

## Barriers to EFL Teachers' Successful Integration of ICT in Teaching Environment at the Department of English-Chadli Bendjedid University-ELtarf

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### Abstract:

The use of information and communication technology (ICT) in foreign language (FL) teaching has attracted the attention of researchers for more than decades. Education must innovate to fit into a globalized world. Thus, it has become a requirement for teachers to acquire basic technology skills so that they can explore effective ways to incorporate these ICTs into their courses. However, there are still unavoidable challenges that affect the feasibility of ICT integration in teaching practices. In this study, a descriptive approach is used to analyze the main barriers that teachers face in their teaching. Fifteen teachers at the University of Chadli Bendjedid are interviewed to gather valid data about teachers' perspectives about the underlying barriers to ICT integration. The findings show that 'negative attitude and age, confidence and competence, lack of time and effective training, and lack of technical support are the major headings.

**Keywords:** Barriers to ICT integration, descriptive approach, Education, Foreign Language (FL). Information communication technology (ICT).

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**Résumé :** L'utilisation des technologies de l'information et de la communication (TIC) dans l'enseignement des langues étrangères (FL) attire l'attention des chercheurs depuis plus de décennies. L'éducation doit innover pour s'adapter à un monde globalisé. Ainsi, il est devenu obligatoire pour les enseignants d'acquérir des compétences technologiques de base afin qu'ils puissent explorer des moyens efficaces d'intégrer ces TIC dans leurs cours. Cependant, il existe encore des défis inévitables qui affectent la faisabilité de l'intégration des TIC dans les pratiques d'enseignement. Dans cette étude, une approche descriptive est utilisée pour analyser les principaux obstacles auxquels les enseignants sont confrontés dans leur enseignement. Quinze enseignants de l'Université de Chadli Bendjedid sont interrogés afin de recueillir des données valides sur les points de vue des enseignants sur les obstacles sous-jacents à l'intégration des TIC. Les résultats montrent que « l'attitude négative et l'âge, la confiance et la compétence, le manque de temps et de formation efficace, et le manque de soutien technique sont les principales rubriques.

**Mots-clés:** Approche descriptive, Education, Obstacles à l'intégration des TIC, , Langue étrangère (FL). Technologies de l'information et de la communication (TIC),

## الحوار التي تحول دون نجاح المعلمين في إدماج تكنولوجيا المعلومات والاتصالات في البيئة التعليمية بجامعة الشاذلي بن جديد بالطارف

الملخص:

لقد اجتذب استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغات الأجنبية انتباه الباحثين لأكثر من عقود. حيث يجب أن يبتكر التعليم ليتناسب مع عالم العولمة. وبالتالي، أصبح من الضروري أن يكتسب المعلمون مهارات التكنولوجيا الأساسية حتى يتمكنوا من استكشاف طرق فعالة لدمج تكنولوجيا المعلومات والاتصالات هذه في مقرراتهم الدراسية. ومع ذلك لا تزال هناك تحديات لا مفر منها تؤثر على جدوى دمج تكنولوجيا المعلومات والاتصالات في ممارسات التدريس. في هذه الدراسة، تم استخدام المنهج الوصفي لتحليل المعوقات الرئيسية التي يواجهها المعلمون في تدريسهم. حيث تمت مقابلة خمسة عشر مدرسًا في جامعة الشاذلي بن جديد لجمع بيانات صحيحة حول وجهات نظر المعلمين حول العوائق الأساسية التي تحول دون تكامل تكنولوجيا المعلومات والاتصالات. وتظهر النتائج أن "الموقف السلبي والعمر، والثقة والكفاءة، ونقص الوقت والتدريب الفعال، ونقص الدعم الفني هي العناوين الرئيسية".

الكلمات المفتاحية: معوقات تكامل تكنولوجيا المعلومات والاتصالات، المنهج الوصفي، التعليم، اللغة الأجنبية تكنولوجيا المعلومات والاتصالات.

**1. Introduction:** Technology integration has become increasingly important in education, promising to enhance the learning experience for students and prepare them for a technology-driven world. However, despite its potential benefits, many teachers encounter barriers when

attempting to integrate technology into their classrooms. These barriers can hinder the effective implementation of technology and undermine its full potential for transforming teaching and learning.

In this article, we will explore some of the common barriers faced by teachers when integrating technology. By understanding and addressing these barriers, educators can better leverage technology to create engaging and inclusive learning environments that foster students' success.

**1.1. Statement of the Problem:** At the University of Chadli Bendjedid El-Tarf and at the Department of English especially, EFL teachers have to cope with the challenge of technological and pedagogical shifts occurring in the teaching profession. ICTs become an important part of learning all over the world and teachers use these modern means in their teaching practices in enhancing students' skills. However, the case does not hold true in the aforementioned university where ICTs are not practiced with full effects.

