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English Teachers' Perceptions Towards Integration of ICT in EFL Classroom in Nepal

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ABSTRACT

The integration of Information and Communication Technology (ICT) in English as a Foreign Language (EFL) teaching has transformed traditional classrooms by fostering interactive and student-centered learning. This study investigates English teachers' perceptions of ICT use in EFL classrooms in Nepal, based on survey data from 222 secondary-level English teachers in Achham, Bajhang, and Kailali districts of the Far-Western Province, Nepal. Adopting a quantitative research design, the study examines teachers' knowledge of ICT tools and their application across motivational, pedagogical, self-learning, and professional development domains. Findings indicate that teachers hold generally positive perceptions of ICT, acknowledging its potential to enhance motivation, enrich pedagogical practices, support self-learning, and facilitate professional growth. Teachers reported that ICT fosters engagement, improves lesson delivery, and provides access to global resources. However, practical challenges such as inadequate resources, insufficient training, and limited technical support hinder its effective implementation. Notable differences were observed in ICT usage based on teaching experience, availability of digital resources, and prior exposure to ICT training. Teachers strongly endorsed ICT as a motivational tool, emphasizing its ability to create engaging and enjoyable learning activities, while also highlighting its limitations in managing classroom behavior. In pedagogical practices, ICT was valued for enabling innovative approaches, though some teachers noted difficulties in seamlessly integrating it into traditional teaching contexts. The study also underscores ICT's role in fostering self-learning and professional development, though further efforts are needed to address gaps in teacher confidence and sustained usage. The study recommends investing in ICT infrastructure, providing continuous professional development, and designing supportive policies to empower teachers. By addressing contextual barriers and promoting teacher competency, the findings aim to advance ICT-driven pedagogies in Nepal's EFL classrooms.

INTRODUCTION

In the modern era, the rapid development of ICT has fundamentally reformed our lives in every aspect. The 21st-century classroom places a significant emphasis on the use of technology in instructional activities across various subjects (Wilcox *et al.*, 2017). The teaching, learning, and evaluation system is evolving with ICT integration and globalization, driving significant changes (Khadka *et al.*, 2020). It has more explicitly transformed our personal lives along with education, particularly in the teaching of the English language. ICT has emerged as a central force for change worldwide, revolutionizing how languages are taught and learned. The merging of technology and pedagogy aligned my enthusiasm and the positive feedback from the students and interactive classroom experiences for both of us (Zinger *et al.*, 2017). The integration of ICT into English language teaching has led to effective teaching methods, motivated students, and enhanced language proficiency through diverse and authentic sources, digital content, and virtual teaching (Hanson-Smith, 2001). Nowadays, English language teaching has been widely influenced and modified due to digital content and pedagogy (Nasrullah, 2022). It has become an additional important element in language teaching-learning activities. Such realization has led to

changing all language teaching methods and techniques to teach language more effectively, impressively, and efficiently via digital devices and techniques (Jayanthi & Kumar, 2016; Ahmad, 2012). This shift in English teaching methods has redefined the experiences of both teachers and learners.

ICT is now a prominent topic in the education sector, being implemented from preschool to university levels to benefit both students and teachers (Haleem *et al.*, 2022). In Nepal, ICT was introduced both as a subject and as an instructional tool throughout the education system in Nepal, as outlined in the National Curriculum Framework (NCF) of 2005. Despite the changes brought by ICT in the global context, its use in the educational system of Nepal is mostly limited to administrative purposes. A lack of skilled human resources and awareness leads to limited use of ICT in English language teaching and within classrooms. Although policies advocate for integrating ICT in teaching and learning activities to provide quality education, implementing these strategies remains uncertain. English language teaching is of particular interest because English is widely recognized as a global language and a vital communication tool in various domains such as business, academia, and international relations.

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Integrating ICT into ELTL classrooms can offer new possibilities for language instruction, such as interactive multimedia, online language resources, and language learning apps, virtual classrooms, and language exchange platforms. The universal impact of ICT it clear that ICT holds a key role and significance in every field. It ensures that input, processing, and output are handled effectively and efficiently across various fields (Anasri & Khan, 2020). Technology integration in language teaching and learning is increasingly seen as a valuable approach to engage and motivate students, improve language proficiency, and prepare learners for the digital age, although before COVID-19, ICT was rarely used in everyday teaching (Khadka, 2023). In this context, Clymer *et al.* (2020) elaborate that technology used in foreign language classrooms has been incorporated into applied linguistics and foreign language teaching.

