Teachers' Challenges in Integrating ICT in the Teaching of EFL: A Review

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Abstract. Development of ICT is to encourage modern teachers around the world which is they could provide new challenges on teaching and learning process. The current research aims to explore what are the challenges that faced by preservice English teachers in Indonesia to know (1) what are the micro and macro challenges of student-teachers in integrating ICT in the teaching of EFL and (2) What are the advantage and benefits beside the challenges that faced by the teacher? This research is conducted with 6 chosen articles from 20 articles. The result of this study is the most micro-level challenges is the lack of confident and knowledge and the most macro level challenges is the lack of facilities. Beside the challenges of it, still, the use of ICT has many advantages to be implemented.

Keywords: ICT, teaching EFL, EFL teachers, micro macro challenges

1 Introduction

Quick development of information and communication technologies (ICT) has offered significant opportunities for students to meet both their social and educational requirements. As currently reality which technology dominated our environment, people attempt to take different outlets of knowledge such as social media, film, blogs, podcast, and television to improve knowledge easily. Hashemi & Kew stated more specifically about the application of ICT in education which it is facilitated a significant role in providing opportunities in teaching process [1]. This statement is also supported by Sharndama teaching where students could engage in every activity autonomously[2]. As an English language teacher, obviously we would like to provide the English foreign language leaner with a complex lesson, engage them into our material so they could learn properly and freely. Thus, the use of ICT is very beneficial for us as a foreign language teacher. According to Salehi and Salehi English language teaching have moved from teacher-centered into students-centered[3]. English language teaching projects have a lot of new innovation to improve the learning process such as language laboratories, short film, tape recorders, computers, etc. Moreover, the use of technology has received great attention as a tool to develop the different language skills. On the other words. ELT is very potential in getting the benefits from ICT.

Beside a lot of opportunities that ICT provides in learning and teaching process, indeed, there also several barriers when we apply ICT in the classroom. According to [4] these barriers could

be related to teacher or school administration. In addition, Hashemi & Kew stated that the barriers in integrating ICT in classroom could be divided into teacher-level barriers and school-level barriers[5]. This statement is also similar with Balanskat et al. whih categorized those barriers into two different levels, micro and macro[6]. Micro level related to teacher's level barriers which is related to resistance to change, an attitude towards their utilize of ICT, lack of confident in using ICT, lack of skill in integrating ICT in the classroom, lack of technology training, and lack of teacher's ICT competence, while school-level barriers are commonly occurred in administration of institutional context such as lack of time, lack of accessibility to integrated ICT in the classroom, lack of technical support, and lack of availability of equipment tools. On the other hand, ICT barriers could also affect another ICT barriers. For example, the research from Mulhim said that how the lack of teacher's confidence is affected by inaccessibility of ICT's tools or applications[7].

As an English language teacher, obviously we would like to provide the students with a good material, engage them into our material so they could learn properly and freely. So, the use of ICT is very beneficial for us a foreign language teacher. According to Salehi and Salehi (2012, p.215) English language teaching have moved from teacher-centered into students-centered[3]. English language teaching projects have a lot of new innovation to improve the learning process such as language laboratories, short film, tape recorders, computers, etc). Moreover, the use of technology has received great attention as a tool to develop the different language skills. On the other words. ELT is very potential in getting the benefits from ICT.

In this research, researchers use a narrative review. Narrative review is an essential part of researchers' attempts to delve deeper into a subject. It involves analyzing and summarizing existing studies to uncover unexplored topics and prevent research duplication. This narrative review would be focused on exploring the challenges, how to overcome the challenges, and what makes the challenges occurred in the classroom in teaching English for foreign language.

To date, there have been studies that investigated the challenges in integrating ICT in teaching English foreign language, However, the previous studies only focused on the challenges of ICT without give the advantages [5]. Therefore, this narrative review tries to review both teacher-level and school-level barriers or challenges that possibly faced in the classroom.
In this research, the narrative review uses two questions:

1. What are the micro and macro challenges of student-teachers in integrating ICT in the teaching of EFL?
2. What are the advantage and benefits beside the challenges that faced by the teacher?

2 Methods

Using a narrative review design, the researchers attempt to explore several books and databases such as google scholar, Proquest, and Jstor to find and investigate any challenges in integrating ICT in Teaching EFL in the classroom. Article was searched by using keyword such as Challenges in ICT, Teaching English foreign language, English Language Teaching. Article was published between 2018-2023. The article was synthesized based on the research questions. Initially, 20 articles were found and the researchers decided to use 6 articles which suitable for analysis.