In the modern classroom, the integration of technology poses significant challenges and barriers. One of the main problems is the lack of adequate training and professional development for educators. Many teachers feel overwhelmed by the rapid pace of technological advancements and struggle to incorporate new tools effectively into their teaching practices. Additionally, there is a digital divide among students, with some having access to the latest devices and high-speed internet at home, while others do not. This discrepancy can widen educational inequalities and hinder the successful implementation of technology in the classroom. Furthermore, concerns about privacy and security often deter educators from utilizing certain technological tools, as they fear the potential risks and consequences of exposing sensitive student data.

Another major issue is the cost associated with implementing and maintaining technology in the classroom. Purchasing devices, software, and other necessary resources can be a financial burden for schools, especially those in underserved communities. Furthermore, there is a lack of consensus on the long-term effectiveness of technology in improving educational outcomes. While some studies indicate positive results, others suggest that excessive screen time and reliance on digital tools may have negative impacts on student learning and development. These conflicting findings contribute to the overall uncertainty and apprehension surrounding the integration of technology in classroom settings. Overall, these challenges and barriers highlight the need for comprehensive solutions and strategies to ensure the successful incorporation of technology into education.

**1.2. Objectives of the Study:** By delving into the challenges and barriers of technology integration in education, we aim to provide valuable insights for educators, policymakers, and stakeholders in the field of education. We will shed light on the complexities of this issue, offer practical solutions, and ultimately advocate for a more seamless and effective integration of technology in classroom settings.

The background of technology integration in education sets the stage for understanding the complexities of this issue. As technology continues to evolve, educators are tasked with adapting their teaching methods and curriculum to incorporate digital tools and resources. However, this transition is not always smooth, as educators encounter obstacles such as lack of training, inadequate resources, and resistance to change. These barriers have significant implications for the effectiveness of technology in the classroom and ultimately impact the learning experience for students.

**1.3. Research Questions:** In an attempt to deal with this issue, the following is our research question:

- What are the teachers' main barriers to technology integration in EFL classrooms and;
- To what extent do teachers' attitudes affect their ICTs integration in EFL classrooms?

**1.4. Hypothesis:** Based on the main question of our research, we assume that:

Teachers encounter numerous challenges when using technology in their classrooms, and their attitudes primarily influence ICT integration.

**1.5. Research Methodology:** This study sets out to give a general overview of modern technologies usage in EFL classrooms at the department of English-University of EL-Tarf and raise teachers' awareness of ICTs advantages for improving language learning skills. In other words, it intends to point the shift towards multi-modal electronic resources which aims to replace the obsolete paradigm characterized by mono-source textbook curricula, domineering lectures and passive recipient learners.

With the ongoing and the rapid change towards tech-world, teachers have to adapt themselves as well. However, teachers paid little attention to technology-based courses and claimed that there are various reasons to not integrate these technologies in their classrooms as teachers' competence

and ICT's skills, negative attitude and age, lack of time and training are also considered as main barriers.

**1.6. Participants and Sampling:** This study is one in which every unit in the population has a chance of being selected in the sample and this probability can be accurately determined. The combination of these traits makes it possible to produce unbiased estimates of population totals, by weighing sampled units according to their probability of selection. In other words, the technique is simple random sampling.

The sample meant by the study includes all the teachers who teach at the department of English at the University of Chadli Bendjedid. Since the department of English included only 15 teachers, all of them were included in the study.

**1.7. The Research Design and Data Collecting instruments:** Research is an important tool that guides human progress, discovering new facts, new concepts, and discovering truths that lead to better ways of doing things. Descriptive analysis method is the approach used in this study, which is a method of data analysis that helps to constructively describe, represent, or summarize data points so that patterns that satisfy each condition in the data can emerge. According to Walliman, (2010) "Descriptive Analysis deals with describing phenomena that how we think something is. It attempts to examine the situations in order to describe the norm" (P.10). It describes what exists and tries to pave the ground for finding new facts.

The interview is considered as a very useful tool for gathering data when conducting case study research for it provides a deep exploration of the issue as put by Duff (2008) "interviews are one of the richest sources of data in a case study and usually the most important type of data to be collected. Interviews provide the researcher with information from a variety of perspectives" (p. 134). In this research, the investigator adopted the semi-structured interview or in Patton's (1980) words standardized open-ended interview. In this type of interview, the questions are specific and determined beforehand. On the other hand, it allows some elaboration in the questions and answers. It means that the style is more flexible and conversational as explained by Nunan (1992) "the advantages of the semi-structured interview are, in the first instance, that it gives the interviewee a degree of power and control over the discourse of the interview. Then, it gives the interviewer a great deal of flexibility...." (p. 150). Because our aim is to find out teachers' opinions on a specific matter and the interviewer is in need to elaborate on items that may come up in the interview and are relevant to the study.

