

İngiliz Dili Öğretiminde BİT Kullanımının Önündeki Engeller: Sistematik Bir Literatür Taraması

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Anahtar Sözcükler

BİT engelleri
İngilizce öğretimi
Teknolojiyi kullanmada
güven eksikliği
Zaman eksikliği
Etkili eğitim eksikliği

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Öz

Bilgi iletişim teknolojisi (ICT), son zamanlarda dünya çapında dil öğretmenleri için sıcak bir konu olmuştur. İngilizce öğretiminde BİT uygulaması nispeten yeni bir fenomendir ve müfredata BİT kullanımının önündeki engellerin üstesinden gelmenin bir yolunu bulmak için eğitim araştırmacılarının ilgisini çeken konu olmuştur. Bu nedenle, mevcut makale öğretmenler tarafından İngilizce öğretiminde BİT kullanımının düşük ilgi alanlarının arkasındaki bazı nedenleri literatüre aktarmaktadır. İngilizce öğretiminde BİT kullanımının önündeki engelleri bulmak için toplam otuz üç makale gözden geçirildi. İncelemenin sonucuna göre, İngilizce öğretiminde BİT kullanımının önündeki ortak engeller olarak üç ana faktör bulundu: (i) öğretmenlerin teknolojiyi kullanma konusundaki güven eksikliği, (ii) etkili eğitim eksikliği ve (iii) zaman eksikliği. Sunulan tartışmanın yanı sıra makalenin bir özeti de vardır. Bunun yanı sıra, bulgular, idarelerin, öğretmenlerin İngilizce öğretiminde BİT'leri güvenle kullanmalarına olanak sağlamak için yeterli zaman ayırmanın yanı sıra etkili eğitim kursları vermelerini önermektedir. Ek olarak, çalışmanın sınırlamalarını içeren bir sonuç da makalenin son aşamasında ifade edilmiştir.

The Barriers to the Use of ICT in English Language Teaching: A Systematic Literature Review

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Abstract

Information communication technology (ICT) has recently been a hot topic for language teachers around the world. The application of ICT in English language teaching is a relatively recent phenomenon. Moreover, it has been the subject of interest to educational researchers for over two decades in order to figure out a way of tackling the barriers of using ICT and as well as for incorporating it into the curriculum. Therefore, the current paper yields to the literature of some reasons behind the low interest of using ICT in English language teaching by teachers. A total of thirty-three papers have been reviewed to find out the barriers to the use of ICT in English language teaching. According to the outcome of the review, three main factors are found as the common obstacles towards the use of ICT in English language teaching, which are, (i) lack of teachers' confidence in using technology, (ii) lack of effective training, and (iii) lack of time. There is also a summary of the paper along with the discussion presented. Besides that, the findings suggest the administrations provide effective training courses along with sufficient time allocation in allowing teachers to confidently employ ICTs in teaching the English language. Additionally, an implication including limitations of the study is also expressed at the final stage of the paper.

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Introduction

It is a reality that in today's technological environment, people have taken to different outlets of knowledge such as social media, blogs, and televisions to stay informed and manage to improve their knowledge (Hashemi & Kew, 2021). More specifically, the application of ICT in education plays a significant role in providing opportunities to facilitate the teaching process (Hashemi & Kew, 2020). It has also changed the way of teaching from the traditional way to the more communicative and collaborative way of teaching where students can engage in each task and activity autonomously (Sharndama, 2013). Besides its significant role in teaching, there are also some barriers to employ ICT in the English language teaching classroom. These barriers can be either related to the teachers and school administration (Lin & Chen, 2014). In this regard, the researcher aimed at identifying the most effective and common barriers that hinder teachers to the use of it. Hence, the literature of the current paper categorizes several barriers to teacher-level barriers and school-level barriers. Similarly, Balanskat et al. (2006) categorized these barriers into two different classifications, micro-level barriers which are related to teachers' level barriers, and macro-level barriers related to the school context. The most common teacher-related barriers are teachers' resistance to change, an attitude of teachers towards the use of ICT, lack of confidence in using technology, lack of skills in using technology, lack of effective training, and lack of teacher's competence while school-level barriers are more related to the administration of institutional context such as lack of time, lack of accessibility to ICTs, lack of technical support, lack of availability of equipped instruments. According to Mulhim (2014), each barrier of ICT affects a number of other ICT barriers. For example, he further explains how the lack of teacher's confidence is affected by the in-availability and inaccessibility of ICTs applications. Therefore, this paper aims to review and highlight both school and teacher-level barriers that hinder to avoid using ICT in English language teaching. More specifically, the focus of this paper circulates on three major barriers: lack of time, lack of teacher confidence, and lack of effective training.

