Challenges Faced by Secondary English Language Teachers in Integrating ICT in the Classroom

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Abstract

This article explores the challenges faced by secondary level English language teachers in integrating Information and Communication Technology (ICT) while applying in teaching learning activities in the context of community schools of Kanchanpur district, Nepal. The study was based on mixed method design and data was collected from forty English language teachers teaching from secondary level schools of kanchanpur district purposively and data was collected via questionnaire, interviews and classroom observation. Major problems of teaching learning activities were identified via qualitative and quantitative analysis. The findings show that teachers faced pedagogical and administrative challenges higher than the technical ones. Lack of ICT training, limited digital competences, low confidence and motivation with extended class size were taken as major barriers. The major administrative obstacles of ICT implementation are high ICT costs, weak policies, poor monitoring and inadequate planning. Along with this, poor internet connectivity and insufficient infrastructure are some major technical problems. The study concludes that effective ICT integration requires teacher training, supportive policies, institutional backing, and improved facilities. Empowering teachers with ICT skills and confidence can transform traditional classrooms into interactive, learner-centered spaces, enhancing the quality and relevance of English language education in Nepal.

Keywords: *ICT integration, challenges, ELT, English language classroom, teachers' perception*

Introduction

Information and Communication Technology (ICT) in education manifests using ICT tools like the Internet, wireless system, mobile phones, computer, e-mail, facebook, blogging, and instant message including traditional technologies such as radio, television, telephone, etc. in the pedagogical processes. Different resources and technologies are used for effectively communicating, creating, disseminating, storing and managing the information. In order to make the teaching and learning learner friendly, these technologies play a crucial role. The use of ICT has become common in the pedagogical activities throughout the world. With the application of ICT, the modes and modalities of pedagogical practices in language education can be changed from traditional methods to the modern one.

Teachers and students can create and construct prosperous, correlative, communicative and multisensory contexts having high potentialities of teaching and learning with the help of ICTs. Unwin (2004) concedes that computers and the Internet can be used to increase teachers' basic skills and make them resourceful and confident in subject matter that they can use later in the classrooms. Likewise, UNESCO (2014) mentions that ICTs in education enhance learners' learning performance by providing them with new, innovative skills and resources, and facilitate teachers' teaching by training them on various ICT applications and their uses. Education can be valued, and effective education and pedagogical practices with better performance and wider communication can be promoted through the use of ICTs in language learning. In this context, ICT has a significant position to make innovative, updated and better pedagogical model in language education.

Learners get more exposure to the culture of foreign language speaking communities when they are taught using ICT. The use of ICT makes language learning more learners' friendly, useful and competitive. A report of American council on the Teaching of Foreign Language, ACTFL, (2013) claims that language teaching and learning supported with ICTs can produce better and skilful human resource. ICT tools can be a means for fostering professional growth and development for the teachers and better learning for the learners. Each English language curricula either at school education or higher education seeks the use of ICT means to imply that ICT has been necessitated in language education.

Elaboration of the Text on ICT in Language Education

ICT in education involves the use of both modern and traditional technological tools—such as the Internet, wireless networks, mobile phones, computers, e-mails, social media platforms like Facebook, blogs, and instant messaging, as well as older technologies like radio, television, and telephones. These tools are employed in teaching and learning to communicate, create, disseminate, store, and manage information more effectively. Various ICT resources have sparked significant global interest in how best they can be applied to improve education across all levels—formal, informal, and non-formal. Their use is helping to make education more abundant and effective. Specifically, in language education, ICT tools are being integrated into classrooms to enhance both teaching and administrative tasks. As a result, teaching and learning are becoming more ICT-friendly worldwide. However, Pelgrum and Law (2003) noted that the implementation and progress of ICT in education have been uneven across different contexts. The use of ICT in the pedagogical activities has brought changes to the methods and approaches of teaching. At present, the focus is given to the cultural awareness, relevant content, language and linguistics and technological competence in order to make the manpower competitive enough in the global market rather than memorizing grammar rules and vocabulary.

