

“EXPLORING THE CHALLENGES OF ICT INTEGRATION AMONG ENGLISH TEACHERS IN SECONDARY SCHOOLS”

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Abstract

This thesis explores the multifaceted challenges hindering the effective integration of Information and Communications Technology (ICT) among English teachers in secondary schools. Drawing upon a synthesis of existing academic literature, this thesis identifies key barriers including inadequate technical infrastructure and support, insufficient teacher training and professional development, and significant time constraints coupled with pedagogical integration difficulties. Despite English teachers often holding positive views towards technology and possessing self-reported ICT skills, systemic and practical obstacles frequently prevent meaningful and consistent instructional use. This thesis argues that a holistic approach addressing both external and internal barriers is essential for fostering successful ICT integration and enhancing English language teaching and learning in the digital age.

Keywords: ICT integration, English teachers, secondary schools, challenges, barriers, professional development, technology adoption, multiliteracies

Annotatsiya

Ushbu tezis o'rta maktablarning ingliz tili o'qituvchilari orasida Axborot va kommunikatsiya texnologiyalarini (AKT) samarali integratsiyalashuviga to'sqinlik qilayotgan ko'p qirrali muammolarni o'rganadi. Mavjud ilmiy adabiyotlarni sintez qilishga asoslanib, ushbu tezis asosiy to'siqlarni, jumladan, yetarli bo'lmagan texnik infratuzilma va qo'llab-quvvatlash, o'qituvchilarning malakasini oshirish va kasbiy rivojlanishining yetishmasligi, shuningdek, pedagogik integratsiya qiyinchiliklari bilan birga sezilarli vaqt cheklovlarini aniqlaydi. Ingliz tili o'qituvchilari texnologiyaga nisbatan ijobiy fikrlarga ega bo'lishlariga va o'zlarining AKT ko'nikmalariga ishonch bildirishlariga qaramay, tizimli va amaliy to'siqlar ko'pincha mazmunli va izchil o'quv jarayonida foydalanishga to'sqinlik qiladi. Ushbu tezis raqamli asrda AKTni muvaffaqiyatli integratsiyalashuvini rag'batlantirish va ingliz tilini o'qitish va o'rganishni yaxshilash uchun tashqi va ichki to'siqlarni bartaraf etuvchi yaxlit yondashuv zarurligini ta'kidlaydi.

Kalit so'zlar: AKT integratsiyasi, ingliz tili o'qituvchilari, o'rta maktablar, muammolar, to'siqlar, kasbiy rivojlanish, texnologiyani qabul qilish, ko'p savodxonlik

Аннотация

Данный тезис исследует многогранные проблемы, препятствующие эффективной интеграции информационно-коммуникационных технологий (ИКТ) среди учителей английского языка в средних школах. Опираясь на синтез существующей академической литературы, данный тезис выявляет ключевые барьеры, включая неадекватную техническую инфраструктуру и поддержку, недостаточное обучение учителей и профессиональное развитие, а также значительные временные ограничения в сочетании с трудностями педагогической интеграции. Несмотря на то, что учителя

английского языка часто положительно относятся к технологиям и сообщают о своих навыках в области ИКТ, системные и практические препятствия часто мешают осмысленному и последовательному использованию в обучении. Данный тезис утверждает, что целостный подход, учитывающий как внешние, так и внутренние барьеры, необходим для содействия успешной интеграции ИКТ и улучшения преподавания и изучения английского языка в цифровую эпоху.

Ключевые слова: Интеграция ИКТ, учителя английского языка, средние школы, вызовы, барьеры, профессиональное развитие, внедрение технологий, мультиграмотность

Introduction

The rapid advancement of Information and Communications Technology (ICT) has profoundly reshaped educational landscapes globally, presenting both opportunities and imperatives for pedagogical innovation. In the context of English Language Arts (ELA) and English as a Second Language (ESL) instruction, ICT holds immense potential to foster authentic learning experiences, support the development of "multiliteracies" beyond traditional print, and facilitate altered pedagogical approaches [3]. From word processing and presentation software to internet-based research and communication tools, technology can serve as both a facilitator and a medium for literacy teaching and learning [3].

Literature Review

The integration of ICT in English language teaching is widely acknowledged as beneficial, yet numerous studies reveal persistent challenges. These barriers can be broadly categorized into systemic/external, teacher-related/internal, and pedagogical/curricular factors.

