

**Teachers' Perceptions Towards the Use of ICT Tools in Basic Level EFL
Classrooms**

**A Thesis Submitted to the Department of English Education in Partial
Fulfillment for Master of Education in English**

**Submitted By
Shanta Sigdel**

**Tribhuvan University
Faculty of Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan
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2025**

**T.U. Reg.No: 9-2-289-110-2013
Fourth Sem. Examination
Roll No: 75240015**

**Date of
Proposal Approval: 2024-11-12
Thesis Submission: 2025-02-05**

Declaration

I hereby declare to the best of my knowledge that this thesis is original. No part of it was earlier submitted for the candidature of research degree to any university.

Date: 2025-02-02

Shanta Sigdel

Recommendation for Acceptance

This is to certify that Mrs. Shanta Sigdel has prepared this thesis entitled **“Teachers’ Perceptions Towards use of ICT tools at Basic Level EFL Classroom”** under my own guidance and supervision.

I recommend this thesis for acceptance.

Date: 2025-02-13

Padam Lal Bharati
(Supervisor)
Department of English Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following Research Guidance Committee.

Kedar Nath Baral

Assistant Campus Chief
Saptagandaki Multiple Campus
Bharatpur, Chitwan, Nepal

.....
Chairperson

Padam Lal Bharati

Assistant Professor
Department of English Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan

.....
Supervisor



Tek Chetry

Teaching Assistant
Department of English
University of Memphis
Tennessee, USA

.....
(Co-supervisor)

Date: 2025-03-11

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सप्तगण्डकी बहुमुखी क्याम्पस SAPTAGANDAKI MULTIPLE CAMPUS

Estd. 2045 B.S. (1988 A.D.)

(Affiliated to Tribhuvan University, Nepal)

Accredited by University Grants Commission Nepal, (2017 A.D.)

भरतपुर, चितवन, नेपाल

Bharatpur, Chitwan, Nepal

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Padam Lal Bharati

Member

Research Management Cell

Acknowledgements

I owe my deepest gratitude to the following people for their encouragement, inspiration, and guidance through this work.

I would like to express my sincere and heartily gratitude to my respected teacher and thesis supervisor, **Mr. Padam Lal Bharati**, Lecturer, Department of English Education and Head of Saptagandaki Multiple Campus, who provided me with all sorts of ideas for carrying out this research work from beginning to end.

Similarly, I am equally grateful to **Mr. Dharma Raj Ghimire**, Head of the Department of English Education at Saptagandaki Multiple Campus, Bharatpur, for his productive suggestions and encouragement.

Likewise, I would like to express my heartfelt gratitude to my external supervisor, **Dr. Prem Prasad Poudel**, for his invaluable guidance, support, and encouragement throughout this project. His expertise and insightful suggestions played a crucial role in shaping my work and helping me stay focused and motivated.

Moreover, I am also thankful to the members of the Department of English Education at Saptagandaki Multiple Campus, particularly Lecturer **Mr. Om Prakash Pokhrel** and **Mr. Dipak Adhikari**, for their continuous support and cooperation.

Shanta Sigdel

Abstract

The present research work entitled **Teachers' Perceptions Towards use of ICT tools at Basic Level EFL Classroom** has been carried out to find out the teachers' perceptions and challenges of the implementation of ICT in EFL classroom. To fulfill the objectives, I used survey research design to collect the data. A total of 60 teachers were taken as the population to collect data for the study. They were English Teachers from different community and institutional Schools of Bharatpur Metropolitan City. Questionnaire was the tools of data for the present study. After analysis and interpretation of data, it was found that ICT can play a vital role in EFL classroom. It was found that ICT was very helpful in teaching and learning activities. On the other hand, there were some challenges also, the limited time and tools, coupled with the poor internet connection as well as lack of ICT related knowledge, experience and training. It was also found that English teachers had faced many challenges while using ICTs in EFL classrooms. They reported that it was due to insufficient ICTs teaching materials such as computers, videotapes, multimedia projectors, multimedia presentation, and so on. The results show that the teachers have limited time to integrate ICT into their teaching. In conclusion, the teachers perceived that ICT can play the vital role in EFL classroom but there were some challenges while using them.

There are five chapters in all in this thesis. The background of the study, problem statement, objectives, research questions, significance, study delimitations, and operational definitions of key terminology are all included in the first chapter, which serves as an introduction. The second chapter covers the conceptual framework, research implications, theoretical and empirical literature reviews, and more. In a similar vein, the third chapter discusses the study's modified methodologies and processes for conducting the research. It covers the study's design and methodology, population, sample, and sampling strategy, as well as the study's area, data collection methods, and methods for data processing and interpretation. The results interpretation, discussion, and findings summary are included in the fourth chapter. The study's conclusion and consequences are presented in the fifth chapter, along with suggestions for additional research in the relevant domains. The thesis's fifth chapter contains the references and appendices.

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List of Symbols and Abbreviations

ELT	English Language teaching
ICT	English Language Teaching
M.Ed	Masters of Education
MoEs	Ministry of Education and Sports
OLE	Open Learning Exchange
T.U.	Tribhuvan University
UNESCO	United Nations Educational, Scientific and Cultural Organization

Chapter One

Introduction

This is the study on **Teachers' Perceptions Towards use of ICT Tools at Basic Level EFL Classroom** of the Bharatpur Metropolitan city, Chitwan. This introductory 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 definitions of the key terms respectively.

Background of the Study

English Language Teaching (ELT), also known as Teaching English as a Foreign Language (TEFL) or Teaching English to Speakers of others Language refers to the practice and profession of teaching the English language to non-native speakers. Today Information and Communication Technology (ICT) plays an important role in human life Information technology (IT), which offers information access via telecommunication, is referred to by the abbreviation ICT. Communication technologies form the majority of its foundation. It combines the Internet, audiovisual display, and computer/handheld system. The majority of industries, including education, agriculture, medicine, defense, e-governance, e-commerce, banking, and transportation, use information and communication technology. ICT is becoming increasingly important as a result of technological advancements, computer infrastructure, and the desire to automate and shorten cycle times.

Information and communication technologies are currently being used in education to assist students to learn more effectively by providing teachers with access to a wide range of new pedagogy. These technologies are also being used to enable teachers to do administrative tasks more efficiently (Flecknoe, 2002). Enhancing teaching and learning using ICT works best when students are taught ICT capability in discrete lessons, and when teachers of other subjects enable students to apply that ICT capability, using it to enhance learning in the subject.

According to the ICT in Education Master Plan 2011-2017; ICT has been introduced as a subject and as a tool for instruction in school education by the Government of Nepal, Ministry of Education (MOE), through National Curriculum Framework (NCF) (MOE, 2013). All necessary work leading up to the successful

implementation of ICT will be completed by improving broad learning outcomes. In the same context (MOE, 2016), the ICT in School Sector Development Plan (2016-2023) is under implementation by the year 2016; it sets direction and allocates resources for the development of Education. If ICT facilities are unavailable in ELT, the utilization and application can be difficult in schools.

Statement of the Problem

ICT is one of the main things of our life in the present world. Information and Communications Technology (ICT) can impact student learning when teachers are digitally literate and understand how to integrate it into curriculum. Schools interact, generate, distribute, save, and manage information using a wide range of ICT tools. ICT in education increases student engagement and retention of information: Students are more involved in their work when ICT is incorporated into lessons. We can observe how quickly technology is developing globally, guaranteeing its usage in classrooms everywhere. This is due to the fact that technology offers a variety of techniques to make teaching the same concepts more entertaining and pleasurable. That's why we can say present world of science and technologies.

There are main key problems/ challenges while implementing ICT for development likewise; sustainability and scale, lack of knowledge, face of change, funding, changing roles and norms etc.

The use of ICT is one of the growing trends of teaching and learning in the sector of education. The use of ICT is very popular in the present day. The new techniques and technology in EFL are moving towards success due to the rapid development of science and technology. During this decade the applications of technology in education have overcome the traditional methods of teaching. As an ICT enthusiast English as a foreign language (EFL) teacher and teacher educator, my experience informs me that teachers and pre-service teachers (PSTs) experience minimal use of technology in teaching and learning in teacher education courses. The issue of the integration of technological devices and tools based on ICT is one of the main concerns of education today. So, the study aimed to identify the perceptions of English teachers about the integration of ICT in the classroom and to identify the strategies and challenges used in the integration of ICT in the English classroom.

Furthermore, with the help of ICTs in education, several methods approach, and techniques have been implemented while teaching/learning the English language. ICT has been used as valuable and essential instructions tools for effective EFL classrooms. It helps teachers to transfer knowledge to the students easily and effectively. There are many arguments about the use of ICTs in teaching English. Due to the digital divide, some teachers feel difficulties while implementing ICT tools in EFL classrooms and some teachers argue that it is very useful to use ICT tools in teaching the English language. As we know ICTs provide new sources of knowledge and a new way of teaching which makes teaching and learning activities more interactive and learners are also interested to learn with ICTs. The perception of the teachers is different in implementing ICT in EFL classrooms. So, the demographic factor like age and qualification towards the use of ICT is used to find out the perception of this particular areas' school-level teachers towards the use of ICTs in teaching English is the main cause of this study. The problem stated in this research is whether the teachers, in our context, are familiar with the notion of integrating ICTs in learning, what is their understanding of the benefits and challenges behind the integration of ICTs in teaching and learning of English, and so on.

However, there are significantly different conditions in the context of Nepal and that of other countries where the use of ICTs in education is established. Even the government of Nepal has implemented some policies regarding the use of ICTs in its educational provisions, the practical scenario is totally different from its theoretical context. Due to the various challenges such as insufficient materials, untrained teachers, and lack of knowledge about ICT based technologies and motivations, enthusiasm, and the theory can't meet the practical aspects. This shows that it is a burning issue concerning a gap between theory and practice of ICTs use in EFL in this era of technology.

