

**Bachelor Level Students' Perspectives on Utilizing Information
and Communication Technology to Enhance Writing Skills**

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

**By
Sushila Dhungana**

Mahendra Ratna Campus, Tahachal

Faculty of Education

Tribhuvan University

2025

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Dedication

I dedicate this thesis to my parents, whose unwavering love and support have been the bedrock of my journey, and to my teachers, whose wisdom and guidance have inspired and shaped me along the way.

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I would like to extend my sincere and heartfelt gratitude to everyone whose support and encouragement have been pivotal to the successful completion of this research project.

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I would like to acknowledge the scholars and authors whose works have provided the foundation and direction for this study. Their contributions have been invaluable in broadening my understanding and shaping the perspective presented in this research.

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Abstract

This study explores the perspectives of Bachelor-level students on utilizing Information and Communication Technology (ICT) to enhance their writing skills. In an era where digital tools play a pivotal role in education, this research aims to explore the perceptions, challenges, and strategies associated with ICT usage among students. Using a narrative inquiry design, in-depth interviews with participants from Mahendra Ratna Campus in Kathmandu were conducted. The findings revealed that students acknowledge the significant role of ICT tools, such as Grammarly, ChatGpt, and mobile applications, in improving grammar, vocabulary, and writing structure. However, challenges like connectivity issues, over-reliance on technology, and limited institutional support were identified. This study highlights the importance of integrating ICT into English writing instruction thoughtfully, combining it with traditional pedagogical approaches. The insights contribute to a better understanding of how technology can be leveraged to foster writing skills, offering implications for educators, institutions, and policy makers.

The thesis consists of five chapters. The first chapter includes the background of the study, the statement of the problem, objectives of the study with research questions, significance of the study, delimitation of the study, and operational definition of the key terms. Likewise, the second chapter involves the review of related literature including conceptual, theoretical, and empirical review, along with conceptual framework of the study. Similarly, the third chapter deals with the analysis and interpretation of the data and the last fifth chapter presents the summary of the findings, discussion, conclusion, and the implications of the study followed by references and appendices.

Abbreviation

AI : Artificial Intelligence

ICT : Information and Communication Technology

UGC : University Grants Commission

Table of Contents

<i>Declaration</i>	<i>Error! Bookmark not defined.</i>
<i>Recommendation for Acceptance</i>	<i>Error! Bookmark not defined.</i>
<i>Recommendation for Evaluation</i>	<i>Error! Bookmark not defined.</i>
<i>Evaluation and Approval</i>	<i>Error! Bookmark not defined.</i>
<i>Dedication</i>	v
<i>Acknowledgements</i>	vi
<i>Abstract</i>	vii
<i>Abbreviation</i>	viii
<i>Table of Contents</i>	ix
<i>List of Tables</i>	xii
<i>List of Figures</i>	xiii
Chapter 1. Introduction	1
Background of the Study.....	1
Statement of the Problem	2
Objectives of the Study	2
Research Questions	3
Significance of the Study	3
Delimitations of the Study.....	3
Operational Definitions of the Key Terms	4
Chapter 2. Literature Review	5
Review of Conceptual Literature	5
Information Communication Technology	5
ICT Tools.....	6
Writing Skill	6

Components of Writing	6
Approaches to Teaching Writing.....	8
Process based writing	8
Writing Practice.....	9
Review of Related Theory: Social Constructivism Theory	10
Review of Policy Document	11
Review of Empirical Literature.....	11
Implications of the Review for the Study.....	15
Conceptual Framework of the Study.....	16
Chapter 3. Methodology	17
Design of the Study.....	17
Participants	17
Data Collection Tool	18
Data Collection Procedures	18
Data Analysis Procedure	19
Ethical Considerations.....	20
Chapter 4. Data Analysis and Interpretation.....	22
Mobile Phones as Learning Tools.....	22
Accessibility and Convenience.....	23
Limitations.....	24
Potential Drawbacks of ICT Tools.....	25
Over-Reliance on Tools.....	26
Preferred Tools for Writing Development	27
ChatGPT	27
Grammarly.....	28

Role of Technology in Writing Development.....	28
AI Tools.....	29
ICT Tools.....	30
Procedures for Developing Writing Skills	31
Feedback and Guidance.....	32
Reading and Vocabulary Building	33
Challenges in Developing English Writing Skills	34
Initial Struggles.....	34
Emotional Response to Writing.....	35
Challenges in Using Technology	36
Connectivity Issues.....	36
Contextual Relevance	37
Chapter Five. Findings, Conclusions, and Implications	39
Findings.....	39
Perspectives on ICT Use.....	39
Challenges Faced.....	39
Strategies for Writing Improvement.....	40
Conclusion.....	40
For Future Research:	42
Reference	43
Appendices: I	47
Interview Guidelines	47
Preliminary information.	47
Appendix II: Document Report	48
Appendix III: Part of Themewise Code Report With Quotations.....	59

List of Tables

Table 1. *Document Titles and Names*..... 20

List of Figures

Figure 1. <i>Conceptual Framework of the Study</i>	16
Figure 2. <i>Stages of Qualitative Document Analysis Using ATLAS.ti</i>	19
Figure 3. <i>Codes Supporting Challenges in Developing English Writing Skills</i>	23
Figure 4. <i>Codes Supporting Potential Drawbacks of ICT Tools</i>	25
Figure 5. <i>Codes Supporting Preferred Tools for Writing Development</i>	27
Figure 6. <i>Codes Supporting Role of Technology in Writing Development</i>	29
Figure 7. <i>Codes Supporting Procedures for Developing Writing Skills</i>	31
Figure 8. <i>Codes Supporting Challenges in Developing English Writing Skills</i>	34
Figure 9. <i>Codes Supporting Challenges in Using Technology</i>	36

Chapter 1. Introduction

This chapter includes, the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of key terms.

Background of the Study

Information and Communication Technology (ICT) is defined as the combination of informatics technology with related technologies, specifically communication technology. ICT is developing rapidly and influencing various aspects of life, including education (Sutama & Utama, 2022). Writing skills are essential for effective communication and self-expression, playing a crucial role in both academic and professional success. The rapid growth of digital technology and the Internet has become essential, as they facilitate communication and access to information, while also supporting economic development and social inclusion, ultimately improving the quality of life in today's world.(Rana & Rana, 2020). Writing serves as a tool for communication in written forms such as emails, letters, newspapers, diaries, and more. Similarly, (Bakeer, 2018) concludes that the integration of ICT, including social media, has had a positive effect on developing students' writing skills. It can therefore be assumed that ICT plays a significant role in enhancing the writing skills of bachelor-level students. The use of ICT in education field is growing rapidly in Nepal. As a result, ICT plays a crucial role in improving English writing skills for bachelor-level students. Moreover, digital tools such as word processors, grammar checkers, and online research platforms assist students in refining their writing.

Similarly, teachers play a crucial role in encouraging students to use ICT to improve their writing skills. In this regards, students' writing abilities can be enhanced through the effective use of ICT. Furthermore, by employing suitable teaching strategies, teachers can motivate students to engage in writing activities using ICT. However, to achieve this, teachers must also possess sufficient knowledge of ICT tools and their applications.

In the context of Nepal, accessing ICT remains a significant challenge, especially in remote and underdeveloped areas where infrastructure and resources are limited. Many students face difficulties in utilizing digital tools due to a lack of proper facilities, internet connectivity

issues, and insufficient technological knowledge. This study aimed to explore these challenges in detail by examining the perceptions of bachelor's-level students.

Statement of the Problem

The widespread use of ICT has transformed the world into a global village and reshaped the computing landscape of the twenty-first century. New technologies are being developed daily; however, unlike other countries, we continue to rely on outdated technologies in education. During my master's studies, I faced numerous challenges in identifying and implementing modern technologies in the ELT classroom. The main obstacles in ICT-based classrooms include insufficient equipment, inadequate classroom facilities, limited internet access, and a lack of technical expertise. While teachers attempt to incorporate technology into their teaching, many lack specialized skills in this area. Due to insufficient training and technical knowledge, they often struggle to effectively use tools such as the internet, email, projectors, computers, and software. Consequently, students face difficulties when using ICT for writing assignments, presentations, and other academic tasks.

There are several issues and knowledge gaps in the field of bachelor level students' perspectives on utilizing ICT to enhance English writing skills. I have reviewed some researches related to this area. Primarily, questions have been raised about the difficulties of the teachers while using ICT in English language classroom (Chaudhary, 2017). Similarly, almost all of the B. Ed. students are incapable of creating, presenting and sharing ELT resources using computer based-technology (Pokharel, 2013). Up to the present moment, what is less clear in the previous study is bachelor level students 'perspectives on utilizing of ICT to enhance English writing skill. This research aims to fill those gaps and provide solutions and help to all stake holder, especially bachelor's level students who are utilizing ICT to enhance writing skills in English efficiently.

Objectives of the Study

- The objectives of the study were:
 - To explore bachelor's-level students' perspectives on the use of ICT tools in enhancing their English writing skills.
 - To suggest some pedagogical implications on the use of ICT to enhance writing skill in English.

Research Questions

- The following research questions were set for the study:
 - What are bachelor's-level students' perceptions regarding the role of ICT tools in improving their writing skills in English?
 - What challenges do bachelor's-level students face while using ICT tools for developing their writing skills in English?
 - What pedagogical implications can be suggested for the use of ICT to enhance writing skills in English?

Significance of the Study

The aim of this study is to explore students' perspectives on the use of ICT in learning English language writing. It gathers information from a variety of sources. The findings of this study will benefit bachelor's-level students by enhancing their writing skills through the use of ICT. Students will understand how ICT influences their concentration on writing and enhances learning. They will also become more familiar with ICT tools.

This research will be helpful not only to students but also to teachers and school administrators who are directly or indirectly involved in the teaching profession, as it will provide valuable insights into how technology is effectively used in ELT.

Similarly, the findings of this study can serve as a resource for future researchers to explore new ideas regarding the use of ICT to enhance writing skills. Additionally, the results can assist curriculum designers in creating activities, materials, and resources. Moreover, it can help policymakers formulate appropriate educational policies regarding the effective use of ICT at the bachelor's- level.

Delimitations of the Study

This study had the following delimitations:

- The research site was conducted within the boundary of Kathmandu valley only.
- This study only focused on bachelor's level students.
- All the required data was collected by using interview guidelines.
- This study aimed to use both primary and secondary sources of data during the study.
- This study delimited on constructivism theory.

The delimitations are important for keeping the study focused and useful for the researcher. They help set clear boundaries for what the study will and will not cover, ensuring that the research stays on track. By defining these limits, the researcher can concentrate on addressing the specific objectives of the study. This approach ensures that, by the end of the research, the questions and goals outlined at the beginning are properly addressed and answered in a meaningful way.

Operational Definitions of the Key Terms

In addition to the abbreviations and acronyms provided earlier, the key terms throughout this proposal are defined to increase understanding about the study. In the context of this proposal, the terms listed below have the following specific definition.

1. **ICT (Information & Communications Technology):** In my study, ICT refers to the use Computer, AI, email, and internet to enhance the writing skill by the student of Bachelor level.
 2. **Writing Skill:** It refers to the ability to express thoughts, ideas, and information effectively and coherently in written form
 3. **Bachelor's Level:** In my study bachelor's level refers to the B.Ed. in ICTE at Mahendra Ratna Campus Tahachal.
- The definitions listed above are aligned for the purpose of this study in order to support the relevance and clarity of the study's framework.

Chapter 2. Literature Review

In this chapter, I provide the groundwork for the investigation by evaluating relevant literature. This involves reviewing relevant literature (conceptual, empirical, and theoretical) on the study issue. In addition, I also describe the conceptual framework for the study and explore its relevance to the evaluated literature.

Review of Conceptual Literature

Conceptual literature refers to academic literature that explores the aspects of a specific topic or concept. This type of literature focuses on reviewing prior studies to gain a deeper understanding of the concept under investigation. A conceptual literature review aims to categorize and define the relationships between theories and empirical studies, providing a comprehensive framework to enhance understanding of the concept.

Information Communication Technology

The ICT includes computers, the internet, and any electronic device which functions as telecommunication and information equipment. In this 21st century no one can imagine the life without the use of ICT. Thus, it is the part human life. According to (Gokhe, n.d), A good way to think about ICT is to consider all the uses of digital technology that already exist to help individuals, businesses and organizations use information. ICT includes any product that stores, retrieves, manipulates, transmits, or receives information electronically in a digital format. For example, personal computers, digital television, and email robots. CT includes any product that stores, retrieves, manipulates, transmits, or receives information electronically in a digital format. For example, personal computers, digital television, and email robots.

ICT is the term that is currently used worldwide to describe new technologies which depend mainly on computers nowadays (Jayanthi & Kumar, 2016). They also added that students felt more successful in school, were more motivated to learn and have increased self- confidence and self-esteem when using computer-based instruction. ICT is an essential part of modern life, including computers, the internet, and other digital devices. It helps people store, share, and communicate information. Research shows that using ICT in education improves students' motivation, confidence, and learning success.

ICT Tools

ICT tools are technologies that are used to handle and communicate information. They facilitate communication, make tasks easier, and improve access to information. These include computer laptop, smartphones and tablets, email, internet and google.

Computer and laptop. Devices like desktops, laptops, and tablets used for various tasks such as writing documents, browsing the internet, and creating presentations.

Smartphones. Portable devices that allow to make calls, send messages, access the internet, and use various apps and multimedia capabilities.

Internet. A global network that connects millions of computers, allowing people to access Information, communicate and share resources.

Email. A digital communication tool that allows you to send and receive messages and attachments over the internet.

