

Preservice Teachers' Practices and Perceptions of ICT Integration in English Language Teaching

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Abstract

The integration of Information and Communication Technology (ICT) has become increasingly vital in education, offering multimodal learning opportunities and enhancing both content knowledge and pedagogy. This study explored the practices and perceptions of preservice English language teachers in using ICT while pursuing postgraduate degrees in English education at two constituent campuses (of two universities) in semi-urban areas of Nepal. Guided by an interpretative phenomenological design, data were collected through semi-structured interviews with ten purposefully selected participants. Thematic analysis of data revealed that preservice English language teachers used ICT tools in learning and enhancing their prospective teaching profession. Despite infrastructural challenges, ICT promoted their autonomy and attention towards learning content. It also fostered their curiosity, motivation, and engagement for attaining professional skills. The study highlights the need for institutional support and training to maximize its pedagogical potential in the English language teaching context of Nepal.

Introduction

Information and communication technology helps students and teachers cover the potential loss or absence of the classroom and training through self-learning of online resources (Lohr et al., 2024; Timotheou et al., 2023). Information and communication technology (ICT) infrastructure development and ICT refreshment training for teachers and students have been significantly appreciated in education after COVID-19. It prepares teachers and students to shift to

technology-blended teaching and learning practices despite ICT-related constraints (Kandel, 2025; Thapaliya et al., 2023). The use of ICT in English language teaching (ELT) offers better exposure to authentic, interactive, and engaging learning experiences (Aidoo & Chebure, 2024; Poudel, 2022; Soomro et al., 2025). The resources available online, including online English language courses and mobile applications, provide opportunities to learn English language skills, vocabulary, pronunciation, and grammar (Foutsitzi & Caridakis, 2019; Kandel & Raskoti, 2025; Rana, 2018; Sabiri, 2020). The default English used in social media, technological tools, applications, and the Internet has also encouraged people to learn it. The internet penetration rate and growing use of social media have increased digital literacy and substantially contributed to learning the English language worldwide (Kandel, 2023; Laudari et al., 2021).

Online teacher training to equip teachers with digital pedagogical skills has appeared effective in this area (Joshi et al., 2023), including ICT use in different sectors of public, individual and institutional affairs. To meet the national aims of education, educational institutions have improved their delivery mechanisms by prioritizing ICT integration across pedagogy, human resource development, and administrative actions. The Nepal government's education policies also internalize the use of ICT in teaching and learning (MoEST, 2023 (2080 BS); Rana et al., 2018). On these backdrops, the use of ICT has been an aspiration, a demand, and a requirement of teachers in the present era all over Nepal, including in the Karnali Province. With the use of ICT, teachers and students get exposure to a variety of multimodal resources to advance their understanding and higher-order skills (Kandel, 2023; Phyak, 2018). In our observations as university teachers and teacher trainers, ICT has been used more than ever before for teaching and learning purposes in Nepal. However, the opportunities they employ and the challenges they encounter while using ICT in teaching and learning are yet to be explored empirically.

The use of ICT supports preservice English language teachers' (PELTs) English language learning efforts by providing them with comprehensible and authentic resources for practising its use (Kandel, 2024). It helps them promote their English language skills and aspects, and enhances their long-term memory (Acharya et al., 2021; Acharya, 2014). However, studies also indicate that unless teachers learn to use ICT appropriately for their benefit and better learning of their students, its use cannot be very effective in education. Rather, it may lose the time and effort of the teachers and students if it is not handled properly (Ibrahim, 2010). Otherwise, it may lead to a difficult and fragmented approach while dealing with the resources (Shields, 2011). In this regard, it is crucial to investigate how PELTs in these settings practice and perceive the use of ICT for teacher development in their local context in their everyday use. Therefore, this study aims (a) to explore the practices of PELTs in integrating ICT tools in their teaching and learning activities; and (b) to

examine the perceptions of PELTs regarding ICT integration, challenges, and opportunities of use in their professional development and ELT practices, which specifically answer how PELTs in Nepal integrate ICT tools in their teaching and learning activities, and what key practices they employ. Also, it interprets their perceptions regarding ICT integration, challenges and its potential benefits in teaching and teacher professional development.

