

**Use of Information and Communication Technology to Promote Learner
Autonomy at Master Level**

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

**Submitted by
Samjhana Gyawali**

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal
2023**

**Use of Information and Communication Technology to Promote Learner
Autonomy at Master Level**

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

**Submitted by
Samjhana Gyawali**

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal
2023**

**T.U.Reg.No.9-2-803-50-2012
M.ed. Fourth Semester
Roll No. 7328158/073**

**Date of Approval of the Thesis
Proposal Approval:21/09/2022
Thesis Submission:05/09/2023**

Declaration

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

Date: 05/09/2023

.....

Samjhana Gyawali

Recommendation for Acceptance

This is certified that **Ms. Samjhana Gyawali** has prepared this study entitled **Use of Information and Communication Technology to promote Learner Autonomy at Master Level** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:05 /09/2023

.....
Dr. Gopal Prasad Pandey (Supervisor)
Reader and Head
Department of English Education
T.U. Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation by the following research guidance committee:

Signature

Dr. Gopal Prasad Pandey (Supervisor)

.....

Reader and Head

(Chairperson)

Department of English Education

Tribhuvan University, Kirtipur

Dr. Renu Singh

.....

Lecturer

(Member)

Department of English Education

Tribhuvan University, Kirtipur

Dr. Hari Maya Sharma

.....

Lecturer

(Member)

Department of English Education

Tribhuvan University, Kirtipur

Date:21/9/2022

Evaluation and Approval

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

Signature

Dr. Gopal Prasad Pandey (Supervisor)

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

(Chairperson)

Dr. Rishi Ram Rijal

Professor

Tribhuvan University, Kirtipur

.....

(Expert)

Mr. Guru Prasad Poudel

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

(Member)

Date:12/09/2023

Dedication

This thesis is dedicated

To

My parents, teachers and friends who always inspired me to be a better version of myself.

Acknowledgements

I would like to convey my hearty gratitude to my thesis supervisor **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U., Kritipur Kathmandu, his invaluable guidance for the successful completion of this study. This research would have not been come in this form without his constructive suggestions and feedback as well as cooperation. I will be indebted to him forever for his excellent and helpful supervision.

I am highly grateful to express my gratitude to **Pro. Dr. Rishi Ram Rijal**, the expert of thesis evaluation committee and I would also like to express my sincere gratitude to **Mr. Guru Prasad Poudel**, Lecturer of Department of English Education for providing me valuable comments and guidelines while conducting the viva voce of the research.

I extend my sincere gratitude to **Dr. Bal Mukunda Bhandari, Dr. Purna Bahadur Kandel, Dr. Prem Bahadur Phyak, Dr. Renu Kumari Singh, Dr. Hari Maya Sharma, Ms. Madhu Neupane, Mr. Bhim Prasad Wasti, Mr. Ashok Sapkota, Mr. Khem Raj Joshi, Mr. Resham Acharya** and **Ms. Madhavi Bhattarai** for their constructive suggestions and inspirations directly and indirectly from their sides.

Similarly, I am grateful to all the M.Ed. English majored students of Tribhuvan University, Department of English Education for their valuable time, responses and supports.

Eventually, I am thankful to all my dearest and nearest colleagues and friends: **Kamal Pokhrel, Madhusudhan Paudel, Apekshya Bohora, Pabitra Dangal, Manju Bhatt, Netralal Pandey, Khumraj Pandey, Laxman Adhikari** for their support and motivation. I would like to express my love and acknowledgement to my parents and family members for their invaluable support and encouragement during my study.

Abstract

This is a study on the **Use of Information and Communication Technology to Promote the Learner Autonomy at Master Level**. It mainly aimed to explore the existing practices of using ICTs by the master level students for their learning and to identify their views regarding the usefulness of ICT to promote learner autonomy. This study followed survey research design. The population of the study included all M.Ed. students of Department of English Education. The sample of the study consisted 80 students who were selected by simple random sampling procedure. The major tool of data collection was the questionnaire including open-ended and close-ended questions. The data were analyzed and interpreted descriptively by using simple statistical tools and tabulation. The major finding of the study showed that students' views on the usefulness of ICT are very positive, all of the students use ICT for their learning and they regularly use different ICT tools and resources for their self-learning.

This research consists of five different chapters. Out of them, chapter one is the introductory part of this study. It incorporates 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 the key terms. Second chapter deals with review of theoretical literature and the review of empirical literature as well as the conceptual framework. Third chapter is the part of methodology. This part includes research design and method of study, population of the sample, data collection tool, reliability and validity of tools, data collection procedures, data analysis process, ethical consideration and sources of data. Similarly, fourth chapter deals with results and discussion and it has incorporated the analysis of the data and the results. The fifth chapter includes findings of the study, conclusion and implications of the study. In the same way references and appendices have systematically been included in the final part of this thesis.

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>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>Abbreviations and Acronyms</i>	<i>xii</i>
Chapter 1: Introduction	1-7
Background of the Study	1
Statement of the Problem	4
Objectives of the Study	6
Research Questions	6
Significance of the Study	6
Delimitations of the Study	7
Operational Definitions of Key Terms	7
Chapter 2: Review of Related Literature and Conceptual Framework	8-28
Review of Theoretical Literature	8
Learner Autonomy	8
Characteristics of Autonomous Learner	9
Contexts for Application of Learner Autonomy	10
Information Communication Technology	11
Need and Importance of ICT	13
ICT Tools	16
The Use of ICT in Learner Autonomy	20
Review of Related Empirical Literature	22
Implications of research for the Study	27
Conceptual Framework	28

Chapter 3: Methods and Procedures of the Study	29-31
Design of the Study	29
Population, Sample, and Sampling Strategy	30
Data Collection Tools and Techniques	30
Sources of Data	30
Data Collection Procedures	30
Data Analysis Procedures	30
Ethical Consideration	30
Chapter 4: Result and Discussion	32-48
Analysis of Data and Interpretation of Results	32
Students' Views on the Usefulness of ICT	32
ICT for English Language Learning	32
ICT for learner autonomy	34
Role of ICT for classroom learning	35
Self-learning materials in ICT	36
Students' interest for using ICT	38
Students' Practices of Using ICT	39
Situation for ICT use	39
Frequency of using ICTs	40
Time spent on ICTs	40
Usefulness of ICTs for self-learning	41
Learning materials used by learners in ICT	42
ICT tools and resources used by learners for their learning	43
Learning techniques used by learner while learning through ICTs	43
Frequency of teacher suggestions for using ICT	44
ICT as a tool for developing autonomous learning in relation to English language learning	44
ICTs for developing learner autonomy	45
Difficulties faced by learners in using ICTS	46
Suggestions for using ICTs for learning	47
Findings	48
Chapter 5: Conclusion and Implications	49-50
Conclusions	49
Implications	49
Policy related	50
Practice related	50

Further research related

50

References

Appendix

List of Tables

Table 1: ICT for English Language Learning	33
Table 2: ICT for Learner Autonomy	34
Table 3: Role of ICT for Classroom Learning	35
Table 4: Self-learning Materials in ICT	37
Table 5: Students Interest for Using ICT	38
Table 6: Situation for ICT Use	39
Table 7: Frequency of Using ICTs	40
Table 8: Time Spent in ICTs for Learning	41
Table 9: Usefulness of ICTs for Self-learning	41
Table 10: Frequency of Teacher Suggestions for Using ICT	44

List of Abbreviations and Symbols

LA	:	Learner Autonomy
3D	:	Three-Dimensional
Covid-19	:	Corona Virus Disease 2019
EFL	:	English as a Foreign Language
EL	:	English Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
i.e.	:	That is
ICT	:	Information and Communication Technology
IT	:	Information Technology
L1	:	First language
L2	:	Second Language
MOOC	:	Massive Open Online Course
		Organization
PC	:	Personal Computer
UNESCO	:	United Nations Educational Scientific and Cultural

Chapter 1

Introduction

The present study is on **Use of Information and Communication Technology to Promote Learner Autonomy at Master Level**. This chapter consists of 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 the key terms.

Background of the Study

Emergence of science and technology has given new means and platform for practicing teaching learning activities especially in area of language. As a result, learners are not only fully dependent upon their teachers and physical classes. Instead, they can learn the various aspects of language and language itself by themselves and what they need to be is an autonomous learner who always seem eager to learn independently. In other words, learner has to find the best sources and way to meet their quest of learning to promote their self-learning habit. Richards and Rodgers (2001, p. 1) suggest that English language teaching has shifted from being mostly focused on the teacher to being more focused on the learner. This means that now, what the learners are interested in and what they need are at the center of the learning process. It's all about making the learners actively participate in their own learning, especially in today's educational landscape. In language teaching and learning, many movements, methods, approaches, techniques, and the concept of learner autonomy, learner training and learner strategies have emerged throughout disparate time period. Additionally, the focus is given to the individual differences and along with the evolving time and circumstances, the learner centered methods and approaches are accepted in language teaching.

The role of learner is mainly emphasized in the learning process. Learners are not taken as passive listener or recipient like used to take in traditional method of teaching learning instead they are considered as an active and self-driven participants for their own learning. Similarly, the covid 19 pandemic has proved well that the autonomous learners always have resources and platform to learn. They do not need to learn through only formal physical classes. The autonomous learners kept learning

even after when the universities, colleges and schools were totally closed and teaching and learning environment were badly affected. Learners somehow managed learning from different ICT tools such as emails, social media, mobile applications, YouTube, Google sites, Blogs, webinar etc.

Hedge (2000, p. 410) states, “learner autonomy is the ability of learner to take responsibility for his or her own learning, and to plan, organize and monitor the learning process independently of the teachers”. Furthermore, learner autonomy can be addressed as the state where students/learners solely take responsible for their own learning and are free to design the learning strategies which are suitable for them. In other words, learner autonomy is a state where learners are able to learn independently with their own effort and pace. Learners can engage themselves on ICT based studies for developing autonomous habit and learning. Cotterall (1995, p. 195) explains learner autonomy as “the extent to which learners demonstrate the ability to use a set of tactics for taking control of their learning”. She asserts that learners use different tactic ways control their learning in learner autonomy. Furthermore, autonomy provides learners capacity to develop supportive and situational structures and techniques to learn them in any varied learning environment. It also helps them to adjust in those situations by developing their own independent learning techniques. In the same way, Holec (1981, p.) has asserted it as “the ability to take charge of one’s learning.” He states that self-directed learners are more able to take the charge of their own learning. Thus, from aforesaid arguments, it can be concluded that learner autonomy is the process where learners are competent to take the responsibility of their own learning without being controlled by anyone else.

According to Winwin et al. (2022) “The application of digital technology has meaningful connections with developing students’ learning autonomy and promoting their skills independently.” Here, the skills indicate the skills which are needed for learning language and such skills can be developed through the help of digital tools. Similarly, seven kinds of digital application; Schoology, Sustainable multimedia-assisted information (MAI), ICT, memrise, quizlet, mobile apps and 3D virtual environment meditation are found as effective tools to promote students’ autonomous learning. Similarly, in the words of Ramamurthy and Rao (2015), smartphones could boost learners' critical thinking, creative thinking, communication, and collaboration

skills. They indicated the learners moved towards autonomous learning, but they were still reliant on the teachers to achieve their learning goals. Similarly, the process of learning gets easier when the learners get quick access to additional resources while they are learning in the classrooms; for instance, finding definitions of the unknown words, examples and further explanations help them to compare ideas. In fact, accessing information through smart phones encourages meaningful communication between teacher and learners. Eventually, this enables them to produce creative and high-quality work. Hence, it can be concluded that smart phones usage boost learners' critical thinking, creative thinking, communication, and collaboration skills.

