CHAPTER - ONE

INTRODUCTION

1.1 General Background

Information and communication technologies (ICT) use computers, internet, video, and other technology at school to teach students. ICTs merge the audio-visual and telephone network with the computer network system using a single unified system of cabling, signal distribution and management. ICTs have become an essential part of everyday life of people, and have rapidly transformed important aspects of people's lives. Most countries around the world are focusing on approaches to integrate ICT in learning and teaching to improve the quality of education. ICTs do not only affect teaching and learning activities, they also have influenced other sectors like, hospital, engineering and so on. According to Yadav (2011 p. 21) `Blogging is a helpful technique supporting the professional development of English language teachers largely through collaborative learning and helps in building networks among English language teachers`. ICTs help to share professional ideas and views among English Language Teachers (ELT) through the internet. Many technologies that most people had not imagined a few years ago are available now. People who suspect the usefulness of new technologies are enjoying them well. According to the Kuznekoff and Titsworth, S. (2013), `the world is experiencing a real-revolution in the dissemination of knowledge and the enhancement of instruction. ICTs made both the content of learning and the interactions of high-quality instruction affordable and available anytime`. According to Pelgrum, (2001, p. 2) ICT is "not only the backbone of the information age, but also an important catalyst and tool for inducing educational reforms that change our students into

productive knowledge workers". Information and Communication Technologies (ICTs)

Technological advancements in the world have paved the way for people to easily and quickly connect with their family and friends inside and outside the country. This quick and easy way of communication has accelerated the demand for the latest electronic gadgets multiple purposes uses like voice calls, messaging, chatting, web browsing, multimedia, and translation. These latest communication systems are easy to operate and available at affordable prices. The demand for touch screen electronic gadgets with advanced features like electronic dictionaries, translating and language-learning software has increased due to its educational value. Electronic dictionaries have made it easier for students to search for the meaning of difficult words quickly and with less effort. Due to their educational value, students at the college level find it essential to carry ICT devices like `mobiles, computers, projectors and laptops` to the classroom. In the regular classroom sessions, there are language teachers who allow students to use ICT devices like `mobiles, computers, projectors and laptops` to refer to electronic dictionaries or to access information for the completion of assignments. They almost replace reference books and avoid the physical labour of visiting the university library. In spite of their effectiveness in gathering information for classroom assignments, there are also teachers and parents who may not encourage their children or students, respectively, to use ICT devices like `mobiles, computers, projectors and laptops` in the classroom. According to Kuznekoff and Titsworth, S. (2013), "An over-dependence on mobile devices may hinder students from activating cognitive skills like brainstorming and recalling that are necessary for creativity. Since students can have quick access to information on their mobile

devices, they may not find it necessary to store the information in their minds". There are some researchers who are of the opinion that the information which would actually have to be stored in the students' minds is rather stored in the memory cards of their ICT devices like `mobiles, computers, projectors and laptops`. Shudong and Higgins (2006) points out that, "In order to view images and text, mobile phone makers have made their screens larger, but these screens cannot be made too larger because ICT devices like `mobiles, computers, projectors and laptops` would not be portable or convenient". According to this view we can say that, disadvantage of mobile technology is that students often spend long hours for chatting with their friends on social networking sites and browsing non-academic websites, which, in turn affects their classroom performance. Kuznekoff and Titsworth, S. (2013) opinion that "the potential distraction caused by students using their ICT devices like `mobiles, computers, projectors and laptops` to play games, text messages, check Facebook or engage in other activities has become concerned to many classroom instructors". However, the availability of free language learning software programs, portability, speed, audio output and visual features in the latest ICT devices like `mobiles, computers, projectors and laptops` makes it an important tool for EFL students to learn English ICT has been hot cake these days.

The use of technological devices, such as televisions, computers, tape recorders and video recorders have been incorporated as a tool for language teaching since 1960s when Computer-assisted Language Learning (CALL) was in origin, which finally results in better professional development. Computer-Assisted Language Learning (CALL) is defined as "the search for and study of applications of the computer in language teaching and learning." (Levy, 1997 p. 1).

1.1.1 History of ICT Use in Nepal

Nepal has been starting the ICT to process census data since 1992. The Nepal government purchased the machine for further data processing in the Bureau of Statistics and established a separate organization called Electronic Data Processing Centre (EDPC) in 1995. After six years, the EDPC converted into National Computer Centre (NCC). Email and internet service were introduced in 1994 and 1995 respectively. Nepal's first Information Technology (IT) policy was announced in 2000(NPC, 2000). Recently, the Government of Nepal has formed a new body, High Level Commission for Information Technology (HLCIT), which is playing the role of facilitator between the private and public sector in the development of ICT in Nepal. IT Policy 2000 and its proposed amendment, Electronic Transaction ACT (ETA), establishment of IT Park etc. are some of the encouraging developments (HLCIT, 2004). The MoE has implemented the programs related to ICT in Education such as the one Laptop per Child (OLPC) pilot project in selected 26 schools of six districts (MoE, 2013). Similarly, Central Level Agencies under the MoE, five Regional Directorates (REDs) and 75 District Education Offices (DEO) have lunched web sites. The DoE, with the involvement of some NGOs, has developed interactive digital learning materials for the students of grades 2 to 6 in Nepali, Mathematics, English and Science subjects. Under the matching grant schemes (2010), the DoE provided 2 computers and one printer to 3038 schools (DoE, 2010). Similarly, the DoE provided internet connectivity to 85 secondary schools conducting distance education programmes (DoE, 2012). NGOs, trusts and individuals have provided computers and other accessories to some schools and basic computers training to teachers (ICT in Education Master Plan of Nepal, 2013). During the fiscal year 2066/67 and 2067/68, the GoNhas offered support for ICT

related infrastructure and internet connectivity to 785 schools. Similarly, to improve educational management and delivery system, the MoE has provided some additional ICT related equipment to all District Education Offices and lunched website by each DEO.

