

# Challenges Faced by Primary School English Teachers in Integrating Media Technology in the Teaching and Learning of English

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## Abstract

The purpose of the article was to investigate challenges faced by primary English teachers in integrating media technology in the teaching and learning in the Zambezi Region of the Republic of Namibia. This article's aim is to explore the primary school English teachers' perceptions of the challenges preventing teachers from using information technology in the teaching and learning of English. The following research questions were used to guide the research, what challenges do teachers experience in integrating media technology in the teaching and learning of English in their classrooms? What strategies can be used by English teachers to overcome the challenges of integrating media technology in the teaching and learning of English in their classrooms? Four teachers from grade four to grade seven in respective schools participated in the study. Two lessons were observed and notes were taken, the semi-structured interviews with the teachers were conducted. For data analysis, all field notes were first reviewed, and memos and comments on these notes were written. Secondly, responses from the participants were grouped into themes, and units of texts were sorted according to codes and labels. The findings of the article revealed that teachers in the different schools that were studied in Katima Circuit of the Zambezi Regional Directorate of Education in Namibia faced common challenges. Most of the challenges were caused by lack of ICT resources in schools and lack of appropriate skills and training in the field of technology. The research recommends that policy makers should pay attention to education standards and carry out adequate training to ensure that teachers are fully aware of what is expected from them.

## Keywords

Integrating Media Technology, Teaching and Learning of English, Directorate of Education, Zambezi Region, ICT Resources

## 1. Introduction

### 1.1. Background of the Article

Learning is a process to acquire knowledge. It needs hard work and sometimes it may make learners frustrated, get bored and then lose their attention to a lesson. In this regard, the use of media in teaching and learning process is needed to attract learners' attention and to make teaching and learning activities more interesting and also effective. It is for this reason (among others) that Namibia through the Ministry of Education has made attempts to ensure that media technology is integrated into teaching and learning. Despite a clear technology integration vision (ICT policy for education) and strategy for deployment and integration (TechNa!), there are barriers that hinder the successful implementation. Salehi and Salehi (2012) and Collins, Hammond and Wellington (1997) have explained that media are flexible because they can be used for all levels of learners and in all subjects. Teaching media can encourage learners to take responsibility for and control over their own learning by engaging with the content. According to Craggs (1992) people who sit in our classrooms glean information from television, newspapers, radio, films, computers and other technological media, with that background children need to learn how to make sense of these invasions of information in order to take charge of their own lives and enhance the pleasure they receive from the media.

### 1.2. Problem Statement

Ministry of Education in Namibia is spending money on workshops and short training to equip teachers with knowledge and new techniques and activities, or promote materials. Accordingly, primary English teachers are accustomed to frequent subject innovations, but not necessarily more resourceful or open to new ideas. The use of technological devices, such as televisions, taps records, and video recorders has been incorporated as a tool for language teaching since 1960s. There was evidence of many problems in terms of media skills at the beginning. However, teachers are faced with some challenges that prevent them from integrating information media in their classrooms. Therefore, this article aimed to explore the primary school English teachers' perceptions of the challenges preventing teachers from using information technology in the teaching and learning of English.

### 1.3. Research Question

The researchers formulated the following research question to help in finding answers regarding the experiences of teachers in integrating media technology in their classrooms.

- What challenges do teachers experience in integrating media technology in the teaching and learning of English in their classrooms?

### 1.4. Significance of Article

The findings of this article in practice would inform policy makers on the chal-

allenges faced by teachers when integrating media technology across the curricula. The article further points to the issues to be considered during policy review for quality education. Secondly, the article documented media technology related to the teaching and learning of English second language challenges that need improvement. In addition, the article addressed the gap between funded and underfunded schools regarding to media tools/facilities and investigates how this can be uncovered by integrating information media in the teaching and learning process to try to maximize learning in Namibian school settings. This article is guided by the cognitive learning theory propounded by researchers like Dewey (1966) and Vygotsky (1978). There is evidence from the literature that media integration in education helps learners to construct their own knowledge.

## 2. Literature Review

### 2.1. The Role of the Teacher towards Learning of Learners

In the 21<sup>st</sup> century the educational trends had shifted from teacher centered to learner centered. This shift has led to changes in the teaching methods and classroom activities for both teachers and learners. Research (Schunk & Pajares, 2009; Woolfolk, 2013) emphasizes on learners actively constructing knowledge to make learning meaningful and relevant. The role of the teacher in the 21<sup>st</sup> century classroom changes from that of delivering learning content to structuring learning environments (Schunk & Pajares, 2009). The teacher should manipulate materials and avail opportunities for learners to use media and technologies for social interaction. The constructivist principles identified by Donald, Lazarus and Lolwana (2010) highlight how the role of the teacher changes from a driver of the teaching process to a facilitator of learning.

