



## Factors Affecting Vietnamese EFL Teachers' Integration of ICT in English Language Teaching: A Qualitative Inquiry

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### ABSTRACT

*This qualitative study scrutinize scommon factors influencing ICT integration among university-level EFL teachers in a Vietnamese context. Drawing on semi-structured interviews with six instructors, this study identified four primary determinants: teachers' attitudes toward ICT integration, digital literacy, technological infrastructure, and institutional support. While participants acknowledged ICT's role in fostering interactive learning environments, barriers such as increased workload, insufficient training, and inconsistencies in technological resources often hindered adoption. Teachers with higher digital competence displayed greater confidence and flexibility in utilizing ICT, whereas those with limited proficiency reported hesitation and dependence on conventional methods. Furthermore, disparities in access to technological resources created significant obstacles to effective ICT implementation. Institutional support, particularly through professional development programs and technical assistance, emerges as a crucial enabler, yet inconsistencies in policy execution and resource allocation limited its effectiveness. These findings underscore the urgent need for targeted interventions that enhance teacher training, improve access to digital resources, and establish a sustainable support framework to facilitate ICT integration.*

### TÓM TẮT

*Nghiên cứu định tính này điều tra các yếu tố ảnh hưởng đến việc ứng dụng công nghệ thông tin và truyền thông (CNTT) trong giảng dạy tiếng Anh ở bậc đại học tại một bối cảnh ở Việt Nam. Thông qua phỏng vấn bán cấu trúc với sáu giảng viên, nghiên cứu xác định bốn*

*yếu tố chính: thái độ của giảng viên đối với việc ứng dụng CNTT, năng lực sử dụng công nghệ, cơ sở hạ tầng kỹ thuật và sự hỗ trợ từ nhà trường. Dù các giảng viên nhận thấy CNTT giúp tạo môi trường học tập sinh động, nhưng nhiều rào cản như khối lượng công việc tăng, thiếu đào tạo và không đồng bộ về thiết bị khiến việc áp dụng chưa thực sự hiệu quả. Những giảng viên có kỹ năng công nghệ tốt thường tự tin và linh hoạt hơn trong giảng dạy, trong khi những người chưa thành thạo lại e ngại và vẫn phụ thuộc vào phương pháp truyền thống. Bên cạnh đó, sự chênh lệch trong việc tiếp cận thiết bị và tài nguyên công nghệ cũng gây trở ngại lớn. Sự hỗ trợ từ nhà trường, đặc biệt là các chương trình bồi dưỡng chuyên môn và hỗ trợ kỹ thuật, đóng vai trò quan trọng, nhưng do thực hiện chưa đồng bộ và nguồn lực chưa được phân bổ hợp lý nên hiệu quả còn hạn chế. Những kết quả này cho thấy cần có giải pháp cụ thể nhằm nâng cao đào tạo giảng viên, cải thiện điều kiện tiếp cận công nghệ và xây dựng hệ thống hỗ trợ lâu dài để thúc đẩy ứng dụng CNTT trong giảng dạy.*

## 1. INTRODUCTION

### 1.1 Rationale

English language teaching is a multifaceted profession that combines different components, such as knowledge of the subject matter, pedagogical skills, and attitudes. In the 21st century, there are even more expectations for EFL teachers when English as an international language plays a vital role in globalization, especially in developing countries. In this regard, in most EFL contexts, it is the responsibility of English teachers to prepare students for joining the workforce with the ability to use English effectively. To this end, EFL teachers are expected to equip themselves with, but not limited to, 21st-century skills, one of which is technology literacy. Over the past decades, the rapid growth of science and technology has affected the operation of all fields, including English language education. This means that

teaching English has changed significantly with the aid of technical devices in the sense that, for example, it allows teachers to design and deliver the course content in ways that are more effective and attractive to students. Compared to the past, technological change has offered new ways of teaching to better accelerate students' language learning and offer them more favorable learning environments. That is to say, ICT has become one of the determinants of modern education in general and English language instruction in particular, bringing about a myriad of changes in pedagogical practices. Drawing on the potential of technology in English language teaching and learning, ICT competencies are considered necessary regarding teacher skills. It can be inferred that, without ICT skills, teachers would fall behind in the digital era.