Both teachers and students get empowered with the use of ICT in the classroom. The use of ICT for teaching and learning activities bring the interactive, engaging, and multisensory learning environments. Similarly, Unwin (2004) emphasizes on the importance of computers and internet to help teachers develop core skills, bringing resources in their access and performing confident in the subject matter and skills. Along with this, UNESCO (2014) points out that trained teachers in the ICT offer innovative tools and resources to improve students' learning outcomes. Thus, ICT fosters better communication, improved educational outcomes, and more efficient pedagogical practices in language education.

ICT tools bring the exposure of educational resources of native speakers' language and culture which makes the language learning more relevant, engaging and competitive. According to the ACTFL (2013), ICT promotes learning and helps in producing more skilled and capable manpower. CT-supported language education helps in producing more skilled and capable individuals. In the globalization process ICT has become an integral part of the English language in the academic sectors in order to produce competitive manpower. It boosts the

capacity of the teachers and academic achievements of the students. This idea is supported by Male (2016) that online platforms offer vast knowledge opportunities.

Using the ICT in the classroom fosters collaboration between teachers and students through effective teaching learning activities and it makes the classroom environment students friendly. It enhances the curiosity, learning interest and habit of exploring. Beside this, it also encourages both teachers and students to expand their contact with peers outside classroom as well. Students seem more active in searching and learning than being with the traditional textbooks. It motivates even shy natured students to participate in activities and learn with fun. Tiwari (2021) explores the innovation incorporation in Nepal's education system, highlighting technology's role in creating student-centered, interactive teaching and learning environments. In order to compete in the competitive world market, it is mandatory to make students skill oriented and with knowledge for successful 21st century life as traditional teaching method seem less effective and no longer meet today's expectations totally. Supporting it, Howell and Bates (2019) discuss for the integration of technology to develop collaboration between teachers and students.

Integrating ICT in the pedagogical activities in English language classroom equips students with essential 21st-century skills and provides teachers with valuable tools for creating effective language learning experiences. Preparing students for an interconnected world enables them to communicate effectively, access information, collaborate, and succeed in an English-dominated world. Its use transforms English teaching in the classroom, expanding resources and opportunities, and making the journey to English language proficiency more efficient and enjoyable. Though ICT in language teaching play a crucial role, its effective use for the pedagogical purposes in the developing country like Nepal is still struggling due to several reasons like unstable network, lack of knowledge with the technology, adequate technological tools are poorly managed. According to Shrestha (2018), In the context of Nepal, Implementing the use of ICT in the classroom is a challenge due to lack of teacher's ICT knowledge and Governments blur policy of it.

Being an English language teacher in the community school, I have experienced and observed that many teachers in Nepalese context are unaware and unknown about technology and its use in English as a second or foreign language learning contexts. The teachers who have knowledge of it are unable to handle it

and seem reluctant on its use. In this context, this research aims to draw English language teacher's perspectives on challenges they face while integrating ICT in teaching English at secondary level school education in the community schools of Bedkot Municipality of Kanchanpur district. The research will also be helpful to design policies on integration of technology in teaching learning activities by realizing the challenges associated with.

Literature Review

It is an undeniable fact that computers have made significant contributions since their invention. Today, almost every field including education, health, business, and transportation rely on computers and the internet in daily operations. ICT has become an integral part of our daily lives, including teaching and learning. It plays a vital role in preparing skilled individuals capable of meeting the demands of globalization, science, and technology (MOE, 2019).

