

CHAPTER ONE

INTRODUCTION

This part incorporates the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Information Communication and Technology (ICT) is the buzz word in this 21st century. The human beings are found to be dependent on the ICTs for various purposes. The need of ICTs has evolved in every steps of human life. The use of ICTs in all areas has become a must that helps the people to work effectively and efficiently. To support this, NCF(2006) states that ICT is the process, method and means of receiving and retrieving, storing and collecting, manufacturing, and communicating and disseminating knowledge and information. It is composed of three different words- Information, Communication and Technology. Information refers to the knowledge obtained from reading, investigation, study or research. The next is communication that refers to an act of transmitting messages. It is a process whereby information is exchanged between individuals using symbols, signs or verbal interactions. And the third is technology which refers that the tools need the skills to be operated and help people to do their work. Similarly, ICT is a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information (Blurton, 2002).

As today's world is entirely dominated by technology. It has created several changes in all aspects of the society too. Information Communication Technology (ICT) has been increasingly growing along with globalization. It means that ICT is playing significant role in its global coverage in the field of education along with the integration of technology. So do, ICT assists to

develop learner's ability in language learning. At this present scenario, the world is divided into two parts: One is people having knowledge of ICTs and another is people having zero knowledge of ICTs. And on the other hand, the tradition of English Language Teaching (ELT) has been drastically changed because of the technologies from the industrial society of the 20th century to the society of the new age of 'informationalism' where even intercontinental neighbors are now one button-push away (Castells, 1996).

Regarding the use of ICTs in ELT, Lam and Lawrence (2009) utter that the tradition of ELTs has drastically changed with the remarkable entry of technology and the use of ICTs in teaching. It not only assists learners the opportunity to control their own learning processes but also provides them with ready access to vast amount of information over which the teacher has no power or control.

Similarly, Talyor (2001) has also assured that the technological innovation has changed the social, political, economic, and cultural fabric of life since the end of the world war. It means that the innovations of technologies have created and made easy and better life to enjoy with modern ways of life styles world widely.

Nowadays, different types of ICT tools can be seen as a teaching aid for teaching and learning process and in their personal life as well. They may have different attitudes and beliefs regarding the use of ICTs in teaching and learning. To the sense, teaching of English in the era of science and technology is being much challenging because of the innovation in different theories, method, principles, and the influence of information and communication technology. As everything is in the process of change, the ELT scenario today is found quite different than some years back. This is because of the innovation and the influence of Information Communication Technology in ELT.

Through the advancement of ICTs, the world is experiencing a real revolution in the dissemination of knowledge and the enhancement of instruction. This is the third revolution in learning, the first being the invention of the written language and the second being the development of moveable type and books. ICTs make the both content of learning and the interactions of high-quality (and other) instruction affordable and available anytime, anywhere (Rwanda Development Gateway, 2009).

According to Rwanda Development Gateway (ibid), the increasing use of technology in all aspects of the society has supported with confidence, creative and productive use of information communication technology as an essential skill for life. ICT capability encompasses not only the mastery of technical skills and competences, but also supports with the broader understanding to apply these skills purposefully, safely and responsibly in learning for everyday life and employment. ICT capability has emerged as a fundamental aspect of participant and engagement in the modern society. ICT can be used to find, develop, analyze and present information as well as to model situations and solve problems. ICT enables rapid access to ideas and experiences from wider range of people, communities and cultures, and allows pupils to collaborate and exchange information on a wide scale, increased capability in the use of ICT support initiatives for development learning. Thus, pupils will be able to make informed judgments about when and where to use ICTs to enhance their learning and the quality of their work.

The United Nations Development Program, UNDP (as cited in Kumar & Jayanthi, 2016) defines ICTs as:

ICTs such as radio, television, telephone, computers, satellite and wireless technology, and the Internet, these different tools are now able to work together, and combine to form our 'networked world' a massive infrastructure of interconnected telephone services,

standardized computing hardware, the internet, radio and television which reaches into every corner of the globe. (p. 35)

As ICT plays an increasing role in the way we communicate, learn and live, it also serves the interests of learners and larger teaching and learning community as well contribute to universal access to education, delivery quality learning and teaching, and teacher professional development. In this 21st century, ICT has been used almost in all fields of human life including education too. ICT in education has recently started to appeal the potential and significant progress in language learning. It also acts as a powerful enabling tool for education change and reform. Despite of many positive aspects of ICTs use in education, there has not been much more research works in this area. No particular study has been done to find out the use of ICTs in English language teaching at master level. Therefore, I am interested to find out the use of ICTs in English language teaching at master level. Similarly, my experience as a learner in semester system, a student in Tribhuvan University, I got motivated by observing the useful enhancement of ICTs use in language classroom and my study was enhanced by the use of ICTs. So this is the reason, I prefer to study on this research as a researcher to investigate the usefulness of it.

1.2 Statement of the Problem

Information Communication Technology (ICT), the most valuable thing in the present world of science and technology which has become a heart to human body in human life. People are surviving being attached with technology to do their daily activities. As we can find time passes, its influence is widening in wider areas of human activities, it is used in all and every disciplines for transparency, reliability, accuracy and economic spaces in work to accomplish them. In a similar vein, UNESCO/ WoyaaTOP50 African web sites www.woyaa.com.topweb shows that how the ICTs has opened the door to economic opportunities including for small vendors in informal economy, for

social and political mobilization, and for greater access to education and health care.

Meanwhile, ICTs has played a vital role in education, medicine, tourism, agriculture, science etc. So do, it has turned the way to do job in such disciplines in more ease and feasible way. Education requires excessive use of ICTs in all levels aiming to achieve the set of objectives. In advance, it is also believed that ICTs use enhances learners' learning rate in comparison to no ICTs. So do, it also provides the widely access to the study sources for both the teachers and students.

Similarly, the notion of autonomous learning has become more relevant by the invention of ICTs. So do, higher level study is more students centered and emphasizes autonomous learning that requires large amount of study sources to them. As Nepal, a developing country lacks sufficient facility of libraries in schools and universities that indicate an alternative access to resources, the Internet (ICTs). The ICT tools that are used as an instructional material in the classroom have been found as changing the way of teaching and learning. The concept of distance learning and open education are the innovations of ICT development. The instructional tools such as OHP, smart board, microphone, sound system, Internet, tape recorder, computer, laptop and mobiles are used primarily in the classroom. The proper use of these tools certainly increases the degree of teaching learning positively. To make all these beneficiaries truth and alive, every participant involved in education should be actively participated. They have to work honestly being trained and literate to use these tools to achieve the set objectives. And then, the combined effort of all concerned people would give the desired result in education.

The ICT availability in master level especially in TU is the matter of concern to my research. The university has transformed to semester system from yearly that requires more practical based education with involvement of students. Similarly, the university also plans to provide quality education hiring

competent teachers, high access of resource materials and having affluent facilities of instructional tools in the classroom with appropriate classroom structure. To the matter of fact, in the present world, ICTs use in education is must necessary one. The university has inserted ICT tools in the classrooms in order to reform the education system and to compete with world education. However, the availability of ICTs in TU is barely visible. The inserted tools are even not in condition. They do not work properly but obstruct in learning instead of effectiveness in teaching and learning. Similarly, the teachers seem lack of the competency over ICTs use. The students are not in better access to those materials. The most important tool, Internet even is not available to students and even teachers too. Along with its advantages, some demerits also come together such as: it makes teachers and students both lazy and less concerned to their job, the teachers use to present the teaching items that are already prepared, probably outdated, through OHP and just go through it without detailed explanation to make students' understand. The students also become habituated to print those teacher's note instead consulting textbooks, visiting libraries and self-study.

The way in which lecturers' use ICTs in university classes was the concern of the study and to find out the fact about it, was the prime objective. Being experienced of all these matters regarding the use of ICTs in the masters' degree classes, I wanted to conduct study on this. Since not a single study has talked about it, I planned to conduct thesis in ICTs use in master degree classroom.

1.3 Objectives of the Study

The proposed research study had the following objectives:

1. To explore access of ICTs in English language teaching by ELT teachers and students at master level.

2. To find out use of ICTs in English language teaching by ELT teachers and students at master level.
3. To suggest some pedagogical implications.

1.4 Research Questions

The prime questions of this study were:

1. What ICTs tools are accessed by ELT teachers and students in the classroom teaching and learning?
2. What is the use of ICTs in ELT classroom teaching and learning?
3. How ICTs are being useful in ELT classroom teaching and learning?
4. How is the present status of the use of ICTs at master level?

1.5 Significance of the Study

This study aimed at receiving the perspectives of use of ICTs in English language teaching and its needs, and practices to carry out effective ELT activities in the classroom. Thus, it will be significant to the teachers as well as students who are involved in the field of ELT as it provides the information on use and effectiveness of ICTs. Similarly, it will be helpful for curriculum designers, textbook writers, educational administration, policy makers, teachers, trainers and the researchers. Use of ICT will be equally useful for those who want to study further in this field in future. This research work will be a cornerstone to the lecturers and professors who are integrating ICTs usage in carrying out better ELT activities. Likewise, the entire people who are directly or indirectly involved in teaching profession will also be benefitted from this research study to get insights on the practical scope of technology in an ELT classroom. This study may also help them to know about roles of ICTs in an ELT Classroom.

1.6 Delimitations of the Study

None of research can cover the entire study population. No research can use all the tools and the aspects of research related to the area of the study. And also theresearches are limited by time, human resources and financial factors. Thus, the researcherhas to limit his/her study to a certain boundary. To this concern, my study was also limited in terms of the study area, population, sample population, research tools.

The delimitations of this study were:

1. The study was conducted at master level in TribhuvanUniversity.
2. The study was limited to use of ICTs in carrying out better ELT classroom activities at master level.
3. The data was collected from teachers and students who were using ICTs in ELT teaching and learning.
4. Open ended and close ended questions were tools of data collection.
5. This study was limited to survey design under quantitative research.

1.7 Operational Definitions of Key Terms

The key terms of the study are listed and defined as follows:

ICT:The term ICT in my study refers to powerful enabling technology that function for educating, changing and reforming of English language learning which can expand the teaching learning environment and increment in teaching and learning.

English Language Teaching:The term refers to English as a foreign language that is taught as subject, medium of instruction and language.

Access:Access in my study refers to the authorized use and permission of ICTs uses in classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of thesis study consists of the review of theoretical literature, review of empirical literature, implications of review for the study and conceptual framework for the study.

2.1 Review of Related Theoretical Literature

Review of related theoretical literature provides clear concepts about research work. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way.

2.1.1 Evolution of Information Technology

To conceptualize the notion of ICT evolution in education, review of literatures on IT revolution is crucial. Understanding the current state of revolution by the technology in the 21st century is important before we examine its impacts in education sector. As educational institutions are the changing agent of the society through which the education imparts. Therefore, adopting the evolution in the field of IT is a major concern for school and university education today. Hargrove and Prasad (2010) focus on how technologies are being developed each day reshaping our ways of life state:

As we live in the technological paradise of the 21st century. Technology growing in the countries manifestations almost by the hour, and daily it powerfully affects our lives. A major task of school and university is to equip students to manage technology and use it skillfully and

responsibly. Infact, many of our students are knowledgeable and skillful in the use of technology than are their teachers. (p.45)

They also have raised the issue of workforce (teacher)preparation to integrate technology in classroom. They view that technological innovations of the late 20th century promisedbreakthrough in the methods and effectiveness of teaching for 21st century. Some of the most potential innovations include e-mail, internet, web 2.0 technology, online learningmanagement systems (LMS), cell/ mobile/ wireless technology, cloud computing, and smarttechnologies. And then, there emerged the existenceof revolution of IT around the world.