Writing Skill

Writing is one of the four skills-LSRW (listening, speaking, reading and writing) in language learning. writing skill is essential part to convey our thoughts, ideas and organize them into sentences or paragraphs. Klimova (2012) states that the written language has nowadays an important social and educational function and its status has a high social prestige. Writing skills are essential for effective communication and expressing oneself clearly. They also play a crucial role in academic and professional success. Developing strong writing skills can lead to better opportunities in both personal and career growth. It is a valuable skill to have in any field, as writing is often used for various tasks such as, creating reports, proposal and presentations.

In conclusion, writing is a complex skill that involves various components, such as mechanics, coherence, cohesion, and orthographic/para-orthographic elements. Mechanics, for instance, focus on the technical aspects like spelling, punctuation, and formatting. Moreover, coherence ensures that sentences and ideas are logically connected, while cohesion addresses the grammatical and lexical links between sentences. Furthermore, orthographic and para-orthographic elements concern correct spelling and the inclusion of non-textual features like charts or images. Together, these components work to create clear and effective writing.

Components of Writing

According to Crystal (2003) writing is not a single skill but is the combinations of mechanics, coherence, cohesion, and orthographic and para-orthographic text.

Mechanics. Mechanics refers to the graphological system it includes:

- a) spellings or alphabets
- b) use of punctuation marks (to clarify the meaning)
- c) use of capital and small letters
- d) use of abbreviation and numbers format or layout of writing
- e) often or layout of writing
- f) citation of reference in formal writing

Coherence. Random collection of sentences is not writing in other words, any combination of sentences to be a text or paragraph the combination should be coherent (and cohesive which is another component of writing skills). Coherence refers to the semantic relationship between sentences (or utterance) in a text (or discourse). This relationship is based on the speakers' shared knowledge in a spoken discourse. But in written discourse the meaning relationship between topic sentence and its supporting detail of a paragraph or text reflects coherence.

Cohesion. Cohesion refers to the grammatical and/ or lexical relationship between different elements / sentences in a text. Any combination of sentences to be a text, there should have grammatical relationship between sentences. Cohesion also refers to the relationship between different parts of sentences.

Orthographic and para-orthographic text. Orthographic refers to spelling system in general. But specifically, it refers to correct or standard spelling. Orthographic text refers to the text in general where there is no use of any chart, picture, table etc. Which are the features of para-orthographic text.

To sum up, writing is a complex skill that involves various components, such as mechanics, coherence, cohesion, and orthographic/para-orthographic elements. Mechanics, for instance, focus on the technical aspects like spelling, punctuation, and formatting. Moreover, coherence ensures that sentences and ideas are logically connected, while cohesion addresses the grammatical and lexical links between sentences. Furthermore, orthographic and para-orthographic elements concern correct spelling and the inclusion of non-textual features like charts or images. So, together these components work to create clear and effective writing.

Approaches to Teaching Writing

A number of different approaches to the practice of writing skills have been identified. We need to choose between them, deciding whether we want our students to focus more on the process of writing than its product; whether we want them to study and produce different written genres; and whether we want to encourage creative writing-either individually or co-operatively (Harmer, 2004).

The product approach. It includes brainstorming ideas, creating outlines, drafting, revising, and editing. These activities help students to focus on the end product of their writing and how to effectively structure and convey their ideas. By using this approach, students can develop their writing skills while also learning how to effectively plan and organize their thoughts and ideas.

The genre-based approach. The genre-based approach is intended to provide insights to the teacher about dealing with generic features of written discourse. The genre of writing is specially understood by the people of that genre. Harmer suggests that students who are writing a certain genre need to consider a number of different factors. This approach help students develop a deep understanding of different genres and how to effectively use them in their own writing.

Creative writing approach. Engage students in a creative approach to writing by incorporating activities such as journaling, free writing, and collaborative story-telling, write a short story, creating a poem. These activities can help students explore their own creativity and develop their writing skills.

In summary, the product, genre-based, and creative writing approaches each play a key role in improving students' writing. The product approach helps students focus on structure and clarity. Moreover, The genre-based approach teaches students to understand and use different writing styles. Additionally, the creative writing approach encourages students to express themselves and explore their creativity. Thus, together, these approaches support students in developing stronger writing skills and confidence.

Process based writing

According to Harmer (2015), the steps of process based writing are given below.

Planning. This is the initial stage of the process approach to teaching writing skills. Pre-writing planning involves any classroom activity that motivates and inspires students to begin writing. It fosters critical thinking and idea generation, helping students overcome the challenge

of a blank page by guiding them toward developing preliminary ideas and gathering relevant information for their writing.

Drafting. This step is known as while writing, composing, writing and rewriting. At this stage, the learners as writers make the move from pre-writing activities to actual writing. The writer gets ideas on to the paper in rough form and sketches out an idea, examines it and follows in this step. The different techniques can be used in this steps such as: elaboration exercise, group drafting, quick writing, reduction exercise, writing topic sentences, jumbled paragraph and strategic questioning.

Revising. When one first draft is prepared revision action can be done in process of writing. It is done to improve global content and organization of ideas so that the writer's intention is made clear to the reader. The teacher can apply the different types of classroom techniques in this step such as: Peer feedback, group correction activities, rewriting exercises and teacher's feedback.

Editing. This is the final step of teaching writing to the learners. Learners are engaged in tidying up the texts as they prepare the final draft for evaluating by the teacher. They edit the areas of writing tasks like: Grammar, Spelling, Punctuation, Diction and sentence structure and accuracy of supporting details.

Thus, the process approach to teaching writing skills guides students through a structured journey from planning and drafting to revising and editing. Furthermore, each stage helps students develop their ideas, refine their writing, and produce a clear polished final draft. Additionally, this approach improves both their writing ability and their understanding of the writing process, making them more confident and capable writers.

Writing Practice

Leki (1998) mentioned three procedures of writing practices which are given below with short description.

Looping. Looping is a focused form of freewriting that helps organize multiple ideas. It allows you to refine your thoughts, identify a central theme, and develop a main idea for further exploration. To use this technique, begin by writing down the subject you want to consider keep that subject in the front of your mind as you write continuously for five minutes.

Cubing. Cubing involves looking at an idea from six different points of view, each representing one of the six sides of a cube. Students examine a topic from six perspectives describe, compare, associate, analyze, apply and argue.

Outlining. An outline is a structured method of exploring your thoughts on a subject. Some writers like to use the freer invention strategies to generate ideas. Outlining helps transition from brainstorming to drafting by organizing ideas into a structured plan. It is extremely helpful in dividing up the big task of writing a formal paper into the much more manageable task of writing small parts that will eventually make a unified and organized whole.

In summary, techniques like looping, cubing, and outlining help organize and develop ideas effectively. Furthermore, Looping allows for refining thoughts, cubing offers diverse perspectives, and outlining provides a structured approach to turning ideas into a coherent and organized written piece.

Review of Related Theory: Social Constructivism Theory

A theoretical framework is a set of concepts, theories ideas, and inform a research study. It provides a lens through which the researcher can interpret and analyze the data collected and helps to establish the context and rationale for the research project. So, under theoretical literature, I have connected to social constructivism theory.

Lev Vygotsky's social constructivism theory, proposed in 1968, stresses that learning occurs via social interaction and the support of others. Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn (Golder & Bengal, 2018). The theory suggests that humans construct knowledge and meaning from their experiences to create different genre of writing such as fiction, non-fiction, poetry, drama, persuasive writing, and academic writing. Social constructivism which focuses on interaction, collaboration and group work for effective learning. Such effective learning plays an important role to enhance writing skill. Thus, for effective learning along the interaction, collaboration and group work there is the need of ICT in this era of science and technology.

Based on the theories of social constructivism, the concept implies that instead of passively absorbing information from others, students actively generate their own knowledge. For this reasons students must co-operate, communicate and engage with classmate teachers, parents, and other social members to develop their understanding and make meaning while writing. In order to use social constructivism theory to my research, I looked at how bachelor's

level students use ICT while teaching of writing skills influenced by social interactions and cultural contexts.

Review of Policy Document

The University Grants Commission(UGC) Jain and Maitra (2022) guidelines focus on using digital technology to improve higher education in Nepal. They aim to make education more accessible, inclusive, and better in quality. The policies support setting up things like internet connections, Wifi, and virtual learning platforms in Universities and colleges. Grants are offered to help institutions build digital libraries, learning systems, and online resources. The guidelines also play special attention to helping students in remote areas access these resources equally.

The UGC encourages teamwork among universities, government, and private organizations to make these plans successful. They also provide training for teachers and staff to use digital tools and make learning more effective. The UGC has set up systems to monitor and improve these efforts regularly. The policies address challenges like poor internet access and limited skilled staff by offering support and solutions. Overall, the goal is to modernize higher education in Nepal and make it more prepared for further challenges.

In my opinion, these policies are helpful for education, and therefore all teachers, administrators, and students should know about them. As a result, everyone in education should make use of the benefits these policies provide.....

Review of Empirical Literature

The literature review is an integral part of this entire process and makes a valuable contribution to almost every operational step. Here, some of the previous studies have been reviewed considering as well as relating the present study are as following.

Khanal (2008) conducted an experimental research on “Attitudes of Higher Secondary Teachers Towards the Use of Computer and Internet” to explore the perspectives of higher secondary English teachers in the Kathmandu Valley. The study focused on understanding their attitudes and perceptions. The research population included English teachers from the Kathmandu Valley, and data were primarily collected through a questionnaire supplemented by semi-structured interviews. The findings revealed that the majority of teachers held a positive attitude toward incorporating computers and the Internet into English Language Teaching.

Lindberg et al. (2012) reported on a study of “Upper Secondary School Teachers’ and students’ Perceptions of Information and Communication Technologies (ICT) in Education”. Data for the study are interviews with teachers and students that are part of a Swedish four-year project concerned with the advanced use of ICT in education. The results show that teachers use ICT for several different purposes, and that students expressed an extensive use of ICT. Data reveals a difference between students’ in- and out of – school use of ICT, out of school they rely more on their smartphones than they do in school.

Pokharel (2013) carried out the research entitled “Used of Computer-Based Technology in ELT Classrooms” aimed to explore the knowledge and experience of B.Ed. (English) second year students in computer-based technologies in ELT classrooms. For this purpose, the researcher has purposively chosen 10 campuses /colleges in Kathmandu valley. From those colleges 100 students were selected. Similarly, 10 teacher educators were selected taking one from each college. For the collection of data four different tools were used, viz. test items for students’ questionnaire for teacher educators along with observation. The data were coded and analyzed using MS- Excel and then transformed into charts. The researcher found that the use of such technology was hardly observed in any of the colleges. Students have faith on technology, their knowledge and skills are found poor despite some of good responses. Almost all of them are incapable of creating, presenting and sharing ELT resources using computer-based technology. Similarly, no teacher educators claimed to use such technology in ELT classroom except one. They are simply continuing the trend of teaching as it used to be earlier but ready to get training and lunch such technology if college provides such facility. The colleges show indifference towards such implementation in ELT classroom.

Chaudhary (2017) completed his thesis entitled “Use of ICT in English Language Classrooms” aimed to find out use of ICT in English language classroom teachers’ perception towards the use of ICT and the difficulties they face while using ICT in the classroom. A set of questionnaire and interview guidelines were used as tools for data collection. Forty lower secondary English teachers from Rautahat were selected using purposive non-random sampling procedure for this purpose. The data obtained through close-ended questions which were analyzed descriptively. The study showed that the teachers knew the importance of ICT tools in the English classroom and they viewed that it should be utilized well. The respondents have positive attitude towards the use of ICT in English classroom. They faced several problems like

electricity, lack of ICT tools, lack of sufficient number of classroom, lack of training etc. While using ICT tools in English classroom. The major problems they talked about lack of electricity and ICT tools.

Bakeer (2018) conducted a case study entitled “Effects of Information and Communication Technology ICT and Social Media in Developing Students Writing Skill: A case of AI-Quds Open University”. The objectives of the study were to explore undergraduate EFL learners, writing problems, and effect of ICT and social media in developing positive attitudes and improving students’ proficiency in writing English at the university level. The sample of the study consisted of 72 undergraduate students divided into a control group and an experimental group. Students’ attitudes were compared between the two groups to measure the potential of available technology and social media to develop the writing skill. The findings of the study showed that the integration of ICTs social media had a positive effect in developing students’ writing skill. Additionally, the undergraduates showed satisfaction with the potential achievements of integrating ICT and social media in developing the writing skill.

Thapa (2021) carried out survey research on “The Use of Modern Technology in English Language Teaching Explores the Use of ICT/ Web Tools in Teaching and Learning English at Secondary level”. The objectives of the study were to explore the commonly used educational technologies in the English language teaching and their effectiveness and suggest some pedagogical implications based on the study. Data were collected with both primary and secondary sources while carrying out this research. The questionnaire and class observation were main tools for data collection. The informants were selected using purposive sampling from ten English language teachers of government schools of Lamjung. The findings of this study were available educational technologies at school, access of internet, availability of ICT unit at school, use of ICT tools in ELT classroom, use of web tools in ELT classroom, ICT based activities in ELT classroom, teacher experiences on using ICT web tools effectiveness of modern technology in ELT and difficulties while using educational technology.

Castillo et al. (2021) aimed at analyzing the important of digital storytelling on English as a Foreign language. The study with mixed design concluded that the ICT tools or apps story bird’ is effective to enhance writing skills among the participants.

