

# English Language Teachers' Experiences of Using ICT in ELT

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## Abstract

While technologies have penetrated all regions and states in Nepal – a developing country with challenging terrains – teacher educators' practices, especially those in remote areas, are still unexplored. Integrating innovative technologies into English language education, in this context, has become essential as their affordances help to enhance teaching and learning. This hermeneutic phenomenological research paper, hence, explores the perspectives and experiences of using ICT in English language teaching by four English language teacher educators in Darchula, a remote district located in the Sudurpaschim Province of Nepal. Semi-structured interviews were conducted and analysed thematically. The findings indicate positive attitudes among English language teacher educators towards incorporating ICT in ELT, as it enhances learning and teaching experiences, fosters student engagement, improves access to learning resources, and establishes dynamic and interactive learning environments. This study emphasises the importance of effectively integrating ICT in English language teaching while addressing technical obstacles and striking a balance between online resources to maximise benefits and mitigate drawbacks.

**Keywords:** *information and communication technology; English language teaching; lived experiences; teacher educators; hermeneutic phenomenology.*

## Introduction

Information and Communication Technology (ICT) integration in education has gained significant traction, particularly in English Language Teaching. As defined by UNESCO (2010), ICT encompasses various technological tools and systems for transmitting, processing, storing, creating, displaying, sharing, and exchanging information electronically. Its multifaceted components encompass hardware, software, networks, data storage, security,

communication tools, multimedia, and the Internet of Things. This definition underscores ICT's dynamic and evolving nature as novel technological innovations persist in their ongoing emergence while highlighting the prominence of digital mediums within the modern global landscape.

Numerous studies, as exemplified by Poudel (2022) and Saud (2023), have underscored the prospective benefits of incorporating ICT within the domain of English Language Teaching. This integration is envisioned to not

only augment the overall language learning experiences of students but also elevate their English proficiency. Nevertheless, the effective incorporation of ICT into the realm of ELT is contingent upon several critical factors. These determinants include the attitudes and perceptions of educators regarding technology, the availability of requisite resources, and the level of technical support provided by educational institutions. Notably, in the context of Nepal, where English is imparted as a foreign language, as noted by Shrestha (2015), the strategic application of ICT within ELT exhibits the potential to significantly expand the horizons of students' language learning opportunities and promote notable enhancements in their English language skills.

## Context of the Study

Effective integration of ICT in ELT has emerged as a significant concern, particularly in developing nations like Nepal, where financial resources are limited, and difficult terrain often hinders educational advancements. The country is characterised by diverse landscapes, including remote areas such as Darchula, a district in the Sudurpaschim Province. This district is geographically challenging and located remotely. Its remoteness poses unique challenges in teaching English, including limited access to educational resources and infrastructure. Existing research has underscored the beneficial impact of technology on student learning in English Language Teaching, as demonstrated by the works of Panagiotidis et al. (2023), Gao (2021), and Paudel (2021). Unfortunately, only a limited number of recent studies conducted by Rana (2023), Shrestha et al. (2021), and Laudari & Maher (2019) have explored the integration of technology in English language education, with a notable absence

of research specific to the higher educational institutions in remote regions of Nepal. Given the challenging and isolated nature of areas like Darchula, it is imperative to gain insights into the perceptions and experiences of English language teachers regarding the use of Information and Communication Technology in ELT. Such an understanding is crucial for informing educational practices and addressing the unique needs of this region. Therefore, the primary objective of this study is to explore the lived experiences and perspectives of ELT teacher educators concerning the utilisation of ICT in English language instruction at university campuses in Nepal, with a particular focus on the Darchula district.

Through an exploration of the experiences and viewpoints of teacher educators, the objective of this study is to enhance our comprehension of the proficient incorporation of technology in English Language Teaching at higher education institutions situated in remote areas. This, in turn, can serve as a valuable resource for shaping educational policies and methodologies in the national education system. This study addresses the research question, how do ELT teacher educators describe and interpret their lived experiences and perceptions concerning the integration of ICT in ELT?