Also, not to restrict teachers with structured questions, we have eliminated the possibility of doing open and structured interview. Consequently, the semi-structured interview allows us explore the attitudes and point of views of the teachers and would allow us ask more detailed questions if appropriate and relevant. As a matter of a fact, our interview process was not disturbed by some extra questions, instead, the investigator asked for clarifications and explanations, or additional remarks, depending on the answers of the interviewees. Then, the semi-structured interview was administered to all teachers at the department of English. Teachers' interview was designed to elicit data about the different practices of technology teaching at the department of English, in terms of integration and the obstacles that they face when implementing and using technological materials in their lectures.

The interview was conducted with the teachers using the English language and lasted no more than twenty (20) minutes and we paid a visit to the teachers in their classes at the end of the lecture because at that time, they would have a sort of a break and would be available for interviewing remembering about their students' thought and reflections.

In fact, the teachers were receptive and welcoming. While interviewing the informants, the researcher, being the interviewer, tried to be as objective and neutral as possible in order not to influence the teachers' views or share their beliefs to get valid and truthful data.

## **2. Literature Review:**

### **2.1. Importance of Technology in Education and Teaching/Learning.**

It is now agreed that the integration of ICT in foreign language teaching (FL) has a positive effect on teachers by helping them perceive the modernized world and meet the current requirements of the new era. There is an increased enthusiasm for the use of ICT; introducing teachers with ICT tools like laptop computers has increased positive attitudes and confidence in teaching (Becta, 2003). A review of studies into the impact of ICT on European schools shows that UK teachers participating in the Interactive Whiteboard (IBB) pilot project had overwhelmingly positive attitudes about technology is used. These teachers are enthusiastic and believe that these changes have improved the teaching/learning process.

In the same vein, Higgins (2000) pointed that for the use of interactive whiteboards to be justified, they must be used in ways that enable more effective learning, in addition to can be done with other types of presentation technology or just a regular whiteboard.

We can detect from the above studies that there is evidence of the increased use of ICT in the work of teachers such as increased efficiency in planning and preparation of work due to a more collaborative approach between teachers.

Other studies show that there are significant time saving in mid- and long-term planning to reduce teacher workload, as pilot studies show that ICT testing if used appropriately, it can save time, we need to shift the focus from process management to implementing new ways of working that maximize the value of ICT (Underwood et al). Accordingly, with ICT, students work more independently and so teachers have more free time to assist individual students because it offers new and better opportunities for learning.

**2.2. Barriers to ICT Integration on the Classroom:** Although using ICT in the classroom has many advantages as mentioned above in the studies conducted (Higgins 2000; Becta, 2003; Underwood, 2006). This act still raises problems and teachers may encounter certain difficulties. These difficulties, in fact, are known as "barriers". Researchers have proposed many different taxonomies to categorize the obstacles to teachers' use of ICT in the classroom. One of the studies conducted by Sinko (2002) distinguished different elements like, the lack of support for the educational personnel and learners, the lack of teacher competencies to use certain software, the insufficient financing (of teacher professional developments in ICT field, of appropriate computer hardware and software etc.) and the lack of cooperation among academic personnel in the same and in other schools.

Another major study is Ertmer (1999) who classified barriers into two types: external barriers and internal barriers. Extrinsic referred to as first-order and cited access, time, support, resources and training, whereas intrinsic barriers as second-order and cited attitudes, beliefs, practices and resistance.

In the literature, we can find another classification, the most detailed one, done by Becta (2004) who grouped the barriers according to whether they relate to the individual "teacher-level barriers": like lack of time, lack of confidence and resistance to change, or they relate to institutions "school-level barriers" such as: lack of effective training in solving technical problems and lack of access to resources. We are interested in such classification since it determines the present and the future barriers that teachers face in their schools:

### **2.2.1. Teacher-Level Barriers :**

#### **Lack of Teacher Confidence**

The lack of teachers' confidence is a major barrier to the uptake of ICT in their classrooms and in the Becta (2004) survey of practitioners "the issue of lack of confidence was the area that attracted most responses from those that took part" (p. 8).

Many teachers responding to the survey identified their lack of confidence as a barrier, as they focused on their fear of admitting to students that they had limited ICT knowledge. "As one respondent commented, "Too many [teachers] are too afraid of public humiliation in front of knowledgeable pupils / parents" (Becta, 2004, p. 8).

This idea was confirmed by Beggs (2000), who investigated the causes of teachers' lack of confidence in using ICT and suggested that teachers "fear of failure" caused a lack of confidence.