In Vietnam, the significant transformation of ICT integration in EFL teaching was facilitated

through national policies aiming to improve the quality of foreign language education. Among these, Decision No.1400/QD-TTg issued by the Prime Minister in 2008 on the National Project on Teaching and Learning Foreign Languages in the 2008-2020 period is worth mentioning. The Decision focused on teacher professional development, ICT use in foreign language education, and investments in institutional facilities (Dang, 2013) [4]. Different steps have been urgently taken in response to these aspects of attention, including action plans for integrating technology into language instruction with appropriate pedagogies. In 2014, standards were set on ICT competencies for Vietnamese EFL teachers and added to the 2020 project (Vo, 2019) [14]. These included four aspects of requirements. First, EFL teachers needed to improve their knowledge and skills of ICT to fit their professional goals. Second, they are required to integrate ICT into their pedagogical practices. Equally urgent as the third requirement was to increase the capacity for utilizing technology, storing, delivering feedback, and evaluating student learning outcomes. Finally, teachers underwent training on how to apply ICT to enhance cooperation, communication, and teaching effectiveness.

Although technical applications hold recognized value in enhancing English language teaching, empirical evidence from various studies in Vietnamese contexts remains insufficient to fully elucidate the factors influencing ICT integration among Vietnamese EFL teachers at the tertiary level. Therefore, this study aimed to investigate the key determinants of university EFL teachers' integration of ICT into English

language teaching. Specifically, it sought to examine both facilitating and inhibiting factors that influenced teachers' decisions to incorporate digital tools and technologies into their teaching practices. To achieve this aim, this study was intended to answer the following research questions: What are common factors affecting Vietnamese EFL teachers' integration of ICT into their English teaching practices?

## 1.2 Literature review

### 1.2.1 Definitions of ICT

ICT, or Information and Communications Technology, constitutes various technological tools and resources for information management, communication, and exchange. This encompasses both hardware and software, alongside various applications and associated services. ICT literacy is commonly equated with computer literacy, denoting adept utilization of computers and related technologies (Ferrari et al., 2012) [5]. Additionally, ICT is broadly defined as any technology supporting information gathering, processing, distribution, and utilization (Chinyanyu Mpofo & Watkins-Mathys, 2011) [3], emphasizing the diverse range of tools falling under this purview. In the educational sphere, ICT involves utilizing digital technology and communication tools to access, manage, integrate, evaluate, and generate information for effective participation in a knowledge society (Ferrari et al., 2012) [5].

### 1.2.2 Historical context of ICT integration in ELT

The integration of ICT into ELT finds its roots in the broader movement towards computer-assisted language learning (CALL) that emerged in the mid-20th century. Initially, CALL was predominantly characterized by drill-and-

practice exercises, in which computers were employed for rudimentary language tutorials (Warschauer & Healey, 1998) [16]. However, with the advent of multimedia technologies and internet-based tools, the role of ICT in ELT expanded significantly, enabling more interactive, communicative, and immersive language learning experiences (Stavytska, 2017; Gamal, 2022) [13],[6]. This evolution has contributed to a dynamic and engaging educational environment, fostering greater learner autonomy and participation. The progression of ICT in ELT can be delineated into three distinct phases, each reflecting shifts in pedagogical paradigms and technological advancements. The behavioristic CALL phase, dominant in its early years, emphasized repetitive drills and behaviorist learning principles, using computer programs to reinforce linguistic patterns (Warschauer & Healey, 1998) [16]. As technological capabilities expanded, communicative CALL emerged, shifting the focus towards interaction and language use in meaningful contexts. The current phase, integrative CALL, integrates multimedia resources, internet-based applications, and collaborative tools, fostering a holistic, student-centered approach to language learning that emphasizes authentic communication and digital literacy (Yang et al., 2020) [17].