Literature Review

ICT Integration in Education

The use of ICT in education helps explore the possibilities of better teaching and learning by adopting appropriate pedagogical practices in diverse classrooms. Such integrated multicultural practices motivate students, despite their diversity, in the global world, interconnected through technology (Abacioglu et al., 2019). In this regard, Pal et al. (2021) suggest implementing blended modes of teaching and learning to ensure quality education and mitigate cost-effective education and human resource management in Nepal. Moreover, online or virtual teaching and learning or at least blended modes in higher education, allow students attend classes in person and submit assignments online. Sharma and Hammond (2023), through six years of collaboration and sharing, concluded that the use of ICT facilitates transnational scholarly collaborations and exchange programmes in writing education through the online sharing among university teachers of Nepal and Bangladesh.

The use of ICT facilitates teachers' knowledge acquisition and pedagogic practices. Lone et al. (2022) argued that ICT lessens the teachers' burden and makes teaching and learning easier through sophisticated pedagogical and student-centred resources. Moreover, the HI Factsheet (2022) reveals that ICT helps children with disabilities, otherwise excluded, to overcome a few barriers to support inclusion in education. It contributes to reducing the digital divide across gender, sociocultural context, and disability in a class. Consequently, it helps remove the learning barriers of students with disabilities and makes the schools inclusive (Dinechin & Boutard, 2021; Kandel & Bist, 2025). Nevertheless, studies identified that students' inhibitions towards online classes held amidst the COVID-19 pandemic were due to the lack of physical facilities, lack of self-assurance, and Internet and electricity problems. They encountered challenges, such as inadequate technological knowledge, a lack of self-motivation, and design skills (Acharya et al., 2021; Panthee, 2022), including institutional issues, such as reluctance to amend the policy, and insufficient funds. The ICT infrastructure development in schools of Nepal has not been sustainable due to the occasional support from non-governmental organizations and the lack of follow-up monitoring, especially in rural areas (Rana et al., 2021). To overcome this situation, Thapaliya et al. (2023) suggest that the concerned authorities need to manage adequate training and ICT resources for teachers, including internet-connected

tools for students. The review suggests managing sustainable ICT infrastructure development, adequate training for teachers and students, policy amendments, and executions.

PELT Education and ICT Use

Preservice teacher education programmes are prepared and implemented in universities of Nepal through the Faculty/School of Education. The courses offered to prospective teachers for acquiring subject-specific content, pedagogical, and technological knowledge can be better explored through the use of ICT in the classroom and outside. However, Rana (2022) argues that preservice and in-service teachers in the context of remote Nepal encounter challenges while using ICT during professional practices. Moreover, Rana (2022) revealed that teachers were not well educated in the use of digital technology, rather reluctant to work on the limited knowledge acquired from their personal use.

International studies also suggest the use of ICT in conventional teacher preparation and teacher education programmes to bring desired results. Cilliers et al. (2022), in the South African context, found that online and virtual training for teachers had less significant results in comparison to face-to-face coaching for teacher professional development. However, Ariza-Quiñones et al. (2022), through a collaborative auto-ethnography among preservice EFL teachers in their first teaching practicum, recorded that the virtual learning environment provided them with unforeseen opportunities and ways to resolve the problems imposed by the pandemic. Tran and Pham (2023) also suggested that online modes of peer feedback and peer assessment improve students' writing, including fluency and correctness. Similarly, Willet (2023) discovered that the use of social media allows early-career teachers to solve problems related to teaching careers, which reduces teacher turnover and teacher attrition from the profession through the opportunities of virtual collaboration and cooperation.

The existing literature shows how the incorporation of ICT has supported early-career teachers in their motivation and helped mitigate teacher turnover and attrition in education. Besides the literature reviewed above, MoEST (2021) emphasizes the need to redesign teaching and learning through ICT integration to address changing sociopolitical and global contexts. As highlighted by Laudari et al. (2021), the rapid adoption of ICT after the COVID-19 context and ICT's role in fostering creativity and critical thinking among students (Kandel, 2024; Ojha & Acharya, 2020), the practices and experiences of PELTs, particularly in Karnali Province, remain underexplored. This study addresses the gap by examining their perceptions and practices in integrating ICT into ELT.

