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Literature Review of Institutional and Personal Factors of Implementing Authentic Technology-Based Learning Materials in Speaking Class

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Abstract

The effectiveness of implementing technology in English language skills learning has proven in many contexts and countries around the world. However, in the EFL context in general and Libyan specifically, the full application of technology has been facing several challenges. Therefore, this article presents the findings of reviewing the literature of the implementation of digital technologies and authentic technology-based language learning in speaking skills. The time range of the literature from 2010-2023, the scope of the study was on English as a foreign language context. The findings of the review were categorized in two categories namely institutional and personal challenges. Institutional challenges included infrastructure, policies of utilization, lack of support, management and leadership, professional development, and lack of time. The personal factors are attitude, resistance to change, confidence and experience. The findings of the study could be the cornerstone study of challenges to be overcome for fully implementation of the digital technologies in EFL classroom. Based on our findings, the study suggests several implications and suggestions for better use of digital technology in delivering knowledge and enhancing English language learning and teaching in the digital era.

Keywords: *Technology-Based Language Learning, Digital Technologies, Language Learning, Literature Review, EFL Context.*

Introduction

The most crucial aspect of learning a second or foreign language is speaking. Ur (1996) defined speaking as "all other talents of mastering that language." Speaking is defined as "the process of creating and communicating meaning in a variety of circumstances via the use of verbal and non-verbal symbols" (Almobarraz, 2020). Speaking is a vital aspect of L2 teaching and learning, and as a form of communication, it is one of 4 learnable productive capabilities when studying a second language. The act of crafting words that people can understand is referred to as good speaking skills. Hence, learners are mostly evaluated based on their speaking ability in most real-life cases (Subiana, Sukyadi, & Purnawarman, 2022). It is a vital element of everyday conversation, and the ability of someone to speak fluently is most times the first impression of such a person. Hence, instructors must strive to prepare students to speak English outside of the classroom. Irrespective of its significance, teaching the act of speaking has been devalued for many years, and English language teachers have strived to keep teaching the act of speaking as a series of drills or dialogue memorization. Speaking is one of the most crucial language skills to develop when learning a foreign or second language (Alakrash, Razak, & Krish, 2022). Various novel technologies are being developed to teach EFL in classrooms in the rapidly evolving twenty-first century. To keep current, we must utilize all available resources and teach students how to use the technology at their disposal to their advantage. Students must keep updating their knowledge base by utilizing new technology, else, they will be confined to the real world. The act

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of crafting words that people can listen to and understand is referred to as good speaking skills. Students must be judged based on speaking skills in real-life circumstances as it is a vital element of everyday conversation, and a person's capability to speak smoothly is frequently the initial impression of that person. As a result, teachers must do all necessary to prepare students to speak EL outside of the learning environment. The use of machines as communication tools has become the norm recently; teachers do employ tape recorders as a means of teaching students but now, there are communication laboratories for language teaching (Razak, Razak, & Krish, 2022). The incorporation of technology into teaching in the early 1960s and 1970s has helped teachers in teaching students how to speak fluently; teachers are daily gaining access to new technologies that complement English teaching. Modern technology can be utilized as a supplement to the conventional classroom teaching method to create a lively learning environment. Integrating new technologies to improve the level of English teaching is urgently needed. Modern technology allows students to relax and fully engage in the subject rather than viewing it as a tedious endeavour. Old teaching methods are being replaced by new technology in language learning owing to advancements and the availability of different bits of intelligence and diverse talents. (De Coninck & d'Haenens, 2023)