Especially in education, it has brought a discrete dimension of revolution. Such revolution of technology in education is termed as “fourth revolution” by Anderson (2010) stating:

The internet and services such as Google, and email, together with numerous new by-products Wikipedia, Skype, Face book, and Twitter are transforming further the way we live, learn, work and play. In some countries learning is moving beyond the wall of classroom, and that now terms have been coined to express three innovative ways of learning, terms like: m-learning or mobile learning and u-learning or ubiquitous learning. (p.7)

He has further discussed the dramatic changes in the world of work brought by ICT in the subtitle “ICT and the world of work” (p. 12). Thus, one of the best ideas to integrate ICT in education is to invite dramatic shift in practice of school and university education as to change from traditional to innovative teaching learning.

2.1.2 Information and Communication Technology

Information and communication technology (ICT) is the technology required for information processing. In particular, ICT means the use of electronic computers, communication devices and software application to convert, store, protect, process, transmit and retrieve information from anywhere, anytime. Here, information refers to the knowledge obtained from reading, investigation, study, and research. We need information to make decision and to predict the future. Similarly, communications refer to an act of transmitting messages. It is process whereby information is exchanged between individuals using symbols, signs or verbal interactions and finally technologies refer to the use of scientific knowledge, experience, and resources to create processes, and products that fulfill human needs.

Technology is vital in communication. For example, to broadcast any information such as news or weather reports effectively, radio, television, satellites and the World Wide Web (www) are the powerful tools that can be used. In a similar vein, according to United Nations Educational, Scientific and Cultural Organization (UNESCO), the term information and communication technologies (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite system, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail and blogs (Mursund, 2005). This emphasizes that using of ICT appropriately help to expand education, and help to make teaching and learning effectively.

Similarly, according to United Nations Report, 1999 as cited in Srivastava (2016, p. 40), ICTs cover internet service provision, telecommunications equipment and services, information technology equipment and services, media

and broadcasting, libraries and documentation centers, commercial information providers, network-based information services, and other related information and communications activities. Adeya (2002) argues that ICT is an electronic means for capturing, processing, storing and disseminating information. Likewise, National Council of Teacher of Mathematics (NCTM) also supports by uttering that technology is essential in teaching and learning mathematics and it influences the mathematics that is taught and enhances students' learning as well.

To this support, Acharya (2013) defines ICT as a "diverse set of technological tools and resources used to communicate and to create disseminate, store and manage information" (p.2). It means it helps people for easier access to information. With the emergence of ICT in the world, it has made every field along with education to be provided with ease understanding to the context and content. In the meantime, different types of activities are carried out with the help of ICT in the process of teaching and learning in order to provide more opportunities for teachers and students to work better in the information age. Therefore, it can be assumed that ICT works as a supporting tool to traditional methods of teaching.

2.1.3 Need and Importance of ICT

ICT is found playing a significant role in bringing so many changes in the field of English language teaching too. As no any technology has demerit in itself rather it depends upon its users. It means ICT does not have any demerits in it but its the users who are creating so. Different studies show that ICT has been used in ELT for many purposes. According to (Isisag, 2013), it has been used for the following purposes such as ICT is used as a means or way but not as a end. It is also used to gain maximum convenience, impacts and effectiveness in English language Teaching. ICT can be useful to hold students, their attentions and engaged them in the materials and to facilitate better language teaching and learning. Similarly, English Language teachers can use ICT for carrying out

better ELT activities and creating motivation in the students and for communicative language teaching in ELT. Finally, it is helpful to match learner's autonomy and ELT more practical and goal oriented.

From all these, it can be assured that the utilization of ICT in education can appeal the potential and significant progress in language learning. Integration of ICT in education is very important as it caters the needs of the diverse learners. Similarly, it has changed the way teachers use to teach their students some years back. It has become a tool for school improvement and lead school into a quality circle. Thus, it can be claimed that the effective and organized use of ICT is integral to the wider education strategy to bring further improvements in teaching, learning and school management.

Regarding the importance of ICT in ELT, Chhabra (2012) argues that:

The classroom environment today is completely different from the traditional classroom. The traditional methods which are mainly based on lecturing and rote learning reduce English language learning to mechanical memorization and measurably fail in developing English language as a skill among the learners. New technologies like internet, Skype, twitter, you-tube, blog, mobile- phones, interactive boards and many more have added not only stimulate but also learners' engagement and true interactive within the classroom. (p. 1)

Thus, technologies, mostly ICT and web tools can be the central components in a modern teaching learning environment these days. It can also be a great tool for reaching various audiences and making lesson plans for students. Similarly, the study of Isisag (2013) supports to the statement as technology needs to be wise, integrated and controlled in the classroom to create the most effective lesson plans and the organized delivery of it. The teachers most remain at the

center with a clear framework for the successful integration of it, considering the needs and goals of education in modern days.

Likewise, Kozma (2005) has also suggested that ICTs are used to improve the deliberation of and access to education. This approach can improve education on the margin by increasing efficiency by which instruction is distributed, but it need not involve any fundamental changes. By learning ICT skills, students become better prepared for work that increasingly involve the use of ICTs. ICTs can be used to improve student understanding, increase the quality of education, and thereby increase the impact of education on the economy too. Further, knowledge creation, technology, technological innovativeness, and knowledge sharing can contribute to the transformation of the education system and to sustain economic growth and social development, Kozma (ibid).

In addition, ICT in education wiki books (2009) promises that ICTs especially computers and internet technologies enable new ways of teaching and learning before in a better way. In a similar way, ICT enhances learning, mobilizes tools for examination, calculation and analysis of information. Thus, it provides a platform for student to inquiry, analysis and construction of new information. Therefore, learners can learn as they do and want, and whenever appropriate, work on real-life problem in depth, making learning less abstract and more relevant to the learner's life situation.

2.1.4 Use of ICT/Web Tools in ELT

We are living in a pace where technology has globalized the world into a global village. There is everywhere the explosion of new technology in the world today either in business or in education. In the past, there was famine of information, but today the people around the world are entertaining the cascade of information. Due to the huge and ubiquitous presence of technology, the pedagogy of teaching has also been influenced and undergone a sea change. The phrase 'Technology in Education' has become the buzz word in every

educational atmosphere in the world today. Technology is referred as a catalyst agent as it has made a successful entry into education from the past decades. No one would deny that it has brought no any significant changes to teachers and students alike. Integrating technology into education is really important as it caters the needs of the 21st century's learners. It can be seen that the classroom atmosphere, today is completely different from the traditional teacher fronted classroom. The traditional methods which were mainly based on teacher dominated lecturing and rote learning activities which only used to limit the learners to mechanical memorization. And those traditional methods miserably fail in developing English language as a skill among the learners.

Thus, there emerged a huge interest on ICT to be integrated in language teaching all around the world. The commonly used ICT/Web tools in English Language Teaching in the present day world can better be talked following subsections.

2.1.5 Commonly Used ICT/Web Tools in ELT

ICT and Web tools have been integrated as potentially powerful enabling tools for education to change and reform. Different kinds of ICTs which include radio and television, as well as latest digital technologies such as computers and the internet are widely used in 21st century's ELT classrooms. The appropriate use of the ICT and web tools can be beneficial to expand the teaching learning environment and strengthen the relevance of ELT to the increasingly digital workplace. They can also raise the quality of teaching learning activities making it, engaging relating to real life experience.

Highlighting the common use of ICT and Web tools in ELT classroom, UNDP (2003) defines:

in recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the

efficiency and effectiveness of education at all levels and in both formal and non-formal settings. But ICTs are more than just these technologies; older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. (p. 212)

The selection and use of ICT tools and Web tools in ELT class depend on different factors such as class size, classroom management, electronic literacy of the teachers and students, subject area, and availability of the tools.

Considering these factors, the common types of ICT/Web tools used in ELT are laptop, multimedia projector, digital recording/ audio recorder, interactive multimedia, mobile gadget, interactive white board, internet, Facebook, Skype, YouTube, Podcasting, weblog, Email and twitter.

2.1.6 ICT and Student Motivation

ICT can be used to improve students' motivation and active involvement in learning process. Possible applicants would include self-assessment, peer-assessments, streaming video, and social welfare. This is where ICT provides as a student motivator, implementing innovations in teaching methodology to make education more attractive and to improve the quality of education that way (Tilburg University, 2009).

According to Tilburg University (2009), the use of ICT tools motivates students and enhances for their active involvement in education processes

within and outside the classrooms. It is stressed that the facilitating role of ICT in education should mainly be implemented in top down fashion in order to be able to use ICT in the widest possible way as an essential to establish what the similarities are between study programmers. The motivating role of ICT in education has been proposed to be mainly in bottom up fashion.

Similarly, another scholar has addressed that motivated by the prospect of greater economic, social, educational and technological gains both developing and developed countries to bring education reform with clear focus on ICT integrations (Jhurree, 2005).

Teaching and learning process are shifting from textbooks and direct classroom instructions to technology mode. Use of teaching along with ICT integration in education is made more effective and interesting. Initially, computers were used for computing passes whereas they are widely used in classroom to make teaching and learning more effective nowadays.

2.1.7 ICT as a Tool for Organization and Management in University

Human civilization provides a rich and varied context for the use of new technologies to enhance both learning in the subject and to reinforce existing ICT skills (Dorup, 2004). He further mentions that the human civilization is witnessing a transition from industrial age to the information age. ICT in education is being promoted and studied in various countries and, in general these countries' goals are similar to provide more effective learning and competitive manpower in the international market. This information revolution has brought widespread development. Similarly, the use of modern information technologies is bringing about rapid changing in almost all aspects of society in general and organizations.

Likewise, Kulik (1994) from his research studies states that on average, students who used ICT based instruction scored higher than students without computers. The students also learned more in less time and liked their classes

more when ICT based instruction was included. So do, considerable resources have been invested to justify the place of technology in education, and many research studies have revealed the benefits and gains that can be achieved by students, teachers and administrators (Jhurree, *ibid*). Therefore, it can be said that information system deals with the information management in an organization using various tools and techniques over diverse communication channels including paper, human resources and information technology (Leeds, 2002).

ICT in education is being promoted and studied in various countries and, in general, these countries' goals are as similar as to provide more effective learning and competitive manpower in the international market. Belland (1998) asserts that information and communication technologies (ICTs) are generally accepted as a modern instrumental tool that enables the educators to modify the teaching methods. Likewise, they are used in order to increase the students' interest. The extended use of ICTs drives the society into a new knowledge based from where information plays an important role for the universities enlargement and studies satisfaction.

Similarly, another scholar, Kozma (2005) has also emphasized that the promise of information and communication technologies to enhance the basic education is a tremendously challenging area of a development work today, in both poor and wealthy nations. However, ICTs are generally accepted as a modern instrumental tool that enables the educators to modify the teaching methods that they use in order to increase the students interest. Thus, it seems that the computer is being used especially for supporting more traditional educational settings.

2.1.8 The Use of ICTs for Teacher Development

According to Kozma (2005) it is believed that teachers need to know exactly how ICT can be used as a learning and teaching tool. Many researchers have

pointed out that a school's ICT vision is essential to effective ICT integration. The scholar has further mentioned said that it is crucial to involve those as stake holder, including teachers, parents, students and the community, and allow them to assist in the creation of the strategy and ICT plans by contributing their skills, knowledge and positive attitudes. Thus, an ICT vision that is accepted by all becomes a shared vision which is critical to successful implementation of ICT in a school setting. Similarly, Haydn & Barton (2006) has also stated that there are still different views about what it means 'to be good at ICT' as a teacher. As exploring teachers' views on this might be a fascinating way forward and even, given the same 'input' in initial Teacher Education courses.

Why do some students make much more progress than others in their use of ICT? Is it about teacher dispositions towards technology or learning styles and approaches? It is clearly not primarily a question of 'providing' more stuff about ICT for teachers and student teachers. Regardless, there is already more stuff than they can possibly cope with. Thus, it is more important to try and find out what strategies, interventions, experiences and resources have the most impact in persuading teachers to develop their use of ICT.