Literature Review -Teacher-Level Barriers:

Lack of Teacher Confidence

Many researchers have identified that one of the major barriers that hinder teachers' using ICT is lack of confidence. Dawes (2001) indicates this, as the circumstantial factor that one can face, as a barrier. While Khan et al., (2012) relates that as a self-efficacy of one's capabilities and an individual who is willing to take part in a task regardless of thinking it is difficult and challenging. Some other researchers, for example, Bingimlas (2009) considered a lack of teacher confidence as a 'fear of failure' that mostly prevents teachers from using technological tools in English language teaching classrooms.

Furthermore, Lin & Chen (2014) studied barriers to the adoption of ICT in teaching and they have identified a lack of teachers' confidence as the factor affecting the use of ICTs to take preparation and teaching materials. They argue that teachers who feel poor in using ICTs are concerned with the knowledge of ICTs and this causes them to ignore the use of technologies in their classroom. In other words, the reasons behind this could be limited knowledge of ICT that hinders to use of ICT in the English language classroom. Besides, a case study on key barriers of ICT in foreign language teaching in Vietnam shows that 70% of the respondents in the survey were not feeling confident or little confident in using ICTs for foreign language teaching (Dang et al., 2015).

Similarly, Beggs (2000) investigated the reasons why teachers are demotivated and less confident concerning ICTs application. He identified the main factor as the lack of effective training towards the use of it. This is the main cause that makes teachers feel anxious to utilize ICTs applications in the language classroom. However, Laabidi (2016) argues that lack of confidence is interrelated to experience in using ICTs instruments and applications. He further elaborates that whenever a teacher is well experienced in employing technologies, he has the knowledge and knows the benefits of utilizing ICTs in English language teaching.

More importantly, some researchers incorporated a lack of teachers' confidence in ineffective training, ICT knowledge, experience, and literacy. For example, Cox (1999b), Balanskat et al. (2006) found that teachers who have effective training will employ ICTs to enhance the students' ability. In this regard, effective training affects the teachers' motivation to understand the usefulness of employing ICTs instruments and applications, and as a result, teaching the English language through ICT integration will improve students' future achievements. While Becta (2004) relates these barriers to the inexperience of ICTs employment with ICT knowledge and literacy. He believes that a well-experienced and knowledgeable practitioner concerning to ICTs applications and instruments feels more confident while utilizing ICTs in English language teaching. Based on the aforementioned literature on lack of teachers' confidence as the major barrier in employing ICTs in English language classrooms, one can understand the value of using ICTs concerning the reasons that prevent integrating ICTs in teaching the English language. More specifically, understanding the reasons behind using ICTs will help teachers to ignore this barrier and focus on his future trends of using ICTs applications and instruments to get the outcome of their lessons (Salehi and Salehi, 2012). Therefore, the researcher feels by providing informative and supportive consensus in solving this problem can enhance teacher's motivation to integrate ICT in English language teaching.

Lack of Effective Training

The development of any educational system depends on its effective training and vocational improvements (Mulhim, 2016). Lack of effective training as the barriers that hinder ICT use in the English language classroom was reported frequently in the literature as the most significant problem. According to Jones (2004), advancing from training is not simple, as the usefulness of the training must be certified. Effective training can only be perceived when adequate and confident training happens (Laabidi, 2016). In another study done by Aqsha and Pei (2009) found out lack of effective training as the most significant barriers among other teacher-level barriers. Ghazi et al. (2013) stated that the majority of the respondents emphasized the effective training of ICTs, as it will help them to enhance their level of proficiency in English as well as to be equipped with technology-based training. However, it is a must for teachers to attend training workshops concerning ICTs in equipping and enhancing the teaching process in English language classes (Khodabandelou, 2016). Yehya (2018) implied that the more the teaching process is effective, the more positive and effective will be teaching skills.