This modern approach to education has transformed the learning experience, fostering greater interaction between learners and teachers. Traditional methods relying on blackboards and textbooks have given way to interactive whiteboards and web-based platforms. The attitudes and perceptions of English language teachers towards ICT play a crucial role in its effective implementation. Positive perceptions are associated with higher motivation to use digital tools and resources in teaching, which can lead to improved teaching and learning outcomes (Shah, 2022). However, several studies have highlighted mixed perceptions among teachers in Nepal. Thus, the objective focuses on English teachers' perception of ICT as a motivational tool. Since motivation is critical for language acquisition, the study examines how multimedia, gamified apps, and virtual classrooms can engage students, fostering their interest and active participation. Insights from teachers can guide strategies to effectively use ICT to make learning more appealing, especially in settings where traditional methods may fall short.

The academic performance of school students in English is comparatively poor, particularly in the Sudurpashchim and Karnali provinces of Nepal. Limited access to digital resources further complicates this issue. This study aims to investigate how ELT teachers in Sudurpashchim province perceive and use ICT in their instructional activities in English language classrooms and to evaluate their access to digital resources. In this context, the research further explores how ICT supports pedagogical activities, including lesson planning, instructional delivery, and assessment. Investigating teachers' perceptions of ICT's role in these areas, the study aims to uncover ways technology can enrich instructional quality and inclusivity. Additionally, the study examines ICT's role in fostering self-learning, as independent practice is essential in language development. English teachers' perceptions on this potential help identify strategies to encourage student autonomy, promoting lifelong learning habits and confidence in language skills beyond the classroom.

Furthermore, positive attitudes toward digital resources are essential for their effective use (Shah, 2022). Teachers

need to be knowledgeable about these resources to integrate them into their professional development and teaching practices (Cox & Marshall, 2007; Zhao & Frank, 2003). In this regard, the study considers ICT's role in professional development. ICT offers English teachers access to global resources and professional networks, helping them stay updated on teaching innovations and trends. This objective is particularly relevant in Nepal, where ongoing professional development is needed to enhance teaching effectiveness in a fast-evolving digital world.

LITERATURE REVIEW

The integration of ICTs and digital resources in education has become increasingly widespread, offering numerous tools such as MOODLE (Modular Object-Oriented Dynamic Learning Environment), LMS (Learning Management System), Zoom, Google Meet, and Microsoft Teams to support teaching and learning activities (Tkachuk *et al.*, 2020). This research focuses specifically on the use of ICT in ELT classroom contexts. Previous studies (Ansari & Khan, 2020; Kazoka & William, 2016; Paudel, 2020; Srivastava, 2016) have demonstrated that the use of ICT in instructional activities enhances both learner performance and teacher skills and knowledge. In this regard, ICT integration aids teachers in adapting to new instructional policies and practices promotes student-centered approaches, and supports self-learning and motivation. Despite these advantages, there are notable challenges in the use of ICT or practices, particularly in regions with limited access to digital resources. School students' academic performance in English is comparatively poor, particularly in the Sudurpashchim and Karnali province. Limited access to digital resources further complicates this issue. This study aims to investigate how ELT teachers in Sudurpashchim province perceive and use ICT in their instructional activities in English language classrooms and to evaluate their access to digital resources.

Several studies by Al Khateeb, (2017); Ansari and Khan, (2020); Kasemsap, (2018); Kumari and D'Souza, (2016) have shown that high levels of ICT knowledge and competency among teachers are crucial for effective classroom practices, and the Government of Nepal has emphasized the importance of ICT skills for teachers through various frameworks and policies like ICT in Education Master Plan 2013-2017, School Sector Reform Plan (SSRP) 2029-2013 (MoE, 2009), School Sector Development Plan (SSDP) 2017-2023, School Education Sector Plan (SESP) 2022-2032. They have also focused on the use of ICT in every classroom.

Furthermore, positive attitudes toward digital resources are essential for their effective use (Shah, 2022). Teachers need to be knowledgeable about these resources to integrate them into their professional development and teaching practices (Cox & Marshall, 2007; Zhao & Frank, 2003). This study also measures the perceptions of English language teachers toward the use of ICT in their

classrooms. The integration of ICT in English Language Teaching (ELT) has gained prominence globally, yet its adoption and effectiveness vary widely depending on teachers' perceptions and practices. While teachers' knowledge of ICT is a critical factor, their attitudes and actual use of these technologies in the classroom are equally significant in determining the success of ICT integration.

