensive, such as foreign language teaching, it is stated that technophobia makes it difficult to adopt teaching innovations and leads teachers to consciously avoid technology (Yang & Wang, 2024). This situation can limit the reflection of the pedagogical opportunities offered by technology in the classroom environment.

In the literature, the concept of technophobia is frequently discussed together with concepts such as computer anxiety and technostress. Computer anxiety is defined as the unease and worry that an individual feels during or at the thought of using a computer; it is emphasized that this situation negatively affects the integration of technology in teachers (Rahimi & Yadollahi, 2011). Technophobia, on the other hand, is considered as presenting a structure that includes negative attitudes towards all digital technologies, not limited only to computers, within a broader framework (Rehman et al., 2024).

Studies conducted specifically on foreign language teachers reveal that technophobia is

generally associated with individual and professional factors such as low technological self-efficacy, inadequate professional training, lack of familiarity with technology, and fear of failure. Limited in-service training opportunities and a lack of institutional support can create a fertile ground for teachers to develop negative feelings towards technology (Yang & Wang, 2024; Pahamzah, 2020). However, technophobia is not seen as a condition stemming solely from individual characteristics; it is also linked to the structural conditions of the education system. Insufficient technological infrastructure, lack of technical support, and pressure to adapt to rapid digital transformation can lead teachers to perceive technology as a source of stress rather than a tool that facilitates the teaching process (Rehman et al., 2024). In this context, technophobia is considered a multi-layered obstacle standing in the way of pedagogical innovation. The literature suggests that understanding technophobia and revealing the underlying causes of this feeling are crucial.This shows that developing effective interventions to increase teacher's adoption of technology is a fundamental requirement (Yang & Wang, 2024; Rehman et al., 2024).

3.2. Technology Acceptance Models (Tam, Utaut)

One of the most common theoretical frameworks for explaining the use of technology in education is the Technology Acceptance Model (TAM). TAM suggests that individual's intentions to use a technology are fundamentally based on two cognitive evaluations: perceived usefulness and perceived ease of use. Perceived usefulness refers to the belief that the technology will improve the individual's professional performance; perceived ease of use refers to the perception that the technology can be used without requiring additional effort. These two beliefs shape attitudes towards technology and, consequently, intentions to use it (Jiang et al., 2021).

In the context of foreign language teaching, TAM offers a strong framework for explaining teacher's decisions to integrate digital tools into pedagogical processes. Studies, particularly those conducted in online and blended learning environments, show that teacher's perception of technology as useful and manageable is a determining factor in developing positive attitudes towards technology (Mekheimer & Mahdy, 2025). However, during rapid digital transformation processes, teacher's emotional responses and anxiety levels can weaken these cognitive assessments.

The Unified Technology Acceptance and Use Theory (UTAUT), developed to overcome the limitations of TAM, addresses technology acceptance within a broader framework. UTAUT suggests that the intention to use technology is determined by performance expectations, effort expectations, social influence, and facilitating conditions. In the context of education, this model emphasizes that teacher's technology acceptance depends not only on individual perceptions but also on institutional support, peer influence, and infrastructure possibilities (Dincher & Wagner, 2023).

When evaluated in the context of technophobia, the TAM and UTAUT models reveal that teacher's fears and anxieties about technology negatively affect perceived usefulness and effort expectations, thus weakening technology acceptance. Technophobic tendencies cause teachers to perceive technology as complex and risky; this is considered a fundamental psychological barrier that breaks the technology acceptance chain (Yang & Wang, 2024).

3.3. Learner Participation (Behavioral, Emotional And Cognitive)

Learner participation is considered a fundamental variable in evaluating the effectiveness of technology-supported learning environments. In the literature, learner participation is generally addressed in three dimensions: behavioral, emotional, and cognitive. This multidimensional structure aims to explain the extent and manner in which students are involved in the learning process.

Behavioral participation refers to the level of student's participation in the lesson, completion of activities, and active involvement in learning tasks. In digital learning environments, teacher's effective use of technology can increase student attendance and the frequency of online interaction. Conversely, teacher's avoidance or limited use of technology can weaken behavioral participation (Mekheimer & Mahdy, 2025).

Emotional participation encompasses student's interest, motivation, and sense of belonging towards the learning process. Research shows that teacher's positive attitudes towards technology and pedagogically meaningful digital applications contribute to students developing positive feelings towards the learning process. In contrast, teacher-induced technology anxiety and reluctance can lead students to perceive the learning environment as a stressful or uninteresting space (Abdel-Al Ibrahim & Hashemifardnia, 2024).

