

## A Review of Challenges to Applying Information and Communication Technology in English Language Instruction

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### Article Info

#### Article history

Submission Date: 25 March 2023

Acceptance Date: 14 August 2023

#### Keywords:

English language studies; a lack of technical trust; time restrictions; and ineffective instruction.

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### Abstract

This research aimed to review the literature on teachers' low interest in employing digital tools in their teaching practices. There were 34 pieces of research, and the issues associated with using it in English language training were found. The problems were explored with a systematic review. The results revealed that most teachers had poor confidence, inadequate training, and insufficient time using technology tools in their classrooms. A summary of the argumentation was presented alongside the paper. Then, Preferred Reporting Items for Systematic and Meta-analysis (PRISMA) statements with four stages: identification, screening, eligibility, and included were conducted to certify the review processes. Moreover, the findings suggested that administrations provide teachers with adequate training and time to successfully utilize technology apparatus in English classroom practices by reducing the teachers' workload. Additionally, the teachers could manage, organize their time and skills, and participate in personal online training to solve their problems and improve their capacity to practice technology tools in the classroom.

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## INTRODUCTION

A study on obstacles in using information and communication technology (ICT) in a foreign language education context still focuses on teachers and environmental support. The teachers' ability to operate the technology tools in their teaching activities is influenced by their knowledge and skills capacity. Also, the institution provides the tools and teachers' training at school to face effective teaching and learning practices (Ali & Kassem, 2018; Chouit et al., 2017; Murray et al., 2020; Obillos & Rosa, 2016; Silviyanti & Yusuf, 2015). For example, teachers' perspectives on ICT incorporation among novice and seasoned language instructors

(Obillos & Rosa, 2016), teachers' balancing technology with pedagogy (Ali & Kassem, 2018; Silviyanti & Yusuf, 2015), and the use of computers in the process of teaching and learning (Chouit et al., 2017). So, the obstacles to using it can be seen from subsequent general to specific perspectives.

People living in the contemporary world depend on a wide variety of information sources to help them remain informed and expand their depth of knowledge. These information sources include social media platforms, blogs, and television. This fact cannot be avoided in the world as it is right now (Dudeney & Hockly, 2012). More specifically, using information and communications technology (ICT) in educational settings is essential for making teaching more accessible and efficient (Ahmed et al., 2020). It has also changed how instruction is delivered, moving away from the traditional method and toward a more communicative and collaborative style in which students can independently participate in each activity and assignment (Saleh Mahdi & Sa'ad Al-Dera, 2013). So, the appropriate use of the ICT conducted by the teachers can help students to be more interested and have high participation in the classroom of learning and teaching processes.

The employment of ICT in English classrooms poses a variety of issues; has considerable relevance in the field of education. These issues may stem from the administration or the instructors at the school. (Yang, 2019). In this respect, the researcher intended to determine which of the most significant and enduring obstacles impede instructors from using it. As a result of the research carried out for this work, some obstacles have been classified as either being on the level of the instructor or on the institution where the instructor works. In other words, the interrelation of both teacher and institution regarding the obstacle of using technology tools or ICT in teaching practices could be divided into micro-level challenges and macro-level challenges.

Similarly, Asik et al. (2020) categorized these issues into two separate categories: micro-level challenges, connected with the number of barriers faced by instructors, and macro-level challenges, which are related to the school's location. The micro-level challenges were related and influenced by the macro-level challenges of applying technology tools in their teaching practices. For example, when the teachers had low motivation and knowledge using technology tools in their teaching because of limited attention and chances given by the school administration to them. Each of these groups faced unique obstacles. The most

prevalent obstacles associated with teachers include a reluctance to change, an attitude toward using ICT, poor confidence, skills or competence, and insufficient training.

On the other hand, the limits at the school level are primarily attributable to the administration and the institution's setting. These limitations include limited time, access to Information and Communication Technologies (ICTs), technical support, and availability. According to Mai & Hong (2014), a single information and communication technology obstacle may affect a significant number of subsequent hurdles of the same kind. In particular, he discusses how the unavailability and inaccessibility of its applications contribute to the lack of confidence shown by teachers. As a result, the study aims to research and bring attention to the challenges for the school and the teacher levels that prevent using it in English language instruction activities. The emphasis is more explicit on three primary obstacles: teachers' poor confidence in using technology, inadequate training in ICT, and insufficient time using ICT.