### *1.2.3 Factors affecting EFL teachers' integration of ICT*

In the landscape of language education, the extant literature reveals a number of factors affecting EFL teachers' integration of ICT into their teaching practices, among which prominent are teachers' perceptions of benefits, resource

availability, and readiness to adopt ICT. One of the primary determinants influencing the integration of ICT in EFL classrooms is teachers' perceptions of the benefits of ICT integration. Empirical studies indicate a strong correlation between teachers' positive dispositions and the frequency and efficacy of ICT utilization in teaching practices. For instance, Vuong (2024) [15] underscores that EFL instructors in Vietnam exhibit a strong inclination towards ICT adoption, primarily driven by their recognition of its pedagogical benefits. Similarly, Zubković et al. (2017) [18] highlight that educators' convictions regarding the advantages of ICT play a decisive role in their willingness to implement technological tools in their instruction. This is corroborated by Lisia et al. (2024) [12], who assert that teachers' use of ICT in EFL classrooms is directly proportional to their positive perceptions and attitudes toward its effectiveness in facilitating language learning.

The availability of technological resources constitutes another significant factor impacting ICT implementation in EFL instruction. Empirical evidence suggests that constrained access to digital tools and infrastructure can impede teachers' capacity to integrate ICT effectively. Alvarado et al. (2020) [1] illustrate how insufficient resources and inadequate institutional support can overwhelm educators, ultimately diminishing their motivation to employ digital technologies in the classroom. Correspondingly, Guzmán and Nyvang (2018) [7] emphasize that institutional provisions, such as access to ICT resources and administrative support, are indispensable for successful technological integration in higher education.

This issue is particularly salient within the Vietnamese educational landscape, where disparities in resource distribution present formidable obstacles to ICT adoption (Hoang, 2021) [9].

An equally pertinent factor is teachers' readiness to embrace ICT. Research indicates that educators' self-efficacy concerning digital competencies significantly influences their propensity to incorporate technology into their teaching. Hışmanoğlu (2012) [8] highlights the necessity of fostering a positive mindset towards ICT among educators, as such an attitude facilitates more effective and sustained engagement with digital tools. Furthermore, Jamil et al. (2023) [11] reveal that teachers often encounter difficulties in adopting ICT due to deeply ingrained pedagogical habits and resistance to change. This underscores the need for targeted professional development initiatives aimed at enhancing teachers' technological confidence and mitigating anxieties related to digital integration.

## **2. RESEARCH METHODS**

### **2.1 Research design**

The study was structured as a descriptive inquiry, employing the qualitative approach. This method primarily seeks to comprehend human experiences through a humanistic and interpretive lens, emphasizing the meanings individuals attribute to their experiences and the social environments in which they unfold (Jackson et al., 2007) [10].

### **2.2 Participants**

Six EFL teachers, including three males and three females, teaching English at a Vietnamese university participated in this study. Of the

participants, two were under 30 years old, four were between the ages of 31-40. All of them had a Master's degree in TESOL and had teaching experience ranging from less than five years to over 15 years. These participants reported that they integrated ICT into the process of their teaching practices, so they were deemed suitable to participate in this study.

### **2.3 Research instrument**

Semi-structured interviews were the principal data collection instrument, enabling an in-depth exploration of factors affecting teachers' integration of ICT in EFL classes. The interview protocol comprised open-ended questions designed to elicit comprehensive and reflective responses while allowing participants the flexibility to expand on their experiences. Each interview, conducted in Vietnamese to enhance thorough discussion, lasted approximately 30 minutes.