Factors on the Use of Digital Platforms

The global use of digital platforms is progressively growing. This is due to a variety of reasons, which these reasons may vary from one country to another, a community to another and even from one educational institution to another. We have witnessed a significant number of researches being published in this area of study since it is critical to define obstacles that may help in decision-making in conquering obstructions to employing technology in educational settings and effectively integrating technology as a whole and special education course. The study of obstacles imposed by the implementation of digital platforms in schools and classrooms is an essential element to be given attention to since this information may offer a guideline for methods to increase the integration of technology (Schoepp, 2005) and additionally could enhance teachers' integration of digital platforms in the classroom teaching (Bingimlas, 2010). Hence, this research defines the obstacles as “any circumstance that renders it complicated for the development or achievement of a goal” (Schoepp, 2005). Moreover, by reviewing the literature, it has been found that there are many studies have repeatedly linked the investigation of these factors and the successful integration of technologies in the language classroom as they found that the use of these technologies has a positive impact on students' language gains and improved their language skills (Khodabandelou et al. 2016; Salehi & Salehi 2012). Teaching English using technology is not a new concept or practice for teachers around the world (Rank, Millum, & Warren, 2011), especially when English is taught in non-native speaking countries. ICT is mostly used to provide authentic materials to learners. These materials can support students in expanding their speaking, listening, reading and writing skills. There are two effective ways to improve students' language skills; staying abroad and using multimedia (Muslem & Abbas, 2017). With new information technology, the world today has lost the previous barriers to communication across languages. In line with Muslem & Abbas (2017), the advantages of using ICT in the teaching and learning process, especially for ELT classrooms (Jurich, 2001). The first is providing multi-sensory stimuli that could enhance English language skills in a short time (Garimella & Srinivasan, 2014) and the second is motivation, since, technology has the potential to be a powerful educational tool for those that have an interest in it and needs to be taught and embraced at an early age”. Thus, students who use technology are likely to stay on task for longer periods of time. The third is collaborative learning. Domalewska (p. 28) states collaborative learning, supported by technology, can boost language development because students learn through social interactions (Domalewska, 2014). For example, Silviyanti & Yusuf (2015) have found blogging encourages students to give comments on each other's work, share their experiences, reflect on their own and their classmates' work and analyse it, thus developing their

critical thinking skills (Silviyanti & Yusuf, 2015).

The fourth is cultural understanding; this is where Hollenbeck and Hollenbeck (2009, p. 5) claim that ICT provides “teachers with tools to address equity and access issues, to accelerate students’ linguistic and conceptual development, to provide support for students who learn in different ways, and to create authentic and meaningful learning experiences” (Hollenbeck & Hollenbeck, 2009). Technology can accommodate cultural understanding, in which students are able to interact and fully participate in their learning as they acquire language skills and cultural awareness. They can improve their ability in the English language and also learn the culture of the native speakers at the same time. Finally, technology implementation enables self-expression, which is labelled by McBride (2009) as one of the most important contexts for language use to create and encourage language acquisition. On the other hand, the use of ICT in ELT classrooms also has some disadvantages. Kolbakova (2014) suggests that using ICT in the teaching and learning process adds more work and additional struggle from teachers to meet the needs of every student in the class may not be appropriate for all learners in all situations and purposes, and, therefore, it requires considerable learner training to make use of it successfully. Other barriers to ICT include class control, distraction, and the students’ tendency to use short forms in their writing (i.e. Yusuf, Natsir and Yusra (2016) mention the limited characters in using Short Message Services (SMS) has progressed into the trends of multiple writing styles in texting). In view of that, Yunus, Nordin, Salehi, Embi & Salehi (2013, p. 1) argued that “teachers are generally weak in managing problems and planning activities involving the use of ICT in the teaching of ESL writing” (Yunus, Nordin, Salehi, Embi, & Salehi, 2013). One of the problems often faced by teachers using technology in writing is when students copy-paste from the Internet source, otherwise known as plagiarizing activities (Mustafa, 2016). The ease of obtaining quick and massive information from the Internet causes students to be apathetic in preparing their tasks (i.e. written tasks). Yunus et al. (2013) further explains that students’ reading skills can lead to an inaccurate understanding of the content when they are developed by merely scrolling the computer screen. ICT in the classroom for teaching and learning a foreign language today is unavoidable as it is now a part of our daily life. Rabah has made a strong claim for the use of technology in learning, as it is a powerful and flexible learning tool that is needed and desired to encounter globalization challenges, advance a country’s economic status, and motivate and assist students in learning (Rabah, 2015). Liu (2009, p. 101) further wrote that technology has played “a greater role during class and home study, as computer-assisted instruction and interactive media technologies supplement the traditional use of the chalk and the blackboard”. In a listening class, for example, teachers can use computers and the Internet to find rich sources of authentic oral models, such as YouTube video clips, which help learners with native pronunciation and also support teachers who do not feel as confident with their own language skills. Accordingly, Silviyanti (2014) has found that the use of YouTube appeared to be interesting and beneficial for students in which they became more enthusiastic and eager to watch a video and then, later on, practice pronouncing the words like the native speaker(s) rather than just practising listening by using to traditional audio instruments. (Salih, 2022)