This study aimed to find out the ICT teacher's views on use ICT and its challenging in the government schools and institutional school of Bharatpur Metropolitan city. Moreover, the researcher will observe on teacher's views about using ICT and its opportunities as well as its challenging in the government school education. Similarly, the researcher made an effort to investigate the different sorts of ICTs usage in ELT at community and private schools. This is because the experience of using technologies in ELT addresses the gaps between theory and practices in both

schools. That is why the present study tries to address the real gaps of ICTs use at practical level at community and private school of Chitwan district.

Objective of the Study

The objectives of the study are as follows:

- To find out the English teachers' perceptions towards ICT in English as a Foreign Language teaching.
- To find out opportunity and challenges in integrating ICT in English as a foreign language teaching class.
- To suggest some pedagogical implications.

Research Questions

1. What is the perception of teachers towards the use of ICTs in EFL classrooms?
2. What sorts of different ICT tools are used in English classes by teachers?
3. How is ICT being effective in the EFL classrooms?

Significance of the Study

This study focuses on identifying how ICT tools facilitate in teaching process to enhance students understanding. The present work is most important to find out the teachers' perception towards using ICT in EFL classrooms who are concerned with educational activities. This research will be beneficial to the language teachers and students for using ICT tools for solving language-related problems in the classroom as well as outside the school. It will be beneficial to find out the challenges of integrating ICT in EFL classrooms and will be helping the curricular developers, material developers to make the curriculum and material related to ICT.

This study will be useful for the future researcher who wants to study in similar areas and also useful to all the stake holder who is, directly and indirectly, related to the field of EFL in general. The finding and recommendations of the study will be taken as suggestions to improve the quality of English language education in the community and institutional schools not only in Bharatpur Metropolitan city but also all over Nepal.

Moreover, it will be helpful to the teachers to get expertise in teaching and knowing about the tools and importance of ICTs. This study is supposed to play an important role to all those who are directly or indirectly involved in teaching and

learning activities, mainly teachers of English. Similarly, syllabus designers, curriculum developers will also be benefitted from this study because it will help to find out EFL teachers' concern in using ICT at different types of schools. Moreover, novice teachers will also be benefitted from this study as it helps in familiarizing them the use of ICTs tools for their professional development. In wider context, this study will be beneficial to all the teachers of developing countries for their career development using ICTs in their teaching and to those who want to conduct the research in similar field.

Delimitations of the Study

This study was limited to the following areas:

- This study was limited to the perception of English teachers towards the use of ICT.
- This study was limited to the 60 teachers from institutional and community schools of Bharatpur Metropolitan City, Chitwan.
- This study was delimited to the survey research design.
- Data were collected from the teachers who have the experience of using ICTs.

Operational Definition of the Key Terms

ICT: ICT stands for information and communications Technology. ICT can provide interactive and multimedia-rich learning environments that engage students and cater to different learning styles. It allows for simulations, virtual experiments, and real-time feedback, making learning more dynamic and effective

Perception: perception refers to the process by which individuals interpret and organize sensory information received from their environment.

Questionnaire: A questionnaire is a research instrument consisting of a series of questions designed to gather information from respondents.

Survey: A survey is a research method used to collect data from a specific group of people.

EFL: EFL stands for English as a Foreign Language. It refers to the teaching and learning of English by individuals who live in a non-English-speaking country where English is not the primary language of communications.

Hardware: hardware is the physical parts of the computer (input, process, storage and output devices).

Software: Software refers to a collection of instructions or programs that tell a computer or electronic device how to operate.

Chapter Two

Review of Related Literature and Conceptual Framework

This chapter deals with the review of theoretical literature, review of the empirical literature, implications of the review of the study, and conceptual framework of the study. Moreover, this chapter also reviews the previous studies which share similarities in various aspects and analyses the significance of the review for the present study. The researcher designs the framework of the study which leads him to the systematic arrangement and presentation of the actual research activities.

Review of Theoretical Literature

Review of the theoretical literature provides an insight to the researcher related to a number of aspects that have direct and indirect bearing in the research topic and makes every research authentic and valid. Review of the theoretical literature is the central and most important part in any research. Literature review is also important for clarifying the depth of the study. This study provides information of previous research and other related literature in the use of ICTs in ELT contexts. The main aim of reviewing the previous research and literature is to explore what has already been done and studied before. Literature review also helps in finding out the gap in the research area.

Overall, a well-conducted review of literature on teachers' perceptions towards ICT in EFL classrooms serves as a foundation for advancing knowledge, guiding future research endeavors, informing educational practices, and shaping policies related to ICT integration in language education. It provides a comprehensive overview that helps researchers and educators navigate the complexities of ICT adoption in educational settings.

Information and Communication Technology in Education

The ICT stand for Information Communication and Technology and is define as a “diverse set of technological tools and resource used to communicate to create, disseminate, store and manage information Blurton (1999). These technologies include computer the internet broadcasting technologies (radio and television) and telephone. These tools enable various forms of communication and information

management within educational contexts. Teaching process is a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attend pre-determined goal and objectives.

ICT is at the very heart of education process, consequently ICT use in education has a long history much has been written about the film, radio, telephone and television in education Cuban (1986) and De Korte (1967). Because access to digital tools application and network continues to grow worldwide and media are increasingly available in digital form, use of ICT in education is expected to increase dramatically.

Many teachers encountered the problem of perception when using ICT in the teaching and learning process in the classroom (Kurniawan, 2014). Ward, Gristein, and Keim (2015) describe perception as “the process of recognizing, organizing, and interpreting sensory information” (p. 73.) For those teachers with insufficient skills to use ICT in the classroom, it is important to provide them with special training on how to use ICT. Taiwo (2009) finds that the level and degree of technology usage further depend on the way teachers view the role of technology in the classroom and is “predicated upon what they feel technology can do in the teaching-learning process” (p. 75).

Based on the results of the research, Muslem, Yusuf, and Juliana (2018) have concluded that English teachers have positive perceptions of the implementation of ICT in the ELT classroom. ICT helps them obtain information easily and swiftly. They also think that ICT makes the class more interesting than discussion and teaching without using any tools. They all agree that technology is very useful as it can assist them in teaching English. They also conclude that Limited ICT tools and low Internet connection at schools are the dominant challenges. The teachers have to share the tools with other teachers and this wastes time to wait for their turn to use ICT. In his research, the demographic factors which include age, gender, educational degree, and years of teaching experience do not bring significant differences in their perceptions and challenges to using ICT. Teachers with different demographic factors still have the same perceptions on the use of ICT and face the same obstacles or challenges in its implementation in the ELT classrooms.

Regarding ICT, Janssen (2013) defines ICTs as those technologies which are used to operate broadcast media telecommunications, building surveillance systems, audio-visual and transmission systems, wired/ wireless networking and monitoring systems. ICT is accepted to mean all technology that combined, allow people and organizations to interact in the digital world. As Janssen(ibid) specially defined ICT as the merger of audio-visual, telephone and computer networks but gradually ICT is changing our industrial society to an information society (Voogt, 2009).

In a broader sense, ICT is defined as a diverse set of technologies tools and resources used to communicated and create disseminate, store and manage information. It helps people for ease access to information. Similarly, the use of ICT in the field of education provides more opportunities for both teachers and students to work better in the information age. It acts as a backbone to teaching and learning. Regarding this, Moursund, 2005 (as cited in Karna, 2018) states that ICT provides an opportunity of creating a lively environment in teaching and learning activities although it tends to be an additional burden on classroom management (p. 32). it involves an enthusiastic environment during teaching hours for both teachers and students though sometimes it is difficult to control or manage the classroom with more loads. In addition, he explained that a teacher can design a classroom with ICTs where students can communicate with their friends, parents and others so that learning becomes more interactive.

Meanwhile, Olelewe and Amaka (2011) argue that ICT embodies interest, challenge and educational inspiration which are keys to open, understand and become involved in this competitive and uncertain world. Teaching with ICTs can bring an interacting and exciting way of understanding to the contextual problem related to teaching and learning. It inspires and motivates both teachers and students to tackle the problems and provides scaffolds to learning about the uses of tools as a competition. However, Freedman (2001) opines.

The teaching through the use of technology is really appreciative in the way as it makes the learning easier but leads to complexity in comprehension as well. Undoubtedly, teachers with ICT, play an important role for schools to handle the challenges and to solve the problems more quickly during the teaching hours in the classroom contexts. Therefore, school should choose right persons who can work

greatly with both teaching and technology at right timing as well as can create understanding to the classroom environments. Though the teacher faces a lot of problems related to teaching and technology by remaining constant at the same time and place, they can manage their teaching to overall development of the pupils through the new way of teaching with ICT.

Moreover, World Youth Report (2003) defines that for a dynamic teacher with resources, ICT integrate a vast source of information and pedagogical implications as those technologies provide digital learning classrooms uniting them in different parts of the world. A teacher is fully assisted by ICTs to enhance his teaching strategies and overcome with the problems they meet in teaching periods. They can get a lot of information to contextual teaching and to imply those ICTs in real classrooms so that their teaching becomes a quality learning to students.

ICT in the context and Curriculum of Nepal

The computer was firstly introduced when the IBM 1410 model was brought in 1971 for processing the demographic statistics of the 1971 census (Chapagain, 2006). In the same year, the government of Nepal executed a first telecom project to modernize its telecommunication, including the establishment of the Electronic Data Processing Centre (National Computer Centre) in 1974 to promote computer awareness, literacy and application of information technology (Chapagain, *ibid*).

National Curriculum Framework for School Education (2005) mentions ICTs as a proven tool for educational transformation to be used in instructional activities in schools (MoE, 2005). The integration of ICTs has been constituted to meet the national education goal of public service and quality education.

