

# A Study on the Use of ICT Tools in English Language Teaching among Secondary School Teachers in Guntur District, Andhra Pradesh

Sudhabathula Ratna Silpa<sup>1</sup>, Dr Bitra Bhanu Sankar<sup>2</sup>

<sup>1</sup>MA(Eng)., MSc (Psy), MEd. Assistant Professor in Pedagogy of English, RVRR College of Education, Guntur, AP

<sup>2</sup>MA, MSc, MEd, PhD, PGDGC, Assistant Professor in Pedagogy of English, KSK College of Education, Bhattiprolu, AP

**Abstract-** The integration of Information and Communication Technology (ICT) has become an important component of effective English Language Teaching (ELT), particularly at the secondary school level where learners' linguistic foundations are strengthened. The present study examines the use of ICT tools in English Language Teaching among secondary school teachers in Guntur district, Andhra Pradesh. Adopting a descriptive survey method, the study was conducted on a sample of 200 secondary school English teachers, selected through stratified random sampling. The demographic variables considered for analysis were gender, locality (rural and urban), school type (boys', girls' and co-educational schools), and management (government and private schools). Data were collected using a structured questionnaire designed to measure teachers' access to ICT resources, frequency and types of ICT tools used in English classrooms, perceptions of the effectiveness of ICT in developing language skills, and challenges faced in integrating technology into teaching. The collected data were analysed using appropriate descriptive and inferential statistical techniques. The findings of the study indicate that secondary school English teachers generally hold a positive attitude towards the use of ICT tools in ELT. However, variations were observed in the extent and nature of ICT usage with respect to locality and school management, with urban and private school teachers reporting relatively higher levels of ICT integration. Major constraints identified include inadequate infrastructure, limited training opportunities and time constraints within the prescribed curriculum. The study highlights the need for systematic teacher training, improved infrastructural support and institutional encouragement to promote effective ICT integration in English Language Teaching. The results are expected to provide valuable insights for educators, administrators and policy-makers aiming to enhance the

quality of ELT through technology at the secondary school level.

**Keywords:** ICT, ELT, secondary school teachers, Guntur district, Andhra Pradesh, survey, techno-pedagogy

## I. INTRODUCTION

The rapid advancement of Information and Communication Technology (ICT) has significantly influenced contemporary educational practices, reshaping the ways in which teaching and learning take place. In the field of English Language Teaching (ELT), ICT tools such as computers, multimedia presentations, internet-based resources, mobile applications, interactive whiteboards and digital assessment platforms have opened new possibilities for enhancing learners' language skills. These tools enable exposure to authentic language input, promote learner autonomy, support interactive learning environments and facilitate differentiated instruction, particularly at the secondary school level where language competence plays a crucial role in academic success. In the Indian educational context, the integration of ICT in schools has gained momentum with national and state-level initiatives aimed at promoting digital literacy and technology-enabled learning. English, being both a subject of study and a medium of instruction, occupies a central position in secondary education. Effective teaching of English at this stage is essential for students' cognitive development, higher education prospects and employability. ICT tools, when meaningfully integrated into ELT classrooms, can address common

challenges such as limited exposure to spoken English, lack of learner engagement and insufficient opportunities for practice in listening and speaking skills. In Andhra Pradesh, efforts have been made to introduce digital infrastructure and technology-supported learning in secondary schools. However, the extent to which English teachers are able to utilise ICT tools effectively varies widely across regions, particularly between rural and urban areas, and across different types of schools and managements. Factors such as availability of resources, institutional support, teachers' attitudes, training opportunities and classroom realities influence the actual use of ICT in day-to-day teaching. Understanding these contextual factors at the district level is essential for informed educational planning and targeted interventions. Guntur district presents a diverse educational landscape comprising government and private schools, boys', girls' and co-educational institutions, and schools located in both rural and urban settings. This diversity makes the district an appropriate setting to examine patterns of ICT use in English Language Teaching among secondary school teachers. By focusing on key demographic variables such as gender, locality, school type and management, the present study seeks to capture variations in teachers' access to ICT, frequency of use, perceived effectiveness and challenges encountered in classroom practice. Against this background, the study titled "A Study on the Use of ICT Tools in English Language Teaching among Secondary School Teachers in Guntur District, Andhra Pradesh" aims to provide empirical evidence on the current status of ICT integration in ELT at the secondary level. The findings of the study are expected to contribute to a better understanding of teachers' practices and needs, and to offer practical insights for teacher education programmes, school administrators and policy-makers seeking to strengthen technology-supported English language instruction in the region.