In addition, Haydn (ibid) further states that it is self-evident to most teachers that their use of ICT will depend on what and on what subject they teach. For illustration, data logging is a key facet of science education, but is of no interest to history teachers. Therefore, there is no need to gain a greater understanding of which ICT applications are considered by and most valuable by teachers of different subjects assures that teachers often have to make difficult choices about which ICT agendas to pursue in order to earnings from 'investment' in ICT. It is assured that giving teachers more time to explore the potential use of ICT has been emerged as an important issue. Also, in some recent research barriers to ICT use have been changed over the past decade and there is a need to understand these changes.

2.1.9 Status and Challenges of Using ICT

A personal computer is the best known example for the use of ICT in education but the term multimedia is also frequently used for it. Multimedia can be interpreted as a combination of data carriers. For example: video, CD-ROM, floppy disc and internet and software in which the possibility for an interactive approach is offered (Smeets, 1996).

According to (Smeets, *ibid*) it is said that integrating ICT in education is not such a simple job as it requires a wide range of support including higher managing, and teachers. Similarly, leadership is also a prerequisite before, during and after project implementation. In a similar vein, the scholar has also stated that each country needs a whole spectrum of knowledge and skills to deal with technology and the globalization of knowledge and to adjust to continuous economic and social changes. Likewise, focusing on learning as the ancient objective of education is to teach, how to learn, problem solving, and synthesizing the old with the new, is now transformed from desirable to indispensable. So do, education for everyone as a modern economic, social, political, and technological requirements demand that all members of society have a minimum level of basic education.

The need for continuous access to information and knowledge makes education lifelong to help individuals, families, workplaces, and communities to adapt economic and societal changes, and to keep the door open to those who have dropped out along the way. To cope with the diversity and complexity of and the changing demands for education services, learning cannot be confined to the traditional classroom. As Nepalese secondary school might have many constant and challenges for the use of ICT. Such constraints and challenges may hinder learning and learners' motivation and skills, concentration, cognitive processing, independent learning, critical thinking and teamwork. As Kozma (2002) has conducted research in Turkey by where the focus was on Information and Communication Technology (ICT) usage which is the

indicator of diffusion. A model composed of the variables which can explain ICT usage in Turkish higher education is established and tested within the study. The two dimensions of ICT usage are considered that are instructional and managerial. The data collected from 814 faculty members in Turkey were used to test the model by using LISREL 8.72 where it explains 61 percent of the faculties ICT use, with a good model fit. The model supposes that the perceived attributes of ICT and ICT facilities in the universities predict the ICT use. The faculty members make use of ICT most as a means of communication and for searching information about the course through the Internet, and the least, for publishing their lecture notes and the announcements concerning the course-assignments.

Similarly, a study was carried out by Burnip (2006) to investigate course delivery mediated by ICT. This paper reports a survey of 203 trained teachers' access to ICT infrastructure and offers some insights into the nature and adequacy of that access regarding their access to hardware, software, and the Internet both at work and outside work. Access and adequate levels of ICT infrastructure was not universal among teachers in this sample and access levels found varied with teacher characteristics such as age and school type. It means that ICTs is challenging one in real classroom context.

Teachers in Government schools were found slightly poorer levels of access, both at home and at school, when compared with teachers in independent schools. The most problematic area of access overall was in technical support which when coupled with the reportedly low and variable levels of ICT skills among teachers that would represent a major impediment to successful and satisfactory participation in ICT mediated study for many teachers. To support this, Silvín and Kachala (1998) pointed out that those students to technology rich environment experienced positive effects on achievement in all major subjects' areas. Their attitudes toward learning and their own self-concept improved consistently when computers were used for instruction.

As the present age is the age of technology whereby technology plays a key role in daily lives including education system. There are endless possibilities with the integration of ICT in the education system. The use of ICT in schools/ university not only improves classroom teaching learning process but also provides the facility of e-learning. E-learning has rendered convenience of online learning to thousands of learners who cannot avail the benefits of higher education due to several constraints. Such as: time, cost, geographical location, age, etc. it means ICT has enhanced distance learning. The teaching community now seems to be able to reach remote areas and learners are able to access qualitative learning environment from anywhere and at any time. Therefore, it is important that teachers or trainers should be encouraged to adopt ICT in their schools and University.

2.2 Review of Empirical Literature

Fewer studies have been conducted in this field in context of Nepal, I have gone through some of the related literature which has some kind of linkage with my study.

Khanal (2008) conducted his research on “Attitudes of Higher Secondary Teachers towards the use of Computer and the Internet”. The aim of the presented research was to study the attitudes of higher secondary English teachers of Kathmandu valley and their perception on the basis of personal experience of using computer and internet by using questionnaire and interview tools. The data was collected from 100+ respondents. Analysis of data filled with the findings that majority of the teachers had positive attitudes towards computer and the internet. All teachers need to have increasing computer and the internet access in the future.

Hennessy, Harrison and Wamakote (2010) in their article entitled “Teacher Factors Influencing Classroom use of ICT in Sub-Saharan Africa” synthesized the research literature on teachers’ use of information and communication

technology in primary and secondary school in Sub-Saharan Africa, with a particular emphasis on improving the quality of subject teaching and learning. Their focus was on the internal factors of influencing on teachers' use or lack of use of technology in the classroom. Their discussion attended to perceptions and beliefs about ICT and their motivating effects, technological literacy, confidence levels and pedagogical expertise related to technological use and the role of teachers' education. Finally, they identified a need for teachers and teacher educators to integrate ICT into subject teaching and learning using contemporary pedagogical approaches.

Ibrahim (2010), in his article entitled "Information and Communication Technology in ELT" opines that information communication technology should be exploited effectively to shift from teacher centered approach to the student centered approach in teaching or learning English. He opined that technology has created changes in all aspects of society. It is also changing our expectation of what student must learn in order to function in the new world. Similarly, he argues that the use of ICT in language teaching has countless benefits.

Adhikari (2011) carried out research on "Beliefs of English Teachers' in Using Multimedia in their Class". She concluded the research study to find out the beliefs and challenges faced by English teacher in using multimedia technology in their language classes. The population of her study was the English language teachers teaching in Kathmandu valley using multimedia technology in their language classroom. She uses a set of close ended and open ended questionnaire tool to elicit the data from the sample population to meet the objectives of the study. She concluded that teachers used multimedia technology in their language classroom to expedite the rate and route of learning and to make teaching learning effective.

Gosh (2015) has carried out a research on "Information Communication Technology Clicks to a New Paradigm in English Language Teaching". The

main purpose of this study was to explore the real practice of using ICT in English learning in Dhaka city. Fifty BBA major students from public and private schools of Dhaka city were selected randomly and surveyed on the basis of questionnaire. The major findings concluded that most of the student reported using email for academic purpose and they are acquainted to some ICT tools for learning English through a common constraint of having the internet connection.

Ullah (2015), in his research on “Integrating ICT in language Education Teachers Attitudes and Need Analysis” concluded that only teachers, mostly the private universities use ICT tools for language learning whereas majority of them do not know how to use ICT effectively. Sixty-seven percent of them do not have positive attitudes towards ICT. Regarding need analysis, 37% of the institution is not equipped with ICT tools and they do not have language lab in their college and integrating ICT disclose the teacher training and motivation are crucial to these process and government needs to allocate fund to equip instruction with ICT facilities.

Similarly, Nepal (2018) conducted the study entitled “Use of ICT in English Language Teaching at Secondary Level”. It has the objectives to explore the use of ICT in English language teaching and to assess the role of ICT in English language learning. The design of the study was qualitative. The tools used for primary data collection were observation diary and semi structured interview. The respondents were selected purposively from public schools of Kathmandu valley where five teachers interviewed and twenty classes were observed to obtain the required information. The data analysis procedure were first transcribed then coded thematically and analyzed descriptively. The findings of this study showed that the use of ICT in the classroom helped students for a better learning. It motivated and encouraged students to get part in teaching learning activities actively. The most of the government schools did not have sufficient ICT tools and teachers did not use ICT regularly in the classroom.

2.3 Implications of Review for the Study

Review of theoretical and empirical literature plays vital role for the accomplishment of any research. It provides insight about the objectives, research questions, methodological procedures and other important aspects of research. That is to say that it helps researcher to bring clarity and focus in research problem, methodology and contextualize the findings.

I am also highly benefitted from the review of the literature in order to bring clarity and focus on research problems, to improve my methodologies, to expand the horizon of my knowledge related to my study area. And I was able to contextualize the findings after analyzing the collected data. To be specific, it made me informed about the use of ICT and different integral aspects of it. Similarly, the review of empirical literature helped me to develop the appropriate methodology.

In the process of reviewing theoretical literature, I had gone through different books, articles and journals. Similarly, I reviewed much empirical literature which is very similar to this study. After reviewing the literature, I found some implications for the completion of my study.

I had reviewed Khanal (2008) who carried out a research to introduce the concept of ICT and focusing the real practice of using ICT in English language learning. I had found out the beliefs and challenges faced by English teacher in using multimedia technology in their language classes. Similarly, I had reviewed Ullah (2015) that helped me to prepare the questions in the use of ICT tools for language learning. Similarly, Ibrahim's (2010) work prospected ICT as an effective tool to shift from teacher centered approach to the student centered approach in teaching and learning English and it helped me to form the conceptual framework. In the same way, I had reviewed Adhikari (2011) which helped me to form the methodology of the study.

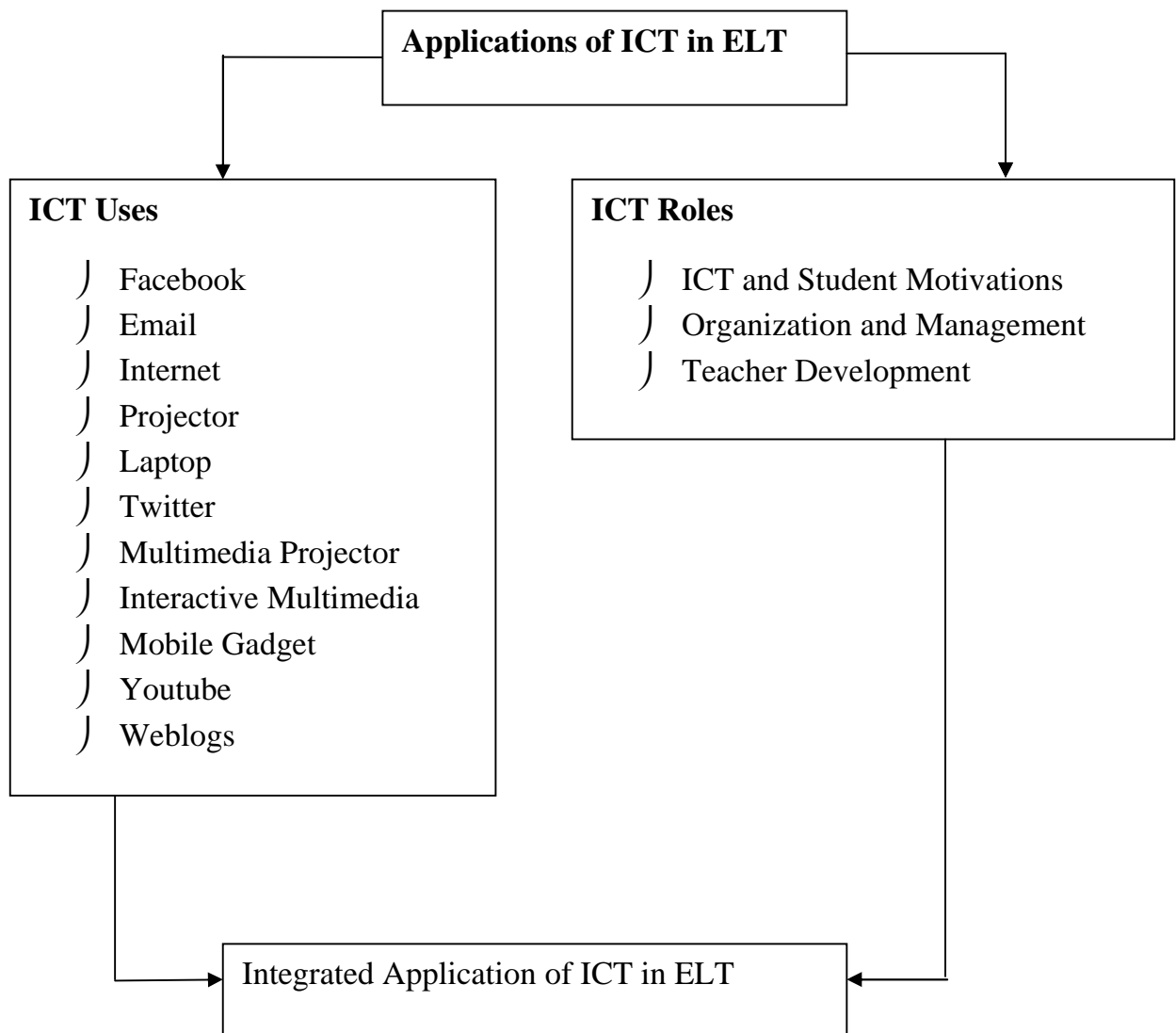
These reviews were highly implacable to my study. They provided me the theoretical foundation for this study and facilitated me to select appropriate research methodology. It helped me to make an appropriate sample size. Likewise, it helped me to select and design the appropriate research tools and sampling procedure. In the same way, from the above mentioned studies, I got information about actual findings of their studies. From this, I have noticed the fact that the previous researches missed the investigation regarding the use of ICTs in ELT at master degree level in Nepal.