The attitudes and perceptions of English language teachers towards ICT play a crucial role in its effective implementation. Positive perceptions are associated with higher motivation to use digital tools and resources in teaching, which can lead to improved teaching and learning outcomes (Shah, 2022). Factors influencing these perceptions include prior experience with technology, training received, and the perceived ease of use and usefulness of ICT tools (Paudel, 2020).

The practical application of ICT in ELT classrooms in Nepal varies significantly, with many teachers struggling to integrate technology effectively into their teaching practices. According to Ansari and Khan (2020), while ICT tools like LMS, Zoom, and Google Meet have the potential to enhance instructional activities, their use is often limited by external constraints such as poor internet connectivity, insufficient access to digital devices, and lack of institutional support. These challenges are particularly pronounced in rural and remote areas, such as the Achham, Kailali, and Bajhang districts of Sudurpashchim (Far-Western) province, where infrastructural deficits are more acute.

Although the integration of ICT in English Language Teaching (ELT) has received considerable attention globally, the effectiveness of this integration in Nepal remains uncertain, particularly due to unique challenges faced in resource-constrained regions. Existing studies (Ansari & Khan, 2020; Paudel, 2020) emphasize the positive impact of ICT on student engagement, self-learning, and motivation in ELT contexts, yet there is limited understanding of how these benefits are perceived and actualized by teachers in Nepal's diverse educational landscapes. Despite numerous national initiatives, such as the ICT in Education Master Plan (2013-2017) and the School Education Sector Plan (SESP) (2022-2032) aimed at enhancing digital competencies among teachers, practical implementation remains inconsistent across urban and rural areas.

Furthermore, research has not sufficiently explored the specific attitudes and challenges faced by English language teachers in integrating ICT in remote regions like Sudurpashchim province, where infrastructural limitations, such as inadequate internet access and limited digital devices, hinder effective ICT adoption. Although Shah (2022) highlighted the influence of teachers' prior ICT experience and training on their attitudes, there is still a lack of in-depth analysis on how these factors, along with institutional support and personal motivation, impact their willingness to embrace ICT in their teaching practices.

Additionally, while previous studies (Kazoka & William, 2016; Srivastava, 2016) acknowledge the importance of ICT knowledge and competency, few have addressed how well English teachers in Nepal's rural districts are equipped with these skills or the extent to which they feel confident in using ICT tools for language instruction. There is also insufficient research on how the perceptions of ICT's role in supporting pedagogical activities, enhancing motivation, and fostering self-learning are shaped within Nepal's socio-economic context, especially in resource-limited regions. This study aims to evaluate the ICT knowledge of English language teachers and its application in ELT classrooms in the Achham, Kailali, and Bajhang districts of Sudurpashchim province, Nepal. This research seeks to bridge these gaps by investigating English teachers' perceptions of ICT use in ELT classrooms specifically within the Achham, Kailali, and Bajhang districts of Sudurpashchim province. By examining the factors influencing these perceptions and the barriers to ICT integration, this study aims to contribute to a nuanced understanding of ICT's role in language education in Nepal, providing insights for policy adjustments, resource allocation, and professional development initiatives that align with teachers' needs and contextual realities.

MATERIALS AND METHODS

This research employed a quantitative research design to assess the knowledge of secondary-level English teachers in Nepal regarding the use of Information and Communication Technology (ICT) in English Language Teaching (ELT). A cross-sectional survey design was adopted to collect data from a representative sample of secondary-level English teachers. This design allowed for the examination of teachers' ICT knowledge and its variations based on factors such as qualifications, experience, district, and availability of resources. The target population for this study included secondary-level English teachers in western Nepal. A stratified random sampling technique was employed to ensure diversity and representation across geographic locations. Teachers from three districts – Achham, Bajhang, and Kailali of Far-West Province, Nepal—were selected. A total of 222 English teachers participated in the study. The sample size was determined using a confidence interval approach, ensuring that the sample was large enough to provide reliable data for statistical analysis. Stratification was based on the urban-rural divide and availability of digital resources to capture diverse teaching contexts. Data were collected using a structured survey questionnaire, designed specifically for this study. The questionnaire included both closed-ended and Likert-scale questions to measure teachers' perceptions of ICT as a tool for motivation, SEL-learning / individual learning, pedagogical activities, and professional development. Descriptive statistics were employed to analyze the collected data. Frequencies, percentages, mean scores, and standard deviations were calculated to summarize teachers' knowledge across the

five ICT domains. By employing a robust quantitative methodology, this study provides valuable insights into the ICT knowledge of English teachers in Nepal. The use of stratified sampling and validated data collection instruments ensures that the findings are both reliable and representative of the broader population of secondary-level English teachers in Nepal.

