RESEARCH PAPER

Exploring a language-culture-technology nexus through the lens of EFL teachers in Chile

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Abstract

Modern Foreign Language (FL) instruction has recently called out for a language-culture-technology (LCT) nexus that could engage learners in transnational dialogue and interaction. This study focuses on the views of English as a Foreign Language (EFL) teachers in Chile and their classroom practices in relation to an LCT nexus. The Chilean EFL context was chosen due to a lack of integration between language, culture and technology in the national EFL curriculum that informs classroom practice. The study collected data through an online questionnaire (N=128 participants) that was distributed nationwide. Questionnaire results showed that although teachers recognised the significance of intercultural interaction and identity reflection, they struggled to incorporate these into their teaching practices, especially when using Information Communication Technologies (ICTs). Furthermore, the integration of language and

culture as reported by teachers was often superficial, and technology was primarily used to support writing in English. The study suggests the need for a stronger theoretical and pedagogical basis for the national EFL curriculum in Chile and professional development to support a language-culture-technology nexus in FL classrooms.

Keywords

Foreign language instruction; culture; technology; ICT; curriculum integration; teacher training.

1. Introduction

The integration of technology in teaching has led to an increase in student engagement with global issues. Educators are now able to employ an array of information and communication technology (ICT) tools such as collaborative blogs, discussion forums, and social media platforms in order to create interactive learning experiences for their students in the language classroom. The use of blogs has been shown to facilitate collaborative learning (Ducate & Lomicka, 2008; Moore, 2006; Sauro & Sundmark, 2016), discussion forums promote dialogue around issues with global scope (Sykes, 2017; Wang & Coleman, 2009), and social media platforms enable the creation of multimodal learning materials, social activism and identity development (Dooly & Darvin, 2022; Lee, 2011; Özkula, 2021; Zappavigna, 2012).

In countries such as Chile, incorporating technology and fostering cultural awareness in English as a foreign language (EFL) education presents significant challenges for educators. The national curriculum statement lacks explicit guidance on incorporating information and communication technologies (ICTs) in the classroom for intercultural learning, despite their recognition as essential components within the curriculum framework. Additionally, EFL teachers in Chile have limited access to relevant training, making it difficult to meet curriculum expectations for enhancing students' language, cultural, and technology-related skills.

Motivated by the Chilean reality, this study explored the views and professional experiences of EFL teachers in Chile integrating language, culture, and technology in the school classroom. Specifically, it examined how ICTs can be used to help students become more aware of the complex relationship between language and culture in different EFL school programs and classroom settings. To accomplish this, the study drew on Risager's Transnational Linguaculture approach to foreign language and culture pedagogy (2016), which involves using ICTs as a tool for students to collaborate, reflect on intercultural experiences, and develop communication strategies suitable for their unique technology usage contexts.

2. Literature review

The integration of language, culture, and technology in education has evolved significantly over time. Initially, the focus was on using technology for communicative exercises, but it has shifted towards providing students with online opportunities to experience language use in context (Chun et al., 2016). ICT tools, including blogs, discussion forums and social media platforms have been employed in the classroom to facilitate collaboration, discussion and reflection on views and experiences of languages and cultures (Davies, 2012; Healey, 2018). Blogs have been central in activity design, involving learners from diverse cultural backgrounds collaborating on tasks. These tasks encompass sharing responses and reacting to culturally relevant picture books as well as creating fictional narratives collaboratively (Ducate & Lomicka, 2008; Moore, 2006; Sauro & Sundmark,

2016). The effectiveness of these activities includes a deepened understanding of the learner's own and other cultures, heightened curiosity, nurtured intercultural relationships and shifted perspectives regarding the target culture (Ducate & Lomicka, 2008; Moore, 2006; Sauro & Sundmark, 2016).

Discussion forums have been employed for learning activities where participants discuss various cultural aspects, including daily routine practices and views, opinions and assumptions around broader concepts such as educational systems (Liaw, 2006; Sykes, 2017; Zeiss & Isabelli-Garcia, 2005). Their classroom use has demonstrated improvements in interactional pragmatic abilities, discourse genre awareness and motivation to study abroad (Liaw, 2006, Sykes, 2017; Vazquez-Calvo et al., 2019; Zeiss & Isabelli-Garcia, 2005). For instance, they enable analysis of pragmatic functions such as greetings and leave-taking in online environments (Sykes, 2017), and the use of innovative translation strategies, fostering agency and readership awareness (Naderpour, 2022; Vazquez-Calvo et al., 2019).

Social media platforms like X, Facebook and Padlet have been employed for activities where learners create multimedia content, including videos, audio, and image-integrated texts (Lee, 2011; Lee et al., 2014; Lomicka & Ducate, 2021; Zappavigna, 2012). Examples include photographing the linguistic landscape of their town and using hashtags to engage in political discourse and evaluate the image of others online (Bacev-Giles & Haji, 2017; Lee et al., 2014; Lomicka & Ducate, 2021; Zappavigna, 2012). These activities have been shown to enhance learner autonomy, electronic literacy skills and a sense of community and affiliation (Lee, 2011; Zappavigna, 2012). Reflection has also been a core element in the design and development of social media-enhanced learning activities. For instance, learners can reflect on the experience of collecting photos of their surroundings to analyse their linguistic and cultural makeup using Padlet or document issues of identity found online using geospatial mapping and hypertexts (Dooly & Darvin, 2022; Lomicka & Ducate, 2021). Activities such as these increase learners' awareness of translanguaging practices in their settings, their ability to make historical connections with language and offer them the opportunity to locally respond to global-scale social issues (Dooly & Darvin, 2022; Liaw, 2006; Lomicka & Ducate, 2021).

