

CHAPTER - ONE

INTRODUCTION

This is a study on **Students' Perceptions on the use of ICT in Developing English Language Writing Skills**. The first chapter of the study is introductory part. It consists of background of the study, statement of the problem, objectives of the study, research questions, significations of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Over the past few decades there has been an upsurge of interest in searching a contemporary instrument to promote language teaching (Cakici, November 2016). The integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networkssupport in education, will help learners to use English in a very natural, real, and communicative and stress free language learning environment. Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipment's that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video.

Information and Communication Technology (ICT) has become a vital tool of learning a variable that can no longer be ignored in any learning environment. According to Aduwa-Ogiegbaen and Iyamu (2005), most experts in the field of education agreed that, when properly used, information and communication technology hold great promise of improving teaching and learning in addition to shaping workforce opportunities. There is no doubt that computer can aid the instructional process and facilitate students' learning. In the more advanced industrialized nations, there has been a staggering amount of research and publication related to ICT use for educational purposes during the past decade. Specifically, the extent of proficiency in the English language

for a second language learner was largely dependent on the teacher centered instruction that has made the pedagogical effectiveness of the language instruction presented in the classroom somewhat ineffective. This study examined students' perception towards the use of Information and Communication Technology in the learning of the English Language writing in Secondary Schools in Nepal.

Information and communication technologies use computers, internet, video, and other technology at school to teach students. ICTs merge the audio-visual, building management and telephone network with the computer network system using a single unified system of cabling, signal distribution and management (Thapaliya, December 2014). Information and communication technologies do not only affect teaching and learning activities, they have impacted everywhere. Blogging is a helpful technique supporting the professional development of English language teachers largely through collaborative learning and helps in building networks among English language teachers (Yadav, 2011). ICTs help to share professional ideas and views among English Language Teachers (ELT) through the internet.

Many technologies that most people had not imagined a few years ago are available now. People who suspect the usefulness of new technologies are enjoying them well. According to the Rwanda Development Gateway (2009) the world is experiencing a real-revolution in the dissemination of knowledge and the enhancement of instruction. ICTs made both the content of learning and the interactions of high-quality instruction affordable and available anytime. Types of ICT implemented in teaching and learning include tele-conferencing; video conferencing; and learning tools (Awasthi, Bhattarai and Khaniya, 2008). These products can be used in education for different purposes, and facilitate interaction between instructors and students. Distance learners can benefit through interaction with instruction. These platforms support multiple intelligence and students can get rich experience by text, graphics, audio and visual (Awasthi et al., 2008). ICT-based learning can

provide vast opportunities for students to enhance and promote competence on an international scale. ICT is used to create independent and collaborative learning environment in which students can learn more effectively.

Teaching of English in the era of science and technology is being very much challenging because of the innovation in different theories, methods, principles and the influence of Information and Communication Technology (ICT). As everything is in the process of change, the ELT in the world is also in the process of change. The ELT scenario today is quite different than some years back. This is because of the innovation and the influence of Information Communication Technology in ELT. To this, a language teacher should be well equipped with the knowledge to cope with the media world even in his/her classroom to make language teaching effective and standard. He/ She should be updated with the media world and should adopt ICT tools in his/ her job to make his profession quite comfortable and for the betterment of his learners.

1.2 Statement of the problem

English language in Nepal is taught and learnt as a foreign language. The new trend in ELT in our Nepalese context has brought a new educational wave of 21st century skills. 21st century Skills are leadership, critical thinking, collaboration, co-operation, tolerance, technological knowledge, etc. which are essential for the effective and successful learning. The widespread nature of ICTs has globalized the whole world into a small village and has led the computing environments in the 21st century. The computing environment has rapidly reshaped the educational settings and has significantly affected the skills that learners use to construct knowledge.

The technologies are really new for us. We are still back in using different technologies in comparison to other countries. Tribhuvan University has changed the way of teaching and learning process in Masters Level semester system. In such situation, Professor and Lecturer are suggesting the students to

use Internet for doing assignment, searching content, preparing and report of seminar paper. It is not easy task for all because most of the students do not have access to the internet and they cannot search authentic materials from websites. Most of the students are not able to use ICT tools in developing their English language writing skills. Here, I am trying to find out the perceptions of students towards the use of ICT in English language writing skills.

1.3 Objectives of the study

The study had the following objectives.

- i. To find out students' perceptions towards the use of ICT in learning English language writing.
- ii. To identify the commonly used ICT tools in English language writing.
- iii. To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Research Questions

The following research questions were used in this study.

- i. What are the perceptions of students towards the use of ICT in developing English language writing skills?
- ii. What sorts of ICT tools the students' use in English language writing?

1.5 Significance of the study

This study aims at revealing the perceptions of the use of ICT Tools in English Language Teaching, and its needs and practices to carry out effective ELT activities in the context of Nepal. Using ICT and integrating it into learning process can ensure effective learning. Divaharan and Wong, 2003 (cited as in Albidin, Mohammadi and Abuhelage, 2011) "For effective integration of ICT in Teaching and Learning Teachers are required to know how learning occurs" This study is beneficial for those who are directly and indirectly using ICT for their education and collecting various sources like; teacher, students, subject

experts, researcher, policy maker, and curriculum designer as well as for those all who uses ICT for learning English language. Similarly, all the persons who are directly or indirectly involved in teaching profession will also be benefitted from this research study to get insights on the practical usage of technology in ELT.

Finally, this study proved worth for the Department itself since there is no research studies carried out on perceptions of students towards the use of ICT in English language writing skills. Therefore, it has a great pragmatic value.

1.6 Delimitations of the study

The study had the following delimitations:

- a. The population of this study was delimited to 30 Masters level students from Tribhuvan University.
- b. The study was based on survey research design.
- c. The major tool was questionnaire for primary data collection.
- d. This study was focused on the perception of students' towards the use of ICT in English language learning especially for writing.
- e. This study was focused on the use of ICT in English language writing skills.

1.7 Operational Definitions of the Key Terms

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

Information & Communications Technology (ICT): In my study, Computer and Internet are used as the most important ICT tools which helps to learn English language writing.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of Review of Theoretical Literature, Review of the Empirical Literature, Implications of the Review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

2.1.1 Writing Skills in English

Writing is one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function (Durga, 2018). Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text (<https://msu.edu/course/cep/886/Writing/page1.htm>) . Generally, writing is very important that communication is transmitted more through writing than any other type of media. So, Students need effective writing skills to meet their academic needs and workplace requirements. Students should improve their writing skills, for which teachers have to motivate them to have good writing skills, by providing instruction in writing processes and rules of writing, such as grammar rules and writing practice. According to Shrestha (2011),“teaching writing skills is the most difficult for second language learners. The skills involve in writing are highly complex. Second language learners as well as writers should pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on” (p.103).

2.1.2 English Language Writing Activities

Writing skill is one of the important skills for effective communication among the four basic skills (i.e. Listening, Speaking, Reading and Writing). This skill helps students in expressing their views, emotions, feelings, thoughts and ideas. Some of the writing activities in English language writing are given below.

