ELT in Local and Global Lives: from Policy to Classroom Practices

Perception and Challenge in Integrating ICT in English Language Teaching

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ABSTRACT

The field of education has seen a significant change due to the information and communication technology (ICT) in English Language Teaching. Education ministries worldwide have already approved the integration of ICT into educational systems. Since a decade ago, English Language Teaching (ELT) has been integrated with information and communication technology (ICT) in secondary schools. Adoption of and efforts for integration ICT in ELT differ significantly from the state of an actual implementation. The study seeks to investigate the perception of English teachers at the secondary level regarding ICT integration in English language teaching as well as the variables that prevent its implementation. The article also makes an effort to look at the difficulties English instructors in secondary schools have in successfully integrating ICT into their classrooms. In an effort to assess instructors' attitudes on using ICT in ELT. The result shows teachers' attitudes towards ICT-integrated CLT 79.62%, which obtained the "high" category, and another aspect was 75.91%, which got the "high" sort in facing challenges due to the implementation of ICT. Overall, 77% of teachers achieved good scores in all aspects.

Keywords: Information and Communications Technology (ICT); Challenges; Perceptions; English Language Teaching (ELT)

INTRODUCTION

Globalization and rapid technological advancements have resulted in a borderless world of global knowledge and global learning (Umar & Hassan, 2015). Information and communication technology (ICT) has become increasingly important in various areas, including education. The government has explicitly acknowledged the importance of ICT in education by adopting initiatives such as Smart Schools, computer laboratories, educational web TV, and Teaching Mathematics and Science in English. Teachers and students have easy access to information in this digital age of communication. However, student learning effectiveness will not be realized until teachers are aware of the educational potential of ICT (Uma & Padmavathi, 2013). Teachers' beliefs are the critical factor affecting how technology is implemented in teaching and learning. It implies that enhancing students' academic achievement, necessary thinking skills, and creativity requires teachers to employ ICT. (Simin & Sani, 2015). ICT Utilization to Improve Education Learning is challenging because teachers lack the essential technology abilities to use English as a tool to assist in the learning process, not the other way around. Using electronic media in English learning activities can provide a variety of engaging learning

strategies for the benefit of teachers and students (Yumnam, 2021). Teachers can assist student learning by looking to media of technology, such as smartphones, in an era where digital tools are widely used. (Reichelt et al., 2016). Additionally, teachers can more easily enlighten students by utilizing the internet as a medium by doing things like looking for content online (Bhandari, 2020). Since the majority of teaching resources are now available online, it is crucial for teachers to be tolerant of the rapidly evolving technologies and to apply them in English courses. Teachers should also be proficient in using technology.

Technology education should not be something new, but it is a skill that English teachers need to be proficient in. In this situation, teachers can quickly pick up technology skills, as seen by how simple it is to receive resources from the internet (Nur Hafifah & Harry Sulistyo, 2020). This benefit makes it simpler for teachers to carry out their duties of instructing and studying (Al-Kadi & Ahmed, 2018). It is crucial to teach reading to students with an emphasis on ICT integration, especially when everything uses new teaching methodologies (Dianti & Atmanegara, 2019). Students who can use technological media support this, making it easier for teachers to use technology, resulting in more unified teaching and learning activities (Shabbir & Khan, 2019). However, this makes teachers' opinions about the use of technology in English instruction more critical. Because every teacher has a different learning style, how well teachers advance in integrating technological elements into English instruction may depend on their perceptions about incorporating ICT.

Other than using a mixed learning strategy, teaching English in the classroom also makes use of technology to its fullest potential (Nugroho & Matra, 2022). However, effective use of ICT in school will ensure this achievement. Because of this, it is crucial to comprehend instructors' perceptions by way of the deployment of ICT in English classrooms, even though teachers have a variety of teaching techniques. Additionally, it can be challenging to integrate ICT into English study. To incorporate ICT resources into the classroom and to establish a productive teaching and learning environment, education policy has been revised. The Secondary English Curriculum has also been modified as a result of this.