Principle 1: Active learning; where teachers create opportunities for learners to actively engage in learning.

Principle 2: Process as well as content; where teachers facilitate the learning process by guiding learners through learning content.

Principle 3: Guided discovery, where teachers guide learners to key areas of discovery.

Principle 4: Connecting familiar to unfamiliar knowledge.

Principle 5: Scaffolding.

Principle 6: Group work and co-operative learning.

Principle 7: Language interaction.

While teachers integrate technology in their teaching, the principles mentioned above should be considered. Lourdusamy, Koon and Khine (2001) and Nuuyoma (2012) emphasize that development of ICT and its use in education in line with constructivist paradigm has provided new opportunities for delivering instructions.

### 2.2. The Role of Media Technology in Education

Flores & Ebreo (2014) also cited the impacts of electronic media in education; as

he said television can be a powerful teacher, this is because children watch television in their homes which help them grasp information outside the classroom and bring that knowledge to classroom. Some other television programmed stimulate children such as visits to the zoo, libraries, bookstores, museums and other active recreational settings, and educational videos can certainly serve as powerful teaching devices as learners watch, the visuals help them create mental images and relate content to real life situations. With the knowledge grasped outside classroom it helps children engage in higher level of thinking, when solving problems in real life. Radio is a powerful mass media used in education for disseminating information, imparting instruction and giving entertainment. Radio has the power to bring the world to the classroom, and program could be presented as textbooks on the air. Furthermore, the internet in education, the internet has a significant potential for providing children and youth with access to education information, and the world has become a global village, it is internet linking us worldwide. Internet is compared with huge home library. Regardless of gender, race, age, geographical location, language or any disability, internet gives an equal chance to all to progress in the field of education. Without mass media there would be no social, economic and political system.

### 2.3. Challenges Faced by Teachers in Integrating Media Technologies in Teaching and Learning

Research shows strong evidence on common problems faced by teachers in integrating media technology in the classroom. [Bingimals \(2009\)](#) identified lack of access, resistance to change, lack of time, lack of training and technical support as barriers to technology implementation and use by teachers in the classroom. In support of [Bingimals \(2009\)](#) views, [Sang, Valcke, Van Braak and Tondeur \(2010\)](#) conclude that inert experiences, beliefs and values of a teacher significantly influence how they use technology in the classroom. The opportunities provided by media to support teaching and learning are not problems free. [Salehi and Salehi \(2012\)](#) had cautioned that though technology has limitless access opportunities to information, it may pose real danger if teachers lack ICT skills. The use of media technology in modern education is compounded by many challenges, to mention but a few. Barriers that teachers may face are divided in two major categories which are extrinsic and intrinsic barriers. [Ertner \(1999\)](#) referred to extrinsic barriers as first order barriers and cites access, time, support, resources and training as examples. While on the other hand intrinsic barriers are second-order and include attitudes, beliefs, practices and resistance to change.

[Al-Alwani \(2005\)](#) defined extrinsic barriers as those which are related to organizations rather than individuals and intrinsic barriers as those which are related to teachers, administrators and individuals. Some other researchers grouped the barriers into two categories of teacher-level and school-level barriers. [BECTA \(2004\)](#) classified the barriers based on whether they refer to individual (teacher-level barriers), such as lack of confidence, shortage of time, and resistance to change, or to the institution (school-level barriers), such as lack of

effective training in solving technical problems and lack of access to resources. [BECTA \(2004\)](#) emphasizes that the issue of training is certainly complex because it is important to consider several components to ensure the effectiveness of the training, namely, time for training, pedagogical training, skills training and ICT use in initial teacher training. Some other factors which were more internal to the teachers such as resistance to change and lack of awareness of the benefits of the media technology in learning were also reported in [Salehi and Salehi \(2012\)](#).

## 2.4. Theoretical Framework

The use of media in education appears from two main approaches, namely directed and constructivist instructions methods. The theoretical foundations of directed instructions are based on behaviorist learning theories and information processing theory, which is a branch of cognitive psychology. However, this article was informed by the constructivist learning theory which has its own origins in the field of psychology, and it is based on the principles of learning derived from cognitive learning theory which was made popular by [Dewey \(1966\)](#) and [Vygotsky \(1978\)](#). There is evidence from the literature that media integration in education helps learners to construct their own knowledge.