Paragraph writing

Paragraph is a group of sentences which deals with a single event, description, idea, theme etc. It deals with one subject at a time. It makes reader easy to understand the text because the different parts of the message are connected and related to each other. Students can use blog, email and e group to share their ideas on any event.

Essay writing

Essay is a short piece of writing on a particular subject in prose. It is a discussion of any subject that tries to persuade the reader to adopt a particular way of looking at the subject. Students use internet to search the content for writing an essay. They can share their essay writing with the use of blog and world cloud with each other.

Letter writing

A letter is a written message to communicate from one party to another. It is the exchange of written message. Letter writing occurs in many forms and formats, including notes, letters, and postcards. Letter writing is often distinguished from forms of computer-mediated communication (CMC), such as email and texting. Email and e-group provides the common platform to share message to the students.

Report writing

Report writing is a well- organized writing process which presents the fact information on any topic or incident. It must be clear, accurate, concise and well structured. Students can use different tools like active reports, good data and windward report for report writing.

Note Taking

Taking notes is a valuable way of recording information. We make notes to record information and ideas for future use. It helps us to focus our mind on the text. Students can freely and easily use different note taking tools i.e. google keep, simple note, zoho notebook and evernoteto keep daily record.

Dictation

Dictation is the process of writing what someone else has said. It allows student to concentrate on the writing and spelling process. Tools are used for dictation are voice finger, via-talk and e-speaking.

2.1.3 Process of writing skills

Graham Stanley (1993) defines “the process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself”. The different approaches that can be used while teaching writing skill to the secondary level students. They are process approach, content-based approach, creative approach and Audience based approach.

Process based writing

According to Harmer (2007), the steps of process based writing are given below.

Planning

This is the first step of process approach to teaching writing skills. Planning or pre-writing is any activity in the writing classroom that encourages and inspires students to write. It stimulates thought and ideas getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for 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 teachers 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.

2.1.4 Subskills of teaching English writing skills

Writing is the skill which is perceived from different angles by different peoples. Hodson (2009), defines the subskills of writing English as developing skills in designing English writing tasks, Develop critical thinking and reflective thinking skills and Develop problem solving skills

Similarly, the learner must know the different sub skills of writing English i.e. know the orthography and the writing system of the second language, use appropriate word order, use good standard grammar, know how to express a particular meaning using different grammatical forms, benefit from the use of synonyms, antonyms, and other literary devices, use cohesive devices, use writing conventions, use writing strategies such as writing drafts or asking for peer correction, be able to structure a text into paragraphs and use devices such as thesis statement, be able to write purposefully and meaningfully and be able to produce writing at efficient rate, especially during examinations (<http://www.bchmsg.yolasite.com/writing.php>, 2019)

2.1.5 Information and Communication Technology

The term ICT is used to refer to the employment of technological devices in learning Ruiz-Madrid, 2005(cited as in Albidin, Mohammadi and Abuhelage, 2011). Thus, ICT can be described as an umbrella term that covers any communication device or application including television, radio, cellular phone, computer network, hardware, software, satellite system as well as different services application related to them for instance video conferencing and distance learning (Oster, Sanz-zil, Madrid, 2006; Ruiz-Madrid, 2005) . Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration.

According to Graham 2007 (as cited in Akubuilu, Adimorah and Ogbochie, 2015) Writing with technology engages the student, allows room for revision, and encourages fluency without boredom. The authors note further that writing improves comprehension in major areas of curriculum. It is imperative that teachers encourage students and learners to write across curriculum. The use of ICT in the teaching of English as a second language writing is still very low. The advantages of using ICT include: the attracting of students' attention, facilitating students' learning process, helping to improve \students' vocabulary, and promoting meaningful learning.

Bhatti, 2013 (as cited in Akubuilu, Adimorah and Ogbochie, 2015) noted that computer assisted instruction in reading and writing of English provided a self-paced and motivating language learning environment in which the students worked with high level of interest at a faster pace. It was equally observed that the use of computers can promote the effectiveness of reading material in terms of pronunciation, vocabulary, use of words in different contexts, and comprehension. The author in this vein observes that computers assisted students in solving queries and improving self-confidence at the high pace of their learning, which in turn, improved their motivation level and enhanced the quality and quantity of their learning.

The rapidity of change within the ICT have impacted almost all the areas of human endeavor. The impact has been enormous in the field of education in both areas of teaching and learning. ICT according to Adomi, 2003 (as cited in Akubuilu, Adimorah and Ogbochie, 2015) are associated electronic technologies used for information collection, processing, storage and retrieval. It is notable that today's society including Nigeria has become increasingly dependent on ICT. Global communities are linked through ICT. Okpoko, 2012 quoting Mbam, 2006 (as cited in Akubuilu, Adimorah and Ogbochie, 2015) says: "it is unarguably becoming a statement of fact that the success of any organization, institution, business or individual venture depends largely on

the level of communication effectiveness and efficiency at its disposal.” Davis (2011) is of the opinion that ICT should be used as an effective tool for the teaching and learning of the English language as well as other subjects and not for its sake. Davis further notes that ICT promotes creative and enthusiastic teaching that utilizes fully the potential of the current technology underpinned by a thorough knowledge of English language pedagogy.

ICTs have the potentials of accelerating, enriching and deepening learning skills such as reading, writing, speaking and listening to motivate and encourage students to relate school experiences to work activities (transfer of learning), create economic viability for tomorrow’s workers as well as strengthening one’s teaching in helping schools effect a positive change. Learners are motivated when their learning is supported by technology, which in turn leads to increased understanding. ICT can provide a means of presenting data, or can be used to test students’ understanding if they are used in a tutorial role. The demand for ICT literacy is on the increase in Nepalese education because employers have realized that the computer and other ICT tools can enhance efficiency.

2.1.6 ICT in Nepal

Nepal has been starting the ICT to process census data since 1992. The Nepal government purchased the machine for further data processing in the Bureau of Statistics and established a separate organization called Electronic Data Processing Centre (EDPC) in 1995. After six years, the EDPC converted into National Computer Centre (NCC).

Nepal's first Information Technology (IT) policy was announced in 2000(NPC, 2000). Recently, the Government of Nepal has formed a new body, High Level Commission for Information Technology (HLCIT), which is playing the role of facilitator between the private and public sector in the development of ICT in Nepal. IT Policy 2000 and its proposed amendment, Electronic Transaction ACT (ETA), establishment of IT Park etc. are some of

the encouraging developments (HLCIT, 2004).

The SSRP has envisioned implementing and expanding the ICT assisted teaching and learning process in all schools. The SSRP further argues that ICTs in education are an innovative and effective teaching and learning tool. ICTs do not only help the urban area students, they also help to remote area students through digital devices. The Government of Nepal, through the National Curriculum Framework (NCF), has introduced ICT as a subject as well as ICT as a tool for instruction throughout education

The MoE has implemented the programs related to ICT in Education such as the one Laptop per Child (OLPC) pilot project in selected 26 schools of six districts (MoE, 2013). Similarly, Central Level Agencies under the MoE, five Regional Directorates (REDs) and 75 District Education Offices (DEO) have launched web sites. The DoE, with the involvement of some NGOs, has developed interactive digital learning materials for the students of grades 2 to 6 in Nepali, Mathematics, English and Science subjects.