Thus, the review of related theoretical and empirical literature helped me to ensure the professional knowledge of the study as well as to underpin how the findings of the study fitted into existing body of knowledge.

As this study tries to explore the use of ICT in ELT at master level, it is the first study carried out in the field of ICTs use at Tribhuvan University. None of the previous researches had thought about the spaces of the use of ICTs in language learning at Tribhuvan University in Master Degree Level. All the researches are found in the periphery of laptop and computer as a device of ICT which could serve as a language learning tool. So, this study is distinct from the previous studies.

2.4 Conceptual Framework

The conceptual framework grows out the theoretical framework which relates to the specific research problem. Theoretical framework consists of the theories in which study is embedded whereas the conceptual framework describes the way or process to conduct the actual research. The conceptual framework to conduct my study is presented diagrammatically below.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This part of the thesis consists of design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretations procedures and ethical considerations.

3.1 Design of the Study

Research is a careful and detailed study into a specific problem, concern, or issue using scientific method. According to Kerlinger (1986, p. 297) "Research is a plan, structure and strategy of investigation so conceived as to obtain answers to the research question or problem". This plan is a systematic plan to complete the preset goal. It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of the data.

Similarly, according to Kumar(2005, p. 6) "Research is one of the ways of eliciting information and studying phenomena to find out the solution to the specific research problems". It means research is a rigorous plan of investigation. It helps to get detailed information about the investigation. The research design of this study was designed to explore the access and uses of ICTs in ELT at master's degree level. To find out beliefs of teachers and students, my study was based on survey research.

Specially, the researcher conducted the survey research to find out the perceptions, attitudes, opinions, thoughts, and practices. Survey research is most commonly used method of investigation in educational research. In this regard, Cohen and Manion (1985, as cited in Nunan, 1992) say:

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes and/ or event at a single point of time.

(p. 140)

Similarly, Nunan (1992, p. 141) suggests the following eight steps of survey research design:

Step 1: Define objectives:

This is the first step of survey research design. Here, the researcher specifies and defines the research objectives. So, the researcher must be directed at determining the answer of this question ‘What do we want to find out?’

Step 2: Identify target population:

In second step, the researcher needs to identify the entire population that s/he wanted to study and generalize the findings too. Here, the researcher should be familiar with answer of this question ‘Who do we want to know about?’

Step 3: Literature review:

In this step, the researcher has to expand the theoretical knowledge related to the topic. It is a written summary and critique of researchers related to a particular issue or area. So, the researcher expands his/her knowledge based on this question ‘What have others said/discovered about the issue?’

Step 4: Determine sample:

In this step, the researcher should mention the sample population that s/he wanted to study in the research. So, researcher must be directed at the answer

of this question ‘How many subjects should we survey, and how will identify this?’

Step 5: Identify survey instruments:

The researcher needs to plan which tool s/he used while collecting the data.

The researcher should be familiar with the answer of this questions ‘How will the data be collected, questionnaire or interview?’

Step 6: Design survey procedure:

Here, the researcher should mention the steps or procedure that s/he followed while collecting the data. The researcher should seek the answer of this question ‘How will the data collection actually be carried out?’

Step 7: Identify analytical procedure:

In this step, the researcher should mention what approach s/he adopted while analyzing the data. The researcher should answer the following question ‘How will the data be assembled and analyzed?’

Step 8: Determine reporting procedure:

This is the last stage of survey research. Here, the researcher determines the procedure that how they report the study. S/he should determine the answer of this question ‘How will be writing up and presented?’

I conducted survey research design to achieve the objectives of the study. As survey research is most commonly used method of investigation in educational research so do this study also encompasses with the field of educational spaces to ICTs uses. “Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population discover the relative incidence, distribution and inter relationship of social and psychological variables” (Kerlinger, 1986, p. 221). Thus, survey is a research design which can be conducted in both large and small population in order to find out the opinions, beliefs, thoughts, perceptions, and practices.

This present study was based on survey design to collect the in depth information about the beliefs of English language teachers regarding the use of ICTs at Tribhuvan University in Master Level.

3.2 Population, Sample and Sampling Strategy

The population of my study was all the teachers and students of the Department of English Education, Tribhuvan University. Among them, 10 teachers were selected using nonrandom purposive sampling and 20 students were selected using random sampling procedures.

3.3 Research Tools

A set of questionnaire was the main tool of data collection. The questionnaire consisted of 40 close ended and 8 open ended questions for the teachers and students.

3.4 Sources of Data

Both primary and secondary sources was used for the collection of required information. The primary sources were used to get the information of ICT uses by the semester teachers and students whereas secondary sources will be used in forming the theoretical part of the research.

a) Primary source of Data

The fundamental bases of the study were the primary sources of data. University M. ED teachers as well as students were the primary source of data. The data from primary sources were collected by administering an open and close ended questions.

a) Secondary Source of Data

In order to complete the study, I consulted various books, journals, thesis, and articles and visited some related websites as a secondary source of data to collect more information. Moreover, I consulted UNDP (2003), Ibrahim (2010), Ibrahim (2010), Isisag(2013), and Ghosh (2015).

3.5 Data Collection Procedure

In order to collect the authentic data, I followed the stepwise procedures in carrying out the investigations.

- a) At first, I selected participants according to the objectives of my study.
- b) Then, I visited the selected M.Ed. teachers and students, and established the rapport with them.
- c) Next, I informed them about the processes and objectives of my study.
- d) Then, I consulted and explained them about the purpose of the study and requested them to take part in it. I also assured them confidentiality in terms of ethics regarding the obtained information through questions.
- e) After that, I distributed the questions to them.
- f) Likewise, I asked them to write the answers without any hesitation, fear and anxiety.
- g) After that, I collected the questions.
- h) At last, I thanked them heartily for their kind co-operation.

3.6 Data Analysis and Interpretation of the Result

In this section, the research was mainly concerned with the systematic procedures of analysis and descriptive interpretations. The systematically collected data was analyzed by using appropriate tools and methods. Especially, percentile was used for quantitative data and other qualitative data was presented thematically and descriptively. The analyzed data were presented

thematically and descriptively. Other tools like tables was also used to analyze the collected data.

3.7 Ethical Considerations

Ethical aspects play an important role while doing a research. Thus, while conducting research, the researcher should be conscious about ethical issues. To maintain the ethicality, I adopted the following ethical considerations.

- i) I informed the respondents about the purpose of the study.
- ii) I conducted my research by taking permission of the participants.
- iii) I ensured to keep the responses of the respondents confidential.
- iv) I ensured for not to use data for any other purposes except for my study without permission of the respondents.
- v) I gave proper credit to the authors of books, journals, articles, research works to avoid the risk of plagiarism.
- vi) I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals mainly with analysis and interpretation of the data. The collected information from the informants were analyzed and interpreted to explore the access of ICTs in English language teaching by ELT teachers and students and how they are using ICTs at master level. The data were elicited by using questionnaire including close-ended and open-ended questions. The responses obtained from the respondents have been analyzed on the basis of following categories.

- i. Part I- ELT teachers and students access to ICTs uses at master level
 - a. ICTs access collected from close-ended questions
 - b. ICTs access collected from open-ended questions
- ii. Part II- How ELT teachers and students use ICTs in English language teaching at master level
 - a. ICTs uses collected from close-ended questions
 - b. ICTs uses collected from open-ended questions

4.1 Access of ICTs in ELT Teaching and Learning at Master Level

This section describes access of ICTs in English language teaching to teachers and students at master level. A set of 20 and 25 close ended questions of the teachers and students respectively are analyzed and interpreted to elicit the access and uses of ICTs. The collected responses are analyzed in following different sub-headings.

4.1.1 Access of ICTs in Classroom

Firstly, very general item was asked to find out whether both teachers and students are accessed to ICTs in classroom or not. Responses from both on the question are shown in the following table.

Table 1

Access of ICTs in Classroom

Categories	Responses		
	No of Teachers	No of Students	Percentage
Yes	10	20	100%
No	-	-	-

Table 1 show that the percentage of the responses who said 'Yes' is 100% and nobody said 'No'. That means all 10 teachers and 20 students are accessed to ICTs out of 30 respondents.

4.1.2 Sorts of Accessible ICTs in Class

The second item was asked as what sorts of ICTs are accessed to teachers and students in classroom. The percentage of the responses of both teachers and students is shown in the following table.

Table 2

Sorts of Accessible ICTs

Categories	Responses			
	No of Teachers	%	No of Students	%
Mobile gadget	1	10	5	25
E-mail	1	10	3	15
Projector	4	40	12	60
Laptop	4	40	-	-
	10	100	20	100

This table presents the responses of teachers that they are accessed to projectors and laptops mostly with 40% each whereas they are accessed to mobile and e-mail with least of 10% each in class. Similarly, students responded that they are primarily accessed to projector with 60%, mobile with 25%, and email with 15% least.

4.1.3 Authentic Accessibility of ELT Materials

The next item was asked to teachers and students regarding the accessibility of authentic ELT materials on internet and its usefulness for developing English teaching and learning. The number and the percentage of the teachers and students regarding its accessibility with usefulness are shown in a table.

Table 3

Authentic Accessibility of ELT Materials

Categories	Responses			
	No of Teachers	%	No of Students	%
Agree	5	50	10	50
Strongly Agree	5	50	6	30
Neutral	-	-	3	15
Disagree	-	-	1	5
Strongly Disagree	-	-	-	-

The table indicates that out of 10 teachers, 5 teachers (50%) agreed that authentic accessibility of ELT materials on internet are really useful to develop English teaching and learning. Similarly, 5 teachers (50%) also strongly agreed the statement. Meanwhile, out of 20 students, 10 students (50%) agreed for the statement whereas, 6 students (30%) strongly agreed, 3 students (15%) showed neutrality while 1 student (5%) disagreed the

statement. This reveals that half (50% teachers and 50% students) respondents assumed that authentic accessibility of ELT materials on internet is really useful to develop English teaching as well as learning.