1.2 Statements of the Problem

ICT devices like ‘mobiles, computers, projectors and laptops may have an impact on the English language teaching. Nowadays, in different communities around the world, mobiles are used widely, and researchers have conducting researches related in this area around the world. this research attempts to investigate perceptions and practices of ICT devices in ELT classes in the community schools of Dharan district at secondary level students and teachers.

ICT devices have become one of the most useful technologies in the field of ELT. It is one of the multimedia technologies which helps teachers and students in ELT classes. ICT devices have become a very important part of the educational delivery and management processes. However, in the developing countries like Nepal due to inaccessibility to those technologies, the teachers do not get enough exposure. So, this research is conducted to find out, what are the students’ and English teachers’ perceptions of the use of ICT tools like `mobiles, computers, projectors and laptops` in ELT classes, what is the relevance and usefulness of ICT devices like `mobiles, computers, projectors and laptops` in imparting English language education in the students' academic and non-academic environments. That is why I selected this topic to conduct the research.

1.3 Objectives of the study

The objectives of the study were:

a. To examine the situations of uses of ICT tools on English language teaching in the community schools.
b. To explore perceptions of Nepalese EFL teachers in using ICT tools in the classroom of community schools.
c. To find out the practices of using ICT tools in EFL classroom in the community schools.

1.4 Research Questions

This study was oriented to find out following questions' answers:

a. What is the situation of use of ICT tools on English language teaching in the community schools of Dharan?
b. How do the English teachers perceive the use of ICT tools in teaching in the community schools of Dharan?
c. How are English teachers using ICT tools in their classroom in the community schools of Dharan?

1.5 The Rationale of the Study

My prime concern to this study was to identify the ways, trends and use of ICT tools in ELT classes at secondary level. In this globalized world, each and every sector is being affected directly by the internet and computer through the drastic change in the use of ICT tools. Every profession can be enhanced and brought to the mainstream by the use of ICT devices. There is huge necessities of focusing the

lights on the use of ICT tools in ELT classes. This is why this research issue is rationally selected and graded.

Thus, I have undertaken this study to find out the ways to increase possibilities of using ICT tools, which finally supports teachers and students in the integrated ELT classes. This study will also offer a strong foundation of technical and instructional support that teacher and students will gradually become more comfortable with the idea of integrating technology into their ELT classes.

1.6 Significance of the Study

This study will be much more helpful to the teachers and students as it comprises the burning issue of ICT use. This study will be highly beneficial in the sense that it helps the readers, researchers and stakeholders to find out general trends, uses and practices of ICT tools in ELT classes. This research will even advantageous to policy makers to draw policies in the use of mobiles for those teachers and students who are seeking career enhancement. This study will provide various ways to gather required information to learn English language. So, it will be useful for those hunting authentic data on the use of ICT tools in ELT classes. It is significant also, because it solves some problems practically in the use of the ICT tools in ELT classes by English teachers and students.

1.7 Delimitations of the Study

This study was delimited to the followings:

a. This research was limited to practices of ICT tools in Nepalese EFL teachers.
b. This research was limited to the teachers` perception in the use of ICT tools.

c. This research was limited to English teachers.

d. This researech was limited in the community schools of Dharan.

1.8 Operational Definitions of the Key Terms

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

Computer-Assisted Language Learning (CALL): the search for and study of applications of the computer in language teaching and learning

Computer: An electronic machine, operated under the control of instructions stored in its own memory, which can accept data (input), manipulate data according to specified rules (process), produce results (output) and store the results for future use.

Computer Literacy: The knowledge, skills and attitudes which enable a person to use computer technology to benefit them and others in relation to tasks they wish to accomplish.

Educational Technology: the use of any form of technological resources to support the process of teaching and learning

E-mail (electronic mail): text messages and computer files exchanged through computer communication, via internet or intranet networks

Information & Communications Technology (ICT): Typically used to refer to computer technologies but strictly speaking also include other technologies used for the collection, storage, manipulation and communication of information.

Integrated Technology: technology used to enhance curriculum to improve learning, productivity and performance

Interactive Multimedia: The use of a mobiles to control and present combinations of media such as text, graphics, video and sound. Sometimes the term is shortened to multimedia.

Internet: the international network of networked computers using common protocols such as TCP/IP

Multimedia: the use of computers to present text, graphics, video, animation and sound in an integrated way

Online: connection to host/server computers as found on the Internet.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of the Theoretical Literature

The need for ICT in ELT has been realized. As a result, some policies have been identified and some activities related to ICT have been carried out. Some polices and plans to use internet devices at school are made by the government and they are somehow implemented. It is better to plan for the implementation of ICT effectively in a teaching and learning of English. ICT and computer education courses have been offered in general as well as ICT in technical education. For example, National Centre for Educational Development (NCED) has been providing training to the teacher through National Radio and FM; Computer science has been taught as an optional subject in school (grades 9 to 12); Computer Engineering/Computer Science/ ICT programme in Bachelor's and Master's Levels are run by different colleges under various universities; various Training Institutes conduct technical education and vocational training courses in computer and ICT; Tribhuvan University has started Bachelor's in Education program in computer science(Education Master Plan,2013: p9).

In a conclusion we can say that ICT is helpful for better learning of English in the context of Nepal.