Systemic and External Barriers: A prominent theme across the literature is the inadequacy of technical infrastructure and support. Research conducted in Isfahan, Iran, involving high school English teachers, identified insufficient technical support within schools and limited access to the Internet and other ICT resources as major deterrents to integration [1]. Similarly, a study on Pakistani ESL educators highlighted the widespread unavailability of essential technology resources as a significant obstacle [2]. These findings resonate with Patricia L. Rogers' (1999) framework, which distinguishes between internal and external barriers to technology adoption, where external factors often relate to resource availability and institutional support [4]. The lack of reliable access to hardware, software, and robust internet connectivity fundamentally limits teachers' ability to utilize ICT, regardless of their willingness or skill level.

Teacher-Related and Internal Barriers: While some studies indicate that teachers express confidence in their ICT skills (e.g., 70% in the Iranian study [1]), actual implementation often lags.

Methodology

This thesis employs a qualitative, critical synthesis approach to explore the challenges of ICT integration among English teachers in secondary schools. Given the nature of the task, this thesis does not involve primary data collection but rather critically evaluates and synthesizes existing academic literature provided as evidence.

Data Sources: The primary data for this thesis consists of five pre-selected academic articles and studies [1, 2, 3, 4, 5]. These sources represent empirical research, literature

reviews, and theoretical models pertinent to the topic of ICT integration in education, with a specific focus on English language teaching and secondary school contexts.

Selection Criteria: The provided evidence was chosen for its direct relevance to identifying challenges and barriers to ICT integration among English teachers.

Findings & Analysis

The thematic analysis of the provided literature reveals a consistent set of challenges to ICT integration among English teachers in secondary schools, which can be grouped into three primary categories: infrastructural and technical deficiencies, inadequacies in teacher professional development and skills, and pedagogical and time-related constraints.

A pervasive finding across diverse geographical contexts is the critical role of adequate infrastructure and technical support. The study in Isfahan, Iran, explicitly identified "insufficient technical support within schools" and "limited access to the Internet and other ICT resources" as major deterrents [1]. This is corroborated by research in Pakistan, which highlighted the "widespread unavailability of essential technology resources" as a significant obstacle for ESL educators [2]. These findings underscore that even if teachers possess the desire and skills to integrate ICT, the absence of reliable hardware, software, internet connectivity, and on-demand technical assistance creates insurmountable barriers. This aligns directly with the "external barriers" component of Rogers' (1999) model, where institutional and resource-based factors dictate the feasibility of technology adoption [4]. Without these foundational elements, teachers are effectively prevented from moving beyond mere awareness to practical utilization and integration.

Despite a reported confidence in ICT skills among some teachers (e.g.

Discussion

The findings of this thesis underscore a critical paradox: while the potential of ICT to transform English language teaching and learning is widely acknowledged, and English teachers often express positive attitudes towards technology, its effective integration in secondary schools remains significantly hampered by a confluence of systemic, professional, and pedagogical barriers.

The prevalence of infrastructural deficiencies, such as limited internet access, insufficient ICT resources, and inadequate technical support [1, 2], represents a fundamental external barrier as articulated by Rogers' (1999) model of technology adoption [4]. Without reliable access to the basic tools and a robust support system, teachers are effectively disempowered from even attempting meaningful ICT integration. This suggests that policy initiatives must prioritize the provision of equitable and sustainable technological infrastructure, particularly in contexts where resources are scarce.

Furthermore, the identified gaps in teacher training and professional development are crucial.

Conclusion

This thesis has explored the significant challenges hindering the effective integration of Information and Communications Technology (ICT) among English teachers in secondary schools, drawing upon a critical synthesis of existing academic literature. The analysis revealed a complex interplay of barriers, categorized into three main themes: inadequate infrastructural and technical support, insufficient and misaligned teacher professional development, and practical pedagogical and time-related constraints.

Despite English teachers often expressing positive attitudes towards technology and possessing a degree of confidence in their ICT skills, the evidence consistently demonstrates that systemic and practical obstacles frequently prevent the meaningful and consistent instructional use of ICT. The lack of essential resources and technical assistance, coupled with professional development that often fails to equip teachers with the necessary pedagogical integration skills, creates a substantial gap between potential and practice.

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