On the other hand, Bhuyan and Singh (2017) believed that the lack of effective training will hinder teachers in implementing ICTs for English language teaching. The result also shows, those who have effective training and skillful in ICTs, impacted the environment of their classroom where students are more interactive and participated more actively than those who are still suffering from a lack of effective training in it.

Besides, Rida et al. (2015) studied the barriers in effective teaching and learning in ICTs adoption. The study revealed that limited data and lack of skillful trainers are considered as a barrier to lack of effective training in

ICTs employment, specifically in English language teaching. The researchers further suggested that teachers must ensure their knowledge and skills in using ICTs applications and instruments for students. Similarly, Ghazi et al. (2013) identified effective training as the major barrier to the effective use of ICT in education as 97% of their respondents addressed this barrier of effective training as the key problem towards the use of ICT. Therefore, it is believed that effective training in using ICT is imperative for administrations to provide supportive programs in terms of the enhancement of their teacher's profile.

School-level barriers:

Lack of time

A universal problem in using ICTs application and instrument is considered to be lack of time, as the school level barriers in English language teaching classroom. Many studies show that teachers are well enough in confidence and have trained effectively, but they still make little use of ICTs or even not interested to employ ICTs in their classes due to "lack of time" (Hani, 2014). Many researchers identified the limited time or lack of time at school-level barriers as the most significant problem toward the use of ICTs applications in their English language teaching classes. Bolandifar (2013) as cited in Al-Munawwarah (2015) believed that time allocation for each part of any session in any class requires more time. Educators need to spend more time to check the technological tools first before entering the class to make sure whether it works properly or not. In this regard, the lack of time may prevent teachers from properly employ ICTs in English language teaching.

In addition to that, Hadijah (2017) investigated teachers' barriers to ICT integration in English language teaching. The result of her study revealed that due to the lack of time the teachers cannot afford meaningful presentations through the use of ICTs and the needs of all students cannot be covered based on curriculum standards. Furthermore, the researcher added that this is a big challenge to overcome, and it remains the teachers' back to adopt ICTs in teaching the English language. Gilakjani et al. (2015) studied the barriers of technology in EFL instruction. The findings indicated the insufficiency of time and time allocation are the major challenges for teachers to prevent utilizing ICTs in EFL classes. The researcher further explained that there is not enough time scheduled for both teachers and students to apply ICTs applications and instruments in the English language teaching classroom. Hence, lack of time and time allocations as a global challenge in ICT integration towards the teaching process, the administrative staffs are needed to think of providing sufficient time for their employees.

Method

The present paper is based on a systematic review of the literature on the barriers to the use of ICT in English language teaching. The Preferred Reporting Items for Systematic and Meta-analysis (PRISMA) statement was employed to certify the review process (Moher et al., 2009). The researcher employed the four stages of the PRISMA statement as a guide. In addition, there were two different search strategies used. As the following literature databases were searched using keywords: Web of Science, SAGE Journals, ELSEVIER, Copernicus, and PubMed. Google Scholar, and Google. The keywords such as ICT, barriers of ICT, major challenges of ICT, common barriers of ICT in English language learning were searched to find out more articles concerning the topic of the study. Hence, Figure 1 provides an overview of the current paper methodology where the researcher followed the steps and procedures based on that.