### **Teachers' Poor Confidence in Using Technology**

Teachers' poor confidence in using technology refers to an inability to effectively operate the tools in teaching, especially in foreign language education. The inability is caused by their limited knowledge and skills to apply the devices in the class.

Many specialists agree self-assurance is one of the most significant obstacles preventing educators from employing information and communication technology (ICT). According to Heidar & Kaviani (2016), this kind of situational scenario might be a possible obstacle for a person. Even though Deerajviset (2014) links this to having confidence in one's talents and being willing to participate in an activity regardless of the perceived difficulty, they acknowledge that these ideas are separate. According to the findings of another study conducted by Hu & McGrath (2011), a lack of teacher confidence, which can also be interpreted as "fear of failure," is the primary factor that prevents teachers from making use of technology tools in English classroom teaching.

Moreover, Yang (2019), Salem & Mohammadzadeh (2018), and Lin et al. (2014) researched the obstacles that impede the deployment of ICT in education. They found that the primary factor that prevents educators from utilizing its tools to prepare and teach materials is poor confidence in the educators themselves. They

demonstrated that teachers who do not have confidence in their ability to use the tools are worried about those competencies, leading them to overlook the significance of using digital devices while in school. In other words, poor familiarity with information and communication technology, which hampers the practice of ICT, might be contributing factors. Insufficient familiarity with it would be the case because of the phrase "contributing factor." The poor understanding inhibits its use in an English-language classroom. According to the findings of a case study on the most significant challenges that the ICT poses to the teaching of foreign languages in Vietnam, seventy percent of those who participated in the survey either did not feel confident in their abilities to use it for teaching foreign languages or had little confidence in their capacity to do so (Nguyen, 2020).

Similarly, Kuru Gonen (2019) argued that poor self-assurance is intertwined with skill in applying various information and communications technologies and instruments. The author highlighted that when an instructor is good-versed in its use, the instructor is aware of the advantages of using the apparatus in English language instruction and possesses the knowledge to do so. This results from the scholar's extensive technology-use expertise, which she has obtained as a teacher. Tam et al. (2020) supported Kuru Gonen's arguments and researched to determine what factors contribute to a lack of excitement and self-assurance among educators regarding their usage of tools. They concluded that the primary challenge was insufficient training in its use. As a result, this belief stems from the researcher's belief that it is possible to increase teachers' willingness to use the ICT in TESOL or TEFL.

Most research focused on the teachers' poor self-assurance regarding their teaching efficacy and the instructors' ICT knowledge, experience, and literacy levels. For example, Oz (2015) and Neyland (2011) concluded that educators who had received enough training would use the tools to improve their students' abilities. In this regard, good activity impacts the teachers' willingness to comprehend utilizing the ICT tools and apparatus. In conclusion, If students were exposed to these concepts throughout their training in the English language, their future success in language acquisition and performance would improve. Besides, Bozdogan (2014) cited ICT literacy and expertise as critical issues, along with a lack of previous job experience in the area of the ICT. According to Bozdogan, an English teacher with a broad knowledge base and well-versed in the many applications and tools that may

be used with the ICT would have greater self-assurance when using such technologies in the classroom.

For instance, one might be able to comprehend the significance of utilizing ICTs based on earlier research on the issue of instructors' poor confidence being the primary obstacle to applying ICTs in classrooms where students are learning English (Allam & Elyas, 2016). This research focused on the case of the instructors' lack of faith being the primary obstacle. More specifically, understanding the reasons behind implementing ICT would enable educators to look past this obstacle and concentrate on the growing trends of using ICT-based apps and solutions to achieve the desired classroom results (Aydin, 2013). The researcher believes that one way to increase teachers' willingness to use the technologies in TESOL or TEFL is to assist those teachers in reaching an educated and supportive agreement on how to address this issue. As a result, this idea arises from the researcher's conviction that increasing instructors' readiness to utilize the ICT in TESOL and TEFL is feasible.

### **Inadequate Training in the ICT**

Inadequate ICT training can be defined as the chances for teachers to improve their knowledge and skill capacity through optimal training that is not on their hands. Because they do not have enough money to follow good training or the institution does not support them to participate in professional ICT training.