Results Analysis

The Secondary-level English language teachers' perceptions of ICT were quantitatively observed and analyzed regarding ICT as a tool for motivation, SEL-learning/individual learning, pedagogical activities, and professional development which has been further analyzed as follows:

ICT as a Tool for Motivation

The use of ICT in the English language class can be utilized to excite and motivate students for their effective learning. For exploring the classroom realities of Achham, Bajhang, and Kailali, 222 English language teachers were asked questions regarding the use of ICT for making the activities interesting and enjoyable, fostering a positive attitude of students towards learning, creating the teaching-learning atmosphere, increasing the students' motivation, making the class more comprehensive, enhancing the students' independence in learning, reducing the drop-out rate and class-repetition rate, increasing the regularity in the class, increasing the enrolment of the students, and providing the convenience in monitoring students' learning progress. It can be presented in Table 1 as follows:

Table 1: ICT as a Tool for Motivation (n=222)

Statement	Percentage					Mean	SD	Level
	SD	D	A	SA	UD			
It makes learning activities interesting and enjoyable.	1.8	5.9	6.8	32.4	53.2	4.29	0.96	High
It helps to foster positive attitudes of students toward learning.	1.4	4.5	6.3	42.3	45.5	4.26	0.87	High
It makes it easy to control the classes	4.5	6.3	9.5	38.7	41.0	4.05	1.08	High
It can increase students' motivation	2.3	5.0	4.1	42.8	45.9	4.25	0.92	High
It gives the students a better understanding	3.6	6.8	8.1	36.5	45.0	4.13	1.06	High
It enhances learners' independence in learning.	2.7	6.3	13.5	31.5	45.9	4.12	1.04	High
It helps to decrease the class repetition rate of students	4.5	5.9	6.3	46.4	36.9	4.05	1.04	High
It helps to increase the attendance rate of students	3.2	7.7	11.3	30.2	47.7	4.12	1.08	High
It helps to decrease the dropout rate of the students	2.3	4.1	7.7	45.9	40.1	4.18	0.90	High
It helps to increase the enrolment rate of students	2.3	4.5	7.2	50.5	35.6	4.13	0.89	High
It provides convenience in monitoring students' learning progress.	2.3	5.0	7.2	40.1	45.5	4.22	0.94	High
Total						4.16	0.76	High

The overall results of Table 1 show that English teachers in Achham, Bajhang, and Kailali view ICT as a highly motivating tool for English language teaching, enhancing student engagement and learning outcomes. With an overall mean score of 4.16 (SD = 0.76), teachers perceive ICT as effective in various motivational aspects, from making learning enjoyable to improving classroom dynamics and fostering student independence. The highest-rated aspect is the role of ICT in making learning activities interesting and enjoyable (Mean = 4.29, SD = 0.96), suggesting that teachers recognize ICT's potential to create more dynamic and interactive learning experiences. Similarly, ICT is perceived as valuable for fostering positive student attitudes towards learning (Mean = 4.26, SD = 0.87) and enhancing students' motivation (Mean = 4.25, SD = 0.92), highlighting the belief that ICT can make learning more appealing and engaging for students. English Teachers also noted that ICT facilitates students' better understanding of content (Mean = 4.13, SD = 1.06), encourages learner independence (Mean = 4.12, SD =

1.04), and improves attendance rates (Mean = 4.12, SD = 1.08). These findings suggest that ICT not only motivates students but also promotes consistent class participation and autonomy in learning. While the mean scores are generally high across items, some aspects scored slightly lower. For example, teachers found ICT to be somewhat less effective in making class control easier (Mean = 4.05, SD = 1.08) and in reducing class repetition rates (Mean = 4.05, SD = 1.04). These slightly lower scores indicate that, while ICT is widely recognized as a motivational tool, certain aspects of classroom management and student retention might require additional support or complementary strategies. Overall, the study suggests that English teachers in these districts recognize the motivational potential of ICT and see it as beneficial for both student engagement and learning progress monitoring. The findings reinforce the importance of ICT in ELT classrooms and support its continued integration to enhance motivation, learning engagement, and independence among students.

ICT as a Tool for Pedagogical Activities

The use of ICT in the English language class can be utilized by teachers for effective learning. For exploring the classroom realities of Achham, Bajhang, and Kailali, 222 English language teachers were asked questions regarding the use of ICT for making the learning process more effective, replacing teachers' role in teaching English, more effective for teaching and learning than books and other printed materials, making learning activities is quite easy and is not troublesome, providing convenience in meeting the needs of learning resources, making teaching

and learning easier, faster, accessible and fun for teachers to explain the concept of the lesson, teaching English more confidence on the computer, making effectiveness in developing language skills and aspects of English, improving the presentation of materials for my lessons, facilitating increase the quality of education, facilitating increase the quality of education, increasing the student's achievement, and providing convenience in storing teachers' and students' documents. The results of this part can be presented in Table 2.