In 1993, the introduction of Internet service emerged in Nepal (Shakya, 2007). After that, there was a rapid growth of wired and mobile phone users but still there was a lack of clear policy about ICT development and execution. Ultimately, in 2000, the Government of Nepal brought out the IT policy, 2000 (Nepal Telecommunication Authority, 2012 as cited in Karna, 2018, p. 11). As the use of ICT started to increase from this time and has grown rapidly to the present era. The growth has hiked with a support of government policy to ICT services. Similarly, ICT contexts favor in the educational activities to teachers and students by providing access to surf the internet

on their mobile devices as well as other technological devices so that learning becomes easier and more understandable.

Although the development and spread of ICT in educational practices is at a beginning stage in the context of Nepal compared to other developing and developed nations, technology use in the classrooms can be seen as rapidly increasing. Open Learning Exchange (OLE) Nepal is a social organization established in 2007 with the aim of increasing access to quality education through the integration of digital technology (OLE, 2017). In 2008, OLE Nepal and the Nepali government reached a deal to implement the One Laptop per Child initiative in the country's capital city (OLE, *ibid*). OLE Nepal began with two schools and has already expanded its ICT in education program to 225 schools across 34 districts, based on the idea that inexpensive computers provide an economical way to increase Nepali students' access to education (*ibid*). Meanwhile, with assistance from the Finnish Government's Fund for Local Cooperation, the Danish Government's Local Authority, and the United Nations World Food Program (WFP), the OLE has been collaborating with the Department of Education under the Government of Nepal. According to the OLE, it has produced 630 interactive learning modules, deployed 5300 computers, trained over 700 primary teachers on how to integrate technology into classroom teaching and learning activities, and benefited over 42,000 children from 225 schools. In each school where the project has been implemented, the organization has set up a digital library on servers and created a wealth of digital resources based on the curriculum. By creating and disseminating free and open digital educational materials, training educators on how to successfully incorporate ICT into the classroom, and conducting research and development on suitable technology, network infrastructure, and capacity building, the OLE has brought digital technology to both educators and learners. Among them, the OLE now runs numerous ICT development programs.

In addition, there are some other NGOs and INGOs, Local Government, Local Communities, Federal States and so on working to integrate ICT in school classrooms. However, UNESCO (2014) reported that only 24% high schools in Nepal are connected to electricity and that makes a difference in the use of ICTs in school education. The statistics shows that the learner to computer ratio is about 500 pupils per computer that is 500 to 1. However, the recent record of internet and mobile users in Nepal indicates that the accessibility of computer technology has rapidly increased

in the past few years. In the present context of Nepal almost 95% people have mobile on their hand and almost 80 % people are in the internet facility.

A policy as ICT in Education Master Plan (2013) in Nepal has identified the major infrastructures, such as availability of internet, skilled workforce, content development and system enhancement as fundamental components to be considered (MoE, 2013). It is observed that the government of Nepal considers on increasingly accessible to computers and the internet in schools for the scaling-up the use of ICTs in school education. Due to the realization of ICTs in education, the policy has been provisioned to equip students as well as teachers with new ways of teaching and learning. The School Sector Development Plan (2016) states that the use and access to ICTs in teaching learning process strengthens particularly in science, maths and English and so on along with enabling the availability of opportunities to engage with the rapid changing technologies. Furthermore, ICT Policy (2015) explicitly states that the Government of Nepal intends to develop private and other stakeholder's partnership in the quest for increased ICT literacy (MoIC, 2015). BY the development of the ICT policy for both primary and public schools promote and facilitate to improve the quality of the education, extra-activities and monitoring. The possibility of e-learning has grown due to the quick growth of ICTs and the expansion of school infrastructure. Additionally, the internet has made it possible for teachers to access the most recent material available online, which helps pupils learn.

ICT for Education

This includes various actions performed by pertinent authorities (educational sector stakeholders) in less developed nations to integrate ICT into their educational framework. In order to make ICT a tool for teaching and learning in any educational institution in a country, it is necessary to organize workshops, symposia, and seminars for teachers as well as to have expert discussions and brief the government on potential steps, procedures, and strategies.

Advantages and Disadvantages of ICT Tools for Education

Digital infrastructures like computers, laptops, desktops, data projectors, software, printers, scanners, interactive teaching boxes, online video conferencing platforms, and asynchronous platforms are examples of information communication

technology instruments. Kingsley (2017) states that the following are some of the issues and challenges associated with the usage of ICT in the educational system.

It Enhances the Teacher(s) Productivity in the Classroom: In developing nations, education is still conducted in a routine manner utilizing chalkboards. By utilizing the several ICT resources at his disposal, the classroom instructor or teachers can improve their performance with the aid of ICT. But in the modern era, a teacher's effectiveness is evaluated not just by the academic success of their students but also by how well they employ resources, which is facilitated by ICT.

It Arouses the Interest of the Learner(s) in the Learning/Teaching

Process: In less developed nations, students are still exposed to the most audio-visual and quasi-academic teaching methods, where teachers utilize spoken language and chalk to write or draw, and students are not very keen to follow along. Improved performance in the country's short- and long-term educational systems relative to other countries would pique learners' attention through the usage of ICT audio-visual materials. ICT will assist them in fostering a high and good retention process because it is widely accepted that learners are inspired by what they observe. ICT resources including computers, projects, televisions, radios, and internet-connected gadgets help students achieve better.

School Administrators: Through a learner-based approach to school management, school administrators will be able to efficiently schedule schoolwork in a variety of ways that would make teaching and learning more yielding. Small-scale workshops, symposia, and seminars held at the school could help teachers prioritize the interests of their students.

Hindrance Face in the Use of Information Communication Technology:

The use of ICT in teaching and learning is a complex process and one may encounter several difficulties. The teacher and students face many problems like lack of supervision and implementation projects, insufficient funds, political instability. According to Kingsley (2017), the hindrance face in the use of information communication technology in the educational system includes the following.

The Non-Cooperative Attitude of Teachers: Teachers' lack of cooperation is a common problem for the educational system in less developed nations. In less

developed nations, teachers' lack of cooperation is evident in their refusal to use and adopt ICT resources in the teaching and learning process, even when they are available in the classroom, to meet the educational needs of the students. Over time, this situation has made it more difficult for learners to benefit from ICT.

Lack of Supervision and Implementation of ICT Projects: In order to guarantee that ICT is integrated into the educational system in these third-world nations, relevant government or ministry of education organizations frequently exhibit indifference in the process of monitoring ICT facilities in the majority of educational institutions. Over time, some ICT resources and technology in the majority of educational institutions have become useless due to a lack of oversight. Because of the aforementioned, ICT has frequently failed to achieve significant success in third-world nations.

Insufficient Finance: For every endeavor or commitment that is of utmost importance, finance is frequently seen as the driving force. Over time, the adoption of ICT into third-world countries' educational systems has been hampered by financial constraints, specifically poor budgetary availability. Insufficient funding prevents ICT from being used as an innovative tool in third-world countries' educational systems to produce the desired result or results. Lack of funding has made it impossible to purchase ICT-related equipment like computers, projectors, and smart boards, which frequently prevents ICT from fulfilling its mission to advance national development.

Inadequate Knowledge of the Teacher(s) on How to Manage ICT Equipment: The majority of teachers in the third world lack the necessary abilities to use ICT resources for efficient instruction and learning. The primary cause of this is the dearth of in-service training for teachers, which leads to a low level of ICT use and fulfillment as a teaching and learning tool.

Political Instability: Third-world countries' use of ICT in education is suffering greatly as a result of frequent changes in government. This is frequently due to the fact that new policies are introduced when a new administration takes office, frequently without taking into account the policies of its predecessors. This may have some influence on the adoption of ICT-related devices or facilities for educational institutions. Political instability frequently results in the government being perceived as insensitive when it comes to implementing the stated ICT initiative. Last but not

least, incorporating ICT into the classroom appears to be essential. However, the time and money invested in ICT would be wasted if teachers are unable to effectively utilize its instruments.

ICT Tools Used in Education

Digital infrastructures like computers, laptops, desktops, data projectors, software, printers, scanners, and interactive teaching boxes are examples of information communication technology equipment. There are numerous ICT tools, some of which will be thoroughly discussed in this thesis. ICT is being used as a tool to enhance people's quality of life these days. In recent years, its use has grown in this manner. The value of ICT in the teaching-learning process has already been recognized by various language schools throughout the world. But when it comes to developing, managing, and distributing information, ICT is crucial. According to Alkamel and Chouthaiwale (2018), there are two categories of ICT tools: web-based and non-web-based learning tools.

Non-Web Based Learning: Non-web-based learning is also called offline learning. It is the ability to access learning materials using different electronic devices without requiring an internet connection. Some of the non-web-based learning are described in the succeeding section.

Radio and Television: Television and radio are helpful resources for language learning. Both tools provide inexpensive access to extensive programs. Current events shows' immediacy guarantees that learners are exposed to the language in a way that is current and rooted in native speakers' everyday lives. Teachers can use radio to force pupils to listen to lectures given by distinguished and excellent speakers. Since TV appeals to both the sight and the hearing, it is the other significant technology tool that language instructors use. TV achieves a higher level of realism, is dynamic, and offers a complete audio-visual simulation. TV provides both facial and linguistic emotion.

Films: The most effective tool in the hands of a clever and resourceful educator is a film. Movies engage students, pique their curiosity, and help them remember the lessons they have studied. Movies are a profitable way to present background knowledge, action skills, and data. Primary school pupils become curious

about how the speech organs work and how to pronounce words correctly. Higher level students are familiar with both recently published and classical plays and novels that have been adapted for the big screen.

Language Lab: One of the newest technology teaching tools is the language lab. The language lab offers a variety of features, such as the ability for students to record their voices, speak, and listen to audio recordings and comprehend the various accents employed. Listening to the standardized materials could help the pupils improve their pronunciation. The language lab enhances the English language learning process and is only focused on results. These days, lab materials also incorporate films, flash-based games, and the internet in addition to audio. Compared to a regular classroom, a language lab fosters a more relaxed environment.