Despite these benefits, classroom applications of Internet-mediated activities have faced criticism for their limited impact on students' intercultural process, partly due to the adoption of comparative approaches that can reinforce cultural stereotypes, and to the adherence to intercultural communication frameworks such as Byram's (1997) intercultural speaker model that perpetuate nativism in foreign language and culture pedagogy (Risager, 2016). Other areas of criticism relate to the infrequent practice of reflectivity in foreign-language classrooms (Liddicoat, 2019; Lomicka & Ducate, 2021) and the challenges in incorporating rich points of intercultural communication into teaching (Agar, 1994; Liddicoat & Scarino, 2013; Oranje & Smith, 2018).

This complexity poses multifaceted challenges for foreign language teachers to effectively incorporate culture into their teaching, including limited access to alternative pedagogical approaches in intercultural language education, teacher training using technologies, and pedagogical and technical support at schools (Ducate & Lomicka, 2008; Lee, 2011; Moore, 2006; Oranje & Smith, 2018). To surpass the challenges in incorporating rich points of intercultural communication into teaching teachers need a deep understanding of both surface-level cultural aspects (e.g. daily routines) and concealed aspects (e.g. gender roles and relationships) of the language taught (Byram & Risager, 1999; Sercu et al., 2005) and scaffolding techniques to help students glimpse these elements in online communication and interaction (Risager, 2016). An approach that utilises instances of intercultural misunderstanding to enrich learners' critical language and culture learning is *Transnational Linguaculture* (Risager, 2007;2016). The approach highlights language as a dynamic practice that spread within social networks globally, carried by individuals who

bring their linguacultures (i.e. ever-changing discourses, meaning representations and identities)- as they navigate new spaces, be they physical or digital.

Training on scaffolding teachers' role as intercultural facilitators and appropriate selection and use of technology tools is equally crucial to the effective implementation of internet-mediated activities for language and culture learning. Teachers require training that takes into account their intercultural philosophies to avoid perpetuating cultural stereotypes in the language classroom (Hajisoteriou, 2013; Roiha & Sommier, 2021) and offer them models of successful intercultural communication and interaction, as well as guidance on ways to align technology tools with student' needs, interests and contexts (Arnold & Ducate 2015; Lee, 2011; Kessler & Hubbard, 2017; Sauro & Chapelle, 2017). On the technical front, effective support mechanisms should be established for teachers at school so that they access adequate technology hardware and software (e.g., learning systems) and internet connections to support their teaching in various educational settings (Lee, 2011; Liaw, 2006; Makhlouf & Bensafi, 2021; Moore, 2006).

In light of this complex global scenario, the current study investigates how EFL teachers in Chile navigate the intricate relationship between language, culture and technology in their classrooms, particularly in the absence of a pedagogical blueprint to guide their practice. Specifically, the study examines their perspectives on a language-culture-technology nexus and their utilisation of ICT to support it.

3. Methodology

The current paper is part of a wider study that encompasses three distinct research phases: Phase 1 (Online Questionnaire), Phase 2 (A Workshop Intervention), and Phase 3 (Teacher Implementation). The main objective of this paper is to present the methodology and findings of Phase 1, which focuses on gathering teachers' perspectives regarding the importance of integrating language and culture in EFL education, as well as their reported use of ICTs in the classroom. Future papers will report on Phases 1 and 2.

3.1. Data collection

Data was obtained through an online questionnaire administered to 128 EFL teachers. To recruit participants, the researchers utilised a closed Facebook group specifically for Chilean teachers of English. Selection criteria required participants to be EFL teachers from public, semi-private, or private schools in Chile, teaching school years 5 to 12, and having the ability to incorporate cultural learning and technology use into their syllabi.

The questionnaire consisted of four content areas: "Language and culture as combined," "Overt/covert cultural aspects," "Internet-mediated learning activities," and "ICTs for teaching EFL curriculum areas". These content areas were designed to elicit teachers' perspectives and practices regarding the integration of language, culture, and technology in their classrooms (See Figure 1).

In the "Language and Culture as Combined" area, items were adapted from Oranje and Smith's (2018) scale on culture teaching cognition to explore the importance that teachers attached to combining language and culture (Oranje & Smith, 2018).

The "Overt/Covert Cultural Aspects" area used items from Sercu et al.'s (2005) scale to assess teachers' familiarity with cultural topics in EFL teaching. Additionally, an item on human rights and democratic citizenship was included to measure familiarity with critical global issues (Risager, 2016). The "Online Learning Activities" area aimed to gather information on teachers' use of online tools for language and culture learning. The items were developed based on Wang and Coleman's (2009) measurement of internet tool usage, with modifications to reflect the language-culture nexus (Wang & Coleman, 2009). Lastly, the "ICTs for Teaching EFL Curriculum Areas" area assessed teachers' frequency

of using ICTs, and their perceived usefulness in teaching the Chilean EFL curriculum. The items were derived from Wang and Coleman's (2009) scale on internet-mediated activities and incorporated elements representative of the Chilean EFL curriculum.