Under the matching grant schemes (2010), the DoE provided 2 computers and one printer to 3038 schools (DoE, 2010). Similarly, the DoE provided internet connectivity to 85 secondary schools conducting distance education programmes (DoE, 2012). NGOs, trusts and individuals have provided computers and other accessories to some schools and basic computers training to teachers (ICT in Education Master Plan of Nepal, 2013).

2.1.7 Role of ICT in the Enhancement of English Language Skills

ICT-based learning can provide vast opportunities for students to enhance and promote competence on an international scale. ICT is used to create independent and collaborative learning environment in which students can learn more effectively.

Akhtar (2016) explained:

English is one of the most important languages which have played role in the process of globalization and knowledge explosion. It is the most common means of communication throughout the globe. This is why it is termed as Link language.

English is known as global language as well as lingua franca. It is necessary to teach English and develop English. It is necessary to modern approaches and tools of ICT to develop better understanding and acquisition of basic skills, ICT helps both teachers and students for the enhancement of their vocabulary and improvement of English language skills.

2.1.8 Importance of ICT in English Language Teaching and Learning

The integration of ICT impacts positively on the performance of students. Some of the importance of ICT in English Language Teaching and Learning are given below.

It helps the habit of self-learning. ICT encourages independent and active learning. It has significant impression on the teaching performance of the teachers. It will bridge the gap between the classroom and the outside world. It will engage students for more hours with learning. It will extend classroom interaction beyond closed walls of classroom / school. It will help overcome time and space barrier between the learner and the learning. It will help to cater the needs of both the slow as well as the fast learners in the mixed ability class. It helps in reducing social inequality among students as they learn with other in order to complete given activity / task / project. It has significant impression on the teaching performance of the teachers. It will bridge the gap between the classroom and the outside world.

Apart from these benefits, various researches have proved that the integration of ICT makes learner feel more successful and stimulated. It increases self-

confidence and self-esteem. There are the soft skills which, if once ignited, the teacher's job is half done. Ignition of these softer aspects of learner-personality makes a huge difference in the performance of the students as valuable citizen of society.

2.1.9 Commonly Used tools in ELT writing

According to Akhtar (2016) some of the important ICT tools and applications used in the field of English Language Teaching and learning are following:

Computer This is the most important tool of information and communication technology. It is helpful in storing, preparing, collecting and preparing of data for communication. It is helpful in English language speaking and listening skills.

Internet: It is the most important facility of communication. All the modern communication takes place through this. It has made the communication facility very fast, convenient, economic, and attractive. There are lots of facilities available for communication on internet. Some of them are following:-

Social media: Social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Blogs are made on it. Students can add themselves with the English language learning groups and take advantage of sharing information. Lots of social sites are available on it like, Face book, Twitter, Instagram etc. It is very helpful in learning situational language.

Wordle: Wordle is a toy for generating “word clouds” from text that you provide. These word clouds are useful to summarize large documents and it helps in teaching writing skills to the students.

Blog: Blog is also known as Weblog. People use it for various purposes. It is a frequently updated personal journal chronicling links at a Web site,

intended for public viewing. It is used for journal purpose writing, sharing photos, audio-visual material.

eGroups It provides common platform for sharing common interests. They are also known as SIG – Special Interest Groups. eGroups offers at least two kinds of discussion group; in both cases users can participate in threaded conversations, either through a web interface or by e-mail.

Podcast is the digital medium over which audio along with other forms of media can be shared. It is one of the digital platforms which can be used for dictation activities to enhance writing skills. For editing sound / voice, audacity sound editing software can be used.

WhatsApp. This is a multiplatform mobile phone messaging service that uses your phone's internet connection to chat with and call other whatsapp users. As it is available across various operating systems on mobile phone and supports pictures, audio and videos, it provides better opportunities in academic environment to enhance writing skills.

Online facilities for English language learning: A lot of online facilities are available on internet for the development language skills. Some of them are e-guidance, e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-library, online training, virtual classes etc.

Online language related courses: These courses are available on internet. Some of them are free and some of them are payable. Students can enroll themselves in these courses and get education and training easily on their own place. Some of the agencies which are providing on line courses are following MOOC, Future Learn, NPTEL, and IIT's, Concordia University etc. Students can watch online and offline videos of language learning for the enhancement of their language skills.

2.1.10 Integrate ICT in English Language writing skills

Writing skills is one of the important skills for effective communication among the four basic skills (i.e. Listening, Speaking, Reading and Writing). This Skill helps students in expressing their views, emotions, feelings, thoughts and ideas. The integration of ICT will help us enhance the traditional learning practices, will create new learning environment and will connect the class with the outside world. The outside world is making immense use of technology in their day-to-day life. The everyday social interaction requires new sets of skills. So that our students learn, not only the necessary writing skills but also the new gadgets, new tools with which people communicate in digital era. Some of the ways to integrate ICT tools in writing skills are given below.

For effective writing skills, the sub-skills like vocabulary, word choice, grammar, sentence structure, organization of thought, and expression of ideas shall be enhanced Blending ICT tools with face to face traditional teaching is for extended learning. It is for engaging students with learning. According to Barad's the ways to integrate ICT in English language writing are given below.

Suppose, there is a lesson on letter writing or a task on email writing. The teacher shall draft an email and send 'real' email to all the students. In this email, s/he shall ask students to complete whatever task is given and students shall mandatorily post their answers in reply email to the teacher. For example, write an email to your parents to inform how the celebration of Independence Day was organized in your school. Send this email to your parents.

Wordle helps to create word picture from small essay, short story or poem. It is fun to read the word cloud and write a paragraph on it.

Blog is one of the best tools for writing skills. All the lessons which require writing tasks can be converted into blog tasks. For example, at the end of the chapter on any story, there may be task on paragraph writing. The teacher can take a snap of photo from the text book or google photo similar to the story and post it on his blog. The students are given task to read the image and with the help of classroom discussion on the story, write a paragraph in 100 words in the 'comment' section below teacher's blog. Secondly, to go beyond the curriculum, the teacher will blog post a task on essay writing, paragraph writing, notice writing and report writing. The blog link can be shared via email or e-group or whats app message with students. The students shall respond to the task in 'comment' section.

The integration of ICT is incomplete without group of the students. If ever teacher thinks of integrating ICT in the classroom, s/he should first of all see to it that all the students shall have their email id. Then all email ids of the students shall be enlisted with the e-group. Teacher can use either google or yahoo groups for various online discussions. The advantage of e-group over email is that e-group gives better facilities for archived emails and for threaded conversations.

For the activities other than in text book, e-groups can be used. Teacher can initiate online discussions. An email asking for opinion building on the topic from current affairs which may or may not be distantly connected with topics in text can be initiated by teacher. The students shall reply the email of the teacher without changing subject line (so all mails are threaded together and can be accessed from the archives in future).