In another different study, Bradley and Russell, (1997 cited in Becta, 2004, p. 8) reported that the most common causes of the computer fear were "getting stuck and not knowing what to do next", and "not understanding the computer jargon and the messages it gives."

Similarly, Balanskat et al. (2006) found that due to lack of knowledge about ICT, teachers feel anxious about using ICT in the classroom and are therefore uncertain about using ICT in their teaching. Thus, lack of confidence, knowledge and experience influences and affects teachers' motivation to use ICT in the classroom as it is argued by Becta (2004) "many teachers who do not consider themselves to be well skilled in using ICT feel anxious about using it in front of a class of children who perhaps know more than they do" (p. 7).

**Lack of Teacher Competence:** Another factor directly related to teacher confidence is teacher competence, Becta (2004). Newhouse (2002), in his research, concluded that many teachers lack knowledge and skills in using computers and are not enthusiastic and motivated about integrating computers into their teaching practices.

Similarly, Albirini (2006) argued that teachers' lack of technology skills is the main barrier to integrating ICT in education. Additionally, Balanskat et al. (2006) conducted a study in Denmark and results showed that "many teachers still chose not to use ICT and media in teaching situations because of their lack of ICT skills rather than for pedagogical/didactics reasons" (p. 50).

To wrap up, teachers' lack of technological competence is one of the strong barriers to the integration of ICT in education.

**Resistance to Change and Negative Attitudes :** Much of the literature on barriers to the use of ICT in the teaching profession suggests that teachers' negative attitudes and their inherent resistance to change constitute significant barriers (Watson, 1999; Earle, 2002; Albaugh (1997 cited in Becta, 2004) asserted that "teachers are often suspicious of new claims and the implementation of new

ideas without proof of effectiveness and teachers tend to adopt a new technology when that technology helps them to do what they are currently doing better" (, p. 17).

Furthermore, Watson (1999, cited in Becta, 2004) argues that the use of new technologies in teaching requires change and that teachers will react and respond to it differently. Therefore, it is important to take into account the attitudes of different teachers, because their beliefs influence what they do in the classroom.

In fact, there are reasons why resistance to change happens and it is a barrier, not coincidentally, because it signals that something is wrong. Thus, Earle (2002) pointed that the change in performance from current to desired levels is facilitated by certain incentives such as the power of new developments, creativity, quick availability, ease of communication (Internet access), or vice versa. This change is delayed by hindering factors such as lack of technical support, teacher expertise, or planning time. Besides, in Becta's (2004) survey, resistance to change is a significant barrier to teachers' integration of ICT into education. Therefore, teachers' attitudes toward the use of technology depend on their understanding of how these technologies can benefit their teaching and students' learning.

### 2.2.2. School- Level Barriers:

**Lack of Time:** Significant research confirms that teachers do have the confidence and skills to use technology in teaching, but they still use little or no technology because they don't have enough time. Beggs (2000) and Becta (2004) identified lack of time and difficulty in programming enough computer time for classes as barriers to teachers using ICT in their teaching.

According to the aforementioned studies, teachers reported that the common challenge they face is a lack of time to create technology lesson plans, explore websites, and review different aspects of educational software.

In the same line of thought, Manternach-Wigans et al. (1999, cited in Becta, 2004) reported that teachers are very concerned about lack of time for technology; they need more time to learn the basics of computers and plan how to integrate technology into their teaching. Hence, lack of time is considered a major barrier to applying ICT in teaching. Becta (2004) found that the problem of lack of time exists for teachers in many different aspects of their work, because it affects their ability to complete tasks and because it is necessary to a huge amount of work to prepare accurate ICT documentation with a range of abilities.

As we can see that the lack of time restricts teachers from exploring materials for potential use with ICT. This statement actually is supported by Cuban et al. (2001, cited in Becta, 2004) who

provided evidence in their survey of teachers at American high schools that those teachers did not have enough time to incorporate computers into their daily teaching. The teachers explained that they needed hours to search web sites, prepare the technological materials for the lessons and to take training; consequently, teachers were de-motivated to use ICT in their classrooms or they changed the teaching positions to be provided with more time.

**Lack of Effective Training:** Lack of effective training is seen as one of the most top barriers that teachers face; Beggs (2000) found that the lack of training is the most important barrier to teachers' use ICT in teaching students. Similarly, Becta (2004) has indicated that training is a complex issue, for many factors should be considered in order to ensure the effectiveness of training such as time training, pedagogical training, skills training and the ICT use in the initial teacher training.