Figure 1

Flow chart of the questionnaire in this study.
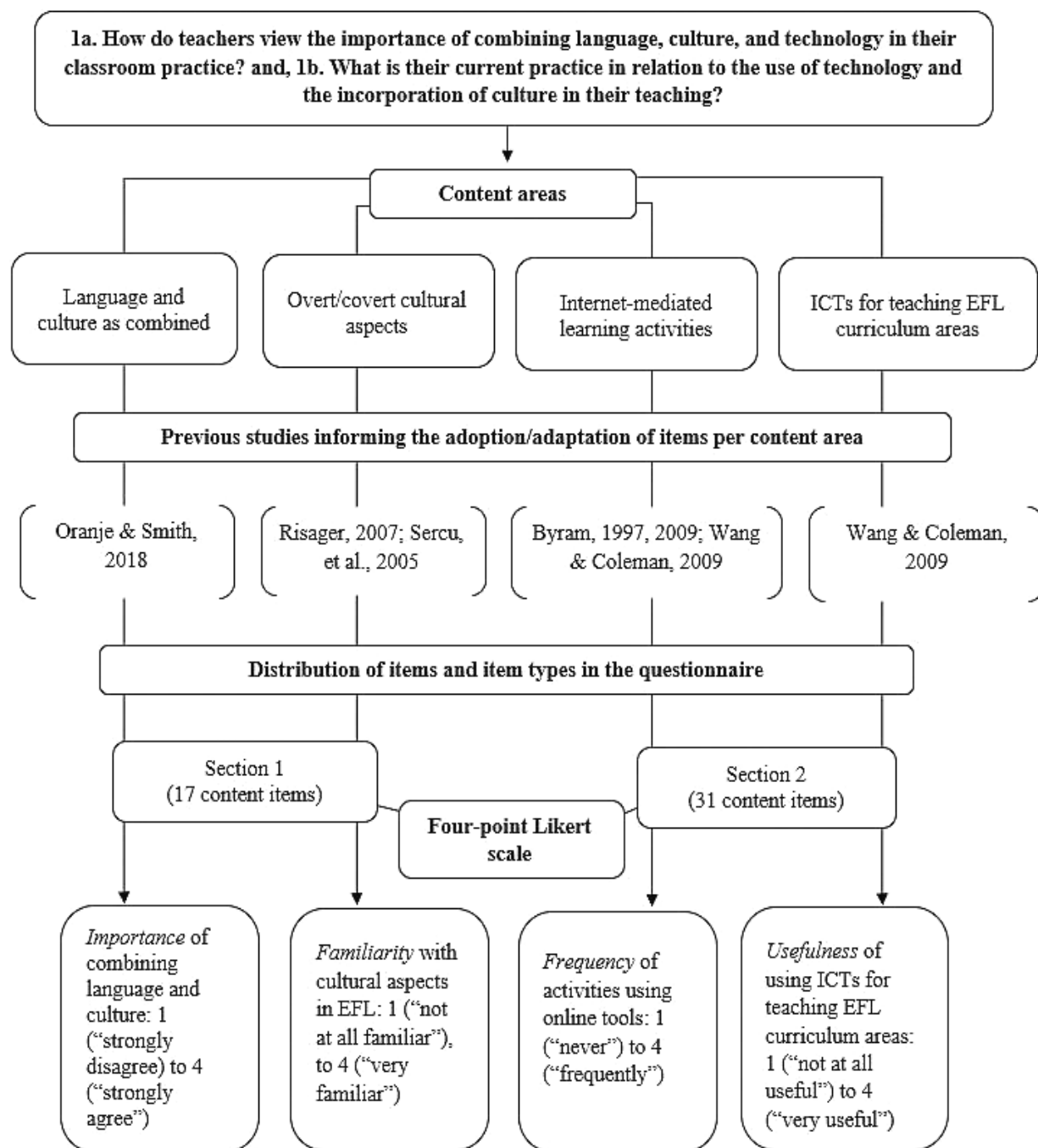
The questionnaire consisted of closed-ended items in a Likert-item format, following the approach of Dörnyei and Csizér (2012). The instrument comprised five scales with a total of 36 items (See Table 1).

Table 1

Questionnaire Scales.

Scale label and number	Item number
1. Importance of combining language and culture in EFL education	1–7
2. Familiarity with cultural aspects associated with EFL education	8–17
3. Use of online activities	18–22
4. Use of ICTs to teach the Chilean EFL curriculum areas	23–29
5. Perceived use of ICTs to teach the Chilean EFL curriculum areas	30–36

In addition to exploring the main four content areas, the questionnaire also aimed to collect participants' biodata. This included details such as geographical location, cultural affiliation, first language, school location, school type, teaching in other languages, level of education, and recent professional development activities.

3.2. Validity and reliability

To ensure construct validity and reliability, the questionnaire used in the study went through a rigorous process of validation. To establish reliability, two pilot questionnaires were conducted, one via email with 31 EFL teachers in Chile in April 2020, and the other with 32 EFL teachers from public, semi-private, and private schools in Chile in May 2020. Feedback from these pilots informed adjustments to the online questionnaire used in the study.

The construct validity of the instrument was established by drawing upon previous questionnaires, including those by Byram and Risager (1999), Oranje and Smith (2018), Sercu et al. (2005), and Wang and Coleman (2009). However, modifications and new items required the validation of the current instrument. This was achieved through feedback from two experts on intercultural language teaching and second-language survey research, as well as a panel of three EFL teachers in Chile who reviewed the instrument's suitability, clarity, and response variability.

To assess the internal consistency of questionnaire items, Cronbach's α was calculated based on the completed questionnaires from 128 participants (See Table 2).

The reliability analysis of the questionnaire scales revealed that Cronbach's α for each scale exceeded the minimum acceptable threshold of .70, indicating satisfactory internal consistency reliability (Roever & Phakiti, 2018).

Table 2

Scale Reliability Based on Cronbach's Alpha.

Scales	Cronbach's α
1. Importance of combining language and culture in EFL education	.70
2. Familiarity with cultural aspects associated with EFL education	.86
3. Use of online activities	.80
4. Use of ICTs to teach the Chilean EFL curriculum areas	.85
5. Perceived use of ICTs to teach the Chilean EFL curriculum areas	.86

3.3. The respondents

The study involved 128 EFL teachers who responded to the online questionnaire (See Table 3). These teachers were part of the population of in-service EFL school teachers from private, semi-private, and public schools in Chile.

Table 3

Frequency Counts and Percentages of Respondents' Biodata.

Variable	Frequency category	Total %
Cultural affiliation		
Yes	27	21.1
No	101	78.9
First language		
Spanish	124	96.9
English	3	2.3
Other	1	0.8
School type		
Private	26	20.3
Public	51	39.8
Semi-private	51	39.8

School location		
Rural	26	20.3
Urban	102	79.7
Other languages taught		
No other languages	118	92.1
Indigenous	1	0.7
Spanish	9	7
Current level of education		
Bachelor	110	85.9
Master	17	13.3
PhD	1	0.8

Note. Frequency and percentages are based on the total number of respondents (N=128).