For successful technology-enhanced language learning, digital technologies are made available in classrooms, and teachers receive specialized training in ICT use. The success of these programs will only be guaranteed while tools of ICT were used decently in the ground level, which is in the classroom. Although both government and non-government organizations have taken several good initiatives to use ICT efficiently in the teaching and learning process. In order to comprehend teachers' attitudes towards examine how these policies and initiatives are being put into practice on the ground level before using ICT in school to educate students to secondary level students and identifying the difficulties they encounter in doing so.

ICT use in learning language and instruction is not a new method for teachers (Dobrota et al., 2012). Especially in nations where English was taught as a foreign language. According to Skinner & Austin (1999), the use of technology makes teaching and learning foreign languages simple, engaging,

and exciting. In addition to providing a genuine learning environment, it also supports the development of the learner's language abilities in the areas of speaking, reading, writing, and listening. The independence of learning at their own time, pace, and location is provided to learners by technology improved language learning and mobile assistant language learning (Dash & Kuddus, 2020). Smartphones, tablets, and iPods are a few MALL gadgets that help learners learn languages more quickly and easily (Chatterjee & Kuddus, 2015). According to Lankshear & Knobel (2018), ICT has enabled new and more effective ways of doing things and provides new instruments that support students' creation of learning. However, research shows that ICT use, particularly among teachers, is still restricted (Gakuru et al., 2009). As a result, understanding how and why ICT is used or not used in various circumstances remains critical. According to research, including ICT in school encourages students to actively participate in their education rather than being passive observers or listeners. ICT is also regarded to be important for assessing the effectiveness of classroom instruction and student learning (Lin et al., 2012). Because of the promise it provides, ICT has developed to play a crucial role in efforts to reform education. Many countries have set aside significant funds to integrate ICT into teaching. Since the late 1990s, many governments have developed strategic strategies to increase ICT spending in their institutions of learning (Gao & Hargis, 2010).

Since the late 1990s, governments have been investing heavily in Information and Communication Technology (ICT) in their educational systems. Australia spent $8 billion on ICT in 2008, while the US spent over $9.5 billion in 2006. The UK invested £880 million in ICT between 2008 and 2009 (Luu & Freeman, 2011). European nations have also recognized the benefits of ICT, with the first phase of laptop computers distributed to primary schools for standard one student. Demouy and Kukulska Hulme said MALL gives students a wide range of opportunities to practice speaking and listening (Demouy et al., 2011). By way of the process of socializing, social networking sites (SNS) aid language learners in the development of their language skills. In terms of accuracy, fluency, and pronunciation, it also helps young learners speak English more effectively. Young language learners are encouraged to acquire a second language both inside and outside of the classroom by various technology-based cartoon films and blogs. With curiosity and passion, YouTube facilitates language learning (Dwi et al., 2013).

Regarding this, Silviyanti argued emphatically that YouTube encourages students to study by viewing videos and perfecting their native-sounding pronunciation (Silviyanti & Yusuf, 2015). YouTube facilitates language learning by way of interest and passion. In this regard, Silviyanti asserted unequivocally that YouTube stimulates learners to study by viewing videos and practicing pronunciation like a native speaker. Another technology tool, multimedia, improves teachers' teaching ability and builds the excellent use of class time (Dash & Kuddus, 2020). It encourages communication between teachers and students while rejecting the conventional teacher-cantered educational approach.

Studies have been conducted to investigate instructors' attitudes toward incorporating ICT in education, since adopting new technology successfully requires that users have a good attitude about it.

