

PERCEPTIONS AND PRACTICES OF ICT TOOLS IN ELT

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

**Submitted by
Kumar Basnet**

**Faculty of Education
Tribhuvan University
Janta Multiple Campus
Itahari, Sunsari, Nepal
2021 (2077)**

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DECLARATION

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

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I recommend the thesis for acceptance and evaluation.

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RECOMMENDATION FOR EVALUATION

The thesis entitled **Perception and Practices of ICT Tools in ELT** by **Kumar Basnet** has been recommended for evaluation by the following Research Guidance Committee.

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EVALUATION AND APPROVAL

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DEDICATION

Dedicated

To

My Parents and Gurus

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Date:

ABSTRACT

This thesis entitled "**Perception and Practices of ICT Tools in ELT**" attempts to examine the situations of ICT use in English language teaching and explore perceptions and practices of Nepalese EFL teachers in using ICT tools in the community schools of Dharan. The objective of the study was to examine the situation of ICT tools on English teaching. To carry out this research, I have followed mixed method design under survey research. To collect data, I have prepared Close Ended and Likert Scale test items related to the use of ICT tools in ELT classes and perception and practices were tabulated statistically and descriptively analyzed. To achieve the objective, I have selected 42 English teachers from community-based schools of Dharan sub-metropolitan through non-random judgmental sampling procedures. As a practice it is found that 73.8 percentage teachers used ICT tools for their ELT (see table 1 & appendix III) 52.3 percent teachers have ICT access at their home, Likewise, 23.8 percent teachers use laptop, 52.3 percent teachers use mobile phone, and 16.66 percent teachers use multimedia projector in their EFL classes. (see table 7), Similarly, it is found that 35.71 percent teachers strongly agree and 35.71 percent teachers agree and 28.57 percent teachers disagree on their perception while expressing on ICT devices like mobile phones help them to understanding English words and sentences. (see table 17 & appendix IV)

This research study consists of five chapters: introduction, review of related literature, methodology, results and discussions and findings and recommendations. The first chapter introduction contains general background, statements of the problems, rational of the study, objectives of the study, research questions, significance of the study and delimitations of the study. Similarly, second chapter deals with review of the related literature, implication of the reviewed literature and conceptual framework. Chapter three includes methods and procedures of the study, sources of data, population of the study, sampling procedures, data collection tools and procedures, data analysis and interpretations. Forth chapter is result and discussions of the data. In this section situation of the use of ICT tools in ELT classes and perceptions of teachers on the use of ICT tools in ELT was analyzed. Some statistical tools such as average and percentage have been used to analyze the data. Finally, findings of the study were drawn. Finally, fifth chapter consists of findings and recommendations of the study. Reference and appendices are presented at the end of this chapter.

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List of Abbreviations Symbols

Av.	Average
A.D	Anno Domini
ALM	Audio-Lingual Method
CDC	Curriculum Development Centre
CLT	Communicative Language Teaching
ESL	English Second Language
ELT	English Language Teaching
etc.	et cetera
ICT	Information Communication Technology
NESP	National Education System Plan
W.W.W	World Wide Wave

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