## Benefits of ICT Integration in Language Teaching

Technology integration in language education, particularly in English language teaching, has become essential in fostering students' language development, improving accessibility, and enhancing the quality of learning. Numerous studies have demonstrated the potential benefits of integrating ICT into language teaching practices. Sabiri (2020)

observes that ICT enhances language skills, student-centred classrooms, access to online resources, personalised feedback, increased motivation and engagement, flexible learning, collaborative knowledge sharing, improved critical thinking and research skills, and reduced barriers to education. Similar findings were reported by Cakici (2016) and Hidayati (2016), who demonstrated that ICT use enhances the efficacy of language teaching, increases student engagement and facilitates access to authentic learning materials. Likewise, Jha (2020) underscores the inherent significance of integrating information and communication technologies into advanced online and remote education in Nepal, as it augments the abilities of learners and ameliorates their overall well-being. Correspondingly, Pangei's research in 2017 offers additional empirical validation for the effectiveness of online education in Nepalese educational establishments, a success stemming from proactive endeavours geared toward the assimilation of ICTs into pedagogical methods. These investigations accentuate the pivotal function of digital proficiency and the amalgamation of ICTs in nurturing educational excellence and broadening educational accessibility in Nepal.

## Challenges of ICT Integration in Language Teaching

Despite the potential advantages associated with the incorporation of Information and Communication Technology in educational contexts, there exist notable hindrances in the form of educators' limited digital proficiency and disparities in the accessibility of digital tools and resources within educational establishments (Bashyal, 2022; Rana, 2023; Laudari & Maher, 2019; Acharya, 2014; Ramorola, 2010). The eruption of the COVID-19 pandemic has accentuated the

necessity for infrastructural enhancements that would facilitate the widespread adoption of online education. Nonetheless, this transition has brought about substantial impediments, notably the deficient digital competencies of educators, subpar internet connectivity, and a lack of institutional backing for the integration of ICT into pedagogical methods (Shrestha et al., 2021). To surmount these obstacles and optimally leverage the potential advantages of ICT in education, educational institutions must accord high priority to the cultivation of educators' digital skills and ensure equitable access to digital tools and resources.

## Empowering Teachers with Digital Literacy and ICT Skills

In response to the challenges associated with the integration of Information and Communication Technology in English language education, scholars have emphasized the significance of delivering tailored support and professional development initiatives that are context-specific, aimed at equipping educators with the necessary skills to effectively incorporate technology into their instructional methods (Caena & Redecker, 2019; Monteiro & Leite, 2021; Zhao et al., 2020). A study conducted by Gnawali (2020) investigating the integration of ICT in language classrooms at Kathmandu University revealed notable advancements in students' digital competencies. Moreover, the study observed that these skills were transferred to future students after graduation, suggesting that when educators are empowered to integrate technology into teaching and learning, it has the potential to bring about transformative changes in English language teaching practices in the Nepalese educational context.

## Overcoming Challenges to Successful ICT Integration

Studies conducted in Nepal and other developing countries emphasise the criticality of acknowledging contextual nuances and overcoming obstacles to optimize the benefits of ICT integration in educational settings (Paudel, 2021; Laudari, 2019; Rana, 2018). These challenges encompass a need for more specialised ICT educators, inadequate familiarity with ICT tools, insufficient backing from educational authorities, and an acute scarcity of technological resources. By the findings of Muslem et al. (2018), it has been observed that English educators in Indonesia face several obstacles when attempting to incorporate Information and Communication Technologies into their teaching practices. These challenges encompass limitations in allocated time, inadequate internet connectivity, and a deficiency in training and expertise. Moreover, Wright (2014) underscores the necessity of addressing pivotal factors, including the availability of infrastructure, initiatives for instructor training, motivation levels, and the sustainability of interventions, to effectively leverage the transformative potential of ICTs in the field of education. Consequently, policymakers and stakeholders must recognize, confront, and overcome these impediments to foster the successful integration of ICTs into educational contexts.