Table 2: ICT as a Tool for Pedagogical Activities (n=222)

Statement	Percentage					Mean	SD	Level
	SD	D	A	SA	UD			
It makes the learning process more effective.	2.7	4.5	10.8	59.0	23.0	3.95	0.87	High
It replaces teachers' role in teaching English.	3.2	5.9	10.4	48.2	32.4	4.01	0.97	High
It is more effective for teaching and learning than books and other printed materials.	1.8	5.0	5.9	59.0	28.4	4.07	0.84	High
The use of ICT in learning activities is quite easy and is not troublesome.	5.9	5.0	5.9	56.3	27.0	3.94	1.03	High
It provides convenience in meeting the needs of learning resources.	4.1	2.7	3.6	64.0	25.7	4.05	0.88	High
It makes teaching and learning easier, faster, accessible, and fun for teachers to explain the concept of the lesson.	2.3	4.1	6.3	57.2	30.2	4.09	0.85	High
It is more effective for teaching and learning than books and other printed materials.	4.1	4.1	3.2	60.4	28.4	4.05	0.92	High
I feel confident to teach English on the computer	2.7	3.6	7.7	57.7	28.4	4.05	0.86	High
It seems effective in developing language skills and aspects of English	2.7	3.6	5.0	66.2	22.5	4.02	0.82	High
ICT improves the presentation of materials for my lessons	3.2	3.2	7.7	65.8	20.3	3.97	0.83	High
It helps to increase the quality of education	3.2	4.5	3.6	59.5	29.3	4.07	0.89	High
It helps to increase the student's achievement	2.7	3.2	3.6	60.4	30.2	4.12	0.83	High
It provides convenience in storing teachers' and students' documents	4.5	2.3	10.4	37.8	45.0	4.17	1.01	High
Total						4.04	0.59	High

The overall results of table 2 show that English teachers in Achham, Bajhang, and Kailali hold a high opinion of ICT's utility in pedagogical activities, with an overall mean of 4.04 (SD = 0.59). Teachers perceive ICT as highly effective in facilitating various aspects of teaching and learning, including storing educational documents, increasing lesson engagement, and improving teaching effectiveness. The highest-rated item was the convenience ICT offers in storing teachers' and students' documents (Mean = 4.17, SD = 1.01), suggesting that teachers find ICT tools beneficial for organizing and accessing resources efficiently. Another prominent perception is ICT's role in enhancing student achievement (Mean = 4.12, SD = 0.83), pointing to a belief that ICT positively impacts learning outcomes.

Other aspects that were rated highly include ICT's effectiveness over traditional materials (Mean = 4.07, SD = 0.84), its ability to meet diverse learning resource needs

(Mean = 4.05, SD = 0.88), and the increased confidence teachers feel when using computers to teach English (Mean = 4.05, SD = 0.86). Teachers also view ICT as valuable in developing English language skills (Mean = 4.02, SD = 0.82) and enhancing the quality of education (Mean = 4.07, SD = 0.89). However, teachers rated the ease of ICT use in classroom activities slightly lower (Mean = 3.94, SD = 1.03), suggesting that while ICT is largely beneficial some challenges related to ease of use persist. Additionally, the role of ICT in entirely replacing traditional teaching (Mean = 4.01, SD = 0.97) was met with slightly more reservation, indicating that while ICT is highly valued, it may be seen as a complement rather than a complete substitute for traditional methods. Overall, the findings reveal a strong positive perception of ICT as a pedagogical tool, highlighting its perceived benefits in fostering an effective, accessible, and engaging learning environment. Teachers recognize the potential

of ICT to enhance educational quality and student achievement, supporting further integration of ICT into English language instruction.

ICT as a Tool for Self-Learning

Using technology like computers, the internet, etc., makes learning more exciting and helps for better and more effective self-learning. For exploring realities, on the self-learning of Achham, Bajhang, and Kailali, 222 English language teachers were asked questions

regarding the use of ICT for providing convenience in communication, suggesting internet surfing for English Language learning, suggesting students ethical issues using digital resources in English Language teaching and learning, highly needed by teachers in teaching English, making it easy for teachers to explain the concept of the lesson taking enjoy using computers to learn English, developing documents, notes, etc. These activities provide self-learning and enhance the use of ICT effectively. The result can be shown in the following Table 3.

