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INVESTIGATING JUNIOR HIGH SCHOOL TEACHERS' PERCEPTIONS AND PRACTICES OF USING INFORMATION AND COMMUNICATION TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

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Abstract

This study investigated junior high school teachers' perceptions and practices of using information and communication technology (ICT) in English language teaching. The study employed a mixed-methods approach with an explanatory sequential design. Quantitative data were collected from 50 teachers of English through a survey questionnaire, while qualitative data were collected from 12 teachers via semi-structured interviews. The results revealed that teachers had positive perceptions of ICT and reported frequent technology use, particularly for lesson preparation, material design, presentation, multimedia, and classroom activities. However, ICT was used less often for online homework, feedback, assessment, and out-of-class activities. The main barriers included students' uneven digital skills, unstable Internet connection, limited equipment, examination pressure, and the need for more practical training. The findings suggest that effective ICT integration requires not only positive teacher perceptions but also practical support conditions, appropriate training, and improved student access to digital resources.

Keywords: *English language teaching, information and communication technology, junior high school teachers, teachers' perceptions, teaching practices.*

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NGHIÊN CỨU NHẬN THỨC VÀ THỰC TRẠNG ỨNG DỤNG CÔNG NGHỆ THÔNG TIN VÀ TRUYỀN THÔNG TRONG DẠY HỌC TIẾNG ANH CỦA GIÁO VIÊN TRUNG HỌC CƠ SỞ

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Tóm tắt

Nghiên cứu nhằm khảo sát nhận thức và thực trạng ứng dụng công nghệ thông tin và truyền thông trong dạy học tiếng Anh của giáo viên trung học cơ sở. Nghiên cứu sử dụng phương pháp hỗn hợp với thiết kế giải thích tuần tự. Dữ liệu định lượng được thu thập từ 50 giáo viên tiếng Anh tại tỉnh Đồng Tháp thông qua bảng hỏi, trong khi dữ liệu định tính được thu thập từ 12 giáo viên thông qua phỏng vấn bán cấu trúc. Kết quả cho thấy giáo viên có nhận thức tích cực và sử dụng công nghệ thông tin và truyền thông tương đối thường xuyên, đặc biệt trong soạn giáo án, thiết kế học liệu, trình chiếu, sử dụng đa phương tiện và tổ chức hoạt động trên lớp. Tuy nhiên còn hạn chế trong việc giao bài trực tuyến, đưa ra phản hồi, kiểm tra đánh giá và hoạt động ngoài giờ. Các hạn chế chủ yếu đến từ kỹ năng số của học sinh chưa đồng đều, kết nối Internet chưa ổn định, thiết bị còn hạn chế, áp lực thi cử và thiếu chương trình bồi dưỡng. Kết quả nghiên cứu là cơ sở đề xuất giải pháp nâng cao hiệu quả ứng dụng công nghệ trong dạy học tiếng Anh.

Từ khóa: *Công nghệ thông tin và truyền thông, dạy học tiếng Anh, giáo viên tiếng Anh, nhận thức, thực trạng ứng dụng.*

1. Introduction

The integration of Information and Communication Technology (ICT) has become an important issue in contemporary education in general and English Language Teaching (ELT) in particular (Eryansyah & Erlina, 2023; Saud & Laudari, 2023; UNESCO, 2023). In ELT classrooms, digital tools, online platforms, multimedia resources, and Internet-based materials can provide teachers and students with more opportunities to access authentic language input, increase learner engagement, support classroom interaction, and extend learning beyond classroom boundaries. Previous studies have shown that ICT can improve students' motivation and classroom participation when it is used appropriately in teaching. For instance, Ghavifekr and Rosdy (2015) highlighted the role of ICT-supported instruction towards students' motivation and engagement. Mandasari (2016) highlighted the pedagogical value of authentic digital materials in English learning; and Saud and Laudari (2023) found that English teachers in remote areas used digital resources to make lessons more interactive, though, their practices were still limited by infrastructure and professional support.