In the words of Lai(2017), the emergence of technology and its development becomes an opportunity to promote learner autonomy not only in the classroom but also beyond the classroom because learners, the digital generation, do not depend on in-class learning as they used to be. They need a new language learning experience out of the classroom where they can enjoy what they are doing, feel comfortable, and use what they know; their knowledge about technology.

At present time, the practice and implementation of using ICT in the field of teaching and learning is increasing in Nepal. It has positive impact on learner autonomy which motivates students to develop their self-learning habit. In other words, The Covid-19 pandemic has promoted the value and importance of learner autonomy greatly. In pandemic time, school, colleges, and universities were totally closed. But teacher and students kept teaching and learning via different ICT tools independently. Students kept learning and the ICT helped students to get the knowledge of their queries by using different tools and sources. There are varieties of ICT tools such as email, Google, smartphone, Mobile apps, YouTube, social media, Digital Media etc. which help learners to promote their self-directed learning and make them independent to select the tools and resources to learn English language. Learners can use google sites to translate the words or sentences to understand meaning in source language.

Similarly, the meaning of difficult words can be found by using digital dictionaries. Learners can share their ideas and take information by using weblogs and webinar. Zoom meeting is also one of the best platforms to meet the people from worldwide and discuss about the expected subject area. In the same way, videos of

YouTube are very helpful in getting guidelines and information about anything needed. Learners can learn the skills and aspects of English language by watching the videos of different teaching channels. Students do not need to pay huge amounts to the institutions to learn the language. They can learn the language in YouTube in free cost. The fine example is if any students want to know the meaning of some words, then they don't need to ask with their teacher or to turn the pages of dictionaries rather than they consult with online dictionaries or they can search in Google etc. Thus, here, we can contextualize how ICT can be useful in promoting learner autonomy among the students. Similarly, master level students are prospected researcher for future, and they must explore the research area and gaps for their further research for which different search engines like Google scholar, Research gate, science Direct etc. help a lot to find their required materials. Thus, varieties of ICT tools are available around us, through which learners easily can get access to different learning materials especially English language learning related. As a result, they can promote their learner autonomy and can learn English language effectively.

Statement of the Problems

Learner autonomy is a state where L2 learners are self-directive and self-reflective. In another words, the autonomous learners can select and adapt appropriate strategies and techniques for their self-learning. To promote learner autonomy, learners need to have good access of materials and resources for their self-learning. In the same way, such learners must be ready to learn outside and inside the classroom. Harmer (2008) says, “however good a teacher may be students will find it difficult to learn a language unless they aim to learn outside as well as during the class time”. He further states that to compensate for the limit of class time and to boost chances for successful language acquisition, students need to develop their own learning strategies so that they become autonomous learner.

ICT is a best source for promoting self-directing learning among the language learners. The tools and resources available in it make learners choose their learning way and materials independently. The students are no more fully depended to their teachers, and even, they don't need to wait so long to be instructed from their tutor. But still, teacher play important role to motivate the students to use ICT and its resources properly for their self-learning.

In the reference of Nepal, most of the teachers and students limit their teaching and learning activities inside the classroom only. They totally ignore the other activities outside the classroom which can make the learner autonomous. Still, there is the trend of out dated and traditional teaching learning activities where teachers and textbooks are sole source of knowledge. In such classrooms, students seem fully dependent upon their teacher. Most of the time, they even don't look forward to their textbooks until the teacher reaches to that chapter. Neither teacher push up their students to become autonomous learner nor the students themselves try to develop autonomous activities for their learning. As result, students are not self-directed towards their learning. They do not make effort to develop autonomous habit on them. Additionally, the learner who consider themselves as autonomous learner do not follow the right track of autonomy. In other words, they lack to select proper way for developing autonomy. Though they use ICT for their study still they lack to catch the pace of autonomy. Therefore, this study can be helpful for those learners who are aiming to be a good autonomous learner by using ICT. Then, they can select suitable techniques, tools and materials to enhance their learning. Similarly, students will know the role of ICT for developing autonomy with the help of this study. Moreover, the study will be fruitful for all the learners to practice their autonomous habit for their learning by using ICT.

Objectives of the Study

The main objectives of this study are as follows:

1. To explore the existing practices of using ICT by the master level students for their learning.
2. To identify their views regarding the usefulness of ICT to promote learner autonomy.
3. To suggest some pedagogical implications.

Research Questions

The Following are the prime research questions of this study:

1. What are the existing practices of using ICT by the master level students for promoting their learning?

2. What ICTs tools are used by the students to promote their learning?
3. What do they view regarding the resources and materials found in the ICT to promote learner autonomy?

Significance of the Study

This research seems to be relevant to the students of master level to practice learner autonomy with the use of ICT. This deals with the activities of students for using ICT tools and resources to be an autonomous learner in learning process. This study can be more significant in education in various ways. More specifically, this present study considered to be helpful for those language learners to seek various ICT tools to promote their self- learning. Heish (2010, p.1) asserts that the concept of learner autonomy theory has been extensively implemented across a range of language teaching and learning domains. Thus, this study will be beneficial for teachers who want to make their students autonomous and encourage students to take charge of their own learning. Furthermore, teacher can impose the ICT tools and resources to the students to develop self- directed learning among the students. Similarly, the students who want to know different ways of learning strategies through using ICT and want to be autonomous and independent learner can take more advantages from this study because this study will explore various strategies for using ICT tools. And it will also familiarize various ICT tools and learning sites for self- learning. This study will be also fruitful for those students who do not want to use ICT by encouraging them to use it as it will explore the usefulness of using ICT for learning the language. Similarly, it will also help those learners who are totally unaware about the use of ICT for developing autonomous learning habit. This study is also important for researcher who wants to carryout research work related to the ICT and its role in promoting learner autonomy because it will provide some literature and methods to investigate in this area. similarly, this study will be significant for ELT managers and course designers as they can include ICT as a main reference for their course.

Delimitation of the Study

This research was delimited to the following area:

1. This study was confined to the existing of using ICT by the master level students for their learning and identify their views regarding the usefulness of ICT to promote learner autonomy.
2. It followed survey research design.

Operational Definition of Key Terms

The main key terms of this research are listed and defined follows:

ICT: In this study 'ICT' refers to Information and Communication Technology which students use as tools to promote their learning

Learner Autonomy: Learner autonomy is the ability of learners to take charge of their own learning without controlled by anyone

Attitude: In this study 'attitude' is used to refer to the perception of students regarding the usefulness of ICT

Autonomous Learner: It is used for learner who is responsible for his/her own learning

Chapter 2

Review of Related Literature and Conceptual Framework

In this section of the study, the review of theoretical literature, review of empirical literature, implications of review for the study and conceptual framework are included.

Review of Theoretical Literature

Review of theoretical literature provides the clear concepts about research work. Review helps in detecting the gaps and problems to generate new ideas and concepts about the ongoing research from the existing theories and findings. In other words, this review provides researcher a clear concept, ideas and pattern to carry out the research in the scientific and systematic way.

Learner Autonomy. Learner autonomy is the modern concept in the field of education to replace the traditional method of teacher centered teaching and learning. Instead, it has given the new paradigm in the process of language teaching and learning. Learners are not passive listener in fact they are the active tutor and initiator for their own learning journey. To specify, learner autonomy is a process where learners are fully accountable for their learning, and they are free to choose their own learning pattern. In other words, autonomous learners themselves design their way of learning, explore the resources and tools, adopt useful strategies and techniques for their learning.

The term LA has been used very broadly. However, it is used to refer to the capacity of a person to work out without being controlled by other people. The concept may refer to the situations where one learns without being dragged by the others and the actions done on self for learning. It is taken as the ability to act and make decisions without being controlled by anyone else. Similarly, learner autonomy is defined by different scholars. Little (2007, p.1) states the learner autonomy is “the ability to take charge of one’s own learning”. It meant to said that learners take full chare of their learning and themselves are responsible for the result of their learning. Holec (1993) defines autonomy in terms of learners’ willingness and capacity to control or observe his/her own learning. In more specification, he says that someone

qualifies as an autonomous learner when he/she independently choose aims, purpose, set goals, choose materials, and tasks; exercise, choice aims, purpose in organizing and carrying out the classroom task; choose criteria for evaluation. Nunan (1997, p. 13) described learner autonomy in two main ways: how much independence learners have and how they act when they are independent. Many researchers have tried to explain that autonomy is not an all-or-nothing concept. Nunan also said that autonomy is not something fixed; it can change. He made a model with five levels of what learners do: "realizing, getting involved, taking action, coming up with new ideas, and going beyond" (p. 195). According to Nguyen (as cited in Karki, 2020), learner autonomy can be described as the eagerness and capability of learners to assume responsibility for planning, executing, overseeing, and assessing their own learning, collaborating with the teacher in constructing relevant tasks (p. 21). From given definition, learner autonomy can be addressed as the willingness and ability of the learners to take responsibility for different learning tasks with the help of the teacher.

Characteristics of Autonomous Learner. Learner autonomy is the state where learners fully take charge over their own learning. They themselves map out the learning ways, strategies to be followed, learning activities to be done and the varieties of learning resources. In other words, learner autonomy can be drawn as the modern educational practice where students get total freedom to learn the things as their own wish. The Covid 19 pandemic has also promoted the necessity of the independent learning to make students learning perpetual. The closed classrooms and universities should not be the barrier to teaching and learning activities. Learner autonomy is within practice, it must bring hunger and willingness among students to learn in effective and playful ways. Such autonomous students carry some characteristic which contrasts them with other learners.

According to Dickinson (1993, p.83), autonomous learners can be characterized in four points:

First of all, they can identify what is going on i. e. what is what is being taught in the classroom. Secondly, they are capable of formulating their own learning objectives. The third characteristic is that they are able to select and implement appropriate learning strategies. The fourth characteristic as Dickinson (ibid) mentions is that autonomous

learner can monitor the effectiveness of their use of strategies and make necessary change for them. Thus, autonomous learner actively engaged in the learning process and take control over their own learning.

According to Hedge (2010, p.76), a self- directed learner is one who is self - motivated, who one takes the initiatives, one who has clear idea of that he wants to learn and one who has his own plan for pursuing and achieving his goal. Similarly, Hedge (2010, p.76) characterized autonomous learners as they Know their needs and work productively with the teacher towards the achievement of their objectives, learn both inside and outside the classroom, know how to use resources independently, learn with active thinking adjust their learning strategies when necessary to improve learning, manage and divide the time in learning properly, do not think the teacher is a god who can give them ability to master the language.

In other words, autonomous learners clearly know their present needs and they do the work productively to achieve their goals with the help of their teacher. Similarly, such learners can learn both inside and outside of the classroom. That means autonomous learners can learn better in outside of the four walls of the classroom too as they learn inside the classroom. In the same way, autonomous learners have the idea of choosing the learning resources and good at using those resources properly. Autonomous learners are active thinkers, and they can adjust and improve their learning strategies as situation demands. Similarly, such learners manage and divide their learning time to get better result and they do not totally depend upon their teachers to take them to master by giving miraculous ability as God.

Contexts for the Application of Learner Autonomy. Learner autonomy encompasses the wider domain. It is a broad area that is not limited to classroom situation but also outside the classroom. Regarding it, Benson and Voller (1997, as cited in Thannasoulas,2009) mention some contexts for learner autonomy. Such contexts are situation in which learner study entirely on their own, a set of skill which can be learned and applied to self- directed learning, an inborn capacity which is suppressed by institutional education. Similarly, the exercise of learner responsibility for their own learning and the right of learner to determine the direction of their own learning.