According to Skryabin et al., (2015), the successful integration of technology in language education is primarily determined by instructors' attitudes about technology. Teachers' attitudes on computer use in the classroom. Furthermore, instructors' personal backgrounds, enthusiasm in utilizing ICT, and desire to integrate in EFL classrooms all play a role in successful ICT integration in classroom settings. The government adopted the "ICT in Education Master Plan 2012-2020" after researching the advantages of ICT in education, particularly in language teaching. The approach states that students at all educational levels have access to ICT-based training and education resources. In order to achieve a real-time impact of ICT in education, the government has implemented multimedia/smart classrooms in educational institutions.

The government prioritizes ICT-based English language teaching in secondary education rather than ICT literacy as part of the training provided to secondary school teachers on how to use ICT tools in the classroom. (Reichelt et al., 2016). A teacher's guide has been created by the National Curriculum and Textbook (NCTB) for educators to better understand the subject and effectively instruct students using ICT resources (Khan & Kuddus, 2020). A teacher's guide has been created by the National Curriculum and Textbook (NCTB) for educators to better understand the subject and effectively instruct students using ICT resources.

After reading relevant articles on the topic, the researcher was motivated to look into the practicalities of implementing ICT in Education policies and initiatives by examining secondary level English teachers' attitudes toward ICT integrated into CLT and the difficulties they encountered in putting it into practice. Globalization and technological progress have resulted in a world of global information and learning without borders. Information and communication technology (ICT) has become crucial in many industries, including education, as seen by projects such as Smart Schools, computer laboratories, and Teaching Mathematics and Science in English. Teachers' ideas and proficiency in using technology in teaching and learning are critical for the efficacy of student learning. Smartphones and the internet, for example, can provide exciting learning tools for both teachers and students. Blended-learning approaches, such as technology-enhanced language learning, are critical for English teaching success. Teachers' perceptions of the incorporation of ICT in English instruction, on the other hand, can influence their success.

On the other hand, teachers' perspectives about using ICT in school to teach English can influence their success. It is critical to analyze teachers' attitudes about using ICT in school and identify problems they confront in order to ensure successful implementation of ICT. The perspectives of the teacher regarding the use of technology in the classroom, as well as their personal backgrounds, passion, and willingness to integrate into EFL classrooms, all play a part in successful ICT integration.

Although many studies have examined the integrating ICT in English Language Teaching, there is a lack of previous research on how teachers identify the perception and challenge of integrating ICT in English Language Teaching. Therefore, the researcher intended to fill the gap on perception and challenge.

Research Question

1.How do teachers identify the perception of Integrating ICT in English Language Teaching?

2.How do teachers identify the challenge of Integrating ICT in English Language Teaching?

METHOD

The researcher used quantitative analysis using descriptive statistics to collect data from all English teachers in SMAN 1 South Bengkulu. The type of this study was survey research. As defined by Creswell (2012) , survey research is a quantitative method in which a sample or the entire research population is given a survey to describe the population's traits, opinions, behaviors, or attitudes. In general, questionnaires are used in survey research to acquire data from research subjects. To collect data for this study, questionnaires were distributed to respondents. The questionnaire data was examined quantitatively to discover teachers' perceptions and challenges in implementing ICT in CLT. In terms of total teaching experience, they have been an English instructor for more than two years. They are selected after giving it some thought.

To start with, they have teaching expertise in English. Secondly, media was typically used to teach English. The researcher was used total sampling technique because there are just four teachers in the population, and all share the same features. These four educators were serving as the respondents in the study that the researcher conducts.

After carefully analyzing the relevant literature, a survey was conducted to ascertain secondary level teachers' perspectives toward incorporating ICT in CLT and to pinpoint any challenges instructors experience when utilizing ICT in language education. A sample of 4 English teachers were requested to participate in the survey for the aim of the study.

Four responses were collected when the questionnaire was given to four English language instructors from senior high schools. Microsoft Excel application was used to measure and evaluate the data from the responses. The data were evaluated, and conclusions were drawn using the mean and standard deviation calculated using Microsoft Excel. The purpose of the questionnaire's analysis was to identify the difficulties teachers face when integrating ICT into the classroom and to find out more about the views of English instructors about this type of training. They contend that by way of bringing technology into CLT, instruction becomes more dynamic, active, and interesting, which enhances students' language proficiency. Allowing students to learn at their speed and from any location also fosters their independence and adaptability.