2.1.1 Commonly Used ICT Tools in ELT

ICT tools have been integrated as potentially powerful enabling tools for education change and reform. Different kinds of ICTs which include radio and television, as well as latest digital technologies such as computers and the internet are widely used

in 21st century in ELT classes. The appropriate use of the ICT can be beneficial to expand the professional environment and strengthen the relevance of ELT to the increasingly digital workplace. They can also raise the quality of teaching learning activities making it engaging relating to real life experience.

i. Laptop

Laptop is a portable and a mini personal computer which is an ICT tool used in ELT. It integrates most of the typical hardware and software programmes of desktop computer including a display, a keyboard, a pointing device and speakers into a single unit. It is a widely used ICT tools in English Language Teaching because of its battery backup nature. Teachers can use it to note down important information about their profession. Similarly, it is mostly used in presentation by connection the multimedia projector. So, it is of worth value in ELT.

ii. Interactive Multimedia

Interactive media is also known as multimedia which is defined as the use of computers to present text, graphics, video, animation and sound in an integrated way. In other words, it is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows students and teachers to interact and collaborate with the data for appropriate purposes and uses. In the words of Finney (2011), “The digital environment can include the Internet, telecoms and interactive digital television” (p. 2). Thus, the digital media is one of the significant tools used in ELT that helps teachers and students to learn things better.

iii. Mobile Gadgets

The mobile, equipped with computer like programs, enables it to perform as mini personal computer. The use of ICT devices like `mobiles, computers, projectors and laptops` as a learning tool has a wide variety of applications. The teachers can make a photo documentary using the camera function on their ICT devices like `mobiles, computers, projectors and laptops`. Instead of taking out a dictionary, the teachers can simply use their translator, and instead of trawling through books for a piece of literature, they can search on Google and be directed to a specific word.

iv. Internet

Internet is a computer network that is made up of a huge number of networks worldwide. Internet can be used as a medium of language learning through email, WWW (World Wide Web), text, audio and video conferencing. Chhabra (ibid.) defines that "Internet is not merely a source of authentic material in English but also a source of information in the form of articles, courses, conferences and many more." Many software is also available on Internet that students can use free of cost which help the students practice their language skills on their own pace. Similarly, the teachers can get materials on TPD through e-mails and can also take online exams.

v. World Wide Web:

A hypermedia-based system for browsing Internet sites. It is named the Web because it is made of many sites linked together; users can travel from one site to another by clicking on hyperlinks.

2.1.2 Interactive Learning Principle

ELT can be promoted with the use of ICT tools. During research ELT and ICT tools will be defined and interpreted contextually, ICT tools used by the teachers, ICT tools facilitated ELT, general trends, problems and possible solutions drawing on the basis of the previously obtained data from review of literature and secondary sources will be considered and primary data will be collected, with interpretations. For the theoretical foundations of the research Carlson & Gadio (2002) conducted a research being based on a theoretical framework, developed by Reeves and Reeves (1997), and based on 10 dimensions of interactive learning. According to Carlson & Gadio, the use and application of educational technology like ICT devices like `mobiles, computers, projectors and laptops will be designed and implemented as part of a broader educational reform. Teacher uses technology which help to get more effectiveness of classroom activities.

While it is neither easy nor inexpensive to design and implement new technologies, it is an absolutely critical element of any initiative to introduce technology into schools to improve teaching and learning. Failure to invest sufficient resources in teacher training will result in failure of school-based technology initiatives, which would result in substantial wasted investment that few, if any, developing countries can afford.

Success in ensuring that teachers acquire the skills and knowledge they need to use technology effectively opens the door to all kinds of new educational opportunities for both teachers and students, and downstream economic opportunities for graduating youth and their countries. It is the key to participation in the global knowledge-based economy. The use and application of technology must be given

the priority and resources it deserves, while maintaining a constructively critical eye on its costs, methodologies, and impact.

2.1.3 English Language Skills

English language skills can be categorised into receptive and productive skills (Scrivener, 2011). The former refers to both listening and reading skills, whereas the latter relate to speaking and writing. Based on all the participants' viewpoints, smartphone applications had an impact on their receptive and productive skills. Also, there are some other applications that are like an integration of both language skills and systems. Meanwhile, language systems represent both vocabulary and grammar. Consequently, the applications that they used to develop their English can be categorised into receptive and productive skills, integration of skills and language systems, vocabulary and grammar, and international tests like TOEFL.

2.1.3.1 Receptive Skills Applications

Language skills can be practiced and focused widely in the Communicative Language Teaching (CLT) classroom (Harmer, 2007). Downloading different radio programmes to listen to their live streams, English songs, free electronic PDF books relating to the English language, various articles and summaries about English novels, drama and poetry, were amongst the listening and reading applications that the majority of the targeted EFL university students used to strengthen their English language skills. Listening and reading as two receptive skills are important to understand the others, as they provide input and activate the learners' schemata to speak (Richards, 2006). So, such applications are not only providing better comprehension but also improving communication. Using each of the above-mentioned applications is also relevant and might potentially provide opportunities

to learn English as the respondents listened to radio programmes and read English books and articles. So, it is possible to claim that each of these applications is about the English language, and the respondents could reinforce their listening, reading and speaking skills. As a result, smartphones have a primary impact on listening, reading and speaking skills.

2.1.3.2 Productive Skills Applications

There are some applications that were used for reviewing and revising the writing process, such as spell checking and proofreading applications. These can be used to develop better writing skills on the part of the participants. For example, once the students have written an essay, they will use spell checking to correct the spellings of their essay. Consequently, this is another relevant smartphone application that could help many of the participants to develop their writing skills and produce a good piece of writing. Therefore, the smartphone also has an impact on the writing skill of many of the targeted participants.