4.1.4 Increment of English Language Acquisition

Regarding the access of ICTs, the question "Do access of ICTs helps in increment of English language acquisition? The number of teachers along with students, and their percentages are presented below.

Table 4

Increment of English Language Acquisition

Categories	Responses			
	No of Teachers	%	No of Students	%
Agree	7	70	11	55
Strongly Agree	3	30	2	10
Neutral	-	-	6	30
Disagree	-	-	1	5
Strongly Disagree	-	-	-	-

The table presents out of 10 respondents (teachers), 7 teachers (70%) agreed that accessibility of ICTs increase English language acquisition as well as 3 teachers (30%) strongly agreed for the statement. Meanwhile, out of 20 respondents (students), 11 students (55%) agreed whereas 2 students (10%) only responded strongly agreement. 6 students (30%) responded on the option 'Neutral' while 1 student (5%) only showed disagreement. It means majority of teachers (70%) and nearly more than half students (55%) believed that access to ICTs in classroom enhances English language acquisition.

4.1.5 Accessibility of all Useful ICTs in Classroom

The percentage of responses on the question "Are all useful ICTs accessible in your classroom? The number of teachers and students with percentage are presented in the following table.

Table 5

Access of all useful ICTs

Categories	Responses			
	No of Teachers	%	No of Students	%
Yes	2	20	3	15
No	8	80	17	85

The percentage presented in the above table reveals that majority of teachers and students i.e. 80% and 85% respectively responded on unavailability of all useful ICTs in classroom. While, only 20% teachers and 15% students responded for the accessibility of all useful ICTs in classroom. It means access to all ICTs use (20% teachers and 15% students) inside real classroom seems poor respectively.

4.1.6 Access of ICTs as Motivating

Teachers along with students opined their similar view on the question "Do you believe that access of ICTs is motivating for English language learning?" The number and percentage are shown in the following table.

Table 6

Access of ICTs as Motivating

Categories	Responses			
	No of Teachers	%	No of Students	%
Yes	10	100	19	95
No	-	-	1	5

The table presents the number and the percentage of teachers along with students who believes that access of ICTs is motivating one. It shows that out of 10 teachers, all (100%) teachers responded for ICTs as motivating one with its accessibility in classroom. Similarly, out of 20 students, 19 students (95%) agreed for the above statement while 1 student (5%) disagreed for ICTs as motivating one. It means majority of teachers and students (100% and 95%) respectively believe ICTs as motivating one when accessed in classroom.

Thus, it can be said that access of ICTs in classroom is always fruitful for teachers as well as students.

4.1.7 Enhancing Teachers and Students Knowledge

An item was asked to investigate the enhancement of teachers and students' knowledge through ICTs or not. The following table shows the responses of teachers and students.

Table 7

Enhancing Teachers and Students Knowledge

Categories	Responses			
	No of Teachers	%	No of Students	%
Agree	4	40	15	75
Strongly Agree	5	50	3	15
Neutral	1	10	1	5
Disagree	-	-	1	5
Strongly Disagree	-	-	-	-

Above table shows that out of 10 teachers, 4 teachers (40%) agreed that access of ICTs enhance their knowledge of teaching and learning. Similarly, 5 students (50%) strongly agreed and 1 student (10%) became neutral for the statement. Whereas out of 20 students, similarly, 15 students (75%) agreed, 3 students (15%) strongly agreed and 1 (5%) became neutral. But 1 student (5%) disagreed for the statement. This reveals that majority of teachers and students assume access of ICTs for enhancing knowledge.

4.2 Access of ICTs Collected from Open-Ended Questions

Along with the close-ended questions, the open ended questions were also asked. This section deals with access of ICTs collected from open-ended questions. It consists of different 3open-ended questions related to access of ICTs in English language teaching and learning by ELT teachers and students at master level. The obtained responses are analyzed in the following sub-headings.

4.2.1 Accessible ICTs for ELT Teaching and Learning

Technology in education has become an integral part of teaching and learning. So do, ICT based teaching and learning has made teachers and students to become explorative as well as extrovert one. Similarly, by using ICTs in teaching and learning, teachers can teach effectively and students can improve retentive memory. ICTs infusion in pedagogy tends to improve learning, motivation, promote collaboration, fosters enquiry and create learner centered culture.

In addition, access of ICTs plays an important role in teaching and learning. It means without access to any ICTs, teaching and learning would be of no value. Regarding this, Tinio(2002) states that the potentials of ICTs is increasing access and improving relevance and quality of education in developing countries. Therefore, it is foremost part for teaching and learning as access of ICTs assists to quality education and develops education status of both teachers and students.

The first item was asked for finding about access of ICTs. Most of the teachers and students argued that different sorts of ICTs are accessed for English language teaching and learning. They opined that they are accessed to laptops, multimedia projector, Internet, E-mail, Google search, online dictionary, movie, video excerpts, E-journals, research articles, pp-texts, blogs, video/tele conference. It means that almost all teachers and students are accessed to different sorts of ICTs. They said that they are accessed to these sorts of ICTs inside classroom as well as at home. They believed that access of ICTs has assisted them so far for searching useful materials, time managing, broadening their knowledge, and get access to the content at rightful time.

To conclude, most of the teachers and students are accessed to different sorts of ICTs inside and outside classroom. It has helped them to teach efficiently

and learn effectively.

4.2.2 Getting Access to ICTs for ELT Teaching and Learning

Regarding the way of getting access to ICTs for teaching and learning, different teachers and students responded differently.

Most of the teachers opined that they get access by institutional support, others' collaboration and college support. Similarly, some teachers said that getting access to ICTs at T.U is very poor. They are compelled to get access through their own effort. Sometimes, even the condition impels them to use data from their own mobile too. So does, majority of students urged the same statements as teachers opined.

To summarize, most of the teachers and students' condition of access to ICTs use seems at poor level. They are limited to the facilities of access to Internet. However, they develop their knowledge to operate ICTs by keeping themselves updated with the existing ICTs or with their own efforts.

4.2.3 Challenges of Access to ICTs in ELT Scenario

Nowadays, access of ICTs with English language has become an essential part of teaching and learning for teachers and students. The access of ICTs here in my study means the availability and presence of ICT resources. As access of ICTs enhance teaching and learning by making education less dependent on teachers and more interactive between teachers and students. However, access of ICTs is found more challenging in real ELT scenario. Regarding the challenging of ICTs, many students responded in the following ways:

-) Lack of knowledge about ICTs use for teachers and students.
-) Low speed of internet.
-) Lack of proper training skills to ICTs uses for teachers.

-) Poor administrative support.
-) Expensive for poor family background.
-) Difficulties in access to all teachers and students.
-) Lack of authentic materials.
-) Challenges in infrastructure development.
-) Encouragement to use printed materials than E- materials.
-) Irregularity of electricity.
-) High possibility of plagiarism.
-) Inadequate ICTs in the classroom.
-) Lack of expert manpower to handle ICTs.
-) ELT classes are only equipped with so called projectors.
-) Negative attitudes of teachers toward using ICTs in ELT classroom.
-) Lack of insights regarding the use and its importance in ELT scenario.

However, ICTs are taken as beneficial one for ELT teaching and learning. But it emerges with various challenges in real contexts. Thus, it can be summarized that lack of knowledge of operating skill, expensive one, inadequate ICTs, irregularity of electricity, poor administrative support are the common challenges in access of ICTs in ELT scenario.

4.3 Uses of ICTs in ELT Teaching and Learning

This section delineates uses of ICTs in English language teaching and learning. A set of 11 close ended questions and 4 open ended questions were asked to explore the uses of ICTs in English language teaching and learning. The obtained information is analyzed in different sub-headings.

4.3.1 Uses of ICTs for ELT Teaching and Learning

Regarding the uses of ICTs for ELT teaching and learning, an item "do you use any ICTs while teaching and learning English language?" was asked. The responses are shown in the following table.

Table 8

Uses of ICTs for ELT Teaching and Learning

Categories	Responses			
	No of Teachers	%	No of Students	%
Yes	10	100	20	100
No	-	-	-	-

Table no 8 shows that the percentage of the responses (teachers and students) who said 'Yes' is 100% and nobody said ' No'. That means all 10 teachers and 20 students use ICTs out of 10 and 20 respondents.

4.3.2 Permission to Use ICTs in Classroom

An item was asked to explore the permission to useICTs by teachers and students. The percentage of the respondents of the students is shown in the following table.

Table 9

Permission to Use ICTs in Classroom

Categories	Responses			
	No of Teachers	%	No of Students	%
Yes	10	100	17	85
No	-		3	15

This table presents the number and percentage of the teachers and students regarding the permission to use ICTs in classroom. It shows that all (10) teachers permit their students to use ICTs in classroom. While 17 students responded that they are given permission to use ICTs and 3 students asserted

that they are restricted to use ICTs in classroom. It means that greater numbers of teachers and students (100% & 85%) are given permission to use ICTs in classroom respectively.

4.3.3 Uses of ICTs for Matching Teaching and Learning Ideas

Regarding uses of ICTs for matching teaching and learning ideas, I asked the question “Do you use ICTs for matching teaching and learning ideas?” the number of teachers and students with their percentage are presented in the following table.

Table 10

Use of ICTs for Matching Teaching and Learning Ideas

Categories	Responses			
	No of Teachers	%	No of Students	%
Often	-	-	-	-
Sometimes	10	100	20	100
Never	-	-	-	-

The table shows that 10 teachers (100%) sometimes used ICTs for matching teaching ideas along with 20 students (100%) also used ICTs in order to match learning with their teacher’s teaching.

This reveals that all respondents(100% teachers and students) use ICTs to match teaching and learning for sometimes.

4.3.4 Browsing Web for Searching English Language Teaching and Learning Materials

Different teachers and students opined differently on the question “Do you browse web for searching English language and learning?” The number along with the percentage is shown in the following table.

Table 11

Browsing Web for Searching English Language Teaching and Learning Materials

Categories	Responses			
	No of Teachers	%	No of Students	%
Often	5	50	9	45
Sometimes	5	50	11	55
Never	-	100	-	100

The table presents the number and percentage of teachers and students who use ICTs to browse the materials via ICTs. It shows out of 10 teachers, 5 teachers (50%) use ICTs to browse teaching materials as well as 5 teachers (50%) use it only sometimes. While out of 20 students, 9 students (45%) use ICTs for browsing the learning materials whereas 11 students (55%) use it only sometimes. It means both teachers and students normally use ICTs for searching ELT teaching and learning materials.

4.3.5 ICTs Integration in ELT Classroom

Regarding ICTs integration in ELT classroom, I asked the question “What do you think about ICTs integration in ELT classroom?” The responses of respondents are shown in the table.

Table 12

ICTs Integration in ELT Classroom

Categories	Responses			
	No of Teachers	%	No of Students	%
It helps in teaching and language learning process	10	100	20	100
It doesn't play any role in teaching and language learning process	-	-		-

The above table shows that all 10 teachers and 20 students (100%) opined that ICTs integration in ELT classroom is helpful for both teaching and learning. It means no one is in favor of ICTs as it doesn't play any role in teaching and language learning process.

4.3.6 Use of ICTs in English Language Teaching and Learning

The next item was related to whether use of ICTs is engaging or irritating. The responses and their percentages are shown in the table.

Table 13

Use of ICTs in English Teaching and Language Learning

Categories	Responses			
	No of Teachers	%	No of Students	%
Agree	1	10	16	80
Strongly Agree	8	80	-	-
Neutral	1	10	1	5
Disagree	-	-	3	15
Strongly Disagree	-	-	-	-

The table indicates that out of 10 teachers, 8 teachers (80%) strongly agreed that use of ICTs is engaging rather than irritating, 1 teacher (10%) and 1 teacher (10%) agreed the statement. while, out of 20 students, 16 (80%) agreed the statement. 1 student (5%) reacted neutrally whereas 3 students (15%) disagreed the statement. This reveals that majority of teachers as well as students (80%) assume that use of ICTs in teaching and language learning is engaging rather than irritating.