Overhead Projectors: An excellent substitute for chalk and talk is the projector, a traditional educational tool. Although the OHP takes time because the contents are prepared beforehand, this type of multimedia guarantees excellent education. It is a crucial visual assistant for providing the huge class with context. By painting it on the blackboard, OHPs save teachers time and effort while enabling them to use diagrams and graphics. More complex materials can be used in any classroom by utilizing OHPs, which are user-friendly, adaptable, and simple for students to take notes on.

Web-Based Learning: One of the fields with the quickest rate of development is web-based learning, also known as technology-based learning, remote learning, online education, or e-learning. Because web-based learning incorporates online course content, it is frequently referred to as online learning or eLearning. The web enables live lectures (video streaming), video conferencing, and email-based discussion forums (Wasim et al., 2014). Thousands of web-based English language courses provide instruction in a range of fundamental language abilities, including speaking, writing, reading, and learning, and are interactive in many ways. The following are a few popular technologies that can be used to advance education:

YouTube: Authentic video content that can be utilized in the classroom can be found and shared on YouTube. YouTube is a website that allows users to create, share, and watch videos in MPEG-4 format.

E-mail: The students can correspond with native speakers of the target language using e mail by creating a personal email account (g-mail, yahoo, Hotmail, etc.) which is free. The students can mail their homework to the teachers concerned and get it corrected in turn. The teacher can also provide revisions, feedback, suggestions for the betterment of every work and send them back.

Blogs: A blog is a personal or professional journal frequently updated for community consumption. The blogs enable uploading and linking the files which is very much suited to serve as online personal journals for students. Pinkman (2005) indicates blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers' posts, and as writers-readers who, returning to their posts, react to criticism of their posts. The readers in turn can comment on what they read, although blogs can be placed in secured environments as well.

Skype: Every internet service has technological tools like laptops with cameras and audio features. Students were able to connect with their distant peers and teachers. Similarly, they might converse with native speakers and have their pronunciation examined to enhance their speaking abilities.

Mobile Phone: Students can expand their vocabulary by using the dictionary feature on their phones to look up new terms. They could check how the word they were looking for was spelled, pronounced, and used. Additionally, learners can ask their teachers questions and get their doubts answered by using the Short Message Service (SMS).

iPods: Multimedia devices like as iPods let users to create, share, and transmit text, images, audio, and video scripts as needed. Students can read and respond to text messages sent by their teachers. Additionally, the students have the option to record and listen to their speeches, poetry, short stories, news, and more. As a result, iPods allow English language learners to enhance their writing, grammar, vocabulary, pronunciation, and listening skills.

Synchronous Learning: Real-time learning is referred to as synchronous learning. A learning experience that involves multiple individuals learning simultaneously is referred to as synchronous learning. This implies that at a given

moment, in a given virtual location, using a particular online medium, you, your students, and your instructor engage. Live webcasting, online chat, instant messaging, audio/video conferencing, etc.

Asynchronous Learning: Asynchronous learning involves the facilitator preparing the course materials ahead of time. When the student wants to study the course materials is up to him. Email, computer-based training, web-based training, and DVDs are a few examples.

Use of ICT in EFL Classrooms

Any communication equipment, including radios, televisions, cell phones, computers, network hardware, satellite systems, and so on, as well as the different services and appliances that go along with them, including video conferencing and distance learning, are all included under the general category of information and communication technology (ICT). Information and communication technology (ICT) has been touted as potentially powerful enabling tools for educational change and reform. A more pertinent role of information and communication technology (ICT) is transmitting, transferring, inculcating desirable goals and values through education that cannot be overemphasized in any society. In an educational system, ICT is a driving force in the process of transferring worthwhile goals from a teacher to expected learners that would make them useful to themselves and the society at large. ICT is an innovation that is yet to be properly unraveled in the educational system of third world countries/least developed countries (Kingsley, 2017). It indicates that ICTs have been integrated as potentially powerful information handling tools for educational change and improvement in the education system.

Students benefit from constructive learning as well as participatory teaching and learning through the usage of various digital tools and equipment. It encourages learning and interaction between students and teachers. According to Sabiri (2020), ICT integration alters conventional teaching and learning methods. It encourages educators and students to adjust technology and change instructional materials and methods to suit current demands. Learners will be able to meet learning objectives if ICT is linked with a variety of teaching and learning strategies, particularly constructive ones. In order to reap the benefits of technology in teaching and learning,

future academics must investigate the obstacles to ICT integration and identify workable solutions.

In this context, Singh (2019) suggests that the use of ICT is a burning need of the hour and is manifestly desired by teachers too. However, still, the concepts, perspectives, attitudes, orientations are severely lacking. Despite being interested in teaching using technology, teachers even in sophisticated cities like Kathmandu are still lagging in using ICT. Similarly, strategies are lacking. The cause of these all is the lack of a techno-friendly environment and policy must shift towards provoking ICT-based curriculum so that academic institutions will be encouraged to bring into practice the ICT-based classes to develop language aspects and skills.

Based on Silviyanti and Yusuf (2015), it has revealed that the teacher users are motivated to use ICT in language learning despite facing some problems when implementing technology in classroom activities (technical problems and cost), however, they did not inhibit their implementation. Thus, the non-user teachers believe that implementing ICT needed much effort. They also find themselves not capable of doing it since they need more support and training. Even though they believe that ICTs offer positive outcomes in the teaching and learning process, such barriers as cost and insufficient knowledge or skill prevented them from using them.

ICTs are information-handling tools, a varied set of goods, applications, and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television, and telephone, and the 'new' ICTs of 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 (Nicol & Webber, 1986). This study illustrates those different types of ICTs tools, which include radio, television, mobile phones as well as latest digital technologies are potentially powerful enabling tools for educational change and reform in society.

In conclusion, many researchers have conducted their research on the respected field of teachers' perceptions towards ICT. Different research work of the researchers, books, articles and other relevant studies concerned with teachers' perception towards ICT have been reviewed in this part which boost to take adequate

feedback and broaden the information about the concerned subject matter. ICT supports language learners change their way of learning with the help of pedagogical equipment within an interactive environment. It can be used in educational tools for different purposes and facilitate interaction between instructor and teachers. But I found there is a gap between institutional schools' and community schools' uses of ICTs in the classroom by the teachers. However, the affordability to ICTs come up with different challenges. But both community and private schools should realize the importance of ICTs in education and try to afford the ICT use in practical.

Review of Empirical Literature

Some researchers have carried out their research in teachers' perception towards information and communication technology areas:

Ibrahim (2010) has investigated a study entitled “Information and Communication Technology in ELT.” This study aimed to obtain a better benefit from the potentials of ICTs like computers; to exploit it in general and English language teaching/learning in particular according to the conditions and needs in African education.

Adhikari (2011) carried out research on "Believes of English Teacher's in using Multimedia in their class." She concluded that the research study has found 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 is used set of close ended and open ended questionnaire as the tools to elicit the data from the sample population to meet the objective of the study.

Likewise, Chhabra (2012) has presented the research entitled “Use of e-Learning Tools in Teaching English.” The major objective of this study was to discuss the availability of various tools of ICT and their practical uses in the past and contemporary education environment. This study stressed the need to make English language lessons easy and enjoyable through innovative ELT methods instead of lecturing and rote learning. The researcher tried to engage both teachers and students far from the traditional classroom with the technological environment by using ICTs as Email, Internet, YouTube, Skype, and so on. This paper has concluded on the changing teaching and learning perspectives by using different ICT tools in the

present than in the past for making productive, creative, and constructive language learners.

On the other side, Thapaliya (2014) has conducted research entitled “English Teachers' Perception and Practices of the ICT in Kathmandu District, Nepal.” He aimed to discover the kinds of ICTs they used in the classroom. He prepared a set of questionnaires for his study. He selected 47 secondary-level English language teachers to collect data. He concluded his research work by stating that English teachers hold positive attitudes in the sense that he focused on the perception and practice of the use of ICT tools. Likewise, in this research, the researcher examines the perception of community and institutional teachers based on perception challenges and demographic factors.

Moreover, Khadka (2018) carried out a dissertation on “Effectiveness of ICT Tools in Teaching Language Skills.” The main aim of the study was to find out the effectiveness of ICT in enhancing language skills in tenth-grade students. She has selected only one school and thirty-three students along with some limited ICT tools like computers, laptops, projectors, etc. The students were divided into two groups i.e., controlled and experimental groups, and then conducted Pre-test and Post-test with the means of communication technologies. This researcher has found that there is an effect of using ICTs in teaching language skills.

Likewise, Acharya (2014) conducted a research work on “Use of ICT/Web Tools in ELT in Nepal” to find out what sort of ICT tools are used and to what extent the tools are used by the English language teachers at institutional secondary and higher secondary schools of Kathmandu valley. In this work, he concluded that ICT usage, understood as information handling has many positive impacts on teaching-learning activities: i.e. almost all the teachers considered that ICT usage has a positive impact during the English language lesson.

In the same way, Silviyanti and Yusuf (2015) have revealed that the teacher users are motivated to use ICT in language learning despite facing some problems when implementing technology in the classroom activities (technical problems and cost), however, they did not inhibit their implementation. Thus, the non-user teachers believe that implementing ICT needed much effort. They also find themselves not capable of doing it since they need more support and training. Even though they

believe that ICTs offer positive outcomes in the teaching and learning process, such barriers as cost and insufficient knowledge or skill prevented them from using them.

On the other hand, Ratheeswari (2018) has concluded that ICT is important for teacher trainers and policymakers to understand the factors affecting the effectiveness and cost-effectiveness of different approaches to ICT use in teacher training so training strategies can be appropriately explored to make such changes viable to all. So, if the use of ICT in teaching training programs by the Institute of conducting teaching training programs, our teaching-learning process will be too smooth and able to understand for every type of student of our country. Finally, more attention should be paid to the specific roles of ICT in offering multimedia simulations of good teaching practices, delivering individualized training courses, helping overcome teachers' isolation, connecting individual teachers to a larger teaching community continuously, and promoting teacher to teacher collaboration. Intended outcomes, as well as unintended results of using ICT for teacher professional development, need to be explored.