Hayati et al. (2021) studied on “ICT and Learning Attitude towards students’ Academic paragraph writing in college level”. The purpose of this study was to find out whether there was

significant correlation among ICT writing. Seventy-one students of English education study program got involved in this correlational study. The data were gained from primary and secondary sources those are a 15 item ICT use questionnaire, a 20-item learning attitude questionnaire and documentation of students' writing. They reported that there was significant correlation among the three variables statistically since the significantly since the significant value was $0.006 (< 0.05)$. The value of adjusted square of r was 0.114 which means ICT use and learning attitude contributed 11.4 % to the students' English academic paragraph writing.

Apriani et al. (2022) carried out research under the title of "Investigating the Role of ICT Toward Students' Higher Order Thinking in Writing at Islamic University Students". The objectives were to find out the uses of ICT in writing and the dominate role of ICT toward students 'higher-order thinking. They took 30 English students from every university as the research sample of the study. This study employed a survey research design (SPSS 25). They used an online questionnaire to find out the data about the role of ICT toward HOTS in writing skills. The result showed students gave positive opinions when their lecturer used ICT in improving their Higher-order Thinking in Writing Skills (71.8%). This percentage is at a good level.

Romadhon and Heriyawati (2023) studied on "I can Expand my Imagination: The Secondary Students 'Narrative in Creative Writing English Through Padlet". The aim of this article was to investigate the impact of Padlet, an online collaborative platform. This study focused on students in an Islamic Private School in Pasuruan, comprising 10th and 11th grade students. This study was qualitative approach, specifically employing narrative inquiry. The data were collected through semi-structure interviews and observation with the students. Hence, the findings of the study were elucidated the potential originality inherent in utilizing padlet as a medium for amplifying students' imaginative faculties within the context of writing instruction.

While existing studies have explored the role of ICT in English language teaching (ELT) from various perspectives, certain gaps remain. Studies such as Khanal (2008) and Chaudhary (2017) have primarily focused on teachers' attitudes toward ICT, highlighting challenges such as lack of resources and training. Meanwhile, research by Lindberg et al. (2012) and Pokharel (2013) has examined students' ICT use, showing disparities between in-school and out-of-school usage and the limited integration of ICT in ELT classrooms. More recent studies, including Bakeer (2018), Castillo et al. (2021), and Apriani et al. (2022), have demonstrated the

effectiveness of ICT in enhancing students' writing skills and higher-order thinking. However, most of these studies focus on secondary or university-level students, leaving a gap in understanding how bachelor-level students perceive ICT in improving their English writing skills.

Additionally, while studies such as Hayati et al. (2021) and Romadhon & Heriyawati (2023) explore the impact of specific ICT tools (e.g., Padlet, digital storytelling), there is a lack of research investigating how bachelor-level students engage with a broader range of ICT tools to enhance writing skills. Given the rapid advancements in technology and the increasing use of ICT in education, further research is needed to examine how undergraduate students perceive and utilize ICT for developing writing proficiency, particularly in non-native English-speaking contexts.

This study bridged this gap by exploring the perspectives of bachelor's-level students regarding the use of ICT in enhancing writing skills in English, considering both their perceptions, experiences and challenges faced in an academic setting.

Implications of the Review for the Study

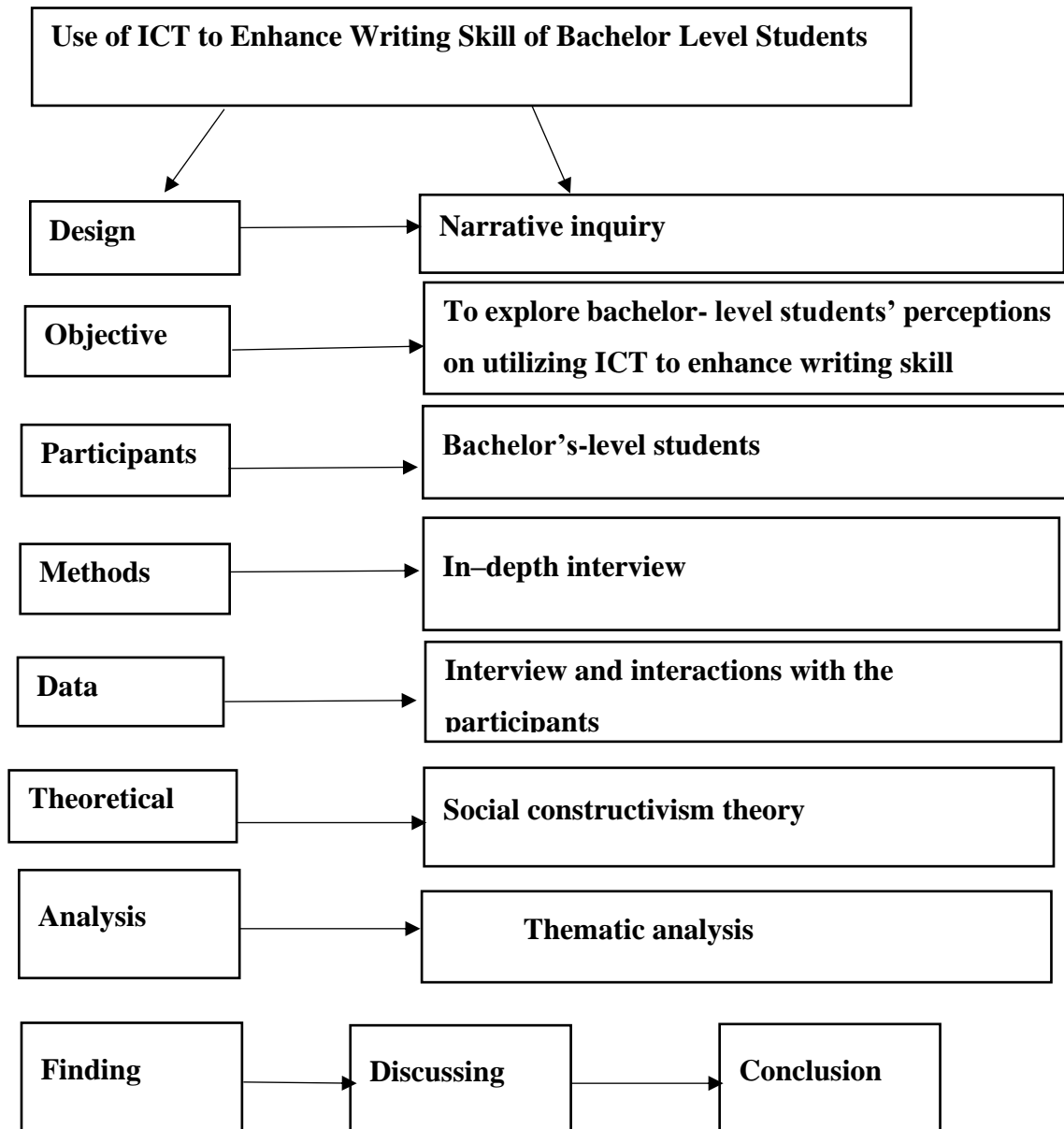
Literature review of the study is used to examine and evaluate what has been done before and what should be done for the further research. Likewise, the review of related literature mentioned in this study helped me with the insight carry out my research. It supported me with the existing knowledge, ideas, experiences, and concepts regarding the use of ICT to enhance writing skill of bachelor level students as well as it helped out to discover the conceptual, theoretical, and methodological research gap.

Reviewing of the literature is really beneficial for me to update with research process and methodological tools and for choosing the new topic and catching the ideas how to do research. Reviewing of (Khanal, 2008), (Lindberg et al., 2012), (Pokharel, 2013), and (Chaudhary, 2017) research works helped me to be familiar with the concept of ICT and its uses in ELT field. Similarly, from the survey research conducted by (Thapa, 2021) I got knowledge about the educational technologies in the English teaching and their effectiveness. In additional, from the work of (Bakeer, 2018), (Apriani et al., 2022) and (Hayati et al., 2021) I got ideas regarding ICT, it's role towards students' higher order thinking in writing, and its effectiveness in writing. The reviewed researches have direct implication in my research because I have got a lot of knowledge to develop my research work.

Conceptual Framework of the Study

Conceptual Framework is the plan of specific frame on which whole study is establish in diagram. It provides the general picture of whole study. The conceptual framework of my study is as follows.

Figure 1. *Conceptual Framework of the Study*



Chapter 3. Methodology

Methodology refers to the set of principles, practices and the procedures used to conduct research or solve problems. It outlines the steps and techniques used to collect and analyze data and is essential to ensure the validity and reliability of the results.

Design of the Study

In this research work, I followed the qualitative research. In general, it is one of the designs that was conducted in a natural setting to find out the truth. Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore them (Creswell, 2012). Under this design, I chose the narrative research design, which is appropriate to describe and understand the essence of life experience.

In the context of my research, I used the narrative inquiry design. Narrative inquiry is the systematic collection, analysis, and representation of people's stories as they tell them. That is, narrative inquiry serves as an interpretive tool for people to represent themselves. Narrative design is appropriate when one's goal is to explore a life story about which little has been written. The researcher collects information from knowledgeable participants who are asked to describe the phenomenon, and the researcher then analyzes themes and interprets the data (Flowerday & Schraw, 2000).

In order to understand the reality behind students' perspectives on using ICT tools to improve writing skills, I deeply interviewed with my participants and learn about their actual experiences. The narrative inquiry methodology assisted me in identifying participants' involvement and motivation to use ICT tools to improve writing abilities based on their lived experiences.

Participants

In this study, the participants comprised bachelor-level students from the Kathmandu district. Three participants were selected for the study purpose from Mahendra Ratna Campus, Tahachal, Kathmandu. A purposive sampling method was employed, allowing the selection of participants based on specific criteria. This method proved effective for collecting data from individuals with personal experience and knowledge of using ICT to enhance English writing skills.

Data Collection Tool

To collect information as required for fulfilling the objectives of this study, I used in-depth interviews which is a data collection method that involves one-on-one, open-ended conversations between a researcher and a participant. Both structured and unstructured formats, where researchers ask participants open-ended questions to explore their experiences, beliefs, and perceptions (Creswell & Poth, 2018).

Data Collection Procedures

After completing my research proposal viva on August 9 (2081-04-25), I revised the interview guidelines and proceeded to the field for data collection, adhering to the updated guidelines. On the first day, I met the students studying ICT with the help of subject teacher. My initial task involved reaching out to third-semester bachelor-level students from Mahendra Ratna Campus. I began by collecting their names and locations individually. I informally chatted with them and build up rapport. After rapport building, I told them that we would meet again tomorrow, and they agreed. Once I had gathered some preliminary information, I invited the participants to join my study. I provided them with a comprehensive explanation of my research topic and objectives, ensuring they fully understood the purpose of the study. The participants were highly cooperative, and I took the opportunity to establish a strong rapport with each of them.

Each participant took part in two rounds of interviews to gather comprehensive insights into their perspectives. The first round of interview started on 20th Mangsir. On 20th mangsir, I interviewed with S1, a bachelor-level student enrolled in the BICTE program at Mahendra Ratna Campus. The interview continued around 45 minutes, I recorded the interview with audio recording and keep on note taking during the interview period. After the completion of interview, I post reflected and revisited the recorded note. This initial session allowed for an in-depth discussion on various aspects of their experiences and perceptions. To ensure a more detailed understanding and to clarify any points raised in the first session, a follow-up second round interview was carried out on Mangsir 25.

Similarly, the second participant, S2, was interviewed for the first round on 29th Mangsir. I interviewed with S2, bachelor's-level student at Mahendra Ratna Campus. The interviewed continued around 35 minutes, I recorded the interview with audio recording and keep on note taking during the interview period. During this session, key themes and viewpoints related to the

research topic were explored. To build upon this discussion and further elaborate on the ideas shared, a second interview was conducted on 3rd Poush. This approach enabled a deeper engagement with the participant and provided an opportunity to refine and expand upon previously discussed concepts.

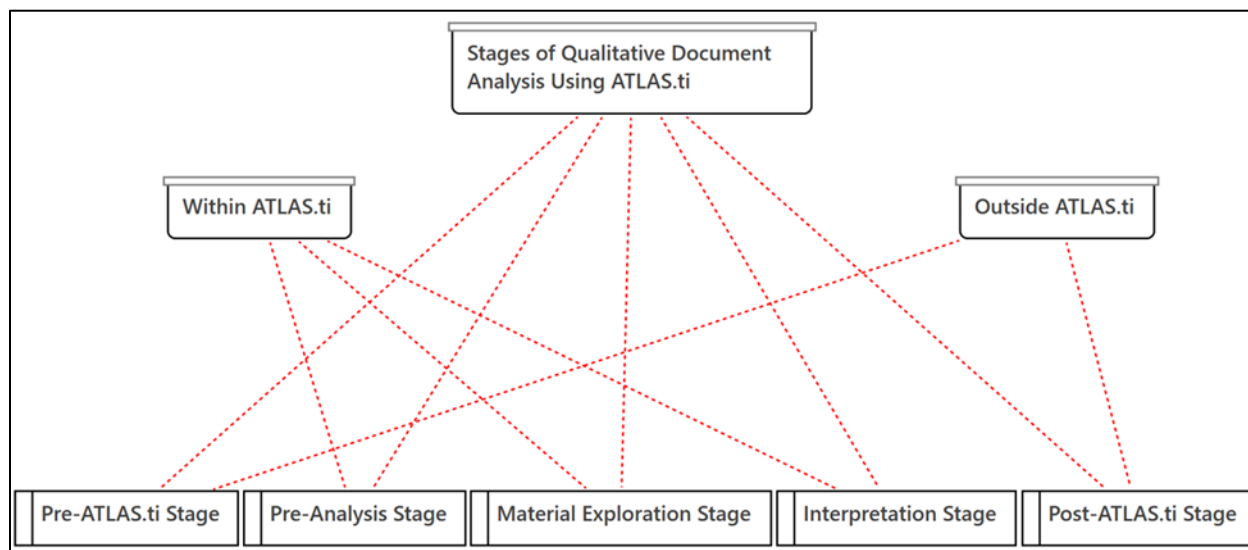
I interviewed with S3, a bachelor's-level student at Mahendra Ratna Campus. The third participant, S3, also underwent two interview sessions. The first round of discussion took place on 7th Poush. The interview continued around 30 minutes, I recorded the interview with audio recording and keep on note taking during the interview period. After the completion of interview, which important insights were gathered. To ensure a more thorough exploration of the subject matter and to validate the information provided, a follow-up interview was scheduled and conducted on 11th Poush.