Similarly, Benson (2007, p.26) categorizes context for the application of autonomy in two broad topics as follow:

Autonomy beyond the classroom. There are various contexts of learner autonomy beyond the classroom that can be in different modes as follow:

- Self- access: it concerns with various self- learning activities and tasks in a self-access center.
- Computer assisted language learning (CALL): it is a program for autonomous learning where learner can independently use computers and internet technology.
- Distance learning: a mode of independent learning without formal education through computers, net internet, radio, and TV also reflect the characteristics of autonomous learning.
- Tandem learning: it is a type of learning where two people learn together in close association.
- Study abroad: in this program students spend some period of time in target language communities, and they learn independently through interaction with the native speaker.
- Out of class learning: students spend more time out of the class and engaged with various activities with family and friends where they learn language independently.
- Self-instruction: it indicates the situation where learners cover language study broadly or solely without aids of teacher. (Benson, 2007)

Autonomy in the classroom. Learners are not only autonomous beyond the classroom but also, they are autonomous inside the classroom. Autonomy in the classroom includes weak version of pedagogy for autonomy where the teacher or the institution determines the curriculum and syllabus leaving little space for students to express their needs. However, students can be autonomous in the classroom through using ICT tools, group work, co-operative learning, innovative learning or other classroom action and activities inside the classroom.

Information Communication Technology (ICT). Information communication technology is the integral part of this modern era. The emergence of ICT has brought

drastic changes in the field of education, economy, health, transportation, information, and communication etc. It has eased human life with its unbeatable speed and facility, though some flaws can be seen in its use. In the words of United Nations Educational Scientific and Cultural Organization (UNESCO), Information and communication technologies (ICT) is defined as a diverse set of technological tools and resources used to transmit, store, create, share, or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, visio/video-conferencing, etc.) from above definition, the forms and uses of technological tools can be seen in different sectors and areas. Now a day, the use of ICT is seen in the education fields mostly. In fact, the emergence of Covid 19 has promoted its role in teaching learning process maximumly. Teaching learning activities is still carrying out by using different ICT tools and resources. Hargrove and Prasad (2010, as cited in Singh 2019, p. 10), emphasize the rapid development of technology and its profound impact on our daily lives in the 21st century. They argue that it's essential for schools and universities to prepare students to navigate and use technology effectively and responsibly, acknowledging that many students are often more tech-savvy than their teachers.

The authors also highlight the importance of preparing the workforce, particularly teachers, to integrate technology into the classroom. They believe that technological innovations from the late 20th century promised significant advancements in teaching methods and effectiveness for the 21st century. Some of the noteworthy innovations they mention include email, the internet, web 2.0 technology, online learning management systems, mobile technology, cloud computing, and smart technologies.

Furthermore, they discuss the global impact of the Information Technology (IT) revolution, particularly in the field of education, which they refer to as the "Fourth Revolution." This revolution, as coined by Anderson (2010), is characterized by the internet, services like Google and email, and various by-products such as Wikipedia, Skype, Facebook, and Twitter, which are transforming how we live, learn, work, and socialize. They note that in some countries, learning is no longer confined to the

classroom, leading to terms like "m-learning" (mobile learning) and "u-learning" (ubiquitous learning) to describe these innovative learning approaches.

Additionally, the authors discuss the dramatic changes in the world of work driven by ICT (Information and Communication Technology) and suggest that integrating ICT into education requires a significant shift from traditional to innovative teaching and learning practices.

This an era of science and technology and the ICT has made learners be able to choose the contents and time according to learners' desires. They have been accessed to a wide range of information on the same topic. As a result, they view the same topic from multiple perspectives. So, it is often said the new technology has served as the thousand teachers for the learners.

Need and Importance of ICT. At this present era, ICT is playing vital role in every field of human belongingness. It has left its signature in the field of education, business, tourism, language learning, social and cultural development etc. even, the present pandemic of Covid 19 has increased its importance and values more as comparison to the history. Like it is an essential medium for every aspect of human life, it also plays significant role in the field of language teaching and learning. The tools and resources find in it has made the learning and teaching English much easier and entertained. Somehow, it has been successful to replace the monotonous language teaching within the classroom into playful learning environment. In addition, here is many studies which show that ICT has been used in ELT. According to Isisag (2013), the use of ICT (Information and Communication Technology) in education serves several important purposes. Firstly, it should be viewed as a tool to achieve specific educational objectives, rather than an end in itself. Secondly, ICT is employed to maximize convenience, impact, and effectiveness in the teaching of the English language. It proves beneficial in capturing students' interest, engaging them with learning materials, and facilitating improved language teaching and learning.

Moreover, English language teachers can harness ICT to enhance ELT activities, create motivation among students, and encourage communicative language teaching. Lastly, ICT supports learner autonomy, making ELT more practical and goal-oriented. In essence, the integration of ICT into education holds the promise of

significant advancements in language learning. The involvement of ICT in education is significant in the sense that it helps to address the needs and requirements of the learners and plays important role in promoting learner autonomy among the learners. In the other words, it is the best tool to improve school education and learners' learning styles. Similarly, Chhabra (2012) underscores the importance of ICT (Information and Communication Technology) in English Language Teaching (ELT) by highlighting the significant shift in today's classroom environment compared to traditional settings. Traditional teaching methods, which primarily involve lecturing and rote learning, tend to oversimplify English language learning, reducing it to mere memorization without developing practical language skills among learners.

Chhabra emphasizes that the introduction of new technologies, such as the internet, Skype, Twitter, YouTube, blogs, mobile phones, interactive whiteboards, and more, has not only made learning more engaging but has also fostered genuine interaction within the classroom. As a result, Chhabra asserts that modern teaching and learning environments consider technologies, especially ICT and web tools, as fundamental elements. These tools serve as valuable resources for reaching diverse student populations and creating effective lesson plans. In summary, ICT and web tools play a pivotal role in enhancing the quality and effectiveness of contemporary education.

These days, students are found learning the language skills from different sources as their need and desire. The use of technology as the tool in the language class makes learners creative, autonomous and collaborative. So, the teachers use the technology as the best tool in language teaching to motivate the learners, to make them concentrate to their class. Meanwhile, ICTs helps to provide motivation to language learning as without motivation, learning cannot be effective and long lasting. Thus, the use of ICTs encourages the students to develop their treasures of knowledge in course of language learning.

At the present day, ICT can be a very effective means in carrying out better ELT classroom activities. ICT provides variety content in different forms in audio, video and pictorial form. Similarly, it helps learners to develop concentration, better understanding long lasting learning. Thus, we can say that ICT has significant positive

impact on ELT. Some positive impacts as proposed by Ibrahim (2010, p. 212) are as follows:

Availability of materials: ICTs are very important for availability of learning materials whether it is computer or web based. The students can learn in their own pace due to available materials. Students can get materials in PowerPoint including image, animations, pictures and graphs.

Students' attitude: ICTs have positive effects on students' attitude towards language teaching and learning. Students get more successful, motivated, self-confidence when using computer- based instructions in teaching.

Autonomy: Students have opportunity to choose the elements of language which they want to focus. Learner centered approaches focus rather than traditional approach while using ICT. The student feels free to practice the language without fair form other at their own pace.

Authenticity: ICTs provide the authentic learning environment because the learner can interact with each other across the city and are very motivating to the language learners.

Multifaceted tools: ICTs helps to delivered materials in multiple ways. They facilitate different activities such as testing, doing exercise, performing different tasks to relate to language skills.

Helps teachers: ICTs helps teachers to prepare, produce, store and retrieve their materials easily. The availability of different rich texts, different topics, and exercises helps in teacher time management. It helps teachers to carry out classroom teaching with great enthusiasm involving learners in different collaborative tasks.

Students centered: ICTs helps the students to be exposed with different materials likewise it encourages students to do extra works outside the classroom, play language games. IT helps shy students, who feel discomfort from asking questions, and enhances students centered and improves the learning process by teacher/students' interaction.

ICT in self-assessment: ICTs are the valuable means of assessing students' capabilities in the process of learning. It helps to evaluate learners without involving in formal examination. Their different skills such as listening, reading can be tested through computer assisted tools.

In this context, Condrat (2014) has addressed technology as a primary “globalizing force” that should be considered as a significant tool in the process of education. Similarly, it could make learning more motivational and help students get better results and can help boost learner autonomy.

ICT Tools. Here, the ICT tools refer to the varieties of electronic and online tools and medium through which learners can promote their self-learning. Such tools help them to find out the best and applicable online resources and materials to shape their autonomous learning habit. Every day, new ICT tools are developing in the field of teaching learning. As the same way, these tools are being milestone for learning English language too along with fostering learner autonomy. So, here, we've discussed about some useful ICT tools here:

Digital media. Digital media is defined in dictionaries as any media that is encoded in a machine-readable format; it can be viewed, created, distributed, modified and preserved on digital electronics devices such as computers, tablets and smart phones. Any user of these devices can have access to digital videos, audios and social media. Given the highly network nature of the students' lives, they can learn English anywhere and anytime and if the students use digital media in their learning, they will certainly improve not only their English level but their learning skills. Thus, learners can promote their autonomous learning habit by using this platform as ICT tools and can learn the English language independently and properly.

The Email. The Email is one of the means of communication which is used in language learning because it can be used inside and outside classes' time. Through E-mails, learners keep in touch with other teachers around the world. It has special advantages like numerous applications; learners do not need to require meeting with teachers or classmates in a specific time. Similarly, both the parties; sender and receiver do not need to present at the same time. They can exchange their mails even in a situation when one party is offline. Through the email, students can be in touch

with different teachers, instructors, tutor and students where they can get the information about their queries. Email is helpful in promoting autonomous activities. It is a best platform to get and share ideas about language learning. In fact, students can promote their writing skills by using mails frequently and they can get the ideas about what types of languages and expressions should use while writing mails to different persons. In the same way, learners can receive different learning materials from different senders. Thus, the use of e-mail in language learning and teaching has become as natural as the use of books or pens and papers, this use will affect positively on students' education because it is increasingly important in language classroom that is why learners need it more and more to develop their learner autonomy.

Smartphone. Smartphone is the great innovation of in the field of science and technology. It can be used in multiple sectors such as education, business, language learning, innovation, social connection etc. In the field of language teaching and learning, the use of smartphones plays great roles. Various mobile applications can be downloaded in this gadget and those apps can be used differently and separately. Learners can easily develop their self-learning habit with the help of it and its apps and can learn English language in smooth manner. The apps like online and offline dictionaries, English language translation apps, listening apps, writing apps, word puzzling games etc help greatly in promoting learner autonomy. Learners can easily search and meet their queries by installing useful apps on their smartphone and they can solve their problems. Thus, smartphone is very useful in promoting learner autonomy. Learners can collaborate and co-operate with other learners and teachers and can discuss their problems and ideas. Through these activities, they can promote their self- learning habit.

Multimedia. Multimedia has a rich history in education, as it extends access to information and resources to learners through electronic means, offering a wide array of programs and activities. It's currently instrumental in advancing research and enhancing the learning experience across various educational domains. Put simply, multimedia software enables users to create or access visual content like videos, Microsoft Paint, and Microsoft PowerPoint.

Students have varying learning speeds and styles, and multimedia's use helps educators reach all students more effectively. It connects the curriculum to real-life situations through interactive activities, interpersonal exchanges, and problem-solving projects. Consequently, multimedia adds depth to foreign language learning, allowing students to apply their language skills in practical contexts, such as creating newsletters or interactive journals. In summary multimedia significantly influences the concept of learner autonomy, empowering students to successfully tackle complex attitudes and skills they acquire from external sources.