Cognitive engagement refers to the level at

which students use deep thinking, problem-solving, and learning strategies. When technology-supported instruction is combined with appropriate pedagogical design, it can support student's participation in higher-order cognitive processes. However, teacher's technophobic tendencies can prevent them from reflecting this potential of technology in the classroom environment (Mekheimer & Mahdy, 2025).

3.4. Theoretical Relationships Between Variables

The relationship between technophobia, technology acceptance, and learner engagement is addressed in the educational technology literature within a sequential and causal structure. Theoretically, technophobia is positioned as a fundamental emotional factor that negatively affects teacher's perceptions and attitudes towards technology. This negative emotional state lowers teacher's technology acceptance level and weakens their intention to use technology (Yang & Wang, 2024; Dincher & Wagner, 2023).

Weak technology acceptance leads teachers to use digital tools in a limited or superficial way; this reduces the interactive and pedagogical richness of learning environments. The relationship between teacher technology acceptance and learner engagement becomes particularly evident in online and blended learning contexts. It is emphasized that teacher's positive attitudes towards technology indirectly increase student's behavioral, emotional, and cognitive engagement (Mekheimer & Mahdy, 2025).

In this context, technophobia can be considered an antecedent variable in the relationship between technology acceptance and learner engagement. Reducing technophobia strengthens teacher's acceptance of technology; this acceptance, in turn, supports learner engagement through more effective teaching practices. Therefore, it can be said that there is a hierarchical and holistic theoretical relationship between these three variables (Yang & Wang, 2024; Rehman et al., 2024).

3.5. Reasons For Perceived Technophobia in English Teachers

Despite the widespread use of technology in education, it is observed that English teachers can develop negative feelings towards technology, and this situation can limit their teaching practices. The literature reveals that teacher technophobia is not caused by a single source; it is a multi-dimensional structure arising from the interaction of individual, professional, and institutional factors. The fact that technology has become a pedagogical necessity, especially in foreign language teaching, makes these negative feelings more visible (Yang & Wang, 2024).

3.5.1. Individual Reasons (Self-Efficacy, Anxiety)

One of the strongest determinants of technophobia at the individual level is a low perception of technological self-efficacy. Teacher's weak belief in their ability to use digital tools leads them to perceive the interaction process with technology as a threatening experience. In cases of low self-efficacy, teachers may experience fear of making technological mistakes or losing classroom control (Yang & Wang, 2024).

Another individual factor closely related to this perception is anxiety about technology. This condition, also referred to in the literature as computer anxiety or technology anxiety, is defined as teachers experiencing unease and stress during or at the thought of using computers. Studies show that teachers with high levels of technology anxiety tend to avoid digital tools, and this anxiety directly and negatively affects technology integration (Rahimi et al., 2011).

In addition, age, previous experiences, and personal attitudes can also shape technophobia among individual characteristics. It is stated that teachers with limited experience with technology perceive new digital applications as more complex and challenging; and that this perception gradually turns into feelings of fear and resistance (Rahimi et al., 2011). In this context, technophobia is considered not only as a lack of information but also as an individual barrier based on emotional and cognitive evaluations.

3.5.2. Professional And Pedagogical Reasons

One of the significant reasons for technophobia at the professional level is the inadequacy of technology-focused pedagogical preparation in teacher training. While some foreign language teachers know how to use technology, they do not feel sufficiently prepared to integrate these tools with pedagogical goals. This situation can lead to technology being perceived as an additional burden rather than a tool that supports teaching (Pahamzah, 2020).

Pedagogical incompatibility is another factor that fuels technophobia. The insufficient integration of technology use with curricula and assessment processes can cause teachers to see technology as dysfunctional or risky in classroom applications. This perception can lead teachers to shy away from innovative teaching methods and turn to traditional

approaches (Yang & Wang, 2024). In addition, increased workload and time pressure are among the professional factors that make the adoption of technology difficult. The need to prepare digital materials, manage online classrooms, and cope with technical problems can increase burnout and stress levels among teachers. This situation, regardless of the pedagogical value of technology, creates a fertile ground for teachers to develop negative attitudes towards technology (Pahamzah, 2020).

3.5.3. Institutional And Environmental Reasons

One of the most prominent reasons for technophobia at the institutional level is inadequate technical infrastructure and lack of support. Without reliable internet access, appropriate hardware, and continuous technical support, teachers may perceive using technology in the classroom as a risky undertaking. This perception can trigger avoidance of technology, especially in subjects requiring continuity and interaction, such as language teaching (Rehman et al., 2024).