ICT is taken as an integral part of pedagogical activities in the classroom, especially in the developing countries like Nepal where authentic books are rare to get. In case of school level textbooks, it seems late to distribute the textbooks before the beginning of the new session. In this case, Yunus et al. (2009) state that teaching learning activities become more effective, dynamic and engaging and it surely helps in professional development (Dahal & Dahal, 2015). Khaniya, 2007 and Rana et al. (2018) mention that the classrooms at present are shifting from traditional practices to modern teaching methods and as a result teachers get pressure to updated themselves with technology and implement it into practice. The learners in the rural regions can easily be in touch with the authentic materials and educationist with the help of ICT.

Along with this, Singh (2019) observed that ICT is motivating the learners and requesting their teachers to adopt this educational shift because it enhances the quality of instruction and makes learning more interactive, engaging and productive (Brian et al., 2000; Salehi & Salehi, 2011; Yunus et al., 2009). Students form the habit of searching the learning materials themselves. In spite of their lack of formal training and lack of confidence, teachers are highly motivated to use it (Paudel (2021). Similarly, Poudel (2018) notes that, despite teachers' motivation and willingness to use ICTs in classroom instruction, they were unable to do so effectively in Nepal's school education system due to a lack of training, limited resources, and a discouraging administrative environment. However, according to Rana and Rana (2020), older or senior teachers often find it difficult

to integrate it into their teaching due to lack of fundamental knowledge, skills and positive attitude.

For effective implementation of ICT in the classroom, teachers must possess basic ICT knowledge, skill and interest. Along with this, there are several challenges that become barrier for effective implementation like lack of awareness about ICT usage, poor internet connectivity, inadequate computer networks, low motivation among both teachers and learners, insufficient ICT infrastructure. In this scenario, Wright (2014) highlights the necessity of addressing these key factors to bring the full potential of ICT in education. The research work reviewed focus on the significance of the ICT in pedagogical practices and ICT policy for language education can be developed on its basis. However, the reviewed research studies lack addressing the challenges teachers encounter during ICT integration into classroom. There are many researches done on the challenges faced by teachers in integrating ICT in teaching English language. However, this research study seeks the challenges faced by the secondary level English language teachers of Kanchanpur district who have technological knowledge and use it for pedagogical activities.

Theoretical stand of the study

This research work is based on the constructivist paradigm, specifically drawing from social constructivism by Vygotsky (1978). It is a social process based on interaction, dialogue, and collaboration from which knowledge is generalized. Active participation with the peers, groups and environment in accordance with the regular guidance of teachers. Guba and Lincoln (1994) highlight that knowledge is influenced by diverse perspectives and situation and context. It is well organization / recognition of thought, pattern and transformation through communication and collaborative engagement. And for this the classroom environment should be learner friendly where teachers act as facilitator or guide.

Constructivist approach promotes exploration, critical thinking, and problem-solving in learner friendly environment because such environment brings excitement and willingness to learn content. Lau (2005) states that classroom become far interactive and learning oriented with problem-based, case-based and task-based learning methods with the integration of ICT which is much connected with the constructivist principles. It forms the habit of collaboration, communication and creative thinking skill.

ICT Policy Review

ICT in education is a relatively new concept in Nepal, introduced through the ICT education policy over the past two decades. The first IT policy, launched in 2000, brought information technology into Nepal's education system. This policy was revised in 2010 to expand internet access in all schools by working together with both government and non-government organizations. The goal was to create skilled human resources for quality and relevant education (Joshi, 2017; Karki, 2019). At that time, only a few awareness programs about the benefits of ICT were conducted, and some schools received NPR 50,000 from the government to buy computers. NGOs and INGOs also supported schools by providing computers (MOE, 2009).

With the School Sector Reform Plan (SSRP) (2009-2015), ICT teaching and learning strategies were expanded to all schools. The Department of Education (DOE) under Ministry of Education provided NPR 140,000 to each secondary school for purchasing three computers and a printer. According to MOE (2019), some schools get fund to purchase the computers from NGOs, and the Three Years Plan (2011-2013) also focused on the use of computers in the rural areas especially with the aim reduce the digital divide and implement the digital tools in all aspects of education (Joshi, 2017). It was the first step of the government strategy on the use of digital tools in school education. Further, the national ICT policy of 2025 priorities the development and integration of ICT into education like, e-learning, ICT-based teacher training, using computers in classrooms, electronic distance education, and ICT for teacher development (Joshi, 2017). ICT becomes an effective tool along with a part of teachers' professional growth with modern tools in academic field.