Dictation activity is useful for both listening skills as well as writing skills. The teacher can use podcast service to share his/her dictation with students. In turn, students shall listen the voice and write or type and send it back to the teacher for evaluation. If some sharable platforms are used, all students can view activities of other students and also help in peer evaluation.

Preparing activities on this sort is very easy. Recording facilities are provided in all mobile phones. Even PC / laptops have recording facilities. If it is not possible to avail these facilities, teacher can download free to use sound editing software like audacity. Apart from recording dictation, it can help in doing simple editing as well.

WhatsApp can be linking platform for all the activities carried out using ICT tools. Blog links, emails, group interactions, word clouds – everything can be shared over whatsapp. It has been proved that more users use internet over mobile phones rather than PC or laptops, it is advisable to use mobile platform for integration of ICT in classrooms. The state governments are coming up with classrooms where wifi connected tablets and hand held devices are given and ICT enabled classroom are becoming reality. Thus, teachers exploring possibilities of such platforms will make them future-ready.

Activities in the text books can be done on whatsapp also. The teacher shall either prepare a group or broadcast on whatsapp and share the activity. S/he can take photo on his/her mobile phone from the text book and ask students to do the task during off hours (out of classroom or after regular teaching).

Students shall learn writing skills along with various other skills like reading other media, using mobile digital gadgets for academic purpose.

SMS is very good for writing activity if there are no smart phones or internet connectivity. The teacher can use SMS for only-text based activities.

Similarly other tasks related to text book or other than text book can be prepared. The more the teacher is innovative and expert in the use of technology, the better activities and tasks can be prepared

2.2 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 the 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 find out the attitudes of higher secondary English teachers of Kathmandu valley and their perception on the basis of their perspectives. The teachers teaching English in Kathmandu valley was the population of his research study. The main tool for the collection of data was questionnaire followed by semi-structured interview. Finally he concluded his study with the finding that majority of the teachers have positive attitudes towards the use of computer and internet in the case of English Language Teaching.

Chaudhary (2010) carried out survey research on “use of internet as a language learning tool” to find out nature and variation of the internet use by master level students. Questionnaire was the major research tool and sample size was 80 student. Random sampling was used for sample of the population. This research showed that 80% of M. Ed and 76.67% of M.A student used internet as a language learning tool.

K.C (2012) has carried out research on “use of Internet for language learning” to find out the use of internet for language learning. The descriptive survey method was used for this research. The main tool for the collection of data was questionnaire. Population sample were 40 students from M.ED first year of sanothimi Campus Bhaktapur. This research found that maximum teachers and learners are using internet for language learning as well as teaching. Especially students are updating more in internet for their language as well as reading improvement and for entertainment too.

Acharya (2013) carried out a survey research entitled “The Use of ICT and Web Tools in English language teaching” to identify the commonly used ICT/Web tools in ELT and to find out the uses of ICT in carrying out effective ELT activities. The main tool for the collection of data was a set of Questionnaire. The survey Questionnaire consists of both close ended and open ended questions. The non-random purposive sampling procedure was used. The population of the study was the secondary and higher secondary English teacher. This research showed that the integration of ICT/Web tools enhance teaching and learning, creating learner-centered atmosphere, updating teachers with the recent innovation in ELT, making them autonomous, creating varieties and making ELT more practical and goal oriented.

Limbu (2017) carried out research entitled “Teachers and Students Perceptions Towards the use of Visual Aids in Teaching Speaking Skill” to identify the perception of teachers and student toward the use of visual aids in teaching speaking skills. Questionnaire is the tool for data collection. Researcher had selected 10 secondary level English teacher and 20 students by using non-random sampling procedure from Morang district. This research showed that teacher and student express their positive attitude to the use of visual aid in teaching speaking skill for professional development and improving teaching and learning.

Thanet (2017) carried out a survey research entitled “students perceptions on the use of Internet as a learning source” to find out the perceptions of students towards the use of internet as learning source. Total sample of populations were 30 students of Tribhuvan University Kirtipur. Questionnaire was used as research tool. The result showed that there is positive impact internet in learning and getting reference material for doing their assignment.

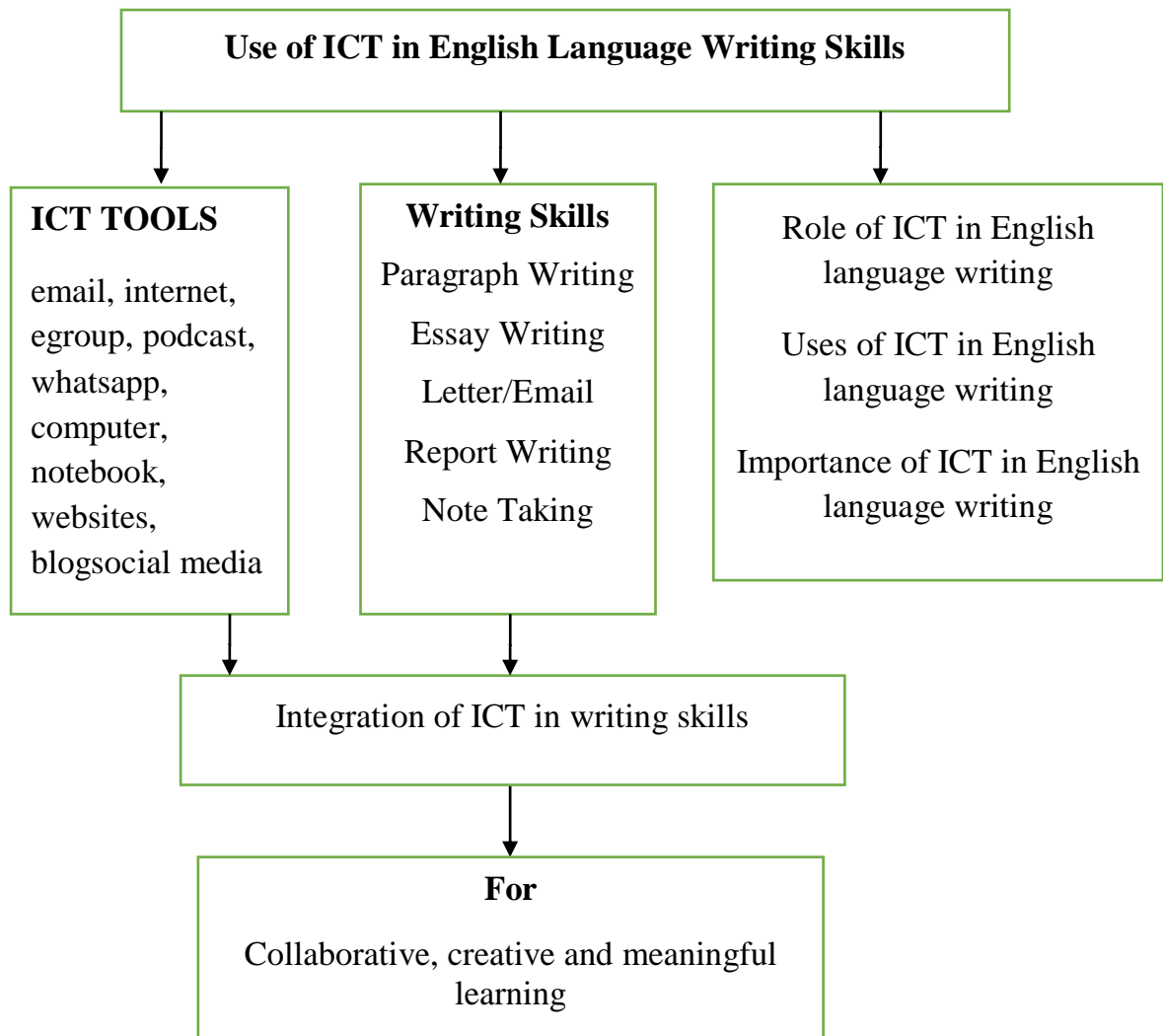
2.3 Implication of the review for the study