The weakness of institutional support mechanisms also reinforces technophobia. Lack of encouragement for teachers to use technology, limited professional development opportunities, and school climates that do not tolerate mistakes can increase feelings of fear and resistance towards technology. Research shows that in the absence of a supportive school climate, teacher's technology acceptance levels remain low. Among environmental factors, sudden digital transformation processes also play a significant role. The forced transition to online education, particularly during the pandemic, caused many teachers to be intensely exposed to technology without adequate preparation. This situation has led to technology being perceived as a source of stress and uncertainty rather than a pedagogical tool, and has reinforced technophobic reactions (Dincher & Wagner, 2023).

3.6. Technology Acceptance Among English Teachers

Technology acceptance is a fundamental concept that describes teacher's willingness to integrate digital tools into teaching processes and their actual level of use. In the educational technology literature, this acceptance process is mainly explained through the Technology Acceptance Model (TAM) and its extended versions. These models emphasize that teacher's decisions to pedagogically adopt technology are based not only on technical competencies but also on perceptions, attitudes, and intentions (Jiang et al., 2021). In the context of English teachers, technology acceptance is particularly closely related to the level of technophobia. As teacher's anxieties and fears about technology increase, the core components of the acceptance process are seen to weaken, limiting the use of technology in the classroom (Yang & Wang, 2024).

3.6.1. Perceived Usefulness

Perceived usefulness refers to teacher's beliefs that a technology will improve their teaching performance and learning outcomes. In foreign language teaching, the potential of digital tools to increase interaction, provide authentic materials, and support learner-centered practices plays a decisive role in the formation of this perception (Mekheimer & Mahdy, 2025). However, the literature reveals that teachers with technophobic tendencies may not sufficiently recognize the pedagogical benefits of technology. Technology may be perceived by these teachers not as a tool that facilitates teaching, but rather as an element that increases the risk of making mistakes and makes classroom management more difficult. This situation leads to a weakening of perceived usefulness and a decrease in technology acceptance (Yang & Wang, 2024). Whereas technology provides many benefits, challenges like technical problems and the need for better teacher training still remain. Even with these hurdles, using tools like AI is changing language learning into a more student-focused and independent process. Foreign language teachers benefit from technology to keep track of students' enhancement, supply target oriented feedback, and manage, diversifying methodological considerations.

3.6.2. Perceived Ease Of Use

Perceived ease of use refers to the extent to which teachers perceive the process of learning and using a technology as effortless. In the context of education, this perception directly affects teacher's willingness to experiment with and maintain digital tools in the classroom (Jiang et al., 2021). Studies show that familiarity with technology and previous experiences reinforce the perception of ease of use. Conversely, low digital self-efficacy and high tech anxiety lead teachers to perceive technology as complex and challenging. For English teachers in particular, the possibility of encountering technical problems during lessons stands out as a significant factor negatively affecting the perception of ease of use (Rahimi et al., 2011). In this context, perceived

ease of use is considered one of the fundamental mechanisms by which technophobia functions in the technology acceptance process. Therefore, the perceived ease of use will definitely be impressed by the mechanism through which users feel comfortable and pleasant when resorting to it (Venkatesh, 2000; Venkatesh, et al., 2002).

3.6.3. Attitudes Towards Technology

Attitudes towards technology reflect teacher's general evaluations and emotional orientations regarding the use of digital tools. Within the TAM framework, attitude is positioned as a mediating variable shaped by perceived usefulness and perceived ease of use, but directly influencing the intention to use (Jiang et al., 2021). Research specifically on English teachers shows that believing in the pedagogical value of technology is critical in developing positive attitudes. Conversely, technophobic tendencies lead to the formation of negative attitudes by increasing feelings of distrust, stress, and resistance towards technology. Negative attitudes can, in turn, cause teachers to consciously exclude technology from the classroom (Yang & Wang, 2024; Rehman et al., 2024). Lam, et al. (2008) stated that discomfort had a huge negative influence on the time span required by a consumer to accept the internet and its ease of use. Besides, Godoe and Johansen (2012) figured out that there was a negative correlation between discomfort and perceived ease of use.

3.6.4. Intention To Use And Actual Use

Intention to use refers to teacher's conscious inclination to use a technology in the future, while actual use represents the reflection of this intention in actual teaching practices. In the literature, intention to use is considered one of the strongest predictors of actual use (Jiang et al., 2021). However, research shows that high intention to use does not always translate into intensive and effective technology use. Especially in teachers with high levels of technophobia, positive intentions cannot be translated into behavior due to institutional barriers, anxiety, and perceptions of inadequacy. This situation stands out as an important finding explaining the gap between technology acceptance and actual use (Dincher & Wagner, 2023). In the context of English teachers, actual technology use depends not only on individual intentions but also on technical support, school climate, and pedagogical fit. Therefore, technology acceptance is considered as a multidimensional process, and it is emphasized that technophobia plays a decisive role at every stage of this process (Yang & Wang, 2024).