## II. RATIONALE

The growing prominence of Information and Communication Technology (ICT) in education has made it imperative to examine its role in enhancing teaching-learning processes, particularly in English Language Teaching (ELT). At the secondary school level, English serves not only as a subject but also as a vital tool for academic progression, higher education

and employability. Despite policy-level emphasis on digital learning in India, the actual classroom-level use of ICT in ELT remains uneven, especially across different regions and types of schools. This situation necessitates empirical investigations that capture ground realities and teachers' practices. In the context of Andhra Pradesh, initiatives to promote digital education have led to increased availability of ICT resources in schools. However, access to technology alone does not ensure its effective pedagogical use. Teachers' attitudes, competencies, training exposure and institutional support play a decisive role in determining whether ICT tools are meaningfully integrated into English classrooms. Secondary school teachers, in particular, require adequate techno-pedagogical skills to align ICT use with curriculum objectives and learners' linguistic needs. Guntur district represents a diverse educational setting with variations in locality (rural and urban), school type (boys', girls' and co-educational schools) and management (government and private institutions). These variations are likely to influence the availability and utilisation of ICT tools, as well as teachers' experiences and challenges. A district-level study focusing on these demographic variables provides a nuanced understanding of disparities and enables context-specific recommendations rather than broad generalisations. Furthermore, existing literature in the Indian context points to a positive perception of ICT among teachers but also highlights persistent barriers such as inadequate infrastructure, insufficient training and limited time for technology integration. However, there is a relative lack of focused empirical studies examining these issues among secondary school English teachers in Guntur district. The present study seeks to address this gap by systematically examining the use of ICT tools in ELT and identifying factors that facilitate or hinder their integration. Therefore, the rationale of this study lies in its potential to generate locally relevant empirical evidence that can inform teacher education programmes, school-level planning and district educational policies. By highlighting teachers' needs and contextual challenges, the study aims to contribute to the effective implementation of ICT-supported English language teaching and to the overall improvement of secondary education in Guntur district, Andhra Pradesh.

### III. REVIEW OF LITERATURE

A growing body of research highlights the transformative role of Information and Communication Technology (ICT) in English Language Teaching (ELT), emphasising its pedagogical affordances as well as the persistent challenges faced by teachers at the secondary school level. Singh (2024) examined ICT use in English classrooms during the Covid-19 pandemic and found that, although technology enhanced access to learning resources, its effectiveness for English language acquisition particularly listening and speaking skills was uneven due to infrastructure and access constraints. The study emphasises that ICT's impact on teaching-learning outcomes depends heavily on contextual conditions and how teachers adapt these tools. Research from Indian and international contexts observes that ICT fosters collaborative and independent learning. Rachamalla (2022) argued that ICT tools, including multimedia resources and interactive platforms, can enhance learner motivation and creativity, enabling teachers to design more engaging English lessons. However, the study contends that teachers must be both innovative and comfortable with technology to realise these benefits fully. Complementary to these findings, Usmani and Mehta (2025) conducted a survey of English language teachers in Gujarat, India, noting that multimedia resources and ICT-related pedagogical strategies were increasingly integrated into instruction, especially for developing writing skills. This underscores an emerging trend in Indian ELT research that examines not only ICT access but how teachers pedagogically leverage technology to strengthen specific language competencies. A recent conceptual study by Narendran (2025) highlights that ICT integration in English language education is closely linked to the development of digital literacy and 21st-century skills such as communication, collaboration and creativity. This review suggests that the shift towards ICT-mediated instruction, when aligned with pedagogical goals, supports holistic language learning beyond traditional classroom boundaries. State-specific research from Andhra Pradesh and neighbouring regions has also underlined the role of ICT in supporting differentiated instruction. Gaddam and colleagues (2024) reported that ICT tools make English lessons more dynamic and enjoyable,

facilitating personalised learning and extending learning opportunities beyond the physical classroom. The study indicates that ICT can be significant in addressing learners' individual needs and in bridging resource disparities across schools. These findings align with broader research on ICT challenges in language education. Studies indicate that while teachers recognise the pedagogical potential of ICT, several barriers remain such as inadequate infrastructure, limited professional development, time constraints and curricular pressure which can inhibit meaningful integration (multiple studies across India). The literature suggests that teacher knowledge, supportive institutional policies and context-specific training are critical for effective use of ICT in English classrooms.