Google. Google is one of the search engines. It scans the web to find web pages that are relevant to the words which we type in the search box. So, it can be considered that google is the best tool to promote self-learning. The websites available in it helps us to meet our queries and search. In the same way, there are many useful and excellent learning websites in Google through which learners can get referential and suitable materials and they can learn in their own way. Through which learner autonomy is promoted. Google easily can be accessed from computer, laptop, smart phones, tablets etc. but there must be well arrangements of internet and good connections. In the world, google is taken as the best tool to promote learner autonomy in the field of education and language learning. Numerous research works, studies and learning websites are available there, any EFL/ESL learner as well as ELT based learners can get better opportunity there for their self-learning.

MOOCs. The term MOOC, which stands for Massive Open Online Course, was first coined in 2008 by educators Dave Cormier and Bryan Alexander during a course called "Connective Knowledge." MOOCs are a method of delivering educational content online to anyone interested in taking a course. They are seen as a revolutionary tool for transforming education on a global scale and are considered one of the most intriguing and challenging developments in higher education.

MOOCs play a significant role in motivating students to learn English as a foreign language. With the help of MOOCs, students can receive instruction from renowned teachers worldwide and gain access to various universities, enabling them to work towards English degrees through these online courses. Through these activities, learners can enhance their ability to take charge of their own learning, a concept known as learner autonomy.

Social-media. Social media refers to a type of online platform that encourages people to share and provide feedback. It's open for anyone to join and leave comments. Social media is a valuable tool for schools, colleges, and other educational institutions to connect with current and potential students. Some of the most well-known social media platforms globally include Facebook, Twitter, YouTube, Instagram, WhatsApp, and Snapchat. For individuals who have access to social media, it can be a useful resource for learning English. This is because there's a constant flow of information available daily. The process is straightforward: a learner can simply follow a page or an account dedicated to teaching English, and they will receive a wealth of information and resources. Similarly, they can put their problems or queries on these sites and get solution or feedback through comments and messages. In the same way, learners can practice their English-speaking skill on these sites being on live chats or video calls. As a result, they can promote their self-learning.

YouTube. YouTube serves as an excellent tool to foster learner independence in English language education. With its audiovisual capabilities and easy internet access, it has become a central platform for sharing videos. This video-sharing service can also be a valuable resource for e-learning professionals looking to enhance their courses. For English language students, YouTube offers a wealth of educational content, including grammar lessons, vocabulary tutorials, and speaking techniques. What's particularly advantageous is that these lessons are typically short yet packed with easy-to-understand information. Furthermore, learners can download videos for offline viewing, providing flexibility in when and where they practice autonomously. In summary, YouTube is a readily available tool that empowers students to engage in self-directed language learning.

Webinar. A webinar is an online event that is hosted by an organization/company and broadcast to a select group of individuals through their computers via the internet. (A webinar is sometimes also referred to as a “webcast”, “online event” or “web seminar”.) A webinar allows a speaker from the hosting organization/company to share Power Point presentations, videos, web pages or other multimedia content with audiences that can be located anywhere. Similarly, webinars typically have audio and visual components. The visual component of a webinar is

shared through a web conferencing tool or internet browser. The audio portion of a webinar is usually broadcast through the audience's computers (through speakers and media players) or through the telephone. A webinar also allows the hosting organization/company to interact with an audience. The audience can ask the speaker or moderator questions in real time through an instant messaging tool or e-mail. Through webinar, learners can get varieties of knowledge about their required and interested area of learning. Such webinars are conducted on different research areas, language teaching and learning filed. In fact, it is popular for learning English languages. Thus, webinar is a great tool if one wants to promote their learner autonomy.

Weblogs. A weblog, sometimes written as web log or weblog is a web site that consists of a series of entries arranged in reverse chronological order, often updated on frequently with new information about particular topics. The information can be written by the site owner, gleaned from other Web sites or other sources, or contributed by users. A weblog often has the quality of being a kind of "log of our times" from a particular point-of-view. Generally, weblogs are devoted to one or several subjects or themes, usually of topical interest, and, in general, can be thought of as developing commentaries, individual or collective on their particular themes. A weblog may consist of the recorded ideas of an individual (a sort of diary) or be a complex collaboration open to anyone. Most of the latter are moderated discussions. Weblogs are also one of the greatest tools for developing learner autonomy. In web blogs, different subject related problem is uploaded and later the solution of those problems is discussed there. With the help of web logs, learners can share the facing problem related to the English language learning. Similarly, they can share their queries and views related to the language learning and they even can ask for other candidates to help them. Thus, learners are not obliged to confine to the four walls to solve their queries and problems. They can use this tool to get the guidance. Thus, learners can easily promote their autonomous learning by using this tool.

The Use of ICT in Learner Autonomy. ICT is the greatest production of this 21st century. In other words, it can be said that it is the best gift of science to the human beings. It has been widely used in among all the possible sectors. The education sector has been flourished by the entry of ICT. Students can easily learn

through computers, mobile, internet, radio etc. Similarly, ICT tools have been succeeded to replace the paper learning concept. In the same way, ICT is very useful in promoting learner autonomy among all kinds of learners. It helps to students to seek different suitable and referential learning materials and resources for the learners. As a result, students search their queries there using different search engines and tools and develop their self-learning habit. Here, ICT is the medium only which is really helpful in promoting autonomy among the learners but it is not the method in itself. In the same way, Though ICT is not a method in itself, it can be used to modify them to make our teaching learning activities more motivating and effective and ensure greater participation of the learners on their own (Joshi and Poudel, 2019). Similarly, students can learn English language themselves using technology. There are abundant online materials for learning English which can be used for directing learners to learn independently. Despite having vital implication of LA, the study revealed that the classroom atmosphere was controlled by teachers rather than leading the students to be autonomous by asking them to work themselves. Similarly, teacher addiction and lack of self-directedness were found among the students. Likewise, the students did not make use of technological tools for learning English since they are unaware of the possible usages of the tools for learning English autonomously.

The use of ICT tools and resources for teaching and learning English is increasing to create both independent and collaborative learning environment in which students can learn English with much ease. It provides learners many opportunities to sharp their learning skills and styles and helps them to become a better learner. Learning has been given new features in the twenty-first century due to the advancement of technology (Pellegrino & Hilto 2012; Ting 2015). Thus, learners have started learning through different approaches, rather than solely the traditional teacher-centered approach. The traditional teacher-centered approach usually fails to identify and support learners' individual differences and consequently it does not effectively cultivate students' autonomy and learner ownership.

In the words of Mutlu and Eroz- Tuga (2013), computer and internet technology seem to encourage learner autonomy by allowing students to choose the time, place and circumstances conducive to their learning. Similarly, the computer and the internet can raise learner's level of motivation in language education by

offering topics of interest to the learners and introducing a diversity of study methods inside and outside the classroom. Moreover, the internet can contribute to the development of learner's language learning strategies by exposing learners to a digital social environment with many native speakers to whom the students do not have access in their local communities. CONDRAT (2014) states that being technologically friendly, students should be encouraged to use technology for their academic progress. This would foster learner autonomy and will make them sense the responsibility they have for their learning. Similarly, learner autonomy enhances the security needed for risk taking, i.e., students will have to make their own decisions understanding the consequences they may lead to. She has presented Emails, blogs, google sites, projects, online tests, social networks, games and learning communities as technological tools to promote learner autonomy for learning English language

In addition, with ICT advancements, there are diverse tools for various applications. Having used these tools in their leisure life, the digital-native students may have various background knowledge or expectations for an ICT-related course content. Students' knowledge and expectations may differ from what their teachers understand and assume, and negotiated learning is introduced to help teachers and students understand each other better and reach commonly agreed learning topics. With the learning topics being jointly decided, students' autonomy for the learning is expected to be enhanced.

The ICT plays important role in promoting learner autonomy. Varieties of ICT tools like digital media, multimedia, email, internet, google, blogs, smartphone laptop, webinar, YouTube etc are around of us. By using such tools and resources, learners can tackle their language learning problems and meet their queries. Similarly, learners can gather information and knowledge about their interested subject matter. Moreover, language learning becomes easier when learners connect themselves with ICT and they can promote their self-learning too.

Review of Related Empirical Literature

Neupane (2010) carried out research with the concept of autonomy and goes on to consider different aspects of autonomy. The research highlighted that total autonomy is neither feasible nor desirable in formal language learning context, it

argues that learner autonomy is necessary for making someone lifelong learner. She found out that the learner should be provided with the skills necessary for the lifelong pursuit of knowledge.

Condrat (2014) conducted research which aimed to examine both the benefits and challenges of autonomous learning. Similarly, it also focuses on the importance of developing autonomy in students who will be able to take full control of their learning process. She has also pointed out the how technology tools help learners to develop self-learning habit.

Kim (2014) carried research where examined a comprehensive view of English teachers on learner autonomy especially with the issue of using technology to promote it in language classroom, focusing on how teachers' beliefs about learner autonomy affect their expectations of learners' involvement in the language classrooms.

Sapkota (2014) carried out research with the aim of investigating the autonomous activities of the students in learning in self-access center and to find out teachers' attitude towards self-access centers. The survey research was conducted with the sample of 8 teachers and 80 students using questionnaire and interview as data collection procedure. The finding of this research pointed that learner themselves are the primary sources to develop their own English language learning capacity. Similarly, SAC plays the significant role in developing learner autonomy. The another finding of this study was that 80% of the learners made use of reference materials and 75% of the learners engaged with electronic devices for their English language learning process.

Ramamurthy and Rao (2016) conducted a research with the main objectives were to identify the type of learning skills gained using smartphones in the ESL classroom and to investigate whether smart phones promote the autonomous learning process showed that learners were moderately satisfied when they use smart phones for their learning purpose. The study shows that the learning process gets easier when the learners get quick access to additional resources while they are learning in the classrooms; for instance, finding definitions of the unknown words, examples and further explanations help them to compare ideas. They conducted research on 70

students of diploma and degree level in business and engineering programs using questionnaires as the tool of research.

Wassila (2016/2017) conducted research which aimed to investigate on whether L1 students are autonomous learners or not, whether students use technologies and they will develop their learner autonomy or not, teachers support their students to develop autonomy or not. In this research, descriptive method was used as research method and as a tool, two questionnaire and an interview were used for gathering data. The findings of this research revealed that most of the students suffer from a severe lack of autonomy among L1 students because they find huge difficulties in directing their own path of learning though there were the availability of digital tools and technologies. Similarly, it is shown that digital tools and technology plays an important role in raising the learner autonomy awareness. Furthermore, this study proved that the role of the teacher is important in learner autonomy.

Pantha (2017) carried out research with aims of investigating university level students' opinion towards the use of smart phones for promoting learner autonomy and to examine if app and online resources in smart phone enhance learner autonomy. The researcher selected 60 smart phone user students running bachelor programs in education English purposively. He collected data using questionnaire. The finding of the study suggested that the participants perceived themselves as autonomous learner and they appreciated the use of smart phones to practice their language skills independently. Moreover, it was found that the access to large online authentic texts through different application in smart phones made the learning interesting, exciting, and engaging for the participants.

Joshi and Poudel (2019) carried out action research with the two major aims to investigate the learner perceptions and attitudes in the use of ICTs in the English language classes and to examine the role of ICTs in promoting the learner independence and motivation. The population of the study consisted of all the students from the Department of English Education, Central Department of Education, Kirtipur. The area was purposively selected; the researchers were teaching in the same place for seven years. The participants were 37 students who were also purposively selected. Among them, only 15 students were invited to a focused group discussion (FGD). However, all the students participated in the intervention for the

whole semester. The intervention was implemented during the instruction. The major ICT tools adopted for the study were: web sites, e-mails and multimedia. The three progress tests were administrated to assess their progress in terms of independence and motivation. The findings of this research show that the learners are well motivated and positive in the use of ICTs in language teaching.

