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English Teachers' Knowledge of Using ICT in English Language Teaching in Nepal

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ABSTRACT

In this study, we investigate English teachers' knowledge and application of Information and Communication Technology (ICT) in English Language Teaching (ELT) in Nepal. A quantitative survey of 222 secondary-level English teachers in western Nepal revealed moderate ICT proficiency across hardware usage, educational software, and internet surfing. English Teachers exhibited higher competency in basic computer operations, such as using keyboards, word processors, and email communication, but struggled with tasks like preparing interactive whiteboard materials, using plagiarism detection tools and integrating ICT into traditional teaching. The findings highlight the necessity of the professional development programs to improve digital literacy and practical ICT skills. Additionally, policy interventions are essential to address infrastructural challenges and foster an enabling environment for ICT integration in ELT.

Keywords: Digital Literacy, Educational Apps and Software, English Language Teaching (ELT), Information and Communication Technology (ICT), Internet Surfing, Pedagogical Practices, Professional Development

INTRODUCTION

Technology has significantly transformed 21st-century education by enhancing teaching, research, and knowledge dissemination (Bengsch, 2024). The COVID-19 pandemic further accelerated the integration of ICT across all educational levels, establishing it as a pivotal force for innovation and reform (Haleem et al., 2022). During the spring of 2020, the pandemic abruptly shifted language education to online platforms, disrupting traditional classroom practices. English teachers, accustomed to interactive face-to-face methods, struggled to engage students and support their language development in remote settings (Lee et al., 2024). Notably, prior to this global crisis, the incorporation of ICT into daily teaching practices was limited and sporadic (Khadka, 2023). The use of ICT, encompassing various hardware, software, and networking tools, has reshaped traditional teaching methodologies, improving engagement and learning outcomes. Srivastava (2016) highlights ICT's profound societal and structural impact, emphasizing its growing role in education. Widely used from preschool to university, ICT is recognized as a powerful tool for enhancing language learning and driving educational change.

In English Language Teaching (ELT), ICT tools like digital platforms, multimedia resources, and online communication applications offer innovative methods for language acquisition. Computers play a vital role, functioning as tools and mediums for learning, with their impact depending on effective use (Hartoyo, 2008). The evolution of ICT has led to the emergence of computer-assisted language learning (CALL), incorporating technologies such as computers, mobile devices, social media, and electronic materials to enhance language learning process (Clymer et al., 2020). Commonly used CALL applications in ELT include Microsoft Word, PowerPoint, YouTube, Zoom, Google Classroom, and WhatsApp for both offline and online classes (AbuSeileek & Abu Sa'aleek, 2012).

In Nepal, ICT has significantly enhanced English language teaching and communication in schools (Adhikari, 2021; Bhattarai, 2021). The government has supported ICT integration through initiatives such as introducing Computer Science as an optional subject in 1994 (Karki, 2019) and the adoption of the first IT policy in 2002 (Rana & Rana, 2020). Key policies like the National Curriculum Frameworks (2005, 2007), the ICT in Education Master Plan (2013–2017), and the School Education Sector Plan (2022/23–2031/32) emphasize ICT's role in improving education and fostering teacher-led research (Rana et al., 2020). Schools have employed various ICT applications to enhance lesson quality and the learning experience (Acharya, 2014). As technology evolves and

students' needs change, ICT enables a more integrated approach to theory, pedagogy, and technology in English language education for diverse teaching-learning environments (Nasrullah, 2022).

Recent studies underscore the crucial role of teachers' technological knowledge and skills in enhancing teaching and research practices (Ansari & Khan, 2020). While ICT competencies are vital for effective teaching, a significant challenge persists due to limited teacher knowledge in utilizing ICT for educational purposes (Murithi & Yoo, 2021). The integration of technological, pedagogical, and content knowledge is essential for effective ICT use, as highlighted by the TPACK framework and CALL theory in English language teaching (Alghamdi et al., 2018). TPACK asserts that the intersection of these three areas enhances teaching effectiveness and supports student learning (Koehler & Mishra, 2016). However, the applicability of TPACK to teachers in diverse cultural and economic settings, such as Nepal, remains to be further explored. Given Nepal's advancements in ICT integration, it is vital to assess teachers' ICT understanding, application, and the factors influencing their practices. The use of ICT-assisted pedagogies, including CALL and the TPACK framework, suggests that teachers with higher TPACK levels are more effective in using ICT in classrooms (Syawallina & Suganda, 2023).