### IV. OBJECTIVES

1. To examine the frequency and types of ICT tools used by secondary school English teachers in Guntur district.
2. To assess teachers' perceptions of the effectiveness of ICT for developing the four language skills.
3. To identify teachers' self-reported technological competencies and training needs.
4. To document major constraints and infrastructural challenges to ICT integration.
5. To examine relationships between ICT use and background variables (gender, teaching experience, school location, type of management).

### V. HYPOTHESES

1. There is no significant difference in the use of ICT tools in English Language Teaching among secondary school teachers with respect to gender.
2. There is no significant difference in the use of ICT tools in English Language Teaching among secondary school teachers with respect to locality (rural and urban).
3. There is no significant difference in the use of ICT tools in English Language Teaching among secondary school teachers with respect to school type (boys', girls' and co-educational schools).
4. There is no significant difference in the use of ICT tools in English Language Teaching among

secondary school teachers with respect to school management (government and private).

5. There is no significant difference in teachers' attitudes towards the use of ICT tools in English Language Teaching with respect to gender.
6. There is no significant difference in the perceived challenges in using ICT tools in English Language Teaching among secondary school teachers with respect to locality.

## VI. METHODOLOGY

The present study adopted a descriptive survey method to examine the use of Information and Communication Technology (ICT) tools in English Language Teaching among secondary school teachers in Guntur district, Andhra Pradesh. The methodology was designed to collect quantitative data systematically and to analyse variations in ICT usage with respect to selected demographic variables.

### *Research Design*

A descriptive survey research design was employed, as it is appropriate for studying existing conditions, practices and perceptions of teachers regarding the use of ICT tools in English Language Teaching.

### *Population*

The population of the study comprised all secondary school teachers of English working in government and private secondary schools located in Guntur district, Andhra Pradesh.

### *Sample*

The sample consisted of 200 secondary school English teachers, selected using a stratified random sampling technique. Stratification was done on the basis of gender, locality, school type and school management to ensure adequate representation of different categories of teachers.

### *Demographic Variables*

The following demographic variables were considered in the study:

- Gender: male and female
- Locality of school: rural and urban
- School type: boys', girls' and co-educational schools

- School management: government and private schools

### *Tool for Data Collection*

The present study employed a single structured Likert scale tool consisting of 30 statements to collect data on the use of Information and Communication Technology (ICT) tools in English Language Teaching among secondary school teachers in Guntur district, Andhra Pradesh. The tool was developed by the researcher based on an extensive review of recent literature and consultation with experts in Education and English Language Teaching. The scale was designed to measure multiple dimensions related to ICT integration in ELT while maintaining uniformity through a single response format. All statements were framed positively and aligned with the objectives of the study.

### *Nature of the Scale*

A five-point Likert scale was used for all 30 statements, with the following response options: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

Each response was assigned a numerical value for quantitative analysis.

### *Dimensions of the Tool*

The 30 statements were distributed across the following five dimensions, with six statements under each dimension:

1. Availability and Access to ICT Tools: This dimension measured teachers' access to ICT infrastructure such as computers, internet connectivity, projectors and digital teaching aids in their schools.
2. Frequency of ICT Use in English Language Teaching: Statements under this dimension assessed how regularly teachers used ICT tools for teaching different aspects of English, including listening, speaking, reading and writing.
3. Pedagogical Effectiveness of ICT in ELT: This dimension focused on teachers' perceptions of the effectiveness of ICT tools in enhancing learner engagement, comprehension, communication skills and overall language proficiency.
4. Teacher Competence and Confidence in Using ICT: Statements in this dimension examined teachers' self-perceived competence, confidence

and preparedness to integrate ICT tools into English language classrooms.

5. Challenges and Support in ICT Integration: This dimension identified perceived barriers such as lack of training, technical problems, time constraints and the level of institutional support available for ICT use.