As shown in Table 3, less than one-third of respondents identified with indigenous groups. The majority were Spanish native speakers teaching only English in public and semi-private schools located in urban areas. Furthermore, most participants held a bachelor's degree in English-language teaching.

3.4. Data analysis

Quantitative data analysis was conducted on the responses obtained from the online questionnaire. Data screening procedures were performed to identify and address any input errors or missing values. No missing values were found, and there were no negatively worded items in the questionnaire that required reverse coding. The data were analysed using SPSS Statistics 25.0., including general data screening procedures and simple descriptive analysis. Descriptive frequency analysis was conducted to report on all variables, and open-ended questionnaire responses were categorised based on frequency count.

4. Findings

4.1. Teachers' perceptions of a language–culture nexus

The overall mean rating for the "importance of combining language and culture in EFL education" scale (Questions 1–7) was 3.6 (M = 3.6) with a standard deviation of 0.35, indicating a high degree of agreement among the respondents (N = 128). The findings showed that over 80% of the teachers agreed that it was very important to view language and culture as interconnected (Q1), and to prepare students for intercultural encounters (Q7) (See Figure 2). For all figures, percentages in the x-axis are based on the number of respondents (N = 128).

Figure 2

Importance of Combining Language and Culture in EFL Education (Scale 1).
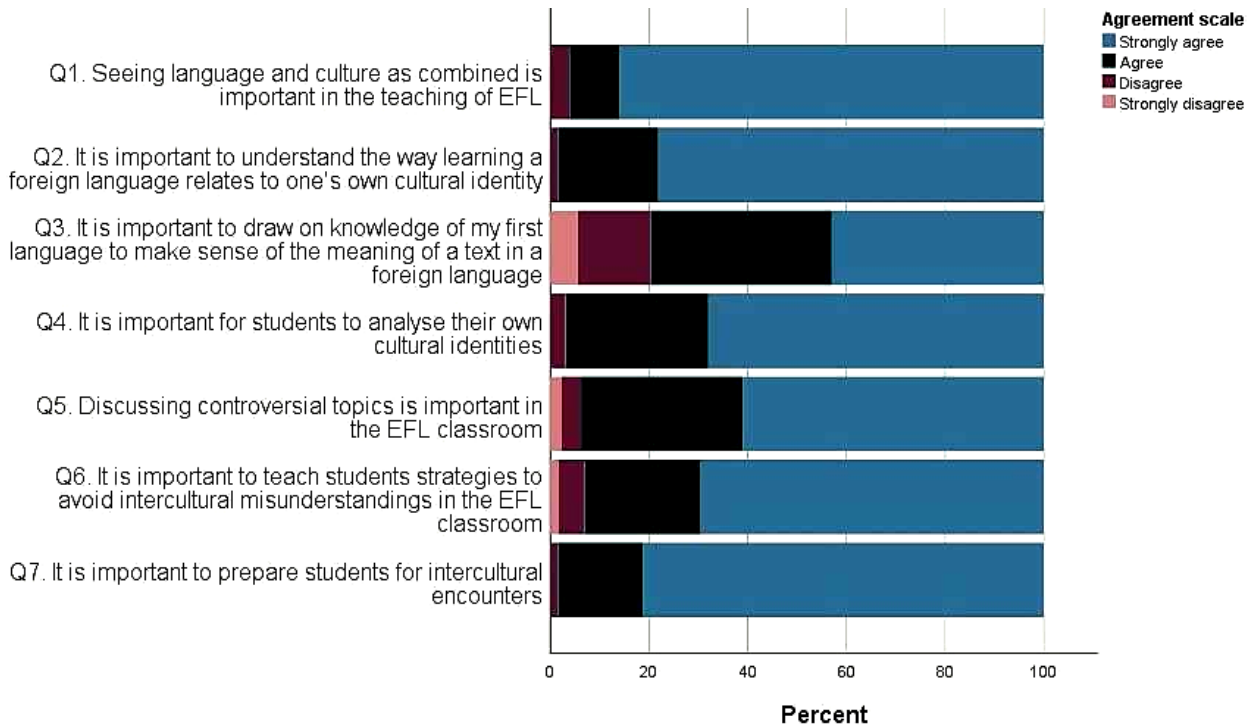

Teachers' perceptions were relatively positive concerning the importance of addressing students' cultural identities in EFL education. In particular, they strongly agreed it is very important to provide students with opportunities to understand (Q6, M = 3.7, SD = 0.4) and analyse their own identities in the classroom (Q4, M = 3.6, SD = 0.5), as well as to encourage discussions of controversial topics in the EFL classroom (Q5, M = 3.5, SD = 0.6). However, there was one item (Q3) with which less than 50% of respondents strongly agreed, assessing the importance of drawing on knowledge of the first language to make sense of the meaning of a text in a foreign language (M = 3.1, SD = 0.8). Overall, the responses indicated a strong perception of the link between language and culture in the classroom.

The Questionnaire also explored teachers' familiarity with cultural aspects associated with EFL using a Likert scale. The overall mean rating for this scale was 3.0 with a standard deviation of 0.51, indicating a moderate level of familiarity among the respondents (N = 128) (See Figure 3).