Constructivism according to [Donald, Lazarus and Lolwana \(2010\)](#) is a theoretical perspective that is of considerable importance in the entire field of psychology. It assumes that the truth or knowledge exists somewhere, that it is absolute and unchanging, and that all we have to do is discover and prove it.

## 3. Methodology

### 3.1. Research Design

The aim of this research was to explore challenges faced by teachers in integrating media technology into the teaching and learning of English. The researchers conducted a qualitative research. There are eight common qualitative research approaches namely: case study, ethnography, ethnology, ethnomethodology, grounded theory, phenomenology, symbolic interaction, and historical research.

For my research, a case study was the most appropriate and suitable approach. [Creswell \(2013\)](#) explains that a case study is a method used when phenomenon under study is not readily distinguishable from its context. [De Vos, Strydom, Fourch and Delpont \(2005\)](#), through the use of case studies researchers get to understand the experience and perceptions of their participants. Moreover, [Gay et al. \(2009\)](#) mentioned that case studies are useful when describing the context of the article and the extent to which a particular program or innovation has been implemented. Since the researchers were exploring challenges faced by English teachers in integrating media technology which is part of learner-centered approach, this article is based on the constructivism theory.

### 3.2. Sampling and Sampling Technique

Two primary schools were purposively selected in Katima Mulilo Circuit of the

Zambezi Regional Educational Directorate. The researchers had chosen those schools because of their accessibility. From our preliminary understanding of the two schools, it was clear that their English teachers were having challenges in integrating media technology in their teaching and learning. All English teachers at the schools were asked to participate in the article. All teachers who participated in the article are teaching English Second Language (ESL) from grade 4 - 7. The interviews were ranging from discussion to semi-formal interviews with class teachers.

The article utilized a non-probability sampling technique called purposive or judgmental sampling that was based on the researchers' knowledge and experience of the group to be sampled and a clear criteria guide the process (Gay et al., 2009).

### **3.3. Data Collection Instrument**

#### **3.3.1. Observation**

Non-participant observation was carried out in order to explore the challenges in the integration of media technology in the teaching and learning of English. In non-participant observation, the researchers observe and record behaviors but do not interact or participate in the life of the setting under study (Gay et al., 2009). Field notes were taken during observation to gather, record compile information during the course of article as it was guided by an observation form attached to the index. Observation enables the researchers to gather data on the physical setting, the human setting, the interaction setting and the programmed setting. The researchers gathered information by looking at the physical settings of the site, and also by observing two English teachers' classrooms to see the challenges that they face in integrating media technology in teaching and learning.

#### **3.3.2. Semi-Structured Interviews**

Semi-structured interviews were utilized because of their flexibility which enables the researchers to probe participants to gain understanding. De Vos et al. (2005) indicated that the researchers can use semi-structured interviews in order to gain a detailed picture of the participants' beliefs, perceptions or accounts of a particular topic. A set of open-ended questions were ready before the interviews. There were two main interview questions: What media technology tools do you use in teaching in your classrooms? What challenges do teachers experience in integrating media technology in the teaching and learning of English in their classrooms? The questions were used during the interviews to gain clarity from all the participants depending on their responses.

### **3.4. Data Collection Procedure**

The researchers observed three English lessons first and notes were taken on how the media technologies were integrated. The semi-structured interviews then follow to seek clarity, as some other interview questions were generated during observation. The interviews were taped/recorded as the participants agreed. The transcript of observations was done daily to avoid loss of under-

standing and interpretation of each observation. Data collected during interviews was immediately transcribed after the interview of each participant.

### 3.5. Data Analysis

The researchers intended to investigate challenges that teachers face in integrating media technology into the teaching and learning of English language in primary schools, the mode of inferences was inductive, the moving from specific to observation to broader generalization. In most qualitative studies, data collection and analysis take place at the same time. Gay et al. (2009) suggested three steps to be used in data analysis. Firstly, the researchers read through notes and write memos on all field notes and comments to get a preliminary sense of data. Secondly, ideas or concepts identified in the notes were grouped into themes which emerged from the literature review and data collection. Thirdly, referencing of texts (e.g. words, sentences, paragraphs, and quotations), were sorted out through coding them to indicate patterns and meanings.