The following part of the review examined the important literature that has been gathered for the previous decades and subsequently classified them into two categories: institutional factors and personal factors. The structure of this review analysis is validated in this design by large-scale research (Rizzuto & Reeves, 2007), which performed a review of digital platforms obstacles and discovered that majority of the related studies could be divided into two big categories mentioned, which are the institutional and personal factors. Besides, due to the reason of the complex use of digital platforms among teachers and school administrations, a segment on special education has been incorporated into the review. Another point to mention, given the scarcity of research that previously has been conducted, this review would additionally provide a special emphasis on identifying obstacles in the domain of Arab international schools. (Huraish

et al., 2023)

Institutional Factors

This section would focus on the institutional factors that may hinder the implementation of digital platforms for educational purposes. Institutional factors could be described as anything that would hinder teachers from implementing the digital platforms while in the classroom setting or outside of the classroom, and teachers do not possess any power to change the situation. Some of the examples of the institutional factors are deficient amount of digital platforms mediums and tools, as well as any source of technological advancement for teaching, scarcity of the internet access, a shortfall in the policies and strategies, absence of support, lack of professional development courses and busy schedule. Hence, the literature for this section would be divided into a few sub-sections, mainly focusing on the infrastructure, policy, support and management, professional development and time constraint. (Vimala Venugopal, 2023)

Infrastructure

This section summarizes major research that highlights infrastructure as the primary obstacle to digital platforms adoption in schools. Nevertheless, the shortage of technological equipment, lack of digital platforms and other additional tools for learning has been viewed as the key hindrance in Saudi Arabia (Al-Alwani 2005; Al Gamdi & Samarji 2016; Al Mulhim 2014; Albugami & Ahmed 2015) Albugami & Ahmed, 2015; Alswilem 2019), in Oman, (Al-Senaïdi, Lin, & Poirot, 2009). Since inadequate resources are being recognized as among the most significant obstacles to digital platforms integration, the availability of these resources is highly relevant. According to a previous study on obstacles, “equipment is seen to be insufficient, and though many are being brought by teachers themselves through their efforts, there are a lot more devices that are not anymore functioning and the school management do not have adequate funds to fix those devices. There are many students who had to share one computer among themselves (up to five students) there is also lack of Internet” (Albugami & Ahmed 2015). This restriction is seen to be in connection with the high cost of the equipment (Osuafor & Emeji 2015; Farrell 2007; Mingaine 2013). Shortage of funds and supplies has been highlighted in many past related studies as one of the major obstacles that are being faced by the school administrators and teachers while implementing technology into their school's curriculum, owing to the high cost of acquiring the required digital platforms equipment and programs for the application throughout the whole school. Schools are unable to supply necessary equipment due to a lack of finance, which hinders instructors from consistently implementing those tools (Mahmoud et al. 2020, Al-Azawei et al. 2016). According to Hew & Brush (2007), it could be really tough to persuade teachers to utilise digital platforms in their classrooms if there are not sufficient resources available for them to fully utilise the technology without any difficulties. Similarly, Albugarni & Ahmed (2015) acknowledged that budgetary constraints were also a significant obstacle for teachers and school administrators.