To keep the information accurate and properly documented, I recorded all the interviews on my mobile phone. This helped preserve the original responses and made it easier to transcribe and analyze them later.

Data Analysis Procedure

After gathering data through interviews, I analyzed and interpreted it thematically using ATLAS.ti, guided by Braun and Clarke (2006) six phases of thematic analysis. Specifically, I followed the framework presented in Figure 2 to conduct the document analysis.

Figure 2. *Stages of Qualitative Document Analysis Using ATLAS.ti*



(Sharma, 2024, p. 114)

In the pre-ATLAS.ti stage, I transcribed the oral data to create six documents by repeatedly playing, pausing, and replaying the recordings to ensure accuracy. Each document was carefully titled and named, as shown in Table 1.

Table 1. *Document Titles and Names*

Document titles	Document names
Transcription of First Interview With Student 1 (S1) 2081/08/20	S1 Int 1
Transcription of Second Interview with Student 1(S1) 2081/08/25	S1 Int 2
Transcription of First Interview With Student 2 (S2) 2081/08/29	S2 Int 1
Transcription of Second Interview With Student 2 (S2) 2081/09/03	S2 Int 2
Transcription of First Interview With Student 3 (S3) 2081/09/07	S3 Int 1
Transcription of Second Interview With Student 3 (S3) 2081/09/11	S3 Int 2

In the pre-analysis stage, I created an ATLAS.ti project and added the documents to the project. Additionally, I grouped the documents in terms of S1, S2, and S3, each consisting of two documents, as shown in Figure 3, for the ease of the further analysis.

Ethical Considerations

Ethical considerations are a very important part of any study, as they ensure that the research is conducted in a fair and responsible way. Throughout my study, I paid close attention to following all the necessary rules and guidelines to make sure that my work met the highest ethical standards. This included respecting the privacy and confidentiality of participants, obtaining their consent, and handling all data with care. By focusing on these ethical principles, I ensured that my research was both trustworthy and respectful of everyone involved.

To guarantee that the study was carried out as thoroughly and ethically as feasible, I followed many concerns. Before conducting interviews, I met the participants and became acquainted with them. They agreed to help me once I described the goal of my study. I told them that they may quit if they were uncomfortable at any point during the interview, but none of them did; they assisted me with both interviews. Later, I scheduled an interview with them since they needed to manage both their personal and professional lives, and I arrived for the interview with all of my essential materials. For the ethical maintenance in the study I have pseudo named my

participant as S1, S2, and S3 for the purpose of analysis and discussion. The collected data were used only for research purposes and were not manipulated to draw findings and conclusions.

I conducted the study honestly and ensured the data truly reflected the participants' real opinions.

Chapter 4. Data Analysis and Interpretation

This chapter focuses on the analysis and interpretation of the collected data, along with the study's analytical findings. It explores how the participants' responses align with the research objectives and questions. The data was analyzed using Braun and Clarke's (2006) thematic analysis approach and Sharma's (2024) analytical framework. The process included inductive coding of the data, grouping the codes into organizing themes, and linking these organizing themes to the global themes derived deductively from the research objectives, facilitated by the ATLAS.ti software. In essence, this chapter provides a thematic analysis and interpretation of the findings. In the thematic analysis, it is noteworthy to mention that the citations of the interview data consists of the elements in the form of 'document number:quotation number ¶ paragraph number in document name' within parenthesis, such as (1:1 ¶ 13 in S1 Int 1), where '¶' is paragraph marker.

Organizing the collection of six written documents, created based on oral information, within an ATLAS.ti project, and utilizing the software to analyze and synthesize the data effectively, this study identifies the perspectives of Bachelor-level students on utilizing Information and Communication Technology (ICT) to enhance their writing skills. Therefore, in this section I have described the overall findings from the field data under organizing theme: challenges in developing English writing skills, procedures for developing writing skills, role of technology in writing development, mobile phones as learning tools, challenges in using technology, preferred tools for writing development, potential drawbacks of ICT tools. First organizing theme incorporates two basic themes: initial struggles and emotional response to writing and second organizing theme also incorporate two basic themes: contextual relevance and connectivity issues. Third organizing theme include two basic themes: accessibility and convenience, limitations. Fourth organizing theme incorporates two basic themes: potential drawbacks of ICT tools and over-reliance on tools. Fifth organizing theme incorporates two basic themes: Grammarly and ChatGpt. Sixth organizing theme incorporate two basic themes: ICT tools and AI tools. Seventh organizing theme include three basic themes: consistent practice, feedback and guidance, and reading and vocabulary building.

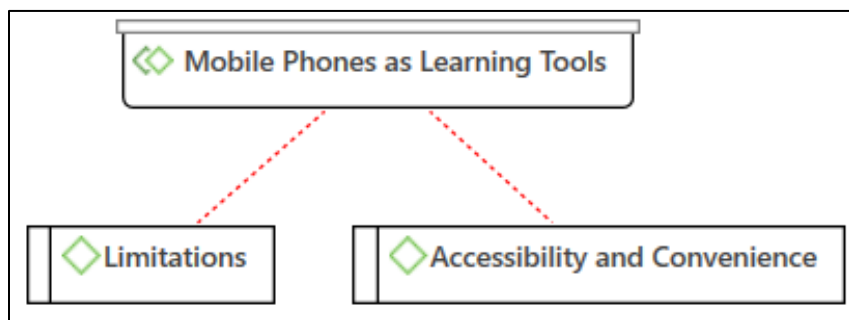
Mobile Phones as Learning Tools

Mobile phones have become powerful educational tools due to their accessibility, versatility, and wide range of features. They offer the convenience of learning anytime and

anywhere, making education more accessible for students in various environments. Their versatility includes features like cameras, microphones, and sensors, which can enhance learning in creative ways. Mobile phones also provide access to diverse educational resources through apps, enabling personalized learning at students own pace. They facilitate communication and collaboration, allowing students and teachers to interact and share ideas in real-time. Overall, mobile phones support flexible, interactive, and engaging learning experiences, though they must be used responsibly to avoid distractions.

This theme is supported by two main sub-themes: limitations and accessibility, shown in Figure 3.

Figure 3. *Codes Supporting Challenges in Developing English Writing Skills*



Note. = 'code group' or organizing theme; = code or 'basic theme'

Accessibility and Convenience

Accessibility and convenience are key factors that significantly influence the effectiveness of technology in enhancing writing skills. The ease of use and availability of various tools and platforms make the learning process more efficient.

Mobile phones emerged as versatile tools for on the go learning. One of the participant S1 realized that, my mobile phone allows me to access learning apps and watch videos related to grammar tips. For example, when I am writing something, I often use the mobile app to check definitions, find synonyms, or even try (1:4 ¶ 17 in S1 Int1).

In the context, S2 noted that, it is convenient for quick tasks like looking up words or making minor edits, it lacks the advanced features needed for serious writing (4:2 ¶ 3 in S2 Int2). While S3 relied heavily on apps like dictionary tools and Grammarly, which provide immediate feedback and suggestions.

The findings indicate that mobile phones are highly valued by students for their accessibility and convenience in enhancing writing skills. Consistent with previous studies,

mobile devices offer immediate access to language tools such as grammar checkers, dictionaries, and writing aids, making them effective for on-the-go learning (Golonka et al., 2014). For instance, participant S1 emphasized the role of mobile apps in providing grammar tips and synonyms while writing, aligning with research that highlights mobile learning's ability to support autonomous learning and real-time language improvement (Kukulka-Hulme, 2012).

Similarly, participant S3's reliance on mobile apps like Grammarly demonstrates how students leverage mobile technologies to receive instant feedback and improve their writing. The ability to quickly look up words or perform minor edits, as noted by participant S2, reflects the efficiency of mobile tools in supporting micro learning activities and reinforcing vocabulary development (Godwin-Jones, 2017). These findings underscore the versatility of mobile phones in language learning environments despite their limited scope for more advanced tasks.

Mobile phones play a crucial role in enhancing writing skills due to their accessibility and convenience. Students utilize mobile apps for quick grammar checks, vocabulary enhancement, and real-time feedback, supporting autonomous learning. While mobile tools are effective for on-the-go learning and micro-tasks, they may lack advanced features for extensive writing. Overall, the findings highlight the value of mobile technology in improving writing skills, aligning with previous research on its role in language learning.

Limitations

Although mobile phones were seen as convenient, participants acknowledged their limitations for comprehensive writing tasks. S3 highlighted the inability of mobile phones to handle more advanced writing tasks compared to laptops.

Regarding this, S1 stated that I find that a laptop or desktop computer offers much more flexibility and advanced tools for learning and writing (1:5 ¶ 19 in S1 Int 1).

S2 explored that the tool requires a stable internet connection, it becomes difficult to use when the network is slow or unavailable; this can be frustrating, especially when I'm working. (4:3 ¶ 13 in S2 Int 2).

While mobile phones are useful for quick, minor writing tasks, the data reveal inherent limitations that hinder their effectiveness for comprehensive writing projects. As participant S1 noted, laptops or desktops are preferred for tasks requiring greater flexibility and advanced writing tools. This finding is supported by studies suggesting that larger screens and dedicated software environments on computers facilitate more complex language activities, such as

drafting and revising extended texts (Stockwell, 2013).

Additionally, the requirement for a stable internet connection poses a challenge for mobile learning. Participant S2 highlighted frustrations stemming from connectivity issues, consistent with existing literature that identifies technical barriers as significant constraints to mobile-assisted language learning. The limited processing power and screen size of mobile devices further restrict their capacity to support intricate writing tasks compared to traditional computer systems (Traxler, 2010).

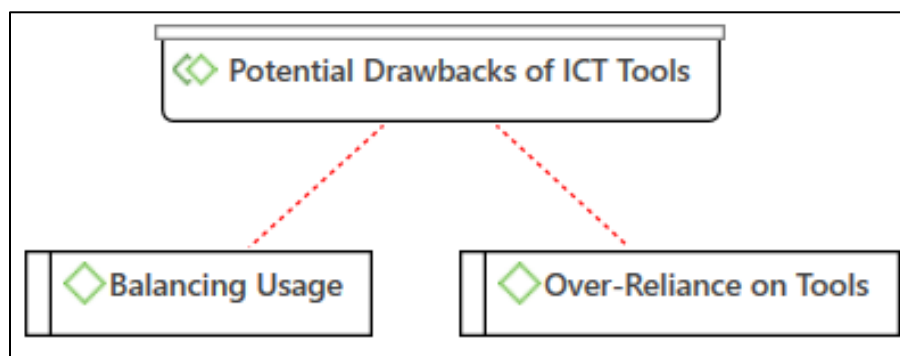
In conclusion, while mobile phones offer convenience for quick writing tasks, they have significant limitations for comprehensive writing projects. Participants highlighted challenges such as limited flexibility, the need for advanced writing tools, and reliance on a stable internet connection. Laptops and desktops were preferred for more complex writing due to their larger screens and advanced software capabilities. These findings align with existing research, emphasizing the constraints of mobile devices in supporting in-depth language learning and writing tasks.



Potential Drawbacks of ICT Tools

Potential drawbacks of ICT tools refer to the challenges or negative aspects that can arise when using technology for educational or other purposes. These may include issues like technical difficulties, lack of user skills, privacy concerns, over-reliance on technology, and unequal access to resources, which can hinder the effectiveness of ICT tools.

Under this organizing theme I have presented two supporting codes as balancing usage and over-reliance on tools which are shown in Figure 4.

Figure 4. *Codes Supporting Potential Drawbacks of ICT Tools*



Note.  = 'code group' or organizing theme;  = code or 'basic theme'

Balancing Usage

Participants agreed that while ICT tools are invaluable, they should complement rather than replace personal effort. In this context, S3 concluded, the key is to use them as a supplement to our efforts rather than as a replacement for them.

The code underscores students' awareness of the need to integrate ICT tools judiciously into learning practices. One participant noted:

"ICT tools are incredibly valuable for learning and improving English writing skills. The key is to use them as a supplement rather than a replacement for them" (6:5 ¶ 13 in S3 Int 2).

This statement aligns with existing research emphasizing that technology should complement traditional learning methods rather than supplant them entirely. According to Warschauer (2011), effective ICT integration requires maintaining a balance between digital and traditional writing practices to foster holistic skill development.

To sum up, participants acknowledged the value of ICT tools in enhancing English writing skills but emphasized their role as a supplement rather than a replacement for personal effort. This perspective aligns with existing research, highlighting the need for a balanced integration of digital and traditional learning methods to support comprehensive skill development.

Over-Reliance on Tools

Concern about losing creativity and critical thinking due to over-reliance on ICT tools is a valid point. It emphasizes the importance of using these tools as aids rather than replacements for learning.

S3 expressed concerns about becoming overly dependent on ICT tools, potentially leading to reduced creativity and critical thinking. They observed, instead of challenging ourselves to think critically, we might simply rely on the tools to do the work for us.