DJOURMA (2020) completed a research paper with the aim of discussing why it is important to incorporate digital technology in EFL classroom, and what is its impact on teaching and learning. Similarly, it seeks how technologies is integrated into teaching to stimulate students' interest, attention and active participation to be autonomous learners; therefore, to ensure a high quality of teaching and learning at the university level.

Karki (2020) investigated research aiming to explore the different strategies employed by the learners and teachers in fostering learner's autonomy and to find out the challenges faced by teachers and learners while creating autonomous environment. The researcher used narrative inquiry as a research design. He collected data through semi-structured interview by preparing some open-ended questions to ask. To fulfil the aim of the study, he selected four English teachers and three groups of students as a population sample of this study. The finding of this study showed that teacher and students use different strategies and activities for promoting learner autonomy. They follow different ICT tools, library, reading newspaper, participating different programs and so on. Similarly, the role of teacher plays vital role in learner autonomy. In overall, this study has founded the different strategies used by teacher and learner for fostering learner autonomy.

Melvina et al. (2020) wrote an article which aimed to investigates EFL teachers' perceptions of the use of technology to promote learner autonomy in teaching English. Focus group research was used as its design with qualitative analysis for data interpretation. The participants of the study were five English teachers who teach English as a foreign language in Indonesia. The data were collected from an online discussion forum and analyzed through data reduction, data display for categorization, and conclusion. The study reveals that EFL teachers had positive perceptions of the use of technology in promoting learner autonomy in teaching English. Dealing with the use of technology in the teaching language classroom, the majority of teachers

have already used technology such as the Internet, and some applications (Quizlet, Grammarly, English Central, Padlet, Mentimeter) with the potential for promoting learner autonomy. Moreover, the interviewed teachers reported that using technology in teaching and learning English in the classroom is not without constraints. The main problem is the limited internet connection. These results indicate that EFL teachers understand and are aware of technology to promote learning autonomy in teaching English.

Aziz et al. (2021) have conducted research with an aim of highlighting on the use of technology to improve learner autonomy in English language classrooms. Similarly, it enables the learner to take full control of their learning process, which leads to a better understanding of the studied materials and learn EL. Similarly, this paper is also drawn on educational researches and emerging new practices to investigate the use of technology for promoting learner autonomy in EL classrooms. The research shows that technology can be used as a tool for improving learner autonomy in EL classrooms. Similarly, with the use of technology teachers can play a vital role in providing online educational platforms to promote learner autonomy and achieve desired learning in students but teachers should make use of technology to assign learners with independent language learning tasks, with providing the right to choose their own learning materials or activities. In the same way, learners who have opportunities to choose from a variety of online materials or activities enable them to understand and practice the target language better.

The above reviews were made to accomplish the initial part of my research study. These reviews are helpful to my study in the sense that all reviews are somehow connected with my research area. My research is based on how ICT helps to develop learner autonomy among the master level students. The reviews which I have done also is based on learner autonomy, their uses on different level learners and the ICTs and different technological tools uses on promoting learner autonomy. Here, my research study also seeks the importance of ICT and its tool on developing learner autonomy especially in English language learning. Thus, above mentioned literature reviews were done in the field of English language teaching and learning and my study also confined to them. So, these reviews are very helpful to my study

Implications of the Research for the Study

Different past research works have been reviewed considered them as useful to the present research work. These research works have been carried out with different objectives, methodology and research question and in different situation. Various ideas are found after reviewing them about the use of ICT in English language teaching, ICT tools which can be use in self-learning and through which autonomous habit can be built up. Thus, literature review plays vital role from selection of topic to deriving the findings.

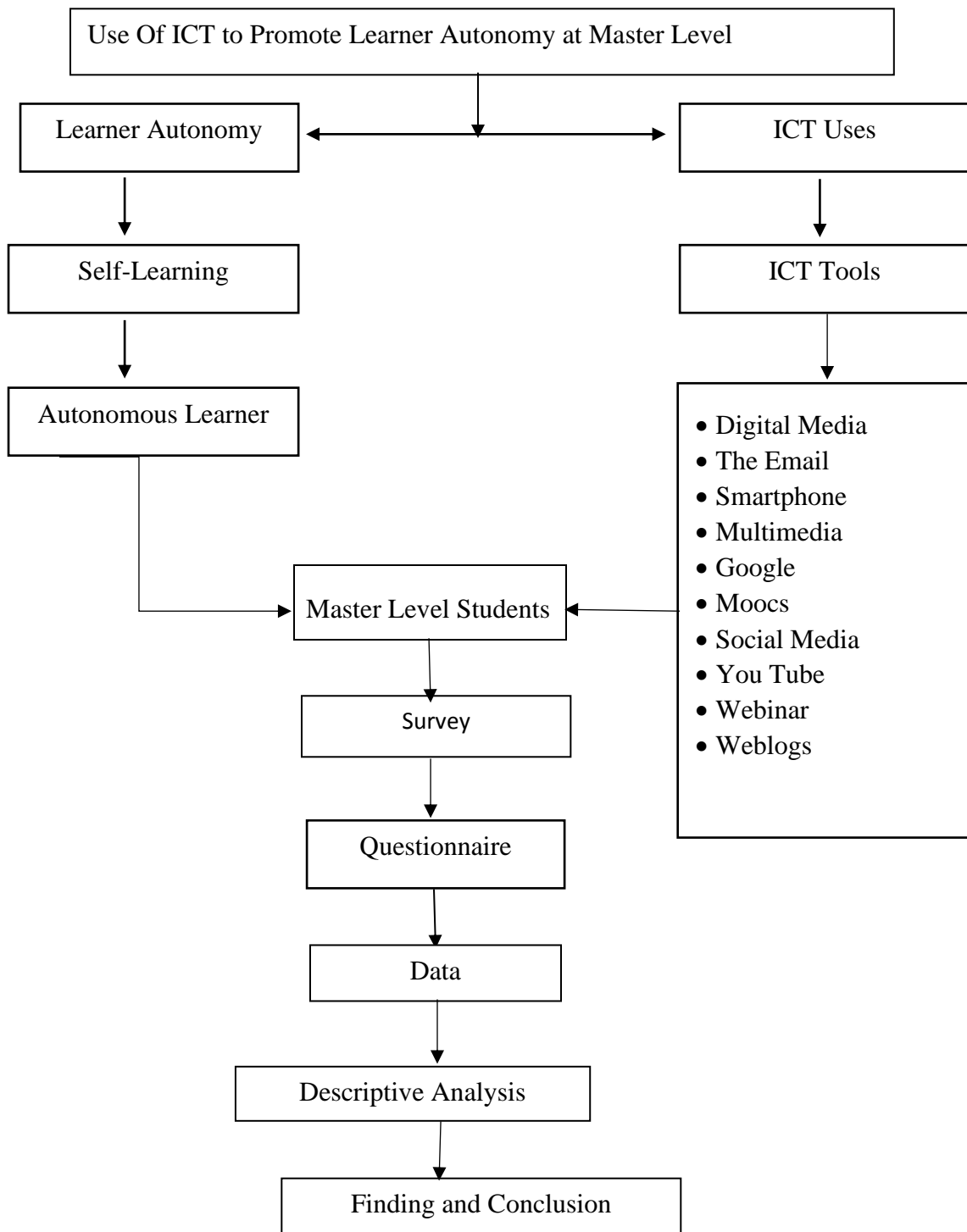
Kumar (2011, p.46) helped me to choose the researchable topic in the area of LA, I have reviewed some literatures which have already carried out. These researches have recommended some possible researchable topics that helped me to select a new research topic and to find the gap between what has already been found out and what is not explored yet.

Bhatt (2018), Karki (2020) and Joshi (2011) helped me for writing background of the study. similarly, Pantha (2017) guided me to set the objectives of the study, research questions and research tools. In the same way, Joshi and Paudel (2019) and Wassila (2016/2017) supported me in finding the ICT tools which are used in promoting learner autonomy. Similarly, Condrat (2014) also helped in selection of ICT tools. In the same way, I got the clues and information about how technology is used in promoting learner autonomy from (Joshi and Paudel, 2019). Other reviews of DJOUMA(2020), Ramamurthy and Rao(2016), Sapkota (2014), Karki(2020), Malvina et al. (2020), Kim (2014) and Aziz et al. (2021) have helped me to work with all the aspect of this study.

All these studies have helped me during this research work and these mainly helped me review and link it in our Nepalese context as well as it supported me for selecting the appropriate research design, data collection procedures, way to analyze the collected data, interpretation of result and conclude the study. All the studies that I have reviewed during my own study become supporting and helpful that made my work more reliable and informative. Finally, reviewing those research works assisted me to update myself with research process design and methodological tools which are very beneficial to my research work.

Conceptual Framework

Simply, a conceptual framework is a roadmap that gives a clear picture of our whole research. The main function of conceptual framework is to show the relationship among the various concepts and variables of the study. The conceptual framework of the study is presented diagrammatically as follows:



Chapter 3

Methods and Procedures of the Study

This chapter consists of the methodology adopted in the study including the design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretations procedures and ethical considerations.

Design of the Study

Research design is the arrangement of conditions for collecting and analysis of data to solve the research problem in a systematic way. According to Kerlinger (1986, p, 297), “A research design is a plan, structure and strategy of investigation so convinced as to obtain answers to the research question or problem”. To reach to the solution of any design, there should be the systematic study by applying the scientific procedures to achieve the goal of the research. There is various research design such as: survey, narrative inquiry, experimental, ethnographic, case study and so on. Thus, to reach the goal in successive way a researcher should select appropriate design. It is a plan and guideline which helps researcher to complete the research. One research design will not fit to every research. It differs according to the design of the research.

The design of this study was survey research design. Survey research is the most popular design of research in social science including in the field of education. Cohen, Manion and Morrison (2010, p.205) opine “typically surveys gather data at a particular point in time with the describing the nature of existing condition or identifying standards against which existing condition can be compared or determining the relationship that exist between specific events”. They further said that surveys are useful for gathering factual information to find out attitude and preference; beliefs and prediction; behavior and experience. This study also aims to explore the students’ views and perception regarding the usefulness of ICT to learner autonomy. Similarly, this research followed survey design but it was cross-sectional survey study in particular. Cross-sectional study is one that collects data at a particular time with a single shot.

Population, Sample and Sampling Strategy

The population of my study were the students of the department of English Education, Tribhuvan University, Kirtipur, Kathmandu. Among them, 80 students were selected using simple random sampling procedures.

Data Collection Tools and Techniques

The main tool of data collection was questionnaires including open ended and close ended questions.

Sources of Data

Both primary and secondary sources were used for data collection. The respondents were the primary sources of data whereas the books, the articles, journals, and other documents were the secondary sources of data.

Data Collection Procedures

I followed the certain and systematic rules and procedures while collecting data. So, stepwise procedures were followed for data collection. At first, I visited to the targeted area, and then I introduced myself and explain the purpose and process of my study. Then, I built rapport with the respondents. After building good rapport with them, I distributed the questionnaire forms to the concerned individual students. Then, I collected all the questionnaires from the respondents.

Data Analysis Procedures

The collected data were analyzed and interpreted descriptively by using simple statistical tools and tabulation.

Ethical Considerations

Ethical consideration is one of the main aspects of the research. Researcher should be sensitive in the matter of privacy of participant, inform consent & manipulation of data by himself/herself. We know that sensitivity is the main principle in ethical consideration of any kind of research activity. Regarding the ethical consideration at first, I provided the participants with the statement and inform

them about the study. Then, I collected required data through questionnaire. All information collected about individual have kept confidential and private. I have mentioned the name and code for identification of the participants.