3.7. The Impact Of Technology Acceptance On Learner Participation

Teacher's levels of technology acceptance are considered a critical factor determining not only teaching methods but also the extent and manner in which students participate in the learning process. Educational technology literature reveals that teacher's adoption of technology for pedagogical purposes strengthens the interactive structure of learning environments and affects learner participation in a multidimensional way (Mekheimer & Mahdy, 2025). In this context, technology acceptance is positioned as an indirect but powerful mechanism of influence on learner participation.

3.7.1. Teacher Technology Use And Classroom Interaction

The level of technology adoption by teachers and how they use it for pedagogical purposes is one of the key variables determining the quality of classroom interaction. Especially in foreign language teaching, interaction plays a central role in processing language input, negotiating meaning, and providing feedback. Digital technologies have the potential to diversify teacher-student, student-student, and student-content interaction by supporting these interactive processes. However, effectively realizing this potential is closely related to teacher's attitudes towards technology and their pedagogical competencies (Ertmer & Ottenbreit-Leftwich, 2010).

The concepts of technology acceptance and technophobia, discussed in the previous section, offer a complementary framework for explaining teacher's classroom interaction practices. Teachers who perceive technology as a tool to enrich the teaching process are seen to use digital applications in ways that increase interaction. These teachers encourage active student participation through online discussion forums, interactive learning platforms, and collaborative digital tasks; this contributes to making classroom communication more multifaceted (Tondeur et al., 2017).

Conversely, it is noted that teachers who experience anxiety about technology use or have a low perception of digital competence use technology in a limited and often superficial manner. Such use is generally limited to giving presentations or transferring pre-prepared content; student interactive participation is not adequately supported. Research shows that this situation

narrows classroom interaction and reinforces teacher-centered communication patterns (Scherer et al., 2021). Therefore, technophobia is considered not only as an individual anxiety disorder but also as a pedagogical factor that limits the interactive structure of the learning environment.

In this context, teacher's professional development processes are critically important in terms of integrating technology use with interaction. The literature emphasizes that in-service training focusing solely on technical skills has a limited impact on teaching practices; however, technology training integrated with pedagogical goals supports teachers in developing interaction-oriented practices (Schmid et al., 2020). Teacher's ability to use technology in a way that is compatible with pedagogical purposes makes it possible for digital tools to become a learning tool that strengthens classroom interaction.

In summary, teacher's use of technology stands out as a fundamental element determining the scope and quality of classroom interaction. The levels of technology acceptance and technophobia discussed in the previous section are important variables explaining the pedagogical depth of this use. When positive attitudes, pedagogical awareness, and continuous professional support are provided, digital technologies become an effective tool in creating interaction-based learning environments.

The integration of technology in the ESL classroom not only enhances students' learning processes but also attributes to enhanced outcomes in English language acquisition. In addition, it supports teachers in effectively utilizing technology within ESL classrooms (Salmee & Majid, 2022; Zhumabayeva et al., 2022).

3.7.2 Student Motivation And Class Participation

Student motivation and classroom participation are among the fundamental psychopedagogical elements that determine the effectiveness of the learning process. In this context, teacher's attitudes towards technology and the ways they integrate technology into the teaching process directly affect the motivational orientations that students develop towards learning. The use of multimedia, such as videos, audio, and interactive games, can also prove to be crucial in increasing learners' motivation and interest, making the learning process more engaging and dynamic (Basheer Nomass, 2013; Rizky et al., 2021; Ahmadi, 2018; Aflah, 2019). In classroom environments where educational technologies are used purposefully and pedagogically meaningfully, students are seen to participate more willingly in the learning process and take more ownership of academic tasks (Bond, 2020).

The literature emphasizes that teachers using technology not merely as a presentation tool, but as an element of the learning environment that supports interaction and learner participation, strengthens students' intrinsic motivation. The fact that digital tools support problem-solving, collaboration, and feedback processes facilitates active student participation in the lesson and makes the learning process more meaningful (Schindler et al., 2017). In such environments, students become active components of the process rather than passive recipients of learning.