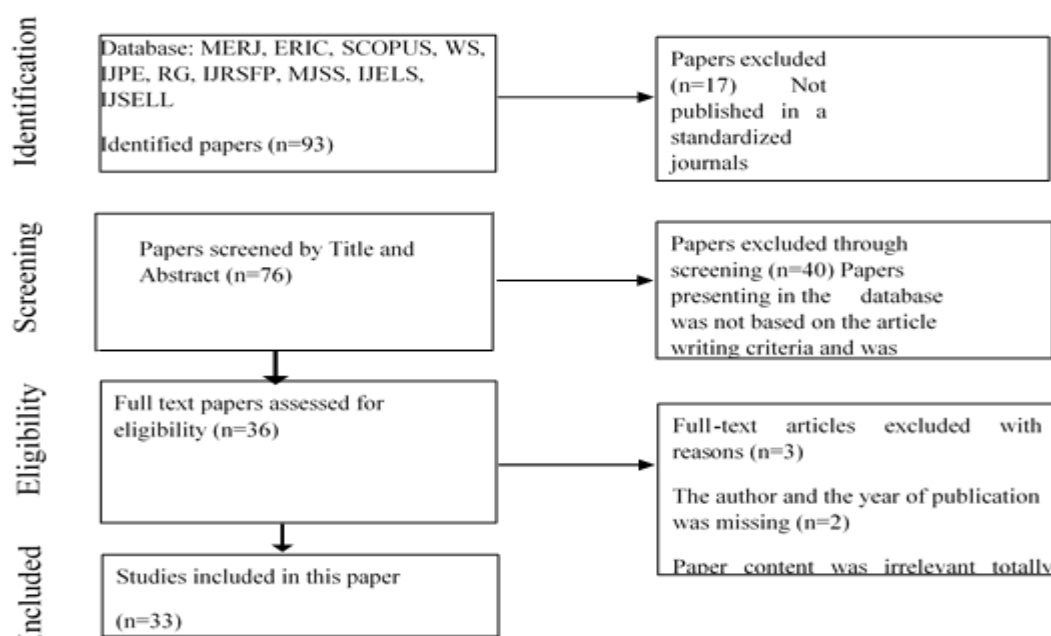


Figure 1. Shows the Criteria Inclusion and Exclusion Adapted from Moher et al., (2009)

The inclusion process for this study began with 93 articles and decreased to 33 published works. There were 76 papers chosen in the stage of screening after a search of the abstract and presentation of every work 40 papers excluded from the consideration process. In addition, 36 papers were found eligible to be considered for the review but later 3 papers were excluded due to the missing information about authors and the content was irrelevant in some cases. A thorough review of all publications and books has aided in the classification of works that answer the research concerns. All of the works in this study were written from 2000 to 2019.

Findings

The main focus of the papers

The findings of the literature from the papers tabulated in Table 1 and Table 2 revealed the most common barriers to the use of ICT in English language teaching. However, several barriers to the use of ICT were identified in English language teaching, but the current paper aimed to identify the most common and frequent barriers to the use of ICTs in English language teaching. Therefore, the researcher systematically reviewed 33 papers from different countries with the same concepts to identify the most common barriers to ICT use in the English language teaching classroom. As a result of the systematic literature review, the four common inclusion and exclusion criteria were followed and determined to find out the papers that matched the inclusion process.

Table 1. Overview of the Main Focus of the Studied Papers

Main Focus	Authors	Number	Percentage
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Barriers to the use of ICT	Lin and Chen (2014); Balanskat, et al. (2006); Mulhim (2014); Dawes (2001), Khan et al. (2012); Bingimlas (2009); Lin and Chen (2014); Dang Nicholas and Lewis (2015); <u>Mulhim</u> , 2016; Jones (2004); Laabidi 2016; Aqsha and Pei, (2009); Ghazi Hafeez and Safdar (2013); Yehya et al. (2018);	13	40%
Barriers to adopting technology for teaching	Bggs (2000); Laabidi (2016); Cox (1999b); Balanskat et al. (2006); Becta (2004); Salehi and Salehi (2012);	7	21%
Barriers to ICT integration In teaching English	Laabidi (2016); Aqsha and Pei (2009); Ghazi et al. (2013); Yehya et al. (2018), Kula (2010); Lin and Chen (2014);	6	18%
Factors influencing teachers' ICT use in ELT	AlMunawwarah (2014); Al-senaidi (2009); AlMunawwarah (2015); Braun and Cupchik (2001); Dang and Lewis (2015); Fithri Al-Munawwarah (2015);	7	21%
Total		33	100%

According to Table 2, it is identified that most of the papers focused on the barriers of ICT use in English language teaching. In this study, the three most common barriers to the use of ICT in English language teaching that prevent teachers to employ it in their classes are revealed in two levels of categories, which are school-level barriers vs teacher-level barriers. Lack of confidence and lack of teacher training referred to teacher-level barriers whereas, lack of time referred to school-level barriers.