In English Language Teaching (ELT), various types of technology and e-devices, such as the internet, computers, and social media platforms like Facebook, are applied to assist language teachers and learners. ICT helps make language learning more effective and provides insights into different ELT methods (Ahmad, 2012). However, challenges such as the lack of accessibility and usability of ICT remain in the ELT classroom in Nepal. This study concentrates on the integration of ICT in secondary English language classrooms in Nepal. It aims to examine teachers' knowledge, perceptions, and practices regarding the use of ICT in English language teaching and come to potential conclusions. The investigation is vital to understand better the status of ICT implementation among English teachers in Nepal and its impact on language learning.

LITERATURE REVIEW

Technology has significantly transformed language instruction, particularly in writing, requiring teachers to adapt their pedagogical practices for effective integration (Yangın-Ekşi et al., 2023). The growing incorporation of ICT in education and the influence of globalization are driving continuous changes in teaching, learning, and evaluation systems (Khadka et al., 2020). Over the past four decades, ELT methodologies have shifted from traditional grammar-translation approaches to more student-centered methods, supported by ICT

(Shrestha, 2011). This integration enables English teachers to effectively teach language skills such as listening, speaking, reading, and writing, while enhancing students' proficiency in a positive and motivating learning environment (Raman & Mohamed, 2013). Research has expanded to explore how students engage with English outside formal settings, with teachers increasingly seeking ways to leverage independent learning for classroom success (Dressman & Sadler, 2020; Hubbard, 2020; Lee et al., 2024; Reinders et al., 2022). As digital tools diversify, discussions on guiding technology integration have become more urgent (Dressman et al., 2023). Likewise, Pazilah et al. (2019) assert that incorporating technologies in the English as a Second Language classroom is a source of motivation and interest for learners.

The interactive nature of ICT allows learners to engage, share knowledge, and receive assistance, thereby captivating and energizing them, resulting in a more engaging and vibrant learning environment. Supporting this notion, Pun (2013) affirms that employing multimedia technology encourages students to learn English, enhances their communicative competence, expands their understanding of English culture, improves teaching effectiveness, fosters interaction among students and between teachers and students, creates a conducive learning atmosphere, and offers opportunities for English teaching beyond the confines of the classroom.

English language teachers must possess competencies and confidence in their ICT skills to implement technology effectively in language teaching. However, the lack of knowledge hinders the integration of ICT in ELT. Teachers must stay competent and confident in the rapidly evolving technologies that can be integrated into teaching and learning activities for effectiveness. Similarly, the Teacher Competency Framework (2016) highlights the importance of teachers' ICT competence in designing and creating digital materials for teaching and communication. Integrating ICT into daily pedagogical activities can help refresh and enhance their ICT-related knowledge and skills in ELT classrooms. In Nepal, teachers' competencies in ICT seem to be still in their early stages. From my field experience, many teachers only use basic ICT tools and functions such as internet browsing, email, and word processing. Due to limited exposure and knowledge about computers and other technologies, they lack confidence in using ICT in ELT classrooms and schools (Rana et al., 2020). Teachers must develop more competence and confidence in ICT to leverage its potential for effective teaching and learning.

Alazam et al. (2013) propose that ICT can boost motivation and participation in the teaching and learning process. Along the same line, Kaarakainen et al. (2018) argue that teachers with ICT skills emphasize collaborative learning and

encourage active engagement among students in acquiring knowledge. Similarly, du Plessis (2016) reveals that teachers who incorporated ICT tools such as YouTube videos, PowerPoint, and Excel could increase students' confidence and enhance their involvement in the learning process. Moreover, the meaningful and pedagogy-based integration of ICT in the classroom was more innovative in promoting learning.