Conversely, teacher's hesitant, insecure, or anxiety-based approaches to technology can be perceived by students, negatively impacting their learning motivation. Particularly in online and blended learning environments, the uncertainty and anxiety teachers exhibit while using technology reduce student's interest in the lesson and weaken classroom participation. Research shows that teacher-induced technology anxiety can lead to decreased student motivation and negative attitudes towards the learning process (Scherer et al., 2021).

In terms of sustaining student motivation, a teacher's attitude towards technology is not limited solely to their level of technical proficiency. Video conferencing platforms and online discussion forums encourage collaborative learning with students being enabled to participate in meaningful discussions, debates, and peer-to-peer interactions that imitate real life (Winaldo, 2022).

A teacher's ability to integrate technology with learning objectives enables students to perceive technology as a tool that supports learning. This encourages students to participate voluntarily in the lesson and to put more effort into the learning process (Martin et al., 2018; Martin et al., 2020).

3.7.3 Effects On Behavioral And Cognitive Engagement

When learner engagement is considered in its behavioral and cognitive dimensions, the effects of teacher technology acceptance become clearer. Behavioral engagement encompasses student's levels of class attendance, participation in activities, and completion of tasks; while cognitive engagement refers to student's levels of in-depth thinking, problem-solving, and use of learning strategies.

Research shows that teacher's acceptance and integration of technology into teaching processes increases student's behavioral engagement.

Interactive digital applications and online activities encourage students to actively participate in lessons (Mekheimer & Mahdy, 2025). Furthermore, teacher's effective pedagogical use of technology also supports greater student involvement in cognitive processes. However, the limited or mechanical use of technology due to technophobic tendencies can weaken these positive effects. Low levels of technology acceptance among teachers can lead to students remaining passive in the learning process and resorting to superficial learning strategies (Yang & Wang, 2024; Rehman et al., 2024). Therefore, technology acceptance is considered a critical variable affecting both the behavioral and cognitive dimensions of learner engagement.

4. CONCLUSION

This study reveals that perceived technophobia among English teachers plays a decisive role in technology acceptance and learner engagement, and shows that this phenomenon should be addressed not only as an individual problem but also as a multi-layered structure with pedagogical and institutional dimensions. The findings show that technophobia weakens teacher's perceived usefulness and ease-of-use assessments; this negatively affects attitudes towards technology, creating a limiting effect on intention to use and actual use. In this context, reducing technophobia and increasing technology acceptance are considered a fundamental prerequisite for strengthening interaction and participation in learning environments.

In line with the research findings, it is first suggested that professional development policies for teachers be restructured. Instead of focusing solely on acquiring technical skills, it is important that technology-related trainings be designed in an application-based and gradual manner that is directly related to the pedagogical needs of teachers. Such trainings strengthen teacher's perceptions of technological self-efficacy, reducing anxiety and fear towards technology; Therefore, it is seen that technology positively supports the acceptance process.

Secondly, it is recommended to disseminate learning experiences that support teacher's technological self-efficacy. Small-scale, controllable, and success-oriented technology use experiences transform teacher's relationship with technology and contribute to a reduction in technophobic reactions. In particular, supportive approaches that emphasize that making mistakes is a natural part of the learning process weaken teacher's emotional resistance to technology.

Thirdly, the pedagogically meaningful integration of technology stands out as a fundamental recommendation. Teacher's experience of technology as a tool that aligns with teaching objectives, supports learner participation, and increases classroom interaction positively influences their attitudes towards technology. In cases where pedagogical alignment is not achieved, technology is perceived as an additional burden and source of stress; this strengthens technophobic tendencies.

At the institutional level, creating supportive school climates is considered a critical requirement. Reliable technical infrastructure, accessible technical support, and managerial approaches that encourage teachers facilitate the transformation of technology acceptance into behavior. An institutional environment where teachers are not left alone but are supported in their use of technology reduces the fear of making mistakes and weakens resistance to technology. In this context, technology integration should not be left to individual efforts.It is suggested that this be addressed as a corporate responsibility.

Finally, considering that technophobia is not only a cognitive but also a psychological process, it is recommended that approaches supporting teacher's mental preparation for technology be adopted. Reframing technology not as an element threatening professional identity but as an opportunity enriching teaching emerges as an important factor strengthening teacher's acceptance of technology.

In general, this study shows that simultaneous interventions at the individual, pedagogical, and institutional levels aimed at reducing technophobia strengthen technology acceptance and that this acceptance contributes to the creation of more interactive learning environments that support learner participation. It is thought that policies and practices to be developed in this direction will make significant contributions to the sustainable implementation of technology-based innovations in English teaching.

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