Figure 3

Familiarity with Cultural Aspects Associated with EFL (Scale 2).
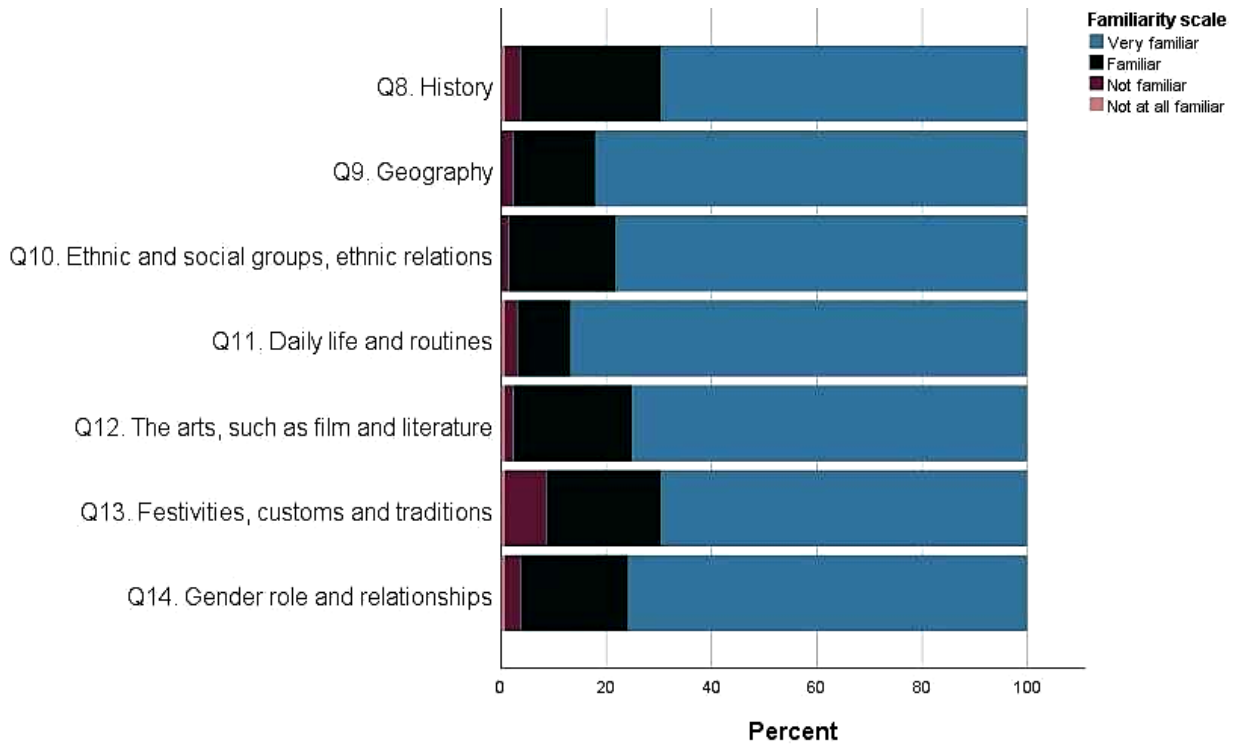

The findings revealed that most teachers perceived themselves as being very familiar with the cultural aspects associated with EFL. Among the seven items (Q8-14), 86% of the teachers reported being more familiar with EFL content related to daily life and routines (Q11). However, they indicated relatively less familiarity with historical aspects (Q8) and traditional aspects (Q13). In terms of the least familiar aspect, "Gender roles and relationships" (Q14) was perceived as less familiar compared to other cultural aspects. In summary, the responses suggest that teachers were more familiar with cultural aspects related to everyday conversation while being relatively less familiar with more abstract concepts.

4.2. Teachers' perceptions of the usefulness of ICTs in teaching

The participants in the study rated the usefulness of ICTs in teaching different EFL curriculum areas (Scale 5, Questions 30–36) using a 4-point scale (See Figure 4). The mean rating for Scale 5 was 3.7 with a standard deviation of 0.40, indicating a high level of agreement among the teachers (N = 128).

Figure 4

*The Usefulness of ICTs to Teach the Chilean EFL Curriculum Areas (Scale 5).*
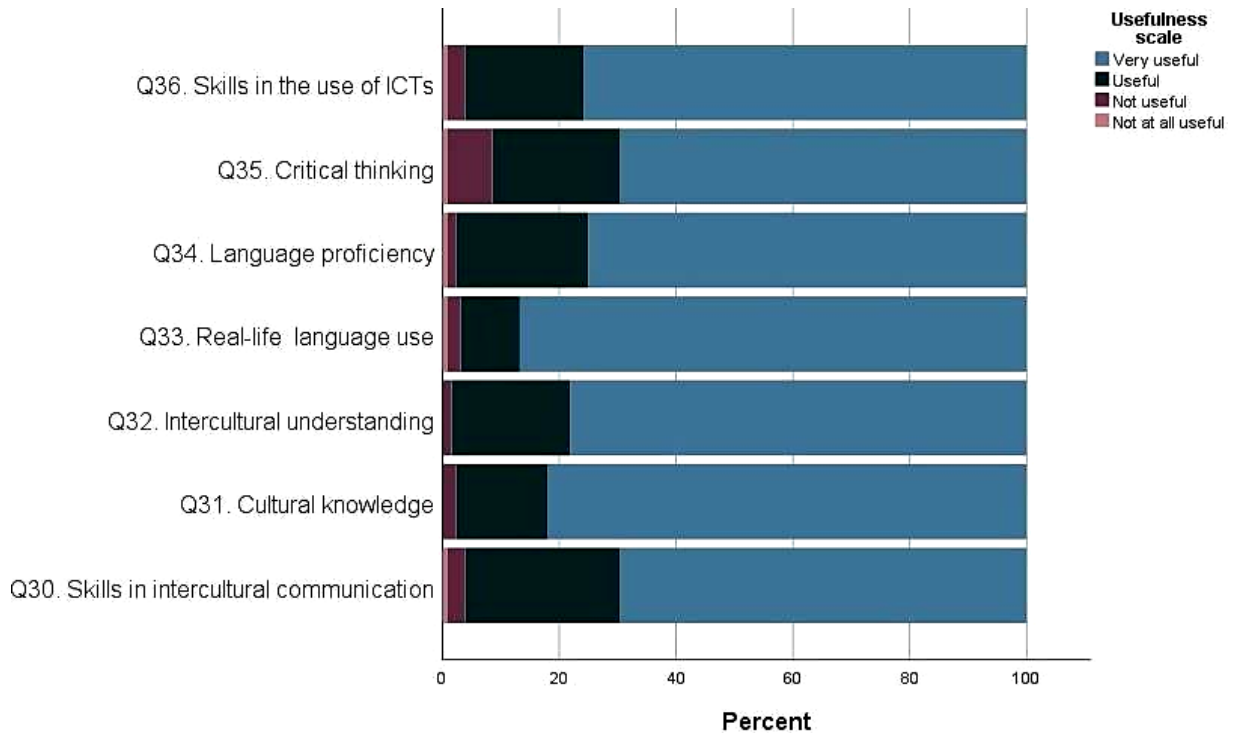
The results revealed a strong consensus regarding the usefulness of ICTs in teaching across all items. Over 90% of the teachers perceived ICTs as useful for teaching various key areas of the Chilean EFL curriculum. Specifically, there was a high level of agreement that ICTs were very useful for developing "Cultural knowledge" (Q31, 82%) and "Real-life language use" (Q33, 86.7%). Only two items, "Skills in intercultural communication" (Q30) and "Critical thinking" (Q35), received a relatively higher proportion of "not useful" responses. In summary, the findings indicate that most respondents considered ICTs to be highly useful for teaching different EFL curriculum areas, particularly for enhancing real-life language use.