Every educational system's capacity for growth is inversely proportional to the quality of its vocational education and its gains in this area (Two et al., 2014). One of the difficulties of conducting ICT in the English language classroom was insufficient training. It was often considered the most crucial hurdle in research on the issue. According to Vanderlinde et al. (2014), progressing from training was not easy since the training's usage must be proven. The instruction must be adequate and build confidence in the individual (Tam et al., 2020). A further investigation by Cuhadar (2018) found that poor training is teachers' most significant challenge. Inadequate training was identified as one of several challenges faced at the teacher level. According to Hidayati (2016), most respondents stressed the need for good ICT training since it would help them improve their English abilities while providing technology-based education. Teaching ESL or EFL with technology apparatus are expected to take continuing education seminars in the ICT as part of the school district's commitment to improving the quality of education offered to their students (Wang & Dostál, 2018). Umar & Hasan (2015) concluded that positive and effective

teaching capabilities would develop as the success rate of the teaching process increased.

In contrast, Katemba (2020) suggested that a lack of appropriate training would inhibit teachers from adopting ICT while teaching students English as a Second Language (ESL). The findings also indicate that those who have received adequate training and are proficient in the technology tools have positively affected the atmosphere of their classrooms, resulting in more interactive students and more active class discussions than those who still lack adequate training. In addition, Ghavifekr et al. (2016) researched the obstacles that prevent effective teaching and learning when technology tools are present in the classroom. The research findings indicate that several obstacles, including an absence of relevant data and a shortage of trainers with the appropriate expertise, complicate the provision of practical training.

Therefore, analogously, Hidayati (2016) emphasized that inadequate training is the most significant obstacle to integrating ICT into educational settings. This result was reached based on the finding that 97 percent of those who participated in the study identified a lack of appropriate training as the most critical obstacle to the effective use of ICT. Many people believe that administrations can provide helpful programs for developing their teachers' profiles. They must have adequate training in the implementation of ICT.

### **Insufficient Time Using ICT**

Insufficient time using ICT focuses on the teachers' ineffective use of the ICT in their classes. It can be caused by the teaching time not effectively reaching the learning contents and goal while integrating them with technology tools.

The teaching processes are commonly known when teaching English with ICT tools. The single most significant challenge teachers have is a shortage of time; the same is true when implementing ICT applications and instruments. Numerous studies have shown that instructors have satisfactory levels of self-confidence and have obtained enough training. Despite this, they make comparatively seldom use and show little interest in using the ICTs due to "time limitations" in their lessons (Khan & Kuddus, 2020). The authors of various research came to the conclusion that the most crucial hurdle was either insufficient time or the potential that might be realized through instruction, like poor available time for using it in instructional activities. A group of researchers came to this conclusion. The time allotted to each component

of each class session needs to be extended (McLoughlin et al., 2018). Before entering the classroom, teachers should spend a significant amount of additional time to ensure that all of the technical equipment they will utilize is in operational shape. From this point of view, instructors may not have enough time to include technology in their English lessons.