Theoretical Lens of the Study

The theory of social constructivism (Vygotsky, 1978) focuses on the social and cultural construction of knowledge through interaction, creating a comfortable learning environment. This theory is suitable for the study, which emphasizes the role of technology in engaging learners in the process of knowledge construction (Vygotsky, 1978). It deals with PELTs' construction and co-construction of knowledge by using ICT while teaching and learning English, which is mainly determined by their perceived usefulness of ICT use and their skills in using it. Against this backdrop, this study is also influenced by the technology acceptance model (TAM) (Davis, 1986, 1989; Davis et al., 1989). However, it mainly embraces social constructivism to explore how participant PELTs make sense of it and construct knowledge, and the researchers interpret their sensemaking. Social constructivists claim that knowledge is produced through collaborative efforts in socio-cultural contexts (Jonassen, 1991). Moreover, Aiello et al. (2012) highlight that learning is augmented through information sharing, negotiation, and discussion among the stakeholders, which are vital in creating a dynamic and interactive learning environment. Teachers, in this regard, while helping students learn English using ICT, should allow students to choose tasks and engage actively in collaborative learning. It ultimately promotes learner autonomy, which helps develop a sustainable learning culture among students. It corroborates Vygotsky (1978), who defines learning as a collective process of communication, collaboration, and creation. The collaborative and interactive nature of social constructivism aligns with the potential of ICT tools and resources to foster communication, knowledge-sharing, and problem-solving among learners and teachers.

Materials and Method

The study adopted a qualitative phenomenological design within the interpretive paradigm to investigate PELTs' practices and perception of ICT integration in ELT, following the concepts of eminent qualitative researchers (Barbour, 2014; Cohen et al., 2018; Creswell, 2015, 2016; Creswell & Creswell, 2018; Creswell & Poth, 2018; Denzin & Lincoln, 2018). Ten PELTs studying M.Ed. in English education were purposively selected from Tribhuvan University and Mid-West University to represent varied practices of ICT use. The equal male and female PELTs aged 24-30 selected as the data sources helped us maintain the inherent diversity of participants across university education colleges in the study site. Consequently, it allowed us to uncover the meaning and distil the shared essence of the phenomenon rather than individual PELT's perspectives. The participants' profile is displayed in Table 1. The participants' names and their campuses are pseudonymized in this article for ethical reasons.

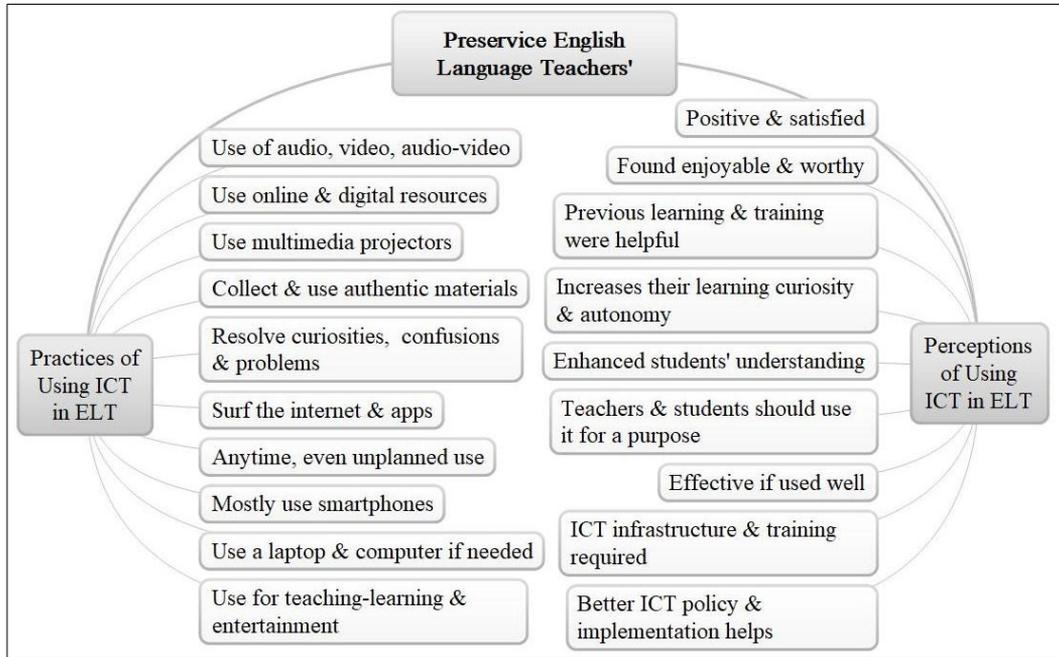
Table 1*Research Participants' Profile*

Campus		Participant	Gender	Age	Ethnicity	Semester
Mahatma Campus, University	Multiple Tribhuvan	Ajaya	Male	24	Chhetriya	1 st
		Denisha	Female	27	Bahun	1 st
		Nebing	Male	25	Dalit	3 rd
		Tilottama	Female	28	Janajati	4 th
		Yubaraj	Male	26	Thakuri	4 th
Yugantar Campus University	Education Mid-West	Binita	Female	30	Thakuri	3 rd
		Lalit	Male	24	Janajati	3 rd
		Pima	Female	25	Chhetriya	4 th
		Yaman	Male	27	Dalit	1 st
		Yamuna	Female	26	Bahun	4 th