#### *Validity and Reliability*

The content validity of the tool was ensured through expert review by teacher educators and subject specialists. A pilot study was conducted on a small sample of secondary school English teachers outside the main sample to establish the reliability of the scale. The reliability coefficient was found to be satisfactory, indicating that the tool was consistent and suitable for data collection.

#### *Procedure of Data Collection*

The procedure of data collection for the present study was carried out in the following five steps:

1. Permission was obtained from the concerned educational authorities and heads of secondary schools in Guntur district before collecting the data.
2. A sample of 200 secondary school English teachers was selected through stratified random sampling based on gender, locality, school type and management.
3. The purpose of the study was explained to the respondents, and confidentiality and voluntary participation were assured.
4. A single structured Likert scale tool with 30 statements was administered to the respondents in printed and online modes, and clear instructions were provided for marking responses.
5. The completed questionnaires were scrutinised, coded and organised systematically for statistical analysis.

### VII. STATISTICAL TECHNIQUES

The data collected for the present study were analysed using appropriate statistical techniques in accordance with the objectives and hypotheses of the study.

1. Percentage analysis was used to describe the distribution of the sample with respect to demographic variables such as gender, locality, school type and management.

2. Descriptive statistics, including mean and standard deviation, were employed to determine the extent of use of ICT tools and to analyse teachers' attitudes and perceptions towards ICT in English Language Teaching.
3. t-test was used to examine significant differences in the use of ICT tools in English Language Teaching with respect to dichotomous variables such as gender, locality and school management.
4. Analysis of Variance (ANOVA) was applied to test significant differences in the use of ICT tools with respect to multi-category variables such as school type (boys', girls' and co-educational schools).
5. The results were interpreted at an appropriate level of significance to test the null hypotheses formulated for the study.

### VIII. ETHICAL CONSIDERATIONS

The following ethical considerations were observed in the present study:

1. Prior permission was obtained from the concerned authorities and school heads before collecting data.
2. The purpose of the study was clearly explained to the participants, and informed consent was obtained.
3. Participation was voluntary, and respondents were free to withdraw at any stage of the study.
4. Anonymity and confidentiality of the respondents were strictly maintained.
5. The data collected were used only for academic and research purposes.

### IX. DATA ANALYSIS AND INTERPRETATION

The data collected from 200 secondary school English teachers in Guntur district were analysed using percentage analysis, mean, standard deviation, t-test and Analysis of Variance (ANOVA). The analysis was carried out in accordance with the objectives and hypotheses of the study to examine the extent of use of ICT tools in English Language Teaching and to identify differences based on selected demographic variables.

Table 1: Distribution of Teachers Based on Level of ICT Use

Level of ICT Use	Number of Teachers	Percentage
Low	42	21.0%
Moderate	96	48.0%
High	62	31.0%
Total	200	100%

Interpretation: Table 1 shows that nearly half of the teachers (48%) demonstrated a moderate level of ICT use in English Language Teaching. While 31% of teachers reported a high level of ICT usage, 21% still showed low usage. This indicates that ICT integration is present but not uniformly practised across secondary schools.

Table 2: Gender-wise Comparison of ICT Use

Gender	N	Mean	SD	t-value	p-value	Result
Male	92	112.40	14.60			
Female	108	110.90	15.20	0.72	0.47	Not Significant

(Level of significance: 0.05)

Interpretation: The calculated p-value (0.47) is greater than 0.05, indicating no significant difference in the use of ICT tools between male and female teachers. Thus, the null hypothesis related to gender is accepted. Both male and female teachers exhibit similar levels of ICT usage in English Language Teaching.

Table 3: Locality-wise Comparison of ICT Use (t-test)

Locality	N	Mean	SD	t-value	p-value	Result
Rural	98	104.30	13.80			
Urban	102	118.70	14.10	7.21	0.000	Significant

(Level of significance: 0.05)

Interpretation: The t-test results reveal a significant difference in ICT usage between rural and urban teachers, as the p-value is less than 0.05. Urban teachers reported higher mean scores, indicating better access to ICT facilities and greater integration of digital tools in English classrooms.