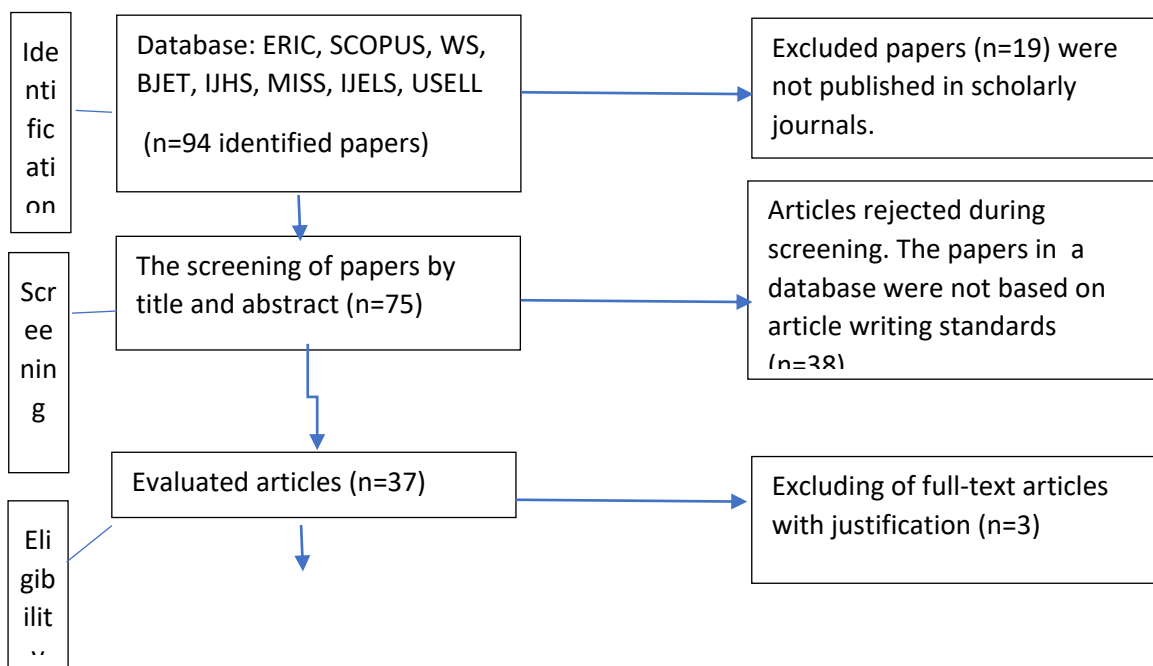
In addition, Habibi et al. (2019) looked at the challenges faced by educators who want to integrate the ICT into English language learning. Their research showed that teachers could not deliver pertinent presentations using ICT tools. As a result, they cannot fulfill the educational requirements for all of their pupils because of insufficient time. In addition, the research pointed out that this is a significant obstacle to go beyond and that instructors still must use the ICT while instructing students in English language classes. Mollaei & Riasati (2013) researched technology's challenges to EFL teachers. According to the study, two significant obstacles prohibit teachers from using ICTs in ESL or EFL classrooms. These obstacles include inadequate time and the allocation of time. The researcher clarified that in classroom environments devoted to the instruction of the English language, neither teachers nor students are allotted adequate time to use ICT applications and tools. Administrative personnel must evaluate how they can provide their workers sufficient time because inadequate time constraints and time restrictions provide difficulties everywhere in incorporating ICT into educational practices. Integrating ICT into the teaching technique requires administrative personnel to have a global perspective.

## **METHOD**

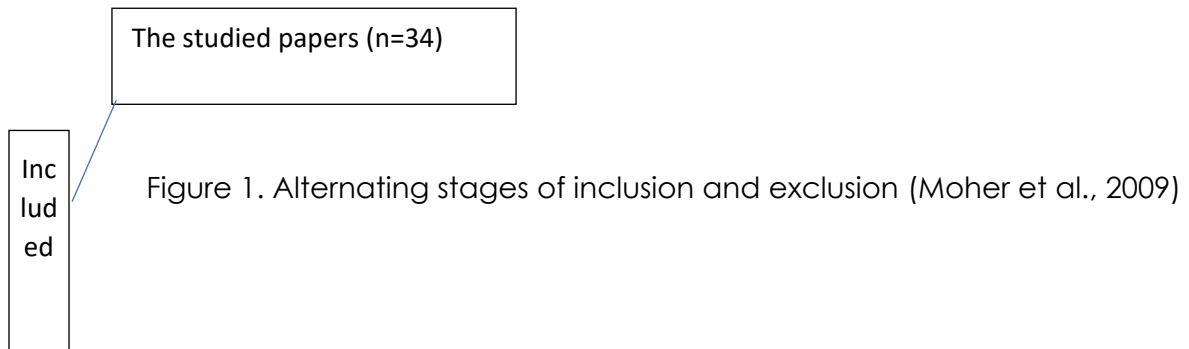
This report is based on an in-depth examination of the research that is currently available on the challenges that arise when using ICT in English language instruction. The statement provided by the Preferred Reporting Items for Systematic and Meta-analysis (PRISMA) was used to validate the review methodology (Moher, David, 2015; Moher et al., 2009). As a set of principles to follow, the researcher chose to adhere to the PRISMA declaration's four distinct stages: identification, screening, eligibility, and included were conducted to certify the review processes. In the identification, there were 94 papers from the database to be examined and excluded 19 papers because of not published in scholarly journals. Then, screening 75 papers by titles and abstract. After that, 38 papers were rejected because they were not based on article writing standards. Next, there were 37 eligible papers, but

two papers were excluded because the author and year of publication were missing and one paper with irrelevant content. Finally, 34 papers were selected to explore teachers' obstacles in using ICT tools in teaching practices. The other two search tactics were searching literature databases on WoS, Journals of SAGE, Elsevier, and Copernicus (using keywords) and searching Google Scholar and PubMed. The databases were selected because their papers are more qualified than other sources. Also, most scientists and scientific writers use the database's papers as references. They can both be reached easily. During the search for further papers on the subject of the research, the terms "information and communication technology," "challenges of ICT," "main difficulties of ICT," and "common obstructions of ICT in English language acquisition" were used. All of these phrases are related to the topic of study.