In addition, another research by Gomes (2005) related to science education confirmed that lack of pedagogical and didactic training of how to use ICT in classrooms, lack of digital literacy and lack of technological training in science were the major obstacles to using new technologies in classrooms. On that basis, teachers should be provided with pedagogical training and not only train them how to use ICT tools Becta (2004). Veen (1993) went further by declaring that inappropriate training styles and techniques result in low levels of ICT use by teachers and lectures that lack pedagogical aspects are likely to be unsuccessful.

Besides, teachers need to be trained in ICT skills. That is to say, when integrating technology in education, teachers have to be trained to use these technologies. According to Newhouse (2002), in order for teachers to develop the needed skills like knowledge and attitudes concerning the use of computers to support students learning, some initial training is needed. Teachers should update themselves with the development of these technologies to maintain the appropriate skills and knowledge; for that reason, Newhouse (2002, p. 45) stated "teachers need to not only be computer literate but they also need to develop skills in integrating computer use into their teaching/learning programmes". Moreover, he focused on the training in educational technology, that is to say teachers needed training focusing on the study of technologies themselves and use these technologies to support their teaching in classrooms.

**Lack of Accessibility:** Teachers' lack of accessibility to ICT resources is a complex issue which is another barrier that impeded teachers from using new technologies into education. Becta (2004) provided several factors which may be responsible for teachers' inaccessibility to ICT resources: lack of or poor quality of hardware, poor organization of resources, inappropriate software and the lack

of personal access for teachers. So, teachers' levels of access to ICT are important in determining the levels of using these technologies.

On the other hand, teachers' inability access to ICT resources is not always due to non-availability of these equipments within the school, but these equipments are inappropriately organized. As a result, the ICT materials should be organized to ensure a maximum access for all teachers Becta (2004).

Various studies indicated several reasons for the lack of access to technologies. In Sicilia's study (2005, as cited in Bingimlas (2009, p. 240), teachers complained about the difficulties when accessing computers "computers had to be booked in advance and the teachers would forget to do so, or they could not book them for several periods in a row when they wanted to work on several projects with the students".

It means that ICT tools cannot be accessed because these tools are shared or used with other teachers. Also, Albirini (2006) when conducting a study in the Syrian schools found that the main impediment to technology use in classrooms is insufficient computer resources.

Gomes (2005) found that the lack of appropriate ICT material resources is to be a barrier to integrating new technologies in teaching. However, this does not mean that overcoming of such difficulties ensures a successful implementation in teaching. This fact was confirmed by Balanskat, (2006) who reported that the lack of high-quality hardware, suitable educational software and access to ICT resources are the basic barriers to its successful implementation.

In conclusion, we can say that limitations on access to ICT resources or poor choices of those materials influence teachers' motivation to use them in classrooms.

**Lack of Technical Support:** Becta (2004) has divided the barriers to teachers' ICT use caused by technical problems to two main areas; "fear of things going wrong" and "lack of technical support". In fact, the main concern of teachers using ICT materials is the breakdown of those tools in the middle of a lesson or more than that they may cause damage when they are using the equipment. It means that, teachers have computer anxiety if they damage computers' hardware or information base.

Some of the participants to Becta survey expressed their concern about technical faults which may be a barrier to integrating ICT in teaching; some of the comments were "problems with getting it to work, glitches which are 'unexplained', not always reliable"; "computers that freeze while in the middle of a lesson"; "technology that doesn't work!" (Becta, 2004, p. 16).

In addition, some of those technical problems are failure to connect to internet, printers not printing, teachers have to wait for websites to open or to work on old computers "technical barriers impeded the smooth delivery of the lesson or the natural flow of the classroom activity" (Sicilia, 2005 cited in Bingimlas, 2009, p. 241). So, technical problems were found to be major barriers for teachers.

Another main barrier reported to using technology is the lack of technical support, Becta (2004, p 16) reported that "if there is a lack of technical support available in a school, then it is likely that preventative technical maintenance will not be carried out regularly, resulting in a higher risk of technical breakdowns". This means, if the equipment stayed unrepaired, it will be out of use for a long period of time.

All in all, we have identified different barriers to using ICT in teaching which were related to teachers or to schools. And we can see the close relationship between all the barriers; for example, the level of teacher confidence is affected by the amount of personal access to ICT that a teacher has, the availability of technical support and the quality of training available (Becta, 2004).