### **2.4 Data analysis**

The qualitative data were examined using thematic analysis, guided by Braun and Clarke (2006) [2]. Initially, all interviews were transcribed verbatim and thoroughly reviewed to achieve familiarity with the content. Key ideas and recurring patterns were then systematically coded to identify significant aspects of ICT integration in teaching. These codes were analyzed to uncover overarching themes that encapsulated teachers' experiences, challenges, and implementation strategies. The identified themes were refined through iterative cross-checking with the original data to ensure coherence and consistency. Each theme was distinctly defined, with sub-themes established where relevant, providing a structured

interpretation of the findings. The final themes were synthesized into a cohesive narrative, supported by direct participant quotations to enhance authenticity.

### **3. RESULTS AND DISCUSSION**

#### **3.1 Teachers' attitudes toward ICT integration: Adaptation or aversion**

The results showed that teachers' attitudes toward ICT played a crucial role in determining its integration into EFL instruction. While teachers recognized ICT as a valuable tool for enhancing student engagement and improving teaching effectiveness, they also expressed concerns about the additional workload and challenges associated with its implementation. These attitudes shaped the extent to which teachers incorporated ICT into their teaching practices. One of the most commonly cited reasons for integrating ICT was its ability to create a more engaging and interactive learning environment. Most teachers shared a consensus that traditional teaching methods often relied heavily on textbooks and teacher-centered instruction, which could sometimes result in passive learning. In contrast, ICT enabled the use of multimedia elements such as videos, interactive exercises, animations, and gamified activities that captured students' attention and sustained their interest.

Teachers reported that ICT-supported lessons facilitated multimodal instruction, which was particularly beneficial in language learning. Exposure to authentic pronunciation, intonation, and conversational contexts through audiovisual materials significantly enhanced students' comprehension and communication skills. The positive perception of these benefits influenced

teachers' willingness to incorporate ICT into their instructional practices.

"For English language teaching, ICT helps create more dynamic and visually appealing lessons. Unlike traditional teaching methods, which may sometimes feel monotonous, ICT introduces multimedia elements that capture students' attention. For instance, students can engage with lessons enriched with audiovisual effects, making the learning experience more immersive." (Teacher 1)

Additionally, the use of ICT-based activities, such as online quizzes and language learning apps, fostered student motivation and self-directed learning. Teachers who acknowledged the motivational impact of ICT were more likely to integrate it into their teaching strategies.

"When using ICT tools like videos and audio, teachers can make their lessons more interactive and appealing. Students are naturally more engaged when exposed to real-life language use, authentic conversations, and multimedia-supported exercises." (Teacher 3)

Moreover, all teachers agreed that ICT helped improve teaching flexibility by providing access to diverse resources and facilitating adaptable lesson delivery. ICT allowed for blended learning and differentiated instruction, enabling teachers to cater to students' varying proficiency levels and learning styles. The perceived effectiveness of ICT in supporting personalized instruction reinforced teachers' positive attitudes toward its use.

"ICT is essential in language teaching because it enhances both student engagement and learning effectiveness. Technology allows students to access a wide range of digital resources, such as

online exercises, interactive simulations, and language learning apps, which complement traditional teaching methods.” (Teacher 2)

Despite recognizing the benefits of ICT, some teachers also highlighted significant challenges that impact their willingness to integrate it into their teaching. A major concern was the additional workload associated with ICT use. They struggled to balance lesson planning, grading, and technology integration, leading to increased stress and potential burnout.

“Applying ICT to a lesson means teachers must spend extra time designing and running the program, which affects overall lesson planning. On some days, I find myself spending hours just ensuring that an online activity runs smoothly, which takes time away from other essential teaching responsibilities.” (Teacher 5)

In addition, these teachers felt that the preparation required for ICT-based lessons was overly demanding. The need to continuously update their skills, familiarize themselves with new software, and troubleshoot technical issues increased their workload significantly. A teacher shared,

“While ICT is beneficial, the extra workload in preparation can create pressure, leading some teachers to opt for traditional methods instead. I’ve had days when I planned to use an online tool, but due to technical glitches or time constraints, I had to switch back to conventional methods at the last minute.” (Teacher 6)

In short, EFL teachers’ attitudes toward ICT were shaped by both its perceived advantages and its associated challenges. While EFL teachers acknowledged its potential to enhance student engagement and improve instructional

effectiveness, concerns about workload and preparation difficulties often hindered its full adoption.