The incorporation of Information and Communication Technologies within educational environments has the potential to promote equitable access to learning opportunities, facilitate tailored learning experiences, offer immediate feedback and evaluation mechanisms, support adaptable and pervasive learning, and bolster communication and administrative functions (UNESCO,

2013). A multitude of scholarly investigations has corroborated the favourable influence of digital technologies on educational achievements and student engagement within the learning context (Barak et al., 2016; Wang et al., 2015; Barrs, 2012; Blattner & Fiori, 2009). As a result, ICTs have progressively made inroads into language classrooms in both industrialized and developing nations.

## Research Method

This study is undergirded by a hermeneutic phenomenological research method because the subjective reality of the world is based on people's subjective experiences, relativist ontology, and value-laden axiology (Taylor & Medina, 2013; Cohen & Crabtree, 2006). The hermeneutic phenomenological research method was a good fit for exploring reality through participants sharing their lived experiences, feelings, and perceptions, providing deeper insights into the phenomenon (Yuksel & Yidirim, 2015; van Manen, 2014). The interpretative research paradigm enabled a thorough exploration of English language teacher educators' experiences and perspectives on ICT usage in ELT.

## Data Collection

To delve into the lived experiences and perceptions of English language teacher educators regarding the use of ICT in ELT, four teacher educators (TEs) were selected purposively from different higher educational institutions in Darchula based on their rich and relevant experiences. Semi-structured interviews were conducted with those TEs to record their lived experiences with the phenomenon. Reflection on lived experience is a process of recollecting past experiences with a particular phenomenon (van Manen 1997, as cited in Sloan & Bowe, 2014).

The interviews were recorded, transcribed, and translated from Nepali to English for subsequent analysis. To protect the privacy of the respondents, alpha-numeric pseudonyms were assigned, and any reference to information that could reveal their identities was removed. In addition to interviews, field notes and reflective writings were also used to generate information related to the phenomena.

## Data Analysis

Following Braun and Clarke's (2006) approach, thematic analysis was used for data analysis. The process involved immersing in the data, assigning labels to meaningful units, identifying patterns and connections, and refining themes for validity and coherence. Clear definitions for each theme were provided to accurately represent the data. The analysis was compiled into a coherent narrative, highlighting the main themes and their significance in addressing my research objectives (Creswell, 2014; Braun & Clarke, 2006). To ensure the trustworthiness of the analysis (Creswell, 2012), member checking and peer debriefing were conducted. Ethical considerations, including informed consent, confidentiality, privacy, and adherence to ethical principles, were upheld throughout the research process.

## Findings and Discussions

This section discloses the outcomes of a hermeneutic phenomenological study exploring how English language teachers in Darchula perceive and experience the utilization of ICT in ELT. The data analysis addresses the research question and provides valuable insights into their attitudes and

experiences with ICT in ELT, including potential benefits and challenges associated with its implementation.

## Attitudes Towards the Use of ICT in ELT

The findings of the exploration indicate that English language teacher educators in the Darchula region exhibit favourable attitudes regarding the incorporation of Information and Communication Technology into the realm of English Language Teaching. The study involved the participation of all teacher educators, specifically, TE1, TE2, TE3, and TE4, whose collective contributions significantly substantiated this observation. In the initial instance, the teacher educators conveyed their optimism in ICT's capacity to augment the educational experience and facilitate the cultivation of essential digital competencies, as articulated by TE1. They acknowledged that the utilization of multimedia and interactive educational materials could effectively cater to the diverse learning requirements and preferences of students, rendering the educational process more engaging, particularly noted by TE1. Furthermore, these teacher educators underscored the critical need for the provision of resources and support geared toward ICT professional development, to enhance the quality of education and adequately equip students for the demands of the future, an emphasis made by TE1. TE1 mentioned, *"As an ELT educator, I wholeheartedly embrace the integration of ICT in my teaching practice. I firmly believe that technology has the power to enhance the learning experience and equip students with essential digital skills. By incorporating multimedia and interactive content, I have witnessed a remarkable transformation in my classroom. Students*