Furthermore, it was found that ICT tools help to make the teaching and learning process easier and more effective, this research is an attempt to further understand the teachers' perceptions and challenges on the use of ICT in their classrooms. The findings of this study can be further used to provide concrete solutions to its obstacles in implementing ICT tools in the EFL classroom.

Implications of the Review for the Study

The main purpose of the literature reviews it helpful to find out what information already exists in our field of research, identify gaps in the literature, find other people's work in our field, identify major seminal works, identify main methodologies and research techniques, identify main ideas, conclusions and theories and establish similarities and differences, provide context for our research and show the relationship between previous studies or theories so literature review is the most important for any research.

In the process of reviewing theoretical literature, the researcher has gone through different books, articles and journals. Similarly, the researcher has serious review was made on empirical literature which is very similar to this study. After

reviewing the literature, the researcher has found some implications for the completion of the study.

Acharya (2014) reviewed a research work on “Use of ICT/Web Tools in ELT in Nepal” to find out what sort of ICT tools are used and to what extent the tools are used by the English language teachers at institutional secondary and higher secondary schools of Kathmandu valley. In this work, he concluded that ICT usage, understood as information handling has many positive impacts on teaching-learning activities: i.e. almost all the teachers considered that ICT usage has a positive impact during the English language lesson. The researcher concluded his findings by giving positive impacts of ICTs in teaching learning activities.

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, the researcher has reviewed Adhikari (2011) which helped to form the methodology of the study.

A literature review has several implications which are as follows:

- It provided a theoretical background of the study.
- This thesis has helped to build a good rapport with target schools and their members which has created a friendly environment for collecting valid and reliable data in a short period.
- The research has played a significant role to get valuable responses and information about the use of ICT in EFL classrooms.
- This research has supported in finding the perception and challenges towards ICT in EFL classrooms.

Conceptual Framework

Teachers' perception is concluded based on literatures regarding teachers' perception, challenges, usefulness of ICT tools. According to the model, competency is divided into two components – perceptions and challenges. This study has been carried out to find the teachers' perceptions and challenges. In this research the usefulness variable defines the usefulness of ICT in the EFL classroom, the use of ICT tools variable defines the use and integration of ICT tools in the EFL classroom,

and the challenges variable finds the teachers' challenges while integrating the ICT in EFL classroom. This research helps to be examined whether the Teacher Perception Of using ICT in the EFL classroom is favorable or unfavorable, or motivated or not motivated, towards the usage of the most modern technology in the field of education. Based on that negative and positive perception is carried out. So, this study is based on a conceptual framework (figure 1). The whole study will proceed within this given framework. It is developed after the literature review as discuss above.

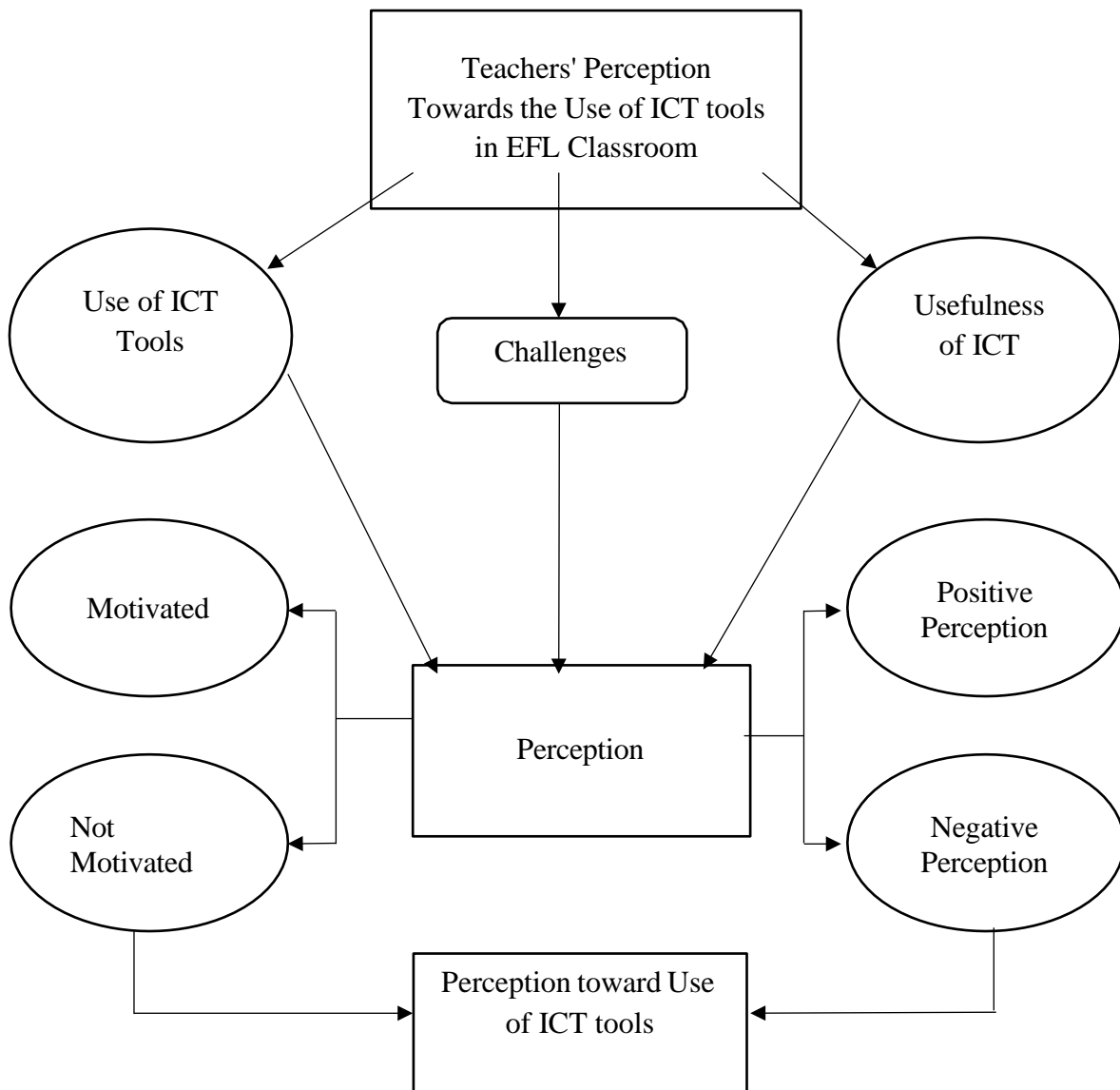


Figure 1

Conceptual Framework

Chapter Three

Methods and Procedures of the Study

Methods or procedures are the subject of this chapter. The researcher described the study's design and methodology, population, sample, and sample strategy, study regions and fields, data collection methods and instruments, data collection sources, data analysis methods, and ethical considerations under this topic.

Design and Method of the study

One of the commonly used research designs is survey research design. As research designs are chosen according to the nature of research. I will apply this design to measure the overall knowledge over the topics. To be specific, this design is appropriate to meet the determined objectives of this research study, I will select a sample of respondents from population and have administered standardized questionnaire to them.

Leading scholar in the field of research study, *Best and Khan (2009, p.17)* state, "research study is the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, or theories resulting in predictions and possibly ultimate control of events." Research is defined as an impartial, methodical investigation that generates theories and principles regarding the facts that are currently known. As a result, research is a methodical strategy of study. Obtaining comprehensive information on the investigation is beneficial.

This study could be easily conducted through the survey design following quantitative research design by using the questionnaire as a research tool but that would not be more reliable and valid. The original view of real situation and reason could be missed. The researcher has chosen interpretative qualitative study design as focus to explore the use of ICTs in EFL classrooms in the community and institutional school of Chitwan district. The word "interpretative study" is used interchangeably with "qualitative study." According to Bevir and Kedar (2008), the phrase refers to the specific linguistic, historical, and values viewpoints. It is founded on the study of languages, historical data, and the customs and values of the specific settings. It is

also unique in how it approaches concept development, data analysis, research design, and assessment standards.

Likewise, interpretative methodologies encompass an experience near orientations that sees human action as meaningful and historically contingent (Bevir & Kedar, 2008).

Population, Sample and sampling Strategy

Some in-service teacher of twelve governmental and institutional school of Bharatpur metropolitan city was the study population. Sample for this study was 60 English teacher from 8 Basic level of government schools and 4 institutional school of Bharatpur. The sampled teacher was selected using simple-random sampling method. The researcher choosed this method because it could serve the purpose easily.

Table 1

Names of the schools

S.N.	Name of the school	Address
1.	Bhadra Kumari Basic School	Bharatpur-5, Chitwan
2.	Shree Rastiya Secondary School	Torikhet, Chitwan
3.	Kailashnagar Secondary School	Kailashnagar, Chitwan
4.	Prembasti Secondary School	Prembasti, Chitwan
5.	Bishow Prakash Secondary School	Mangalpur, Chitwan
6.	Gautam Basic School	Fulbari, Chitwan
7.	Shreepur Secondary School	Fulbari, Chitwan
8.	Gramodaya English school	Rambag, Chitwan
9.	Orbit Unique English School	Bikash Chock, Chitwan
10.	Usha English Boarding School	Mangalpur, Chitwan
11.	Small Heaven Boarding School	Kalyanpur, Chitwan
12.	Arunodaya Secondary School	Gitanagar Chitwan

Data Collection Tools and Techniques

To accomplish this research, the major tools for data collection was a set of questionnaires consisted of multiple-choice items using tick marks "Agree, Disagree or Neutral" type. It was the main tool to elicit the required data for this research work. There were altogether 25 questions included in the research. The researcher used both

primary sources of data and secondary sources of data for the ICT related questions. Primary sources of data were English teachers who have been teaching English and the secondary sources of data that the researcher has used from some previous thesis, ELT views, some articles about perceptions of teachers in towards using ICT, and sources of the internet. However, primary sources are the basis for the collection of my data. The teachers of the institutional and community school of Bharatpur Metropolitan were the respondents for the study.