In addition, Willis et al. (2019) claim that teachers proficient in using digital content like images, and videos, managing blogs, and creating links to online information could personalize the learning experience, engage students effectively, and foster an interactive atmosphere in the classroom. Furthermore, Boronenko et al. (2020) contend that teachers' ICT skills and innovative practices supported students' engagement and motivation in learning and contributed to both formal and informal aspects of teachers' professional growth. Regarding the knowledge of ICT by teachers, Alazam et al. (2013) argue that most teachers had adequate skills in using word processing functions and managing files on the computer but lacked basic skills in utilizing spreadsheet software for teaching purposes.

These reviews demonstrate that teachers' ICT skills are crucial in bringing about methodological changes in the teaching and learning environment. However, limited existing literature explores how teachers develop and improve their ICT skills. McShane and Glinow (2008) describe that perception as the process of receiving information and comprehending the world around us. It involves receiving environmental stimuli from environmental stimuli, interpreting the information, and categorizing it based on existing knowledge. Thapaliaya (2014) considers perception a complex and comprehensive process that includes interactions such as selection, compilation, and interpretation of information. However, sensing also influences perception, which involves cognitive processes like filtering, simplifying, and refining the received information. Mwendwa (2017) identifies several factors influencing teachers' adoption of computer use, such as pedagogical issues, familiarity with computers, teachers' training, availability of time, and availability of Hardware Usage and software. Davis (1989) proposes the Technology Acceptance Model (TAM), highlighting two key factors affecting technology adoption: perceived usefulness and perceived ease of use. Perceived usefulness refers to a person's belief that using technology will enhance their job performance, while perceived ease of use pertains to their belief that using technology will be effortless.

Despite revisions to the theory, these two factors remain valid in understanding technology adoption (Samuel et al., 2018). In this study, teachers' perception of using ICT refers to their acceptance of ICT in their teaching, their knowledge

about ICT, and their implementation of ICT in English language teaching. In this sense, teachers' perceptions are perceived usefulness and ease of use of ICT in English language classes. In Nepal, the adoption of ICT in classrooms is steadily growing; however, the extent of its effective use in ELT remains underexplored. Teachers play a pivotal role in determining the success of ICT integration, as their knowledge and proficiency in using digital tools directly influence how these technologies are employed in classroom instruction.

This study seeks to assess the current state of English teachers' knowledge of ICT in Nepal, examining their familiarity with digital tools, the frequency and manner of ICT use in teaching, and the challenges they face in integrating these technologies into their practices. By understanding teachers' ICT knowledge, this research aims to provide insights into how best to support the professional development of educators and promote the effective use of technology in ELT, contributing to the broader goal of improving English education in Nepal.

RESEARCH METHOD

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, Banke and Surkhet in three different provinces—Far-West Province, Lumbini Province, and Karnali Province—were selected. These provinces were chosen to capture variations in teachers' ICT knowledge based on geographic and infrastructural differences. 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' knowledge of ICT across several domains: familiarity with hardware (e.g., computers, projectors); knowledge of fundamental digital concepts (e.g., operating systems, file management);

proficiency in using educational apps and software (e.g., word processing, presentation tools); internet surfing abilities (e.g., conducting searches, using emails, accessing educational websites); and ICT integration into pedagogical practices (e.g., developing lesson plans, creating digital content for ELT). The questionnaire was developed based on existing literature and validated through a pilot test with 20 English teachers not included in the final sample. Feedback from the pilot test was used to refine the questionnaire for clarity and relevance.
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. Based on the responses of the respondents the knowledge levels were interpreted into the three categories of rating scale: High (Strongly Agree and Agree), Medium (Neutral) and Low (Strongly Disagree and Disagree). 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 the country.

RESULTS

The secondary-level English language teachers' knowledge of using ICT was quantitatively observed and analyzed in terms of their familiarizing with hardware usage, fundamental concepts of digital devices, knowledge of educational apps and software for language teaching, the ability to surf the internet waves, and the knowledge regarding the use of ICT in pedagogical practices.

Familiarizing With Hardware Usage

The ability to familiarize with hardware usage includes knowledge of using /operating Tablet/Mobile devices, operating and using multimedia in the classroom, using a digital camera to prepare digital materials, using an interactive whiteboard, and using storage devices (Hard disk, pen drive, etc.). Table 1 presents the English teachers' knowledge regarding familiarizing with hardware use. The results in Table 1 reveal that ICT knowledge levels are generally moderate, with mean scores ranging from 3.09 to 3.65. Participants demonstrate relatively higher knowledge in using digital cameras (Mean = 3.65, Std. = 0.98), operating multimedia in classrooms (Mean = 3.46, Std. = 1.11), and hardware usage (Mean = 3.45, Std. = 1.08).