Consequently, Figure 1 summarizes the technique used in the research project by displaying how the investigator carried out various phases and procedures. Incorporating articles in this research started with 94 publications and concluded with 34 journals. Forty articles were eliminated from further consideration after a study of the abstracts and presentation of each work, resulting in the selection of 75 papers. In addition, it was found that 37 articles might be considered for the review; however, three of those papers were subsequently eliminated owing to inadequate authors' information or because the material was irrelevant. A comprehensive review of the categorization of the works into categories, which ultimately led to the provision of answers to the research questions, benefited from the contributions of all publications and books. This study only covers articles that were published between 2010 and 2020.







## RESULT

The paper's primary emphasis the results of the publications listed in Tables 1 and 2 illustrate the most prominent obstacles to the ICT use in English language training. However, many obstacles were identified regarding the training. The study aimed to identify the most pervasive hurdles related to conducting the ICT in English language education. To determine the most prominent obstacles to its use in English classrooms, the researcher did an in-depth review of 34 studies from various countries and concentrated on the same issues. As a result of the systematic literature evaluation, we used and reached a consensus on the four criteria of inclusion and exclusion, which allowed us to identify the publications that satisfied the inclusion procedure.

Table 1. The Major Topics of the Researched Articles

Major Topic	Writers	Numbers & Percentage
Obstacles to the adoption of ICT	Yang (2019); Aşık et al. (2020); Hu & McGrath (2011); Deerajviset (2014); Hu & McGrath (2011); Salem & Mohammadzadeh (2018); Nguyen (2020); Mai & Hong (2014); Vanderlinde et al. (2014); Tam et al. (2020); Cuhadar (2018); Hidayati (2016); Umar & Hasan (2015); Lin et al. (2014)	14 (41%)
Obstacles to teaching technology adoption	Kuru Gonen (2019); Tam et al. (2020); Widodo (2016); Ghavifekr et al (2016); Bozdogan, D. & Ozen, R. (2014); Aydin (2013); Allam & Elyas (2016)	7 (21%)
Obstacles to ICT integration in English instruction	Lin et al. (2014); Cuhadar, C. (2018); Hidayati (2016); Umar & Hasan (2015); Lin et al. (2014); Yang (2019)	6 (18%)
Influencing factors of teachers' ICT use in ELT	Kuru Gonen (2019); Oz (2015); McLoughlin et al. (2018); Bozdogan, D. & Ozen, R. (2014); Nguyen (2020); Aydin (2013); Tam et al. (2020)	7 (21%)
Total of articles		34 (100%)

Most publications focused on the issues related to Table 2 demonstrates the ICT practice in English Language Teaching (ELT). According to findings, three primary

obstacles prevent its use in English language schools, discouraging teachers from using it. These difficulties are at two levels: school and teacher levels. A lack of confidence and teacher training were obstacles at the individual instructors' level. While at the level of individual schools, a lack of time was viewed as an obstacle.

Table 2. Challenges of Implementing ICT in English Instruction

Obstacles to the utilization of ICT in an English instruction	Writers and Years	Number & Percentage
Poor time and self-assurance	Yang (2019); Mai & Hong (2014); Vanderlinde et al. (2014); Tam et al. (2020); Cuhadar (2018); Hidayati (2016); Umar & Hasan (2015)	7 (21%)
Poor confidence, little time, and ineffective instruction	Ghavifekr et al (2016); Aşık et al. (2020); Hu & McGrath (2011); Deerajviset (2014); Hu & McGrath (2011); Salem & Mohammadzadeh (2018); Nguyen (2020); Mai & Hong (2014); Vanderlinde et al. (2014); Tam et al. (2020); Cuhadar (2018); Hidayati (2016); Umar & Hasan (2015); Lin et al. (2014); Neyland (2011)	15 (48%)
Poor self-assurance, little time, and an ineffective instruction	Tam et al. (2020); Cuhadar C. (2018); Hidayati (2016); Umar & Hasan (2015); Habibi et al (2019); McLoughlin et al. (2018); Mollaei & Riasati (2013)	7 (21%)
Poor self-assurance, little time, and an ineffective instruction	McLoughlin et al. (2018); Wang & Dostal (2018); Nguyen (2020); Katemba (2020); Khan & Kuddus (2020)	5 (15%)
Total of articles		34 (100%)