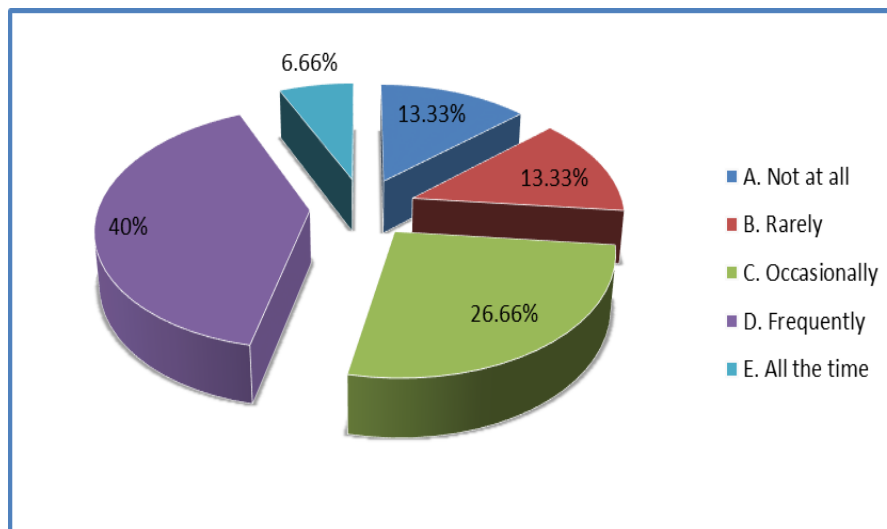
In addition, the significance of identifying barriers lies in its potential to drive research and innovation in the field of educational technology. By pinpointing the factors that impede the successful use of technology in the classroom, researchers and technology developers can focus their efforts on creating solutions that directly address these obstacles, leading to the development of more effective and user-friendly educational technologies. Ultimately, the identification of barriers to implementing technology in the classroom serves as a crucial step towards fostering a more technologically advanced and effective educational environment.

Furthermore, identifying barriers to technology integration in the classroom is crucial for informing the allocation of resources and investments in educational technology. Understanding the specific challenges that teachers and students face when adopting new technologies can guide decision-makers in directing funding and support towards areas that will have the greatest impact on improving technology implementation in education.

Identifying barriers to implementing technology in the classroom is of significant importance, as it allows educators and policymakers to understand the challenges that hinder the successful integration of technology in education. By recognizing these barriers, it becomes possible to develop effective strategies and solutions to address them, ultimately leading to a more seamless and impactful implementation of technology in the classroom.

### **3.Results:**

The teachers' interview aimed to get insight about teachers' perception and attitudes towards the main barriers they face when integrating ICTs in their EFL classrooms. To start with, we need to get an insight about teachers' frequency of using technology in their EFL classrooms which is presented in the following chart:



**Figure 01: Teachers' Frequency of integrating Technology in the Classroom**

As it is manifested in the pie-chart above that most of teachers use technology all the time in explaining their courses or they frequently use ICTs tools in their lectures as the nature of the modules suggest that like Oral and Written Expressions, Phonetics and civilization module. These modules by nature are in need of using technological tools for better illustration.

Teachers illustrated that "Learning and teaching should keep up with the technological developments and alterations. Thus, technology should be an integral part to meet the growing needs of coming generations".

However, when teachers were interviewed have emphasized that a technology-based course is not an easy task to do. They have to go through a lot to come up with a lecture that fulfil the requirements and what students need. Accordingly, the answers were classified under main headings:

- Teachers' negative attitudes and age
- Teachers' confidence, competence, and ICT skills
- Lack of time and training
- Limited Technical Support

### **Teachers' Negative Attitudes and Age**

Teachers are considered to be the key to improving learning with ICT. Their positive or negative attitude towards technology integration is the key element of achievement in education.

Experienced teachers meaning old ones have identified that their traditional methods of teaching are effective so there is no need to change it as teacher 15 pointed

"I find it difficult to integrate ICT tools into teaching/learning assignments. Why should I? I believe that my traditional way of teaching is effective; I provide handouts and I make what is necessary to ensure an interactive lesson without using ICT"

Another teacher 14 has claimed that he is old for that and said:

"There are a lot of young teachers who are very excited to teach, let them use computers or anything else. They are the same generation as their students. Let me tell you the truth, I hate computers, I hate technology".

Teacher 13 went further by saying

"University students are adults, they should motivate themselves, I teach the way I find it effective; the lecture is conveyed properly and the syllabus is done in due time. So, they are mature to make what is necessary for them to prepare themselves for tests and exams and if ICT applications are good, so be".

#### **Teachers' confidence, Competence and ICT Skills:**

86,66 % meaning 13 teachers indicated that the reason behind not integrating the ICT in class is teachers' incompetence in using such tools which may be in need of some training to employ them. Teacher 12 stated:

"To explore sources, practice using technology and dealing with its technical problems need adequate training".

Another teacher 9 added:

"Frankly speaking, I am so afraid if something goes wrong and I cannot fix it or deal with it".

In fact, none has said that he is unaware of technology importance in motivating students and enhancing their academic achievement.