Besides, Vietnam's national policies and educational reform have strongly promoted ICT integration (Ministry of Education and Training, 2018; Prime Minister of the Socialist Republic of Viet Nam, 2020, 2022). The National Foreign Language Project has concentrated on improving the quality of foreign language teaching and learning, including the use of modern teaching techniques and digital resources (Prime Minister of the Socialist Republic of Viet Nam, 2017). By launching the National Digital Transformation Program and the Scheme on Strengthening the Application of Information Technology and Digital Transformation in Education and Training, the government has promoted development of digital infrastructure, online learning platforms, and digital educational resources as well as improving digital competence of teachers (Prime Minister of the Socialist Republic of Viet Nam, 2020, 2022). The 2018 General Education Program also supports learner-centered teaching and the use of technology to develop learners' competencies (Ministry of Education and Training, 2018). These policies show that ICT is not merely a technical tool but also an important component of educational innovation in Viet Nam.

However, the implementation of ICT in real teaching contexts is not always consistent with policy expectations. While many teachers have positive perceptions of technology, their actual use of ICT may depend on school infrastructure, Internet access, student readiness, teacher competence, examination pressure and availability of professional development. These issues are particularly relevant in rural schools where the context may be different from that of urban or better resourced schools. In such contexts, it is necessary to examine not only whether teachers value ICT but also how they use it in their English teaching practices.

In Dong Thap Province, teachers of English are working in a context where digital transformation is increasingly encouraged. Nevertheless, there is still limited empirical evidence on how junior high school teachers perceive and use information and communication technology in English language teaching. It is important to understand both teachers' perceptions and their actual practices because this helps identify existing strengths and areas that require further support. Therefore, this study was conducted to investigate junior high school teachers' perceptions and practices of using information and communication technology in English language teaching. The study focused on two main questions: *(1) What are junior high school teachers' perceptions of using information and communication technology in English language teaching? and (2) How do junior high school teachers use information and communication technology in their teaching practices?*

2. Theoretical overview

2.1. Information and Communication Technology in ELT

ICT is a wide range of digital technologies, platforms, devices and resources used in the creation, storage, processing, communication and exchange of information. UNESCO (2009) describes ICTs as technological tools and resources used to communicate, create, disseminate, store, and manage information. Likewise, OECD (2015) defined ICT as a broad set of technologies including computers, mobile devices and online platforms. In the context of education, ICTs include digital devices, software, online learning platforms, multimedia resources, and a variety of other tools that are used to support teaching and learning, communication, and assessment.

There are several important roles of ICT in ELT. *The first* major role is that ICT can enhance learner engagement and participation in the classroom by using multimedia content, online quizzes, interactive applications and collaboration tools because they can make English lessons more lively and stimulate students' motivation to participate more actively in the learning process. Second, ICT can provide access to various authentic English resources such as videos, podcasts, websites, online newspapers, digital libraries, and learning applications, which is particularly useful in ELT contexts, where students may have limited exposure to English outside the classroom. Next, ICT can facilitate instructional delivery, helping teachers to prepare lessons, organize learning materials, deliver content, assign tasks, provide feedback and monitor student progress. The last role is that ICT can promote learner autonomy as students can review lessons, practice language skills, and access online materials out of regular class time.

However, ICT integration in ELT should not be understood as simply using devices or digital slides in class. In this sense, the Technological Pedagogical Content Knowledge framework by Mishra and Koehler (2006) is relevant as it highlights the relationship between technological knowledge, pedagogical knowledge, and content knowledge. This means that in ELT, teachers should select and employ technology in ways that support language learning aims, teaching methods, and learners' needs.

2.2. Teachers' perceptions of ICT integration

Teachers' perceptions are defined as their beliefs, attitudes and evaluations of usefulness, practicality and pedagogical value of ICT in teaching (Davis, 1989; Ertmer, 1999; Teo, 2011). Teachers' perceptions are important in the educational context because they affect the ways teachers select, adapt and use technology in their classrooms. Teachers who perceive that ICT can enhance student engagement, offer useful resources and facilitate teaching, are more likely to be active users. Conversely, teachers who consider ICT to be difficult, time-consuming or pedagogically ineffective may use it only superficially or avoid using it when they can.

Previous research has shown that teachers' perceptions of ICT are affected by various factors including previous experience with technology, professional training, school leadership, access to resources, technical support and personal pedagogical beliefs. By way of illustration, if teachers are provided with practical training and have a successful experience of using ICT, they may feel more confident and have positive attitudes towards technology. Supportive school leadership and a supportive school culture may also contribute to teachers' willingness to try new digital tools. On the other hand, limited devices, unstable Internet connection, lack of technical support and insufficient professional development may lower teachers' confidence and willingness in integrating ICT in their teaching.