Chapter 4

This chapter deals with analysis and interpretation of collected data from primary sources.

Analysis and Interpretation of Results

In this chapter, I have analyzed the collected data and interpreted results from the collected data from primary sources. To fulfil the intended objectives of the study, I have collected the data from the students by using questionnaire. The sets of questions were designed to obtain both qualitative and quantitative data from the participants. Moreover, the questionnaires were divided into two sections and the collected data through questionnaires were analyzed and interpreted in the following titles.

Students' Views on the Usefulness of ICT. To find out students' views on the usefulness of ICT for promoting learner autonomy, there were 20 questions asked to participants. The responses given by the participants on these questions are analyzed and interpreted descriptively by using simple statistical tools and tabulation under different thematic titles. They are as follows:

ICT for English Language Learning. There was total four questions under this topic to collect the students' views. Being based on the students' opinions, I tried to find out the role of ICT for English language learning. The main aim of this thematic topic was to explore the students' opinion on whether ICT is useful for learning English language or not. The different kinds of responses were collected from the students which can be presented in the table below:

Table 1
ICT for English Language Learning

S.N	Statements	Response													
		Agree						Unsure		Disagree					
		SA		A		Total		U		D		SD		Total	
		No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per
1.	ICT to keep track of English language learning.	25	31.25	46	57.5	71	88.75	5	6.25	4	5	-	-	4	5
2.	ICT materials support in English language learning	50	62.5	28	35	78	97.5	2	2.5	-	-	-	-	-	-
3.	ICT makes English language learning effective.	57	71.25	20	25	77	96.25	3	3.75	-	-	-	-	-	-
4.	ICT updates with innovation English language learning.	28	35	48	60	76	95	4	5	-	-	-	-	-	-

The above table shows that there were four questions asked to the respondents related to the role of ICT for English language learning. The table states that most of the respondents i.e. 88.75% were agreed on the statement that ICT enables them to keep the track of their English language learning. Similarly, 6.25% were unsure about the issue and remaining 5% there were disagreed about it. The responses of second question explain that the almost all participants i.e. 97.5% were agreed on the question that materials available in the ICT tools support in their language learning whereas only 2.5% were unsure and no one showed disagreement with the issue. Similarly, the largest percentage of the total population for third question that using ICTs in learning English is very effective were 96.25 % who showed they are agreed

with the issue. But, 3.75% were neither agreed nor disagreed i.e. unsure. The fourth question was whether ICTs connect them globally and up to date with the new innovations of English language learning or not and the majority of the participants i.e. 95% were agreed with the statement and remained 5% were unsure but no any participants disagreed with the statement.

ICT for Learner Autonomy. The table 2 includes four questions related to the significance of ICT for learner autonomy. through those questions, I tried to inquire students' attitude on how ICT promote autonomy. The responses are presented in the following table:

Table 2
ICT for Learner Autonomy

S.N	Statements	Responses													
		Agree						Unsure		Disagree					
		SA		A		Total		U		D		SD		Total	
		No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per
1.	ICT self-regulation on learning.	29	36.25	44	55	73	91.25	7	8.75	-	-	-	-	-	-
2.	ICT develops autonomy on learners.	43	53.75	31	38.75	74	92.5	6	7.5	-	-	-	-	-	-
3.	ICT reduce dependency on teachers.	32	40	38	47.5	70	87.5	6	7.5	4	5	-	-	4	5
4.	ICTs provide good environment for self-learning.	27	33.75	48	60	75	93.75	5	6.25	-	-	-	-	-	-

The table depicts the responses of four questions related to the importance of ICT for learner autonomy. In the response of the first question in the table, 91.25% agreed with the statement that ICT helps for self-regulation on learning. Additionally, 8.75% were unsure about the statement but no one showed disagreement about it. Similarly, in the second question, almost all i.e. 92.5% showed their agreement towards the role of ICTs for developing autonomy on learners. Similarly, very few percentage i.e. only 7.5 were unsure with the issue. There were no single % who disagreed in the related topic. Additionally, in the third question, 87.5% of the total

respondents claimed that the use of ICTs reduce dependency on teacher where as 7.5% marked themselves under unsure. Only, 5% disagreed with the statement. Furthermore, almost all i.e. 93.75% of respondents showed their consent towards the statement ICTs provide me a good learning environment for self-learning. Remaining 6.2% are unsure about it. But there were no one who disagreed with issue.

Role of ICT for Classroom Learning. The table 3 contains the four questions to seek the students' attitude on whether ICT helps on classroom learning or not and how. The answers collected from participants are presented as follows:

Table 3
Role of ICT for Classroom Learning

S.N	Statements	Responses													
		Agree						Unsure		Disagree					
		SA		A		Total		U		D		SD		Total	
		No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per
1.	ICT supplements classroom learning.	24	30	40	50	64	90	10	12.5	6	7.5	-	-	6	7.5
2.	ICT helps to prepare assignment and classroom presentation.	31	38.75	36	45	67	83.75	8	10	5	6.25	-	-	5	6.25
3.	Materials in ICT increase classroom achievement.	26	32.5	48	60	74	92.5	6	7.5	-	-	-	-	-	-
4.	ICT replaces the textbooks by providing e-books, journals, articles and varieties of related contents.	30	37.5	39	48.75	69	86.25	7	8.75	4	5	-	-	4	5

The responses in the table show that most of the respondents i.e. 90% agreed with the statement that that ICTs can supplement the classroom learning.

Respectively, a very low population i.e 7.5% disagreed with the issue and 12.5% were unsure about it. Similarly, 83.75% agreed with the idea of second statement that students make use of ICT to prepare assignment and classroom presentation. But, 6.5% of participants disagreed with the idea and remaining 10% marked themselves as unsure about it. Likewise, in the second statement, almost all of the students i.e. 92.5% concluded that they believe in the idea that the materials available in ICT increase their classroom learning. Only 7.5% gave dilemmatic answers that they were unsure about it. In the last statement, 5% population showed disagreement, 8.75% claimed that they were unsure about the statement that But ICT replaces the textbooks by providing e-books, journals, articles and varieties of related contents population i.e. 86.25% agreed with the idea.

Self-learning Materials in ICT. The table 4 consists four questions to explore the participants' perception on whether ICT provides the different learning materials for solving their learning problems or not. the responses of these questions are mentioned below in the table.

Table 4
Self-Learning Materials in ICT

S.N	Statements	Responses													
		Agree						Unsure		Disagree					
		SA		A		Total		U		D		SD		Total	
		No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per
1.	Open access to materials in ICT tools	28	35	40	50	68	85	3	3.75	9	11.5	-	-	9	11.25
2.	Learners can solve the problems independently by using the available resources and materials in ICT tools.	36	45	32	40	72	90	8	10	4	5	-	-	4	5
3.	Learners can get varieties of materials such as online and offline materials in ICT for self- learning.	40	50	32	40	72	90	8	10	-	-	-	-	-	-
4.	ICTs provide different self-learning platforms.	32	40	48	60	100	-	-	-	-	-	-	-	-	-

The above table illustrates that the majority of the students i.e. 85% agreed with the first statement that there is an open access to the materials in ICT tools for self-learning. Respectively, 11.25% disagreed with the issue whereas only 3.75% were unsure about it. In the same way, the responses of second statement reveal that 90% respondents were agreed that they can solve the problems by using the available resources and materials in ICT tools. Similarly, 5% and 10% of the respondents were disagreed and unsure about the issue. Furthermore, the responses of third statement in the table unveil that most of the all respondents i.e. 90% showed their agreement towards the issue that learners can get varieties of materials such as online and offline

materials in ICT for self-learning. In the same way, 10% population were unsure about the statement. In the response of fourth statement, all the participants i.e. 100% agreed that ICTs provide them different platforms for self-learning.

Students Interest for Using ICT. In this study, I asked four questions to explore whether students enjoy or they feel bored while learning by using ICT. The responses are presented as follow in table 5:

Table 5
Students Interest for Using ICT

S.N	Statements	Responses													
		Agree						Unsure		Disagree					
		SA		A		Total		U		D		SD		Total	
		No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per
1.	ICT is time consuming and irritating.	-	-	15	18.75	15	18.75	9	11.25	31	38.75	25	31.25	56	69.97
2.	Students enjoy learning in the ICT.	26	32.5	41	51.25	67	83.75	8	10	5	6.25	-	-	5	6.25
3.	ICT is expensive sometimes and difficult to get easy access.	4	5	15	18.75	19	23.75	9	11.25	22	27.5	30	37.5	52	65
4.	Peer learning and group discussions are easy with ICTs.	30	37.5	44	55	74	92.5	6	7.5	-	-	-	-	-	-

This table includes four questions related to the students' perception while learning in ICTs. The responses of the initial statement in the table explain that the most of the students i.e. 69.97% disagreed with the view that using ICT is time consuming and irritating. In the same way, 18.75% agreed with the issue and 11.25% were neither agreed or disagreed i.e. unsure. In the response to the second question, largest percentage i.e. 83.75% agreed that students enjoy learning in the ICT where as 10% were unsure with the idea and 6.2% disagreed with it. Similarly, the majority of the students i.e. 65% disagreed with the third statement that ICT is sometimes

expensive and difficult to get easy access. Similarly, 19% agreed with the issue and 11.25% were unsure about it. The responses of last statement in the table illustrates that almost all i.e. 92.5% agreed with the issue that peer learning and group discussions are easy with ICTs. Additionally, 7.5% of respondents were unsure about it but no one left disagreed.

Practices of using ICT. This set of questionnaires was mainly designed to explore the existing practices of using ICT by the students for their self-learning. There were thirteen questions included in this set. The first question of this set was “Do you use ICT for your self-learning?” and the option were in ‘Yes’ and ‘No’ form. As a response to this question, all of the all students replied ‘Yes’. The result shows that everyone uses ICT for their learning. Similarly, the responses of remaining questions have been analyzed and interpreted in the following sub-topics:

Situation for ICT Use. The table 6 shows the response “In which situation you make use of ICTs most often?”. Similarly, the responses for this question were formed as Inside the classroom, Outside the classroom, Equal in both situation and not at all.

Table 6
Situation for ICT use

S.N.	Frequency	Number of respondents	Percentage
1.	Inside the classroom	27	33.75
2.	Outside the classroom	35	43.75
3.	Equally in both situation	18	22.5
Total		80	100

The above table illustrates that among the 80 participants, 27 of them use ICT inside the classroom i.e. 33.75%. The largest percentage i.e. 43.75% use outside the classroom where as only 22.5 % make use of ICT in both situation. None of them do not use in any situation.

The higher number of participants said that ICT is used outside the classroom and the least number, i.e. 22.5% used equally in both situation.

Frequency of Using ICTs. Table 7 demonstrates the response of the question, “How often you use ICTs for learning purpose?” in the part II questionnaire, qn2. The table has categorized the responses in 4 categories as; every day, two or three hours a day, hardly ever and never.

Table 7
Frequency of Using ICTs

S.N.	Frequency	Number of Respondents	Percentage
1.	Everyday	70	87.5
2.	Two or three days in a week	10	12.5
3.	Hardly ever	-	-
4.	Never	-	-
Total		80	100

From the table 7, it is notable that 87.5% of participants used ICT and its tools every day to solve study related problems. Similarly, 12.5% participants responded that they used ICTs 2-3 days a week as they faced problem in study.

The higher number of participants said that they use ICT everyday whereas the least percentage, i.e. 12.5% used two or three days in a week.