4.3.7 Use of ICTs to solve the Immediate Problems

An item was asked to investigate whether ICTs can solve immediate problem or not. The obtained responses have been presented in the following table.

Table 14

ICTs to Solve the Immediate Problems

Categories	Responses			
	No of Teachers	%	No of Students	%
Agree	4	40	15	75
Strongly Agree	3	30	2	10
Neutral	3	30	3	15
Disagree	-	-	-	-
Strongly Disagree	-	-	-	-

The table presents out of 10 teachers, 4 teachers (40%) agreed that use of ICTs solves immediate problems in teaching and learning. Similarly, 3 teachers (30%) agreed and 3 teachers (30%) reacted for neutral agreement. whereas out of 20 students, 15 students (75%) agreed on the statement. Likewise, 2 students (10%) strongly agreed while 3 students (15%) students indicate on the option 'Neutral'. It means majority of teachers and students believe that ICTs can be used to solve the immediate problems in teaching and learning.

4.3.8 To Be Updated and Autonomous Learner

An item was asked to the teachers and students to investigate their view whether ICTs helps them to be updated teachers and autonomous learners or not. The number and percentage of responses have been shown in the table.

Table 15

To Be Updated and Autonomous Learner

Categories	Responses			
	No of Teachers	%	No of Students	%
Agree	4	40	12	60
Strongly Agree	4	40	3	15
Neutral	2	20	4	20
Disagree	-	-	1	5
Strongly Disagree	-	-	-	-

The table shows that out of 10 teachers, 4 teachers (40%) agreed that use of ICTs in teaching help to be updated, along with 4 teachers (40%) strongly agreed for the statement whereas 2 teachers (20%) agreed for neutral opinion. whilst, out of 20 students, 12 students (60%) agreed that use of ICTs in learning helps to be autonomous learner. Similarly, 3 students (15%) are strongly agreed to the statement whereas 4 students (20%) respond on the opinion 'Neutral'. only, 1 student (5%) responds for disagreement as ICTs helps to be autonomous learner. It means majority of teachers and students are agreed that ICTs help teachers to be updated and students to be autonomous learner.

4.3.9 Use of ICTs as a Part of Curriculum or Supplementary Material

Regarding the use of ICTs in teaching and learning as a part of curriculum or as a supplementary material, teachers as well as students were asked 'How do you use ICTs in language teaching and learning?' The percentage of responses is presented in the table 16.

Table 16

Use of ICTs Curriculum or Supplementary Materials

Categories	Responses			
	No of Teachers	%	No of Students	%
As a part of curriculum	2	20	2	10
As a supplementary material	8	80	18	90

This table shows that out of 10 teachers, 2 teachers (20%) use ICTs as a part of curriculum whereas 8 teachers (80%) use it as a supplementary material. Similarly, out of 20 students, 2 students (10%) use ICTs as a curriculum aid while 18 students (90%) use it as a supplementary aid. It means that ICTs mostly used as a supplementary material in teaching and learning.

4.3.10 Use of ICTs helps to meet the Standard of Global Contents

Regarding ICTs learning makes easy access to global contents and develops thinking globally and acting locally. I asked question 'Is ICTs helpful to meet global education?' The percentage of teachers and students' responses is presented in the table17.

Table 17

Use of ICTs to meet the Standard of Global Contents

Categories	Responses			
	No of Teachers	%	No of Students	%
Agree	3	30	14	70
Strongly Agree	7	70	5	25
Neutral	-	-	1	5
Disagree	-	-	-	-
Strongly Disagree	-	-	-	-

The table 17 presents the number and percentage of the responses of teachers and students regarding use of ICTs to meet standard of global contents. It shows that out of 10 teachers, 3 teachers (30%) agreed that use of ICTs in language learning helps to meet the standard of global contents and develops thinking globally and acting locally. similarly, 7 teachers (70%) strongly agreed on the statement. whereas out of 20 students, 14 students (70%) agreed and 5 students (25%) strongly agreed and 1 student (5%) responded 'Neutral'. It means that majority of teachers and students believe that use of ICTs in language learning helps to meet standard of global contents and develops to think globally and act locally.

4.3.11 Effectiveness of ICTs in Language Learning

Regarding the effectiveness of ICTs in learning English language, the respondents responded differently. The number and the percentage of responses are shown in the following table.

Table 18

Effectiveness of ICTs in Learning English

Categories	Responses			
	No of Teachers	%	No of Students	%
Agree	3	30	10	50
Strongly Agree	7	70	9	45
Neutral	-	-	1	5
Disagree	-	-	-	-
Strongly Disagree	-	-	-	-

Table 18 presents the students' view on effectiveness of using ICTs in learning English. It shows that out of 10 teachers, 3 teachers (30%) are agreed on using ICTs in learning English is very effective. likewise, 7 students (70%) are strongly agreed on the statement. whereas out of 20 students, 10 students (50%) agreed for the effectiveness of English through ICTs uses and 9 students (45%) strongly agreed while only 1 student (5%) responded on the option 'Neutral'. Thus, it can be concluded that majority of teachers and students believe that using ICTs in learning English is very effective one.

4.4 Uses of ICTs Collected from Open-Ended Questions

The open ended questions were also asked along with the close-ended questions. Thus, this section deals with uses of ICTs as teachers and students' views collected from open-ended questions. It consists of different ...open-ended questions related to use of ICTs along with how ELT teachers and students use ICTs in English language teaching and learning at master level. The obtained responses are analyzed in the following sub-headings.

4.4.1 ICTs as Useful for ELT Teaching and Learning

Regarding the use of ICTs, most of the teachers and students responded ICTs as useful for ELT teaching and learning.

All teachers and students opined that ICTs connects teaching and learning to the real world as well as they are intrinsically motivated in their teaching as well as learning.

Majority of teachers and students said that they are benefitted with most useful and relevant and updated information from websites, blogs, online journals and other sources. Similarly, all teachers and students urged that ICTs helps to enhance their interaction to each other along with assisting to be updated with recent knowledge in the field. They get helped to explore the sources for teaching and learning materials globally. Most of them said that ICTs makes part of the teaching and learning activities completely organized so that teachers and learners can achieve the target goal more ease and effective. Moreover, they opined that ICTs helps them to establish supportive community and more effective use of available resources. In a similar vein, most of the teachers and students opined that problems appeared in the process of teaching and learning is solved immediately with the assistance of ICTs. Practices of ICTs have enhanced hands on skills, content and context knowledge providing authentic references materials and so forth.

To conclude, most of the teachers and students supported ICTs as useful one for ELT teaching and learning which helps them to teach and learn with the full exploitation of innovative technologies.

4.4.2 ICTs as Effective for ELT Teaching and Learning

The second item was asked for finding the use of ICTs as an effective one in ELT teaching and learning. Most of the teachers and students argued that ICTs can be helpful to make ELT teaching and classroom effective by providing

necessary resource materials, bridging knowledge gaps, encouraging and motivating students to have well preparation of contents. They are assisted in bringing variety of innovative ideas and updated knowledge in the classroom as well as creates classroom as both verbal and visual interacted. Similarly, all teachers and students opined that they are provided with access to a wide range of new research pedagogical materials along with forming peer review groups so that they can share their writing, get feedback and interact with each other in teaching and learning. Likewise, they said that ICTs support for developing English language skills, self-directed learning, collaborative learning, competent communicative and also solves grammatical problems. Majority of teachers and students urged that ICTs involves and engages students without any stress, provides open access, virtual classroom, online courses, and social networks to information and communication for promotion and interaction. They believed that development and individualism of training modules to ICTs use can be effective one in ELT scenario.

Thus, all the teachers and students assumed that use of ICTs is effective one in ELT teaching and learning.

4.4.3 Purposes of ICTs Use in ELT Teaching and Learning

Use of ICTs is found to be growing rapidly in every field for various purposes nowadays. So do we can see its uses in the field of teaching and learning too. Regarding the purpose of use of ICTs in ELT teaching and learning, most of the teachers and students argued that they use ICTs for the purpose of communication and proficiency in language use, motivating and encouraging themselves and engaging in ICTs interaction, enhancing potential ability of language use, bringing innovations in teaching and learning, exploring learning content and also providing authentic exposure. Similarly, all teachers and students said that ICTs is used for acquaintance of teachers and students with technologies, minimizing the barriers of teaching and learning and increasing the autonomy of the teachers and learners, developing learners' ability of self-

learning and fostering both academic and skilled learning. Some of the purposes of ICTs use that was mentioned by teachers and students are listed below:

-) For making teaching and learning environment interesting.
-) Developing cooperative and collaborative learning.
-) Developing linguistic perspectives.
-) Making students active participatory.
-) Updating with innovative skills, ideas, knowledge strategy and so on.
-) To be familiar with authentic materials.
-) For teaching all skills of language.

Thus, ICTs can be said to be useful for many purposes in order to improve the quality of teaching and learning. Almost all the teachers and students responded positively, they claimed that they are used to ICTs for various purposes and are benefitted by ICTs use.

4.4.4 Present Status of Use of ICTs as Language Teaching and Learning at Master Level

At this present time ICTs use has become one of the most conscious demands in the field of modern teaching and learning. It has become an integral part of education as it helps to bring quality in teaching and learning as well as creates autonomy in learning too. Integration of ICTs in teaching and learning helps both teachers and students to be innovative one with the assistance of e-learning. Regarding the present status of use of ICTs, many teachers and students responded in their own ways. Some of teachers and students said that ICTs are not used effectively, lack of well managed internet access, lack of policies regarding use of ICTs in university and the management system do not work properly to develop ICTs based class in master level. However, some other teachers and students opined that each and every teacher uses ICTs. They also urged that ICTs is used for giving and submitting assignments. Though it

is used as a main language tool at master level but teachers and students are found to be used to plagiarism. They argued that ICTs is used for easy, effective, sustainable, systematic, natural scientific teaching and learning. While, some teachers and students opined that the present status of ICTs is poor, as well as not satisfactory one in University. There is lack of ICT resources and access, sufficient knowledge of ICTs, lack of supervision, management, technological training and supports and only power point text and email enabled communication have been in existence. Similarly, some students argued that ICTs provides opportunities for students to learn through slides, audio and video materials. Students can exchange a lot of information of the subject matter.

Therefore, it is assumed that use of ICTs in present scenario at master level seems at poor status. Teaching and learning is found only dependent upon power point presentation as well as lack of access of internet is found at University.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists of findings, conclusion and some applicable recommendations in policy level, practice level and for further research.

5.1 Findings

On the basis of the analysis of data and interpretations of results, the findings of the study were derived. The study was aimed at exploring the access and uses of ICTs for ELT teaching and learning at master level. The following findings in access and uses of ICTs in ELT classroom have been outlined.

-) All the teachers and students said that they use ICTs for improving English language.
-) All the teachers and students opined that ICTs helps in English language learning process.
-) All teachers and students (i.e. 100 %) believed on access of ICTs in ELT classroom at master level.
-) Most of the teachers and students believed that they are accessed to different ICTs as laptop, projector, email and mobiles in the classroom.
-) Most of the teachers and students believed on access of authentic ELT materials by the help of ICTs.
-) All the teachers and students said that they use different sorts of search engines including Google. It means uses of different search engines help to learn the English language.
-) Most of the teachers and students (i.e. 70% & 55% respectively) responded on increment of English language acquisition.
-) Majority of the teachers and students (i.e. 80% & 85% respectively) believed that there is lack of access to all useful ICTs in master level.