### 3.6. Ethical Considerations

Nuuyoma (2012) in her paper referred ethics to well based standards that centered on what is right and wrong that prescribed what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Informed consent of the participants, as the Nuremberg code stressed, is the key to ethical research. The research asked permission from the school principals of the selected schools to conduct a study, to ensure that the ethical issues were considered in this research. The letter explains the purpose of the article and what it entails was written to both Principals and the participants. The researchers confirmed and obtained verbal consent from participants after informing them that they have the right to agree or to refuse to participate in the article activities, and that their identities were protected to avoid any harm, which maybe caused as a result of the research. Furthermore, participants were assured that all the information they provide remained confidential. The researchers asked permission from the participants to tape-record them during interviews.

## 4. Results

### 4.1. Introduction

Teachers are continuously facing many challenges since the introduction of media technology in education and increasing demand as to how these types of technologies can be successfully incorporated to support teaching and learning. Teachers have to consider how this integration can become a reality, meaningful and deliver on the needs and interest of the learners. The purpose of this article was to investigate challenges faced by Primary English teachers in integrating media technology in the teaching and learning of English.

In this chapter the researchers present the main findings of the article, res-

ponses from interviews are presented in sub-sections, the following P1, P2, P3, P4 is used to indicate the participants who took part in the article.

#### **4.2. Media Technology Tools Used by Teachers**

The researchers directed the first question to the types of media technology tools used mostly by English teachers. The participants mentioned that they used computers to type and print worksheets, since the method of using printed materials saves time and it is more presentable to the learners than writing on chalkboard. In separate interviews these teachers expressed their opinion that printing materials to use during lessons was a good experience for them; however, they often face challenges such as inaccessibility of photo copying machine whenever they needed to use it. This was because in most cases, they wanted to make copies there would be no ink. It was observed that in different schools that were studied, there were only one or two computers, one for the secretary and another for the principal. This indicated that these computers were used for administration purposes.

Most of the participants said that they used their cell phones to record the listening activities and use the phone with a set of computer speakers to present their lessons. They also mentioned that internet could also be used by learners to do their activities on-line but this often did not take place since the internet is only confined at the administration block. Two out of four teachers who took part in the article said that they used OHP to visualize the content being taught in the lesson (P1 & P3). They argued that they used these only occasionally because it was always difficult to take learners to the computer laboratory as they need to make arrangements with the teacher who uses it as a classroom.

Well, I make use of internet to search and download my materials to use for teaching and sometimes when I have a recording in my laptop I usually go to the secretaries and ask for the speakers to use for listening lessons. In addition when I got something that need to be shown to my learners I make use of OHP in the afternoon classes to show my learners what we did during our normal lesson. (P1)

When the researchers asked the participants with the intention to know kinds of media technology frequently used by teachers during their lesson presentations, the results from participants revealed that despite shortage of resources in schools some teachers who are well informed about the benefits of media technology integration are capable to improvise. Speaking to the researchers the first participant displayed his gesture on the issue of ICT integration in teaching and learning not only to the related subject but also to a wide range of learning.

#### **4.3. The Challenges Primary English Teachers Face When Integrating Media Technology into the Teaching and Learning of English**

Participants were asked about challenges that they face when integrating media

technology into their English lessons. In different interviews P1, P2, P3, P4, pointed out the shortage of facilities that enables or bring the integration of technologies to classrooms. They spoke about inadequate computers, printers, OHP, video cameras, television sets, and radios in their schools. They further mentioned challenges associated with teachers experiences in the field of technology. Almost every interviewee expressed concern about teachers' illiteracy in this regard. The following sub-sections gives more on teachers' responses regarding challenges they face when integrating media technology in their everyday teaching.

#### **4.3.1. Lack of Teacher's Training**

Lack of teacher training was one of the major challenges mentioned by the respondents. This was supported by the findings as it was indicated that not all teachers were trained in the field of media technology. All the respondents who indicated that they had never been trained when the government embarked the program to equip teachers who trained during colonial era, they (teachers) rarely integrated media in their lessons because of lack of training and proper guidance. One respondent strongly emphasized on this point by saying

One of the challenges that we normally face as I have mentioned earlier is that not every teacher has the experience or is trained to use media technology in the classroom. Many teachers still use old methods of teaching whereby they just teach. (P3)

The other challenge I have mentioned is that most teachers are not trained on how to use ICT and since the system was introduced to be taught in schools as a subject, not every teacher has been trained to use ICT. In most cases you find that teachers have problems in understanding ICT terminology. (P3)