Accessibility to digital platforms, particularly to the internet connection, has been highlighted as the highest major obstacle to digital platforms implementation in a number of studies, suggesting that even though a school may be able to afford on acquiring all of the necessary digital platforms equipment, access to the internet connection may still be restricted, or that schools may have digital platforms equipment but with very limited connection available for the teachers and students to use at the same time. This is due to the readiness and access to digital platforms equipment; for example, the availability of digital devices to be accessed by the occupants of the school determines the successful adoption of digital platforms (Buabeng-Andoh, 2012). Al Mulhim (2014) investigated the reasons why most female teachers in Saudi Arabia do not implement digital platforms in their classrooms. The research employed mixed-method techniques, surveying a total of 135 teachers and conducting a series of interview sessions

with 20 teachers in six different major cities. The researcher discovered that 68% of questionnaire respondents and 55% of interviewees cited the availability of technology as a major obstacle to the adoption of digital platforms. This has been recently confirmed by Al Gamdi & Samarji (2016), who stated that, among the 16 chosen obstacles, limitation to access, especially to the internet, was the most prevalent factor in Saudi educational institutions. Accessibility to digital platforms has been regarded as one of the most significant obstacles while in need for the implementation of digital platforms in Manitoban K-12 science classrooms, according to what has been mentioned by 67% of teachers in Canada (Hechter & Vermette 2013; García-Solano et al., 2022)

Since it could be described that majority of the schools' facilities in the Arab context are outdated and not intended for the good adoption of digital platforms, hence deviating from the reasons why the internet, as well as the school infrastructure in general, is a common obstacle to the adoption of the digital platforms among students and teachers. Facilities for maintaining and deploying digital platforms are frequently seen to be inadequate, which challenges teachers' opportunity to utilise them. Almaghlouth (2008) discovered that a number of science teachers in Saudi secondary schools required an appropriate location for utilising technology, for example, the need for supplies location or a facility furnished with modern and reliable technology. Albugarni & Ahmed (2015) examined determinants that could contribute to the success of digital platforms adoption in Saudi high schools from the perspectives of the technical coordinators, headteachers, teachers, and students. The research discovered that Saudi teachers encountered a series of obstacles, mainly a lack of space, funds, and incompetent management of the digital platform's tools. Since they were built for various reasons, several of the school facilities were not suitable for digital platforms-based pedagogy. In another highlighted study, larger sizes for the classes, inconvenient students facilities (tables, chairs) and sitting arrangements were identified as barriers to digital platform use (Abrahams, 2010). Rabah (2015) observed this scenario and proposed that schools should spend not just on modern digital platforms tools and software but also should invest in building sufficient learning environments for students.

Policies for Using Digital Platforms

The emphasis in this section would be given to the context of the policies in relation to the use of digital platforms. Several related studies have been published in the existing literature related to policy and strategic orientations based on these regulations as a major obstacle in schools. According to Ameen, Willis, Abdullah & Shah (2019), a deficiency in the school policies and plans for the incorporation of digital platforms is a major obstacle to why Iraqi teachers prefer to not implement digital platforms in their classroom teaching. Another issue was that the existing mechanisms and strategies for digital platforms adoption were not sufficiently refined as a whole (Hakami, 2013). It has been observed that there is a significant gap between policy and application in technological adoption involving schools and Ministries of Education (Baqadir et al. 2011; Al-Zahrani 2015), and despite the increasing emphasis on exploring the obstacles to the implementation of digital platforms in schools, the results have not been fully implemented in the real-life event (Shaabi, 2010). According to Almadhour (2010), "despite the fact that the Saudi government has a lot of funds, clearly there failed to construct a precisely defined framework in providing robust digital platforms implementation in schools". (p. 62). While there are policies in place for the use of digital platforms by teachers, they are not consistently implemented at the school level. Albugarni & Ahmed (2015) highlighted several studies in the Saudi context in which they established that there are effective educational policies surrounding ICT, but that they are not regularly applied, connected and re-enforced. Oyaid (2009) reported that 39.8% of teachers in their study felt that an adequate explanation of ICT in Saudi educational policy would have increased the use of ICT. This led to the view that there is a need to develop an effective strategy for the use of ICT in school environments and to combine it with ICT practice (Almalki & Williams, 2012). In addition, (Alshmrany & Wilkinson 2014; Balanskat et al. (2006), reported that stakeholders, teachers, policymakers and administrators should encourage an awareness of the importance of using digital platforms in schools.