The average scores on a Likert scale ranging from 1 to 5 was used to determine the research's conclusions. Likert scales are frequently used to quantify attitudes and beliefs using more nuanced "yes or no" responses. With five possible answers, the Likert scale enables respondents to indicate how much they agree or disagree with a statement or question on a positive-to-negative scale (Hutchinson, 2021). The 5-point Likert scale is easy to use and comprehend for both survey administrators and participants. Compared to higher-point scales, it requires less time and effort to complete. more closely fits the screens of mobile devices than higher-point scales. Each question is representation of two types of categories: Attitude towards ICT integrated CLT (question number 1-13) and Challenges of implementation of ICT in CLT (question number 1-11).

There are 24 items that relate to the Perception and Challenge of Integrating ICT into English Language Teaching. A five-point Likert scale is also used in the questionnaires: strongly agree for 5, agree for 4, undetermined for 3, disagree for 2, and strongly disagree for 1. The researcher will send both questionnaires to the respondents. It is suggested that students take them home to think more carefully over the questions on the questionnaire. The responders should pick up the questionnaires the next day. Reducing the level of bias in the data is the aim. The researcher will code and tabulate the information in Microsoft Excel once each respondent has finished their survey. The researcher will code and tabulate the data using Excel. Following data processing, the results will be available in tables and a synopsis that answers the study questions.

RESULT

In this research, the data display explained the results of the research in each component. This study aimed to investigate the perception and challenge of integrating ICT in English language teaching. In this research, the total number of teachers who answered the questionnaires was 4 English teachers in SMAN 1 South Bengkulu. The questionnaire used in this research was adopted from Khan & Kuddus (2020). Data analysis was reported, and the analytical techniques applied in the data computation were explained throughout the study. Specifically, descriptive statistics were used to summarized the responses, and measures such as the mean and standard deviation were calculated using Microsoft Excel. These statistical techniques enabled a clear understanding of teachers' perceptions and the challenges they faced in implementing ICT in their classrooms. The findings highlighted key insights into how ICT integration affects English language teaching practices.

The summarized results of the data analysis are presented as follows:

Table 1. table of summary in each component.

No	Aspects	Mean	Percentage	Stdev
1	Attitude towards ICT integrated CLT	51,75	79,62%	8,221

2	Challenges of implementation of ICT in CLT	41,8	75.91%	8,139

The overview of teachers' perceptions regarding the various factors when utilizing ICT was displayed in the table. Teachers accounted for the largest percentage of the Attitude towards ICT integrated CLT (79,62%) with a mean score of 51,75 and standard deviation was 8,221. The final one, with a mean of 41,8, is the lesser percentage, which came from challenges of implementation of ICT in CLT (75,91%), and standard deviation was 8,139. According to the justification given above, more of 77% of teachers get a good score of each aspect.

Table 2. Data Analysis of Attitude towards ICT integrated CLT

NO.	Attitude towards ICT integrated CLT	(S A)	(AGREE)	(UND)	(DIS)	(S D)	AV	Category
1	Statement 1	1(25%)	2 (50%)			1(25%)	4	High
2	Statement 2		2 (50%)	2 (50%)			3,5	Moderate
3	Statement 3	1 (25%)	1 (25%)	2 (50%)			3,75	Moderate
4	Statement 4	2 (50%)	1 (25%)	1 (25%)			4,25	Very High
5	Statement 5	1 (25%)	2 (50%)	1 (25%)			4	High
6	Statement 6	1 (25%)	2 (50%)	1 (25%)			4	High
7	Statement 7		3 (75%)	1 (25%)			3,75	Moderate
8	Statement 8	2 (50%)	1 (25%)	1 (25%)			4,25	Very High
9	Statement 9	1 (25%)	2 (50%)	1 (25%)			4	High
10	Statement 10	1 (25%)	2 (50%)	1 (25%)			4	High
11	Statement 11	1 (25%)	3 (75%)				4,25	Very High
12	Statement 12	1 (25%)	2 (50%)	1 (25%)			4	High
13	Statement 13	1 (25%)	2 (50%)	1 (25%)			4	High