In this context, S3 explored that I believe that while ICT tools have many positive impacts, they can also have some negative effects if we rely too heavily on them. One of the main drawbacks is that over-reliance on these tools can reduce our creativity and critical thinking skills (6:4 ¶ 11 in S3 Int 2). Participants expressed concern that excessive dependence on ICT tools might hold in creativity and critical thinking.

It include broader discussions in educational literature advocating for strategies to mitigate tool dependency by promoting reflective practices and fostering intrinsic motivation to engage in writing tasks without over-reliance on automated systems (Li & Ranieri, 2010).

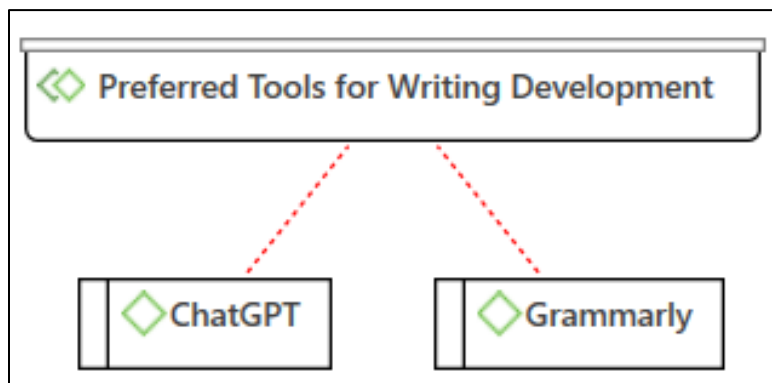
These results suggest the need for educational frameworks that guide students toward a balanced and mindful use of ICT tools, ensuring they enhance rather than hinder the development of essential writing skills. This insight underscores the need to use ICT tools as aids rather than replacements, ensuring they support rather than hinder cognitive growth.



Preferred Tools for Writing Development

Preferred tools for writing development are those resources or technologies that are most commonly used or recommended to improve writing skills. These can include word processors, grammar checkers, writing apps, educational websites, and collaborative platforms that provide support in areas such as grammar, structure, vocabulary, and feedback, helping individuals enhance their writing abilities.

This organized theme incorporates two code or basic theme: ChatGPT and Grammarly, as depicted Figure 5.

Figure 5. *Codes Supporting Preferred Tools for Writing Development*



Note.  = 'code group' or organizing theme;  = code or 'basic theme'

ChatGPT

ChatGPT was praised for its comprehensive support in idea generation and content refinement. S2 found it invaluable for tone and style improvement, while S3 relied on it for creating structured and clear sentences.

The participant S2 stated that, Writing is more than just grammar; it requires creativity, clarity, and the ability to express ideas effectively. ChatGPT stands out because it addresses all these aspects (4:5 ¶ 11 in S2 Int 2).

Grammarly

Grammarly remained a favorite among participants for its detailed grammar checks and user-friendly corrections. S1 called it “a crucial part of my learning process,” while S3 appreciated its ability to refine grammar and sentence structure.

Connecting this theme, S1 argued that Grammarly has become a crucial part of my learning process because it doesn’t just show me where I went wrong but it also explains why something is incorrect (2:2 ¶ 3 in S1 Int 2).

In the same manner S3 also explored that I write sentences with incorrect punctuation or awkward phrasing, the app will mark them and show me how to fix them. This immediate feedback has been instrumental in helping me improve my grammar and sentence structure over time (5:7 ¶ 15 in S3 Int 1).

Grammarly emerged as a preferred tool for its user-friendly interface and detailed grammar explanations. The role of real-time feedback in enhancing writing competence is also supported by (Godwin-Jones, 2022) who emphasizes the importance of timely interventions in the learning process.

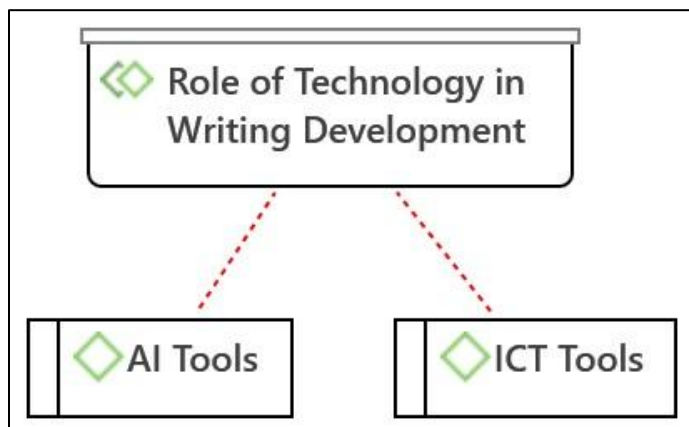
In conclusion, together, these tools exemplify the potential of ICT to enhance writing skills, addressing both the technical and creative dimensions of writing. This dual approach resonates with current pedagogical trends emphasizing the integration of innovative technologies to support comprehensive skill development in academic contexts.

Role of Technology in Writing Development

Technology helps improve writing by providing tools that make writing easier and better. It offers things like grammar checkers, spell checkers, and writing suggestions that help people write more clearly. Technology also makes it easy to find writing resources, get feedback, and work with others, which helps people practice and improve their writing skills.

This organized theme includes two sub-themes: AI Tools and ICT Tools, as shown in Figure 6.

Figure 6. Codes Supporting Role of Technology in Writing Development



AI Tools

Technological tools play a crucial role in every sector, including teaching and learning. To enhance writing skills, too, technology offers innovative solutions that streamline learning and provide personalized support, helping individuals improve their writing effectively and efficiently.

Regarding the use of AI tool, one of my participants, namely S1 stated: I mostly use Grammarly to help improve my English writing; it is a very effective AI tool that highlights mistakes in my writing and suggests corrections (2:1 ¶ 3 in S1 Int 2). Participant used Grammarly to improve her mistakes specially grammar related areas. She preferred this because it suggested her the correct form of the writing too.

Another participant S2 also in lined with her idea and asserted that: It provides suggestions for improving the tone, style, and clarity of my writing (4:1 ¶ 6 in S2 Int 2). Similarly, S3 explored that, I often use Google Translate to ensure that I am using the right words and phrases. It helps me convert complex sentences from Nepali to English and vice versa, making the entire process more manageable (5:8 ¶ 17 in S3 Int 1). S3 further elaborated on her idea, I can type it into Google Translate and immediately see its meaning in Nepali. This helps me learn new words and phrases, which I can use in my writing. Moreover, Google Translate provides the ability to translate entire documents, which is extremely useful for assignments and presentations (6:1 ¶ 4 in S3 Int 2).

The participants' experiences highlight the growing importance of AI-powered tools in improving writing skills, resonating with existing research on technology-assisted learning. S1 and S2 emphasize the usefulness of Grammarly in enhancing grammar, tone, style, and clarity.

Participant S3's mention of using Google Translate for sentence conversion between Nepali and English reflects its utility as a supportive tool in multilingual contexts. The participants' observations suggest that AI tools not only correct errors but also contribute to learning by offering real-time feedback and alternative expressions.

In conclusion, technological tools like Grammarly and Google Translate play a key role in improving writing skills by providing corrections, suggestions, and translations. These tools make writing easier and more effective, showing how technology supports personalized learning and enhances confidence in English writing.

ICT Tools

ICT (Information and Communication Technology) is a transformative force that has revolutionized how information is accessed, shared, and utilized in the modern era. By integrating advanced tools and platforms, ICT has bridged geographical barriers, enabling real-time communication and collaboration across the globe. It has modernized industries such as education, healthcare, business, and entertainment, fostering efficiency and innovation. In education, for instance, ICT has enhanced learning experiences through digital resources, interactive tools, and online platforms, making knowledge more accessible and engaging.

ICT tools were instrumental in improving writing skills. S1 and S2 discussed the use of apps like Grammarly and writing software. S3 elaborated on using both mobile phone and laptop to access online resources, check grammar, and expand vocabulary.

In this context, S1 elaborated that my mobile phone is always handy and has apps like a dictionary or grammar tools that I use whenever I encounter my words or need to clarify something (1:3 ¶ 15 in S1 Int 1). Similarly, S3 also realized that, ICT tools have become an integral part of my learning process, making it possible for me to write more confidently and efficiently (5:5 ¶ 13 in S3 Int 1).

The data underscores the pivotal role of ICT in modern education. Participants described their reliance on ICT tools such as mobile phones and laptops for accessing digital resources, grammar checks, and vocabulary building. ICT tools enable learners to overcome geographical and time constraints, fostering autonomous learning and providing continuous access to educational resources.

S1 and S3's use of dictionary and grammar applications reinforces the findings of Selwyn (2016), who highlights that mobile devices in education provide instant solutions for language-related challenges.

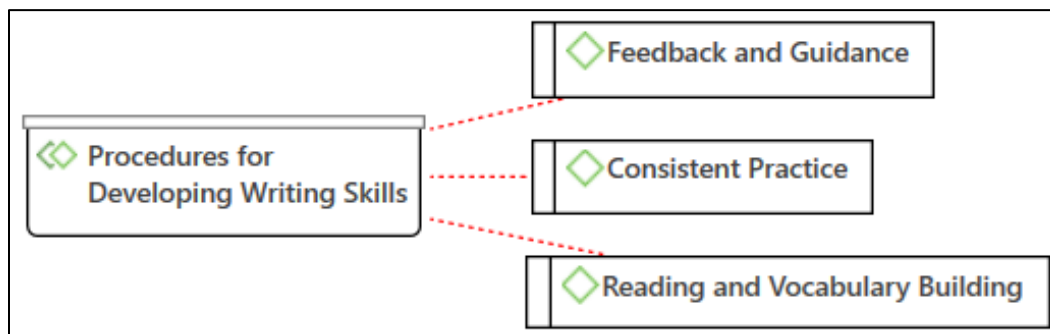
Procedures for Developing Writing Skills



Procedures for developing writing skills include practices like regular writing exercises, reading widely, using grammar and style tools, receiving constructive feedback, and revising drafts. These strategies help improve writing by building vocabulary, enhancing sentence structure, and refining overall writing techniques.

To connect constructivism theory with procedures for developing writing skills, fosters a student centered, interactive, and reflective learning environment. The use of ICT, students actively engage in the writing process, constructing their knowledge through experience and interaction. These strategies not only enhance writing proficiency but also promote critical thinking, creativity, and making the writing process more meaningful and effective.

This organized theme incorporates three code or theme: feedback and guidance, consistent practice and reading and vocabulary building, as depicted in Figure 7.

Figure 7. Codes Supporting Procedures for Developing Writing Skills



Note.  = 'code group' or organizing theme;  = code or 'basic theme'

Consistent Practice

Improving any skill, including writing, takes regular practice. In today's digital world, Information and Communication Technology (ICT) offers many helpful tools and resources. Using these tools often can greatly improve writing in areas like grammar, vocabulary, creativity, and critical thinking. ICT makes it easier for learners to grow more confident and skilled in writing. With steady effort and practice, anyone can improve their writing abilities.

Connecting with theme, S1 added that I realized that practicing consistently was key (1:2 ¶ 13 in S1 Int 1). The participant S2 argued that I made sure to write something every day. (3:3 ¶ 17 in S2 Int 1).

All participants underscored the importance of regular practice. S1 and S2 mentioned writing essays and assignments consistently, while S3 emphasized refining writing through repetitive practice and peer feedback.

The findings reveal that regular practice plays a pivotal role in enhancing students' writing skills, a sentiment echoed by previous research. S1 and S2 emphasized writing essays and assignments consistently, aligning with Graham and Perin's (2007) assertion that frequent writing opportunities significantly contribute to improved writing proficiency. Additionally, S3's emphasis on repetitive practice and peer feedback reflects the importance of iterative learning processes and collaboration for skill refinement (Hyland, 2003). ICT tools, such as digital writing platforms, further support consistent practice by offering interactive and flexible environments conducive to writing improvement (Al-Mahrooqi et al., 2015).

In conclusion, regular practice is essential for improving writing skills, and ICT provides valuable tools to support this process. The participants in this study highlighted the importance of consistent writing through assignments, essays, and peer feedback, reinforcing existing research on skill development. By integrating ICT into writing practice, learners can enhance their grammar, creativity, and critical thinking in an interactive and flexible environment. Ultimately, steady effort and the effective use of digital tools can lead to greater confidence and proficiency in writing.

Feedback and Guidance

Feedback and guidance play a crucial role in effectively using ICT tools to improve writing skills. They are essential for personal and professional growth. When students receive proper feedback and guidance on using ICT, they develop a positive attitude toward these tools, making their learning more effective and enjoyable.

In this theme S2 explored that over time, I started seeking help from my teachers, who provided valuable feedback and guidance. They pointed out my mistakes and encouraged me to read more to expand my vocabulary. Slowly I noticed improvements in my writing (3:1 ¶ 12 in S2 Int 1).

In the same manner, S3 added that I share it with my peers and listen to their suggestions, which help me refine my work (5:4 ¶ 11 in S3 Int 1).

Seeking feedback from teachers, peers, and friends was a common strategy. S2 and S3's experience underscores the importance of collaboration.

Feedback from teachers and peers was identified as a critical element for effective learning and writing development. Research by Nicol and Macfarlane-Dick (2006), similarly underscores that formative feedback enhances self-regulated learning, making students more adept at refining their work.

Hence, feedback and guidance are essential for effectively using ICT tools to enhance writing skills. The experiences of S2 and S3 highlight the importance of seeking support from teachers and peers, which fosters collaboration and improvement. Research further supports that formative feedback enhances self-regulated learning and that ICT facilitates timely and constructive feedback, creating a positive learning environment.