### **3.2 Digital literacy: Competence, confidence, and challenges**

The qualitative results indicated that digital literacy was consistently cited as one of the most influential factors affecting teachers’ integration of ICT in ELT. Teachers proficient in ICT tools created engaging multimedia presentations, utilized online assessment platforms and incorporated interactive learning software to enhance student motivation. In contrast, those with limited digital literacy struggled with basic ICT tools, making them hesitant to adopt technology in the classroom. One teacher highlighted the transformative impact of ICT proficiency:

“With a strong grasp of ICT tools, I can create dynamic lessons that keep students engaged. Interactive platforms and multimedia resources have made my teaching more effective, allowing me to cater to different learning styles and provide real-time feedback. Technology not only enhances student motivation but also makes lesson planning more efficient, giving me more time to focus on individualized instruction.” (Teacher 2)

Conversely, another teacher described the challenges she faced due to limited digital literacy:

“The lack of confidence in using digital tools makes it overwhelming to integrate technology into my lessons. I often stick to traditional methods because I fear technical issues that I may not be able to resolve. Even when I try to incorporate digital resources, I spend so much

time troubleshooting that it disrupts the flow of my teaching.” (Teacher 5)

To effectively integrate ICT, some teachers actively sought out training opportunities, participated in online professional learning communities, or engaged in self-directed learning to improve their ICT skills. By doing so, they gained confidence in using technology, making their instruction more engaging and effective. One teacher shared:

“I attended several online workshops on digital tools, and they helped me design more interactive lessons. Now, my students are more engaged, and I feel more confident using technology in class.” (Teacher 4)

However, some teachers struggled with digital confidence and found it challenging to keep pace with technological advancements. Exploring new tools felt overwhelming, especially without adequate training or support. As a result, they hesitated to adopt unfamiliar digital resources, relying instead on traditional teaching methods. One teacher admitted:

“I wanted to use more technology in my lessons, but every time I tried, I ran into technical problems. Without proper guidance, I often gave up and returned to my usual teaching methods.” (Teacher 6)

The qualitative findings underscored the pivotal role of digital literacy in shaping teachers’ integration of ICT in ELT. While teachers proficient in digital tools leveraged technology to create engaging and interactive lessons, those with limited digital literacy faced challenges that hindered their adoption of ICT. Confidence in using digital resources emerged as a key factor

influencing teachers’ willingness to incorporate technology into their instruction.

### **3.3 Technological infrastructure: Availability and constraints**

Access to equipment was another crucial factor affecting the application of ICT in English language teaching at the university. The availability and quality of ICT resources significantly influenced how effectively instructors incorporated technology into their lessons. One of the most common challenges reported by instructors was the lack of reliable Internet access in classrooms. Without stable Internet connectivity, instructors struggled to utilize online educational resources, conduct virtual learning activities, and implement real-time digital assessments. Many expressed frustration at the unreliable Internet infrastructure, which often disrupted planned ICT-based lessons and limited the potential benefits of technology-enhanced learning. One instructor shared:

“During one of my lessons, I had planned an interactive quiz using an online tool, but the Internet kept disconnecting, and I had to resort to paper-based methods instead. It was frustrating.” (Teacher 3)

In addition to Internet connectivity, the availability of essential ICT equipment such as computers and education software was another salient determinant. All teachers reported that only IT-designated classrooms for IT students were well-equipped with ICT tools. This uneven distribution of equipment created inconsistencies in ICT application. One instructor highlighted:

“Currently, the university does not have dedicated language labs or multimedia

classrooms for English teaching and learning. There are some classrooms equipped with computers, but they are primarily for IT-related courses. I believe adding more language labs would encourage English instructors to use ICT in their teaching more effectively.” (Teacher 1)

It can be inferred from these results that the integration of ICT in English language teaching depended on Internet reliability and access to essential equipment. The disparities in ICT resources led to inconsistent adoption of technology-enhanced teaching methods, affecting both instructors’ teaching strategies and students’ learning experiences.

