

**STUDENTS' PERCEPTIONS ON THE USE OF ICT IN
DEVELOPING ENGLISH LANGUAGE WRITING
SKILLS**

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

**Submitted by
Sabina Pokharel**

**University Campus
Department of English Education, Kirtipur
Kathmandu, Nepal
2019**

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**Date of Approval of Thesis
Proposal; 7th August 2017
Date of Submission: 30/06/2019**

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 this University.

Date: 30/06/2019

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Sabina Pokharel

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Sabina Pokharel** has prepared the thesis entitled **Students' Perceptions on the Use of ICT in Developing English Language Writing Skills** under my guidance and supervision.

I recommended this thesis for acceptance.

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DEDICATION

Dedicated

To

My parents for their advice, patience, love, support and faith on me.

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Sabina Pokharel

ABSTRACT

The current study entitled **Students' Perceptions on the Use of ICT in Developing English Language Writing Skills** was carried out to identify the students' perceptions towards the use of Information and Communication Technology in developing English Language writing skills. To meet the objective of the research study, thirty students were selected from Faculty of English Education, Tribhuvan University, Kirtipur by using purposive non-random sampling. The study was based on survey research design. Questionnaire was used as primary data collection tool and collected data were analyzed and interpreted descriptively. This study showed that students of master's level expressed their positive perceptions to the use of ICT in developing English writing skills for their professional development and improving learning activities. They also expressed that Information and communication technologies are important in developing writing skills. The findings also showed that the students had positive perceptions towards the use of ICT in learning English language writing. Moreover, the findings also showed that computer, laptop, email, internet, social media, websites, online language related course/ radio, television, mobile apps, digital library, were commonly used ICT tools in English language writing.

The thesis consists of five chapters. The first chapter deals with Introduction of the topic which includes; background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitation of the study and operational definition of the key terms. The second chapter covers review of the theoretical literature, review of empirical literature, implication of study and conceptual framework. The third chapter deals with the method and procedure of the study which includes design and method of the study, population, sample and sampling strategy, data collection tools and technique, data collection procedures, data analysis, interpretation procedure and ethical consideration. The fourth chapter presents analysis and interpretation of the result. Finally, fifth chapter presents findings, conclusion and recommendations.

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LIST OF SYMBOLS AND ACRONYMS

Edu	:	Education
ELT	:	English Language Teacher
ICT	:	Information and Communication Technology
i.e	:	That is
IT	:	Information Technology
CAL	:	Computer Assisted Learning
CALA:		Computer Assisted Language Assessment
CALI :		Computer Assisted Language Instruction
MALL:		Mobile Assisted Language Learning
TELL :		Technology Enhanced Language Learning