Similarly, the School Sector Development Plan (SSDP) (2016-2023) highlights ICT as a key component of school education which aims to support each subject with ICT like using ICT to improve teaching practices and classroom interaction; developing skilled human resources and instructional materials; integrating ICT into secondary curricula through professional development programs; using ICT to improve education governance, and creating ICT teaching and training materials for subjects like English, science, and math (MOE, 2016). The crucial goal of it is to fully integrate ICT in schools to improve the relevance and quality of education. The DOE and various NGOs and INGOs also have supported public schools with computers, laptops, printers, and ICT training for teachers to help implement ICT in their subjects and improve education (Maski

Rana, 2018). At the secondary level, computer science is an optional subject for classes 6-10 in public schools, while in private schools, it is mandatory from classes 3 to 8 and optional in classes 9 and 10. Private schools are funding ICT-related activities on their own, with the aim of preparing students to compete in the global digital world.

To the other end, the Teacher Competency Framework 2015 recognizes ICT as a key part of teaching and includes ICT skills as essential for teachers. The National Education Policy 2019 also focuses on improving school infrastructure and using educational technology. It aims to make ICT a core part of the education system and create a technology-friendly learning environment. And the latest policy is developed in order to enhance the quality and relevance of overall school education; School education sector plan (SESP) (2023-2030) designed strategies to manage the basic tools/devices of ICT and digital learning resources and develop the skills of the teachers and students in every school to enhance the use of the technology as an integral part pf teaching and learning. In education, for example students and educators have to adopt the new learning environment, shifting from traditional classroom setting to digital tools and 21st century platform.

Methods and Procedures

This study adopted a sequential explanatory mixed methods design, integrating both quantitative and qualitative approaches to develop a comprehensive understanding of the research problem. Statistical technique of quantitative data helped to find out the pattern and trends in the beginning and then themes were developed to explore fundamental factors associated with the phenomenon under the research work. This facilitated a balance integration of both methods, collected data was brought together and interpreted in the discussion stage (Wipulanusat et al., 2020).

The study contains two sources of data: primary and secondary data. Primary source of data was collected from selected English language teachers through questionnaires, semi-structured interviews and classroom observations for collecting both measurable and descriptive sharing on ICT integration practices. And the source of secondary data were books, peer-reviewed research articles and online resources. The collected information from these sources were used to make the primary findings strong during analysis. Tabulation of the data was done and further developed into sub-themes to analyze in detail. The sample size of forty (considered adequate for quantitative studies, Budiu & Moran, 2021) secondary-

level English language teachers with experience and exposure to ICT from community schools in Kanchanpur district were selected purposively. In order to obtain information from the selected participants, the consent was taken in advance. Teachers were provided with detailed information about the study's objectives, procedure and ethical considerations.

Result and Discussion

This is mixed method research where quantitative data were analysed first into single heading: challenges in implementing ICTs and qualitative data was analysed into two themes: obstacles cause ineffectiveness and creates problems in implementing ICTs in the classroom and teachers' efficiency in implementing ICTs for pedagogical purposes.

Challenges in implementing ICTs

This section aims to explore the challenges encountered in teaching English at the secondary level in community schools of Kanchanpur district through the integration of ICTs. To fulfill the research objective, the study categorizes the challenges into three main areas: pedagogical challenges, technological constraints, and administrative limitations.