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. Different previous research work related to my study has been reviewed considered them as useful to the present research work. The various ideas were found after reviewing them about the use of ICT, Internet, and Audio Visual Aids used in English language teaching and learning.

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), Acharya (2013) and K.C (2012) research works helps me how to conduct survey research and prepare data collection tools. The reviewed researches have direct implication in my research because I have used same research design and data collection tool.

2.4 Conceptual Framework

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:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter includes methods and procedures that I adopted in my research. The section mainly includes the design and method of the study, population, sample and sampling strategy, data collection tools and technique sources of data, data collection procedures, data analysis and interpretation procedures and finally ethical considerations.

3.1 Research Design and Method of the Study

In this study to meet the objectives the survey research method was used. In quantitative method descriptive design was selected.

The present study was mainly carried out to find out students' perceptions of ICT in the teaching and learning English language writing. Both close-ended and open-ended questionnaire were the major tools for data collection. Purposive non-random sampling procedures were used to sample the population of the study.

3.2 Population, Sample and Sampling Strategy

Population

All the students' of master's level from faculty of English education were considered as population.

Sample and Sampling Strategy

The population of this research included all the masters' level students from Education Faculty of T.U. It was small-scale study. It was difficult to collect data from each and every respondent. Therefore, sample consisted of thirty students from Faculty of Education at T.U. Kirtipur. Students were selected by using Purposive non- random sampling strategy.

3.3 Data Collection Tools and Techniques

A set of open-ended and close-ended questions were used for data collection to achieve the objectives of study.

3.4 Sources of Data

Primary Sources

The researcher had obtained primary data with the help of Master's level students' of English education from T.U.

Secondary sources

The researcher had obtained secondary data from journals, articles, officials' websites and other relevant books.

Researcher applied the following procedures to collect data for this research purpose.

3.5 Data Collection Procedures

At first, the researcher visited the department of English education of T.U., Kirtipur. After getting the permission from Department of Education, the researcher visited respected classes and established good rapport with concerned people; request for help; ask for permission with authority. Then, the researcher provided the questionnaire to the selected students. After the allocated time was over, the researcher collected the distributed questionnaire from the students.

3.6 Data Analysis and Interpretation Procedures

After collecting the required data, it was analyzed and interpreted descriptively using simple statistical tools i.e. frequency and percentage. The facts were presented in different tables.

3.7 Ethical Considerations

Researchers need to protect their research participants; develop trust with them; promote the integrity of research; guard against misconduct and

impropriety that might reflect on their organizations: and cope with new challenging problems. Researcher had considered the ethical norms and value while collecting the data in my research.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter presents analysis and interpretation of the results.

4.1 Analysis of Data Interpretation of the Results

In this stage, the acquired data about the “Students’ Perceptions on the Use of ICT in Developing English Language Writing Skills” has been presented, analyzed and interpreted descriptively. I studied and analyzed the data on the basis of objectives of this study. The collected quantitative data through questionnaire have been tabulated, analyzed and interpreted by using simple statistical tools i.e. frequency and percentage.

4.1.1 ICT tools used while developing English Language Skills.

The contemporary world is highly influenced by information and communication technology. The Master’s Degree students are using information and communication technology tools for various purposes. The following table shows that the usage level of ICT tools which are used by masters level English students of Tribhuvan University while developing English Language Skills.

Table 1: ICT tools used while developing English language skills

ICT Tools	Frequency	Percentage
Computer or Laptop	30	100 %
Email	30	100 %
Internet	30	100 %
Social Media(Facebook, twitter, Instagram etc.)	19	63.33 %
Website	5	16.66 %
Wiki	10	33.22 %
WhatsApp	9	30 %
SMS	25	83.33%
Online language related courses	23	76.66 %
Mobile applications(i-pads, Digital Notebooks, Tablets, Smartphones)	20	66.66 %
Digital Libraries	18	60 %
Mobile Learning	30	100 %
Radio, Television	25	83.33 %
Recorded audio-video materials, Online Spoken tutorials, Digital Pronunciation dictionaries etc.	12	40 %
Overhead projector	5	16.66%
Multimedia	25	83.33 %
Computer Assisted Learning	10	33.33%
Mobile Assisted language Learning	19	63.33%
Blog and Podcast	0	0%

Table1 shows that all the students responded that they used laptop or computer, email, internet and mobile to develop their English language skills. Most of the students (63.33%) used social media i.e. facebook, twitter and Instagram, 16.66% students used website, 30% students used wiki, 40% students used recorded audio-video materials, 33% students used computer assisted learning and 16.66% students used overhead projector. Similarly, most of the students (83.33%) used radio and television, 66% students used

mobile applications, 60% students used digital libraries and 76% student used online related language courses to develop their English language skills.

4.1.2 Students perceptions towards the use of ICT tools in developing English languagewriting skills

The students were provided the questionnaire to derive the required information on the use of ICT in English language writing skills. The respondents' responses which can be shown in the following table:

Table 2: Respondents' responses on ICT tools in developing writing skills

Item No	Statements	Strongly Agree		Agree		Disagree	
		F	%	F	%	F	%
1	Email to share the documents	10	33.33	18	60	2	6.6
2	Download software from internet	15	50	14	46.6	1	3.3
3	Create and maintain blog/website	0		3	10	27	90
4	Participate in discussion forum on internet	0		17	56.6	13	44.4
5	Use google to search content	13	44.4	13	44.4	4	12.2
6	Experience in the use of ICT	1	3.3	21	70	8	26.6
7	Difficult to learn English with ICT	0		12	40	18	60
8	Search materials in website	15	50	12	40	3	10
9	Check grammar and spelling	12	40	15	50	3	10
10	Word processing program	12	40	17	56.6	1	3.3

	are helpful						
11	Presentation package is useful for learner	13	44.4	16	53.3	1	3.3
12	ICT makes learning interesting	14	46.7	16	53.3	0	
13	ICT facilitates more collaborative work	14	46.7	16	53.3	0	
14	ICT tools are costly to purchase	0		12	40	18	60
15	ICT improves students performance	2	6.6	28	93.4	0	
16	Social medias provide a platform	19	63.33	11	36.6	0	
17	Use note taking tools	5		22	73.4	1	3.3
18	Blog the best tool	2	6.6	20	66.6	8	26.6
19	Wordle is helpful	1	3.3	24	80	5	16.6
20	Blending ICT tools	1	3.3	25	83.3	4	13.3