2.1.3.3 Integration of Language Skills and Language Systems Applications

There are some other applications in connection with both language skills and systems that were used by most of the targeted English students. These include ‘Four pics one word’ in which the user is describing 4 pictures using one word. ‘Chain of Thought’ and ‘Brain Gems’ were other similar applications in this regard. That is, when the user is describing a picture s/he must utter a word. These applications are also relevant to English language learning as they offer the users an opportunity to think and communicate. Since the learners interact with the applications, they would ultimately produce new vocabulary and improve speaking skills. So, speaking skill and language systems (vocabulary) can also be practiced

using smartphone applications. That is why this can be considered as a combination of both language skills and systems.

2.2 Review of the Empirical Literature

The following of the related researches and dissertations were studied for the empirical review of the research.

Newton (2004) in The University of Nottingham, UK conducted a research entitled *"Supporting Teachers' Professional Development Through ICT: Reflections On Two Case Studies"* presents with objective "The project sought to investigate the efficacy of features of the ICT tool in supporting teachers' collective reflections-on-action in a key aspect of contemporary science education in England, namely Ideas and Evidence." And implications found "Both projects make use of ICT as a tool for disseminating professional development opportunities". The study suggests the use of ICT in professional development of teachers.

Similarly, Xing (2008) from the Queensland university of technology conducted a research in china entitled *"An Investigation on the Use of CALL by College English Teachers: Perspective in a Chinese Normal University."* This study was based in a Chinese University College`s English teachers and how CALL has been in impact of their teaching learning activities. Data were collected from questionnaire having 5 in depth interview. Total of the 31 respondents were selected. The result showed that most of the English teachers were using computers in a limited way. Most of them lacked the understanding of what CALL is.

Moreover, Kullberg (2011) conducted a research in Linnaeus University entitled *"Swedish teachers' and students' views on the use of ICT in the English*

classroom." This thesis aims to explore whether some Swedish teachers and students feel that they are helped by ICT tools in their classrooms or not. It is vital for this thesis to find out whether or not teachers experience that their students are positively stimulated by the use of ICT when learning English. Ascertaining whether teachers find that ICT tools make it easier for them to teach or not is a particular interest. Students' answers to questions regarding the perceived benefits of technology and what they think about their teachers' technology usage are also important. In order to accomplish this aim, four teachers were interviewed about their opinions on this matter and one English class per teacher, totalling 70 students, answered questionnaires regarding their opinions on the matter. The results reveal that teachers believe that while ICT offers some great tools to create variation in the classroom and that it might increase student motivation, opinions on whether or not technology also helps students to produce better results differ. The students' results on the other hand clearly show that most students believe that they learn better when using computers, they would like to use computers more during class, and they prefer to write using a computer rather than pen and paper. Overall, the students have a more positive attitude to ICT tools than the teachers.

On the other hand, Alvring (2012) conducted a research in Stockholm University entitled "*Laptops in English language teaching"* The aim of the study was to investigate the use of laptops in English language teaching, its benefits and disadvantages. Three classroom observations, six student interviews and three teacher interviews were carried out to answer the study's research questions, namely, what are the benefits and disadvantages of using laptops in the teaching of English at schools under study? How do teachers solve technical and pedagogical problems related to the use of laptops? What kinds of IT-support and possibility to

develop teaching skills required by laptops are available for teachers of English? Results of the study indicate that easy access to authentic English through laptops is a benefit when teaching English at two Swedish compulsory schools and one high school. Furthermore, the study has shown that laptops are beneficial tools when teaching writing proficiency and working with problem solving tasks in the classroom. The results of the study have also pointed to the disadvantage in the use of laptops during classroom activities, which are caused by students who are engaged in browsing off task websites. However, a solution to this could be to include these websites into English language learning activities. The data from the interviews with the three English language teachers have provided evidence about different possibilities for IT-support and IT-development for these teachers. This study makes it clear that a successful implementation of one-to-one laptop programs requires teachers who can invest their time and energy into learning new technology, IT-development provided by the school and municipality through courses, workshops and visits at IT-fairs and other schools with one-to-one laptop program as well as a functional IT-support.

Similarly, Mukhallafi (2014) conducted a research in the University of Technology, Sydney entitled *"Computer Assisted Language Learning for Learning English In Saudi Arabia."* The goal of this research was to study the attitudes of English language teachers of intermediate level schools in the Al Madina region with respect to the effectiveness of Computer Assisted Language Learning (CALL) in teaching and learning English, and to seek their views on various issues pertaining to readiness for implementation of teaching using CALL. The views of intermediate level teachers had not been studied prior to this research. A mixture of qualitative and quantitative approaches was used in the data collection process. The researcher

designed a questionnaire and an interview to ascertain the teachers' attitudes, and also the status of computer usage in teaching English in the classrooms, and the teachers' readiness to use computers to teach English and move away from 'traditional' face-to-face methods. This study aimed to inform stakeholders of what might be needed to empower teachers with the skills and equipment necessary for the introduction of this innovation and provide information that could facilitate implementation of computers in teaching English in intermediate level schools, in Al Madina, Saudi Arabia, with the hope that such practice could be generalised throughout the Kingdom at large. The results of the research disclosed that teachers felt that Saudi Arabia was not technologically advanced in teaching English but most teachers had knowledge about using computers and the Internet in teaching English and would welcome the implementation of computers in intermediate schools, but overall, they felt that more training and information was needed. It was found that students also have knowledge of using computers and the Internet but some did not have adequate access to either. Also, there were already ICT systems in some (mainly private) schools and that teaching and learning English via computers was believed to be entertaining, enjoyable and more effective than traditional methods and could provide access to remote students, enabling distance education. Teachers were also concerned that there were some problems that needed to be addressed regarding the currently available CALL programs and syllabuses. The implications of the research were, that for general implementation of computers and the Internet for the teaching and learning of English to be successful, improvements needed to be made in providing new, computer-oriented syllabuses, sufficient hardware and suitable software and that ongoing training of teachers be

implemented to keep them abreast of advances in English language teaching via computer.

