

**USE OF ICTs IN ENGLISH LANGUAGE TEACHING AT
MASTER LEVEL**

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

**Submitted By
Dipendra Singh**

**Faculty of Education,
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2019

**USE OF ICTs IN ENGLISH LANGUAGE TEACHING AT
MASTER LEVEL**

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

**Submitted By
Dipendra Singh**

**Faculty of Education,
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

T.U. Regd. No. 9-2 0327-1156-2012

M.Ed. Forth Semester

Examination Roll No: 7228483/073

Date of Approval of Thesis

Proposal: 2076/03/26

Date of Submission: 15/09/2019

DECLARATION

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

Date: 14/09/2019

.....

Dipendra Singh

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr.Dipendra Singh** has prepared this thesis entitled **Use of ICTs in English Language Teaching at Master Level** under my supervision.

I recommend the thesis for acceptance.

Date: 15/09/2019

.....

Mr. Bhim Prasad Wasti(Supervisor)

Reader

Department of English Education

T.U.,Kirtipur, Kathmandu

Nepal

RECOMMENDATION FOR EVALUATION

This proposal has been recommended for evaluation from the following

Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

(Chairperson)

Dr. AnjanaBhattarai

Professor

Department of English Education

T.U., Kirtipur, Kathmandu

(Member)

Mr. Bhim Prasad Wasti (Supervisor)

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

(Member)

Date: 26/03/2076

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

(Chairperson)

Dr. BinodLuitel

Professor (English Education)

Research Centre for Educational

Innovation and Development (CERID)

Tribhuvan University, Kathmandu

(Expert)

Mr. Bhim Prasad Wasti (Supervisor)

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

(Member)

Date:18/09/2019

DEDICATION

Dedicated

To

My Parents

Who are the wind beneath my wings and my comfort in life, who have supported my every endeavor, and who have been an ultimate inspiration to those who know me.

ACKNOWLEDGEMENTS

First of all, I am delighted to offer my sincere gratitude to my supervisor **Mr. Bhim Prasad Wasti**, Reader, Department of English Education for his constant help, invaluable guidance and enlightening ideas through the study.

In the same way, I am grateful to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education for his productive suggestions and guidance.

Similarly, my sincere thanks go to **Dr. AnjanaBhattarai**, Professor of the Department of English Education for continuous and constructive suggestions and encouragement to accomplish this study. Likewise, I would like to thank my expert, **Dr. BinodLuitel**, Professor of English Education, Research Centre for Educational Innovation and Development (CERID) for his constructive feedback.

Likewise, this is a good time for me, to offer my sincere appreciation to all my gurus and gurumas **Dr. PurnaBahadurKadel, Mr. Khem Raj Joshi, Mr. Laxmi Prasad Ojha, Mr. Ashok Sapkota, Mr. ReshamAcharya, Mr. Guru Prasad Poudel** providing me directly and indirectly invaluable suggestions, ideas, and encouragement for academic support.

Especially, I am highly indebted to my parents and all the family members for their inspirations and encouragements. I am also grateful to my colleagues, especially **Mr. TilakBahadurKhadka, Mr. Mahesh Neupane, Mr. Binod Pun, Mr. GaganBahadurBohara, Mr. Chandra BahadurRawat, Mr. Dammar Singh, Mr. Rabindra Singh, Mr. Janak Singh, Mr. Indra Shah, Mr. Pradeep Saud, Mr. Govinda Nepal** and my sisters **MamtaBhattarai and Tara Rai** for their invaluable support in course of my research work. I think I am lucky to this sense that I have got their kind supports in my every steps of life.

Finally, I am extremely grateful to **Mrs. MadhaviKhanal** and **Mrs. NabinaShrestha**, the librarian, department of English Education for providing me with necessary books and materials in the course of carrying out this research. Moreover, I want to express my special thanks to all the M.Ed. teachers and third semester students for providing me valuable data.

Dipendra Singh

ABSTRACT

It is a common sight; now ICTs are in the hands of every teacher and student. The potential of ICTs has huge significance for enhancing the better language learning environment. Thus, the present study entitled **Use of ICTs in English Language Teaching at Master Level** done to explore the access and uses of ICTs in English language teaching and learning at master level. To meet the objectives of the research, the thirty informants were selected using convenient non-random sampling from M.Ed. teachers and third semester, T.U., Kirtipur. A set of questionnaire consisting of both close-ended and open-ended questions was used as a data collection tool. The data were analyzed and interpreted statistically and descriptively. The result of the study revealed that the teachers and students have positive beliefs for ICTs access and uses but the condition of all useful access to ICTs use at master level is poor and need to be concerned on this matter. Similarly, it can be concluded that teachers and students have positive attitudes on ICTs access and uses in the sense that most of them agreed that ICTs as a useful tool for language teaching and learning.