In this category, majority of the questionnaire items obtained "high" category in questionnaire item number 1, 5, 6, 9, 10, 12 and 13. The result show 75% of the teacher chose strongly agree while the rest 25% chose agree. The predicate obtained was "very high" with the mean score of 4,75. In questionnaire item number 4, the result show 50% of the teachers chose strongly agree while the rest 25% chose agree and undetermined. The predicate obtained was "very high" with the mean score of 4,25. In questionnaire

item number 8 and 10, the result show in number 8 50% of the teachers chose strongly agree while the rest 25% chose agree and undetermined. In questionnaire item number 10, the result show 25% of the teachers chose strongly agree while the rest 50% chose agree and 25% chose undetermined. The predicate obtained was "moderate" In questionnaire item number 2, 3, and 7. the result show 75% of the teachers chose agree while the rest 25% chose undtermined. According to these results, it may be concluded that teacher's attitude towards ICT integrated CLT had positive effect on learning English.

Table 3. Result toward challenged of implementation of ICT in CLT

Challenges of implementation of ICT in CLT		(S A)	(A)	(UND)	(DA)	(SD)	AV	Category
1	Statement 1	1 (25%)	2 (50%)	1 (25%)			4	High
2	Statement 2		3 (75%)	1 (25%)			3,75	Moderate
3	Statement 3	1 (25%)	2 (50%)	1 (25%)			4	High
4	Statement 4	2 (75%)	1 (25%)	1 (25%)			3,25	Moderate
5	Statement 5	2 (50%)	1 (25%)	1 (25%)			4	High
6	Statement 6		3 (75%)	1 (25%)			3,75	Moderate
7	Statement 7	3 (75%)	1(25%)				3,75	Moderate
8	Statement 8	1 (25%)	2 (50%)	1 (25%)			4	High
9	Statement 9	1 (25%)	2 (50%)	1 (25%)			4	High
10	Statement 10		2 (50%)	2 (50%)			3,5	Moderate
11	Statement 11	1 (25%)	1 (25%)	2 (50%)			3,8	High

In this category, majority of teacher obtained the answer "High" while the rest was obtained moderate. Category in the result of high was the questionnaire item number 1, 3, 5, 8, 9, 11. While the rest was get answer "moderate" in number 2, 4, 6, 7, and 10. The item number 4 and 7 told that 75% chose very agree. It showed that teachers have limited time to integrate ICT in their teaching and also they have Insufficient technical support for teachers. Most teachers admit that there are many challenges that must be faced in teaching English using ICT media. These deficiencies must be addressed and solutions found so that they do not interfere with learning activities. According to these results, it may be concluded that Challenges of implementation of ICT in CLT had significant effect on integrating ICT in English Language Teaching

Table 4. the mean of range likert scale

No	Answer	Proper Range	Scale	Category
1	Strongly Agree	4.20 - 5.00	5	Very High

2	Agree	3.40 - 4.19	4	High
3	Undetermined	2.60 - 3.39	3	Moderate
4	Disagree	1.80 - 2.59	2	Low
5	Strongly Disagree	1.00 - 1.9	1	Very Low

Source : Michael Manyange (2015)

Based on table above, all aspect were in good category which Attitude towards ICT integrated CLT gains 79,2% and Challenges of implementation of ICT in CLT was 75,91%. All aspects were above 50% which the percentage were above average. According to explanation above, it can be inferred the majority of teachers have very good attitude towards the usage of ICT in teaching and learning while most of teacher also have more of 50% challenge to solve the lack of the needs of ICT. So, overall are indicated that each aspect of questionnaire was in "High" category. It means that teachers' Attitude towards ICT integrated CLT and challenge have high category towards using ICT as an English teaching media.