When Mukhallafi conducted a research in 2014, Chewning (2015) conducted a research in Clemson University entitled *"Secondary English Teachers Dispositions Toward Technology Integration in One-to-One Environments"* This study examined how high school English teachers define technology integration and how teacher beliefs regarding technology integration impacts teacher and student use of digital technologies for instructional purposes. Thirty-nine teachers from three high school English departments in their initial year of a one-to-one device implementation participated in this study. Qualitative and quantitative data were collected and analysed to examine how high school English teachers define technology integration and to examine if teacher beliefs inform technology integration practices. Quantitative data included the use of the TPACK formative assessment tool and an instructional technology use survey. Qualitative data included open-ended survey questions, interviews, and observation notes. Analysis of the qualitative data identified five themes as to what it means to teachers in their first year of a one-to-one device implementation program to integrate technology into their instructional practices. The potential impact of professional development on teachers reported TPACK scores, as well as the reported frequency of technology use by teachers and students are discussed.

Following the tradition, Ranganath and Kasinath (2016) conducted a research in India entitled "*IT for Change: Exploring teacher development in an ICT programme through the TPACK framework"* claimed that "It can also be argued that as teachers interact with technology more, they are likely to be able to abstract areas of

effective integration in teaching learning. "*Using ICT for Teacher Professional Development in Namibia* Published in February, 2006 Prepared by Mary Burns, at the Education Development Centre (EDC).(This publication was edited by Michael Trucano (infoDev) puts a verdict "The challenge is disseminating, implementing, and sustaining the vision of ICT integration and these standards, particularly at the school level and among the various professional providers who will undoubtedly find their way to Namibia as it focuses systemically on ICT integration. Simply coordinating efforts and aligning projects with national ICT goals is not enough if there is an overemphasis on ICT provision and training and an under emphasis on the essential elements of effective professional learning and quality professional development. ICT for TPD projects in developing countries that focus on strengthening curriculum, content, instruction, assessment and student learning.

Similarly, Subedi (2016) conducted a research on "*Use of ICT in teaching: A case of secondary Level"* with objectives of finding out general uses of ICT in teaching for secondary level and claimed that ICT can play significant role in language teaching. It proves that teaching can be facilitated with ICT which means better teaching learning environment resulting in teachers' career promotion.

Similarly, Subedi (2019) conducted a research on "Impacts of ICT in TPD of Secondary Level English Teachers*"* with objectives of finding out the situations of uses of ICT by secondary level English teachers. To find out findings he used survey research. He used only public schools of Sunsari district. The study showed that majority of the English teachers (100%) worked as full-time teachers. Sixty-Eight percentage of the secondary English teachers had more than 6 years of ELT

experience. Similarly, many of the English teachers (40%) were experienced more than one year in using ICT/ Computers in teachers' professional development

The above-mentioned literatures and researches sum up that the use of mobiles and technological devices in any educational field is highly benevolent. The technology used always results in better motivation and higher success rate. Though there have been many researches in the field of ICT integration in educational field, the use of mobiles or Impacts of mobiles in ELT classes is comparatively new genre of study. Moreover, there has been no study in the impacts of mobiles at secondary level English teachers and students of Nepal. This study *"perceptions and practices of ICT in ELT"* will be conducted to fill up such gaps of research.

2.3 **Implication of Reviewed Literature**

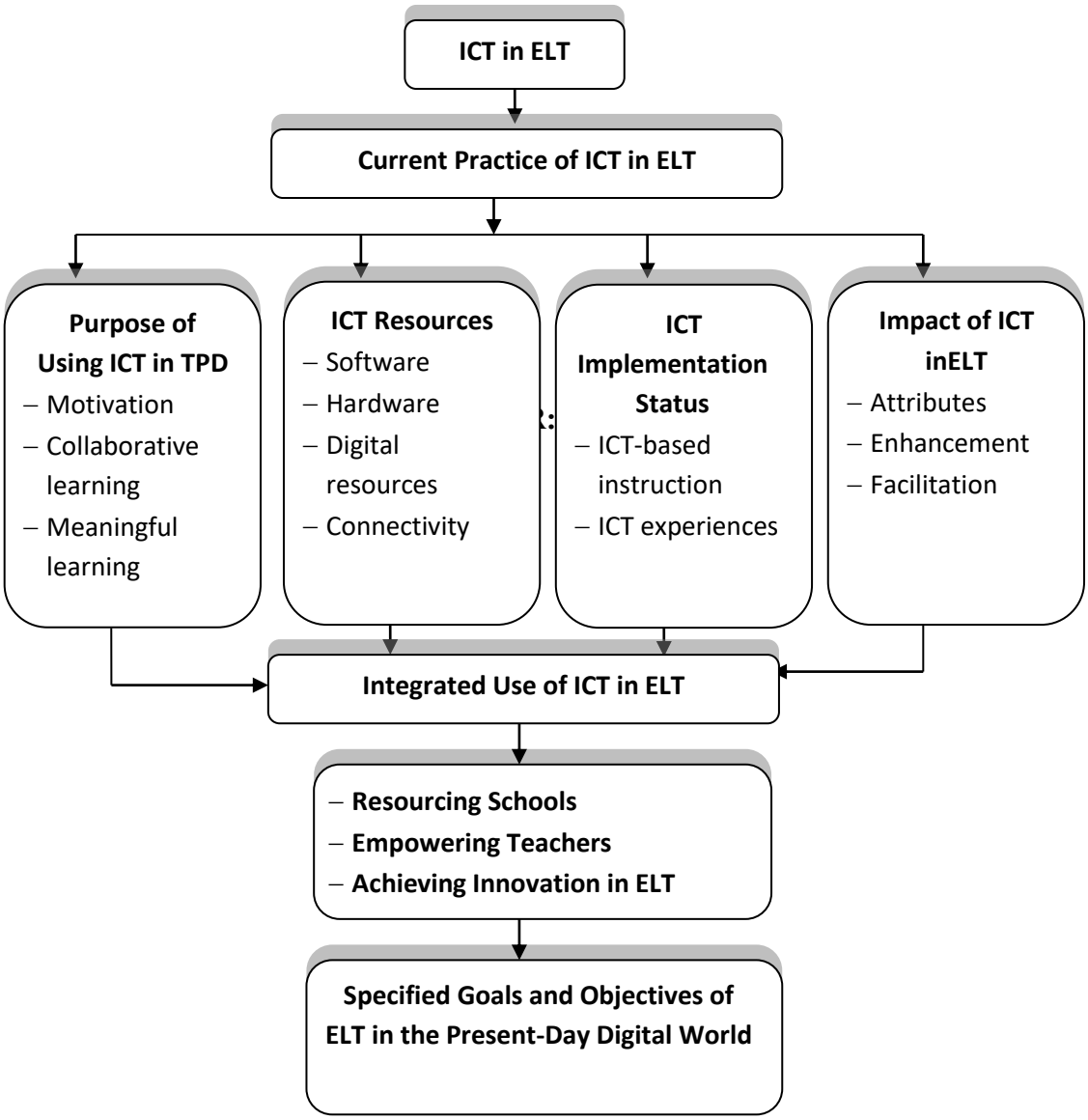
The literatures reviewed in this thesis have been used as guidelines to make this study complete. Moreover, this study is different than that of the other literatures in its objectives and nature of study.