### **3.4 Institutional support: Enablers and barriers**

Institutional support played an important role in determining how successfully teachers incorporated digital tools into their teaching. Support for ICT integration encompassed the need for professional development opportunities, technical assistance, and policies aimed at encouraging technology adoption. However, findings indicated that while some initiatives were in place, gaps in training, technical support, and resource allocation hindered effective implementation. One teacher emphasized the need for more structured training:

“The school should hold more ICT training sessions for English teachers to help them learn from experts in this field.” (Teacher 2)

Educators expressed a strong desire for continuous professional development that focused on practical applications of ICT in language teaching. While some workshops had been organized, they were often irregular and insufficient to meet teachers’ evolving needs.

Another teacher highlighted the necessity of ongoing support:

“We need ongoing support, not just one-time training sessions. ICT is always changing, and so should our training.” (Teacher 6)

Technical assistance also emerged as a critical factor affecting ICT adoption. Teachers frequently encountered issues such as malfunctioning projectors and unreliable internet connectivity, which disrupted lessons and diminished the effectiveness of digital integration. While technicians were available to address these problems, the disruptions still affected the flow of instruction. As one teacher shared:

“When applying ICT in teaching, if technical issues occur in class, technicians handle them promptly when notified. However, this still makes me feel distracted while teaching.” (Teacher 4)

Although the university provided some ICT-related support, inconsistencies in professional development opportunities and technical assistance created challenges for teachers. The findings highlight the need for a more comprehensive and structured approach to ICT integration, including regular training programs and reliable technical support to ensure seamless digital adoption in English language instruction.

### **3.5 Teachers’ attitudes toward ICT integration: Adaptation or aversion**

The findings of this study reinforce the notion that teachers’ attitudes are of paramount importance in determining the extent to which ICT is integrated into EFL instruction. This result is consistent with that of Lisia et al. (2024) [12]. study, which underscored the influence of

teachers' perceptions and attitudes on their integration of ICT. Specifically, all teachers acknowledged the benefits of ICT in creating a more engaging and interactive learning environment, which aligns with previous studies emphasizing its role in enhancing student motivation and participation (Vuong & Thu, 2024; Zubković et al., 2017) [15],[18]. The use of multimedia elements such as videos, interactive exercises, and gamified activities was frequently cited to sustain students' interest and facilitate multimodal learning.

Despite recognizing these advantages, concerns about the additional workload and preparation time required for ICT-based lessons emerged as a significant barrier to its full adoption. Some teachers expressed frustration over the time-consuming nature of designing and implementing technology-enhanced activities, echoing Jamil et al. (2023) [11], who noted that time constraints and deeply ingrained traditional teaching habits often hinder digital integration. This suggests that institutional strategies should aim to reduce the burden on educators by providing support, training, and ready-to-use digital teaching materials.

### **3.6 Digital literacy: Competence, confidence, and challenges**

The results indicated that digital literacy was a determining factor in implementing ICT in ELT. Teachers who demonstrated higher proficiency in using ICT tools reported greater ease in designing interactive lessons, utilizing digital assessment platforms, and leveraging technology to personalize instruction. These findings align with those of Hışmanoğlu (2012) [8], who emphasized the critical role of digital

competence in fostering a positive attitude toward ICT adoption. The ability to integrate digital resources effectively enabled teachers to accommodate diverse learning styles and provide immediate feedback, thus enhancing student engagement and learning outcomes.