Time Spent on ICTs. The table 8 depicts the response of the question, “How much time do you spend for learning through ICTs?”. The table has categorized the responses in 4 categories as one hour a day, two or three hours a day, more than three hours a day and not at all.

Table 8
Time Spent on ICTs for Learning

S.N.	Frequency	Number of Respondents	Percentage
1.	One hour a day	25	31.25
2.	2-3 hours a day	38	47.5
3.	More than 3 hours a day	17	21.25
Total		80	100

The results explain that 31.25% participants spent about one hour a day, 47.5% spend 2-3 hours a day and 21.25% spend more than 3 hours a day in ICT for their learning. There were 0% who were not spending time on ICTs for learning.

Thus, most of the participants spend 2-3 hours a day on ICT for learning and the lowest percentage, i.e. 21.25% spent more than 3 hours.

Usefulness of ICTs for Self-learning. The table 9 displays the response of the question, “To what extent ICTs are useful for learning? Please comment why do you think so.” The table has categorized the responses in 4 categories as, very useful, useful, not useful and I don’t know.

Table 9
Usefulness of ICTs for Self-learning

S.N.	Frequency	Number of Respondents	Percentage
1.	Very Useful	42	52.5
2.	Useful	31	38.75
3.	Not Useful	7	8.75
	Total	80	100

The above table demonstrates that 52.5% respondents answered that ICTs are very useful for learning, 38.75% replied that ICT is only useful. Respectively, 8.75%

participants have opined that ICTs are not useful. There is not a single number of respondents who has dilemmatic view towards the use of ICT for learning.

Most of the participants replied that ICT is very useful for self-learning and the least number i.e. 8.75% argued that it is not useful.

Learning Materials Used by Learners in ICT. This study mainly aimed to explore the existing practices of using ICT for promoting learner autonomy. On this behalf, some questions were asked to collect the respondents' opinion in relative topic. Therefore, a question was asked about the learning materials which they seek/use in the ICT for their learning. The question was "What kinds of materials do you prefer to seek/read in ICTs?" along with the questions, some materials were provided in the option to choose and students were free to write any materials they use in the ICTs. It was a kind of open and guide question. The given options for choosing were; grammar and dictionaries, language translation, articles and theses, e-books and journals, news and newspaper, videos and songs and other materials they intended to use. As a response, most of the participants i.e. more than said that they seek grammar related materials and use dictionaries. Regarding this, one student said that:

"In ICT zone I Seek and read almost all the above- given materials. To specify, I must say that most often I seek grammatical materials alongside dictionaries because I usually think that these materials help me to improve English learning."

Some of them replied that they use articles and journals for their learning. In this regard, one participant replied that:

"I usually search articles and journals in ICT. These materials help in my study, assignments and in research purpose."

Similarly, few stated that they use almost all materials. In the same way, there was another question under this question. The question was asked to comment why they prefer these materials. Thus, the analysis shows that majority of students prefer to seek grammar related materials, dictionaries, articles, journals and few of them use almost all materials for their learning.

ICT Tools and Resources used by Learners for their learning. As the study aimed to explore the students' perception and practices of using ICT for their self-learning, here, a question "What are the various ICT tools and resources do you use for your learning?" Similarly, some multiple choosing options were provided to mark. Those options were Email, google sites, social media, you tube, weblogs, smartphone, webinar etc. most of the students replied that most often they use google sites to access for their learning. In this regard one respondent replied:

"There are so many tools and resources in ICT but among them I usually use google sites for learning. In google, I can find needed information and knowledge which enhance my learning."

Similarly, remaining percentages agreed that they use you tube, mobile apps, weblogs usually for their learning. *"I prefer you tube for my learning because I get materials there in audio-visual from which is very effective for self-learning."* One of the respondents replied.

The analysis states that almost all students use google sites as a resource and respectively few of them use you tube, mobile apps, weblogs for their learning.

Learning Techniques used by Learner while Learning through ICTs. There is a learner differences among students. All learners have their own technique and style for learning. This question aimed to explore the learners' technique by raising the question "What learning techniques do you apply while learning through ICTs?". It also added options to choose and opinion to write. More than 80 percentage of the total population respond that they just read the materials and make their short note if needed. In this regard:

"As a learning technique, I just read materials thoroughly and make their short notes for later use. This helps me much for my self-learning."

Similarly, another participant added *"I have no specific technique to mention but I usually watch videos on you tube and note main points. I also download materials for later offline uses."*

The aforementioned analysis shows that majority of participants read materials and make short notes as a technique and least of them watch videos on you tube and note main points.

Frequency of Teacher's suggestions for Using ICT. The table shows the responses of the question "How often do your teacher suggests for using ICT?". There are four options are given to choose. They are; frequently, sometimes, rarely and never.

Table 10

S.N.	Frequency	Number of Respondents	Percentage
1.	Frequently	52	65
2.	Sometimes	25	31.25
3.	Rarely	3	3.75
	Total	80	100

The table explains that 65% were suggested to use ICTs by their teachers. Additionally, 31.25% were suggested sometimes and only 3.75% were respond rarely.

Thus, higher number of respondents said that their teacher suggests them to use ICT frequently where as a least number i.e. 3.75% stated teacher suggests rarely.

ICT as a Tool for developing autonomous learning in Relation to English Language Learning. To get the students' opinions towards the importance of ICTs for developing autonomous learning in relation English language learning. All the participants were the learners of English as a foreign language (EFL) doing masters in T.U., Here, my concern was to get their views on whether ICT helps to learn language or not. The formed question was "Do you think ICT can be a great tool for developing autonomous learning in relation to English language learning? If so, please write down your view". In the response, all of the participants answered that ICT can be the best tool for autonomous learning in relation to language learning. Many students stated that they can get plenty of materials in the ICTs which can be more relevant and helpful for their English language learning. Such materials were in the form of e-books, article, journals, grammar, e-dictionaries, English language learning apps,

translation, videos, audios etc. In this context, a participant said *“ICT is a best tool for developing learner autonomy in relation to English language because by using materials like grammars, dictionaries, google translation, I can improve my English language independently.”*

They further added that the materials like journals and articles let them accomplish their assignments and presentations. Similarly, dictionaries help them to get the meaning in English and make use of them correctly. Likewise, videos available in You tube give the realistic appearance to the language aspects. Respectively, they said that English language learning apps has helped them to sharpen their four skills in English language. To specify it, the students replied that they can get answers of every query related to English language in no time by using internet and ICT tools. The queries need to type on search engine like google or chrome and the reply will appear in front of us. Here, they answered that we just need to have internet connection and cell phone or computer, laptop to have accessed. Similarly, they further stated that with the help of ICTs, we can get the authentic e-books which we hardly can get in the market. Through such books, we are able to get the authentic views and explanation. Regarding this, one of the participants stated that:

“ICT is very useful tool for developing autonomous learning in English language learning. I can get various materials authentic and useful materials in ICT which help to increase my proficiency in English language.”

The participants reply state that ICT always helps students to learn and improve English language independently. Students get different types of learning materials in ICT which boost their English language.

ICTs for Developing Learner Autonomy. As a respond to the question “How does ICTs become helpful for developing learner autonomy?” many participants replied that they can get verities of learning materials which are easy to accessed and are useful for developing learner autonomy. Similarly, they assert that use of ICT helps to promote self- learning habit and it helps them to solve the learning related problem confidently and independently. In this context, one of the students replied that

“In my words ICT always help us to develop learner autonomy because we can get different materials such as audio, audio-visual, scripted materials in it. And, these materials are easily accessible and useful for our self-learning. Because, such materials help us to solve our learning problems and also boost our learning.”

In the same way, half of the percentage of the population said that ICT is the sole source of knowledge as a result it encourages learners to become autonomous. They further added that ICT and its tools help them to prepare assignment and classroom presentation. Some participants stated that they get the solution of their every queries. For this, they do not need to wait for any teacher or tutor. They just need to move their fingers on search engine. In this regard, another student added that *“with the help of ICT, I can easily prepare my assignment and classroom presentation. It easily guides me to make outline and slides for assignment and presentation. I don’t need to bother my teacher by asking and again for the guidelines. I can do it by myself with the help of ICT. That is how ICT develops my learner autonomy.”*

Similarly, some students said that with the help of ICTs, they can share their problems, queries, knowledges with other learners or teachers and can get the information which they need. Such activities help them to keep up to date with the new innovation of learning. The analysis shows that ICT is very useful for developing learner autonomy. Students get the answers of their every query there which helps them to promote their self-learning.

Difficulties faced by Learners while using ICT. ICT is a huge platform for open and self- learning. Varieties of materials can be accessed here for learning. ICT is the best source for fulfilling every need of the students. In other words, it has been the appendix for the learners in the present era. Though, ICTs have huge impact and importance in the students’ life, still students’ face many difficulties in its easy and open access. The motto of this inquiry was to explore the problems or difficulties faced by students while using it. The question was “What kinds of difficulties do you face while using ICTs?”. The hints of difficulties were availability of materials, resources, types of materials, internet access, network issue, ICT tools or something else etc. As an answer, most of the student respond that they face network issue in the

sense that most often they are connected with poor the network connection of internet and it takes much time to load the sites. And, makes them irritate.

One participant stated *“Learning with ICT is very easy and interesting but sometimes I face network problem. Not good range of internet bring trouble in my learning specially when I am engaged with important learning session.*

Likewise, another participant said:

“I know ICT has made my learning much easier but sometimes I do not get easy access to all the available materials especially articles, e-books and journal. When I find my needed articles and books in ICT after long struggle, the site does not allow me to read it. In fact, it asked me to pay or buy it to read.

In the same way, some said that they do not get easy access in some kinds of materials like articles, journals and e-books. Similarly, they asserted that they need to pay for such materials sometimes and sometimes they get the materials through long process. Aforesaid analysis shows that despite of easy and independent learning in ICT, there is some difficulties too. Students face some major difficulties such as network issues, not easy access to all the materials, longer process etc.

Suggestions for Using ICTs for learning. To get the response, the question which asked was “What suggestions do you want to give for those students who do not use or rarely use ICTs for their learning?” Students serially replied that use ICTs regularly helps to become autonomous learner, it improves our learning habits and styles, it is beneficial for students. They further added that the use of ICTs develops creativity and broaden our knowledge so get accessed to ICTs regularly. Other students must use ICTs as much as possible for their self-development. They further added that ICTs provides a lot of good learning materials and it keeps us updated and connect with global learners to get better knowledge. In this regard, one student said that

“I suggest all the student and learns to use ICT regularly because it helps us to become autonomous learner by providing different materials and resources for our self-learning.”

Similarly, another participant added *“ICT develops our creativity and it broaden our knowledge by keeping up to date with different learning innovation. So, I request to all the students, please use ICT regularly.”*

The above analysis states that student highly suggest other students to use ICT regularly for their learning because it provides them good learning materials, keeps updated and enhance their self-learning habit.

Findings

Based on the analysis and interpretation of data, the following findings can be listed:

- i. Students’ views on the usefulness of ICT are very positive.
- ii. Students appreciated that ICTs help for English language learning, learner autonomy and classroom learning.
- iii. They also believed that self-learning materials in ICT enhance their learning and they enjoy learning with ICT.
- iv. All of the students use ICT for their learning.
- v. Students regularly use different ICT tools and resources for their self-learning.
- vi. The finding showed that participants use various learning techniques such as reading and making notes, watching videos, saving materials for offline use.
- vii. Participants believed that ICT become helpful to develop learner autonomy in relation to English language learning.
- viii. Participants pointed out some problems regarding the use of ICTs; network issues, not getting easy access to all the available materials, long process, eye irritation etc.
- ix. The participants suggested other students to be a regular user of ICTs to be an autonomous learner.