These literatures reviewed have drawn background and foundation for this study. Their research either focused on ICT but this research is focused on uses of ICT tools in EFL classes of community schools of Dharan. These researches provided me to get ideas for the process of researching and some of the ways for developing into the data. This research is not depended on those literatures and is a very different research as I have brought only framework from those. Therefore, this study is first in the department on 'perceptions and practices of ICT in ELT in community schools of Dharan.

2.4 Conceptual framework

The following is the conceptual framework set in mind to carry out the present study. The entire study goes as per the conceptual framework mentioned.

Figure 1 Conceptual framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methods and procedures of the study consists of the procedures used by investigator to answer the researcher questions with logic. It is a vital element of a research work.

It works as a powerful vehicle for carrying out any investigation successfully.

3.1 Design of the Study

The design of the present study is descriptive and analytic and comparative in nature, for which survey research design is more suitable. Therefore, I decided to adopt the survey design. The sampling has been done using non-random judgemental sampling procedure. It is the most commonly used method of investigation ranging from large scale investigation like census to a small-scale study like School Improvement Plan (SIP) or even a small classroom study. According to Nunan (1992, p.140), “The main purpose of a survey researchers to find out the proficiency of students on guided writing, survey is to obtain a snapshot of condition attitudes and events at a single point of Time”. He mentions that a survey is an overview of a phenomena, event, issue or situation.

3.2 Sources of Data

Researcher has used both primary and secondary sources of data for the completion of this thesis.

3.2.1 Primary Sources of Data

The researcher has taken data for the study from the sample (non-random judgementally selected) Secondary schools of Sunsari District especially from Dharan Sub-metropolitan city. Teacher teaching in classes five, six, seven eight, nine and ten were taken as the primary sources of data from 42 English teachers from different community schools of Dharan sub-metropolitan city. They were provided with a set of closed ended and Likert Scale of research questions related to use of ICT tools in ELT classes.

3.2.2 Secondary Sources of Data

In order to collect the secondary sources of data the researcher has consulted Cavas, B (2009), Ismail, S.A (2010), MoEVT (2007), Moore, K & Lida, S (2010), Carlson $ Gadio(2010) Joshi (2010), Scrivener (2011), Mukhallafi (2014) Ranganathan and Kasinathan(2016). The researcher has gone through internet materials from different universities websites like Oxford, Cambridge, the Global Open University, British council, Wikipedia, Google etc. CDC and the department of English Education in T.U. and so on.

3.3 Population and Sample

The population of this study was English teachers of basic level and secondary level community schools of Dharan Sub-metropolitan city. It was not possible to deal with the whole population; therefore, a portion of the population called a sample was included in the study. The sample that represents the characteristic of the whole population was selected and the data were collected from the sample for analysis.

The researcher has selected 42 English Teachers from community Schools of Sunsari district, especially Dharan Sub-metropolitan city as population and sample.

3.4 Research Area/Field

The area of this research was involved use of ICT in ELT classes by the teachers especially in classes five, six, seven, eight, nine and ten. The field was involved Sunsari District (especially Dharan Sub-metropolitan city)

3.5 Data Collection Tools and Techniques

The researcher has utilized both primary and secondary sources of data for this study to carry out the research. As a tool for data collection, a set of test item was used.

3.6 Data Collection Procedures

In order to collect the authentic data, the researcher has done the following activities:

a. He has visited the schools and the teachers of Sunsari District especially in Dharan Sub-metropolitan city to establish rapport with them.

b. After this, he took permission from the school administration and request the teachers to give their perceptions through Likert Scale questions and open-ended multiple-choice questionnaires.

c. Then, He has collected the data through from the teachers` responses.

d. At last, he has thanked them for their participation.

e. Finally result was driven.

3.7 Data Analysis Procedures

Analysis and Interpretation of data were obtained from the primary as well as secondary sources. The collected data were analyzed by using appropriate statistical tools and methods. Especially, percentile and central tendency was used.