*are more engaged and motivated as they explore language concepts through videos, interactive games, and virtual simulations”.*

The integration of ICT in ELT was perceived as a positive experience by the teacher educators (TE2). They firmly believed that ICT could significantly contribute to effective language teaching and learning by providing opportunities for interaction, autonomy, and creativity and promoting student-centred approaches (TE2). The utilisation of online platforms, digital resources, and multimedia was regarded as beneficial for creating engaging and interactive lessons, as well as providing opportunities for authentic language use (TE2). TE2 stated, *“Ever since I embarked on the journey of integrating ICT in ELT as a teacher educator, it has been an overwhelmingly positive and transformative experience. From the outset, I firmly believe that technology is not just an optional add-on but an essential tool for providing quality education to students. As I incorporated online platforms, digital resources, and multimedia into my teaching, I witnessed firsthand the tremendous impact it had on my students’ learning journey. The interactive and engaging lessons I designed fostered authentic language use, promoted student-centred approaches, and unleashed their creativity. Throughout the past two years, particularly during the challenging times of the pandemic, my perceptions of ICT in ELT have evolved, realising its indispensable role in facilitating remote learning and empowering students to take charge of their language learning”.*

Moreover, the teacher educators highlighted the impact of ICT on their teaching practices. They acknowledged that the incorporation of ICT in ELT classrooms had influenced their teaching practices in various ways (TE1). Notably, the rapid adoption of ICT tools

during the pandemic played a particularly influential role, opening new possibilities for online learning and facilitating stronger connections with students (TE1). Integrating ICT necessitated staying updated with the latest technologies and adapting teaching practices to meet the evolving needs and expectations of students (TE1).

The data also revealed that the teacher educators recognised the significance of ICT skills for teachers (TE1, TE3). They emphasised that possessing basic ICT skills is essential in today’s digital age, as it enables teachers to effectively integrate technology into their teaching, create engaging and interactive lessons, and provide students with a comprehensive learning experience (TE1). The availability and quality of ICT resources were acknowledged as influential factors affecting teaching practices (TE4).

Additionally, the teacher educators expressed positive perceptions of using ICT in ELT, with some noting changes in their perceptions after experiencing the impact of the pandemic (TE3, TE4). They believed that integrating ICT technologies had enhanced their students’ learning experiences, making the content more engaging and interactive and providing various resources for self-learning (TE2, TE3). The benefits of using ICT in language teaching were seen to outweigh the drawbacks (TE3).

However, it is important to note that some teacher educators recognised the importance of considering the context and the effectiveness of traditional teaching methods alongside ICT integration (TE4). They acknowledged that there may be situations where traditional methods are more effective, while in other cases, ICT can be more efficient and engaging (TE4).

The findings demonstrate that English language teacher educators in Darchula hold positive attitudes towards the integration of ICT in ELT. They believe that it has the potential to enhance the learning experience, develop students' digital skills, and create an interactive and engaging learning environment. The integration of ICT is seen as beneficial for promoting student-centred learning, increasing student motivation, and supporting self-learning (Jha, 2020; Pangen, 2017; Cakici, 2016). Acquiring ICT skills is considered essential for teachers to effectively incorporate technology into their teaching practices.

These findings provide significant contributions to our understanding of the perspectives held by instructors of the English language regarding the incorporation of ICT in ELT. These insights can serve as a foundation for the development of educational policies and programs aimed at fostering the proficient amalgamation of ICT in ELT. As a result, this can lead to improvements in the overall calibre of language education.

## Benefits of Using ICT in ELT

The four teacher educators' findings provide significant insights into the benefits of integrating ICT in ELT classrooms. All TEs emphasised the positive impact of ICT on student engagement, learning experience, and motivation.