2.3. Teachers' current practices of ICT integration

Teachers' practices of ICT integration refer to the actual ways in which teachers use digital tools and resources in their professional work. These practices in ELT can be searching for teaching materials online, designing slides, preparing digital worksheets, using audio and video for listening activities, using online texts for reading, applying quiz platforms for classroom games, assigning online homework, giving digital feedback, and communicating with students or parents through online channels.

The use of ICT may vary in frequency, complexity and pedagogical depth (Mishra & Koehler, 2006; Niess, 2012; Eryansyah & Erlina, 2023). Basic ICT practices are relatively simple and common such as PowerPoint slides or videos. Other practices require more planning and pedagogical skill, such as using ICT for formative assessment, feedback on speaking and writing, blended learning, collaborative writing, or long-term monitoring of student progress. Therefore, studying current practices helps reveal not only whether teachers use ICT but also which areas of teaching are more or less supported by technology.

In rural ELT contexts, teachers' ICT practices may be influenced by several practical conditions. Even when teachers have positive perceptions, they may not be able to integrate ICT deeply if students lack devices, Internet access is unstable, school equipment is limited, or teachers have little time to prepare technology-based activities. As a result, there may be a gap between teachers' positive perceptions and their actual classroom practices. This issue provides an important basis for the present study.

2.4. Conceptual framework

This study is guided by a conceptual framework that focuses on two key constructs: teachers' perceptions of ICT and their ICT integration practices in ELT. Teachers' perceptions refer to their beliefs, attitudes and evaluations about usefulness and pedagogical value of ICT while ICT practices refer to the actual ways in which teachers use digital technologies to support instruction, learning activities, assessment and communication. Previous studies have suggested that teachers' beliefs and attitudes towards technology significantly influence their willingness and ability to integrate ICT into classroom teaching (Ertmer, 1999; Teo, 2011). Likewise, the Technology Acceptance Model proposes that perceived usefulness and perceived ease of use are important factors affecting technology adoption (Davis, 1989). Drawing on these perspectives, the present study assumes that teachers' perceptions may be associated with their ICT integration practices. Therefore, both constructs are examined to provide a comprehensive understanding of ICT use among junior high school English teachers in the context of educational digital transformation in Dong Thap Province.

3. Data and research methods

The present study employed a mixed-methods approach with an explanatory sequential design, in which quantitative data were collected and analyzed first, followed by qualitative data to explain and elaborate on the quantitative results (Creswell & Creswell, 2023; Creswell & Plano Clark, 2025). This design was appropriate because the study aimed to identify general patterns in teachers' perceptions and practices of ICT integration and to further understand the contextual factors shaping their actual classroom practices.

The quantitative phase involved 50 junior high school English teachers from 12 selected schools in Dong Thap Province (schools in Hau My, Hoi Cu, Cai Be, and My Duc Tay). In this phase convenience sampling was used as the participants were chosen based on their availability, relevance to the study and willingness to participate in the survey. Following the analysis of the survey data, purposive sampling was utilized in the qualitative phase to select

12 teachers who could offer more detailed explanations of the quantitative results. The selection of interview participants was based on their survey responses, teaching experience and willingness to participate in the interviews.

Two instruments were used in this study: a survey questionnaire and a semi-structured interview. The questionnaire included sections on teachers' perceptions of information and communication technology, teachers' technology practices, contextual support conditions, and reported barriers to technology integration. Its items were rated on a five-point Likert scale. The questionnaire and interview guide were developed in line with the research objectives, research questions, and conceptual framework, which focused on contextual factors, teachers' ICT perceptions, and teachers' technology practices. Their designs were also based on the Technological Pedagogical Content Knowledge framework (Mishra & Koehler, 2006; Niess, 2012) and was adapted from previous studies on technology integration in ELT and teacher digital competence such as Bhandari (2020), Nguyen (2021), Bhandari (2023), Eryansyah and Erlina (2023), and Saud and Laudari (2023). The instruments were then adjusted to the local context of ELT in Dong Thap Province.