In a separate interview participants argued that most of them were not trained in the area of ICT integration at tertiary level. The participant argued that if the government can train teachers on the current trends in education they can perform well in the ICT integration "what I also think is that we should have workshops to update us on the emerging technologies, [and] short courses to train those who did not undergo ICT programs". (P1)

#### **4.3.2. Inability to Operate Modernized Technology**

Participants were of the opinion that some of them find it challenging to operate the modern technology. The view of one participant was that she was born before computers or they call themselves "BBCs". She explained that she is unable to operate or work with electronic media. She narrated series of her challenges even though she is aware of ICT policy in schools and the benefits of using new technologies in teaching.

It is difficult in the sense that we are ICT illiterates and some of us were born before computers. I do not have interest and I do not know how to use

computers. Even if the policy forces me to use ICT, I would not do that because I have never sat before a computer. There was a program which was brought by the government to train us the “BBCs”. I find it hard since I do not understand the language computers use. I see as waste of time to integrate media technology in my lessons and it is time consuming. It is a challenge for a teacher of my age to get a topic that makes use of new technology while knowing that I have no experience in that. It takes time for me to plan lessons and present lessons using technology. (P2)

When the researchers tried to find out if the teachers were unable to operate the modernized technologies the results revealed that not every teacher has the capacity to operate those machines despite the fact there are limited by resources. This was echoed by another participant who openly said

The other challenge I have mentioned is with teachers who are not trained on how to use ICT. Since the system was introduced to be taught in schools as a subject, not every teacher has been trained to use ICT. In most cases you would find that teachers have problems in understanding ICT terminology. (P3)

#### **4.3.3. Lack of Resources**

When asked, if the schools are fully equipped in terms of technology to support teaching and learning, the participants had reiterated that lack of resources was the major hindrance towards the successful integration of media technologies in the classrooms. One of the participants said

The school does not have enough resources, concerning media technologies. The overhead projector is mounted in the computer laboratory and the Lab is used as a class by another teacher. Number of computers available are not enough, computer learner ration 1:5—this means one computer to 5 learners. (P1)

The researchers observed that there was only one photo copying machine used by secretaries on each school that was studied in Katima Mulilo circuit. It was also observed that the classrooms had Revise like DVD, TV, OHP. The computer laboratory was empty due to renovations at one of the selected schools in the same circuit furthermore, one of the participants argued that if the resources were available they would find means to integrate them even if they were not trained. She said

We used to have radios in the past years when this school was still under whites. All the equipment was there, and every classroom had the required resources, but now they are all broken. None of these materials is working now. Some schools are supplied with OHP, video cameras and so on, but us here we got nothing. (P2)

When it comes to the strategies of integrating media technology I make use of my smart phone to record and bring the speakers to use during listening

lessons. To the issue of visualizing, I always ask for assistance from the youths who know how to work on those things because I cannot just sit and jeopardize the learning of my children. (P2)

#### 4.4. Language as a Barrier in Media Technology Integration

Most of the participants had indicated that since English was the second language for the learners, these learners found it difficult to comprehend the technological language which is in English.

ICT resources are in English language, therefore when learners watch television or use computer, their interest would be on the pictures but the conversation does not make meaning to them. We observe this in many cases when learners have the opportunity to complete tasks based on DVDs; normally they are not managing because of the complex language they come across. (P2)

The issue of language barrier in ICT integration was raised by another participant when she openly said the terminology that used by ICT equipment is difficult to understand. “When the computer says close the window then the child will only know the building window”. (P2)

### 5. Discussion of Findings

#### 5.1. Lack of Teacher Training in the Field of Technology

Educators are the most expected personnel to bring about change and development in the society. However it is imperative that professionals at any institution should undergo certain program to acquire knowledge and skills in order for them to deliver on demand. Hence, the first issue that was identified as an enabling factor to the integration of media technology was training. If teachers were provided with adequate training they could make better use of media technology in their teaching. Educators felt that it was necessary to continually upgrade their teaching strategies to keep up with the new paradigm shift in the current trend of education. Integration of media technology still remains one the challenges that teachers reported facing. The results also show that most of teachers studied were digital immigrants, meaning they grew up and attended school before the introduction of digital technologies in school, such as ICT. Schoop (2005) cited by Nuuyoma (2012) argued that when new technologies need to be integrated into the classroom teachers need to be trained in the use of each particular ICT. Teachers would be well informed if in-service training was provided for them to catch up with what was not part of their pre-service training. Similarly BECTA (2004) emphasizes that the issue of training is certainly complex because it is important to consider several components to ensure and ICT use in initial teacher training. The effectiveness of the training, namely, time for training, pedagogical training, skills training.