Table 2. Barriers of Using ICT in English Teaching

Barriers in using ICT in English teaching	Authors and Years	Number	Percentage
Lack of time and confidence	Dang et al. (2015); <u>Mulhim</u> (2016); Jones (2004); Laabidi (2016); Aqsha and Pei (2009); Ghazi et al. (2013); Yehya et al. (2018);	7	21%
Lack of confidence, lack of time and lack of effective training	Lin and Chen (2014); Balanskat, et al. (2006); Mulhim (2014); Dawes (2001); Khan et al. (2012); Bingimlas, (2009); Lin and Chen (2014); Bggs (2000); Laabidi (2016); Cox (1999b); Balanskat et al. (2006); Becta (2004); Salehi and Salehi (2012).	14	42%
Lack of confidence, lack of time, and lack of effective training	Laabidi (2016); Aqsha and Pei (2009); Ghazi et al. (2013); Yehya et al. (2018); Raman and Yamat (2014); AlMunawwarah (2015); Al-senaidi (2009).	7	21%
Lack of confidence, lack of time, and lack of effective training	AlMunawwarah (2015); Braun and Cupchik (2001); Dang and Lewis (2015); Fithri Al-Munawwarah (2014); Hani (2014).	5	16%
Total		33	100%

Overview of the literature studied in Table 1 and Table 2 concerning the barriers of ICT in English language teaching, provides a comprehensive and as well as insight to the readers to understand how this study conducted systematically. Furthermore, it shows that the majority of the papers reviewed from 2006-2019 identified lack of teachers' confidence, lack of teachers' training, and lack of time as the main barriers to the use of ICT that hinders practitioners to prevent using ICT in their English language teaching process. In this regard, one can understand that these three major barriers are the most common factors in employing ICTs in teaching. For an explicit and clearer insight to the readers, the studied papers are presented and illustrated by regions and countries in Table 3.

Table 3. The Distribution of Studied Literature based on Region and Countries

Region	Countries	Papers	Percentage
Asia	Malaysia, India, Pakistan, Iran, Indonesia, Vietnam, Philippine, Saudi Arabia, Oman, Lebanon, Bangladesh	25	76%
Middle east	Turkey, Jordan	2	6%
USA	USA	1	3%
Africa	South Africa, Morocco, East African Countries	4	12%
Oceania	Australia	1	3%
Total		33	100%

Concerning the literature based on the distribution in Table 3, one can understand that developing countries in Asia are more interested to identify the barriers to the use of ICT in education comparing to other countries tabulated in Table 4. It is indicated that 76% of the papers are included from these countries while Middle-East, USA, and Australia have the least number of papers concerning the barriers of ICT use in English language teaching. Similarly, African countries have at least 1 paper in this regard which shows 12% of the studied papers. The distribution of this table shows the countries which have the least number of papers in this study, either adjusted their curriculum to the high standard global experiences or have the least challenges to ICTs integration in the language classroom. Hence, based on the papers reviewed in the literature, the current study also identified the research methodologies used in each paper in the following Table.

Table 4. The Approaches and Number of Papers Reviewed

Approaches	No. Papers	Percentage
Quantitative (survey research)	13	40%
Qualitative (interview and observation)	7	21%
Mixed method (survey and interview)	7	21%
Case study research	1	3%
Review papers	5	15%
Total	33	100%

The findings of the current systematic review from 33 papers allow us to discuss briefly each barrier respectively. As the concept of the barriers to the use of ICT referred to the group of individuals in a society, the researchers in those studies as shown in Table 4 are more likely to conduct their studies in a quantitative approach employing survey. As one can identify from Table 4, almost 40 % of the papers are conducted through survey research design whereas the rest of the papers are another approach to research methodology. This shows that identifying the barriers through the distribution of the survey questionnaire from the people who are directly involved in the process of teaching can be a good way to investigate what are the common barriers to the use of ICT in English language teaching.