Quantitative data were analyzed using SPSS. Descriptive statistics (i.e., means, standard deviations) were used to determine general patterns of teachers' perceptions, ICT practices, and support conditions. Cronbach's Alpha was used to examine the internal consistency of the questionnaire scales. A pilot reliability check showed very high Alpha values, suggesting that some items were closely related in content. Therefore, overlapping items were removed, and the questionnaire was revised before the final analysis. The revised scales show good to very good internal consistency, with Cronbach's Alpha values of .949 for teachers' perceptions of information and communication technology, .940 for teachers' technology practices, and .891 for contextual support conditions.

Table 1. Internal Consistency Reliability of the Questionnaire Scales

Scale	Number of items	Cronbach's alpha	Interpretation
Teachers' perceptions of ICT	10	0.949	Very good
Teachers' ICT practices	10	0.940	Very good
Contextual support factors	7	0.891	Good

Qualitative data from the interviews were analyzed thematically. The researcher read the interview data carefully, identified meaningful units, grouped similar responses, and developed major themes related to teachers' perceptions, current practices, and contextual factors. The quantitative and qualitative findings were then compared and integrated to provide a more complete understanding of ICT integration in the investigated ELT contexts.

4. Results and discussion

4.1. Results

4.1.1. Results from the questionnaire

a. Teachers' perceptions of ICT integration in ELT

The quantitative results revealed that teachers had positive perceptions of ICT integration in ELT. The mean score of the perception scale was 4.11 (SD = 0.47), which indicated a high level of agreement with positive statements about ICT. Among the questionnaire items, teachers strongly agreed that ICT helped them to create more interactive and communicative English activities (M = 4.34, SD = 0.59). They also agreed that ICT made

it easier to present authentic English input like videos, audio and online texts ($M = 4.24$, $SD = 0.56$). These findings indicate that teachers associated ICT with richer language input and more interactive classroom activities.

However, the items related to solving technical problems or getting help quickly ($M = 3.98$, $SD = 0.55$) and teachers' motivation to increase ICT use in future English lessons ($M = 3.98$, $SD = 0.55$) received the lowest mean scores. While these scores are positive, the teachers seem to be somewhat reluctant to extend the use of ICT when considering technical issues and practical conditions in the classroom.

Table 2. Teachers' perceptions of ICT integration in ELT

Item	Mean	SD
B1. ICT makes it easier for me to present authentic English input.	4.24	0.56
B2. ICT helps differentiate instruction according to students' levels and needs.	4.04	0.88
B3. ICT helps me create more interactive and communicative English activities.	4.34	0.59
B4. I feel confident in my ability to use ICT tools in my English teaching.	4.16	0.51
B5. I can usually solve technical problems myself or find help quickly.	3.98	0.55
B6. Learning to use new ICT tools for teaching English is easy for me.	4.00	0.53
B7. Using ICT fits well with the current English curriculum I am teaching.	4.08	0.44
B8. ICT helps me implement more student-centered English lessons.	4.18	0.52
B9. ICT is useful for preparing students for English tests and exams.	4.08	0.44
B10. I am motivated to increase my use of ICT in future English lessons.	3.98	0.55

b. Current ICT practices of teachers in ELT

The overall mean score for teachers' ICT practices was 3.95 ($SD = 0.63$), showing that ICT was used relatively frequently in English teaching. However, teachers' ICT practices were not evenly distributed across different teaching activities. Among the questionnaire items, the most frequently reported practice was the use of videos or audio files to support listening lessons ($M = 4.28$, $SD = 0.61$). This was followed by designing or adapting teaching materials using ICT ($M = 4.16$, $SD = 0.58$), searching online for teaching ideas or English materials ($M = 4.14$, $SD = 0.45$), and using online platforms or applications for quizzes or games in class ($M = 4.14$, $SD = 0.90$). These results suggest that ICT had become part of teachers' common routines in lesson preparation and classroom delivery.

By contrast, the lowest mean scores were found in giving homework or assignments through online platforms or messaging apps ($M = 3.60$, $SD = 0.90$), providing feedback on students' written or spoken work using ICT ($M = 3.72$, $SD = 1.01$), and communicating with students or parents through online channels ($M = 3.82$, $SD = 0.66$). These indicate that ICT use was less consistent in follow-up learning, feedback, assessment-related practices, and out-of-class communication. Overall, ICT was used more frequently for preparation and classroom delivery than for homework, feedback, assessment, and communication.