Barriers	Responses		
	Major	Minor	Not a Challenge
Pedagogical barriers			
Lack of ICT training	40(100%)	-	-
Large student number	40(100%)	-	-
Lack of confidence	40(100%)	-	-
Lack of motivation	40(100%)	-	-
Lack of teachers' skills and knowledge of ICT	40(100%)	-	-
Technological Constrains			
Lack of reliable internet connection in school	40(100%)	-	-
Lack of technical assistance	40(100%)	-	-
Lack of digitalized books	-	-	40(100%)
Lack of ICT equipment at school	-	20(50%)	20(50%)
Lack of administrative support	-	20(50%)	20(50%)
Lack of digitalized books	-	20(50%)	20(50%)
Administrative Limitations			
Cost of ICT is too high	40(100%)	-	-
Inappropriate ICT policy in education	40(100%)	-	-
Lack of monitoring of ICT implementation	40(100%)	-	-
Lack of ICT friendly English curricula	40(100%)	-	-
Absence of ICT strategies	40(100%)	-	-

Note. Teachers Perspective on ELT

The data in the table above highlights that pedagogical barriers and administrative limitations are taken as significant barriers to the effective implementation of ICTs in the classroom in comparison to technological constraints. Lack of ICT training, insufficient skills and knowledge of ICT, low confidence, lack of motivation, and overcrowded classroom are taken as major pedagogical challenges by all 40 teachers participating in the research work. And such factors are taken as challenges in ICT integration in English language teaching. Similarly, high cost of ICT, inappropriate ICT policies, absence of effective strategies, lack of monitoring by relevant authorities, and less ICT-friendly English curricula were major obstacles to ICT use in classrooms are taken as administration limitations by the all respondent. All 100% participant teachers stated that the lack of reliable internet connection and technical assistance during teaching were key technological constraints. However, lack of ICT equipment, digitalized books, and administrative support were mostly viewed as minor challenges by all 40 teachers. Additionally, 40 teachers (100%) stated that the lack of digitalized book**s** at school was not a challenge at all.

Following the qualitative method, the interview and observation were coded, transliterated and then developed into different themes on the basis of their responses as follows:

Obstacles cause ineffectiveness and create problems in implementing ICTs in the classroom

The concept of ICT in the pedagogical activities is so high in almost in every educational centers.

The purpose of this policy totally depends on teachers' ability to adopt the technology for pedagogical activities. for this, teachers need to form their own strategies and policies to make the classroom activities interesting and motivating for the students to get involved in it. But the finding of the research indicates the teachers as obstacles for its effective implementation because of their experience with the traditional tools like blackboards, markers, and chalk. It becomes difficulty in moving to modern technology- supported pedagogical activities. Thus, making policy by the government is alone insufficient in absence of teachers' readiness especially their knowledge, skills and motivation for ICT adoption. According to a participant teacher (T1), only two or three teachers actively use ICT for teaching activities. The root cause of unwillingness to use among other teachers was lack of skills to handle technology. This argument is

supported by Hinostroza (2018) that the absence of ICT training, digital skills, motivation, and confidence among teachers significantly limits the potential of technology for pedagogical purposes.

The classroom observations revealed that teachers' lack of operational skills, knowledge, and confidence were major demotivating factors in technology use. Implementation of technology becomes matter of distraction during lessons due to technical disturbance and classroom changed into chaos. Due to insufficient knowledge of technology teachers have to take technical support from students in the middle of the lesson and it breaks concentration and also ruins the class time. Thus, these findings suggest that teachers insufficient targeted professional development and support, they will face barriers in effective integration of ICT in classroom. The policy of the government becomes useful when teachers are adequately prepared, both technically and pedagogically, to incorporate technology into their instructional practices.