TE1 highlighted the efficacy of ICT tools, such as interactive whiteboards and online quizzes, in enhancing student engagement and making classes more interesting. The use of video conferencing software during the pandemic supported remote teaching and yielded rewarding experiences. Moreover, the usage of ICT created a dynamic and interactive learning

environment that catered to diverse learning styles, resulting in more effective classes. Access to online resources, dictionaries, and translation tools improved students' language skills and stimulated discussions, ultimately enhancing their motivation to learn.

Similarly, TE2 reported that ICT simplified teaching and learning processes by providing quick access to information and enabling the creation of dynamic and interactive lessons. Gamified learning platforms and educational apps were found to motivate students, while digital tools streamlined administrative tasks and improved personalised feedback and collaboration. Consequently, the incorporation of ICT led to improved student engagement, better retention of material, and enhanced learning experiences.

TE3 emphasised that ICT played a crucial role in maintaining student engagement and motivation, thereby contributing to more effective teaching and active participation. TE3 mentioned, *"Integrating ICT in ELT has brought a multitude of benefits to my teaching practice, and I have witnessed its positive impact on my students' engagement and motivation. Using ICT tools and platforms, such as messaging apps and online search engines, my students can access and share course materials effortlessly, both in and out of the classroom. This seamless integration of ICT has made teaching and learning more engaging and effective, resulting in a happier and more active classroom environment. The interactive nature of ICT has resonated with my students, as it allows them to participate actively and access a wide range of resources and materials that were previously inaccessible. By using ICT in my lessons, I have been able to deliver content interactively, capturing my students' attention and fostering their understanding*

of the lesson. *The incorporation of ICT has made my classes more dynamic, interesting, and interactive, thus enabling my students to grasp the content more effectively and become active and motivated learners*". Students found ICT practical and enjoyable, utilising it for searching and sharing course materials. The interactive and engaging nature of ICT facilitated comprehension, rendering lessons more effective and enjoyable. The availability of diverse resources and authentic materials promoted student-centred learning and positively influenced learning outcomes.

TE4 acknowledged that ICT facilitated the creation of interactive and engaging learning experiences for students. Tools such as MS Teams, Google Classroom, and Google Forms garnered positive responses from students, fostering collaboration and providing immediate feedback. Furthermore, the use of ICT resulted in improved writing skills, high-quality essays, and increased student motivation. TE4 stated, *"Incorporating ICT into my ELT practice has been a game-changer, enabling me to create interactive and engaging learning experiences for my students. Using various digital tools such as MS Teams, Google Classroom, and Google Forms, I have witnessed firsthand the positive response from my students. They find these platforms engaging and motivating, as they can actively participate, collaborate, and receive immediate feedback. One notable project involved using ICT to enhance student writing skills. By utilising online resources, peer editing features, and real-time collaboration, my students produced high-quality essays that showcased significant improvement"*. However, it is important to note that while ICT offered additional practice materials and immediate feedback, traditional teaching methods were still preferred in certain situations.

The results demonstrate the multifaceted benefits of integrating ICT in ELT. Teachers reported enhanced student engagement, motivation, and learning experiences. ICT facilitates the delivery of interactive and dynamic lessons, accommodating diverse learning styles and providing access to a vast array of resources and authentic materials (Gnawali, 2020; Hidayati, 2016). Tools like interactive whiteboards, video conferencing software, and educational apps promoted student-centred learning, improved collaboration, and stimulated discussions.

Additionally, the availability of online resources, dictionaries, and translation tools empowered students to assume responsibility for their educational endeavours and practice language skills independently. The positive impact of ICT on student engagement, comprehension, and retention of material was evident, leading to improved learning outcomes. Moreover, ICT facilitates communication and collaboration among students, both in physical classrooms and during remote teaching.

The findings also underscored the benefits of ICT for teachers, streamlining administrative tasks, facilitating streamlined feedback, and aiding in lesson planning. The flexibility and adaptability of ICT allowed for creativity in designing and delivering lessons, resulting in more authentic and engaging learning experiences.

While most teacher educators expressed positive views regarding the use of ICT in ELT, it is important to acknowledge that some TEs still preferred traditional teaching methods in certain situations. However, the consensus among the participants highlighted the effectiveness and advantages of ICT in creating interactive, engaging, and effective learning environments.