This article gives a clear indication that because of lack of teacher training,

teachers were not able to include technology in their classroom teaching. They had very limited understanding of what media technology was all about and resulted into confusion. To reduce the said confusion, there is a need for the teachers to give a chance for professional development in the field of technology. Salehi and Salehi (2012) pointed out that lack of time for professional development to learn about the new technologies such as the internet and social networking services are reported by teachers as the significant barriers for using media technology in classroom.

## 5.2. Teachers Access to Resources

The results from the presented data revealed that teachers had very little or no access to media technology resources available in their schools. The availability and accessibility of ICT resources determine the integration of those technologies such as hardware, software, and communication infrastructure. The findings of this article also revealed that schools were not fully equipped with adequate ICT resources which could be used by teachers in those specific schools when needed. As it was observed that many classrooms at the specific schools were not equipped with ICT resources, teachers were reluctant to move the whole class to the computer laboratory as it involved moving all the additional materials required for the lesson.

In the previous chapter the results revealed that lack of ICT resources was a major hindrance for media technology integration. The few resources that were available in the schools studied were placed in the laboratories, and administrative offices. These findings are echoed by Johnson, Jacovina, Russell and Soto (2016) who state that computers have been placed in computer laboratories, media centers and administrative offices and are used teach keyboarding and computer literacy to conduct simplified research and for administration book-keeping functions.

The findings indicated that there is high need of ICT resources that can be used by English teachers in their teaching. Teachers have said that they would also want to be exposed to new technology resources as it was very important for their teaching practice. It was quite interesting from the teachers' point of view to mention that the use of internet made their work easier because they could access different types of teaching materials. If the resources were enough to cater the school population, teachers could make use of online tasks to be completed by learners. Berk (2011) found that the ease of internet access allows teachers to help students to become experts in searching for information rather than merely receiving facts. Through using internet, teachers can explore diverse teaching techniques that they can use in lessons.

The National Curriculum for Basic Education (NIED, 2008) stipulates the vision 2030 for the Republic of Namibia which says Namibia should move from being literate to being knowledge based society. A knowledge based society is one where knowledge is created, transformed and used for innovation to im-

prove the quality of life.

### **5.3. Implication for Research and Practice**

Integrating media technology into the teaching and learning of English is a great innovative endeavor that teachers have taken. Even though there has been a lot of research in this area, there is still a need for more research on how integrating media technology will improve learners' skills in listening, speaking, reading and writing especially in developing countries like Namibia.

## **6. Conclusion and Recommendations**

### **6.1. Conclusion**

This article revealed that integration of media technology in teaching and learning of English in schools has a long way to come real. This revealed common challenges on the integration of media technology in English lessons. This was because majority of teachers were unable to integrate modern technology in their teaching practices. The main obstacle towards the successful integration of technology was training, if teachers had skills and knowledge in the field of technology they would better make use of it during teaching and learning. The article also revealed that many of the English teachers who participated in the article were willing to make use of ICT for teaching and learning purposes even though they continuously encountered many challenges in the process.

This conclusion was drawn after it was observed that schools were not fully equipped with technological resources. The article concluded that without proper infrastructure, facilities such as internet connectivity and computer related materials and human support, media technology integration into teaching in general is difficult.

### **6.2. Recommendation for Policy Makers**

There is a growing need for media technology integration in education system as the world trends continue to change. Hence, implementation and application of media technology is limited in the Namibia education system especially at the primary level. We therefore recommend that primary teachers should continuously be trained in integrating media technology into teaching and learning. We also recommend that the government should also increase the supply of ICT resources to schools.

### **6.3. Recommendations for Future Research**

The researchers recommend the following, based on the findings of this article: There is a growing need for media technology integration in education system as the world trends changed. Hence, more research should be done on implementation and application of media technology in the Namibia education system. There is a lack of ICT resources to be used by primary teachers in their teaching practice. However, the researchers see it necessary for the increase supply of ICT

resources by the government in schools. The other major obstacle that teachers are facing currently is inadequate training into the integration of media technology. Therefore, there is a need to provide continuous research and training to all teachers.

### Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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