Table 2 shows that majority of masters level students (60%) agreed, 33.33% students strongly agreed and only 6.6% students disagreed on the use of email and internet to share and download file, documents and software. Responses showed that only 10% students agreed to maintain and create blog and website. Similarly, 56.6% students participated in discussion forum on the internet, 88.8% used google to search content for writing essay and 73.3% students experienced in the use of ICT in English language writing. Similarly, it showed that 90% students agreed and strongly agreed to easily search materials in websites for doing assignments. Only 10% students disagreed to use different programs to check spelling and grammar but majority of students (96.7%) thought word processing programs are helpful for developing writing skills. Majority of students strongly agreed (53.3%) and agreed (46.7) that they thought ICT makes learning interesting and facilitated more collaborative

work. Similarly, 40% respondents agreed that they could not use ICT facilities because of high cost so that they never used it in writing but 93.4% students agreed and 6.6% students strongly agreed that ICT improved students' performance in terms of writing. In this way, 66.33 respondents strongly agreed and 36.6 respondents agreed that social media provided a platform for sharing thought and ideas. Only 3.3% students disagreed to use daily note taking tools, 26.6% respondents disagreed that blog is one of the best tool for developing writing skills. Majority of Students 80% agreed that wordle helps to create word picture from small essay, short story or poem and at last, 83.3% students agreed 3.3% students strongly agreed and 13.3% students disagreed that blending ICT tools with traditional writing helps for effective writing.

From the table 2 I conclude that most of the respondents agreed to share document from email. Majority of the students agreed and strongly agreed that they can download software and materials from the internet. They viewed that they used google to search content. Majority of the respondents viewed that they can check grammar and spelling from different program. Majority of the students agreed that ICT makes learning interesting and facilitated more collaborative work. Students viewed that ICT improves students' performance in terms of writing. Similarly majority of the students viewed that blending ICT tools with traditional writing helps of effective writing.

4.1.3 ICT tools in developing writing skills

The integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, and communicative and stress free language learning environment. Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information

in all forms including voice, text, data, graphics and video.. The following table shows that the usage level of ICT tools in developing writing skills.

Table 3:ICT tools in developing writing skills

Tools	Percentage
Email/internet	93.33%
Laptop/computer/smartphone	33.33%
Google	88.88%
Website/wiki	13%
Word processing program	96.7%

Table 3 shows that 93.33% students used email/internet to develop their writing skills. 33.33 % students used laptop/computer. Majority of the students 88.88% students used google to search materials, only 13 percent students used wiki/websites to develop their writing skills and 96.7 percent students used word processing program.

Majority of the students used different ICT tools in developing writing skills. They used Email/internet, laptop, computer smartphone, Google, Wiki, website, word processing program etc. to develop their writing skills.

4.1.4 Effectiveness of ICT

Information and Communication Technology (ICT) has become a vital tool of learning a variable that can no longer be ignored in any learning environment. According to Aduwa-Ogiegbaen and Iyamu (2005), most experts in the field of education agreed that, when properly used, information and communication technology hold great promise of improving teaching and learning in addition to shaping workforce opportunities

Table 4: Effectiveness of ICT

S.N	Responses of the Respondents						
	Items	Strongly Agree		Agree		Disagree	
		F	%	F	%	F	%
1	ICT facilitates more collaborative work	14	46.7%	16	53.3%		
2	ICT helps to improve students' performance in terms of writing	2	6.6%	28	93.3%		
3	ICT makes learning interesting	14	46.7%	16	53.3%		

Table 4 shows that 53.3 % students agreed and 46.7% students strongly agreed that ICT facilitates more collaborative work. Similarly, 93.3 % students agreed and 6.6% students strongly agreed that ICT helps to improve students' performance in terms of writing. In this way, 16 respondents agreed and 14 respondents strongly agreed that ICT makes learning interesting.

From the Table I can conclude that none of the respondents disagreed with ICT is the major tool for learning. All of the respondents agreed that ICT facilitates collaborative work, makes learning interesting and helps to improve students' performance in terms of writing.

4.1.5 Use of Blog and website

Website is the collection of related webpages, resources, multimedia content, video web resources etc. Blogging is a helpful technique supporting the professional development of English language learners largely through collaborative learning and helps in building networks among English language teachers (Yadav, 2011).

Table 5:Use of Blog and website

S.N	Responses of the Respondents						
	Items	Strongly Agree		Agree		Disagree	
		F	%	F	%	F	%
1	Students searched materials in the websites for doing assignment	15	50%	12	40%	3	10%
2	Blog is the best tool for developing writing skills	2	6.6%	20	66.6%	8	26.6%

Table 5 shows that most of the respondents (90%) agreed and strongly agreed to search materials in the websites for doing assignment. Similarly, 72.4% respondents agreed that blog is the best tool for developing writing skills.

Most of the students of masters level used websites and blogs for doing their assignment, searching materials and they agreed that blog is the best tool for developing writing skills.

4.1.6 Blending ICT tools with traditional writing

For effective writing skills, the sub-skills like vocabulary, word choice, grammar, sentence structure, organization of thought, and expression of ideas shall be enhanced. Blending ICT tools with face to face traditional teaching is for extended learning. It is for engaging students with learning

Table 6:Blending ICT tools with traditional writing

S.N	Responses of the Respondents						
	Items	Strongly Agree		Agree		Disagree	
		F	%	F	%	F	%
1	Blending ICT tools for traditional writing for effective writing skills	1	3.3%	25	83.3%	4	13.3%

Table 6 shows that 25 (83.3%) respondents agreed, one (3.3%) respondent strongly agreed and four (13.3%) respondents disagreed that blending ICT tools for traditional writing helps for effective writing.

4.1.7 Application software in developing writing skills

A word processor is an application software that allows users to create, edit, and print documents. It enables us to write text, store it electronically, display it on a screen, modify it by entering commands and characters from the keyboard, and print it. Presentation package helps to present ideas, thought and views in attractive ways.

Table 7: Application software in developing writing skills

S.N	Responses of Respondents						
	Items	Strongly Agree		Agree		Disagree	
		F	%	F	%	F	%
1	We can easily check grammar and spelling from different program	14	46.7 %	16	53.3 %		
2	Word processing program are helpful for developing writing skills	2	6.6 %	28	93.3 %		
3	Presentation package is useful to present learners idea	14	46.7 %	16	53.3 %		

Table 7 shows that 53.3% respondents agreed and 46.7 % respondents strongly agreed that they can easily check grammar and spelling from different programs. Similarly, 93.3 % respondents agreed that word processing programs are helpful for developing writing skills. None of the respondents disagreed that presentation package is useful to presents learners ideas.

Most of the students of masters level used different program for checking spelling and grammar, they expressed their views that word processing programs are helpful for developing writing skills and presentation package is useful to present ideas.