Institutions also should develop a clear vision for successful technology integration (Rabah 2015).

Although there are rules for the implementation of digital platforms by teachers, they are hardly being seen be implemented regularly in school settings. Albugarni and Ahmed (2015) identified numerous researches in the EFL context that showed that there are good educational policies involving digital platforms implementation, but unfortunately, those policies have not been regularly executed, linked, and reinforced. According to Oyaid (2009), 39.8% of teachers in their research believed that an appropriate understanding of digital platforms in Saudi educational policies could have boosted digital platforms usage. This reached the conclusion that there is a call to establish a comprehensive framework for using digital platforms in educational settings and integrating with ICT practice (Almadhour, 2010; Al-Harbi, 2014; Al Mulhim, 2014; Alkahtani, 2017; Almalki & Williams, 2012). Furthermore, Alshmrany & Wilkinson (2014) and Balanskat et al. (2006) stated that investors, teachers, policymakers, and administrators ought to raise awareness regarding the value of utilising technology in their teaching pedagogy. Schools managements should have a strong understanding of the effective integration of digital platforms at the school level (Rabah, 2015).

Support and Management of Digital Platforms

Another obstacle faced by teachers utilising digital platforms in the classroom is the lack of support and administration in the learning environment. This obstacle covers a variety of factors that influence the usage of digital platforms in schools, such as technical assistance, management guidance, and strategic planning in the classroom (Tezci, 2011). Teachers may be less inclined to employ digital platforms if they do not have enough technical assistance (Budhedeo, 2016). According to a large amount of research, a lack of technical assistance was a barrier to the adoption of digital platforms in educational contexts in Saudi Arabia (Al Gamdi & Samarji, 2016; Alabdulaziz & Higgins 2016; Alhawiti 2013). As a result, deploying ICT in schools without giving technical assistance may not result in successful digital platforms usage. Another critical element of assistance is a lack of classroom management competencies. According to past studies, high-class numbers were the most often mentioned obstacle, which was linked to a shortage of resource structure to allow more constant use of digital platforms (Balanskat et al., 2006). Al Meajel & Sharadgah (2018), found that student obstacles, including student numbers, were a third significant factor. Furthermore, the necessity to organise students into groups to use digital platforms caused the instructor to lose control over the situation in the class. According to the latest research, the number of students in the classrooms was highlighted as a possible barrier for special education teachers who wanted to educate them independently using digital platforms (Cooper 2011). Truth to be said, using and managing digital platforms technologies while having a large number of students, especially those in need of EFL context, could be really challenging. Lastly, one of the recognised obstacles that restricted teachers' use of digital platforms was management guidance, such as that given by school administrators. Neyland (2011) mentioned that the greatest obstacle encountered by these teachers in Sydney was a lack of school management guidance. In Saudi Arabia, Al-Harbi (2014) and Ghamrawi (2013) noted the importance of Saudi school administrators in the integration of digital platforms. Although Saudi instructors had a limited understanding of technology, it was difficult to utilise technology without the backing of the management (Alenezi, 2017). If school administrators do not offer it on a thought the entire basis, it is impossible to establish conducive teaching and learning atmosphere to motivate teachers to utilise digital platforms. This is confirmed by the findings of Hew & Brush (2007) and Rabah (2015), who discovered that one of the most significant incentives for school teachers to utilise digital platforms was management guidance. Means Means (2010) elaborated on the causes for obstacles to digital platforms usage by highlighting the absence of teacher cooperation or assistance from other staff, which may be handled via school leadership-managed professional development.