4.3. Teachers' online activities for language–culture learning

The overall mean for Scale 3 was 2.8 with a standard deviation of 0.73 (N = 128), indicating that these activities were used sometimes, at best by the teachers in this study (See Figure 5).

Figure 5

Reported Use of Online Activities for Language–Culture Learning (Scale 3).
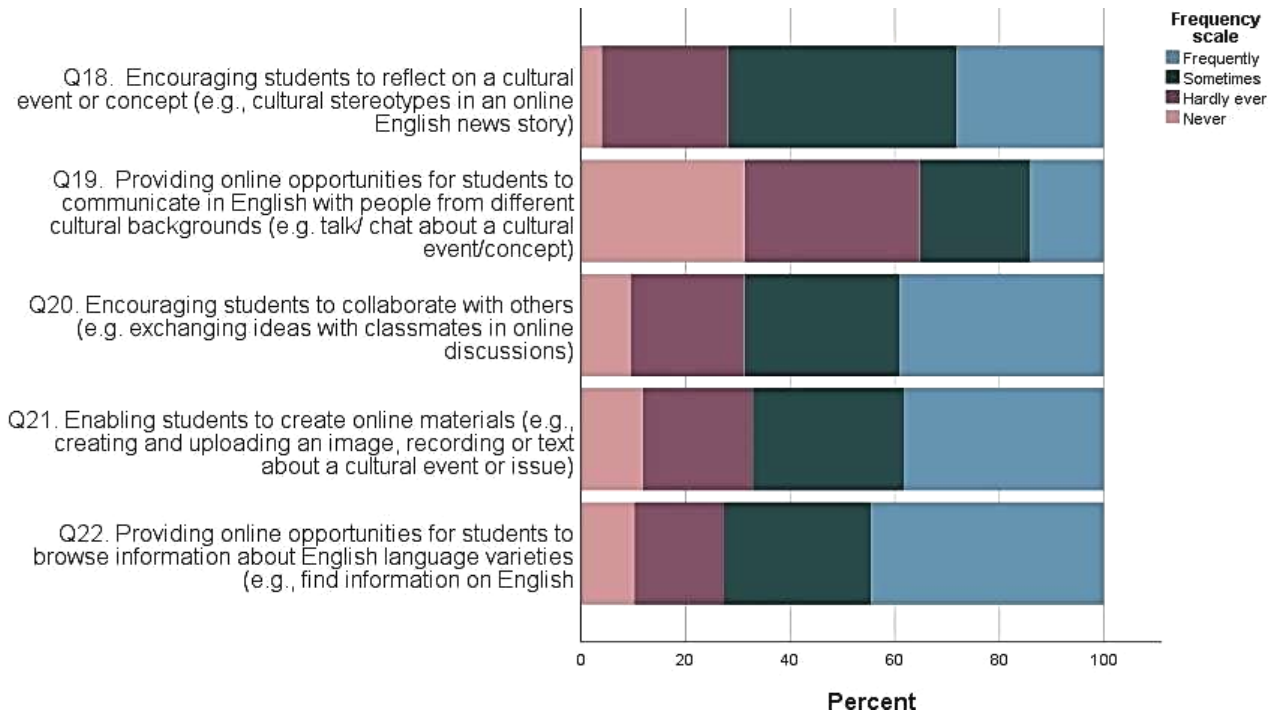
Results show general agreement among the teachers on the frequency of running these activities, with Q22 receiving the highest frequency responses (over 45%) and Q19 receiving the lowest (around 10%). Q19, which addresses the availability of online interaction opportunities in EFL classrooms, had most responses in the hardly ever or never categories.

Further analysis was conducted to identify factors contributing to the frequent provision of such opportunities. A subsample of 18 respondents was analysed to examine potential links with school type, level of education, and professional development opportunities. Of this pool, all respondents reported participating in professional development activities, with the majority holding bachelor's degrees in EFL teaching (See Table 4).

Table 4

Descriptive Statistics of Teachers (n = 18) who Reported Frequent Use of Highly Interactive Online Activities in the Questionnaire (Q19).

Variable	Number of frequent responses for Q19	Percentage of all Q19 responses
School type		
Public	4	22.2%
Semi-private	8	44.4%
Private	6	33.3%
Level of education		
Bachelor's degree	15	83.3%
Master's degree	3	16.7%
PhD	0	0
Professional development		
Action research	3	16.7%
English teacher networks	6	33.3%
Training courses	5	27.8%
Seminars/conferences	4	22.2%
I haven't participated in any professional development activities	0	0

Note. This subsample (n = 18) represents 14% of the total number of respondents (N = 128). In the full sample, 51 (40%) are public, 51 (40%) are semi-private and 22 (20%) are private schoolteachers.