4.2 Perceptions on open ended questions

An open-ended question is designed to encourage a meaningful answer using the subject's own knowledge and feelings (<https://www.mediacollege.com>, 2019). Open-ended questions require an answer with more depth and a lengthier response.

Use of ICTs in their classroom while teaching English language writing skills

In response to this question most of the respondents expressed that teacher should use information and communication technology tools in their classroom while teaching English language writing skill. Some of the responses are given below.

Respondent 1 *English language teacher should employ ICT in their classroom while teaching English language writing skills.*

Respondent 2 *Yes, I think it would be fruitful.*

Respondent 3 *Yes, English language teacher should employ ICT to elaborate subject matter and make classroom interesting.*

Check meaning, spelling and grammar through ICT tools

In response to this question Most of the respondents expressed that they used mobile dictionary to check meaning, spelling and grammar. Some of the respondent's responses are given below:

Respondent 5 *yes, I have done it frequently when I confused.*

Respondent 8 *yes, I have checked.*

Respondent 9 *yes, I have gone through this.*

Commonly used ICT tools in develop your writing skills

In response to this question different respondents expressed their different views. The following Pie chart shows that the common tools used by masters level students to develop their writing skills.

Figure 1: Common ICT tools used by Master level students.

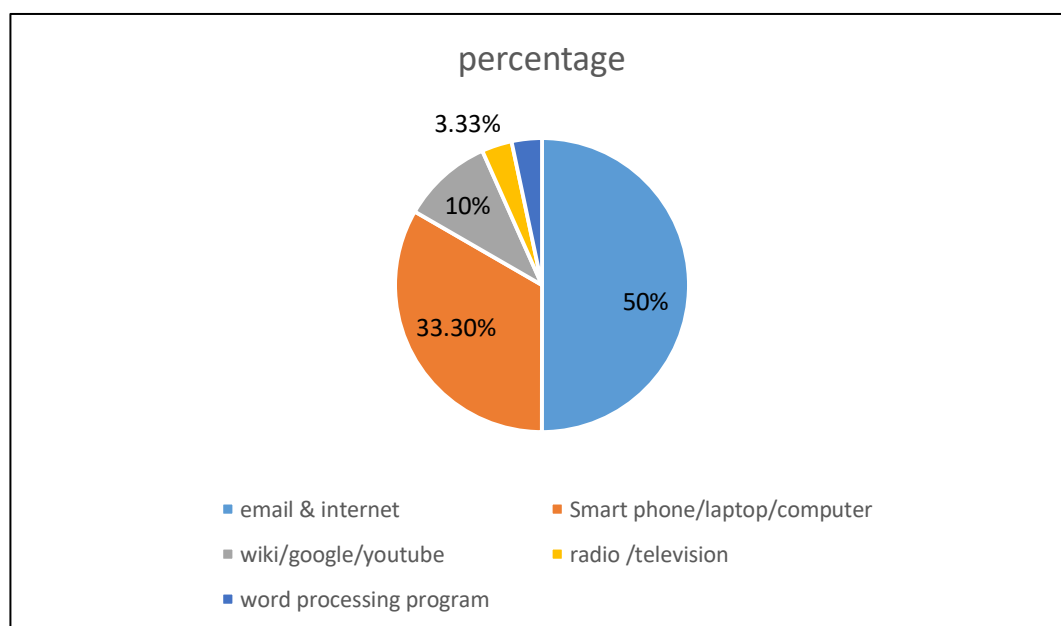


Chart 1 shows that 50% students used Internet and email, 33.33% students used smartphone or laptop or computer, 10% students used wiki/google/YouTube, 3.33% students used word processing program and 3.33% students used radio and television as a tool to develop their writing skills.

From the open-ended questions, I conclude that most of the students of master level expressed that teacher should use information and communication technology tools in their classroom while teaching English language writing skill. They used mobile dictionary to check meaning, spelling and grammar and they used different ICT tools to develop their writing skills.

CHAPTER -FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes findings of the study, conclusion and recommendations. In this chapter, all the findings and conclusion were made on the basis of acquired data.

5.1 Findings

From the analysis and interpretation of the information obtained, researcher had drawn the following findings.

5.1.1 Findings based on the Use of ICT tools in teaching English Language Skills.

- i. Most of the students of masters level 100% viewed that they access and used computer, internet and mobile learning as a tools in developing English language.
- ii. Sixty-three percentage students used social media i.e. Facebook, twitter and Instagram as learning tools in English Language.
- iii . Sixteen percent students viewed that they used website Similarly, 30% students used Wiki, 40% students used recorded audio-video materials, 33% students used Computer assisted learning and 16% students used overhead projector to develop English language skills.
- iv. Some of the students 16.66% used OHP. Similarly, 40% students used recorded audio-video materials. Similarly 83.33% used SMS. Likewise, 33.2% used wiki. Similarly, 60% used digital libraries and online related course as teaching tools for learning English Language skills.
- v. Majority of respondents (83.33) viewed that they used radio and television, 66.66% viewed that they use Mobile application, 60% viewed

that they used Digital Libraries and 76% viewed that they used online related courses to develop their English Language Skills.

5.1.2 Based on the Perception of the students towards the use of ICT for English Language Writing

- i. Majority of respondent (93.5%) viewed that they used Email and internet to share and download file, documents and software in developing English language writing.
- ii. Only ten percent respondent viewed that they can handle website and blog.
- iii. Majority of respondents (56.6%) viewed that they participated in discussion forum on the internet, 88,8% used google to search content for writing essay and 73.3% students were well experienced in the use of ICT in English Language Writing.
- v. Majority of students i.e. 90% expressed that they searched materials in websites for doing assignments.
- vi. Ninety-Six percent students of masters level viewed that word processing programs are helpful for developing writing skills.
- vii. All the respondents expressed that ICT makes learning interesting and facilitated more collaborative work.
- viii. All the respondents viewed that ICT improved students' performance in terms of writing.
- ix. Forty percent students expressed that they cannot used ICT facilities because of cost so that they were not used it in writing.
- x. All the students perceived that they used social media and it provided a platform for sharing thought and ideas.

- xi. Only 3.3% students viewed that they were not used Daily Note Taking tools. Similarly, 74.4% students perceived that blog is one of the best tool for developing writing skills.
- xi. Eighty-Six percent respondents perceived that blending ICT tools with traditional writing helped effective writing.

5.1.3 Finding on open ended questions

Researcher had adopted questionnaire as data collection tools. A set of questions was given to the Masters level students of English education, T.U Kirtipur. Open- ended questions had given to collect ideas and opinions of the students. Findings on the basic of student's ideas and opinions are given below.

- i. In response to the first question all of the respondents expressed that teacher should use information and communication technology tools in their classroom while teaching English Language Writing Skill.
- ii. In response to the second question Most of the respondents expressed that they used mobile dictionary to check meaning, spelling and grammar.
- iii. In response to the third question different respondents expressed their different views. According to respondents, 50% students used Internet and email, 33.33% students used smartphone or laptop or computer, 10% students used wiki/google/YouTube, 3.33% students used word processing program and 3.33% students used radio and television as a tools to develop their writing skills.