Table 3: ICT as a Tool for Self-learning (n=222)

Statement	Percentage					Mean	SD	Level
	SD	D	A	SA	UD			
It provides convenience in communication.	3.2	3.6	5.9	59.0	28.4	4.06	0.88	High
It suggests internet surfing for English Language learning.	2.7	3.2	6.8	57.2	30.2	4.05	0.92	High
It suggests to students about ethical issues using digital resources in English Language teaching and learning.	4.1	6.3	5.9	37.8	45.9	4.09	0.86	High
It is highly needed by teachers in teaching English.	2.3	5.9	3.6	59.9	28.4	4.15	1.06	High
It makes it easy for teachers to explain the concept of the lesson.	3.6	5.4	5.4	57.2	28.4	4.06	0.87	High
I enjoy using computers to learn English.	2.7	3.6	8.1	43.7	41.9	4.01	0.94	High
It helps to develop documents, notes, etc.	3.2	3.2	4.1	66.7	23.0	4.18	0.93	High
Total						4.09	0.67	High

The overall results of Table 3 indicate English teachers in Achham, Bajhang, and Kailali have a highly positive perception of ICT as a tool for self-learning, with an overall mean of 4.09 (SD = 0.67). Teachers recognize the value of ICT in enhancing independent learning, developing resources, and promoting communication. The highest-rated item is the role of ICT in helping teachers develop documents, notes, and other resources (Mean = 4.18, SD = 0.93), suggesting that teachers find ICT particularly beneficial for creating learning materials. Additionally, teachers highly value ICT for its necessity in teaching English (Mean = 4.15, SD = 1.06), underscoring its perceived importance in modern English education. English teachers also rate ICT positively for facilitating communication (Mean = 4.06, SD = 0.88) and recommending internet resources for English learning (Mean = 4.05, SD = 0.92), showing that they believe ICT supports both language acquisition and interactive learning. Further, the acknowledgment of ethical considerations in digital resource usage (Mean = 4.09, SD = 0.86) highlights teachers' awareness of responsible ICT usage. On the lower end, although still high, is the enjoyment teachers feel using computers for learning English (Mean = 4.01, SD = 0.94), indicating a slightly

lesser enthusiasm in personal engagement with computers compared to other ICT applications. Overall, the results reveal a strong endorsement of ICT's potential to enrich self-learning experiences, support resource creation, and improve communication, reflecting teachers' recognition of ICT as an essential tool in modern English language instruction.

ICT as a Tool for Professional Development

Using technology like computers, the internet, etc. makes learning more exciting and helps for better professional development. For exploring the realities of the professional development of Achham, Bajhang, and Kailali, 222 English language teachers were asked questions regarding the use of ICT for increasing confidence, developing teacher autonomy, enhancing career prospects, discussing teaching ideas, increasing knowledge of different sectors, developing lifelong learning and professional growth increasing knowledge and skills as an English teacher, explaining the concept of the lesson taking enjoy using computers to learn English, developing documents, notes, etc. These activities provide professional development and enhance the use of ICT effectively. The result can be shown in Table 4.

Table 4: ICT as a Tool for Professional Development (n=222)

Statement	Percentage					Mean	SD	Level
	SD	D	A	SA	UD			
It helps to increase my confidence.	4.1	3.6	4.1	45.5	42.8	4.03	0.83	High
It helps in developing teacher autonomy.	2.7	3.6	5.4	51.4	36.9	4.19	0.97	High
It enhances my career prospects.	2.3	3.2	5.0	41.9	47.7	4.16	0.89	High

It helps me to discuss teaching ideas.	3.2	5.4	5.9	32.4	53.2	4.30	0.88	High
It increases knowledge of different sectors.	2.7	5.9	8.1	62.2	21.2	4.27	1.01	High
It develops lifelong learning and professional growth.	2.3	3.6	5.9	56.3	32.0	3.93	0.88	High
It (referring generally to computers, videos, hardware usage, software, and networks) increases my knowledge and skills as an English teacher.	2.3	26.6	47.3	17.6	6.3	4.12	0.84	High
Total						4.14	0.61	High

The findings show that English teachers in Achham, Bajhang, and Kailali have a highly favorable view of ICT for professional development, with an overall mean of 4.14 (SD = 0.61). Teachers see ICT as instrumental in boosting confidence, autonomy, and career growth. The highest-rated item is the role of ICT in facilitating discussions on teaching ideas (Mean = 4.30, SD = 0.88), indicating that teachers value ICT for enabling collaboration and exchange of ideas. They also view ICT as beneficial for increasing their knowledge across different fields (Mean = 4.27, SD = 1.01), suggesting ICT's perceived potential to broaden their professional horizons.