Table 3. Teachers' current ICT practices in ELT

Item	Mean	SD
C1. I search for teaching ideas or English materials online.	4.14	0.45
C2. I design or adapt teaching materials using ICT.	4.16	0.58
C3. I plan communicative or task-based English activities supported by ICT.	3.88	0.82
C4. I use videos or audio files to support listening lessons.	4.28	0.61

Item	Mean	SD
C5. I use ICT tools to support speaking activities.	3.86	0.81
C6. I use digital texts or online articles for reading activities.	3.92	0.83
C7. I use online platforms or apps during class for quizzes or games.	4.14	0.90
C8. I assign homework through online platforms or messaging apps.	3.60	0.90
C9. I provide feedback on students' written or spoken work using ICT.	3.72	1.01
C10. I communicate with students and parents through online channels.	3.82	0.66

c. Contextual support conditions and barriers

The survey examined contextual support conditions affecting teachers' ICT integration. The total mean score for the contextual support conditions was 4.32 (SD = 0.46) and on average teachers felt that their teaching context was supportive of ICT use. Among the questionnaire items, the highest-rated item was teachers' access to a computer or laptop for preparing English lessons (M = 4.52, SD = 0.50). Other highly rated items included the availability of ICT equipment at school (M = 4.45, SD = 0.50), school leadership encouragement (M = 4.42, SD = 0.50), and sufficient training in integrating ICT into English teaching (M = 4.36, SD = 0.48). These results suggest that teachers perceived relatively positive support from school conditions and their own access to basic technology.

However, the lowest-rated item was students' access to devices and Internet connection for ICT-based activities (M = 3.86, SD = 0.88). This finding is important because it shows that even when teachers and schools had relatively positive support conditions, student access remained a weaker aspect of ICT integration.

Table 4. Contextual support conditions for ICT integration

Item	Mean	SD
D1. My school has enough ICT equipment to support English teaching.	4.45	0.50
D2. My classroom has stable Internet access.	4.29	0.68
D3. I can easily use a computer/laptop to prepare English lessons.	4.52	0.50
D4. I can get technical support quickly when ICT problems occur at school.	4.34	0.48
D5. The school leadership encourages teachers to use ICT in their teaching.	4.42	0.50
D6. I have received sufficient training to integrate ICT into English teaching.	4.36	0.48
D7. My students have enough access to devices and Internet to participate in ICT-based activities.	3.86	0.88

In addition to contextual support conditions, teachers reported several barriers to ICT integration. The most common barrier was students' low digital skills, reported by 43 teachers (86.0%). The second most common barrier was unstable or slow Internet connection, reported by 37 teachers (74.0%). Other important barriers included limited ICT equipment in school and pressure to focus on tests and exams, each reported by 21 teachers (42.0%). Insufficient training in ICT integration for English teaching was reported by 20 teachers (40.0%), technical problems during lessons by 19 teachers (38.0%), and lack of time to prepare ICT-based lessons by 16 teachers (32.0%). Only 2 teachers (4.0%) reported lack of support from school leaders or colleagues.

Table 5. Reported barriers to ICT integration

Barrier	Amount	Percentage
Students' low digital skills	43	86.0
Unstable or slow Internet connection	37	74.0
Limited ICT equipment in school	21	42.0
Pressure to focus on tests and exams	21	42.0
Insufficient training in ICT integration for English teaching	20	40.0
Technical problems during lessons	19	38.0
Lack of time to prepare ICT-based lessons	16	32.0
Lack of support from school leaders/colleagues	2	4.0

d. Relationships among perceptions, support conditions, and ICT practices

The correlation analysis was conducted to explore the relationships between teachers' perceptions of ICT, contextual support conditions, and teachers' ICT practices. As shown in Table 6, teachers' perceptions of ICT were positively correlated with teachers' ICT practices ($r = 0.410$, $p = 0.003$), indicating that teachers with more positive attitudes towards ICT used ICT more often in English language teaching. Contextual support conditions had a strong positive correlation with teachers' ICT practices ($r = 0.740$, $p < 0.001$), meaning that the supportive conditions in schools and classrooms were important factors to determine teachers' actual technology use. The correlation between teachers' perceptions and contextual support conditions was moderate ($r = 0.480$, $p < 0.001$), indicating that more supportive environments were associated with more positive views on ICT.