As shown in Table 4, the distribution between semi-private and private school sectors was nearly even, while public schoolteachers had a lower frequency of responses to Q19. Private schoolteachers, although representing only 20% of respondents, accounted for 33% of frequent responses to Q19. These results suggest a split between public schoolteachers and semi-private/private schoolteachers, with the latter engaging students more in online English chatting/talking. However, it is important to interpret these findings cautiously due to the small sample size (n = 18).

4.4. Teachers' reported use of ICTs to incorporate culture into EFL teaching

The overall mean for the "Use of ICTs to teach different EFL curriculum areas" Scale (Scale 4, Questions 23- 29) was 2.9 with a standard deviation of 0.61 (N = 128). The highest agreement was found for the item "Q26 - Real-life language use," with 50% of respondents indicating frequent use of ICTs (See Figure 6).

Figure 6

Use of ICTs to teach the Chilean EFL curriculum areas (Scale 4).
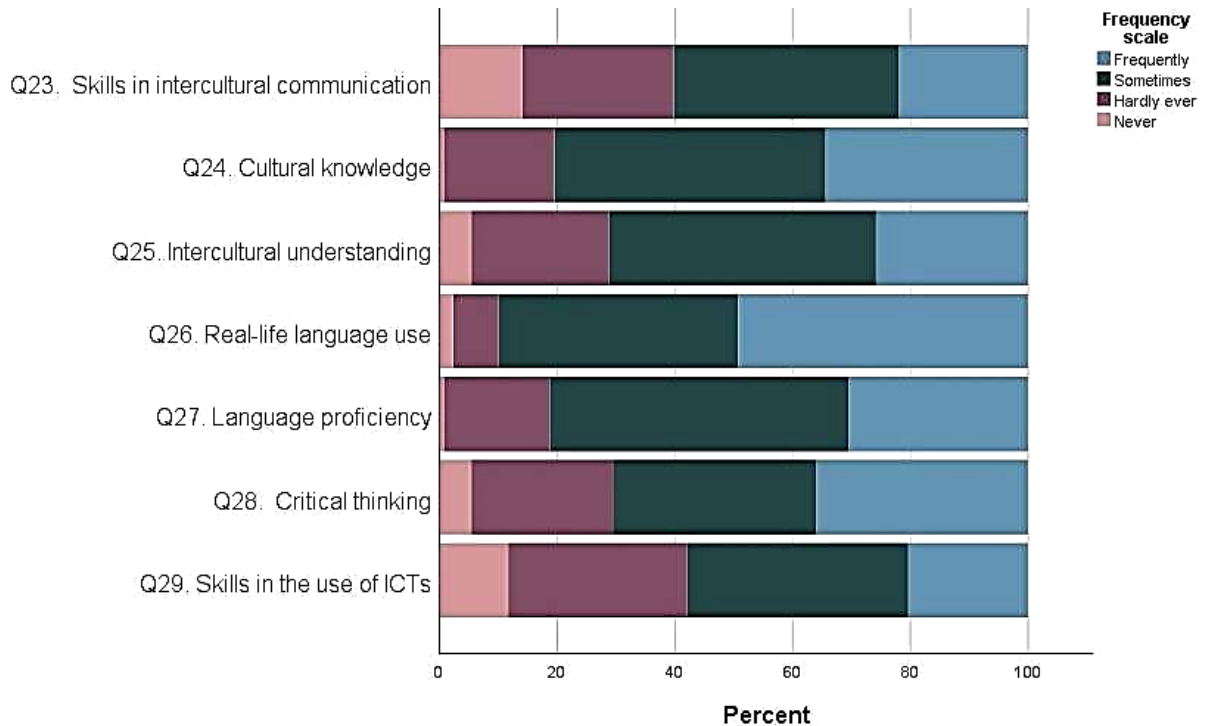
However, the use of ICTs for other areas such as "Critical thinking" (Q28), "Language proficiency" (Q27), and "Cultural knowledge" (Q24) was less frequent, with fewer than 35% of teachers indicating frequent use. These findings differ from respondents' perceptions of ICT usefulness, where over 80% agreed that ICTs were very useful for developing "Cultural knowledge" and "Real-life language use." Overall, while ICTs were considered useful, their use for specific curriculum areas varied among the respondents.

Furthermore, the questionnaire included a section where teachers were asked about the reasons for not using ICTs in their teaching. The salient reasons identified for less frequent use of technology in the classroom included poor internet connection (76.5%), limited technical support (56.2%), and inappropriate technology hardware (53.1%). These findings highlight that the main barrier to incorporating technology in the classroom for the respondents was related to technology infrastructure issues. The following section discusses these findings in relation to the cited literature.

5. Discussion

This discussion focuses on the integration of language, culture and technology in English as a Foreign Language (EFL) teaching. The study examined the views, approaches, and barriers encountered by Chilean EFL teachers in incorporating culture into their classroom practice. The analysis is based on the questionnaire findings presented above.

Although teachers in this study acknowledged the utility of information and communication technologies (ICTs) for cultivating students' intercultural capacities, the actual incorporation of ICTs for this purpose was found to be less frequent. A similar phenomenon was found in the case of culture. While many teachers considered it crucial to incorporate this component in teaching, they reported placing less emphasis on students' cultural knowledge and intercultural skills development as compared to their language proficiency. The mismatch between teachers' views and practices could be due

to the tendency to focus teaching with technology around language learning, the lack of an instructional plan for intercultural education in the Chilean EFL national curriculum, and inadequate training in ICT-based methodologies for an LCT nexus. As reported by Lee, 2011 and Liaw, 2006, centring the use of technology on language learning results in a fact-based exchange of views online. It can also lead to superficial cultural understanding due to fewer opportunities for learners to actively engage in deeper conversations around societal issues such as political advocacy and identity (Dooly & Darvin, 2022; Lee, 2011; Liaw, 2006; Özkula, 2021).