Data were collected through semi-structured interviews twice, individually, based on Ary et al. (2014), to explore PELTs' perception and practices of using ICT in English language teaching and learning. Before the interview, the first author built rapport with each participant through multiple contacts and informal conversations. As a result, it was easy for us to elicit their lived experiences regarding their perception and practices of using ICT in English language teaching and learning. For this purpose, he used well-prepared, comprehensible semi-structured interview guidelines that reflected research questions following the ideas of Bryman and Bell (2019). Thematic analysis was employed, as highlighted by Braun and Clarke (2006), for data analysis. It adopted systematic coding and theme development. Themes were generated to capture patterns of ICT integration in ELT contexts by the participants. Theme development involved collating, merging, and organizing the codes that emerged from the transcribed interviews. The thematic map presented in Figure 1 displays how the themes were developed from the data.

Figure 1

Thematic Map of the Developed for the Interpretation of Data



To ensure ethical approval, credibility was established through prolonged engagement, member checking, and the use of semi-structured interviews that elicited rich accounts of participants’ practices and perceptions (Denzin & Lincoln, 2018; Lincoln & Guba, 1985, 2013). Moreover, we used prompts and probes to elicit rich and adequate data from them, as suggested by Korstjens and Moser (2018), to make the interview goal-oriented. During the interviews, we encouraged the participants to convey their lived practices and perceptions. In the meantime, we maintained ethical standards by securing informed consent, ensuring confidentiality, and adhering to the guidelines of the American Psychological Association (2020 for confidentiality and academic integrity. Reflexivity was embraced by balancing insider-outsider roles (Qin, 2016) of researchers, enhancing empathy and compassion with participants during data collection while retaining analytical distance during interpretation. This rigorous process ensured that the findings authentically represented the PELTs’ practices of ICT integration in ELT and provided meaningful insights for teacher education.

Findings

The following thematic descriptions illustrate the findings of the study:

PELTs' Practices of Integrating ICT in EFL Classes

PELTs' integration of ICT in their learning helped them to find the content. Otherwise, they could not access either the teachers' classes or the resources they accessed in the libraries or those they owned. In this regard, Denisha, a 27-year-old female from the Brahmin community, enrolled in the M.Ed. programme at Mahatma Multiple Campus, in her first semester, interestingly claimed:

I have been using ICT for different purposes. I use ICT for teaching learning materials such as showing and watching videos in class, for teaching-learning of listening and speaking skills, making lesson plans, doing action research, etcetera. The students also get the chance to interact with authentic materials in my use.

Similarly, Nebing reflected his joyful experience of internet surfing and participating in an online training:

I feel very nice and confident while using ICT in my practice as it solves my curiosity and settles my confusion effectively. It's an amazing experience of mine. In one training, I got the opportunity to face it live, although I had heard about ICT previously. The training was really enjoyable and worthy to attend. The only reason is that we were connected with ICT.

The participants' expressions revealed that the use of ICT helped them to conduct different activities in the classroom. The teachers can use ICT tools and devices from the planning phase of teaching to evaluation. Using ICT, teachers can collect authentic materials and present them to students. The training opportunities provided students with new opportunities to practice ICT. Such opportunities helped teachers solve many teaching-learning-related classroom problems. Teachers started using ICT outside of the classroom too. In this regard, Tilottama, a 28-year-old female from the Janajati community, enrolled in the M.Ed. programme at Mahatma Multiple Campus, in her fourth semester shared, "I use ICT tools, both in and out of the class as necessary but I am not too much into it. Ah... I can use simple tools and gather the information that is needed in my teaching and learning". Similarly, Lalit, a 24-year-old male from the Janajati community, enrolled in the M.Ed. programme at Yugantar Education Campus, in his third semester, claimed that he benefited from the use of ICT:

I use Google to search for new things. It makes me feel excited to get innovative ideas. I have utilized ICT tools in many ways. For example, searching videos to make the concept clear on particular content. Another example is downloading some pictures from Google and getting the students to describe them it motivates me to embrace the transformative potential of using ICT in education.