Table 6. Correlations among teachers' perceptions, ICT practices, and support conditions

Variables	1	2	3
1. Teachers' perceptions of ICT	1		
2. Teachers' ICT practices	0.410	1	
3. Contextual support conditions	0.480	0.740	1

Note: All reported correlations were statistically significant at the 0.01 level

The regression analysis further confirmed the importance of contextual support conditions. The model was statistically significant, $F(2, 46) = 28.26$, $p < 0.001$, and explained 55.1% of the variance in teachers' ICT practices ($R^2 = 0.551$; adjusted $R^2 = 0.532$). When teachers' perceptions and contextual support conditions were entered into the same model, contextual support conditions were the stronger predictor of ICT practices ($\beta = 0.706$, $p < 0.001$), while teachers' perceptions were not a significant predictor ($\beta = 0.071$, $p = 0.534$). This finding suggests that although positive perceptions are important, they may not be sufficient on their own. Positive beliefs must be translated into regular and meaningful ICT practices in the classroom through practical support conditions for teachers.

Table 7. Multiple regression predicting teachers' ICT practices

Predictor	B	Beta	t	p
Constant	-0.619	-	-0.940	0.352
Teachers' perceptions of ICT	0.094	0.071	0.627	0.534

Predictor	B	Beta	t	p
Contextual support conditions	0.971	0.706	6.269	< 0.001
Model summary: $R^2 = 0.551$; Adjusted $R^2 = 0.532$; $F(2, 46) = 28.26$, $p < 0.001$.				

4.1.2. Results from the interviews

To support the thematic analysis, selected interview excerpts are presented in this section. The participants were coded as T1 to T12 to protect their identities. Since the interviews were conducted in Vietnamese, the excerpts were translated into English by the researchers.

a. Teachers' perceptions of ICT integration

The interview data show that teachers generally perceived ICT as pedagogically valuable in ELT. ICT, they thought, helped make English lessons more vivid, attractive, and interactive. Many teachers reported that videos, images, audio files, slides, and online quizzes facilitated the explanation of language content and attracted students' attention. For example, T1 stated, "*ICT plays a very important role in English teaching today. It makes lessons more lively, closer to real language, and gives students more opportunities to access standard pronunciation, real videos, games, and rich materials*". Teachers also related ICT to access to authentic English resources, especially listening resources, real-life contexts, and updated online content.

However, teachers did not view ICT as automatically effective in all teaching situations. A common theme in the interviews was that ICT should be used purposefully, not decoratively. T5 noted, "*ICT should be used selectively and should not be considered the only criterion of a good lesson*". This finding indicates that teachers' positive perceptions were connected with pedagogical judgment. They did not support ICT use for its own sake but valued it when it helped students understand, practice, and use English more effectively.

b. Current practices of ICT integration

The interview findings confirm the questionnaire results by showing that teachers used ICT most frequently in lesson preparation and classroom delivery. Teachers usually looked for teaching ideas, adapted materials, prepared slides, downloaded videos or audio files, and used online resources to supplement textbook content. T1 shared, "*I often search for pictures, videos, and worksheets online, and then design slides using PowerPoint or Canva*". In class, ICT was often used for listening activities, vocabulary presentation, grammar explanation, visual illustration, games, quizzes, and quick checks of understanding.

ICT was also used by teachers to support language skills, but the frequency and depth of use varied across skills. Listening appeared to be the most frequently supported skill because teachers had easy access to audio and video materials. As T7 explained, "*I use ICT more for listening and vocabulary because these areas show clearer effects than some other skills*". Reading and vocabulary activities were also supported through online texts, images, and applications. Speaking activities and other productive language tasks were sometimes supported by digital tools, but they required more time, careful task design, and active student participation. Therefore, ICT use in productive and follow-up learning activities was less consistent than in listening, reading, or presentation-based activities.