A summary of the research presented in Tables 1 and 2 showed the challenges of implementing the ICT in English language teaching activities, like a comprehensive picture and an understanding of the methodology used to conduct this study. In addition, most papers reviewed between 2010 and 2020 identified poor confidence in the teachers' training among teachers, and practitioners cite time constraints as the most significant obstacle to the ICTs implementation that prohibited them from adopting it into their English language teaching practices. Referring to the ICT use, it is clear to recognize that these three formidable hurdles constitute the most common issues inhibiting its use in the classroom. Table 3 displays and highlights the research articles by classifying them according to the nations and regions from where they originate, offering a clearer and more understandable viewpoint for the reader.

Table 3. Scholarly Works in Area and State Distribution

Area	Country	Articles & Percentage
Asia	Indonesia, Malaysia, Bangladesh, Vietnam, Thailand, Iran, Yemen, Saudi Arabia, China, Hong Kong, Nepal	26 (77%)
Middle East	Turkey	4 (12%)
UK	United Kingdom	1 (3%)
Africa	Morocco & Libya	2 (6%)
Oceania	New Zealand	1 (3%)
Total of articles		34 (100%)

Regarding the published studies, it can be deduced from Table 3 that Asia's emerging nations are increasingly interested than other nations in Table 4 in identifying the constraints impeding ICT deployment in instructional settings. It is noted that these nations account for 77% of the included papers. At the same time, the United Kingdom and New Zealand have the smallest number of publications addressing the challenges related to its uses in English instruction. In a similar idea, each Turkey country has at least one research on this issue, accounting for 12 percent of publications explored. The nations shown in this table have adapted their global experiences of high-quality curricula or had the fewest barriers to overcome to integrate ICT into their language teaching. These nations provide the most occasional articles to this research. Consequently, the current study also determined the research technique applied in each article by gathering this information in the table below based on the papers evaluated in the initial research.

Table 4. The Methods and Number of Studies Explored

Methods	Articles Number & Percentage
A quantitative approach to survey research	14 (41%)
Interviewing and observing people using a qualitative method	7 (21%)
Mixed techniques	7 (21%)
Case study analysis	1 (3%)
Analysis of articles	5 (15%)
Total of articles	34 (100%)

The findings of the recent comprehensive study, which included the results of 34 other investigations, allow us to investigate each obstacle in turn. Since the concept of obstacles to the ICT use applies to the population as a whole, the researchers who participated in the studies in Table 4 employed a quantitative approach to their research and requested respondents to complete questionnaires. As shown in Table 4, around forty-one percent of the publications use a survey research design, while sixty percent of the articles employ some other research approach. Table 4 illustrates that distributing the survey questionnaire to individuals

directly involved in the instructional process effectively identifies the chief obstacles to its use in English language instruction. The questionnaire may be an effective method for determining the most prevalent obstacles. It could be seen that 41% of selected papers used a quantitative approach to survey research. In this case, the authors used questionnaires to gather data on teachers' obstacles in using the ICT tools in their teaching classes. Then, 21% interview and mixed techniques, 15% with analysis articles, and 3% in case study analysis (see Table 4).

## **DISCUSSION**

The language classroom allows us to assess teachers' efficacy in adopting ICT, which is crucial given that the lack of confidence shown by teachers is the most prominent obstacle to employing ICT in English. The crucial lack of confidence to use the tools is the teachers' lack of knowledge and skills to operate the tools to support teaching practice effectively. The limited knowledge and skills are why they avoid using the tools in their teaching. However, the teachers with sufficient knowledge and skills are eager and confident or highly willing to employ the ICT tools in their classrooms.