Professional Development in the Use of Digital Platforms

Another major obstacle highlighted in past studies is a lack of professional development (PD) for teachers in need of implementing digital platforms. Bingimlas (2010) highlighted a lack of skill and expertise, or absence of adequate professional development, as one of the main obstacles preventing science teachers in Saudi primary schools from utilising digital platforms. According to one of the teachers that have been interviewed for the research, the official PD course was not competent enough for the professionalism and did not cover the educational elements of successfully using digital platforms in the classroom. Another factor for Saudi teachers not utilising digital platforms in the classroom was a lack of PD programs that taught basic digital platforms and computer skills. This is linked to educational institutions that failed to place a high value on professional development for students and teachers considering the future use of digital platforms in education (Al Mulhim 2014). In Canada, Rabah (2015) observed that, despite knowing that regular professional development programs were offered many times annually to help instructors improve their knowledge and expertise in digital platforms. However, the requirement was still not met. The combination of technical and instructional elements of professional development (PD) in digital platforms remains critical. M. Q. Ali et al. (2015) examined the use of digital platforms among Turkish students and teachers in the classroom setting throughout practical lessons. A total of 86 students and teachers were requested to fill up a set of questionnaires during the collection of quantitative data, and 12 of them have been interviewed. The results showed a disparity between PD courses and teaching practices owing to a lack of implementation of both curricular and technical digital literacy skills. According to one of the teachers in Oyaid's research, "the essential element to give emphasis to is training on how to utilise ICT in teaching pedagogy, since broad digital platforms abilities may be readily acquired in a one-week training session, but the tough part is to apply it in my own lessons". This shows the importance of increasing both the amount and quality of digital platforms PD in the workplace (Al Mulhim, 2014). A number of studies across different contexts have agreed that lack of PD or training constraints is a key challenge for teachers and administrations in their schools (Al Gamdi & Samarji, 2016; Alahmari & Kyei-Blankson 2016; Albugarni & Ahmed, 2015; Alghamdi & Higgins, 2015; Alharbi, 2012; Ekberg & Gao 2018; Oyaid 2009; Rabah, 2015), indicating that this is an important issue requires further investigation in this study.

Lack of Time

Lack of time is a frequent hindrance to the adoption of digital platforms in school environments across the globe. In the Arab context, Alsulaimani (2012) surveyed a number of 309 Saudi teachers in intermediate schools to investigate the obstacles to ICT adoption. The result of the research showed that lack of time was regarded as the most significant obstacle by more than 91% of participants. Those participants mentioned that a period of 45 minutes was inadequate for them to fully prepare and implement digital platforms in their classes. Emhamed & Krishnan (2011) discovered in Libya that English teachers felt that a normal class duration of 45 minutes was insufficient for integrating digital platforms. Not only that, according to Abuhmaid (2011), the major obstacle to integrating technology in Jordan is a lack of time. (Vrasidas et al. (2010) conducted a questionnaire survey in 24 primary high schools to examine the difficulties that teachers encounter while implementing digital platforms in their lessons. Over 71% out of 1,051 teachers that participated in the survey identified a lack of time in the classroom as a major obstacle to digital platforms adoption, while Salehi & Salehi (2012) identified a lack of time to be the major problem faced by English teachers in Iran. As a consequence of the analysed research, a substantial number of teachers across the globe feel that a lack of time prevents them from implementing digital platforms into their lessons. Another factor contributing to teachers' lack of time is their current workload. According to a study conducted by Khan et al. (2012), Bangladeshi teachers had a high workload and tight schedules, and these generally make them have limited time to prepare digital platforms materials for their students, as well as having no enough time to attend PD programs which is important for them to gain knowledge and to facilitate them on how to integrate digital

platforms into their lessons. Al-Alwani (2005) discovered that owing to their busy schedules, Saudi science teachers were hindered in using digital platforms in their teaching. Employing digital platforms unquestionably necessitates more time in order to effectively incorporate digital platforms into the pedagogy. As a result of this obstacle, teachers could not have enough time to plan their instructional materials for designing, developing, and integrating technology into classrooms activities (Al-Asmari, 2011; (Umar & Hussin 2014; Budhedeo 2016).

Personal Barriers

This part highlights obstacles faced at the teacher level. These obstacles are connected to specific teachers that possess the greatest significant influence on the implementation of digital platforms in educational settings; therefore, teacher-related obstacles are commonly noted when implementing digital platforms in classrooms (Levin & Wadmny 2008; Ertmer et al. 2012). According to numerous studies, the highest often identified teacher-level obstacles that would possibly have an impact on the adoption of ICT in educational environments include unfavourable emotions, a lack of positive ideas, and lesser commitments (Bingimlas, 2009; Mirzajani et al. 2015). The next parts would go into further depth about these related obstacles in detail.