Additionally, ICT is regarded as effective in enhancing teacher autonomy (Mean = 4.19, SD = 0.97) and career prospects (Mean = 4.16, SD = 0.89), underscoring its role in empowering teachers and contributing to their career advancement. Teachers also see ICT as valuable for increasing confidence (Mean = 4.03, SD = 0.83) and improving their knowledge and skills as English teachers (Mean = 4.12, SD = 0.84), which highlights its impact on self-efficacy and instructional competence. Although still rated highly, the lowest-rated item pertains to ICT's role in supporting lifelong learning and professional growth (Mean = 3.93, SD = 0.88), indicating a comparatively lower but positive perception of ICT for sustained development. In summary, the results indicate that teachers strongly believe in ICT's effectiveness for professional development, particularly in promoting collaboration, expanding knowledge, enhancing career opportunities, and fostering teacher autonomy and confidence.

Discussion

In the comprehensive quantitative results, secondary-level English language teachers perceived the multifaceted role of CT in their teaching. By systematically exploring teachers' viewpoints on ICT as a motivational tool, pedagogical practice, professional development, and self-learning, this survey-based study uncovered valuable insights regarding the teachers' perceptions through the descriptive and inferential analysis of the gathered numerical data and applied statistical techniques.

Regarding ICT as a tool for motivation, teachers displayed high levels of positive response as it might create interesting and enjoyable activities, foster positive attitudes among students, and enhance overall motivation in an effective teaching-learning atmosphere. The finding is supported by Madhabi *et al.* (2023) that ICT fosters

interaction between teachers and students, offices easily understandable input and output, aids in the development of critical thinking skills in students, and more students-centric learning, encourages students' autonomy and builds their self-confidence and boosts their motivation. In addition, the English language teachers found valuable opportunities for their targeted professional development to further enhance the positive impact of ICT integration on student motivation. The finding aligned with the claim that mobile devices hold promise in English as a Foreign Language (EFL) learning and teaching by providing access to up-to-date materials in language use (Godwin-Jones, 2018).

English language teachers have a high perception of ICT as a motivating tool. The finding is aligned with the claim of Pazilah *et al.* (2019) that incorporating technologies in the English as a Second Language classroom is a source of motivation and interest for learners. The finding such as use of ICT supports to make learning activities interesting and enjoyable, managing classroom behavior, reducing student repetition rates, fostering positive student attitudes toward learning, increasing motivation, enhancing students' understanding, promoting independent learning, improving attendance rates, decreasing student dropouts, increasing enrollment rates, and facilitating monitoring of student progress. Along the same line, Padurean and Margan (2009) advocate the benefits of integrating ICT into foreign language teaching, such as flexibility in presentation, encouragement of novelty and creativity, immediate feedback, and customizability. Such arguments of this study are consonant with Liang *et al.* (2011) that using technology in teaching makes students more interested and involved in learning. However, teachers perceive learning activities as interesting and enjoyable, while they find it more challenging to manage classroom behavior effectively. Similarly, Cakici (2016) states the effective use of ICT impacts learners and various aspects of the learning process by motivating the learners, thereby enhancing their commitment and engagement, improving their independent learning, collaboration, and communication, and improving the learners' attainment and outcomes.

While the overall perception is positive, the variations highlight the need for targeted strategies that consider individual preferences and address concerns such as distractions. Such findings have been seen in favor of research works by Joshi (2017), Wujiabudula (2018), Yunus *et al.* (2009), and Suwannasom (2010). In pedagogical activities, teachers strongly perceived ICT

for various purposes, such as making the learning process more effective, replacing traditional teaching methods, enabling personalized learning resources, improving the presentation of materials for lessons, and making effective in developing language skills, indicated room for improvement. In this regard, Goc-Ong (2024) argues that developing intervention programs to equip students with effective online learning strategies for improving language skills and succeeding in online education is essential. Addressing these aspects through targeted strategies can lead to a more comprehensive and effective integration of ICT in pedagogical practices. English teachers, on the whole, perceive ICT as highly beneficial for pedagogical activities; this position, with global acknowledgment of technology's transformative impact on teaching and learning, affirms the potential of ICT to reshape traditional pedagogical approaches.