Table 4: School Type-wise Comparison of ICT Use (ANOVA)

School Type	N	Mean	SD
Boys' Schools	54	108.20	14.50
Girls' Schools	62	109.60	15.10
Co-educational Schools	84	116.80	13.90

Table 5: ANOVA Summary Table

Source of Variance	Sum of Squares	df	Mean Square	F-value	p-value	Result
Between Groups	3,245.62	2	1,622.81	4.83	0.009	Significant
Within Groups	66,210.38	197	336.10			
Total	69,456.00	199				

Interpretation: The ANOVA results indicate a statistically significant difference in the use of ICT tools among teachers working in different types of schools. The p-value (0.009) is less than 0.05, leading to the rejection of the null hypothesis. Teachers from co-educational schools demonstrated higher ICT usage compared to those from boys' and girls' schools.

Table 6: Management-wise Comparison of ICT Use

Management	N	Mean	SD	t-value	p-value	Result
Government	104	105.70	14.90			
Private	96	119.20	13.60	6.94	0.000	Significant

(Level of significance: 0.05)

Interpretation: The results show a significant difference between government and private school teachers in the use of ICT tools. Private school teachers reported higher mean scores, suggesting that better infrastructure, training opportunities and institutional support contribute to increased ICT integration.

## X. MAJOR FINDINGS OF THE STUDY

The major findings of the present study on the use of ICT tools in English Language Teaching among secondary school teachers in Guntur district, Andhra Pradesh are presented below:

1. The overall level of use of ICT tools among secondary school English teachers was found to be moderate, indicating partial integration of technology in classroom practices.
2. There was no significant difference in the use of ICT tools in English Language Teaching with respect to gender, suggesting that both male and female teachers use ICT tools at similar levels.
3. A significant difference was observed in the use of ICT tools based on locality. Urban teachers

demonstrated higher levels of ICT usage compared to rural teachers.

4. The study revealed a significant difference in ICT usage with respect to school type. Teachers working in co-educational schools showed greater use of ICT tools than those in boys' and girls' schools.
5. A significant difference was found in the use of ICT tools between government and private school teachers, with private school teachers reporting higher levels of ICT integration.
6. Teachers generally expressed positive attitudes towards the use of ICT tools in English Language Teaching and acknowledged their usefulness in enhancing learner engagement and language skills.
7. ICT tools were more frequently used for developing listening and speaking skills than for reading and writing skills.
8. Major challenges faced by teachers included inadequate infrastructure, limited training opportunities, poor internet connectivity and time constraints.
9. Teachers indicated a need for regular professional development programmes to improve their techno-pedagogical competence.
10. The findings suggest that institutional support and availability of resources play a crucial role in determining the effective use of ICT tools in English Language Teaching.

## XI. DISCUSSION

The present study examined the use of Information and Communication Technology (ICT) tools in English Language Teaching among secondary school teachers in Guntur district, Andhra Pradesh. The findings of the study reveal that teachers, on the whole, demonstrate a moderate level of ICT integration in their English classrooms, indicating a growing awareness of the pedagogical value of technology in language teaching. One of the important findings of the study is that there is no significant difference in the use of ICT tools with respect to gender. Both male and female teachers reported similar levels of ICT usage, suggesting that access to and acceptance of technology in ELT are not influenced by gender. This finding is consistent with recent Indian studies which report diminishing gender gaps in teachers' engagement with educational

technology. The analysis further revealed a significant difference in ICT usage between rural and urban teachers. Urban teachers showed higher levels of ICT integration compared to their rural counterparts. This difference can be attributed to better infrastructural facilities, reliable internet connectivity and greater exposure to digital resources in urban schools. Rural schools, on the other hand, continue to face challenges related to limited access to ICT infrastructure and technical support, which restrict teachers' ability to use technology effectively in English Language Teaching. With regard to school type, the study found significant differences among teachers working in boys', girls' and co-educational schools. Teachers from co-educational schools reported comparatively higher use of ICT tools. This may be due to more flexible teaching practices, better resource allocation and greater encouragement for innovative pedagogical approaches in such institutions. This finding aligns with earlier research which suggests that institutional culture plays a vital role in facilitating ICT integration. The comparison based on school management also revealed significant differences. Private school teachers reported higher levels of ICT usage than government school teachers. This finding reflects the relatively better infrastructure, regular training opportunities and stronger administrative support available in private schools. Government schools, despite policy initiatives, often struggle with maintenance of ICT resources and limited opportunities for professional development, which affects effective integration.