Data Collection Procedures

In order to gather the necessary primary data for the study, I used the following sequential methodological steps:

1. To begin, the researcher drafted a list of questions that would be posed to the instructors.
2. The researcher next visited the chosen schools and requested authorization from the relevant authorities to speak with the teachers at the basic level.
3. The researcher establishes a rapport with the concerned educators and explains the study's goals and methodology.
4. The researcher gave them a questionnaire to answer.
5. The researcher gave them a confident assurance regarding ethics.
6. Finally, the researcher thanked everyone for their gracious cooperation.

Data Analysis and Interpretation Procedure

The gathered information was methodically examined, processed, and descriptively displayed through data classification and tabulation. The data collected via a study questionnaire was examined and interpreted by the researcher (refer to Appendix A). Tables and a list were used to display the gathered data. Using basic statistical techniques like often count and table, the data was analyzed and interpreted both quantitatively and descriptively. Based on the requirements, a study conclusion was then reached.

Chapter Four

Analysis and Interpretation of Result

This chapter contains the analysis of experience of the participant ELT teachers who teach EFL classroom are using ICT tools in teaching learning activities. The main purpose of this research will to investigate “**Teachers’ perceptions Towards use of ICT tools at Basic Level EFL Classroom,**” and find out its relevance. The researcher especially focuses on the strengths and challenges while using ICT. For this survey research I will follow quantitative research, the collected data will analyze quantitatively under 2 heading and 25 different sub-heading developed based on questionnaire method. I will develop some model of questionnaire to collect exact information for the related topic.

Analysis of Data and Interpretation of the Results

The purpose of this research was to investigate " Teachers’ Perceptions Towards use of ICT tools at Basic Level EFL Classroom,” and find out its relevance. Since it was survey research under quantitative research, the collected data were analyzed quantitatively under 25 different sub-headings developed based on the questionnaire using excel.

Sample Respondent's Response

Table 2

Sample of Collected School

S.N	Name of the school	Availability	Use of the ICTs	Public or private school
1.	Bhadra Kumari Basic School	Yes	Yes	Public
2.	Shree Rastiya Secondary School	Yes	Yes	Public
3.	Kailashnagar Secondary School	Yes	Yes	Public
4.	Prembasti Secondary School	Yes	Yes	Public
5.	Bishow Prakash Secondary School	Yes	Yes	Public
6.	Gautam Basic School	Yes	Yes	Public
7.	Shreepur Secondary School	Yes	Yes	Public
8.	Gramodaya English school	Yes	Yes	Private
9.	Orbit Unique English School	Yes	Yes	Private
10.	Usha English Boarding School	Yes	Yes	Private
11.	Small Heaven Boarding School	Yes	Yes	Private
12.	Arunodaya Secondary School	Yes	Yes	Public

The survey highlights both the **strengths** and **challenges** of integrating ICT into education, particularly for teaching English. While many teachers recognize the benefits of ICT, issues such as accessibility, proficiency gaps, and time constraints remain significant barriers. So, researcher made 15 questions related with strengths and 10 questions related with challenges and particularly make two main table then break down them into different tables with related topics.

Usefulness of ICT in Teaching

Teachers strongly believe that ICT is a game-changer in English teaching. Most agree that ICT tools are not just useful but even more effective than traditional books. Many see them as advanced instructional tools, and a majority feel they are essential for teaching English. While a few are neutral, almost no one disagrees. Overall, ICT is widely embraced as a powerful teaching aid.

Table 3

Usefulness of ICT in Teaching

S.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	ICT tools are more useful in teaching.	85.00%	15.00%	0.00%	0.00%	0.00%
3	ICTs are highly needed for teachers in teaching English.	76.67%	13.33%	6.67%	3.33%	0.00%
4	ICTs can be used as advanced instructional tools in teaching English.	61.67%	23.33%	15.00%	0.00%	0.00%
8	ICTs are more effective for teaching and learning than books and other printed materials.	81.67%	18.33%	0.00%	0.00%	0.00%
15	I found ICT is most effective to teach English.	58.33%	33.33%	8.33%	0.00%	0.00%

The majority of respondents strongly agree that ICT tools are essential in teaching, particularly in English instruction. ICT is seen as an advanced instructional tool, often preferred over traditional printed materials.

ICT's Role in Teacher Development

This survey looks at how English teachers use and perceive ICT (Information and Communication Technology) in their teaching. Most teachers (80%) strongly agree that ICT helps improve their knowledge and skills. A majority (57%) also believe ICT can be used effectively to manage teaching materials, though some (8%) disagree. Many (80%) actively use ICT in their teaching.

Table 4

ICT's Role in Teacher Development

S.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	ICTs increase my knowledge and skills as an English teacher.	80.00%	11.67%	8.33%	0.00%	0.00%
6	ICTs can be used to effectively manipulate instructional contents and materials.	56.67%	16.67%	18.33%	8.33%	0.00%
12	I use ICTs for teaching.	80.00%	11.67%	8.33%	0.00%	0.00%
14	I participated in ICT-related workshops and training sessions.	48.33%	18.33%	11.67%	21.67%	0.00%

A high percentage of teachers use ICT for teaching and believe it helps in skill development. However, participation in ICT training and workshops is lower, indicating a need for more professional development opportunities.

ICT as a Collaborative & Curriculum Tool

Teachers strongly believe that ICT helps students and teachers collaborate better, with nearly 87% fully agreeing and no disagreement at all. However, opinions are more divided when it comes to using ICT as actual curriculum material—while most support it, about 26% are unsure or disagree. This suggests that while ICT is widely valued for communication and teamwork, its role in structured learning materials is still up for debate.

Table 5

ICT as a Collaborative & Curriculum Tool

S.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	ICTs can be used as curriculum materials at school.	31.67%	33.33%	8.33%	18.33%	8.33%
13	ICT facilitates collaboration among students and teachers.	86.67%	13.33%	0.00%	0.00%	0.00%

ICT is recognized as a collaborative tool for students and teachers. However, there is mixed agreement on its integration into the school curriculum, suggesting the need for structured implementation.

ICT's Impact on Knowledge Sharing

Teachers are fully convinced that ICT is a fast and effective way to share knowledge—every single one agrees, with no doubts or disagreements. It's clear that ICT's ability to spread information quickly is undeniable in their eyes.

Table 6

ICT's Impact on Knowledge Sharing

S.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7	I know that ICTs can spread knowledge and information fast.	100.00%	0.00%	0.00%	0.00%	0.00%

There is unanimous agreement that ICT plays a crucial role in spreading knowledge and information efficiently.

ICT's Limitations in Education

Teachers recognize that ICT is powerful, with many believing it could even replace them in teaching English. However, they strongly reject the idea that ICT lacks value in education or society. They overwhelmingly agree that ICT is a valuable tool for students and plays an important role in learning and communication.

Table 7
ICT's Limitations in Education

S.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	ICTs can replace a teacher in teaching English.	63.33%	20.00%	16.67%	0.00%	0.00%
9	ICT use does NOT have noteworthy values for human societies in general.	0.00%	20.00%	15.00%	65.00%	0.00%
10	ICT use does NOT offer educational/instructional values for a student in learning English.	0.00%	0.00%	6.67%	86.67%	6.67%

The responses suggest mixed opinions about ICT replacing teachers. While some believe ICT can take over teaching roles, the majority still recognize its limitations. Most respondents strongly disagree that ICT lacks educational value, emphasizing its importance in learning.

ICT Accessibility and Availability in Schools

Most teachers feel that there are plenty of ICT tools available for teaching English, though a few are neutral or less sure. When it comes to the internet, a strong majority (68%) say it's easily accessible at school, but there's still some room for improvement, as a small percentage disagree. Overall, teachers have good access to ICT and the internet, but not everyone feels fully confident in its availability.

Table 8

ICT Accessibility and Availability in Schools

S.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16	I know that many forms of ICT tools and techniques at school are accessible for use in teaching English.	51.67%	31.67%	8.33%	8.33%	0.00%
21	The Internet is easily accessible and available at school.	68.33%	15.00%	11.67%	5.00%	0.00%

A majority of teachers acknowledge the availability of various ICT tools and internet access in their schools, which facilitates the integration of technology into English teaching. However, a notable minority still face challenges regarding accessibility, indicating room for improvement in infrastructure.

Teachers' ICT Knowledge and Proficiency

Most teachers are comfortable using ICT, with many feelings confident about accessing the internet and using resources for teaching English. However, a few still struggle or feel less experienced, especially with certain software or training. Overall, while the majority have a good grasp of ICT, there's a small group that could benefit from more support or practice.

Table
Teachers' ICT Knowledge and Proficiency

S.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18	I have no difficulty in using ICT.	20.00%	38.33%	30.00%	11.67%	0.00%
19	I know about ICT materials related to English language learning that I can use for my teaching.	53.33%	36.67%	10.00%	0.00%	0.00%
20	I know how to access the Internet and get some information from it.	45.00%	30.00%	11.67%	13.33%	0.00%
22	Generally speaking, I have enough experience and training on available computers and/or software.	56.67%	13.33%	18.33%	11.67%	0.00%

While a significant portion of teachers feel confident in their ICT skills and knowledge of relevant materials, there remains a considerable percentage who are neutral or disagree, suggesting a need for ongoing professional development and training to enhance ICT proficiency among educators.