Table 1: Familiarizing With Hardware Usage (N=222)

Statements	Percentage					Mean	Std.	Level
	SD	D	N	A	SA			
I know how to operate a computer, Tablet/Mobile Device.	4.1	9.5	11.7	43.7	31.1	3.88	1.08	High
I know how to operate and use multimedia in the classroom.	3.2	24.3	11.3	45.9	15.3	3.46	1.11	Medium
I can use a digital camera.	1.4	17.6	9.9	56.8	14.4	3.65	0.98	Medium
I can prepare digital materials to use with an interactive whiteboard.	10.8	27.9	17.6	29.3	14.4	3.09	1.26	Medium
I can use storage devices (Hard disk, pen drive, etc.).	5.9	36.9	7.7	36.0	13.5	3.14	1.22	Medium
Total						3.45	0.89	Medium

Note. SD= Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Disagree, Std.= Standard Deviation

However, their knowledge is comparatively lower in preparing digital materials for interactive whiteboards (Mean = 3.09, Std. = 1.26) and using storage devices (Mean = 3.14, Std. = 1.22), with greater variability observed in these areas. These findings highlight strengths in general ICT usage but indicate a need for targeted training to address weaker aspects.

Fundamental Concept of Digital Devices

The fundamental concept of digital devices refers to the teacher's knowledge of the operating system of ICT, such as on/off of the devices, the basic operating system of ICT, managing and organizing files and folders, searching and surfing the files, and using the printers and scanners. In contrast, percentage, mean, and standard deviation were used to show the status of teachers in the fundamental concept of digital devices. The results of this section are detailed and presented in Table 2.

Table 2: Fundamental Concept of Digital Devices (N=222)

Statement	Percentage					Mean	Std.	Level
	SD	D	N	A	SA			
I can turn on and shut down the computer /Laptop.	2.7	15.3	16.2	48.2	17.6	3.63	1.03	Medium
I know the basics of operating a computer (using a keyboard, mouse … etc.).	3.2	7.2	6.8	55.9	27.0	3.96	0.96	High
I can organize files and folders on the computer.	6.3	13.1	8.1	41.0	31.5	3.78	1.20	High
I can manage the files (save, delete, move create, etc.).	9.9	32.0	18.0	28.8	11.3	3.00	1.21	Medium
I can search for the saved data on the hard disk or compact disk.	32.0	9.9	19.4	26.1	12.6	2.77	1.45	Medium
I can print/photocopy documents.	3.6	9.0	11.7	47.7	27.9	3.87	1.03	High
Total						3.50	0.67	Medium

Note. SD= Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Disagree, Std.= Standard Deviation

The overall results of Table 2 show that the level of knowledge in ICT usage in English Language Teaching and Learning (ELTL) of English teachers was medium (Mean=3.5, Std.=0.67). Based on the item-wise results, the level of knowledge was found to be comparatively high in the use of basic operating computers, such as the use of a keyboard or mouse (Mean=3.96, Std.=0.96) and low in searching for the saved data on the hard disk or compact disk (Mean=2.77, Std.=1.45). The table further shows that the level of knowledge in basics of operating a computer (Mean=3.96, Std.=0.96), organizing files and folders in the computer (Mean=3.78, Std.=1.20), and printing/photocopying documents (Mean=3.87, Std.=1.03) was found to be high whereas the medium in turn on and shut down the computer/laptop (Mean=3.63, Std.=1.03), managing the files (Mean=3.00 Std.=1.21), and searching for the saved data on the hard disk or compact disk (Mean=2.77, Std.=1.45). This result shows that the teachers' level of knowledge on the fundamental concept of ICT tools is medium in most items.