Teacher attitude and beliefs in relation to digital platforms

Teachers' attitudes and beliefs play a crucial part, and thus it is vital to comprehend why these characteristics would influence the implementation of digital platforms. According to past research, the explanations that came out were that these attitudes and beliefs might be a basic element in classroom instruction or that they could as well function as an obstacle while they need to implement digital platforms in their teaching pedagogy (Al Muljim, 2014; Fishbein & Ajzen 1975). What can be said is that investigating teachers' positive attitudes and beliefs about the adoption of technology might fundamentally assist in promoting digital platforms usage in teaching, but it must be noted that negative attitudes and beliefs may contribute as a hindrance to the implementation of digital platforms. Likewise, there are a series of past studies indicated that negative attitudes and beliefs had restricted teachers' use of digital platforms, especially while in the context of Arab educational settings (Alabdulaziz & Higgins 2016), as well as in Iran (Salehi & Salehi 2012). The following subsection on this part would describe the negative attitudes and beliefs that teachers possess while they ought to implement digital platforms in their teaching pedagogy. Researchers have discovered a variety of causes and logic for the development of unfavourable attitudes regarding digital platform use by concentrating mainly on teacher attitudes regarding the usage of digital platforms. According to Conlon & Simpson (2003), the first argument was highlighting teachers' hesitation to abandon conventional teaching techniques that they have long been accustomed to, as well as their reluctance to accept new changes. Some other major factors were an absence of particular ICT educational training (Hennessy et al. 2005; Zhang & Aikman, 2007), a lack of materials and resources (Alfaraj & Kuyini, 2014) and a lack of digital platforms experience and understanding (Sabti & Chaichan, 2014). Another reason for having unfavourable attitudes toward the usage of digital platforms was later discovered to be the time constraints. Teachers do believe that the process of learning with no digital platforms implementation is far-right to be convenient for a variety of reasons, including time restrictions since "students and teachers may feel overwhelmed if they incorporate digital platforms into their classrooms and everything could be reached almost instantly, leaving no privacy and time for the students to squeeze in some time to do other things" (Li, 2007. P. 390).

Various research has looked for some rationale on why teachers have those unfavourable views regarding the usage of digital platforms without taking into account teachers' attitudes. According to Al Harbi (2014), respondents thought that the usage of digital platforms might reduce the degree of interaction and any physical or virtual contact between teachers and students. According to a study conducted by

Pierce & Ball (2009), mathematics teachers felt that working with pen and paper is the ideal way for the students to learn better. They also felt that trying out and incorporating new technology into their teaching would need them to frequently incorporate more time outside of school hours. Furthermore, they stated that teachers were unconvinced that using technology would further enhance students' engagement, enthusiasm, assurance, and understanding. Additionally, according to research by (Wikan & Molster (2011) teachers who prefer to give lessons without using digital platforms remark that there are no positive outcomes from incorporating them into their lessons as compared to the conventional ways. One of the most often investigated causes for teachers not using ICT in their attempt to provide a better learning environment is their lack of beliefs (Löfström & Nevgi 2008; Tamim et al. 2011).

Resistance to Change

Another major obstacle found in the research that restricts teachers' implementation of ICT in schools is their resistance to changes. Resistance to adjusting to the usage of digital platforms is mirrored in a person's overall inclination toward transformation and is a frequent obstacle for many teachers, especially those who are already being equipped with conventional teaching methods for a long period of time (Oreg, 2003). This obstacle occurs when teachers continue to use conventional teaching methods instead of changing to modern technology. Numerous studies have shown that teachers are resistant to any changes for a range of factors. According to (Gomes, 2005), teachers' reluctance to change their conventional practices and accept modern techniques that incorporated digital platforms was due to the fact that the only option for teachers to execute and perform well in their teaching was by continuing using traditional teaching strategies. Chittleborough et al. (2008) discovered that many teachers opposed the idea of altering their educational methods owing to a lack of enthusiasm and adaptability. Furthermore, no professional development was given to teachers designed to help and improve their abilities in integrating digital platforms into their classrooms. Bingimlas (2009) examined the obstacles to effective digital platforms adoption in teaching and learning settings, with one participant remarking, "some teachers are not receptive to this shift; they do not have any knowledge on how to operate a device; therefore they highly favour conventional methods rather than adopting new ones". In another study, it is shown that unfavourable attitudes and a lack of cooperation among teachers to promote the implementation of digital platforms also contribute to this hindrance (Ertmer & Ottenbreit-Leftwich, 2010).