The discussions based on the results provide support for the notion that embedding ICT in ELT enhances teaching practices and improves the overall quality of education. The use of ICT aligns with student-centred approaches, fosters collaboration, and provides access to a wide range of resources, ultimately preparing students for the digital age and equipping them with essential digital literacy skills.

## Challenges of Using ICT in ELT

The data collected from the four teacher educators (TEs) shed light on a range of challenges that arise from the use of ICT in ELT classrooms. These challenges can be categorised into technical issues, concerns about misuse or addiction, inadequate infrastructure and connectivity, financial barriers, the absence of adequate training and the insufficiency of supportive mechanisms. TE1 identified technical issues as a primary challenge when integrating ICT in the classroom. These issues encompassed poor internet connectivity, equipment malfunctions, compatibility problems, and power outages, resulting in delays, disruptions, and frustration for both teachers and students. TE1 also expressed concerns about students excessively relying on online resources, potentially leading to a decline in creativity in problem-solving and assignment completion. The overuse of ICT and its potential consequences, such as addiction and reduced productivity, were highlighted. Additionally, TE1 mentioned the potential dangers associated with ICT, including cybercrime and bullying, underscoring the importance of promoting responsible and safe technology use.

TE2 emphasised the need for continuous adaptation to new software and troubleshooting technical issues during class. The expenses associated with certain ICT tools were

identified as a barrier, particularly for universities and teachers with limited funding. Inadequate internet speed and infrastructure were also noted as challenges, along with the negative influence of politically appointed academic leaders, which could impede the adoption of ICT in teaching. TE2 complained, *“As an educator passionate about integrating ICT in ELT, I have personally experienced the challenges that arise due to the influence of politically appointed academic leaders. It is disheartening to witness the impact of their decisions on creating a conducive academic environment for promoting ICT in teaching. Often, these leaders may lack the expertise or understanding needed to fully grasp the potential of ICT and its benefits in the classroom. This lack of understanding can hinder the adoption and implementation of technology-driven approaches, limiting the opportunities for innovation and growth”*. The lack of practical and effective teacher training in the latest technology was recognised as an obstacle, resulting in reluctance or ineffective use of ICT in the classroom. TE2 further highlighted challenges such as unpredictable internet shutdowns, outdated software, and lack of expertise.

TE3 highlighted challenges stemming from frequent power cuts, low internet speeds, and inadequate availability of ICT devices. TE3 stated, *“Integrating ICT in ELT has been an exciting journey for me as an educator, although it hasn’t been without its challenges. One of the major obstacles I’ve faced is the frequent occurrence of power cuts and the unreliable nature of internet connections. These technical limitations have disrupted the smooth implementation of ICT in my classroom, causing frustrations for both me and my students. It has been disheartening to witness the enthusiasm of my students wane due to these interruptions”*. Some

students faced difficulties with ICT use due to limited access to digital devices or the internet. Student motivation was identified as a challenge, as not all students may be equally interested or comfortable with technology, particularly those who lack digital facilities at home. The potential misuse of ICT, leading to distractions and reduced productivity, was also acknowledged. Furthermore, unstable internet connections during online lessons, particularly during the pandemic, were mentioned as a challenge faced by TE3.

TE4 echoed concerns about technical difficulties and glitches that disrupted the flow of lessons. Slow internet connections and difficulties in loading videos during classes were mentioned. The time-consuming nature of preparing and delivering lessons using ICT was highlighted, including tasks such as creating or adapting materials, learning new software, and troubleshooting technical issues. Inequities in access to technology among students, with some lacking computers or internet at home, were identified as a challenge. The need for training, support, and the potential for distractions was also mentioned by TE4.

The results indicate the existence of several challenges associated with the use of ICT in ELT. Technical issues, including poor internet connectivity, equipment malfunctions, and power outages, can disrupt teaching and learning processes, causing frustration for teachers and students alike. Concerns about excessive reliance on online resources and the potential loss of student creativity were also highlighted.