Yamuna, a 26-year-old female from the Brahmin community, enrolled in the M.Ed. programme at Yugantar Education Campus, in her fourth semester, in addition, shared how the use of ICT appeared easy and economical means of learning. She states, “If we have good skills in ICT tools, it is easier. It provides a lot of information in a short period. It saves time and money as well. All types of people can be engaged to participate in ICT-based activities”.

The participants also shared about the frequency of their use of ICT. Many of them used it even when they were not well planned for doing so. The participants’ responses showed the difficulties they faced while using ICT tools and devices in teaching and learning. The problems of power cuts posed a challenge. Their responses clearly show what the concerned authority needs to do to create a good environment where teachers and students can effectively use ICT tools and devices for effective teaching and learning. Their responses also indicated a deep interest in preservice teachers in using ICT instead of many challenges. They used ICT in everyday teaching practice. In this regard, Yamuna shared:

I use it kind of daily in my practice, especially my mobile phone and I use my laptop kind of once a month. Not only I, but I think all the students use their smartphones to access the materials whenever required. It has been a part of our lives. We mainly use it for communication, entertainment, and fulfilling our self-satisfaction many times a day. We also use them for our learning. But we do not follow any routine for its use.

Her ideas indicated that the use of ICT is essential for the teaching and learning process. The use of ICT offers multifaceted benefits for teachers and students. The use of ICT tools provided students with knowledge along with entertainment. However, the teachers’ responses showed that they did not use ICT regularly. The participants of the study shared how they resolved some of the challenges that they had to face while using ICT. In this regard, Ajaya said, “I overcome these challenges by using some additional devices like solar and an inverter, I used to get some skills by watching video clips on YouTube, etc.”. The participants also reflected on their expectations from the concerned institutions and authorities for their better professional development. Binita’s words reflected it in this way:

Digital literacy, ICT integration, educational technology knowledge, multimedia creation etcetera are required for the teachers to teach very well. Facilitating the integration of ICT in English language teaching requires strong institutional support and access to specific resources. It helps to promote successful integration like ICT infrastructure, professional development, and technical support.

Similarly, Nebing emphasized the importance of training and workshops for effective integration of ICT in their learning and solving the problems. He

shared, "Training and professional development enhance the ability to integrate ICT effectively. For example, workshops and seminars related to ICT help us to use ICT effectively".

These expressions illustrate that PELTs needed personal and institutional support for using ICT in the teaching and learning process. Teachers' expressions showed that they wished for different training, workshops and seminars for their professional development. In the meantime, the PELTs also shared their experiences of the prospects of using ICT, including challenges while using ICT, and the potential ways to resolve them, including some of them that they used to overcome those challenges.

I have experienced hindrances while using the Internet for my learning. Concerned authorities should supply electricity in all areas or provide alternative electricity to run the internet-connected electronic devices so that teachers can make use of them to help the students learn the English language. Managing training, practical skills for using ICT, and restructuring the classroom with modern equipment is necessary. (Lalit)

Similarly, Ajaya shared his practice of resolving the challenges of using ICT tools by using them constructively. He said, "I overcame these challenges by using some additional devices like solar and an inverter, I used to get some skills by watching video clips on YouTube, etcetera". The data above reflect that the preservice teachers used ICT tools and devices even outside of the classroom context. The training provided them with the idea that the use of ICT has multiple functions in teaching and learning. They got the idea that the use of ICT does not mean only downloading materials and projecting them in the classroom. The participants learnt multiple uses of ICT in the classroom through training because it expanded their horizon of ICT knowledge.

PELTs' Perceptions of Using ICT

The data showed that the participant teachers were positive and satisfied with their use of ICT in teaching and learning. They built their confidence and solved their immediate problems. They also found it easier and more accessible to their needs. To illustrate, Yubaraj shared:

I feel very nice and confident while using ICT in my practice as it solves my curiosity and settles my confusion effectively. It's an amazing experience of mine. In one training, I got the opportunity to face it live, although I had heard about ICT previously, it was my first experience of attending the training. The training was really enjoyable and worthy to attend. The only reason is that we were connected with ICT.