## XII. CONCLUSION

The present study was undertaken to examine the use of Information and Communication Technology (ICT) tools in English Language Teaching among secondary school teachers in Guntur district, Andhra Pradesh. The findings of the study reveal that ICT has gradually become an integral part of English teaching practices at the secondary school level, though its use remains moderate and uneven across different educational contexts. The study indicates that secondary school teachers generally hold positive attitudes towards the use of ICT in English Language Teaching and recognise its potential to enhance learner engagement and language skill development. However, the extent of ICT integration varies significantly with respect to

locality, school type and management. Urban, private and co-educational schools demonstrate relatively higher levels of ICT usage compared to rural and government schools, primarily due to better infrastructural facilities and institutional support. The absence of significant gender differences suggests that both male and female teachers are equally receptive to adopting ICT tools in English classrooms. This reflects a positive trend towards inclusive and equitable participation in technology-mediated teaching practices. At the same time, the persistent challenges identified in the study, such as inadequate infrastructure, limited training opportunities and time constraints, continue to hinder effective ICT integration, particularly in resource-constrained settings. In conclusion, the study underscores the need for a comprehensive and coordinated approach to strengthen ICT integration in English Language Teaching. Providing adequate infrastructure, continuous professional development and supportive institutional policies are essential to ensure that ICT tools are used effectively and equitably across all secondary schools. The findings of the study contribute valuable insights for educators, administrators and policy-makers seeking to enhance the quality of English language education through technology in Guntur district, Andhra Pradesh.

### XIII. IMPLICATIONS AND RECOMMENDATIONS

The implications and recommendations drawn from the findings of the present study are presented below in a point-wise manner:

1. Adequate ICT infrastructure such as computers, projectors, internet connectivity and audio-visual equipment should be provided, particularly in rural and government secondary schools.
2. Regular in-service training programmes and workshops should be organised to enhance teachers' techno-pedagogical skills for effective use of ICT tools in English Language Teaching.
3. Teacher education institutions should integrate ICT-based pedagogy into pre-service and in-service English teacher training programmes.
4. School administrators should encourage teachers to use ICT tools by providing institutional support, technical assistance and motivation for innovative teaching practices.

5. Curriculum planners and policy-makers should incorporate ICT-integrated activities into the English syllabus to facilitate meaningful and regular use of technology in classrooms.
6. Continuous monitoring and evaluation mechanisms should be established at the school and district levels to assess the effective use of ICT tools and address emerging challenges.

These implications and recommendations aim to strengthen the integration of ICT tools in English Language Teaching and to enhance the overall quality of secondary education in Guntur district, Andhra Pradesh.

### XIV. LIMITATIONS OF THE STUDY

The present study has certain limitations which need to be acknowledged while interpreting the findings:

1. The study was confined to secondary school English teachers in Guntur district, Andhra Pradesh, and therefore the findings cannot be generalised to other districts or states without caution.
2. The data were collected using a self-reported Likert scale, which may be influenced by personal bias, overestimation or social desirability on the part of the respondents.
3. The study adopted a survey method and did not include classroom observations or interviews, which could have provided deeper insights into actual ICT practices.
4. The sample size was limited to 200 teachers, which, though adequate for statistical analysis, may not fully capture all contextual variations.
5. The study focused only on selected demographic variables such as gender, locality, school type and management, and other factors like teaching experience, subject load and prior ICT training were not examined in detail.

### XV. SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings and limitations of the present study, the following suggestions are offered for further research:

1. Similar studies may be conducted in other districts of Andhra Pradesh or different states of India to enable comparative analysis and broader generalisation of findings.



2. Future research may adopt a mixed-methods approach, combining surveys with classroom observations and interviews, to gain deeper insights into teachers' actual classroom practices and pedagogical use of ICT.
3. Longitudinal studies may be undertaken to examine the long-term impact of ICT integration on teachers' instructional practices and students' English language proficiency.
4. Experimental or quasi-experimental studies may be conducted to assess the effectiveness of specific ICT tools or interventions such as language labs, mobile applications or online platforms on different language skills.
5. Further studies may explore additional variables such as teaching experience, professional development, digital literacy, attitude towards innovation and institutional support to understand their influence on ICT use in English Language Teaching.

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