The interviews show that ICT was less frequently used for assessment, feedback, and out-of-class communication. T5 stated, "*I rarely use online assessment because I am concerned about honesty and students' ability to use devices.*" In addition, T3 commented, "*I*

rarely use ICT for individual homework because many students do not have phones or Internet access at home". These responses suggest that online homework, digital feedback, assessment, and extended communication were more difficult to implement consistently because of time constraints, student access, and students' digital readiness.

c. Contextual factors affecting ICT practices

The interview data revealed several contextual factors that shaped teachers' ICT integration. First, teachers frequently mentioned Internet connection and equipment as important conditions. T1 noted that *"the biggest difficulty is that the Internet is sometimes weak, the equipment is not always stable, and some classes have students who do not have phones to participate in individual online activities"*. Second, student access was an important issue because some students lacked proper devices or reliable Internet access at home for online homework and independent learning activities. Third, examination pressure affected ICT practices. Teachers had to prepare students for tests and exams, so teachers tended to focus more on activities that directly supported curriculum content and exam preparation. T2 stated that *"for Grade 9, examination pressure makes me prioritize knowledge and test formats"*. Fourth, teachers indicated a need for more hands-on professional development. T7 suggested that training should involve *"more practice and be more closely related to English"*. The responses indicate that the teachers needed practical guidance in the use of ICT for English-specific tasks such as speaking activities, giving feedback on writing, online assignments and assessment.

d. Summary of interview findings

Overall, the interview findings showed that teachers valued ICT and used it regularly, but their practices were selective and shaped by real classroom conditions. ICT was most commonly used for lesson preparation, presentation, multimedia support, listening activities, and classroom quizzes or games. It was less commonly used for online homework, feedback, assessment, and out-of-class communication. Teachers' ICT practices were strongly influenced by Internet stability, student access, examination pressure, preparation time, and the availability of practical training.

4.2. Discussion

4.2.1. Teachers' perceptions of ICT integration

The findings indicate that junior high school teachers of English in Dong Thap Province generally had positive perceptions of ICT integration in ELT. Quantitatively, the overall perception mean score was high ($M = 4.11$), and teachers strongly agreed that ICT could increase engagement, provide authentic English input, and support interactive classroom activities. Qualitatively, the interview data confirm teachers' perceptions of ICT as useful in making the English lessons more vivid and communicative.

These findings are in line with previous studies that found teachers generally agree with the pedagogical benefits of ICT in language teaching. Ghavifekr and Rosdy (2015) pointed out that instruction supported by ICT could enhance motivation and engagement, and Mandasari (2016) emphasized that using authentic digital materials in teaching English is significantly important. Saud and Laudari (2023) also found that teachers in remote areas valued the use of digital resources to make their English lessons more interactive.

The present study adds a contextual insight by showing that teachers' positive perceptions of ICT were pedagogically oriented rather than purely technology-oriented, as interview participants emphasized the purposeful use of ICT in supporting lesson objectives. This suggests that teachers did not simply view technology as a modern trend, but as a teaching

resource that must be aligned with English learning goals. This point agrees with the TPACK framework that emphasizes the integration of technological, pedagogical and content knowledge.

4.2.2. Current practices of ICT integration

The study found that ICT was used relatively frequently, but teachers' practices were not uniform across teaching activities. Teachers most frequently used ICT for lesson preparation, material design, presentation, listening activities, and in-class quizzes or games. These practices were relatively accessible and brought immediate benefits to classroom teaching because they helped teachers make lessons more visual, provide authentic input, and check students' understanding quickly.

This finding is consistent with previous studies that found teachers often use ICT to prepare instructional materials, deliver lessons and to increase student engagement. Ghavifekr and Rosdy (2015) found that technology-supported instruction can improve students' motivation and classroom participation. Similar results were also reported by Saud and Laudari (2023) who observed that digital resources were used by English teachers to make lessons more interactive via multimedia resources and online materials. The present study also supports Eryansyah and Erlina (2023) who found that English teachers generally had positive perceptions towards ICT and used it in classroom teaching activities.

However, the findings show some differences that emphasized broader forms of technology use, such as online communication, assessment, and feedback. In the present study, ICT was used less frequently for online homework, feedback, assessment, and out-of-class communication. This suggests that teachers' ICT practices were stronger in lesson preparation and classroom delivery than in follow-up learning and formative assessment. The interview findings helped explain this pattern by showing that these activities required more time, better student digital skills, more equal access to devices, and more stable Internet connection.