According to T4, it is crucial to divert the teaching practices from teacher authoritative to students friendly with tech-friendly classroom and produce the able manpower to compete in the global market. for this, adopting new approaches, methods, and techniques that integrate Information and Communication Technologies (ICT) into classroom instruction is necessary. And to become familiar with tech-friendly learning students require both motivation and facilitation from school management. Supporting this, Howell (2013) emphasizes the necessity of embedding digital technologies into the curriculum to foster lifelong learners. However, Paudel (2018) argues that absence of adequate training, limited professional development opportunities, and insufficient proficiency in integrating ICT into teaching practices constitute major challenges to effective ICT integration in education. Though teacher training is given on the use of ICT but time is too limited to learn. Teachers use ICT tools in the teaching learning activities on their own self-directed learning and preparation.

Teachers need to have capacity building programs to equip teachers with the skills necessary to run ICT classrooms. Additionally, limited ICT infrastructures in schools hinder regular and effective use of it. Limited resources mean that in some schools, a single computer lab is shared between multiple teachers, each with large classes, and only one smart board is available. Such situation brings disruption in class schedules and limits teachers' ability to run class effectively. In this, Mokhtar and Alias (2006) argue that effective and sustainable ICT integration is only achievable when supported by a clear and explicit ICT policy.

Other participant teacher (T6) noted, "I have to teach five English language classes a day, but I can't use the lab for more than one or two classes." Rana and Rana (2020) emphasizes that in the absence of a well-defined policy and strategy for ICT integration, persistent funding problems and insufficient investment in teachers' professional development remain unavoidable challenges.

Similarly, four other participants of a school reported that overcrowded classrooms, having 65 students in a single class, created significant obstacles to ICT use. Managing such a large number of students while simultaneously operating ICT tools was described as burdensome and impractical. Poor network connectivity distracts students and created confusion and chaos among students before net gets connected or. Similarly, loadshedding during class hours, said by Teacher 8 interfered the lesson plan with ICT integration in class. Both lack of clear policy and effective implementation strategy, weak institutional strategies, inadequate monitoring by education authorities and insufficient funding are major barriers to sustainable ICT integration.

Thus, the finding of the research suggests that there is potential of ICT in enhancing English Language teaching, their ability to implement it effectively is hindered by many interrelated factors like insufficient training, inadequate infrastructure, overcrowded classrooms, unreliable power supply, poor internet connectivity, and the absence of a coherent ICT policy framework.

Teachers' efficiency in implementing ICTs for pedagogical purposes.

The implementation of Information and Communication Technology (ICT) in English language classrooms plays a critical role in enhancing pedagogical effectiveness. The integration of ICT for teaching learning activities helps teachers grow professionally and expand the knowledge and developing confidence to get interacted. Through the integration of digital tools and technologies, teachers can deliver lessons more efficiently, engagingly, and interactively by incorporating authentic materials such as videos, podcasts, online articles, and interactive exercises. It brings access to education in and outside the classroom, improves its significance to the classroom, develops teaching quality by adopting innovative strategies, and encourages students be in collaborative tasks. These resources make content more relatable, demand based, associated with real- world language use which makes students develop practical communication skills.

Implementation of ICT in the classroom is demand of the present tech-world and for this teacher need to have command over technology but the research findings show that teachers are neither comfortable nor confident in using ICT for pedagogical activities. For this, Paudel (2018) emphasizes that adequate training and support from school administrations are essential for the successful adoption of ICT in education. Since teachers are the central agents of ICT implementation, their confidence, competence, and institutional support are critical determinants of successful integration. Without these, even motivated teachers may struggle to utilize ICT effectively.

According to Neupane (2017), English teachers in public schools have begun adopting ICT tools in their classrooms to promote active participation through pair and group work, fostering collaboration and peer learning. Access to domestic and international resources broaden the horizon of knowledge for the students, deepen their understanding of language and grow them confident to prove themselves in the competitive world. And here teachers act as a facilitator, guide, friend in the classroom than a ruler. Teachers need to support students in engaging with digital tools and encouraging a student-centered environment. Teachers need to encourage the use of these tools, act as a good guide to help them use them effectively and purposefully to enhance their language skills. Use of multimedia resources like videos, podcasts, interactive exercises and online communication platforms develop motivating environment that help students participate actively. Furthermore, ICT integration offers continuous exposure to authentic and diverse language input, including real-world materials and culturally relevant resources. And such exposure increases students' confidence, improve language proficiency, and deepen their understanding of how the language is used in different contexts. After all the policy and integration of technology in the classroom, several studies indicate that the use of ICT in English language classrooms has not always brought the expected results. Neupane (2022) reports that numerous constraints hinder its effective use in classroom teaching. Chief among these challenges is teachers' lack of confidence, competence and lack of time for preparation for its implementation in classroom.