From the item-wise analysis, while teachers express strong agreement with the convenience of storing both teachers' and students' documents using ICT, the aspect of making learning activities easy and trouble-free received a slightly lower score. This differentiation suggests a potential area for enhancement in fluently integrating ICT into daily teaching practices, minimizing obstacles, and optimizing its pedagogical impact. Such findings resonate with Toktarova and Semenova's (2020) understanding, in which they highlight the importance of integrating digital transformation into education to effectively address traditional pedagogical challenges for the potential of digital pedagogy. The findings suggest that while there is a positive perception, addressing practical barriers is crucial for maximizing the impact of ICT in pedagogy, in line with Kohnke (2021), who recognizes that ICT plays a pivotal role in teachers' pedagogical proficiency in technology for effective integration in classrooms. Moreover, a positive perception towards ICT as a tool for self-learning occurs. This collective acknowledgment highlights the major role of technology in enhancing individualized learning experiences. From the item-wise analysis, teachers agree that ICT facilitates the development of documents effectively. However, the enjoyment derived from using computers to learn English received a slightly lower significance indicating a complex perspective on the enjoyment aspect of self-learning through ICT.

Regarding professional development, teachers showed their interest in ICT in improving overall teaching skills, engaging with online courses, positively impacting student engagement through ICT integration, and room for improvement, such as enhancing confidence in utilizing teaching materials effectively. These areas represent valuable targets for professional development initiatives to empower teachers to leverage ICT more confidently in their teaching practices. In addition, the overall positive perception of ICT as a tool for professional development is evident. This stresses technology's potential to contribute significantly to continuous professional growth among English language teachers. In this regard,

teachers express particular appreciation for ICT's role in increasing knowledge across different sectors and advancing discussions on teaching ideas. Such argument has been supported by Coldwell (2017), Vereijken *et al.* (2018), Cosgun and Savaş (2019), and Munna and Kalam (2021). For instance, Vereijken *et al.* (2018) describe the role of ICT in the technological and pedagogical skills they need to teach twenty-first-century students. Moreover, the aspect of ICT contributing to lifelong learning and sustained professional growth cultivated a relatively lower score, a presentation of an area where teachers predict possible improvements in the integration of ICT for sustained professional development. Such synthesized findings emphasize a collective recognition among English language teachers in the studied regions regarding the essential value of ICT in education. However, the variations require targeted strategies for improvement, considering the diverse contexts in which teachers function.

The exploration of ICT as a tool for self-learning demonstrated teachers' strong preferences for ICT for self-learning to enhance understanding and innovate in learning methods. Similarly, the analysis of ICT as a tool for teaching learning resources/materials highlighted teachers' perceptions in influencing digital resources to improve teaching materials through personalized resources, access a wider range of teaching ideas, change learning experiences, present opportunities for improvement, emphasize the importance of adapting resources to provide to various learners. Such findings are in consonant with Rana *et al.* (2022) highlight the complexities and difficulties encountered by teachers in rural areas of Nepal concerning ICT training and implementation. The findings suggest that while English language teachers perceive ICT's benefits, addressing regional variations, qualification influences, and perceived barriers is crucial for improving its integration into education.

CONCLUSION

The findings of this study highlight English language teachers' generally positive perceptions toward ICT integration in EFL classrooms, particularly as a tool for enhancing motivation, pedagogical activities, self-learning, and professional development. Teachers recognize ICT's potential to transform language teaching by creating dynamic, interactive, and student-centered learning environments. Through statistical analysis, the study shows that while teachers appreciate the role of ICT in fostering student engagement and supporting individualized instruction, significant challenges hinder its effective implementation. These challenges include limited access to ICT resources, inadequate technical support, and insufficient professional training. Moreover, the study reveals that factors like teaching experience, institutional support, and prior exposure to ICT training significantly influence teachers' attitudes toward ICT use. This suggests that sustained and context-specific

support is essential for maximizing ICT's impact. Despite the favorable outlook, the study points to the need for addressing practical barriers, such as equipping schools with necessary digital infrastructure and creating continuous professional development programs tailored to teachers' needs.

In conclusion, while English language teachers in Nepal's Far-Western region express a strong willingness to integrate ICT into their teaching practices, achieving this requires strategic investments in infrastructure, targeted teacher training, and supportive policies that prioritize equitable ICT access. By addressing these challenges, stakeholders can promote ICT-based pedagogies, which have the potential to enrich English language education in Nepal. This research underscores the importance of continuous efforts to empower teachers with digital competencies, ensuring that ICT becomes an effective, accessible tool for enhancing EFL teaching and learning across diverse educational settings.

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