CHAPTER-FOUR

RESULTS AND DISCUSSION

The previous chapter discussed the research design, data collection methods and sampling procedures including area of study, study population, as well as data analysis methods. This chapter presents the established findings which are results of data analysis to clearly address the objectives and answer research questions. It aimed at examining the situation of uses of ICT tools in ELT and to explore the perceptions of Nepalese EFL teachers in using ICT tools in ELT classes as well as to find out the practices of ICT tools in ELT classes.

4.1 Result of the Study

On the basis of the rigorous analysis and interpretation of the data, the following results/findings of the study were extracted for both closed ended and Likert Scale questions:

a. Regarding the practices 73.8 percentage of English teachers had used ICT tools for their ELT classes. (See table no. 1)
b. Similarly, 52.3 percent English teachers have ICT access at their home, 35.7 percent English teachers have ICT access at their work. (See table no. 2)
c. Regarding the perception 88% teachers agreed that ICT tools facilitate teaching learning. (See table no. 3)
d. Similarly, 35.7 teachers have more than five years teaching experiences as a practice. (See table no. 4)

e. Around 73.8 percent teachers have technology department at their schools and 26.19 teachers do not have technology department at their schools. (See table no. 5)
f. Regarding the practices and perception 23 percent teachers are found using laptop as a technological tool in their ELT classes and 52.3 teachers are using their mobile as a technological-tools. (See appendix no. 7)
g. As a practice 23 percent teachers got per-service and 76.19 percent teacher got in-service training of ICT for ELT classes. (See table no. 9)
h. Regarding perception and practices 52 percent teachers use ICT devices with the features like English dictionary and internet. (See table no. 11)
i. As a practice 59 percent teachers purchased ICT devices for their ELT classes. (See table no. 12)
j. As a practice and perception 59 percent teachers watch English videos during free time on their smartphone. (See table no. 21)
k. Finally, as a practice 84 percent schools allow teachers to use ICT devices in their classes. (See table no. 24)

4.2 Discussion

Perceptions and practices ICT tools in ELT classes by the English language teachers regarding their response is described in the following table:

4.2.1 Holistic/ Item Wise Analysis of Closed Ended Questions

In this section all the responses of English teachers are tabulated and described. While discussing table is prepared according to response and their percentage is calculated.

Table 1

Practice of Teachers on Use of ICT Tools

S.N	Statement	Yes %	No %
1	Are you using ICT tools for your ELT classes?	73.8	26.19

An analysis of the data presented in the above table indicated that 73.8 percentage teachers used ICT tools for their ELT classes whereas only 26.19 percentage teachers are found that less likely of using ICT tools in their ELT classes.

It means in Dharan there are teachers who are using ICT tools in the ELT classes. Though it is quite far from the centre of the country, community schools are best utilising the technology.

Table 2

Practice and Perception of Teachers on the use of ICT in ELT

S.N	Statement	Home %	Work %	Both %
2	Do you have ICT access at home and at work or both?	52.3	35.7	11.9

An analysis of the data presented in the above table indicated that 52.3 percent teachers have ICT access at their home, 35.7 percent teachers have ICT access at work and 11.9 percentage teachers have responded that they have ICT access both at their home and at work.

It shows that in Dharan around 35 percent schools have ICT practices at their school. And around 52 percent teachers have access at their home.

Table 3

Perception of Teachers on Use of ICT in ELT

S.N	Statement	Facilitate %	Hinder %
3	What does the use of ICT do to ELT?	88	11.9

This table indicates that 88 percentage teachers have expressed their opinion that use of ICT in ELT classes facilitates teaching learning activities in ELT classes and 11.9 percentage teachers expressed their opinion that use of ICT tools in ELT classed hinders students and teachers teaching and learning activities.

Table 4

Practices of Teachers on How Long Been Working

S.N	Statement	1-5 years %	6-10 years %	11+ years %
4	How many years have you been working in ELT?	35.7	35.7	28.5

This table shows that 35.7 percentage teachers have been working 1-5 years on teaching ELT, 35.7 percent teachers have been working 6-10 years of teaching in ELT and 28.5 percent teachers have been working 11+ years as ELT teachers.

Table 5

Practice of Teachers on ICT Access

S.N	Statement	Yes %	No %
5	Do you have any Technology Department/ICT Unit at your school?	73.8	26.19

According to this table we can tell that 73.8 percentage teachers have technology of department at their schools and remaining 26.19 percentage teachers do not have access of any technology department of ICT at their schools.

Table 6

Practice of Teachers on use of ICT

S.N	Statement	1-2 years %	3-.4 years %	5+ years
6	How long have you been using ICT in your ELT classes?	40.47	35.7	23.8

An analysis of this table indicates that 40.47 percentage teachers have 1-2 years of ICT use and 35.7 percent teachers have used 3.4 years. Similarly, 23.8 percentage teachers have used +5 years ICT in their ELT classes.

Table no. 7

Perception of Teachers on Use of ICT Technology

S.N	Statement	Laptop %	Mobile Phone %	Multimedia Projector %
7	Which technological tools do you use in your ELT?	23.8	52.3	16.66

This table indicates that 23.8 percentage teachers use laptop as a technological tool in their ELT classes, 52.3 percent teachers use mobile phone as a technological-tools in ELT classes and 16.66 percentage teachers use multimedia projector as a technological-tools in their ELT classes.

Table 8

Perception of Teachers on ICT Result

S.N	Statement	Yes %	No %
8	Do you agree ICT in ELT enhances teaching learning?	88	11.9

According to this table we can extract that 88 percentage teachers agree that ICT in a classroom enhances the teaching learning activities and 11.9 percentage teachers expressed their perception that ICT in a classroom does not enhance teaching and learning activities.