Moreover, Yaman expressed the motivation of using ICT tools for better learning:

The prior ICT training has influenced my willingness to experiment with new ICT tools in my teaching-learning practices. It has developed my curiosity to learn more about new areas. I use ICT to search for new things. It makes me feel excited to get innovative ideas. ICT should be incorporated into teaching-learning. ICT tools should be used to enrich learning in various subjects.

Similarly, Denisha's perception depicted how the learners benefitted from the use of ICT in their learning:

I have utilized ICT tools in many ways. For example, searching videos to make the concept clear on particular content. Another example is downloading some pictures from Google and getting the students to describe about them it motivates me to embrace the transformative potential of using ICT in education.

The above responses revealed that the participants benefited a lot from training. The practical skills of using ICT were learnt after training. The responses of the participants also indicated that the use of ICT supported preservice teachers to solve the problems that they faced in the teaching-learning process. The use of ICT also increased learners' curiosity and desire to learn the English language.

The data also revealed that the participant PELTs were motivated by others' appreciation, including their own reflection, participant students, colleagues, parents, and teachers, regarding their use of ICT in teaching and learning. In this regard, Nebing reflected his understanding of appreciation from the parents and the students:

Students and parents respond positively to my use of ICT tools. Sometimes, they make us aware of its overuse and misuse. But they do have a positive response to this. Students also respond to the use of ICT tools to attract their interest and arouse the environment for learning the English language.

Similarly, Pima shared her purposeful reflection on the use of ICT in English language teaching and learning. She said, "I think ICT tools enhance students' understanding of English language teaching. I have found purposeful planning, professional development, promoting collaboration, and feedback in integrating ICT tools in my teaching-learning practice". In the same way, Tilottama shared how she was impressed by the suggestions of her teachers and friends to use ICT, including her students' appreciation:

My teachers suggest we have the knowledge of ICT that helps in our learning English language. If we got an opportunity to learn English by using ICT, we would learn effectively and meaningfully. My friend also suggested to me this is an era of ICT. If we use ICT as teaching materials or vehicles our learning becomes easier and faster. My students also respond to the use of ICT tools

attract their interest and arouse the environment for learning the English language.

The participants' responses revealed that the use of ICT in the classroom motivated learners to learn the language. The use of ICT provided students with audio-visual content. Such content eased the learning of the students. Teachers also got opportunities for their personal and professional development through using ICT tools and devices. Their response also showed that other feedback encouraged them to use ICT and take its advantage for an effective classroom.

The participants also put forward their suggestion for the concerned authorities as well as the preservice and even the in-service teachers on their experiences. In this regard, Lalit added, "To better prepare preservice teachers to effectively utilize ICT tools in their future classrooms, teacher education programmes should incorporate ICT integration courses, collaborative projects, reflective practices, and field experiences". Likewise, Denisha shared the potential expectations of preservice and in-service teachers from the institutions and authorities:

I think the policy-making bodies, training providers, and administrative and institutional support would facilitate the integration of ICT in the English Language. It helps us stay updated with technology trends, start small, collaborate with colleagues, focus on pedagogy, and encourage critical thinking.

In the same way, Pima stressed the necessity of the teachers' familiarity with using ICT for better learning and delivery. She said, "The teacher should have technological pedagogical knowledge. The teacher should be familiar with basic ICT tools for effective teaching and learning. It should be applied in evaluating and providing feedback to the learners as well". Their perceptions of the PLETs imply that they admired the use of ICT in teaching and learning and acknowledged its outstanding support to make learning accessible, convenient, and autonomous. They believed that it enhances understanding and reduces learning pressure through multimodal illustrations that can be easily tailored to individualized learning needs.

Discussion

The study explores the PLETs' practices and perceptions employing the qualitative phenomenology in the EFL resource-constrained campuses in Karnali province, Nepal. As the study indicated, PLETs used audio, video, audio-video, and other online and digital resources in teaching and learning. It helped them collect and use authentic materials that ultimately resolved their curiosities and confusion. Additionally, ICT use allowed them to resolve the problems and find alternative solutions to the challenges faced, employing avoidance, caution, and hands-on experimental strategies. Their use of language learning applications and