Table 10
ICT's Role in Addressing Teaching Challenges

S.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17	I can avoid problems in many areas such as handwriting and in organizing ideas when I use ICT.	0.00%	55.00%	18.33%	21.67%	5.00%
24	I handled ELT issues by using ICT.	31.67%	38.33%	16.67%	13.33%	0.00%
25	I support EFL students who may have limited digital literacy skills.	43.33%	46.67%	10.00%	0.00%	0.00%

ICT tools are perceived as beneficial in mitigating challenges such as handwriting issues and organizing instructional content. Additionally, a majority of teachers actively support students with limited digital literacy, highlighting the role of ICT in enhancing teaching effectiveness and student support.

Table 11
Time Constraints in Integrating ICT

S.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23	I have limited time to integrate ICT into my teaching.	13.33%	36.67%	28.33%	21.67%	0.00%

A significant number of teachers express concerns about the limited time available to incorporate ICT into their teaching practices. This suggests a need for better time management strategies, curriculum adjustments, or institutional support to facilitate effective ICT integration.

In Conclusion

1. ICT accessibility is improving, but some teachers still face challenges, indicating a need for better infrastructure in some schools.
2. Teacher ICT proficiency is varied—while many feel confident, a significant group still faces challenges, emphasizing the need for ongoing training.
3. ICT effectively addresses teaching challenges, including lesson organization and student support, making it a valuable tool for educators.
4. Time constraints hinder ICT integration, meaning schools should consider ways to support teachers in incorporating technology more effectively.

Overall, while ICT is widely recognized as a beneficial tool in education, addressing accessibility gaps, improving teacher training, and finding ways to ease time constraints will be key to maximizing its impact.

Summary of the Findings

- **ICT as a Preferred Teaching Tool:** ICT is widely valued for teaching, especially in English instruction, and is favored over printed materials.
- **Teacher Skill Development:** While ICT enhances teacher skills, participation in training remains low.
- **Collaboration & Curriculum Integration:** ICT fosters student-teacher collaboration, but its role in the curriculum is debated.
- **Knowledge Sharing:** ICT is highly effective for fast information dissemination.
- **Concerns About Teacher Replacement:** Opinions vary on whether ICT could replace teachers, though its limitations are acknowledged.
- **ICT Accessibility:** Most teachers have access to ICT tools, but some still face infrastructure challenges.
- **Teacher Proficiency:** Confidence in ICT skills varies, highlighting the need for ongoing professional development.
- **Addressing Educational Challenges:** ICT helps overcome teaching challenges and supports students with limited digital skills.
- **Time Constraints:** Limited time is a major barrier to ICT integration in education.

Chapter Five

Conclusions and Recommendations

The research study's results and recommendations are covered in this chapter. The researcher draws conclusions and offers suggestions based on the mirror of presentation, data analysis and interpretation, and findings summary.

Conclusions

This research conducted a questionnaire survey to examine teachers' perceptions of using ICT for educational purposes and its significant relationships with gender, age, and educational level. According to the results, most educators in the Bharatpur region are enthusiastic about using ICT into their lesson plans. The findings suggest that English teachers are aware of the advantages of ICT in improving instruction and learning. Nevertheless, despite their positive opinions, obstacles including time limits, inadequate training, and restricted accessibility make it difficult to use effectively in EFL courses. These results imply that in order to maximize the use of ICT in English language instruction, specific training programs, enhanced infrastructure, and institutional support are required. A broader analysis of the results will further highlight key insights and implications for future educational policies and practices. ICT accessibility is improving, but some teachers still face challenges, highlighting the need for better infrastructure in certain schools. While many teachers feel confident using ICT, a significant number still struggle, emphasizing the importance of continuous training. ICT effectively supports teaching by aiding lesson organization and student engagement, making it a valuable tool in education. However, time constraints hinder its full integration, suggesting that schools should explore ways to better support teachers in incorporating technology into their teaching practices.

However, as the 21st century is regarded as the age of information, communication, and technology, a survey of basic level teachers in the Chitwan area from both the public and commercial sectors has revealed that the teachers are shifting toward postmodernism. ICTs are being used by both teachers and students to learn in the subject of ELT. ICTs have been used by instructors in both sectors to improve the quality of education and to gather pertinent data for their lessons.

However, compared to private schools, community schools lack adequate access to ICT resources and tools.

Moreover, they are using ICTs for learning new strategies techniques which will be applicable in their profession in future.

Recommendations

Based on the results, the researcher made recommendations for the educational implications that were relevant to policy, practice, and additional research.

Policy Level

The results of this study demonstrate that the use of ICTs cannot be an exception to the necessity for reforms in every area of society. Therefore, language pedagogy should also make advantage of ICT. The following illustrates the policy-related recommendations.

- i. Government of the Nepal promoting widespread access to Information and Communication Technologies (ICT), facilitating e-governance by transforming government services through digital platforms.
- ii. The policy makers like ministry of Education or other education authorities developing IT infrastructure, encouraging digital literacy, and supporting the growth of the domestic IT industry, including software development and related services; with a particular emphasis on ensuring equitable access for marginalized communities and promoting digital inclusion.
- iii. Similarly, the needed training, coaching and management skills for the teachers in order to be able to use the ICTs in teaching English language should be given both by the Government as well as private institutions.
- iv. The control and censorships of programs and websites which could be used by the schools for the students must be filtered by the authorized bodies as well.

At last, the legal, political, social, psychological as well as other various aspects of the ICTs impact on the students should be informed to the schools and

teachers so that it helps the students and teachers to become competent and responsible citizens in the future.

Practice Level

Just creating a policy is insufficient for any program to be implemented correctly and successfully. Therefore, a trustworthy and accepted policy that can be followed is necessary for the successful implementation of any program. Following analysis of the study's results, the following practice-related policies can be developed.

- i. There should be survey and research every year about the effectiveness and practical aspects of the ICTs use and its impact on the students as well as to the society.
- ii. The government should be primarily focuses on integrating Information and Communication Technologies (ICT) into education, government services, and rural communities, aiming to improve access, quality of education, transparency in governance, and overall socio-economic development.
- iii. With a focus on initiatives like digital literacy training, e-governance platforms, and building robust ICT infrastructure in remote areas; however, challenges remain in ensuring equitable access and effective implementation of these policies should be apply across the country.
- iv. ICT practices in Nepal include improving education, government services, and rural development. ICT is a broad term that encompasses many devices and applications, such as computers, phones, and software.
- v. The guidelines regarding the use of ICTs and its resources could be updated. If required the teachers and institutions should be often train then.

Further Research Related

Every study has its own goals and conclusions. The goal of the current study was to investigate how ICTs are used in ELT in both community and institutional schools. Although the study is comprehensive in terms of its goals, the researcher was unable to include certain sections in it because of its constraints. ICT use is one of the

most important things for individuals nowadays. ICT use has become a popular way for educators to improve their instruction. Research may be needed to fill in the gaps in the current understanding of ICT use in the areas that the current study was unable to cover.

The usage of ICTs in ELT in both public and private schools was investigated in this study. Therefore, the efficiency of ICTs in ELT may be a new research topic. The use of ICTs to improve students' knowledge or learning could be the next research topic. Likewise, while this research was limited to the Chitwan district, it is possible to conduct additional studies in other districts. Since this study only included secondary ELT teachers, more research at other levels, such as secondary, can be done.

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Appendix
Survey Questionnaire

Dear Sir/Madam,

I am Shanta Sigdel M. Ed student of thesis year. I am having research entitled Teachers' Perceptions Towards use of ICT tools at Basic Level EFL Classroom. I would like to request you to assist me in carrying this research by responding to my questionnaire attached herewith. I assure the confidentiality of your responses and your details that they will not be used for any other purposes except mentioned here. Please note that responding to this questionnaire is a voluntary job.

Please Tick Mark (✓) as relevant, Multiple Options and Single option

Name of Respondent *

Date of form fill up (Day: _____ Month: _____ Year: _____)

Respondent's Demography:

Gender: Male Female Other Age:

Qualification:

Higher Degree: Bachelor Degree Master Degree M. Phil. Degree

Teachers' Perceptions Towards use of ICT tools at Basic Level EFL Classroom

S.N.	Statements	Scale				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	ICT tools are more useful in teaching					
2.	ICTs can replace a teacher in teaching English. ICTs (referring generally to computers, videos, hardware, software, and networks) increase my knowledge and skills as an English teacher					
3.	ICTs are highly needed for teachers in teaching English.					
4.	ICTs can be used as advanced instructional tools in teaching English to my students.					
5.	ICTs can replace a teacher in teaching English.					
6.	As far as I know, ICTs can be used to effectively manipulate					

S.N.	Statements	Scale				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	instructional contents and materials.					
7.	I know that ICTs can spread knowledge and information fast.					
8.	ICTs are more effective for teaching and learning than books and other printed materials					
9.	ICT use does NOT have noteworthy values for human societies in general.					
10.	ICT use does NOT offer educational/instructional values for a student in learning English.					
11.	ICTs can be used as curriculum materials at school.					
12.	I use ICTs for teaching.					

S.N.	Statements	Scale				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13.	ICT facilitate collaboration among students and teachers					
14.	I participated in ICT-related workshops and training sessions.					
15.	I found ICT is most effective to teach English.					

Challenges in Using ICT for EFL Classes

S.N.	Statements	Scales				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	I know that many forms of ICT tools and techniques at school are accessible for use in teaching English.					
17	I can avoid problems in many areas such as handwriting and in organizing ideas when I use ICT.					
18	I have no difficulty in using ICT.					
19	I know about ICT materials related to English language learning that I can use for my teaching.					
20	I know how to access the Internet and get some information from it.					
21	The Internet is easily accessible and available at school.					
22	Generally speaking, I have enough experiences and					

S.N.	Statements	Scales				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	training on available computers and/or software					
23	I have limited time to integrate ICT into my teaching.					
24	I handled ELT issues by used ICT.					
25	I support EFL students who may have limited digital literacy skills					

Thank you for your cooperation.