Inadequate infrastructure and connectivity present significant challenges, as slow internet speeds and power cuts can hinder the effective use of ICT in the classroom.

Insufficient funding may further limit access to necessary tools and resources, creating barriers for universities and teachers. The influence of political factors and the need for a collaborative and innovative culture within academic institutions can impede the promotion and integration of ICT in teaching practices.

The findings emphasize the significance of providing teachers with proper training and support to proficiently incorporate ICT into their instructional practices. Hindrances such as a deficiency in technical proficiency, utilization of obsolete software, and a hesitancy to adopt technology stemming from insufficient training have been recognized as notable impediments in this regard. Moreover, the unequal access to technology among students creates disparities in the classroom, as some may lack the necessary devices or internet access to fully participate in ICT activities.

Addressing these challenges requires attention from various stakeholders, including educational institutions, policymakers, and teacher training programs. To overcome technical issues, it is essential to provide reliable infrastructure, including stable internet connections and up-to-date ICT devices. Adequate funding should be allocated to ensure that campuses and teachers have access to the necessary tools and resources.

Educational institutions must initiate comprehensive training and professional development initiatives aimed at endowing educators with the requisite expertise and competencies essential for the proficient assimilation of ICT within their pedagogical practices. This imperative is substantiated by the research conducted by Caena and Redecker (2019), Monteiro and Leite (2021),

and Zhao et al. (2020). This training should encompass troubleshooting technical issues, utilising educational software and tools, and promoting responsible and safe technology use among students. By enhancing teachers' confidence and competence in using ICT, they can overcome barriers and make the most of the available resources.

Efforts should be made to create a supportive and collaborative culture within educational institutions. This involves removing political influences that hinder decision-making and promoting a culture of innovation and collaboration. Encouraging the sharing of best practices and providing platforms for teachers to exchange ideas and experiences can foster a positive environment for the integration of ICT in ELT.

Furthermore, raising awareness among students about the responsible and effective use of ICT is crucial. Educating them about technology's potential risks and benefits, promoting digital literacy, and teaching them how to navigate online resources safely are vital aspects of their ICT education.

Overall, while the challenges associated with using ICT in ELT are evident, they can be overcome through a concerted effort from educational stakeholders. By addressing technical issues, providing training and support, ensuring equitable access to technology, and promoting a collaborative culture, the potential benefits of ICT in enhancing teaching and learning experiences can be fully realized. This would ultimately contribute to a more effective and engaging educational environment that prepares students for the demands of the digital age and equips them with essential digital literacy skills.

## Conclusions

In conclusion, this study highlights the multifaceted nature of integrating information and communication technology into English language teaching as perceived by teacher educators. The findings suggested that the participating teachers held positive attitudes towards the use of ICT in ELT and acknowledged its potential in making language learning more interactive, engaging, and tailored to individual student needs. Teachers reported that using digital tools enhanced their teaching practices, increased student engagement and motivation, and created dynamic and interactive learning environments, catering to different learning styles, and improving the effectiveness of ELT.

However, challenges associated with technical issues, funding limitations, and training needs were identified despite the benefits. Collaboration among stakeholders is essential to fully harness ICT's benefits in ELT. We recommend that educational institutions should invest in reliable infrastructure, provide necessary funding and resources, and establish supportive cultures that foster innovation and collaboration and support teachers' professional development. The professional development should incorporate ICT skills, and teachers should be supported in overcoming technical challenges. Furthermore, raising awareness among students about the responsible and effective use of ICT is crucial for maximising its potential in the language learning process. By addressing these concerns, English language teachers can leverage the advantages of ICT to create dynamic, engaging, and effective learning environments in ELT, ultimately evolving and adapting to the ever-changing needs and demands of 21st-century learners.

The study acknowledges limitations such as a small sample size, context-specificity, and potential biases in self-reported data. However, it provides valuable insights into ICT in ELT from English language teacher educators in Darchula.

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