Educational Apps and Software

The teachers' knowledge of educational apps and software for teaching includes using the software for word processing software such as Microsoft Word (creating files and folders, typing, editing, saving, etc.), presentation software, i.e., Microsoft PowerPoint (PowerPoint presentation), Spelling checker software, e-dictionary, paraphrasing software plagiarism software, educational apps such as Google Scholar, Mendeley, Zotero, Endnote, Sci-Hub, etc., grammar checker, pronunciation, designing programmes (i.e., photoshop, flash, paint, digital photos, etc.), spreadsheet, downloading/uploading software, and using virtual classes such as Zoom, Teams, etc. The results of this section are detailed and presented in Table 3**.**

Table 3: Educational Apps and Software (N=222)

Statements	Percentage					Mean	Std..	Level
	SD	D	N	A	SA			
I know how to use word processing software (e.g. MS Word)	3.6	11.7	7.1	42.3	25.2	3.74	1.07	High
I know how to use presentation software (e.g. MS PowerPoint)	8.1	19.8	15.8	37.8	18.5	3.39	1.22	Medium
I know how to use the spelling checker software e.g. Grammarly	4.5	18.5	13.1	43.7	20.3	3.57	1.14	Medium
I know how to use the	10.8	13.1	9.9	44.1	22.1	3.54	1.27	Medium

e-dictionary								
I know how to use the paraphrasing software	7.2	25.2	16.2	32.0	19.4	3.31	1.24	Medium
I know how to use plagiarism software	13.1	40.1	17.6	16.7	12.6	2.76	1.24	Medium
I know how to use the English grammar checker software	14.0	21.2	17.6	29.7	17.6	3.16	1.32	Medium
I know how to use the pronunciation software	2.7	18.0	11.3	49.5	18.5	3.63	1.06	Medium
I can design programmes (Adobe Photoshop, Flash, Paint, digital photos movies, or other graphics)	10.8	26.6	11.7	29.3	21.6	3.24	1.34	Medium
I can use a spreadsheet to plot a graph (MS – Excel)	10.8	22.5	9.9	33.8	23.0	3.36	1.34	Medium
I can download and install software and mobile Apps	11.7	14.4	17.6	37.4	18.9	3.37	1.27	Medium
I can use virtual classrooms with Zoom, Teams, Google Meet Google Hangout, etc.	8.6	33.8	16.7	24.8	16.2	3.06	1.26	Medium
Total						334	0.80	Medium

Note. SD= Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Disagree, Std.= Standard Deviation

The overall results of Table 3 show that the level of knowledge in ICT usage in educational apps and software is medium (Mean=3.34, Std.=0.80). Based on the item-wise result, the level of knowledge was found to be comparatively higher in using the word processing software (Mean=3.74, Std.=0.1.07) and low in using virtual classrooms with Zoom, Teams, Google Meet Google, Hangout, etc. (Mean=3.06, Std.=1.26). The table further shows that the level of knowledge in using presentation software (Mean= 3.39, Std.=1.22), using the spelling checker software e.g. Grammarly (Mean=3.57, Std.=1.14), using e-dictionary (Mean=3.54,

Table 4: Internet Surfing (N=222)

Statements	Percentage					Mean	Std.	Level
	SD	D		A	SA			
I know how to use the Google site for authentic ELT materials	6.8	29.3	4.5	1.4	18.0	3.35	1.26	Medium
I know how to use sending and receiving SMS, email, etc.	3.6	14.0	10.8	49.1	22.5	3.73	1.07	High
I know how to use Web-Based Applications (e.g. *YouTube.*) in teaching and learning	4.5	20.7	17.1	35.6	22.1	3.50	1.18	Medium
I can edit text online	5.9	36.9	18.0	27.0	12.2	3.03	1.17	Medium
I can develop a questionnaire online	9.0	33.3	5.4	37.4	14.9	3.16	1.28	Medium
I can search the information on the Internet	5.4	24.8	16.2	36.9	16.7	3.35	1.18	Medium
I can participate in social networks (e.g., Facebook, YouTube, Viber, Skype, WhatsApp)	3.2	16.2	10.4	48.6	21.6	3.69	1.08	High
I can download or upload curriculum resources from/to the website or learning platforms for students to use	3.2	26.1	15.8	35.1	19.8	3.42	1.17	Medium
Total						3.40	0.97	Medium

Note. SD= Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Disagree, Std.= Standard Deviation