Table 1. Selected Articles

No.	Authors	Year	Title	Setting	Method	Participants/Sample
1	Hashemi, A., & Kew, S. N.	2021	The barriers to the use of ICT in English language teaching: A systematic literature review.	Educational researchers have been focused on a particular subject for more than twenty years, aiming to find effective strategies for overcoming obstacles associated with ICT usage and integrating it into the curriculum.	Systematic review of the literature	Out of the initial selection of 76 papers during the screening phase, 40 papers were excluded from further consideration after a thorough review of their abstracts and content presentations.
2	Leba, S. M. R., & Temaja, I. G. B. W. B.	2023	The Integration of ICT in the Classroom: Pre-Service EFL Teachers Experiences.	Examine how pre-service teachers employ information and communication technology (ICT) in their classroom activities while gaining practical teaching experience.	Quantitative and qualitative	Information was collected from a total of 86 pre-service teachers who were assigned to senior high schools and junior high schools.
3	Emre, D.	2019	Prospective teachers' perceptions of barriers to technology integration in education.	Investigated the perspectives of pre-service teachers regarding the integration of technology and gathered their insights on potential obstacles to incorporating technology in education.	Descriptive analysis method in this qualitative study	76 preservice teachers
4	Khan, N. M., & Kuddus, K.	2020	Integrating ICT in English Language Teaching in Bangladesh: Teachers' Perceptions and Challenges.	Analyze the difficulties encountered by secondary-level English teachers in Bangladesh when it comes to effectively utilizing ICT for language instruction.	Quantitative research uses a survey or questionnaire with fixed-choice answers to collect data.	100 English language teachers from different secondary schools in Bangladesh.

5	Junaidi, J., Budianto Hamuddin, B., Wendy, S., Fathu, R., & Tatum, D.	2020	ICT usage in teaching English in Pekanbaru: Exploring junior high school teachers' problems.	Investigate the matter of ICT concerning English teachers from different junior high schools in Pekanbaru, Riau, Indonesia.	Qualitative and quantitative	180 English teachers
6	Patel, K. V.	2020	Challenges for the teachers in 21st Century-ELT and ICT interface.	This study aims to identify the challenges encountered by teachers in classroom teaching and to assess the current status of integrating ICT into teacher education.	descriptive study	The data were collected from twenty schools

3 Findings and Discussion

Information and Communication Technology is part of the successful teaching and learning process. The synthesis of narrative review will be analyzed into two categories, first, challenges that faced by teacher whether those are micro and macro. second, the advantage of integrating ICT in the classroom.

1. **The micro challenges of integrating ICT in the classroom**
   According to the Blanskat et al. most-related micro challenges in integrating ICT in the classroom are teacher's resistance to change, sense of teachers towards the use of ICT, lack of confident in utilizing the ICT, lack of skill in using technology and competence[6]. In their research, Junaidi et al (2020) found that one of the classic challenges in integrating ICT in the classroom is lack of self-confident. This obstacle is an issue that is very often occur by every teacher in using ICT as a new way of teaching and learning. This supporte by other researcher, Bingimlas considered a lack of confidence among teachers are mostly 'fear of failure' then prevents teachers from using the technology into their lesson in English Language Teaching[8]. Furthermore, identified a lack of teacher's confidence as the factor affecting the utilize of ICT to take preparation and teaching material[4]. They argued that teachers who feel poor of using the ICT are connected to their knowledge of using ICT thus it causes them to ignore the use of technologies. This also proved by the other researcher [9] that some of teachers are lacking in confident because of the fear of changing old ways of teaching. On the other hand, they avoid to change how they teach. Then, if we are talking about the lack of knowledge, some of them have a limited information about tech, or even more not knowing how to process and use the different tools and programs. In addition, Dinc stated that lack of feeling comfort in using ICT in their English lesson[9]. Some of them feel that they are not comfortable enough to incorporate it into her lesson

2. **The macro challenges of integrating ICT in the classroom**

   According to Bingimlas the macro level barriers related to school context. Those are related to lack of time, lack of accessibility in ICT, lack of technical support, lack of availability of equipment[8], [10], [11]. ICT could enhance education quality in many ways, such as optimizing the transfer of information and increase the engagement. According to teacher's perception on Junaidi's research that there so many schools still have "less adequate" ICT facilitates, such as computer, LCD, and so on related to technology[12]. When teacher integrating ICT in the classroom, they might also lack of technical support. For example, of slow connection in accessing the internet[13]. This statement is like "*Wi-Fi is often slow and sometimes has limited connection to browse when we're looking for internet media for teaching, and sometimes it's a little bit annoying".* Then it is connected to the lack of time, when the teacher implements the ICT in the classroom, sometimes it takes time when applying it in the classroom, whether it comes from the teacher or students.

3. **Advantages in using the ICT**

   Beside all the challenges found in the classroom, still, there are so many of benefits in implementing the ICT in the classroom[14]. The researcher identified some of advantages from those articles. It reveals that the teachers completely agree with the advantages in integrating ICT in English classroom[15]. They believe that integrating the ICT enhance the language skills of the students because it makes class more interactive and interesting as well[16]. This also encourage students of the flexibility in choosing what they want to learn in their own pace and place.

4 Conclusion

The current paper has aimed to review the relevant literature for identifying the most challenges occur in the classroom whether they are micro and also macro in implementing the ICT. The most micro-level challenges happened in the classroom is the lack of confident and knowledge in using ICT, teachers think that this could change their way of teach. The most macro-level challenges that happen in the classroom is the lack of facility which makes teacher avoid to use the ICT and back to the manual teaching way. Beside all the challenges in the classroom, still, ICT provides good opportunities for EFL teacher. ICT engages students in getting the information in interesting way. Those micro and micro level always challenge teachers to prevent using ICT in the classroom. But still, there are so many solutions to overcome it.

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