According to studies mentioned earlier, it is possible to draw certain conclusions, such as teachers who have little interest in conducting the ICT either have little or no confidence in using it or will continue to avoid using the technology in the classroom due to this lack of confidence. As a direct result, their capacity to properly teach their pupils in the 21st century may be hindered if they do not employ the ICT. From this angle, people's lack of confidence in one another might be the most significant obstacle to implementing ICT. Those who do not have faith in their capabilities to use information and communications technologies (ICTs) will undoubtedly have a detrimental effect on the field in their attempt to avoid being integrated with ICTs. It has been proven beyond a reasonable doubt. The findings are comparable with previous research (Celik & Aytin, 2014; Hismanoğlu, 2011; Rodliyah, 2018), which discovered that teachers' lack of confidence in their abilities to utilize ICTs was a widespread obstacle.

According to currently available research, the most significant contributor to ineffective teaching is a lack of self-assurance on the part of the teachers. To put it another way, those who have received more training in employing ICT have reported better levels of self-assurance when conducting ICT in English language

instruction. In contrast, research suggests that teachers of TESOL will be less likely to practice ICT in their classrooms if they do not get enough training in its use. In addition, the findings suggest that persons who have excellent training and capabilities in ICT have an impact on the atmosphere of the classroom, which leads to students who are more engaged and actively participate than those who yet lack such training. Students in the first group engaged in more active discussions than those in the second. After considering these findings, many education experts have concluded that inadequate training is the primary obstacle to implementing information and communication technology in educational institutions. This discovery's credibility is reinforced as a direct result of these outcomes (Ali & Kassem, 2018; Chouit et al., 2017; Murray et al., 2020; Obillos & Rosa, 2016; Silviyanti & Yusuf, 2015).

According to the earlier-discussed data, time constraints are often regarded as one of the most severe issues facing English language teaching throughout the globe. According to Table 2, most respondents said poor available time is the most significant obstacle to incorporating technology-based education in their English classes. This finding supports the findings of the survey. It is a common misconception that the time required for planning and arranging the necessary resources for applications based on information and communications technology (ICT) would be enormous. Therefore, it is suggested that sufficient time has to be allotted for each course step while conducting it to teach English classes. Therefore, a shortage of time is an obstacle to the employment of the ICT in any subject. So, sufficient time for English teaching is needed while applying the technology devices inside a classroom.

Similarly, McLoughlin et al. (2018) verified that a lack of time is a frequent and universal obstacle that instructors face when attempting to employ the ICT in their English-language classes. This problem is especially prevalent in schools with more than one instructor teaching the same class. Consequently, it is reasonable to conclude that teachers have insufficient time to apply it in courses of ESL or EFL.

## **CONCLUSION**

This study's objective was to perform a thorough literature review to identify the most pervasive and pervasive obstacles that prohibit administrations and instructors from utilizing the ICTs within the framework of English language training in

the classroom. The most prevalent challenges to implementing ICTs in the classrooms have been identified based on a literature evaluation of 34 studies from across the globe. These hurdles include instructors' lack of trust in implementing ICT, inadequate training for teachers, and a scarcity of available time for integrating the ICTs into English language classrooms. Banning the ICTs in English language schools has always posed a direct or indirect obstacle for instructors and administrations. Consequently, the next portion of the essay will examine probable repercussions and proposed remedies.

### **The Consequences and Restriction**

The implication and limitation of the study rely on the teachers' and institutions' involvement in integrating the ICT tools into teaching activities. The studies show the implication of using the tools, both advantages and disadvantages of the devices, the quality and quantity of the teachers using and institutions providing them to be used by the teachers contribute to the knowledge of how complex the problems of integrating the ICT tools in the education context. But the limitation is focused on the teachers' problems in using the ICT tools in their teaching classes and relation to the institutional policy to overcome their issues with technology devices' integration to support their effective teaching and learning processes.

This study discusses potential consequences and suggestions for teachers and administrators engaged in the educational process regarding using ICTs in English language classrooms. The basis for these conclusions and recommendations is examining the relevant literature. For teachers to feel comfortable utilizing ICT applications and instruments in their classrooms, administrations must provide training programs that are both productive and helpful in terms of teachers' needs for access to modern technologies, new devices, and pedagogical training. Moreover, administrators are advised to either provide appropriate time for each course or raise the total number of professors to relieve some pressure on the teachers. Having a reasonable amount of time might assist English as second language instructors to feel more confident about using ICT in their courses. Teachers must develop their time management and self-organization abilities to serve their learners better. It is strongly recommended that English as a Second Language instructors engage in online self-training programs. These programs will provide teachers with the necessary knowledge to deal with the challenges of incorporating technology into their classes.

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