DISCUSSION

The researcher uses ICT as a medium for English language acquisition to evaluate the teacher's cognitive element. Given their background in using technology as a teaching tool to teach English, the researcher employed a questionnaire to ask the four teachers who responded. The aspect of attitude towards ICT integrated CLT was gained 79,2%. It means the teacher's attitude was significantly effective in the teaching process. ICT-integrated communicative language teaching (CLT) results from integrating information and communication technology (ICT) into language learning and instruction. While some people welcome technology, others are cautious because they are worried about its dependability, the learning curve, or possible diversions regarding ICT's significant contribution to education. The government has given ICT a critical role, particularly in language learning. In addition, a number of initiatives from both the public and private sectors have been made to successfully integrate ICT into education and the study of English as a foreign language. However, according to research on how second-language English teachers see ICT-integrated CLT and the challenges they face on the classroom floor, most teachers have a favorable opinion regarding using ICT to help students learn English at the secondary level.

Another aspect that concerns the implementation challenges of ICT in CLT gained 75,91%. It means integrating ICT in CLT for learning and teaching English still has some educational challenges. Lack of access to technology is one of the key issues faced by English language learners as a result of ICT deployment. However, they face significant challenges, reflected in a score of 75.91% for implementation difficulties. Key barriers include limited access to technology for students, insufficient training for teachers, budget constraints in schools, concerns about potential distractions from

technology, and variability in students' technological proficiency. While teachers appreciate the benefits of ICT for enhancing English language instruction, these practical obstacles hinder effective integration in the classroom

The technological gap is one of the most significant difficulties related to ICT. Despite fast technological improvements, various communities have substantial gaps in access to ICT resources and skills. This disparity can be linked to multiple factors, including socioeconomic position, geographic region, education level, and age. As a result, persons without access to ICT have challenges in terms of work, education, and social integration. Furthermore, the growing reliance on ICT has prompted questions regarding data security and privacy. Cybersecurity threats and data breaches have become common, posing severe risks to individuals, corporations, and governments. Because technology is constantly evolving, people must continuously adapt and upgrade their abilities to keep up with the latest innovations in ICT. This can be difficult for persons who do not have the financial means to obtain appropriate training and education.

Despite these challenges, the attitudes of ICT have evolved. There was initially mistrust and worry surrounding the use of technology, with fears about employment displacement and privacy loss. However, as ICT has become more prevalent, people's opinions of technology's opportunities and benefits have altered. People now see information and communication technology as a tool for increasing productivity, innovation, and communication. The COVID-19 epidemic boosted ICT adoption by making it necessary for distant employment, online learning, and virtual communication. People's perceptions of information and communication technology (ICT) differ. Some individuals see ICT as a game-changing instrument that has changed the way we interact, work, and access information, while others see it as a possible threat to privacy and security (Gekara et al., 2019). However, as ICT continues to provide countless benefits to individuals and society, the overall perception of ICT has become increasingly positive.

Furthermore, the ease of access to information via ICT has altered our perceptions of knowledge and learning. The internet has evolved into a massive repository of information, allowing people to access educational resources, learn new skills, and remain current on current events. This has altered our approach to education and made lifelong learning possible for people of all ages. As a result, people's perceptions of ICT as a tool for knowledge acquisition and self-improvement have improved. Finally, ICT has significantly impacted society, posing both obstacles and opportunities. Some key issues related to ICT include the digital divide, cybersecurity risks, and the need for constant skill development (Karagoz et al., 2020). However, changing perceptions about ICT reflects the technology's rising role in all parts of life.