Teachers' insufficient knowledge of below-the-surface cultural aspects of the target language reported in this study may also be contributing to this phenomenon. This study revealed that teachers were more familiar with surface-level cultural aspects, like routines and daily life in English-speaking countries than with covert aspects, such as religion, gender roles, and relationships, which resonate with findings from language teacher cognition and intercultural communication research (Byram & Risager, 1999; Oranje & Smith, 2018; Sercu et al., 2005). Byram and Risager (1999) attribute this to the fact that surface-level aspects are easier to spot in conversations, while covert aspects are often invisible and harder to identify; thus, recognising each and their interplay in communication is a complex endeavour that requires explicit instruction.

Teachers in this study also identified a lack of training in pedagogical approaches for language, culture and technology integration. Recently, the current state of training in methodologies related to the language–culture nexus has been described as being de-contextualised, inflexible, and having an emphasis on theory over practice (Figueredo-Canosa et al., 2020; Hajisoteriou, 2013; Zhan, 2016). Figueredo-Canosa et al. (2020) and Lee (2011), argue that effective intercultural training should be tailored to participants' unique intercultural views and offer them a space to explore, analyse and reflect on theories in light of their personal and professional experience. As for technology training concerns, experts suggest that teachers should receive specialised training including collaborative, hands-on activities involving technology as well as opportunities for reflection on emerging implementation issues such as facing unstable internet connections (Kessler & Hubbard, 2017; Sauro & Chapelle, 2017). This kind of training not only enables educators to explore how ICT tools can be harnessed for the development of intercultural communication skills but it also helps them identify viable ways to integrate technology into their syllabi and classroom layouts (Kessler & Hubbard, 2017; Sauro & Chapelle, 2017).

Consistent with findings from previous studies, the presence of inadequate technology infrastructure, including limited internet connectivity and disparities in hardware availability between public and private schools emerged as a recurrent barrier to the frequent utilisation of ICTs for culture learning in FL classrooms (Ducate & Lomicka, 2008; Lee, 2011; Liaw, 2006; Moore, 2006). Public schoolteachers in Chile generally have inadequate access to technology infrastructure compared to private schoolteachers. In public schools, hardware such as PCs is often accessed via a computer room, while private schools integrate technologies like laptops into the mainstream classroom (OECD, 2022). Public and semi-private schools in Chile also tend to face more internet issues compared to private schools, particularly in rural areas where these schools are predominantly located (Hinostroza et al., 2011). Furthermore, the low frequency of highly interactive online activities reported in this study may also be attributed to school students' language proficiency in Chile and their socioeconomic background (Education Quality Agency, 2017). In a 2017 National Study, only 32% of 11th graders in public and semi-private schools in Chile reached an intermediate level of English-language proficiency, based on standards set by the Common European Framework of Reference for Languages (CEFR) (Education Quality Agency, 2017). Of this pool, students from high-income families showed higher proficiency levels. The next section provides a summary of key findings, practical implications, limitations of the study and future research recommendations.

6. Conclusion

Teachers in this study believed that it is important to integrate language, culture, and technology in their classrooms. However, this view was not adequately reflected in their reported use of technology. While they frequently used ICTs to teach language-related curriculum areas, they used them to a lesser extent for teaching cultural knowledge and intercultural learning. The reasons for the limited use of technology included poor internet connection, inadequate pedagogical and technical support at schools, inappropriate technology hardware, and the focus on teacher training offered nationwide.

The study has three main implications. Firstly, it suggests that effective teacher training should consider teachers' intercultural philosophies, their needs and teaching circumstances with technology. This entails offering training that enables teachers to interrogate their perspectives on language, culture, and technology, as well as their pedagogical approaches so they can monitor and make practical adjustments to their teaching. On the technology front, training programs should allow teachers to encourage the selection and evaluation of new technologies, design effective technology-enhanced activities for culture learning and reflection on potential issues of classroom implementation and syllabi integration. By participating in such training, teachers would be able to identify viable ways of using ICT to enable their students to explore their identities, add depth to their intercultural interactions online, and reflect on controversial topics in the EFL classroom that could lead to social action. Secondly, the study recommends that the theoretical and pedagogical guidelines of the curriculum should be periodically revised. The key curriculum areas should be reorganised to show the interrelatedness of language, culture, and technology. The integration of intercultural competence and ICT use can be achieved by presenting the curriculum as a holistic technology-mediated linguacultural experience. Such a curriculum statement should present technology as a vehicle for linguaculture exploration and introduce teachers to the specific role that technological applications such as blogs, forums and social network sites may play in students' development of language proficiency and intercultural learning as well as their knowledge of ICT operations, and skills. Finally, the study highlights the need for relevant technical support at schools (e.g. sufficient access to computers and stable internet connections) so that teachers in Chile can provide students with ample online opportunities for intercultural communication and interaction.

7. Limitations of the study

The main limitations of the study revolve around the questionnaire used for data collection. One limitation is the methodological approach employed, which relied on self-reported data from teachers. This emic approach may introduce biases and subjectivity into the findings, affecting the study's internal and external validity. The reliance on self-reporting limits the depth and accuracy of the information gathered. Furthermore, the study solely focused on the perspective of teachers, neglecting the views and insights of other key stakeholders, such as school principals, national curriculum designers and students. The inclusion of these micro-level, meso-level and macro-level stakeholders would have provided a richer understanding of policy perspectives and support mechanisms for integrating language, culture, and technology in foreign language classrooms.

Ethical statement

The study was conducted in accordance with ethical approval practices at the researchers' institution. The anonymity of participants was ensured. There are no conflicts of interest to declare.

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