The new contribution is that this study identifies a clear gap between common and more advanced forms of ICT integration in the investigated English teaching context. Teachers were not avoiding technology; rather, they used it mainly in areas that were manageable, familiar, and immediately useful. More complex practices, such as digital feedback, online assessment, blended learning, and sustained communication beyond the classroom, still required further support. Therefore, the findings move the discussion from whether teachers use ICT to how deeply and broadly ICT is integrated into different areas of ELT.

4.2.3. Contextual support conditions and barriers

The findings suggest that ICT integration should be understood as a contextual practice rather than only an individual teacher practice. Although teachers have positive perceptions of ICT, their actual use of technology is strongly influenced by the practical conditions of support such as infrastructure, technical support, student access and professional development. This indicates that teachers' willingness alone is not enough for effective ICT integration if the surrounding conditions do not support regular and meaningful use of technology.

This finding is in line with Vo (2019) who argued that variations in local capacity and institutional readiness may affect the implementation of ICT-related policies in Viet Nam. This is also consistent with UNESCO (2024) which stated that students' access to the Internet and digital resources is still unequal. In the present study, student readiness and access appeared as important issues, suggesting that technology integration depends not only on teachers' competence but also on students' ability and opportunity to participate in technology-supported learning.

Compared with previous studies, this study provides insights into the relationship between support conditions and teachers' ICT practices. The regression results show that contextual support was a stronger predictor of ICT use than teachers' perceptions, suggesting that while positive perceptions may create readiness, practical support determines successful classroom implementation. Therefore, improving ICT integration requires a systematic approach that combines teacher training, technical support, student digital skill development, and school support conditions.

5. Conclusion and implications

The present study explored junior high school teachers' perceptions and practices of using information and communication technology in ELT. The results of the study showed that the teachers had positive attitudes towards ICT and acknowledged the importance of ICT in increasing student engagement, providing authentic English input, promoting interaction, and making lessons more lively. The teachers also stated that they used ICT relatively frequently in their teaching.

The study also revealed that the integration of ICT differed across teaching activities. Teachers more frequently used ICT for lesson preparation, material design, presentation, listening support, classroom games and in-class activities. On the other hand, teachers less frequently used ICT for online homework, formative feedback, assessment and communication outside the classroom. This indicates that ICT integration in the investigated schools was meaningful but selective rather than comprehensive.

The study further revealed that contextual support conditions strongly influenced teachers' ICT practices. Although the teachers generally perceived the school-level support positively, they faced several challenges such as low digital skills of students, unstable Internet connection, limited equipment, exam pressure, technical problems, lack of hands-on training and insufficient time to prepare ICT-based lessons. The results suggest that successful ICT integration requires both positive teacher perceptions and practical support conditions.

The study has several implications. *First*, for English teachers, ICT should be used purposefully to support specific language learning objectives rather than only for presentation. Teachers should gradually expand their use of technology from lesson preparation and in-class activities to feedback, assessment and out-of-class learning support. For example, digital tools can be used to provide comments on students' writing or speaking, monitor learning progress, and design short online tasks for further practice. *Second*, for school leaders, improving ICT integration requires practical support conditions. Schools need a reliable Internet connection, the equipment to access it and rapid technical support when teaching is taking place. More importantly, school leaders should encourage realistic and meaningful ICT use rather than requiring teachers to use technology only as a formal requirement. Time should also be arranged for teachers to prepare digital materials and share effective ICT practices with colleagues. *Third*, for professional development providers and educational managers, training programs should be more practical, subject-specific, and closely related to English language teaching. Instead of focusing mainly on general digital skills, training should guide teachers in designing ICT-supported speaking tasks, writing feedback, formative assessment, online homework, and blended learning activities. Students' digital skills should also be strengthened so that they can participate more effectively in technology-supported learning.

This study has some limitations. *First*, the participants were 50 teachers from 12 selected schools in Dong Thap Province, so the findings cannot be generalized to all junior high school English teachers in Viet Nam. *Second*, the study was based largely on self-reported questionnaire data which may reflect teachers' perceptions of their practices rather than real

classroom observation. Future research can increase the sample size by including other provinces, compare the differences between rural and urban contexts, or use classroom observation to examine how ICT is used in real English lessons. Further research can also explore students' perspectives on technology-supported English learning.

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