Teacher's Confidence in Using Digital Platforms

As previously stated in the literature, scarcity involving confidence obstructs any efficiency in the implementation of technology in classrooms. This section includes research that concentrates on teacher-level obstacles to classroom confidence and the utilisation of technology. According to Bingimlas (2009), teachers' lack of confidence is a significant obstacle in using ICT in the classrooms. According to this research, teachers were highly hesitant to utilise digital platforms in the classroom generally due to a shortage of understanding about the incorporation of digital platforms in education. Several other studies discovered a link between a lack of confidence and a pessimistic attitude (Al Mulhim 2014). Nevertheless, lack of confidence is linked with aspects other than obstacles, such as the level of preparation. Hennessy et al. (2010) discovered that the primary obstacle that affects teachers' confidence in utilising digital platforms was a deficiency in proper training, both during training education and while they are giving lessons. As a result, provided with professional development, especially during the teacher's education programs, is critical to achieving effective digital platforms integration in educational institutions and empowering fresh teachers to become competent towards transferring knowledge of the technology adoption inside classrooms. to be more confident in imparting their knowledge of the use of digital platforms within their pedagogical practices.

It could be very challenging to integrate digital platforms successfully if one lacks personal confidence.

Jamieson-Proctor et al. (2006) conducted quantitative research with 929 teachers from seven different educational institutions in order to examine digital platforms implementation and the determination possessed by teachers while using digital platforms in their educational pedagogy. The statistical analysis revealed that 73% of female teachers were unsure about using digital platforms in their teaching, an amount that was revealed to be significantly higher than that of their male counterparts. Bozdogan & Özen (2014), who investigated the variables impacting perceived self-perception conceptions among English teachers in Turkey with the involvement of 241 students and teachers, further discovered that there is also a lack of confidence among teachers. Al-Senaidi et al. (2009) examined the obstacles to digital platforms use in the school curriculum in Oman and discovered that lack of confidence was one of the most significant hurdles among those teaching instructors.

Concluding Remarks

All of the highlighted obstacles have an impact on the area of study of Technology Enhanced Learning, both in a direct and indirect way. The effect on the area is dependent not only on the many components (obstacles) but also on their connection and influence on one another. In the sense of the overall problem inside a community, all categories of the issues that have been summarized are directly affected by the community and affect one another inside the community itself, which then eventually impacts the technology-enhanced learning area from a new point of view. The domain obstacles in technology and English language learning and teaching involve equipment, software, and programs. This involves internet connection and access problems faced by the students and teachers, as well as privacy, dependability, and precision concerns. This is mainly due to the fact that the bulk of innovations is not particularly designed for academic reasons. Designs and interfaces relate to some concerns, mainly in learning activities, which tackle the way how learning activities may be created by using digital platforms and how to use these technologies in classrooms that are in bigger occupancies. This problem domain also addresses obstacles related to engagements with technology. The third domain is the realm of learning and cognitive strain. This area addresses pedagogical and didactical concerns. The domain addresses literacy and skills abilities, student learning strategies, and teaching methods, as well as problems like cooperation and active student involvement. Next, the political domain encompasses the external problems that influence related sectors, such as laws, policies, and curriculum design that are adopted and implemented in schools. The findings of the preceding studies emphasize the significance of teachers' perceptions of technology, their interactions with the execution, as well as the cultural circumstances surrounding its introduction into teaching and learning, which have shaped their views about technology and its following expanse in their teaching practices.

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