Std.=1.27), using paraphrasing software (Mean= 3.31, Std.=1.24), using plagiarism software(mean=2.76, Std.=1.24), using the English grammar checker software (mean=3.16, Std.=1.32), using pronunciation software (Mean=3.63, Std.=1.06), design program (Adobe Photoshop, Flash, Paint, digital photos movies or other graphics) (Mean=3.24, Std.=1.34), using a spreadsheet to plot a graph (Mean=3.36, Std.=1.34), and download and install software and mobile Apps (Mean=3.37, Std.=1.27) was found to be medium. The result shows that ICT knowledge was found to be medium in almost all items related to educational apps and software.

Internet Surfing

The ability to Internet surfing includes knowledge of using Google Sites, sending/receiving mail/SMS, using web-based applications (i.e., YouTube), editing texts, developing online questionnaires, searching information on the Internet, participating in social media and learning platforms for the resources/materials. The results of this section can be presented in Table 4.

The results presented in Table 4 indicate that teachers' overall knowledge of internet surfing is moderate (Mean = 3.4, Std. = 0.97). Among specific skills, the highest knowledge level was observed in sending and receiving SMS or emails (Mean = 3.73, Std. = 1.07), while the lowest was in editing text online (Mean = 3.03, Std. = 1.17). Moderate levels of knowledge were also found in participation in social networks (Mean = 3.69, Std. = 1.08), using Google for authentic ELTL materials (Mean = 3.35, Std. = 1.26), employing web-based applications in teaching and learning (Mean = 3.50, Std. = 1.18), creating online questionnaires (Mean = 3.16, Std. = 1.28), searching information online (Mean = 3.35, Std. = 1.18), and uploading or downloading curriculum resources (Mean = 3.42, Std. = 1.17). These findings reflect moderate proficiency across most areas, with notable strengths in communication tools but a need for improvement in more advanced skills such as online text editing and questionnaire development.

DISCUSSION AND CONCLUSIONS

The study evaluated secondary-level English language teachers' knowledge and use of ICT, focusing on areas such as hardware familiarity, digital concepts, educational software, internet skills, and ICT integration in teaching. The findings revealed a moderate level of familiarity with hardware and basic digital concepts, influenced by factors like district, qualifications, experience, employment status, resource availability, and ICT training. These results align with Poudel (2022), who highlighted ICTs' usefulness in accessing resources,

lesson preparation, and collaborative learning, though teachers were dissatisfied with their effectiveness in English language teaching. This underscores the role of teachers' backgrounds and resources in shaping ICT knowledge. Consistent with Bhandari and Bhandari (2024), the study supports that ICT enhances students' cognitive engagement, autonomy, and access to learning materials, fostering a dynamic and interactive learning environment.

English teachers displayed medium-level knowledge of educational apps and software, influenced by factors such as qualifications, availability and condition of digital resources, and ICT training. This aligns with Joshi and Ayer (2024), who reported teachers' use of various ICT tools, including laptops, projectors, and online platforms, to enhance teaching and learning. The findings highlight that teachers' proficiency with educational apps and software depends on their educational background and access to quality ICT resources. Similarly, teachers demonstrated moderate skills in internet use and ICT integration in teaching, with significant influences from district, experience, employment status, resource availability, and ICT training. These results emphasize the need for strategic measures, as noted by Bohara (2024), including investment in infrastructure, teacher training, and supportive policies to improve ICT integration in ELT classrooms.

The findings are in consonant with the argument of Ghasemi and Hasheni (2011), Ertmer et al. (2012) and Kukulska-Hulme and Shield (2008). For example, Ghasemi and Hasheni (2011) argue that the knowledge of ICT is essential for successful teaching for the overall development of English language teaching and learning. The knowledge and utilization of modern ICT devices, such as online dictionaries, websites, YouTube channels, and blogs, create a real-life environment that enhances teachers' and learners' knowledge and confidence. Similarly, these findings also resonate with the Teacher Competency Framework (2016) of CDC Nepal, highlighting the need for teachers' ICT competence in designing and creating digital materials for teaching and communication. It also focuses on integrating ICT into daily pedagogical activities that can help refresh and enhance their ICT-related knowledge and skills in ELT classrooms. Furthermore, the finding regarding the level of teachers' knowledge of hardware usage was found to be moderate level, indicating that additional skills should be needed for its improvement. Such a moderate level of skills might have been caused by the sample of the works that have been taken from remote areas of Nepal. Similar findings have been revealed in the studies conducted by Laudari (2019) and Varughese (2011), who have described that geographical barriers also influence teachers' knowledge and use of ICT.