Reading and Vocabulary Building

ICT provides a variety of tools to enhance reading and vocabulary, which are essential for improving writing skills. With strong reading abilities and a rich vocabulary, students can express themselves more effectively in writing. AI-powered tools, such as Copilot and educational podcasts, offer innovative ways to build vocabulary and strengthen reading skills, making learning both engaging and effective.

Regarding this theme, S2 stated that reading more books, articles, and blogs in English. Reading not only improved my vocabulary but also gave me a better understanding of how to use words and phrases in different contexts (3:4 ¶ 17 in S2 Int 1).

S3 added more idea, one of the primary apps I use on my phone is the dictionary app. Whenever I come across a word I don't understand, I quickly look it up in the dictionary to learn its meaning, synonyms, and usage. This helps me expand my vocabulary and use words correctly in my writing (5:6 ¶ 15 in S3 Int 1).

Participants valued reading as a means to expand vocabulary. S2 highlighted the benefits of books and articles, while S3 supplemented vocabulary building with dictionary apps on mobile phone

Reading and vocabulary acquisition emerged as essential procedures for improving writing skills. Participants reported that reading books, articles, and blogs expanded their

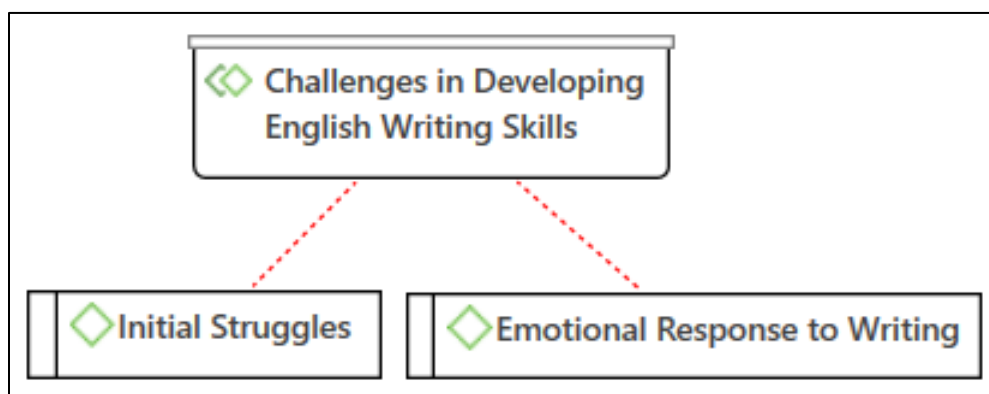
vocabulary and contextual understanding, while ICT tools, such as dictionary apps, facilitated immediate learning and retention of new vocabulary. Contemporary research supports the integration of ICT tools for vocabulary building, highlighting their role in engaging learners and enhancing language acquisition (Godwin-Jones, 2018).



In conclusion, reading and vocabulary acquisition play a crucial role in enhancing writing skills. Participants emphasized the benefits of reading books, articles, and blogs to expand their vocabulary and improve contextual understanding. Additionally, ICT tools, such as dictionary apps, provided immediate support for learning new words. These findings align with existing research, reinforcing the importance of combining traditional reading habits with digital resources to strengthen writing proficiency.

Challenges in Developing English Writing Skills

In analyzing the qualitative data, this “organizing theme” was emerged from two codes or “basic themes:” initial struggles and emotional response to writing (Attride-Stirling, 2001), as depicted in Figure 8.

Figure 8. *Codes Supporting Challenges in Developing English Writing Skills*



Note.  = ‘code group’ or organizing theme;  = code or ‘basic theme’

These themes encapsulate participants’ experiences and perceptions during the process of developing English writing skills.

Initial Struggles

This theme captures participants' challenges when they began learning to write in English. These difficulties often stemmed from limited language proficiency, low confidence, and unfamiliarity with English writing conventions. One of the participants described their early experiences as follows:

At the beginning of my journey, I focused on writing essays and paragraphs and engaging in free writing exercises. These were challenging at first because my knowledge of English was quite limited, and I didn't feel confident in my abilities. Writing seemed like a difficult task because I struggled with vocabulary, grammar, and sentence structure. (1:1 ¶ 13 in S1 Int 1).

Such experiences are consistent with findings by (Hinkel, 2003), who highlights that second-language writers often face significant hurdles with lexical and syntactic complexity. Regarding the perception of English complexity, another participant stated that "English is a complicated language for me, and I have faced numerous difficulties in learning how to write properly" (5:1 ¶ 11 in S3 Int 1). This aligns with Nation's (Nation, 2008) insights on the complexity of English writing for non-native speakers, who must navigate a myriad of grammatical and rhetorical structures unfamiliar to them.

In summary, participants faced significant challenges when learning to write in English due to limited proficiency, low confidence, and unfamiliarity with writing conventions. Their experiences align with existing research, which highlights the complexity of English writing for non-native speakers. These difficulties underscore the need for targeted support to enhance students' writing skills.

Emotional Response to Writing

This theme reflects the affective dimensions of participants' experiences in developing writing skills. It includes emotional challenges, rewards, and collaborative learning experiences. The participants seemed to encounter both challenges and rewards. They expressed mixed emotions about writing, often finding it daunting but also recognizing its rewards. For instance, S2 noted that "Writing may be difficult, but the rewards make it worthwhile" (3:2 ¶ 14 in Int 1). This aligns with prior literature that regards writing as a demanding but fulfilling endeavor. Hyland (2004) highlights that writing can be a significant cognitive and emotional challenge for learners, yet it fosters a sense of accomplishment when improvement is evident.

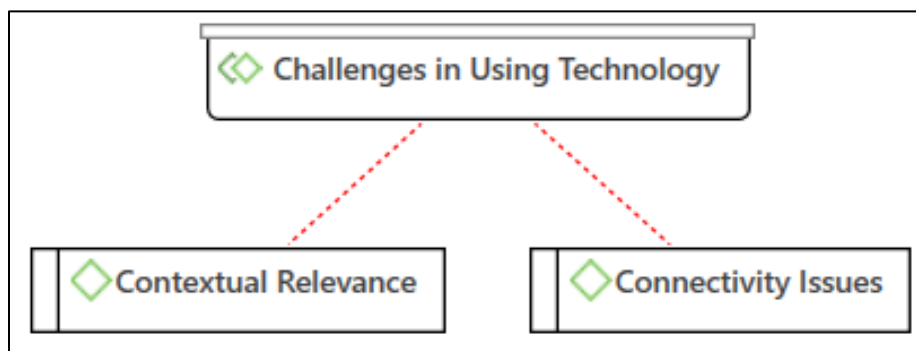
The value of collaborative learning also emerged from the data. One participant shared: "I often discuss my writing with friends. Their feedback is extremely helpful because they point out my mistakes and suggest ways to improve. This collaborative learning process has been crucial in enhancing my English writing skills" (5:2 ¶ 11 in S3 Int 1). This finding resonates with

Vygotsky's (1978) theory of social constructivism, which posits that interaction and feedback within a learning community play a vital role in cognitive and emotional development.

Challenges in Using Technology

Challenges in using technology for education, particularly in enhancing writing skills, often include contextual relevance and connectivity issues. These two issues are presented below as sub-themes in Figure 9.

Figure 9. Codes Supporting Challenges in Using Technology



Note. = 'code group' or organizing theme; = code or 'basic theme'

Connectivity Issues

Connectivity issues happen when devices like computer, smartphone, or laptop fail to connect to the internet or communicate with each other. These can slow down or block access to websites, apps, or online services. Stable internet access was a recurring challenge. S1 and S2 mentioned difficulties with slow networks.

Connecting this theme S1 shared mentioned difficulties with slow networks, these technological challenges disrupt workflow and hinder students' ability to fully leverage ICT tools for academic purposes (2:3 ¶ 5 in S1 Int 2). Similarly, S3 also realized that, I've faced problems with software glitches, computer viruses, and compatibility issues that disrupt my workflow (6:3 ¶ 9 in S3 Int 2).

Stable internet connectivity is crucial for effectively utilizing ICT tools such as AI-driven writing assistants like Grammarly and ChatGPT. Similarly, technical issues such as software glitches, viruses, and device compatibility problems, as noted by S3, reflect findings from Kormos and Csizér (2014) that emphasize the need for reliable technological environments for successful integration of digital tools in educational contexts.

For instance, S1's statement underscores the dependency of AI tools on stable internet

access, while S3's challenges with software glitches point to the importance of robust technological infrastructure in enhancing user experiences (S1 Int 2; S3 Int 2).

Contextual Relevance

Challenges in using technology for enhancing writing skills in English often stem from issues of contextual relevance, as students' needs, technological infrastructure, and cultural backgrounds vary widely. For instance, some students may face difficulty accessing advanced technological tools due to limited availability, poor internet connectivity, or lack of institutional support. Moreover, certain applications and platforms may not align with the local curriculum or students' proficiency levels, reducing their effectiveness. AI tools sometimes provided irrelevant or overly complex suggestions.

The participant, S1 shared Another challenge is that AI tools sometimes make suggestions that don't align with the tone or context of my writing. For example, if I am writing a creative piece, Grammarly might suggest changes that make the content grammatically correct but less engaging or natural (2:4 ¶ 5 in S1 Int 2).

Related to the same theme, S2 further explored that some of the suggestions provided by ChatGPT are overly complex or not entirely relevant to the context of my writing (4:4 ¶ 13 – 14 in S2 Int 2).

In the same manner S3 also explored that an ICT tool provides suggestions for improving my writing, I sometimes struggle to understand and implement those suggestions because of my limited vocabulary and grammar knowledge (6:2 ¶ 7 in S3 Int 2).

Challenges related to contextual relevance reflect how ICT tools often lack customization to fit diverse educational environments and learner needs (Alhawiti, 2014). For instance, S1's observation that AI-generated suggestions may detract from the natural tone of creative writing highlights the limitations of rule-based recommendations in creative contexts (S1 Int 2). S3's struggle with understanding suggestions due to vocabulary limitations further illustrates the gap between tool capabilities and user proficiency (S3 Int 2).

Hence, Connectivity and technological challenges, such as unstable internet, slow networks, software glitches, and compatibility issues, hinder students' effective use of ICT tools like Grammarly and ChatGPT for writing skill enhancement. Stable internet and strong infrastructure are essential for seamless tool utilization. Additionally, contextual relevance issues arise when AI tools provide overly complex or irrelevant suggestions, misaligning with students'

proficiency levels or writing contexts. Addressing these barriers is crucial for maximizing the potential of ICT tools in supporting students' academic writing development.

Chapter Five. Findings, Conclusions, and Implications

Findings

Based on the analysis and interpretation of the collected data on the use of ICT to enhance English writing skills, this study has uncovered key findings that can assist policymakers, educators, and stakeholders in effectively improving writing skills through the appropriate utilization of ICT tools. Such key findings of this study are as follow:

Perspectives on ICT Use

Valuable for Writing Skills. Students perceive ICT tools as highly beneficial for enhancing their English writing abilities. These tools support grammar correction, vocabulary improvement, and clarity in writing.

Frequent Use of Tools. Tools like Grammarly and ChatGPT are widely preferred for their ability to identify and rectify errors while offering suggestions to refine tone and style.

Role of Devices. Mobile devices and laptops are regarded as essential for accessing ICT tools, appreciated for their convenience and versatility in aiding writing tasks.

To sum up, students recognize ICT tools as valuable aids in enhancing their English writing skills. The widespread use of tools like Grammarly and ChatGPT highlights their effectiveness in improving grammar, vocabulary, and writing style. Additionally, mobile devices and laptops play a crucial role in providing appropriate access to these resources, making ICT an integral part of the writing process. So, my discussion and findings are in line with the current trends and practices in applied linguistics and ELT learning and practices

Challenges Faced

Connectivity Issues. Students often face difficulties due to unstable internet connections, which hinder their ability to utilize online tools effectively.

Limited Knowledge. A lack of familiarity with advanced ICT tools prevents some students from fully leveraging their potential.

Over-Reliance on ICT. Dependence on ICT tools can sometimes lead to a decline in creativity and critical thinking, as students may rely excessively on automated suggestions instead of developing their own skills.

In summary, students face several challenges in using ICT for writing enhancement. Unstable internet connections limit their access to online tools, while a lack of proficiency prevents them from utilizing technology effectively. Additionally, excessive reliance on ICT

may hinder creativity and critical thinking. Addressing these issues through better infrastructure, training, and balanced ICT use can help students fully benefit from digital learning.

Strategies for Writing Improvement

Consistent Practice. Regular writing practice, such as essays and assignments, was identified as crucial for skill enhancement. Regular writing practice remains crucial for skill development, a finding supported by (Graham & Perin, 2007) who highlight the positive impact of continuous writing exercises on students' proficiency. Writing assignments, journal entries, and essays have been shown to reinforce grammatical accuracy and coherence.

Peer Feedback. Collaborative learning and peer feedback were highlighted as effective strategies for improving writing, as they help identify mistakes and provide constructive input. Peer review fosters critical engagement, allowing students to identify errors and refine their work based on constructive input.

In conclusion, collaborative learning and peer feedback are powerful tools for enhancing writing skills, as they encourage active engagement, critical thinking, and constructive revision. By fostering a supportive learning environment, these strategies help students identify errors, refine their work, and develop stronger writing proficiency.

Reading and Vocabulary Building. Reading books, articles, and blogs in English enhances vocabulary and helps students understand the appropriate use of words and phrases in various context. These findings align with the study Krashen (1982) study which, extensive reading has long been recognized as a key factor in vocabulary acquisition and writing proficiency.