Thus, the main purpose of the integration of ICT in the English language teaching classroom is to transform learning activities more engaging, interactive and learner- centered procedure and its full potential can be realized through targeted teacher training, reliable internet and electricity, support from teachers and school administration, and adequate digital infrastructures in the school.

Conclusion

This research aimed to investigate secondary level English language teachers' perspectives on challenges that have been facing while applying ICT in the pedagogical activities. There are many challenges faced by the teachers while applying the modern tools and technology for pedagogical purposes. Among them the teachers state that teacher and policy-related obstacles are the significant barriers than institutional/other barriers. Lack of teachers' skills and knowledge of ICT, lack of ICT training, lack of confidence and motivation along with the large number of students in the classroom in order to handle by the teacher are some of the major pedagogical barriers. It is believed that the teachers are the real implementors of this equipment, they need to have skill on their right use.

The findings of this study indicate that, although ICT holds substantial potential to enhance the teaching of English, its effective implementation in community secondary schools is hindered by multiple interrelated barriers. All forty participating teachers unanimously identified a range of pedagogical challenges as the most significant obstacles that included inadequate ICT training, insufficient skills and knowledge, low levels of confidence, limited motivation, and the prevalence of overcrowded classrooms. And, administrative barriers were reported to be equally severe. Following the responses of the teachers in the research shows that the high cost of ICT implementation, the presence of weak or unclear ICT policies, the absence of coherent strategic planning, inadequate monitoring mechanisms, and curricula that fail to accommodate ICT-based instruction. Several technological challenges like unreliable internet connectivity and the lack of technical support were noted repeatedly but he absence of digital book is no perceived as barrier to ICT integration.

Data derived from interviews and classroom observations further underscore the pivotal role of teachers in determining the success of ICT integration. In absence of sufficient professional training, adequate digital literacy, and the confidence to utilize ICT tools effectively, even well-designed and supportive government policies are unlikely to yield meaningful results. Similarly, the limited availability of ICT resources like shared computer laboratories and a shortage of interactive smart boards combined with large class sizes, further constrains the consistent application of ICT in classroom practice. These challenges are associated with infrastructural deficiencies, including unreliable network connectivity, frequent power outages, and ambiguous administrative guidance. All of these factors restrict teachers' capacity to deliver lessons

effectively through ICT. Despite the numerous challenges identified, the pedagogical potential of ICT in English language teaching remains important when effectively integrated. ICT facilitates interactive, student-centered learning environments, fosters collaboration, and grants learners access to authentic materials that enhance both language proficiency and intercultural competence. When applied strategically, it can transform classrooms into dynamic learning spaces in which students engage with real-world content through multimedia resources, including videos, podcasts, online materials, and interactive digital tools.

However, the present study reveals that these pedagogical advantages are largely unrealized within the context of community secondary schools due to teachers' insufficient preparation and limitations. The findings underscore that successful ICT integration depends on a combination of targeted teacher training, strong administrative support, clear and well-communicated ICT policies, and the provision of adequate technological resources. Equipping teachers with the necessary skills, confidence, and pedagogical strategies to employ technology effectively can enable a pedagogical shift from traditional, teacher-centered instruction towards learner-centered approaches. Such approaches not only enhance classroom engagement but also equip students with the competencies required to participate effectively in an increasingly globalized and digitally interconnected world and prove themselves in the competitive world market.

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