-) Allteacher and students (nearly 98%) believed that ICTs access to classroom teaching and learning is motivating one.
-) Most of the students (75%) believed ICTs as enhancing students' knowledge while half of the teachers (50%) strongly agreed for the statement.
-) Almost all teachers and studentsbelievedfor the use of ICTs for ELT teaching and learning.
-) Majority of teachers and students (100% and 85%) believed that they are permitted to use ICTs in classroom.
-) Similarly,all teachers and students(100%) assumed that they sometimes use ICTs to match teaching and learning ideas.
-) Both teachers and students (50% & 55%) normally use ICTs for searching ELT teaching and learning materials.
-) All teachers and students (100%) assumed that ICT integration in ELT classroom is helpful for both teaching and learning.
-) Majority of teachers and students (80%) assumed that the use of ICTs in teaching and learning is engaging rather than irritating.
-) Majority of teachers and students believed that ICTs assists to solve the immediate problems in teaching and learning.
-) Most of the teachers and students assumed that ICTs is helpful to be updated as well as to be autonomous respectively.
-) Majority of teachers and students (80% & 90%) believed that ICTs is used as supplementary material in teaching and learning.
-) Most of the teachers and students believed that use of ICTs in language learning helps to meet standard of global contents and develops to think globally and act locally.
-) Majority of teachers and students believed that using ICTs in English is very effective.

After analyzing the open-ended questions, it was found that most of the teachers and students believed that they are accessed to different sorts of ICTs inside and outside classroom. Similarly, most of the teachers and students opined that condition of access to ICTs at University is very poor. Majority of teachers and students also argued for high level of challenge for proper access of ICTs in ELT scenario. Likewise, most of the teachers and students supported ICTs as useful one for ELT teaching and learning as it helps them to teach and learn with full exploitation of innovative technologies. All teachers and students assumed that use of ICTs is effective one in ELT teaching and learning. They also believed ICTs to be useful for many purposes in order to improve the quality of teaching and learning. Almost all teachers and students responded positively by claiming that they are used to ICTs for various purposes and are benefitted by its uses.

5.2 Conclusion

Nowadays, every new technology has tended to lead to new perspective in language learning and due to the technological advancement, drastic changes are seen in language teaching and learning. Along with the emergences and rapid improvement of ICTs has gained popularity. Use of ICTs in language teaching and learning has also been the focus of current research. This study, therefore, is intended to explore the possible access and uses if ICTs in language teaching and learning.

Now, it is difficult to find out the person who does not use ICTs. It has become indispensable part of every teachers and students. They have started to use ICTs as it allows them to ease access and purposeful uses in teaching and learning. This study investigated access of ICTs in English language teaching by ELT teachers and students at master level and how they use ICTs as a language teaching and learning tool. The results suggested that though teachers and students have positive attitudes for ICTs access and uses but the condition of access to ICTs use at master level is poor and need to be concerned on this matter.

By analyzing and interpreting the data, it can be concluded that teachers and students have positive attitudes on ICTs access and uses in the sense that most of them agreed that ICTs as a useful tool for language teaching and learning. In the same way, they are also incorporating with different sorts of ICTs in order to develop teaching and learning of English language. For this, most of the teachers and students use online available journal, e-mail and internet, different search engines, internet browsers, YouTube videos, multimedia functions including sound recorder, camera, downloaded learning materials and so on. Thus, it can be claimed that ICTs can serve as a useful language teaching and learning tool if we utilize it properly for specific purposes.

5.3 Recommendations

Being based upon the major findings of the study, the following recommendations can be made.

5.3.1 Policy Related

On the basis of the findings of the study, the following policy related recommendations can be made so that the lack seen in the current practices of using ICTs as a tool of language teaching and learning can be minimized.

Adaptation of technology in education is not everything; proper implementation plays the vital role to sustain for long term educational development of the nation. Thus, the concerned authorities need to pay attention on formulating policy regarding the spaces of ICTs access and uses in language teaching and learning as well.

Primarily, special teaching and learning software and program designer should be hired to develop special language teaching and learning software.

Education planner, syllabus designer, material developers should take care about the modern ICTs access and uses in real contexts. So that teachers and students have the opportunity to access and use of ICTs for educational purposes.

Department of English Education at Tribhuvan University should make the ELT teachers aware about the importance of ICTs access and uses, and its ways of its utilization. Thus, they can exploit the benefits of ICTs.

Finally, the government as well as the school/college administration should provide sufficient access and maximum utilization of ICTs in teaching and learning activities to meet the specified goals.

5.3.2 Practice Related

On the basis of the findings of the research, the following practice related recommendation can be made so that use of ICTs as a useful language teaching and learning in ELT can better be promoted.

Just being familiar with technology is not enough for teachers and students to teach and learn language; instead, the students and teachers should voluntarily and enthusiastically get involved in accessing and using ICTs in their context.

Many teachers and students are not much familiar with all functions of ICTs so they should be informed about it. The thing whatever we use in itself is neither good nor bad but the way of using it makes the things good or bad. It means ICTs can be a useful tool if teachers and students are guided to use it for specific purposes.

Habit of sharing the ideas, information and learning materials using ICTs among teachers and students should be developed. Teachers as well as students should be encouraged to select the appropriate features and ways to learn specific aspects and skills of English language through ICTs access and use.

5.3.3 Further Research

Taking the delimitations of this study into consideration and keeping in mind, the following recommendations can be made in order to carry out further research.

The findings of this research cannot be generalizable to the whole population of the nation because it was conducted only in University Campus, Kirtipur. So, the research can be conducted in more than one university and with more participants.

If the researcher uses the other tool of data collection of survey research instead of questionnaire, the findings may be different from the current research.

Likewise, experimental research can be conducted on ICTs as a supplementary material.

References

- Acharya, C. P. (2013). *Use of ICT and web tools in English language teaching*. An unpublished M. Ed thesis, Tribhuvan University, Kathmandu.
- Adeya, N. (2002). ICTs and poverty: Literature review.
- Adhikari, M. (2010). *Beliefs of English teachers in using multimedia in their classes*. An unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu, Nepal.
- Anderson, J. (2010). *ICT transforming education: a regional guide*. Bangkok: UNESCO.
- Belland, J. (1998). Applications of research in educational technology. *In proceeding of 1998 conference on education technology and learning environment*, Taipei, Taiwan, 21-28.
- Blurton, C. (2002). ICTs defined. In *SlidePlayer*. Retrieved from <https://slideplayer.com/slide/4160014/>
- Burnip, L. (2006). ICT mediated study and teachers: Do they have access to the infrastructure? *Australasian Journal of Educational Technology*, 22. 10.14742/ajet.1291.
- Castells, M. (1996). *The information Age: Economic, Society and culture* (2nded.), UK: Blackwell publication.
- Chhabra, P. (2012). Use of E-learning tools in teaching English. *International Journal of computing & Business Research*. ISSN (online): 2229-6166.
- Dorup, J. (2004). Experience and attitudes towards information technology among students in Denmark: longitudinal questionnaire survey. *Journal of Internet Research*, 6(1). Retrieved March 10, 2008 from: www.jmir.org.

- Government of Nepal, (2007). *National Curriculum Framework*, 2007.
- Gosh, S. K. (2015). Information communication technology clicks to a new paradigm in English language learning. *NELTA conference proceeding*. P. 141-144
- Haydn, T. and Barton, R. (2006). Common needs and different agendas: How trainee teachers make progress in their ability to use ICT in subject teaching. Some lesson from UK, *Computers and Education*, 49, 1018-1036.
- Hennessy, S., Harrison, D. & Wamakote, L. (2010). Teachers Factors Influencing Classroom Use of ICT in Sub-Saharan Africa. *Itupale Online Journal of African Studies*, 2, p.39-54.
- Ibrahim, A. M. (2010). Information & Communication Technology in ELT. *Journal of language Teaching and Research*, 1(3), p. 211-214.
- Isiag, K.U. (2013). The positive effects of integrating ICT in foreign language Teaching, *5th International Conference proceeding, ICT for language teaching*. Gazy University. Turkey.
- Jhurree, V. (2005). *Technology Integration in Education in Developing Countries: Guidelines to policy Makers*. International Education Journal. Retrieved January 4, 2009 from www.ehlt.flinders.edu.au/education/jhurree/papers.pdf.
- Kerlinger, F. N. (1986). *Foundation of behavioral research (3rd ed)*. New York: Holt Rinehart and Winston.
- Khanal, L. N. (2008). *Attitudes of Higher Secondary Teachers toward the use of computer and internet*. An unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.

- Kozma, R. (2002). *ICT and Educational Reform in Developed and Developing Countries*. Retrieved January 5, 2009 from [www.intel.education/wsis/ICT Education Reform Economic Growth](http://www.intel.education/wsis/ICT%20Education%20Reform%20Economic%20Growth).
- Kozma, R. (2005). National policies that connect ICT-Based Education reform to Economic and Social Development. *Human Technology*. Retrieved January 7, 2009 from www.humantechnology.jyu.fi/html.
- Kulik, J.A. (1994). *Meta-analysis study of findings on computer-based instruction*. In E.L. Baker and H.F. O'Neil Technology Assessment in education and training, Hillsdale, NJ: Lawrence Erlbaum 13. Retrieved January 5, 2009 from www.cluteinstitute-onlineonlinejournals.com.htm.
- Kumar, R. (2005). *Research Methodology*. India: Pearson Education in South Asia.
- Jayanthi, N. S. & Kumar, R. V. (2016). Use of ICT in English language teaching and learning. *Journal of English Language and Literature*, 3 (2), 34- 38.
- Leeds, (2002). Information and Communication Technology (ICT) in schools. Retrieved on January 5, 2009 from <http://www.leeds.ac.uk/educol.htm>.
- Lam, Y., & Lawrence, G. (2009). Teacher Student role redefinition during a computer – based second language project: Are computer catalysts for empowering change? *Computer Assisted Language Learning*. 15 (3), p.295-315.
- Nepal, G. (2018). *Use of ICT in English language teaching at secondary level*. An unpublished M.Ed. thesis. Tribhuvan University, Kirtipur: Kathmandu.

- Rwanda Development Gateway (2009). *Importance of ICT in Education*. Retrieved September 2, 2009 from www.rwandagateway.org.
- Silvin and Kachala, J. (1998). *Report on the effectiveness of Technology in schools*. Software Publishers Association. Retrieved January 5, 2009 from www.cluteinstitute-onlineonlinejournals.com.htm.
- Srivastava, S. (2016). ICT implementation for education and learning. *Journal of Research & Method in Education*, 6(4), p. 40-44.
www.iosrjournals.org.
- Taylor, M.C. (2001). *The moment of complexity: Emerging Network Culture* Chicago: The University of Chicago Press.
- Ullah, M. (2015). Integrating ICT in Language Education: Teacher Education and Need Analysis. *NELTA conference proceeding*, p. 111-114.
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwjv7JDHgKHjAhUSi3AKHT9QA6QQFjAAegQIBBAB&url=https%3A%2F%2Fen.wikibooks.org%2Fwiki%2FICT_in_Education%2FThe_Promise_of_ICTs_in_Education&usg=AOvVaw1aYgZ4I1UVZE8fGVX0n8P6
- UNDP. (2003). Kenya Human Development Report: Participatory Governance for Human Development (UNDP). *Journal of Language Teaching and Research*, 1(3), 211-214.

APPENDIX-I

PARTICIPANT INFORMATION STATEMENT

1. What is this study about?

You are requested to involve in research entitled “Use of ICTs in English Language Teaching at Master Level” which aims to find out the access and use of ICTs in ELT scenario by M. Ed students.

You have been invited to participate in this study because I am interested in finding out the access and use of ICTs in language learning inside the classroom. Your responses will be helpful to know the uses and access of ICTs in language teaching and learning.

This participant Information Statement tells you about the research study. Knowing what involved help you decide if you want to take part in the research. Please read this sheet about the study. Participation in this research study is voluntary. So it is up to you whether you wish to take part or not.