Another problem signaled is that computer-based activities are difficult to design and teachers need skills in the computer software programmes. Teacher 1 and 6 said that

"I have to be a computer genius or at least learn the computer basics to learn how to plan how to integrate technology in the lesson".

Spotting the opinions of the teachers concerning the technology skills which they have to learn, they emphasized the teacher's competence in integrating the different ICT tools effectively. Teacher 7 reported:

"I know how to do it because if I don't, I will be humiliated in front of my students and frankly I will not use it again".

In fact, all of the teachers are aware of the importance of technology in the learning/teaching process; thus, they have to be skilled in applying it in the different modules.

"I found it difficult and confusing to prepare course materials and exam questions because I am very bad at using computer tools. Additionally, typing takes a long time". Teacher 10

Other teachers said that

"They are not professionals but they had to learn how to use the computer and design some basic computer-activities to the extent where....

Teacher 8 said:

"It is difficult to learn how to use the computer in the class and sometimes I feel that there are some students know better than me".

### **Lack of Time and Training:**

Lack of time is really a hurdle for teachers as they need to utilize ICT to present meaningful teaching materials. Teachers were busy with other tasks and had difficulty managing their time to prepare and implement ICT equipment in the teaching/learning process.

Through teachers' answers 66,66%, time has been identified as big obstacle for not using ICT. They explained that

"We have to search the net for the needed sources, to take only what suits our students, needs a lot of time to settle everything together" (teacher 10, 11).

Moreover, teacher 7 stated:

"To prepare technology-based activities requires a lot of time more than the normal regular class instruction".

Besides, Teacher 15 has stressed that

"Integrating technology in the classroom takes too much preparation and teachers must be competent enough to use them appropriately".

Furthermore, teacher 1 said:

"Of course, when using these tools, I face so many problems. The first one is the time; ICTs are time consuming and most of the lecture is not delivered" In the same vein".

Additionally, teacher 6 reported that

"There is a big challenge when I plan technology lesson, first I need time to prepare it at home, explore different websites and design what is needed what is not".

All the teachers have asked for proper training to the different ICTs especially how to design network-computer lectures because these types of lectures are so helpful in motivating students hence help in creating autonomous learners.

Teacher 8 said:

"I have lab sessions with my students, but frankly most of the activities are promoting grammar and vocabulary. Because we don't have enough time to practice a lot all the exercises, I ask them to practice at home".

#### **Limited Technical Support:**

When talking this subject, teachers explained that teachers suffer from the labs when something goes wrong. And they would rely on their devices just not to stop the exciting environment they created. Thus, 60% goes to the limited sources at the department of English at Chadli Bendjedid University. As a matter of a fact, teachers stressed their concern about the labs' application as well. They claimed that the labs function with a certain application that sometimes is not functional which leads teachers to not use the labs.

As teacher 9 put:

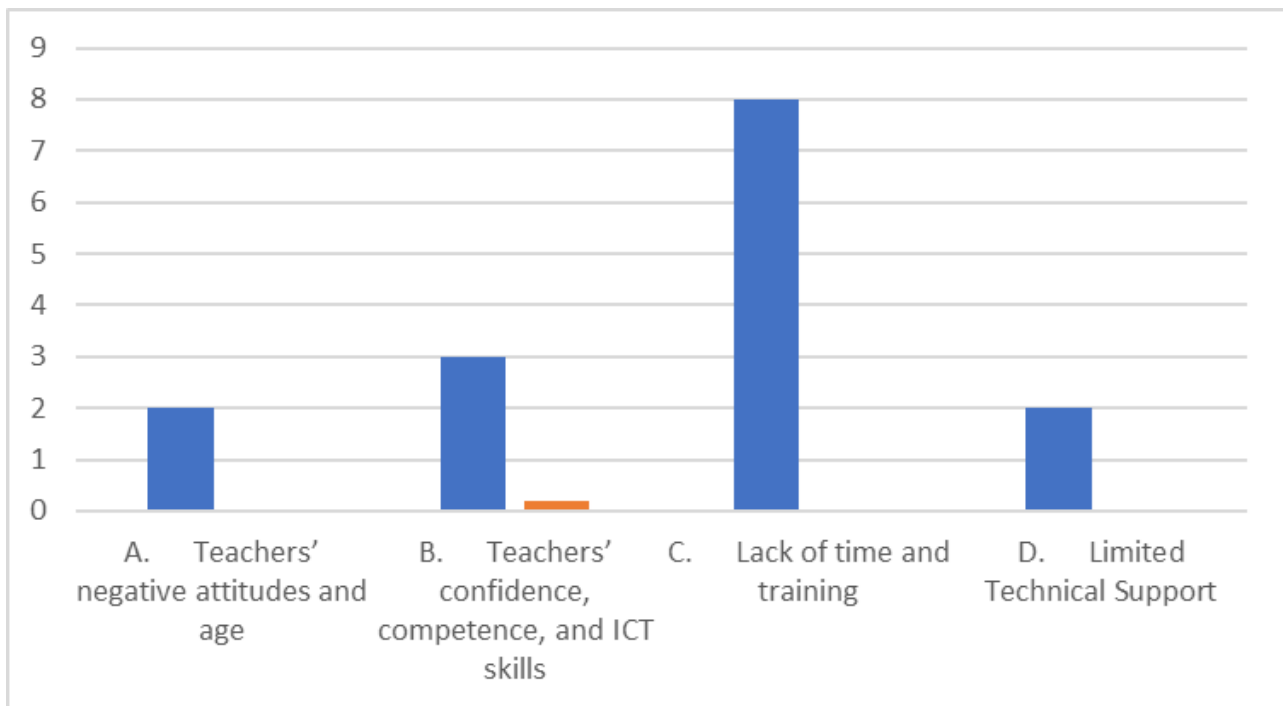
"Why they do not let me work with my program, why they oblige me to work with their application that needs too much time to understand, more than that it does not function all the time".