Conversely, teachers with limited digital literacy expressed hesitation in incorporating ICT into their lessons due to concerns about troubleshooting technical issues and disrupting the flow of instruction. The fear of technology failure often led these educators to revert to traditional teaching methods, a phenomenon consistent with the findings of Jamil et al. (2023) [11], who observed that low digital confidence was a key factor discouraging ICT adoption. While some teachers actively sought professional development opportunities to improve their ICT skills, others found it difficult to keep pace with technological advancements. This highlights the need for continuous and targeted digital literacy training to ensure that all educators feel confident and competent in utilizing ICT tools effectively.

### **3.7 Technological infrastructure: Availability and constraints**

The study also revealed that access to technological infrastructure significantly influenced the degree to which ICT was integrated into ELT. Teachers frequently cited unreliable Internet access as a major obstacle to implementing digital learning activities, reinforcing previous research findings that inadequate infrastructure hampered the effective use of ICT in education (Alvarado et al., 2020) [1]. Internet connectivity issues often forced teachers to abandon planned ICT-based lessons in

favor of traditional methods, which limits the potential benefits of digital integration.

Beyond Internet reliability, disparities in access to essential ICT equipment, such as computers and software, were evident as another influential determinant. This finding is consistent with Hoang (2021) [9], who highlighted the unequal distribution of ICT tools across educational institutions in Vietnam. The absence of dedicated language labs further exacerbated these disparities, preventing students from benefiting fully from technology-enhanced instruction. The establishment of specialized ICT-equipped classrooms for language learning could mitigate this issue, promoting more consistent and equitable access to digital resources.

### **3.8 Institutional support: Enablers and barriers**

Institutional support emerged as a critical factor influencing teachers' integration of ICT into their instructional practices. Specifically, professional development opportunities, technical assistance, and policy frameworks were identified as key determinants of successful ICT adoption. However, findings indicated that while some forms of ICT support were available, gaps in resources and training hindered effective implementation. This aligns with Alvarado et al. (2020) [1], who argued that inadequate institutional support discourages teachers from utilizing digital tools in the classroom.

Teachers expressed a strong demand for ongoing professional development rather than one-time training sessions, emphasizing the dynamic nature of ICT and the need for continuous skill enhancement. Jamil et al. (2023)

[11] similarly argued that periodic training is essential for keeping educators updated with evolving technologies. At the studied institution, although some training workshops had been organized, teachers found them irregular and insufficient to meet their evolving instructional needs. Additionally, technical difficulties, such as equipment failures, were frequently cited as obstacles to effective ICT integration. While technical assistance was available, teachers reported that disruptions still affected their ability to focus on delivering instruction. This finding supports Guzmán and Nyvang's (2018) [7] argument that immediate technical support is crucial in minimizing lesson interruptions and sustaining teachers' confidence in ICT integration.

### **4. CONCLUSION**

The overarching aim of this study was to scrutinize the factors influencing the integration of ICT in EFL instruction. The findings revealed that teachers' attitudes toward ICT integration, digital literacy, technological infrastructure, and institutional support were prominent determinants. While EFL teachers acknowledged the benefits of ICT in enhancing student engagement and instructional effectiveness, several barriers hindered its widespread adoption. Teachers' willingness to integrate ICT was shaped by their perceptions of workload, confidence in using digital tools, and the availability of technological resources. Those with higher digital literacy were more likely to implement ICT effectively, whereas limited competence and inadequate training created resistance to technology adoption. Additionally, disparities in technological infrastructure,

including inconsistent Internet access and uneven distribution of digital resources, further restricted ICT implementation. Institutional support, particularly in the form of professional development and technical assistance, played a crucial role in enabling teachers to integrate ICT into their teaching practices. However, the lack of continuous training often discouraged teachers from fully utilizing technology in the classroom.

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