You will be given a copy of this participant information statement to keep.

2. Who is carrying out the study?

The study is being carried out by Mr. Dipendra Singh, as the basis for the master degree of English Education at the Tribhuvan University, Central Department of Education, Kirtipur. This study will take place under the supervision of Mr. Bhim Prasad Wasti, Reader, Department of English Education.

3. What will the study involve for me?

The study involves completing a set of questionnaire containing both open ended and close ended questions form students.

4. How much of my time will the study take?

It will take you about 45 minutes to complete the questionnaire.

5. Are there any risks or costs associated with being in the study?

Aside from investing your time, there will not be any risks or costs associated with taking part in this study.

6. Are there any benefits associated with being in the study?

This study will help you to know the uses of ICTs by teachers and students for English language teaching and learning as well as to find out access to its uses. The findings of the study will be helpful to know whether ICTs uses are useful and accessible or not in language teaching and learning.

Participant consent form

Mr. BhimPrasad Wasti (Supervisor)
Reader, Department of English Education
Tribhuvan University, Kirtipur

“Use of ICTs in English Language Teaching at Master Level”

I..... [Name] agree to take part in this study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and risks/benefits involved.

- I. I have read the participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- II. I have got answers to any questions that I had about the study and I am happy with answers.
- III. I understand that being in this study is completely voluntary and I do not have to take part.

Department of English
Education T.U., Kirtipur,
Kathmandu

Gmail: singhdipendra2073@gmail.com

Name:

University:

Level:

Part-I

Put the tick () to the alternative, that best indicates your response

1. Do you use any ICTs for learning English language?
 - a. Yes
 - b. No
2. Which one do you think to be easier to operate?
 - a. Mobile gadget
 - b. Computer
 - c. Laptop
 - d. Projector
3. Do your teachers permit you to use ICTs in classroom?
 - a. Yes
 - b. No
4. Do you use any ICTs for matching teachers' teaching ideas?
 - a. Often
 - b. Sometimes
 - c. Never
5. Do you browse web for searching English language learning materials?
 - a. Often

- b. Sometimes
 - c. Never
6. What do you think about the use of ICTs for English language learning?
- a. It helps in English language learning process.
 - b. It doesn't play any role in English language learning.
7. Use of ICTs in English language learning is engaging rather than irritating.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
8. Use of ICTs solves immediate problems in teaching and learning.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
9. Learning through ICTs helps students to be autonomous learner.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
10. ICTs learning brings shift from what learning (content) to where (source) learning.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
11. How do you use ICTs in English language learning?

- a. As a part of curriculum
- b. As a supplementary material

12. Do your teachers encourage you to use any ICTs in and outside the classroom for English language learning?

- a. Yes
- b. No

13. ICTs learning help to meet the standard of global education so curriculum should address the use of ICTs.

- a. Agree
- b. Disagree
- c. Neutral
- d. Strongly agree
- e. Strongly disagree

14. My motivation has been enhanced by the use of ICTs in and outside the classroom.

- a. Agree
- b. Disagree
- c. Neutral
- d. Strongly agree
- e. Strongly disagree

15. Overall I believe using ICTs in learning English is very effective.

- a. Agree
- b. Disagree
- c. Neutral
- d. Strongly agree
- e. Strongly disagree

Part-II

Put the tick () to the alternative that best indicates your response.

1. Is ICTs accessible for you in your classroom?
 - a. Yes
 - b. No
2. What sorts of ICTs are accessible in your class?
 - a. Mobile gadget
 - b. E-mail
 - c. Internet
 - d. Projector
 - e. Weblog
3. My English language learning has been increased because of access to ICTs in classroom.
 - a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
4. My English language acquisition has increased because of my access to ICTs use at home.
 - a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
5. Are all useful ICTs accessible in your classroom?
 - a. Yes
 - b. No
6. I do have access to ICTs use at home and Class.
 - a. Yes

- b. No
7. Accessibility of ICTs motivate me for English language learning.
- a. Yes
 - b. No
8. Authentic ELT materials accessible on internet are really useful to develop English learning.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
9. Do you think access to ICTs develop student's language learning?
- a. Yes
 - b. No
10. ICTs accessibility to English language learning enhances student's knowledge.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
11. Which ICTs are accessed to you in English language classroom?
- a. Email
 - b. You tube
 - c. Weblogs
 - d. Email
 - e. Google

Part-III

Write the responses of following questions in your own words.

1. Do you think that ICTs can be useful for English language learning? Please give reasons for your answer.

.....
.....
.....
.....
.....
.....
.....

2. How can ICTs be effective for English language learning?

.....
.....
.....
.....
.....
.....
.....

3. For what purposes can ICTs be used for English language learning?

.....
.....
.....
.....
.....
.....
.....

4. What ICTs are accessed to you for learning English language?

.....
.....

.....
.....
.....
.....

5. How do the ELT teachers provide you the accessibility of ICTs for learning?

.....
.....
.....
.....
.....

6. How is the present status of the use of ICTs as language learning tool at master level?

)
)
)
)
)

7. What are the challenges of access to ICTs in ELT scenario?

Challenges

)
)
)
)
)

8. Are there any features of ICTs that are not used in classroom you would like to use in the process of English language learning? How?

.....
.....
.....
.....
.....
.....
.....
.....

Thank you

Appendix II

PARTICIPANT INFORMATION STATEMENT

1. What is this study about?

You are requested to involve in research entitled “Use of ICT in English Language Teaching at Master Level” which aims to find out the access and use of ICT in English language teaching by M.Ed teachers.

You have been invited to participate in this study because I am interested in finding out the access and use of ICTsin language learning inside the classroom. Your responses will be helpful to know the uses and accesses of ICT in language teaching and learning.

This participant Information Statement tells you about the research study. Knowing what involved help you decide if you want to take part in the research. Please read this sheet about the study. Participation in this research study is voluntary. So it is up to you whether you wish to take part or not.

You will be given a copy of this participant information statement to keep.

2. Who is carrying out the study?

The study is being carried out by Mr. Dipendra Singh, as the basis for the master degree of English Education at the Tribhuvan University, Central Department of Education, and Kirtipur. This study will take place under the supervision of Mr. Bhim Prasad Wasti, Reader, Department of English Education.

3 What will the study involve for me?

The study involves completing a set of questionnaire containing both open ended and close ended questions form teachers.

4 How much of my time will the study take?

It will take you about 45 minutes to complete the questionnaire.

5 Are there any risks or costs associated with being in the study?

Aside from investing your time, there will not be any risks or costs associated with taking part in this study.

6 Are there any benefits associated with being in the study?

This study will help you to know the uses of ICTs by teachers for English language teaching learning. The findings of the study will be helpful to know whether ICTs uses are useful and accessible or not in language teaching and learning.

Questionnaire for Teachers

Dear teachers,

This questionnaire has been prepared to complete a research work entitled “**Use of ICT in English Language Teaching at Master Level**”. The research is being carried out under the supervision of **Mr. Bhim Prasad Wasti, Reader, Department of English Education**. The researcher aims to find out the access and use of ICTs in English language teaching by M.Ed teachers. The honest information you provided will be kept highly confidential and will be used only for this research purpose.

Researcher

Dipendra Singh

Department of English
Education T.U., Kirtipur,
Kathmandu

Gmail: singhdipendra2073@gmail.com

Participant Consent Form

Mr. BhimPrasad Wasti (Supervisor)

Reader, Department of English Education

Tribhuvan University, Kirtipur

“Use of ICT in English Language Teaching at Master Level”

I..... [Name] agree to take part in this study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and risks/benefits involved.

- VII. I have read the participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- VIII. I have got answers to any questions that I had about the study and I am happy with answers.
- IX. I understand that being in this study is completely voluntary and I do not have to take part.
- X. I understand that I can withdraw from the study at any time before I submit my responses.
- XI. I understand that information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- XII. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

) Fill the questionnaire: Yes [] No []

Signature

Name.....

Date

Questionnaire for Teachers

Name:

Qualification:

University:

Teaching experiences:

Part-I

Put the tick () to the alternative, that best indicates your response

1. Do you use any of the ICTs while teaching?
 - a. Email
 - b. Projector
 - c. Laptop
 - d. Mobile gadget
2. Do you think that the use of ICTs helps students in English Learning?
 - a. Yes
 - b. No
3. Do you give permit to your students to use any ICTs in class?
 - a. Yes
 - b. No
4. Do you use ICTs for language teaching purpose?
 - a. Yes
 - b. No
5. Do you respond your students' email?
 - a. Yes
 - b. No
6. Should there be a ban to use ICTs inside the classroom?
 - a. Yes
 - b. No
7. Do you think ICTs enhancing the language learning process?
 - a. Yes
 - b. No

8. Do you know the functions of every ICTs uses more than?
- a. 90%
 - b. 50%
 - c. 10%
9. Do you consider ICTs can be used as a pedagogical tool in ELT classroom?
- a. Yes
 - b. No
10. Overall I believe using ICTs in learning language is very effective.
- a. Yes
 - b. No
11. What do you think about the ICTs integration in ELT classroom?
- a. It helps English language learning process.
 - b. It doesn't play any role in English language learning.
12. Use of ICTs in English language learning is engaging rather than irritating.
- f. Agree
 - g. Disagree
 - h. Neutral
 - i. Strongly agree
 - j. Strongly disagree
13. Use of ICTs solves immediate problems in teaching and learning
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
14. Use of ICTs makes teacher and student lazy in the classroom.
- a. Agree

- b. Disagree
- c. Neutral
- d. Strongly agree
- e. Strongly disagree

15. Use of ICTs is motivating compare to face to face teaching.

- a. Agree
- b. Disagree
- c. Neutral
- d. Strongly agree
- e. Strongly disagree

16. ICTs use helps teachers to be updated.

- a. Agree
- b. Disagree
- c. Neutral
- d. Strongly agree
- e. Strongly disagree

17. The use of ICTs as e-mail the assignment to their teaching by the students.

- a. Agree
- b. Disagree
- c. Neutral
- d. Strongly agree
- e. Strongly disagree

18. The use of ICTs makes easy access to the global contents and develop thinking globally and acting locally.

- a. Agree
- b. Disagree
- c. Strongly agree
- d. Neutral

- e. Strongly disagree
19. How do you use ICTs in English language teaching?
- a. As a part of curriculum
 - b. As a supplementary material
20. Overall I believe using ICTs in learning English is very effective.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree

Part-II

Write the responses of following questions in your own words.

1. Do you think that ICTs can be a useful tool for language learning?

Please give reasons for your answer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. How can the use of ICTs help to make the M. Ed English classroom effective for learning?

.....

.....

.....

.....

.....

.....
.....
.....

3. How can the use of ICTs motivate teachers towards their teaching and learning?

.....
.....
.....
.....
.....
.....
.....

4. What sorts of common ICTs do you use in ELT and for what purposes?

.....
.....
.....
.....
.....
.....
.....

5. What sorts of changes have ICTs brought up into your ELT teaching classroom?

.....
.....
.....
.....
.....

.....
.....

6. What are the benefits of using ICTs as language learning tool in the context of Nepal?

Advantages

)
)
)
)
)

7. What are the challenges of using ICTs as a language learning tool?

Challenges

)
)
)
)
)

8. Are there any features of ICTs that are not used in classroom you would like to use in the process of English language teaching? How?

.....
.....
.....
.....
.....
.....
.....

9. For what purposes can ICTs be used for English language teaching?

.....
.....
.....
.....
.....
.....
.....

10. What ICTs are accessed to you for English language teaching?

.....
.....
.....
.....
.....
.....

11. How can you get access of ICTs for teaching and learning?

.....
.....
.....
.....
.....
.....

12. How is the present status of the use of ICTs as language teaching tool at master level?

)
)

Thank you