Discussion and Conclusion

Concerning the lack of teachers' confidence as the most influential barrier to the use of ICT in English, language classroom allows us to make a judgment of teachers' performance to ICT adoption. One can understand from the earlier indicated literature, those teachers who are not interested in using ICT, have little or no confidence in using

ICT and as result, they will remain to avoid using the technologies in the classroom. Therefore, this can impact their performance of how they teach their students without ICT integration in the 21st century. In this regard, a lack of confidence can be considered as the major barrier of ICT. It is a matter of fact that those who have no confidence in using ICTs will surely affect them all together to escape ICT integration. Similarly, the findings of this study are in line with the studies conducted by (Al-Senaidi et al., 2009; Nikolopoulou & Gialamas, 2015; Yuen et al., 2003) who have found a lack of teachers' confidence in using ICTs as common barriers.

Based on the literature, the lack of effective training depends on the lack of teachers' confidence. In other words, the more effective training to the use of ICT results in more confidence in using ICT in English language teaching. On the other hand, based on the literature it is believed that the lack of effective training will hinder teachers in implementing ICTs for English language teaching. The result also shows, those who have effective training and skill in ICTs, impacted the environment of their classroom where students are more interactive and participated more actively than those who are still suffering from a lack of effective training in it. To consider these findings, many researchers have reported that lack of effective training can be considered as the key factor and challenges of using ICT in education. Hence, this finding is supported by (Ekberg & Gao, 2018; Ghavifekr et al., 2016; Keong et al., 2005; Salehi & Salehi, 2012a; Yuen et al., 2003).

Lack of time is considered a worldwide barrier in English language teaching according to the literature indicated earlier. Table 2 shows that the majority of the participants believed that lack of time is a common barrier that prevents them to practice technology-based teaching in English classes. It is believed that taking preparation and organizing the materials concerning ICTs applications is time-consuming. Hence, it is asserted that teaching English classes through ICT requires enough time to be allocated properly in every stage of the lesson. Therefore, lack of time is a worldwide barrier towards the use of ICTs in every field not only in English language teaching. Similarly, Al-Munawwarah (2014) confirmed that a common and universal barrier to which teachers' are employing ICTs in their English language classrooms is lack of time. Therefore, it can be implied that lack of time hinders teachers to employ ICTs in their English language classes.

Conclusion

The current paper has aimed to systematically review the relevant literature to identify the most common and frequent barriers that hinder administrations and teachers to apply ICTs in the English language teaching classroom. According to literature reviewed from thirty-three papers globally, the most common barriers to ICTs adoption in the English language classroom have been identified, including lack of teachers' confidence in using ICT, lack of effective teacher training, and lack of time in utilizing ICTs in English language teaching classes. The aforementioned barriers always challenged teachers and administrations either directly or indirectly to prevent using ICTs in the English language classroom. Therefore, there are some possible implications and solutions suggested in the following part of the paper.

Implication and Limitation

The present reviewed literature paper provides several possible implications and recommendations for both teachers and administrations involved in the teaching process concerning ICTs in their English language teaching classroom. For administrations, it is imperative to provide productive and useful training courses concerning

modern technologies, new devices, and pedagogical training for teachers to feel confident while employing ICTs applications and instruments in their teaching. It is also recommended for administrations to provide sufficient time allocation for each subject or increasing the number of teachers' to be reduced the workload of the instructors. This may help teachers to confidently integrate ICTs use in their English language teaching classroom. For teachers, it is recommended to acquire time management and self-organization skills. Teachers are also highly recommended to prepare themselves through some online self-training programs to overcome the challenges and apply ICTs in their English language classrooms.

Research Ethics / Yayın Etiđi Bildirimi

The authors should declare that the research does not have an unethical problem and that they observe the topic of research and publication ethics. / Yazarlar, arařtırmanın etik dıřı bir sorunu olmadığını, arařtırma ve yayın etiđi konusunu gzettiklerini beyan etmelidirler.

Contribution Rate of Researchers / Arařtırmacıların Katkı Oranı

Authors should determine the contribution rates to each stage of the study. / Yazarlar, alıřmanın her ařamasına katkı oranlarını belirlemelidir.

Conflict of Interest / ıkar atıřması

No potential conflict of interest was reported by the authors. / Yazarlar tarafından herhangi bir potansiyel ıkar atıřması rapor edilmemiřtir.

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