Sometimes language labs are closed because of maintenance or they are occupied by other teachers at the same time that they planned a network-computer class.

More than that the internet connectivity is so low; teacher 1 claimed:

"When the lab is occupied, I have to cancel the class and planned in another time, or I go to a normal class bringing the internet key and students bring their own computers, by doing so, I waste time and I will be late in covering the syllabus".

All in all, the following figure summarizes teachers' answers concerning the main barriers to technology integration in their EFL classrooms



**Figure 02: Barriers to technology integration in EFL Classroom.**

#### 4. Interpretation and Discussion of Results

Teachers claimed that they may not use the different ICTs because they are time-consuming as well, they make the classes noisy and crowded. Also, they pointed that integrating such tools needs training and competence which may be of an obstacle in presenting and finishing the syllabus. The teachers indicated that the department of English has limited tools like language labs which are most of the time not functional.

On the other hand, teachers have to update themselves concerning ICTs knowledge. In fact, teachers strongly believe in the importance of technology in learning but their lack of ICT familiarity hampers its appropriate use and prevents teachers from designing their own activities in a way that they can achieve meaningful students' way of learning.

Accordingly, on the basis of the teachers' interview results, we are in position to claim that teachers' beliefs and perceptions greatly affect their implementation of ICTs in the classrooms which confirm our hypothesis and research questions. That is to say, if teachers are aware of the great importance technology, they develop a positive attitude and by doing so, they integrate it in the process of teaching/learning to develop students' skills more effectively. However, teachers with negative attitude towards technology, prevent them from making the best of it in designing meaningful activities that help motivate students and develop their skills.

In this digital age and the time of globalization, teachers have to be familiar with ICTs and need to develop its necessary skills to survive. Accordingly, they have to integrate technology in the teaching/learning process.

### **Conclusion and Recommendations:**

Our results implied new innovative strategies in the process of teaching/learning where teachers are facing challenging situations in the realm of technology. As such, teachers' role should be adapted to the drastic changes; teachers are no more the principal element in the teaching/learning process, but to act more like a coach who "characteristically supplies information, gives models from time to time, offers cues, suggestions and constructive feedback about performance, sets high standard, provides a wide variety of practice opportunities, and overall supports and encourages the learner" (Morley, 1991, p. 507)

In addition, teachers have a tremendous role in creating a friendly atmosphere where students collaborate and interact in writing classes. Teachers have to encourage learners and keep them wanting to learn more and more in order to maintain progress in learning (Dörnyei, 2001).

To raise students' motivation and academic achievement is a big concern to EFL teachers. Learners may pay attention and interest if teachers use adequate teaching materials. Thus, using the word processor and the internet in written expression sessions will create fun by having the students learn in an interesting way. In this way, teachers are producing a suitable atmosphere in which students can achieve better.

Since adopting a motivating classroom atmosphere is an effective strategy, teachers can build an inviting place for learning where teaching materials are available for students. For example, teachers can make a better use of language labs where they can design various technology-based activities to develop their students' academic achievement.

In conclusion, technology should be integrated to ensure a healthy teaching/learning environment, but to do so training and motivation are the key element to ICT integration in the classrooms. The teachers who are rooted in the traditional method should accept the technological changes and need to develop their teaching professionalism.

At the same time, there needs to be adequate training, flexible hours and task organization for teachers to give them the opportunity to integrate ICT resources into their teaching. The development of ICT is increasing day by day and young people have joined this digital world. Therefore, teachers should cope with this change and should be more ICT skilled than their students to meet students' expectations.

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