Moving to the teachers' proficiency in fundamental concepts of digital devices, the analysis explores teachers' understanding of operating systems, file

management, searching, and the use of printers and scanners. The overall mean proficiency level suggests a moderate understanding of these fundamental concepts. Within this domain, teachers exhibit higher proficiency in basic computer operations and lower proficiency in searching for data on hard disks. Furthermore, the qualitative data/information supports the quantitative results. This finding is found in the line of Lim and Tay (2003) and Chapelle (2001). In addition, these devices offer unique educational advantages, which include portability, connectivity, the ability to change data and collaborate, context sensitivity, individuality, enabling multiple modalities, supporting student improvisation as needed within the context of learning, and supporting learning in the change (Klopfer et al., 2002; Liu et al., 2020).

Regarding the knowledge of educational apps and software, the analysis now focuses on teachers' knowledge of educational apps and software, including word processing, presentation tools, spelling checkers, and virtual classes. The overall proficiency level reflects a moderate level of knowledge. However, variations emerge across specific items with higher proficiency in word processing and lower proficiency in virtual classrooms. This finding contradicts Fakeye's (2010) finding that English language teachers' knowledge of ICT is quite poor. Similar findings were depicted in the studies conducted by Al-Dheleai and Tasir (2017), Wessels and Diale (2017), and Dhyani and Sharma (2022).

Moreover, in the case of the knowledge of internet surfing abilities, the assessment of teachers' ability to support the internet for educational purposes comes next, including tasks such as using Google Sites, sending/receiving emails/SMS, and participating in social media. The overall proficiency level indicates a moderate level of knowledge. This finding supports the study conducted by Kandel (2020), who finds out that many teachers use the internet to get general information followed by accessing online newspapers, chatting, social networking, sending and receiving e-mails, and entertainment besides academic use. Furthermore, Godwin-Jones (2018) describes the Internet as providing access to vast resources, including authentic materials, language exchange platforms, and online courses, fostering autonomous learning. It shows that teachers lack such types of technological knowledge because it varies across specific tasks and areas.

IMPLICATIONS

This study has provided valuable insights into the current state of English teachers' knowledge regarding the use of Information and Communication Technology (ICT) in English Language Teaching (ELT) across Nepal. While many teachers demonstrate a foundational understanding of ICT, a significant

portion lacks the advanced skills necessary for its effective integration into language pedagogy. To be more specific, it has provided a comprehensive evaluation of secondary-level English language teachers' knowledge and use of ICT in Nepal, focusing on hardware, fundamental digital concepts, educational apps, internet surfing, and ICT integration in teaching practices. The findings reveal a moderate level of familiarity across these domains, with significant variations influenced by factors such as district, qualifications, experience, employment status, availability of digital resources, and ICT training.

English Teachers demonstrated moderate knowledge of both hardware and fundamental digital concepts, indicating a need for further improvement in specific areas such as internet searches and file management. Their knowledge of educational apps and software was also moderate, with greater proficiency in word processing but less confidence in using virtual classroom tools, pointing to the need for targeted professional development. Likewise, while teachers showed moderate ability in internet usage for educational purposes, qualitative data revealed that many still face challenges integrating internet-based activities into their classrooms.

To promote more effective use of ICT in ELT, it is essential to design targeted professional development programs that enhance digital literacy and pedagogical applications of technology. Policymakers must also prioritize closing the infrastructural gaps that exist, especially in rural areas, to create an enabling environment for ICT utilization. As the role of technology in education continues to grow, fostering a culture of continuous learning and adaptability among teachers will be crucial. Future research should explore how specific ICT training programs impact student learning outcomes and investigate the feasibility of blended learning models in Nepal's ELT context. This will further contribute to understanding how to harness the potential of ICT to transform language education in Nepal.

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