Conclusion

This study explored bachelor's-level students' perspectives on utilizing ICT to enhance their English writing skills. The findings underline the positive impact of ICT tools in fostering writing development, especially in grammar accuracy, vocabulary expansion, and writing organization. However, challenges like limited resources, technical issues, and over-reliance on ICT highlight the need for a balanced approach. The study also confirms the role of social constructivism, where ICT tools act as facilitators of collaborative and interactive learning experiences. Overall, integrating ICT into language learning can significantly benefit students when coupled with appropriate strategies and support systems.

This study provides valuable insights into the experiences of bachelor's-level students as they navigate the challenges of developing English writing skills. Initial struggles with grammar vocabulary, and sentence structure, compounded by differing educational backgrounds, created a steep learning curve. Despite these challenges, students demonstrated resilience, using consistent practice, feedback, and reading as key strategies to improve their writing abilities. Emotional responses varied, but the process often led to a sense of accomplishment and confidence.

Technology played a transformative role, with tools like Grammarly, ChatGpt, and Google Translate significantly enhancing the learning process. Mobile phones emerged as convenient, accessible tools for quick learning and feedback, while laptops were preferred for more comprehensive writing tasks. However, participants faced hurdles such as connectivity issues, technical challenges, and the contextual relevance of AI- generated suggestions. These obstacles highlight the need for better infrastructure and support in using technology effectively. Participants also reflected on the importance of balancing reliance on ICT tools with personal effort. While these tools streamlined the writing process, over- dependence was seen as potentially destroying creativity and independent thought. This underscores the need for integrating technology thoughtfully into learning, ensuring it enhances rather than replaces traditional methods.

Overall, the findings emphasize the importance of combining consistence, collaboration, and strategies use of technology to overcome the complexities of English writing development. This balanced approach can empower learners to achieve greater proficiency and confidence in expressing themselves through writing.

Implications

For Teaching: Encouraging teachers to participate in professional development programs focused on ICT integration is vital for effective technology use in education. These programs equip educators with the knowledge and skills needed to absolute incorporate ICT tools into their teaching practices. However, it is important to use ICT tools to complement, rather than replace traditional teaching methods. This balanced approach ensures holistic skill development by combining the benefits of technology with the foundational strengths of traditional teaching strategies.

For Students: Adopting a balanced approach to using ICT tools is essential, combining their benefits with consistent writing practice and critical thinking exercises. This approach

ensures that technology supports, rather than replaces, foundational skills development. Encouraging collaborative activities further enhance learning by enabling students to engage in peer feedback, exchange ideas, and utilize shared resources. Such interactions foster a supportive environment where students can refine their writing skills, develop critical thinking abilities, and effectively integrate ICT into their learning processes.

For Institutions: Providing reliable technological infrastructure, including stable internet connectivity and modern ICT tools, is crucial for improving English writing skills. This foundation allows students to engage with digital platforms, access resources, and collaborate effectively. Additionally, organizing workshops to train both students and teachers in the effective use of ICT is vital. Such training enhances teachers' ability to integrate technology into their teaching and equips students with the necessary skills to use digital tools effectively, creating a more dynamic and engaging learning experience.

For Policy Makers: To effectively integrate ICT tools into higher education curricula, policymakers must prioritize equitable access to resources, ensuring that students from diverse socioeconomic backgrounds can benefit equally. This requires substantial investment in infrastructure, such as internet connectivity and device availability, particularly in underserved areas. Additionally, developing culturally relevant ICT tools and platforms tailored to local educational needs is essential for maximizing their effectiveness. Such tools should align with the linguistic, cultural, and educational contexts of the target audience, fostering engagement and inclusivity. Collaboration between educators, technologists, and policymakers can further ensure that ICT integration enhances learning outcomes and bridges the digital divide.

For Future Research:

It would be helpful to study how ICT affects students' writing skills over time and at different educational levels. Long-term research provides a better understanding of how ICT tools improve writing abilities. Additionally, exploring new technologies like augmented reality (AR) and virtual reality (VR) show exciting new ways to make writing lessons more engaging and effective into educational practices.

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Appendices: I

Interview Guidelines

The following will be the guidelines for taking interview with the selected participants for the collection of the intended data.

Preliminary information.

Name of the campus:

Date:

Name of the students:

Questions

1. Could you please introduce yourself?
2. How familiar are you with using ICT tools for enhancing writing skills?
3. In what ways do you feel ICT is important enhancing writing skill?
4. What ICT tools do you recommend for enhancing writing skills?
5. How often do you use ICT tools to assist in your writing assignments?
6. Do you feel more motivated to write when using ICT tools? Why?
7. What are the most significant challenges you face when using ICT to enhance writing skills?

Appendix II: Document Report

- Project: Bachelor Level Students' Perspectives on Utilizing Information and Communication Technology to Enhance English Writing Skills
- Report created by Sushila Dhungana on 1/20/2025
- Document Report
- All (6) documents
- 1 S1 Int 1
- Interview 1 with S1
- R: Hi
- S1: hello
- R: How are you?
- S1: Yes, I am fine. What about you?
- R: I am good. Ok, I am very happy to meet you today.
- S1: I also enjoyed meeting you three or four times. At the first meeting, I was wondering what to do and what to say, but you are very funny.
- R: Thank you very much. I always feel very happy with such funny gossip.
- S1: I enjoy being with you.
- R: Thank you. If you don't mind, can I ask some questions?
- S1: Sure,
- R: How did you develop your English writing skills?
- S1: At the beginning of my journey, I focused on writing essays and paragraphs and engaging in free writing exercises. These were challenging at first because my knowledge of English was quite limited and I didn't feel confident in my abilities. Writing seemed like a difficult task because I struggled with vocabulary, grammar, and sentence structure. Over time, I realized that practicing consistently was key. These days, technology has made writing much easier for me. The use of Information and Communication Technology (ICT) tools has been a game changer. From searching for synonyms to checking grammar mistakes, technology has become an essential part of my writing journey. For instance, online resources and applications have allowed me to gain more

exposure to proper sentence structures and expand my vocabulary. I still have a lot to learn, but I have made considerable progress compared to when I first started.

- R: What ICT tools do you use?
- S1: The main tools I use are my mobile phone and computer. Both have their advantages when it comes to improving my English writing skills. My mobile phone is always handy and has apps like a dictionary or grammar tools that I use whenever I encounter my words or need to clarify something. My computer, on the other hand, is where I do most of my serious writing. It provides a large screen and better functionality for editing and revising my work. I also use online resources such as blogs, websites, and YouTube tutorials to learn about English grammar rules and improve my writing style. These ICT tools make the process of learning English interactive and less intimidating, which is why I rely on them heavily.
- R: How has your mobile phone made your English writing easier?
- S1. My mobile phone has made writing significantly easier in several ways. One of the most helpful tools is the dictionary app that I have installed. Whenever I come across a word I don't know, I quickly look it up in the dictionary. This not only helped me understand the meaning of the word but also provided synonyms and antonyms, which I used to make my writing more diverse and interesting. Additionally, my mobile phone allows me to access learning apps and watch videos related to grammar tips. For example, when I am writing something, I often use the mobile app to check definitions, find synonyms, or even translate certain phrases. These small features have collectively contributed to improving the quality of my writing.
- R: Is a mobile phone enough for you to develop your writing skills?
- S1: No, relying only on my mobile phone is not enough. While it is convenient for quick checks and on-the-go writing, I find that a laptop or desktop computer offers much more flexibility and advanced tools for learning and writing. For instance, I started using my laptop for more detailed tasks like creating presentations, editing essays, and researching topics. With a laptop, I can use software like Microsoft Word, Google Docs, and Grammarly, which are better suited for long-form writing. These tools help with formatting, grammar checking, and collaboration, which are essential for academic work.

Using both mobile phones and laptops has provided me with a balanced approach to learning English effectively.

- 2 S1 Int 2
- Interview 2 with S1
- R: Which AI tools do you use mostly to develop your English writing skills, and why?
- S1: I mostly use Grammarly to help improve my English writing; it is a very effective AI tool that highlights mistakes in my writing and suggests corrections. Grammarly has become a crucial part of my learning process because it doesn't just show me where I went wrong but it also explains why something is incorrect. This has helped me learn and improve faster. Apart from Grammarly, I occasionally use tools like Google Translate to understand complex sentences or expressions in English. These tools not only improve my writing but also make me more confident in using the language in both spoken and written forms.
- R: What problems have you faced while using AI tools?
- S1: The main problem I faced while using AI tools is related to Wi-Fi and internet connectivity. Since most of these tools, including Grammarly, require a stable internet connection, I often encounter issues when the network is slow or unavailable. These can be frustrating, especially when I am in the middle of an important task. Another challenge is that AI tools sometimes make suggestions that don't align with the tone or context of my writing. For example, if I am writing a creative piece, Grammarly might suggest changes that make the content grammatically correct but less engaging or natural. I have learned to evaluate the tool suggestions carefully to ensure they suit my needs. Despite these issues, I find AI tools incredibly helpful, and I tried to work around the limitations.
- R: In your viewpoint, how do you see Grammarly?
- S1: Grammarly has been a lifesaver for me in many situations. For example, during my semester classes, I had to prepare a presentation in English. At first, I felt overwhelmed because I wasn't sure how to structure my content in proper English. That's when my teacher introduced me to Grammarly. Using Grammarly, I first type out my draft and let the tool review it. It highlights grammatical errors, misspelled words, and unclear phrasing by marking them with red underlines. Once I click on the marked parts, it provides suggestions to improve those parts of my writing. This process has made a huge

difference in my confidence. Whenever I correct my mistakes by using Grammarly, I feel like I am learning something new. Over time, I have noticed that my ability to write has improved, and I have started making fewer mistakes. For my presentation, Grammarly has helped me refine my content and deliver more polished and professional work.

- 3 S2 Int 1
- Interview 1 With S2
- R: Good morning.
- S2: Good morning.
- R: I am very happy to meet you today.
- S2: How are you doing?
- R: I'm fine. What about yourself?
- S2: I am fine. Okay, I'm extremely delighted to meet you today.
- R: Thank you so much.
- S2: No Worries
- R: How did you develop your English writing skills?
- S2: Initially, my journey to developing English writing skills was challenging. At the start, I focused on writing stories and free-writing exercises. Writing stories helped me improve my creativity and taught me how to organize my thoughts into a coherent narrative. It was also enjoyable because it allowed me to express myself and explore my imagination. On the other hand, free writing exercises gave me the freedom to write without worrying too much about grammar, punctuation, or structure. This exercise was liberating and allowed me to focus on the flow of my ideas. However, I must admit that I encountered many hurdles along the way. For example, I often struggled with grammatical errors and frequently repeated the same words. It made my writing monotonous, and I realized my limited vocabulary was holding me back.
- Over time, I started seeking help from my teachers, who provided valuable feedback and guidance. They pointed out my mistakes and encouraged me to read more to expand my vocabulary. Slowly I noticed improvements in my writing. Additionally, I began using tools like dictionaries to find synonyms and enrich my vocabulary. Writing became less daunting as I learned to tackle my weaknesses systematically.
- R: Did you enjoy writing?

- S2: Honestly, my relationship with writing is a mix of frustration and satisfaction. On one hand, English writing is challenging because it is not my first language. Every time I sit down to write, I face obstacles such as grammatical mistakes, sentence structure issues, and a lack of varied vocabulary. These problems sometimes make the process frustrating, and there were moments when I felt like giving up. On the other hand, there is a sense of fulfillment and joy when I see improvement in my writing. For example, when I finish a well-written story or an assignment and receive positive feedback, it motivates me to keep going. I also enjoy the creative aspects of writing, especially when I can express my thoughts and feelings. Writing may be difficult, but the rewards make it worthwhile.
- R: How did you make it easier to develop English writing skills?
- S2: Making writing easier was a gradual process for me. One of the most significant breakthroughs came when I started using ICT tools. These tools opened up a world of resources, making learning more accessible and effective. For example, I began using my mobile phone and computer to access online dictionaries, grammar guides, and writing tutorials. These resources helped me understand complex grammar rules and learn how to structure my sentences better.
- Additionally, I adopted a habit of practicing regularly. Whether it was writing short paragraphs, essays, or stories, I made sure to write something every day. This consistent practice helped me identify my weak areas and work on them. I also started reading more books, articles, and blogs in English. Reading not only improved my vocabulary but also gave me a better understanding of how to use words and phrases in different contexts. Another key strategy was seeking feedback from my teachers and peers. They pointed out mistakes I wouldn't have noticed and suggested ways to improve. Over time, I became more confident in my writing abilities.
- R: What ICT tools did you use?
- S2: My mobile phone and computer were the main ICT tools I used. My mobile phone was handy for quick tasks. For instance, I often used it to look up the meanings of difficult words or find synonyms and antonyms. This was incredibly helpful when I wanted to make my writing more diverse and engaging. On the other hand, my computer played a more significant role in developing my writing skills. Its large screen and advanced functionalities allowed me to work on detailed assignments and presentations. I

used software like Microsoft Word and Google Docs to write, edit, and format my work. These tools also have built-in features like spell check and grammar suggestions, which make the editing process easier.