As technology advances, overcoming obstacles and ensuring equitable access to ICT resources will become increasingly important in realizing its full potential for the benefit of all. Finally, since ICT provides countless benefits to individuals and society, its view has changed substantially. While there

are worries regarding privacy and security, the overall impression of ICT has improved since it has changed the way we communicate, work, and access information (Meyerhoff Nielsen & Jordanoski, 2020). Finally, the difficulty and perception of ICT outcomes and conclusions reflect this sector's complex and dynamic character and the necessity for continual efforts to navigate its impact on society.

Another issue is that English language learners lack digital literacy abilities. While young people are sometimes referred to as digital natives, it cannot be assumed that all pupils have the skills to explore and utilize internet resources for language learning effectively. Teachers may have to spend time instructing students on online platforms, language study apps, and digital tools, which takes time away from genuine language education.

This study aligns with a study conducted by Akcaoglu & Lee (2016) that teachers reported that using ICT in ELT can help improve students' language skills, increase engagement, and provide authentic learning experiences. Identically, students indicated satisfaction with using ICT in language learning, pointing to advantages including heightened motivation and chances for independent study. These results also align with a study conducted by Warschauer (2000) which discovered that ICT improves language acquisition by granting access to natural language materials, allowing communication with native speakers, and encouraging group learning.

Theoretical frameworks, such as the Technological Pedagogical Content Knowledge (TPACK) model, emphasize the importance of teachers' knowledge in effectively integrating technology into their teaching practices. According to Mishra & Koehler (2006), successful technology integration requires a balance of content knowledge, pedagogical knowledge, and technological knowledge. This study supports their argument, highlighting that without adequate training and resources, teachers struggle to harness the potential of ICT in CLT. Moreover, previous research, such as that conducted by Aldawood et al., (2019) also found that teachers often recognize the benefits of technology in language learning but encounter similar challenges, particularly regarding access and training. This aligns with the findings of the current study, underscoring that while teachers appreciate ICT's advantages for enhancing English language instruction, practical obstacles continue to impede effective integration in the classroom. Therefore, addressing these barriers is crucial for leveraging the potential of ICT to improve language acquisition, as suggested by studies in the field. Investments in infrastructure, teacher training, and resources are necessary to create an environment where ICT can be fully utilized to enhance language learning outcomes.

CONCLUSION

According to the findings, 79.62% of teachers have a positive attitude toward ICT integrated CLT, 75.91% confront implementation challenges, alongside 77% score well in all areas. Teachers should adopt a learner-centre approach when integrating ICT into Computer-Lectured Teaching (CLT). This involves using technology to facilitate interactive learning experiences, such as virtual classrooms,

discussion forums, and digital storytelling tools. Teachers should also consider the diverse learning styles and abilities of their students, providing multiple modes of representation, expression, and engagement. The perception of teachers towards ICT in CLT is crucial for its successful implementation. Some may view technology as a tool for enhancing traditional teaching methods, while others may see it as a disruptive force. Teachers should adopt a positive attitude towards ICT in CLT, recognizing its potential to enrich language learning experiences.

However, teachers face challenges in implementing ICT in CLT. Access to adequate ICT infrastructure and professional development is essential as technology evolves rapidly. Teachers must stay updated with the latest trends and tools in educational technology to integrate them into their teaching practices effectively. Integrating ICT into CLT offers numerous opportunities and challenges for teachers. By embracing a learner-centered approach, adopting a positive perception of technology, and addressing resource availability and professional development, educators can overcome these barriers and enhance students' language learning experiences.

In conclusion, the success of ICT-integrated CLT in language learning and teaching depends on positive attitudes and support from teachers and students. By addressing concerns and providing aid, technology can transform language teaching and make learning more dynamic. Challenges include digital literacy, accessibility, the digital divide, distractions, and rapid technology development. Despite these, there is room for improvement in language learning and instruction.

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