Teacher Perceptions Towards use of ICT tools at Basic Level EFL Classroom

	statements					
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	ICT tools are more useful in teaching		✓			
2.	ICTs can replace a teacher in teaching English. ICTs (referring generally to computers, videos, hardware, software and networks) increase my knowledge and skills as an English teacher	✓				
3.	ICTs are highly needed for teachers in teaching English.			✓		
4.	ICTs can be used as advanced instructional tools in teaching English to my students.					
5.	ICTs can replace a teacher in teaching English.		✓			
6.	As far as I know, ICTs can be used to effectively manipulate instructional contents and materials.				✓	
7.	I know that ICTs can spread knowledge and information fast.					
8.	ICTs are more effective for teaching and learning than books and other printed materials	✓				
9.	JCT use does NOT have noteworthy values for human societies in general.			✓		
10.	JCT use does NOT offer educational/instructional values for a student in learning English.		✓			
11.	ICTs can be used as curriculum materials at school.		✓			
12.	I use ICTs for teaching.	✓				
13.	ICT facilitates collaboration among students and teachers					
14.	I participated in ICT related and training workshops					
15.	I found ICT sessions effective to teach English					

Challenges in Using ICT for EFL Classes

S.N.	Statements	Scales				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	I know that many forms of ICT tools and techniques at school are accessible for use in teaching English.			✓		
17	I can avoid problems in many areas such as handwriting and in organizing ideas when I use ICT.				✓	
18	I have no difficulty in using ICT.		✓			
19	I know about ICT materials related to English language learning that I can use for my teaching.		✓			
20	I know how to access the Internet and get some information from it		✓			
21	The Internet is easily accessible and available at school.			✓		
22	Generally speaking, I have enough experiences and training on available computers and/or software		✓			
23	I have limited time to integrate ICT into my teaching.	✓				
24	I handled ELT issues by used ICT.		✓			
25	I suwcn EFL students who may have limited digital literacy skills		✓			

Survey Questionnaire

Dear Sir/Madam,

I am Shanta Sigdel an M. Ed student of thesis year. I am having research entitled Teachers' Perceptions Towards use of ICT tools at Basic Level EFL Classroom. I would like to request you to assist me in carrying this research by responding to my questionnaire attached herewith. I assure the confidentiality of your **responses** and your detail that they will not be used for any other purposes except mentioned **here**. **Please** note that responding to the questionnaire is a voluntary job.

Please Tick Mark () as relevant, Multiple Options and Single option

Name of Respondent *
Rekha

Ranabhat

Date of form fill up (Day: 19 Month: 01 Year: 2081)

Respondent's Demography:

Gender: Male Female Other Age:

Qualification:

Higher Degree: Bachelor Degree Master Degree M. Phil. Degree

Teachers' Perceptions Towards use of ICT tools at Basic Level EFL Classroom

S	Statement	Scale				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	ICTs are more useful in teaching	V				
2.	ICTs can replace a teacher in teaching English. (referring generally to computer, video, hardware, software, and network) increase my knowledge and skills as an English teacher		V			
3.	ICTs are highly needed for teachers in teaching English.					
4.	ICTs can be used as advanced instructional tools in teaching English to my students.					
5.	ICTs can replace a teacher in teaching English.					
6.	As far as I know, ICTs can be used to effectively manipulate instructional contents and materials.					
7.	I know that ICTs can spread knowledge and information fast.					
8.	ICTs are more effective for teaching and learning than books and other printed materials					
9.	ICT use does NOT have noteworthy values for human societies in general.					
10.	ICT use does NOT offer educational/instructional values for a student in learning English.					
11.	ICTs can be used as curriculum materials at school.					
12.	I use ICTs for teaching.					
13.	ICT facilitate collaboration among students and teachers					
14.	I participated in ICT-related workshops and training sessions.	"				
15.	I found ICT is most effective to teach English.		V			

Challenge ' in sin I for •FL lo

	Statement	Scale 11				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	I know that many forms of ICT tools and techniques in school are accessible for use in teaching English.					
17	I can avoid problems in many areas such as handwriting and in organizing ideas when I use ICT.		✓-----			
18	I have no difficulty in using ICT.					
19	I know about ICT materials related to English language learning that I can use for my teaching.		✓''''''			
20	I know how to access the internet and get some information from it.					
21	The Internet is easily accessible and available at school.					
22	Generally speaking, I have enough experiences and training on available computers and/or software					
23	I have limited time to integrate ICT into my teaching.					
24	I handled ELT issues by used ICT.		✓''''''			
25	I support EFL students who may have limited digital literacy skills					

Thank you for your cooperation.

Survey Questionnaire

Dear Sir/Madam,

I am hanta igdel an M. d student of thesis year. I am having research entitled Teuch,rs• P rception' Towurds use of IC'f tools at Basic Level EFL Classroom. I uld like to requ st you to assist me in carrying this research by responding to my qu ti nnaire attached herewith. I assure the confidentiality of your **responses** and your dutl that th y will not because for any other purposes except mentioned **here**. Please note that responding to them questionnaire is a voluntary job.

Please Tick Mark () as relevant, Multiple Options and Single option

Name of Respondent *

Sab,-fA tbudeJ Ga'Yn\

Date of form fill up (Day: 15 Month:oG Year: 2og1)

Respondent's Demography:

Gender: Male • Female Other Age:

Qualification:

Higher Degree: Bachelor Degree • Master Degree M. Phil. Degree

Teachers' Perceptions Towards use of ICT tools at Basic Level EFL Classroom

S.N.	Statements	Scale				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	ICT tools are more useful in teaching					
2.	ICTs can replace a teacher in teaching English. ICTs (referring generally to computers, videos, hardware, software, and networks) increase my knowledge and skills as an English teacher					
3.	ICTs are highly needed for teachers in teaching English.		✓			
4.	ICTs can be used as advanced instructional tools in teaching English to my students.					
5.	ICTs can replace a teacher in teaching English.		✓			
6.	As far as I know, ICTs can be used to effectively manipulate instructional contents and materials.			✓		
7.	I know that ICTs can spread knowledge and information fast.					
8.	ICTs are more effective for teaching and learning than books and other printed materials	✓				
9.	ICT use does NOT have noteworthy values for human societies in general.			✓		
10.	ICT use does NOT offer educational/instructional values for a student in learning English.					
11.	ICTs can be used as curriculum materials at school.					
12.	I use ICTs for teaching.		✓			
13.	ICT facilitate collaboration among students and teachers	✓				
14.	I participated in ICT-related workshops and training sessions.					
15.	I found ICT is most effective to teach English.		✓			

Challenges in Using ICT for EFL Classes

.N.	tatements	Scales				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	I kno, that many fonnns of JCT tools and techniques nt school are accessible for use in teaching English.					
17	I can avoid problems in many areas uch as handwriting and in organizing ideas when I use ICT.				...-/	
I	I have nodifficulty in using ICT.					
19	I know about ICT materials related to English language learning that I can use for my teaching.		v'			
20	I know how to access the Internet and get some information from it.					
21	The Internet iseasily accessible and available at school.					
22	Generally speaking, I have enough experiences and training on available computers and/or software					
23	I have limited time to integrate ICT into my tea.chin .					
24	I handled ELT issues by used JCT.		v			
25	I support EFL students who may have limited digital literacy skills		V			

Thank you for your cooperation.

APPENDIX

Survey Questionnaire

Dear Sir/Madam,

I am a final year M. Ed student of this year. I am having research entitled "Perceptions Towards use of ICT tools at Basic Level EFL Classroom.. I would like to request you to assist me in carrying this research by responding to my questionnaire attached herewith. I assure the confidentiality of your responses and your detail that they will not be used for any other purposes except mentioned here. Please note that responding to this questionnaire is a voluntary job.

Please Tick Mark (✓) as relevant, Multiple Options and Single option

Name of Respondent*

Prasanna _____

Date of form fill up (Day: 11 Month: 06 Year: 2021)

Respondent's Demography:

Gender: Male Female Other Age: _____

Qualification:

Higher Degree: Bachelor Degree Master Degree M. Phil. Degree

Teachers' Perceptions Towards use of ICT tools at the level EFL

Classroom

No.	Statement	Likelihood				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	ICT is useful in teaching					
2.	ICT helps teacher in teaching English. ICTs (referring generally to computers, internet, hardware, software, and network) increase my knowledge and skills as an English teacher	✓				
3.	ICT is highly needed for teachers in teaching English.		✓-			
4.	ICTs can be used as advanced instructional tools in teaching English to my students.					
5.	ICTs can replace a teacher in teaching English.		✓/""			
6.	As far as I know, ICTs can be used to effectively manipulate instructional contents and materials.					
7.	I know that ICTs can spread knowledge and information fast	✓				
8.	ICTs are more effective for teaching and learning than books and other printed materials					
9.	ICT use does NOT have noteworthy values for human societies in general.		✓			
10.	ICT use does NOT offer educational/instructional values for a student in learning English.					
11.	ICTs can be used as curriculum materials at school.			✓/""		
12.	I use ICTs for teaching.		✓			
13.	ICT facilitate collaboration among students and teachers					
14.	I participated in ICT-related workshops and training sessions.		✓			
15.	I found ICT is most effective to teach English.		✓			

Challenge, in Using ICT for EFL Classes

N.	Statements	Scales				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	I know that many forms of ICT tools and techniques at school are accessible for use in teaching English.		V-			
17	I can avoid problems in many areas such as handwriting and in organizing ideas when I use ICT.					
18	I have no difficulty in using ICT.					
19	I know about ICT materials related to English language learning that I can use for my teaching.	V				
20	I know how to access the Internet and get some information from it.		V			
21	The Internet is easily accessible and available at school.					
22	Generally speaking, I have enough experiences and training on available computers and/or software					
23	I have limited time to integrate ICT into my teaching.					
24	I handled ELT issues by used ICT.					
25	I support EFL students who may have limited digital literacy skills					

Thank you for your cooperation.