- Moreover, I explored online resources such as grammar blogs, writing tutorials, and YouTube videos. These resources provided step-by-step guidance on improving various aspects of writing, from sentence structure to punctuation. The combination of mobile phones and computers gave me a balanced approach to learning and writing.
- R: How has a mobile phone made your English writing easier?
- S2: My mobile phone has been an invaluable tool for making my English writing easier. One of the most helpful features is the ability to access Google. Whenever I encounter a difficult word or phrase, I search for its meaning, synonyms, or antonyms on Google. This instant access to information has significantly improved my vocabulary and made my writing more dynamic. In addition to Google, I use various apps on my mobile phone to enhance my English writing. For example, I have installed a dictionary app that provides detailed definitions and examples of using words in sentences. This has been particularly useful when I want to ensure I'm correctly using a word.
- 4 S2 Int 2
- Interview 2 with S2
- R: Is your mobile phone enough for you to develop your English writing skills?
- S2: No, a mobile phone alone is insufficient to fully develop my writing skills. While it is convenient for quick tasks like looking up words or making minor edits, it lacks the advanced features needed for serious writing. For instance, I prefer using a laptop when I work on assignments or presentations because it allows me to organize and edit my work more efficiently. Before using AI tools, I relied heavily on feedback from my teachers. They would review my writing and provide detailed suggestions on how to improve. While this was helpful, it was also time-consuming and depended on their availability.
- Nowadays, I use a combination of a laptop and AI tools, which have made the process faster and more effective. These tools provide real-time feedback and allow me to experiment with different styles of writing.
- R: What AI tools do you use to develop your English writing skills?

- S2: I use both Grammarly and ChatGPT to enhance my English writing skills. Grammarly is excellent for identifying and correcting grammar, spelling, and punctuation issues. It also provides explanations for the corrections, which helps me understand and learn from my mistakes. ChatGPT offers a more comprehensive approach. In addition to correcting errors, it provides suggestions for improving the tone, style, and clarity of my writing. For example, if I struggle to express an idea, I can ask ChatGPT for suggestions on how to phrase it more effectively. It also helps me expand my vocabulary by providing synonyms and antonyms, which adds depth and variety to my writing.
- R: How does ChatGPT make your English writing easier?
- S2: ChatGPT has made my writing easier in many ways, firstly, it helps me identify and correct grammatical errors and spelling mistakes, which improves the accuracy of my writing. Secondly it provides suggestions for improving the structure and clarity of my sentences, making my writing more coherent and professional.
- One of the most valuable features of ChatGPT is its ability to expand my vocabulary. By providing synonyms, antonyms, and definitions, it helps me use a wider range of words and avoid repetition. This has made my writing more expressive and engaging, which motivates me to write more frequently. Additionally, ChatGPT is incredibly helpful for academic tasks like assignments and presentations. It guides how to organize my content, refine my ideas, and create impactful messages. This has boosted my confidence and made me more comfortable with English writing.
- R: In your viewpoint, which one is the best for English writing skills?
- S2: In my view, ChatGPT is the better tool for English writing skills. While Grammarly is highly effective for correcting grammar mistakes, it focuses mainly on technical aspects. Writing is more than just grammar; it requires creativity, clarity, and the ability to express ideas effectively. ChatGPT stands out because it addresses all these aspects. It helps me generate ideas, refine my content, and make my writing more engaging. It also provides detailed explanations and suggestions, which are invaluable for learning and improving. For those reasons, I find ChatGPT to be the best tool for developing English writing skills.
- R: What problems have you faced while using ChatGPT?

- S2: ChatGPT is internet-dependent. Since the tool requires a stable internet connection, it becomes difficult to use when the network is slow or unavailable; this can be frustrating, especially when I'm working. Another challenge is that some of the suggestions provided by ChatGPT are overly complex or not entirely relevant to the context of my writing.
- 5 S3 Int 1
- Interview 1 with S3
- R: Hi
- S3: Hello
- R: How are you?
- S3: Yes, I am fine. How about you?
- R: I am also good. I am delighted to meet you today.
- S3: I also enjoyed meeting you three or four times.
- R: Thank you very much.
- S3: welcome.
- R: How did you develop your English writing skills?
- S3: My journey to develop English writing skills has been quite challenging because I came from a government school and college where English was not a primary focus. English is a complicated language for me, and I have faced numerous difficulties in learning how to write properly. One of the main issues I have struggled with is forming correct sentences and using proper grammar. To overcome these challenges, I often discuss my writing with friends. Their feedback is extremely helpful because they point out my mistakes and suggest ways to improve. This collaborative learning process has been crucial in enhancing my English writing skills. For example, when I write an essay or assignment, I share it with my peers and listen to their suggestions, which help me refine my work. This support has not only improved my writing but also boosted my confidence in expressing myself in English.
- R: Okay, did you use ICT tools to enhance your writing skills?
- S3: Yes, nowadays I rely heavily on ICT tools like my mobile phone and laptop. These tools have made writing much easier for me. For example, they provide access to applications and online resources that help me learn grammar, expand my vocabulary,

and check my writing for errors. ICT tools have become an integral part of my learning process, making it possible for me to write more confidently and efficiently.

- R: How has your mobile phone made your writing easier?
- S3: My mobile phone has been a very useful tool for improving my writing skills. One of the primary apps I use on my phone is the dictionary app. Whenever I come across a word I don't understand, I quickly look it up in the dictionary to learn its meaning, synonyms, and usage. This helps me expand my vocabulary and use words correctly in my writing. Additionally, I use apps like Grammarly or similar tools to check for grammar mistakes. This app not only highlights errors but also provides suggestions for corrections, making it easier for me to refine my writing. For instance, if I write sentences with incorrect punctuation or awkward phrasing, the app will mark them and show me how to fix them. This immediate feedback has been instrumental in helping me improve my grammar and sentence structure over time.
- R: Did you use only Grammarly or other ICT tools?
- S3: No, I also use Google Translate, which has been incredibly helpful for someone like me who struggles with English. When I encounter English words or phrases that I don't understand, I speak in Nepali and translate them into English using Google Translate. This tool has made it much easier for me to understand and learn new English words and phrases. For example, when I am working on an assignment or presentation, I often use Google Translate to ensure that I am using the right words and phrases. It helps me convert complex sentences from Nepali to English and vice versa, making the entire process more manageable. Google Translate is especially helpful for improving my understanding of English grammar and vocabulary because it allows me to see how words and sentences are structured in English.
- R: Thank you so much.
- S3: You are most welcome.
- 6 S3 Int 2
- Interview 2 with S3
- R: How has Google Translate made your writing easier?
- S3: Google Translate has been a game changer for me in my way. One of its most significant benefits is that it allows me to quickly and easily translate from one language

to another. As someone who finds English difficult, this feature has been incredibly helpful in breaking down language barriers and making English more accessible.

- For instance, when I don't understand a word or phrase in English, I can type it into Google Translate and immediately see its meaning in Nepali. This helps me learn new words and phrases, which I can use in my writing. Moreover, Google Translate provides the ability to translate entire documents, which is extremely useful for assignments and presentations. By translating large chunks of text, I can get a better sense of how to structure my writing and use proper grammar.
- Another advantage of Google Translate is that it allows me to practice translating my ideas from Nepali to English. This exercise has helped me develop a better understanding of English sentence structure and grammar, making my writing more accurate and effective over time.
- R: What are the challenges you face while using ICT for English writing?
- S3: Although ICT tools have been incredibly helpful, I have faced several challenges while using them. One of the main issues is my limited understanding of the English language, which makes it difficult for me to fully utilize these tools. For example, even when an ICT tool provides suggestions for improving my writing, I sometimes struggle to understand and implement those suggestions because of my limited vocabulary and grammar knowledge.
- Another challenge is that I didn't initially know how to use ICT tools and AI tools effectively. When I first started using them, I found the interface and features overwhelming. It took me some time to learn how to navigate these tools and use them to improve my writing.
- Technical issues are another major challenge. For instance, I've faced problems with software glitches, computer viruses, and compatibility issues that disrupt my workflow. This technical difficulty can be frustrating, especially when I am on a deadline.
- R: Do you believe that relying heavily on ICT tools can have any negative impacts on English writing skills?
- S3: Yes, I believe that while ICT tools have many positive impacts, they can also have some negative effects if we rely too heavily on them. One of the main drawbacks is that over-reliance on these tools can reduce our creativity and critical thinking skills. For

example, when we use tools like Grammarly or Google Translate to automatically correct our mistakes, we don't always take the time to analyze and understand those mistakes.

- Additionally, ICT tools may sometimes provide solutions that are too easy or convenient, which can make us lazy. Instead of challenging ourselves to think critically and come up with our ideas, we might simply rely on the tools to do the work for us. This can lead to a lack of originality and creativity in our writing.
- That being said, I still believe that ICT tools are incredibly valuable for learning and improving English writing skills. The key is to use them as a supplement to our efforts rather than as a replacement for them. By striking the right balance, we can maximize the benefits of these tools while minimizing their negative impacts.
- R: Thank you so much.
- S3: You are most welcome.

Appendix III: Part of Themewise Code Report With Quotations

Project: Bachelor Level Students' Perspectives on Utilizing Information and Communication Technology to Enhance English Writing Skills

Report created by Sushila Dhungana on 1/30/2025

Code Report

All (15) codes

○ Accessibility and Convenience

2 Quotations:

1:4 ¶ 17 in S1 Int 1

my mobile phone allows me to access learning apps and watch videos related to grammar tips. For example, when I am writing something, I often use the mobile app to check definitions, find synonyms,

4:2 ¶ 3 in S2 Int 2

it is convenient for quick tasks like looking up words or making minor edits, it lacks the advanced features needed for serious writing.

○ AI Tools

4 Quotations:

2:1 ¶ 3 in S1 Int 2

I mostly use Grammarly to help improve my English writing; it is a very effective AI tool that highlights mistakes in my writing and suggests corrections.

4:1 ¶ 6 in S2 Int 2

it provides suggestions for improving the tone, style, and clarity of my writing

5:8 ¶ 17 in S3 Int 1

I often use Google Translate to ensure that I am using the right words and phrases. It helps me convert complex sentences from Nepali to English and vice versa, making the entire process more manageable.

6:1 ¶ 4 in S3 Int 2

I can type it into Google Translate and immediately see its meaning in Nepali. This helps me learn new words and phrases, which I can use in my writing. Moreover, Google Translate provides the ability to translate entire documents, which is extremely useful for assignments and presentations.

- **Balancing Usage**

- 1 Quotations:**

- 6:5 ¶ 13 in S3 Int 2**

I still believe that ICT tools are incredibly valuable for learning and improving English writing skills. The key is to use them as a supplement to our efforts rather than as a replacement for them.

- **ChatGPT**

- 1 Quotations:**

- 4:5 ¶ 11 in S2 Int 2**

Writing is more than just grammar; it requires creativity, clarity, and the ability to express ideas effectively. ChatGPT stands out because it addresses all these aspects

- **Connectivity Issues**

- 2 Quotations:**

- 2:3 ¶ 5 in S1 Int 2**

The main problem I faced while using AI tools is related to Wi-Fi and internet connectivity. Since most of these tools, including Grammarly, require a stable internet connection, I often encounter issues when the network is slow or unavailable

- 6:3 ¶ 9 in S3 Int 2**

I've faced problems with software glitches, computer viruses, and compatibility issues that disrupt my workflow.

- **Consistent Practice**

- 3 Quotations:**

- 1:2 ¶ 13 in S1 Int 1**

I realized that practicing consistently was key

- 3:3 ¶ 17 in S2 Int 1**

I made sure to write something every day.

- 5:3 ¶ 11 in S3 Int 1**

I share it with my peers and listen to their suggestions, which help me refine my work.

- **Contextual Relevance**

- 3 Quotations:**

- 2:4 ¶ 5 in S1 Int 2**

Another challenge is that AI tools sometimes make suggestions that don't align with the tone or context of my writing. For example, if I am writing a creative piece, Grammarly might suggest changes that make the content grammatically correct but less engaging or natural

4:4 ¶ 13 – 14 in S2 Int 2

some of the suggestions provided by ChatGPT are overly complex or not entirely relevant to the context of my writing.

6:2 ¶ 7 in S3 Int 2

an ICT tool provides suggestions for improving my writing, I sometimes struggle to understand and implement those suggestions because of my limited vocabulary and grammar knowledge.

○ **Emotional Response to Writing**

2 Quotations:

3:2 ¶ 14 in S2 Int 1

Writing may be difficult, but the rewards make it worthwhile.

5:2 ¶ 11 in S3 Int 1

I often discuss my writing with friends. Their feedback is extremely helpful because they point out my mistakes and suggest ways to improve. This collaborative learning process has been crucial in enhancing my English writing skills

○ **Feedback and Guidance**

2 Quotations:

3:1 ¶ 12 in S2 Int 1

Over time, I started seeking help from my teachers, who provided valuable feedback and guidance. They pointed out my mistakes and encouraged me to read more to expand my vocabulary. Slowly I noticed improvements in my writing

5:4 ¶ 11 in S3 Int 1

I share it with my peers and listen to their suggestions, which help me refine my work

○ **Grammarly**

2 Quotations:

2:2 ¶ 3 in S1 Int 2

Grammarly has become a crucial part of my learning process because it doesn't just show me where I went wrong but it also explains why something is incorrect.

5:7 ¶ 15 in S3 Int 1

I write sentences with incorrect punctuation or awkward phrasing, the app will mark them and show me how to fix them. This immediate feedback has been instrumental in helping me improve my grammar and sentence structure over time.

○ **ICT Tools**

2 Quotations:

1:3 ¶ 15 in S1 Int 1

My mobile phone is always handy and has apps like a dictionary or grammar tools that I use whenever I encounter my words or need to clarify something.

5:5 ¶ 13 in S3 Int 1

ICT tools have become an integral part of my learning process, making it possible for me to write more confidently and efficiently

○ **Initial Struggles**

2 Quotations:

1:1 ¶ 13 in S1 Int 1

At the beginning of my journey, I focused on writing essays and paragraphs and engaging in free writing exercises. These were challenging at first because my knowledge of English was quite limited and I didn't feel confident in my abilities. Writing seemed like a difficult task because I struggled with vocabulary, grammar, and sentence structure

5:1 ¶ 11 in S3 Int 1

English is a complicated language for me, and I have faced numerous difficulties in learning how to write properly

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