Chapter 5

Conclusion and Implications

This final chapter illustrates the and conclusion of the study in analytical and interpretative form. It has constituted policy related, practice related and further research related recommendations for the pedagogical implications as follows:

Conclusions

Through the intensive analysis of the collected data by using the related tools and the mentioned sampling procedures it is concluded that ICT help to promote learner autonomy at master level students. In other words, ICTs have great potential of encouraging learner autonomy in learners. It shows the usefulness of using ICT for autonomy. Additionally, using ICT is very practical and it leads the learners learn themselves according to their interests and needs.

The findings illustrated that the participants appreciated the use of ICT to practice their English language skills independently. In the same way, using ICT is also useful for promoting classroom learning. ICT is a great platform; it provides a lot of learning materials where students can seek every kind of materials as they need. It helps to solve the problems independently. Similarly, learning with ICT is very interesting and enjoyable. The finding showed that ICT is the great learning place for developing learner autonomy. As a result, teachers should always encourage the students to use ICTs more and more. In other words, ICT can be addressed as the river of knowledge where you can get the never-ending knowledges. And, it also plants self-learning habit on learners. The perceptions of respondents towards the usefulness of using ICT for autonomy were positive. They were very enthusiastic to use ICT and its tools for learning.

Implications

This research has different applications to various field. Some of the applications that have to be mentioned according to our format are recommended below:

Policy Related

- i. The finding of the study shows that many students used ICT only in outside of the classroom so the policy is required to encourage students use ICT mostly in both inside and outside the classroom.
- ii. All the university, college and schools make their own policy to promote ICT-based learning environment in their places.
- iii. ICT-based learning and its curriculum should be developed as a part of policy in the country.

Practice Related

- i. There should be open and easy access of internet connection in the university.
- ii. Teacher must suggest and encourages the students to use ICT and its tools for their learning.
- iii. This era, 21st century is the age of science and technology so the lecture and note oriented classes should be transformed into smart ICT based classes.

Further Researcher Related

This research can be a footprint for those who are interested in doing research in the same field. Furthermore, some of the recommendations at further level are listed below:

- i. The current study has been limited to M.Ed. students. Similarly, other areas and other levels should be further investigated in the field of use of ICT for learner autonomy.
- ii. This study is based on the use of ICT and its tools for promoting learner autonomy. furthermore, research can be conducted on the role of teacher for learner autonomy in the future.
- iii. The new researchers can focus use of specific ICT tools and for independent learning.
- iv. This study has documented how students use ICTs to be autonomous learner. Further research can focus on the role of ICT for English language learning.

References

- Anderson, J. (2010). *ICT transforming education: a regional guide: A regional guide*. Bangkok: UNESCO.
- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40, 21-40
- Bhatta, K.R. (2018). *Use of library for learner autonomy*. An unpublished M.Ed. thesis, T.U., Kirtipur,
- Bhattarai, P. (2021). Purposes and Challenges of Integrating ICT in English Language Teaching in Nepalese Context. *Utamax : Journal of Ultimate Research and Trends in Education*, 3(3), 198–206. <https://doi.org/10.31849/utamax.v3i3.7780>
- Bhattarai, S. (2019). *Autonomous learning activities of IELTS candidates for developing speaking skill*. An Unpublished M.Ed. Thesis. Kirtipur, T.U.
- Chhabra, P. (2012). Use of E-learning tools in teaching English. *International journal of computing & Business Research*. ISSN (Online): 2229-6166.
- Cohen, L., Manion, L. & Morrison, K. (2010). *Research methods in education* (6th edition). London: Routledge
- Condrat, V. (2014). The Use of Technology to Promote Learner Autonomy. *Creativitatea Lingvala: De La Semn La Text, Iasi*, 546 (Conaplin 2020), 315–321.
- Cotterall, S. (1995). Developing a course strategies for learner autonomy. *EFL Journal*, 29 (330-341).
- Dang, T. T. (2012). Learner autonomy: A synthesis of theory and practice. *The Internet Journal of Language Culture and Society*, 35, 52–67.
- Dikinson, L. (1993). Talking shop: aspect of autonomous learning. An interview with Leslie Dickinson. *ELT journal*. 47 (1), 330-341.

- DJOUMA, H. (2020). *Using Digital Technology to Promote Learner Autonomy*. 126–136.
- Esch, E. (1994). *Self-access and the adult language learner*. London: CILT
- Hedge, T. (2010). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon.
- Hsieh, H. C. (2010). Self-access center and autonomous learning: ELT college students' motivation and perceptions of learning effectiveness. Oxford: OUP.
- Ibrahim, A.M. (2010). *Information & communication technologies in ELT*. Journal of Language Teaching and Research, 1, 211-214.
- Joshi, K. R. (2011). Learner Perceptions and Teacher Beliefs about Learner Autonomy in Language Learning. *Journal of NELTA*, 16(1–2), 12–29. <https://doi.org/10.3126/nelta.v16i1-2.6126>
- Joshi, K. R., & Poudel, G. P. (2019). Role of ICTs in promoting learner independence and motivation in English language classes. *Interdisciplinary Research in Education*, 4(1), 67–76. <https://doi.org/10.3126/ire.v4i1.25741>
- Kerlinger, F. N. (1986). *Foundation of behavioral research* (3rd ed.). New York: Holt Rinehart and Winston.
- Khanal, Y.N. (2014). *Activities for promoting learner autonomy*. An unpublished M.Ed. Thesis, T. U., Kritipur.
- Kumar, R. (2011). *Research methodology a step -by-step guide for beginners*. London: Yale University Press.
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *International Journal of Innovation in Language Learning and Teaching*. 1(1), 14-29.
- Melvina, Lengkanawati, N. SS., & Wirza, Y. (2021). The Use of Technology to Promote Learner Autonomy in Teaching English. *Proceedings of the Thirteenth*

Conference on Applied Linguistics (CONAPLIN 2020), 546(Conaplin 2020), 315–321. <https://doi.org/10.2991/assehr.k.210427.048>

MUTLU, A., & ERÖZ-TUGA, B. (2013). The Role of Computer-Assisted Language Learning (CALL) in Promoting Learner Autonomy. In *Eurasian Journal of Educational Research* (pp. 107–122).

Neupane, M. (2010). *Learner autonomy: Concept and consideration*. *Journal of NELTA*, 15, 114-120.

Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: CUP.

Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson, & P. Voller (Eds.), *Autonomy and Independence in Language Learning*(pp. 192–203). London: Longman.

Pantha, R. (2017). *Usefulness of smart phones for promoting learner autonomy*. An Unpublished M.Ed. Thesis. Kirtipur, T.U.

Ramamurthy, V. & Rao, S. (2016). Smartphones promote autonomous learning in ESL classrooms. *Malaysian online journal of educational technology*, Vol- 3(4)

Sapkota, P. (2014). *Use of self- access centers for learner autonomy*. An unpublished M. Ed. thesis, T.U., Kirtipur.

Singh, D. (2019). *Use of ICTs in English language teaching at master level*. An Unpublished M.Ed. Thesis, T.U., Kirtipur.

Smith, R. (2008). Learner autonomy. *ELT Journal*, 62(4), 395–397. <https://doi.org/10.1093/elt/ccn038>.

Thanasoulas, D. (2009). What is learner autonomy and how can it be fostered? *The Internet TESOL Journal*. Retrieved from: <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>

Ting, Y. L. (2015). Tapping into students' digital literacy and designing negotiated learning to promote learner autonomy. *Internet and Higher Education*, 26, 25–32. <https://doi.org/10.1016/j.iheduc.2015.04.004>

Warni, S., Aziz, T. A., &Febriawan, D. (2018). The use of echnology in English As a Foreign Language Learning Outside the Classroom: An Insight Into Learner Autonomy. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 148–156. <https://e-journal.usd.ac.id/index.php/LLT/article/view/1259>

Winwin, D., Widiati, U., &Tarisman. (2022). Digital Media and Its Implication in Promoting Students' Autonomous Learning. *Journal of English Teaching*.

Appendix 1

Questionnaire

Dear Participant

This questionnaire is a part of my research study entitled **Use of Information and Communication Technology to Promote Learner Autonomy at Master Level** under the supervision of Dr. Gopal Prasad Pandey, Associate Professor and Head, Department of English Education, T.U. Kirtipur. The data provided by you will be fruitful to accomplish my research study and your co-operation in completion of this questionnaire will be great value to me. The information given by you will be appreciated and will be kept highly confidential. I assure you that the responses made by you will be exclusively used only for the research study.

Researcher

Samjhana Gyawali

Department of English Education
Tribhuvan University, Kathmandu, Nepal
Samjhanagyawali193@gmail.com

Participant's background information

Name:

Level:

Semester:

Gender:

Part I

Please indicate how much you agree or disagree with each of the following statements.

Strongly Agree (SA), Agree (A), Unsure (U), Disagree (D), Strongly Disagree (SD)

S.N.	Activities	SA	A	U	D	SD
1.	ICT enables me to keep the track of my language learning.					
2.	Materials available in the ICT tools support my language learning.					
3.	Using ICTs in learning English is very effective.					
4.	ICTs connect me globally and up to date with the new innovations of English language learning.					
5.	ICT helps for self- regulation on learning.					
6.	ICTs develop autonomy on learners.					
7.	Use of ICTs reduce the dependency on teachers.					
8.	ICT provides good environment for self-learning.					
9.	ICTs can supplement the classroom learning.					
10.	Use of ICT helps to prepare assignment and classroom presentation.					
11.	The materials available in ICT increase my classroom achievement.					
12.	ICT replaces the textbooks by providing e-books, journals, articles and varieties of related contents.					
13.	There is an open access to materials in ICT tools for self-learning.					
14.	Learners can solve the problems independently by using the available resources and materials ICT tools.					
15.	Learners can get varieties of materials such as online and offline materials for self-learning.					
16.	ICTs provide different platforms for finding self-learning materials.					
17.	Using ICT is time consuming and irritating.					
18.	Students enjoy learning in the ICT tools.					
19.	ICT is expensive sometimes and difficult to get easy access.					
20.	Peer learning and group discussions are easy with ICTs.					

Part: II

1. Do you use any ICTs for your learning?
Yes No
2. In which situation ICT tools do you use most often?
 - a) Inside the classroom b) Outside the classroom
 - b) Equally in both situation d) Not at all
3. How often do you use ICTs for learning purpose?
 - a) Everyday b) Two or three days in a week
 - c) Hardly ever d) Never
4. How much time do you spend for learning in ICTs?
 - a) One hour a day b) Two or three hours a day
 - c) More than three hours a day d) Not at all
5. To what extent ICTs are useful for learning? Please comment why do you think so.
 - a) Very useful b) Useful c) Not useful d) I don't know

.....

.....

.....
6. What kinds of materials do you seek/read in ICTs? Mark the materials that you use from given below. (Multiple response questions)
 - a) Grammar and dictionaries b) Language translation
 - c) Articles d) E-books and Journals
 - e) News f) Theses g) Videos and songs
 - h) Others (Please Specify)
- 6.1 Please comment why do you use marked materials. Please be specific as much as possible. **For example:** I search difficult words' meaning for/to...

.....

.....

.....

.....

.....

13. What kinds of difficulties do you face in using resources in ICT?

Difficulties can be related to availability of materials, resources, types of materials, internet access, network issue, ICT tools etc. For example:

.....
.....
.....
.....
.....
.....

14. What suggestions do you want to give for those students who don't use or rarely use ICTs for their learning?

.....
.....
.....
.....
.....

Thank You for Your Kind Co-operation.