The present study consists of five main chapters. The first chapter deals with the introduction of the study along with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms. The second chapter contains the review of related literature, review of related empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter includes methods and procedures of the study. It includes design and method of the study, population, sample, and sampling strategies, research tools, sources of data, data collection procedures, and ethical considerations. Likewise, the fourth chapter deals the analysis and interpretation of the data. Finally, chapter five comprises the findings, conclusion and recommendation in policy related, practice related and further researches. At the end, the references and appendices are included.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1-8
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	6
1.4 Research Questions	7
1.5 Significance of the Study	7
1.6 Delimitation of the Study	8
1.7 Operational Definitions of Key Terms	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	9-27
2.1 Review of Related Theoretical Literature	9
2.1.1 Evolution of Information Technology	9
2.1.2 Information and Communication Technology	11
2.1.3 Need and Importance of ICT	12
2.1.4 Use of ICT/ Web Tools in ELT	14
2.1.5 Commonly Used ICT/Web Tools in ELT	15
2.1.6 ICT and Student Motivation	16
2.1.7 ICT as a Tool for Organization and Management in University	17

2.1.8	The Use of ICT for Teacher Development	18
2.1.9	Status and Challenges of Using ICT	20
2.2	Review of Empirical Literature	22
2.3	Implications of the Review for the Study	25
2.4	Conceptual Framework	26

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY

28-33

3.1	Design of the Study	28
3.2	Population, Sample and Sampling Strategy	31
3.3	Research Tools	31
3.4	Sources of Data	31
3.5	Data Collection Procedure	32
3.6	Data Analysis and Interpretation of the Result	32
3.7	Ethical Considerations	33

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

34-57

4.1	Access of ICTs in ELT Teaching and Learning at Master Level	34
4.1.1	Access of ICTs in Classroom	34
4.1.2	Sorts of Accessible ICTs in Class	35
4.1.3	Authentic Accessibility of ELT Materials	36
4.1.4	Increment of English Language Acquisition	37
4.1.5	Accessibility of all Useful ICTs in Classroom	38
4.1.6	Access of ICTs as Motivating	38
4.1.7	Enhancing Teachers and Students Knowledge	39
4.2	Access of ICTs Collected from Open-Ended Questions	40
4.2.1	Accessible ICTs for ELT Teaching and Learning	41
4.2.2	Getting Access to ICTs for ELT Teaching and Learning	42
4.2.3	Challenges of Access to ICTs in ELT Scenario	42
4.3	Uses of ICTs in ELT Teaching and Learning	43
4.3.1	Uses of ICTs for ELT Teaching and Learning	43

4.3.2	Permission to Use ICTs in Classroom	44
4.3.3	Uses of ICTs for Matching Teaching and Learning Ideas	45
4.3.4	Browsing Web for Searching English Language Teaching and Learning Materials	46
4.3.5	ICTs Integration in ELT Classroom	46
4.3.6	Use of ICTs in English Language Teaching and Learning	47
4.3.7	Use of ICTs to solve the Immediate Problems	48
4.3.8	To Be Updated and Autonomous Learner	49
4.3.9	Use of ICTs as a Part of Curriculum or Supplementary Material	50
4.3.10	Use of ICTs helps to meet the Standard of Global Contents	51
4.3.11	Effectiveness of ICTs in Language Learning	52
4.4	Uses of ICTs Collected from Open-Ended Questions	53
4.4.1	ICTs as Useful for ELT Teaching and Learning	54
4.4.2	ICTs as Effective for ELT Teaching and Learning	54
4.4.3	Purposes of ICTs Use in ELT Teaching and Learning	55
4.4.4	Present Status of Use of ICTs as Language Teaching and Learning at Master Level	56

CHAPTER FIVE: FINDINGS, CONCLUSION AND

RECOMMENDATIONS

58-63

5.1	Findings	58
5.2	Conclusions	60
5.3	Recommendations	61
5.3.1	Policy Related	61
5.3.2	Practice Related	62
5.3.3	Further Research	62

REFERENCES

APPENDIX

LIST OF TABLES

Table No.	Title	Page No.
1	Responses on Access of ICTs in Classroom	35
2	Responses on Sorts of Accessible ICTs in Class	35
3	Responses on Authentic Accessibility of ELT Materials	36
4	Responses on Increment of English Language Acquisition	37
5	Responses on Accessibility of all Useful ICTs in Classroom	38
6	Responses on Access of ICTs as Motivating One	39
7	Responses on Enhancing Teachers and Students Knowledge	40
8	Responses on Uses of ICTs for ELT Teaching and Learning	44
9	Responses on Permission to Use ICTs in Classroom	44
10	Responses on Uses of ICTs for Matching Teaching and Learning Ideas	45
11	Responses on Browsing Web for Searching English Language Teaching and Learning Materials	46
12	Responses on ICTs Integration in ELT Classroom	47
13	Responses on Use of ICTs in English Language Teaching and Learning	48
14	Responses on Uses of ICTs to solve Immediate Problems	49
15	Responses on to be Updated and Autonomous Learner	50
16	Responses on Use of ICTs as a part of Curriculum or Supplementary Material	51
17	Responses on Uses of ICTs helps to meet the Standard of Global Contents	52
18	Responses on Effectiveness of ICTs in Language Learning	53