multimedia projects facilitated self-paced learning and multi-sensory understandings. It allowed them to learn anytime. They used laptops and computers infrequently and quenched their inquisitiveness mostly by using their smartphones. Their practice of using technological devices in class made their teaching and learning interesting and developed unplanned habits of learning. Similarly, PLETs perceived that using ICT in education helped them for better learning. They recollected worthy and enjoyable learning experiences from its use. They found that their earlier learning and training on the use of ICT added further facilitation at present. They believed that ICT-integrated pedagogy increased students' curiosity, learning autonomy, level of content understanding, learning techniques, and overall performance. They conveyed that its purposeful use made them active and engaged in learning. Meanwhile, they also aspired for policy-level and institutional cooperation for advanced ICT training, infrastructural support for institutions, and implementation support for the stakeholders. They also demanded an appropriate ICT policy and its implementation in education and teacher development programs.

The findings of this study also showed that the use of ICT helps PELTs resolve the unforeseen challenges that potentially appear in their regular professional practices (Ariza-Quiñones et al., 2022; Kandel, 2025). As claimed in the earlier studies, the findings reflected that teachers use ICT tools to solve teaching-related problems using ICT. Additionally, the findings also revealed that the use of ICT not only helps teachers search for teaching content but also encourages learners to learn the language. Exposure to ICT tools and technologies helped teachers develop professional technological skills. Consequently, students also obtained effective learning resources and the strategies for finding self-learning resources. It is aligned with the findings of Abduraxmanova and Jo'rayev (2022), who argued that web technologies provide abundant opportunities for teachers' professional development and students' better learning. The findings of this study revealed that although the use of ICT offers many advantages to both teachers and students, there is a lack of a conducive atmosphere for integrating ICT in the classroom, as claimed by Acharya et al. (2021) and Panthee (2022).

As perceived by the PLETs, the use of ICT supports them in accessing the resources for their learning and use in the classroom. It also helps them teach different language skills and aspects of the English language in the EFL contexts. However, the result of Leba and Temaja (2023) showed that preservice teachers were not satisfied with the teaching and learning practice due to the lack of technological devices in the EFL classroom. As findings highlighted, preservice teachers felt the numerous advantages of using ICT in teaching. They found it enjoyable, meaningful, and helpful in enhancing students' curiosity, autonomy, and understanding in the classroom. Aligning with this finding, Ridha and Fithriani (2023) highlight the significance of ICT for enhancing preservice teachers' creativity

and technological skills and the motivation and collaboration of students in EFL classrooms. However, they also mentioned the ICT used related challenges such as time management and conducive classroom dynamics, which do not corroborate with the findings of this study.

The PELTs' views indicated that although the use of ICT in education is common, its use in English language teaching and learning is also important, as it is an international language taught everywhere. Use of ICT provides easy access to authentic and reliable resources in English language teaching and learning (Kandel & Bist, 2025). On top of that, the default use of the English language on the internet makes English language teaching and learning easier and more encouraging. Additionally, the digital applications related to language learning and teaching, like the massive open online courses (MOOCs), contribute to learners' English language acquisition. PELTs used these digital applications to overcome the challenges of English language learning and to motivate themselves towards teaching. These findings of the study corroborate the findings of Nguyen and Ngo (2023) in the context of Vietnamese preservice teachers (PSTs) of English, who identified that language teachers' tension helps trigger emotions, motivate them, resolve tensions, and contribute to teacher identity construction. The use of ICT in education helps EFL teachers build confidence and develop better English language proficiency. However, as this study was confined to exploring the perceptions and practices of PELTs in Surkhet on the use of ICT in EFL teaching for their professional development through an interpretative phenomenological approach, it may not equally represent other regions of Nepal's universities.

Conclusion

This study reveals that PELTs perceived ICT as a catalyst for increasing student engagement and transforming their pedagogy. They use ICT as a set of practical pedagogical resources to enrich their classroom practices by supporting student engagement and shifting pedagogy toward a more communicative and student-centered approach. Moreover, they learn to prepare lesson plans, design visually enriched tasks, and access authentic English materials using ICT tools. These tools enhance student engagement and improve language learning through communicative, multimodal, and learner-centered materials and techniques. However, they recognize persistent challenges such as inadequate training, limited technical skills, and a lack of reliable ICT resources to integrate technology effectively in the classroom. Despite these constraints, the study adds valuable insight into teacher education by documenting PELTs' perceptions and practices in ICT integration within the EFL context of Nepal about its actual use. The study also underscores the importance of continued research with diverse samples and methods to further strengthen ICT-based teacher development.

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