5.2 Conclusion

The study was mainly concerned to find out the students perceptions on the use of ICT in developing English language writing skills. The data were

collected through the questionnaire from the thirty students of University Campus, Faculty of Education, Kirtipur, Kathmandu.

Through the analysis, interpretation and discussion of data it was found that students had positive perceptions on the use of ICT in developing English language writing skill. Most of the students of masters level used computer, internet, social media i.e. facebook, twitter and instagram and mobile learning as tool in developing English language writing skills. Majority of the students stated that website, wiki, audio-video materials, blog, digital libraries etc. were supportive to develop English language skills. They opined that teacher should use information and communication technology tools in their classroom while teaching English language writing skill and they used mobile dictionary to check meaning and spelling. It was found that majority of master level students used email and internet to share and download file documents and software in developing English language writing skills. Students used google to search content for writing essay and they were well experienced in the use of ICT in English language writing. ICT makes learning interesting and facilitate more collaborative work. ICT improves students performance in terms of writing. Students used daily note taking tool and viewed that blog is one of the best tool for developing writing skills. Most of the respondents used laptop or computer, email internet to develop their English language writing skills.

Through the aforementioned details it is concluded that in 21st century ICT tools are essential to bring advancement in education as well in learning English language. To make the learners mind creative, productive ICT based teaching and learning is necessary. Almost teachers as well as students should have access on ICT tools and should have knowledge to use it.

5.3 Recommendations

The following recommendations were made on the basis of the above mentioned findings of the study.

5.3.1 Recommendations for Policy Level

It is sure that the traditional method of teaching makes the learners mind construct and the knowledge never gets changes to widen. And, use of technology helps the learner to promote their creativity and productivity and it helps the teacher to deliver teaching in advanced form. The following implications are made for policy level.

- a) This research found that use of ICT is the most important things for students in developing English Language Writing Skills, I would like to recommend that the proper use of ICT should be clearly mentioned for their learning.
- b) I would like to recommend that University administration should provide technology based education in all district.
- c) Through my research I have found that ICT has brought the creativity and productivity in learning, therefore I would like to recommend that teachers and learners should collaborate with recent technology, its trends and methods.

5.3.2 Recommendations for practice level

This research limits its study on perceptions of Masters level students on the use of ICT in English language writing skills. There are various novice and advanced technology which are applicable for the English language writing and they can be used as the major sources of learning. So, the implications in practical level from the finding are as follows:

- a) Most of the teachers of masters level are aware and concerned about the use of ICT in developing English language writing and learning. So, they should be trained for appropriate use of ICT in English language writing skills.

- b) Seminar and workshop should be organized among students for discussions and providing techniques to use ICT in proper way of learning.
- c) The administration should be provided equal opportunity to the students for participation in various technology based activities.
- d) Knowledge and skills should be provided to the students for the proper use of ICT to find out authentic teaching materials.

5.3.3 Recommendations for Further research

This section discusses method and areas in which to extend the current study. This research concludes that there is in-depth relationship between ICT and English Language Writing Skills. It further advocated that the student should provide proper opportunity to update with technology and they should be trained how to use ICT in English Language Learning.

Some further researches will be:

- Comparative study on traditional method and technology based teaching English.
- Student's perception on teaching through Multimedia.
- Problems faced by English teachers while using ICT in Teaching.
- Use of Web Tools in English Language Learning

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APPENDICES

Questionnaire for the Students

Name of students:

Date:

University:

level:

Specialization Subject:

Faculty:

Dear respondents,

This questionnaire is a part of my research study entitled **Students' Perception on the Use of ICT in Developing English Language Writing Skills** as the partial fulfillment of Masters Degree in English Education under the supervision of my respected Professor Dr. Anju Giri Department of English Education T.U kirtipur. Your co-operation in the completion of the questionnaire will be the great value for me. I assure you that responses made by you will be exclusively use confidently only for present study.

Please tick \sqrt on (the left column) only the tools which you are using to develop English language skills and tick \times on the tools which you are not using to develop English language skills.

ICT Tools	\sqrt or \times
Computer or laptop	
Email	
Internet	
Social media(Face book, Twitter, Instagram etc)	
Blog	
Podcast	
Wordle	
Word Cloud	
Wiki	

WhatsApp	
SMS	
Online language related courses	
Mobile Applications(i-Pads, Digital Notebooks, Tablets, Smart Phones)	
Digital libraries	
mobile learning	
Radio, Television	
Recorded audio- video materials, Online spoken tutorials, Digital pronunciation dictionaries etc	
Overhead Projector	
Multimedia	
Computer Assisted Learning	
Computer Assisted Language Assessment	
Computer Assisted Language Instruction	
Mobile Assisted Language Learning	

Please tick on one alternative which you think is the best to show your opinion towards the given statement.

1. I always use email/internet to share file document each other.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree

2. I can download software and learning materials from the internet.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree

3. I can Create and maintain Blog/ websites. I have my own Blog.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree

4. I always participate in discussion forum on internet.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree

5. I always use Google to search content for writing essay.
- a. Strongly Agree b. Agree c. Disagree
6. I am well experienced in the use of ICT in English language writing
- a. Strongly Agree b. Agree c. Disagree
7. I find it difficult to learn English language essay writing using ICT facilities.
- a. Strongly Agree b. Agree c. Disagree
8. Students easily search materials in websites for doing assignment.
- a. Strongly Agree b. Agree c. Disagree
9. We can easily check grammar and spelling from different program.
- a. Strongly Agree b. Agree c. Disagree
10. Do you think Word processing programs are helpful for developing writing skills?
- a. Strongly Agree b. Agree c. Disagree
11. Do you think Presentation package is useful for learner to present their idea?
- a. Strongly Agree b. Agree c. Disagree
12. Do you think Using ICT makes learning interesting?
- a. Strongly Agree b. Agree c. Disagree
13. ICT facilitates more collaborative work among students.
- a. Strongly Agree b. Agree c. Disagree

14. ICT facilities are costly to purchase that is why I never use it in writing.

- a. Strongly Agree b. Agree c. Disagree

15. Using ICT in English language has improved students' performance in terms of writing.

- a. Strongly Agree b. Agree c. Disagree

16. Social Media provides a platform for sharing thoughts and ideas.

- a. Strongly Agree b. Agree c. Disagree

17. Note taking tools can be used for daily note taking.

- a. Strongly Agree b. Agree c. Disagree

18. Blog is one of the best tools for writing skills.

- a. Strongly Agree b. Agree c. Disagree

19. Wordle helps to create word picture from small essay, short story or poem.

- a. Strongly Agree b. Agree c. Disagree

20. Blending ICT tools with traditional writing for effective writing skills.

- a. Strongly Agree b. Agree c. Disagree

21. Do you think English language teacher should employ ICTs in their classroom while teaching English language writing skills?

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22. Have you ever check meaning, spelling and grammar through ICTs tool?

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23. Which ICT tools do you use mostly to develop your writing skills? And how do you use it?

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