Table 9

Practice of Teachers on ICT Training

S.N	Statement	Pre-service %	In-service %
9	Did you get training of ICT for ELT classes?	23.8	76.19

An analysis of this table indicates that 23.8 percentage teachers got pre-service training related to the use of ICT in ELT classes and 76.19 percent teachers got in-service training on the use of ICT tools in ELT classes.

Table 10

Perception of Teachers on ICT Help

S.N	Statement	Always %	Sometimes %	Never %
10	Do you take help from other teacher to make teaching materials for ELT classes?	35.7	35.7	28.57

Similarly, this table indicates that only 135.7 percentage teachers always took help from other to make teaching materials for ELT classes, 35.7 percentage teachers

sometimes took help from other teachers to make teaching materials for ELT classes. However, 28.57 never take help from other teachers to make teaching materials for EFL classes.

From above discussion we can conclude that ICT tools help for both teachers and students in ELT classes. However, there is lack of required technological department and internet access to all the schools. Finally, when all the schools are provided with adequate number of ICT tools to English teachers no doubt there will be effective, efficient and fruitful learning achievement in the field of ELT.

4.2.2 Holistic/ Item Wise Analysis of Likert Scale Questions

The quantitative data analysis, described in this section, is based on teachers' responses to the Likert Scale questions. It was noted that the majority of the teachers who responded to the questions is presented in the following table where measuring scale was based on the following variables:

A – Strongly Agree

B –Agree

C – Disagree

D – Strongly Disagree

In this area teachers were asked to express their perceptions regarding to the nature of questions they are provided. Teachers have presented their perception by selecting options where option 'A' for was strongly agree, 'B' for agree, 'C' for disagree and 'D' was for strongly Disagree. Description of the data is presented in the following table:

Table 11

Teachers Practice and perception on Use of ICT Device

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1	I use ICT devices having features like an English dictionary and internet access.	52	35.71	7.14	4.76

An analysis of this above-mentioned table indicates that 52 percent teachers are strongly agree on use of ICT devices having features like an English dictionary and internet access, 3 perce5.71 percent teacher agree, 7.14 percent teachers disagree and 4.76 percent teachers strongly disagree on the use of ICT devices having features like an English dictionary and internet access.

Table 12

Teachers Perception and Practice on Managing ICT

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
2	I purchased ICT devices because I can use it to teach English in EFL classes.	23.8	59.52	16.66	

This table indicates that 23 percent teachers strongly agree, 59.52 percent teacher agree and 16.6 percent teachers disagree on purchasing ICT devices because they could use them to teach English in EFL classes.

Table 13

Teachers Perception and Practice on use of Computer

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
3	I use computers in my EFL classes	35.71	35.71	28.57	

This table also indicates that 37 percent teachers strongly agree, 35.71 percent teachers also agree. However, 28.57 percent teacher disagree on the use of computer in their EFL classes.

Table 14

Teachers Practice on use of Mobile

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
4	I use mobile phones in my EFL classes	35.71	35.71	28.57	

This table shows that 35.71 percent teachers strongly agree, 35.71 percent teachers agree, 28.57 percent teachers disagree on using mobile phones in their EFL classes.

Table 15

Teachers Perception and practice on use of Projector

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
5	I use projector in my EFL classes	35.71	35.71	28.57	

Through this table we can analyse teacher perceptions of the use of projector in EFL classes where researcher found that 35.71 percent teachers strongly agree, 35.71 percent teachers agree, 28.57 percent teachers disagree on the use of projector in their EFL classes.

Table 16

Teachers Perception on use of language

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
6	I use English language more often in my EFL classes.	59.52	35.71	4.76	

This table shows that 59.52 percent teacher strongly agree 35.71 percent teachers agree, 4.76 percent teachers disagree on the use of English language more often on their EFL classes.

Table 17

Teachers Practice on use of Mobile to Help

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
8	I use mobile phone to help learners for understanding English words and sentences	35.71	35.71	28.57	

This table indicates that 35.71 percent teacher strongly agree, 35.71 percent teachers agree, 28.57 percent teachers disagree on their perceptions to use mobile phone to help learners for understanding English words and sentences.

Table 18

Teachers Perception on use of English Language in Social Media

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
9	I use English as a medium of communication in my EFL classes.	59.52	35.71	4.76	-

This table indicates that almost all the teacher 59.52 percent teachers strongly agree and remaining 35.71 percent teachers agree and 4.76 percent teachers strongly disagree on the use of English as medium of communication in their EFL classes.

Table 19

Teachers Perception and Practices on use of English Language

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
10	I use English as a medium of communication in Whats App and messenger.	59.52	23.8	16.66	-
11	I use Nepali language as a medium of communication in Whats app and messenger.		16.66	23.8	59.52

This table indicates that 59.52 percent teachers strongly agree, 23.8 percent teaches agree and 16.66 percent teachers disagree on their perceptions to use English as a medium of communication in whats App and messenger. Whereas 16.66 percent teachers agree, 23.8 percent teacher disagree and 59.52 percent teacher strongly disagree on the use of Nepali language as a medium of communication in Whats App and messenger.

Table 20

Teachers Perception and Practices on use of English language in Social Media

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
12	I use English as a medium of communication while writing email to my friends.	59.52	35.71	4.76	-

This table indicates that 59.52 percent teachers strongly agree and 35.71 teachers agree and 4.76 percent teachers disagree on the use of English as a medium of communication while writing email to their friends.

Table no. 21

Teachers Perception on Use of Videos

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
13	During free time, I watch English videos on my smartphones	23.8	59.52	16.66	
14	During free time, I watch Nepali videos on my smartphones.		16.66	59.52	23.8

This table indicated that 23.8 percent teachers strongly agree, 59.52 percent teachers agree, 16.66 percent teachers agree, on watching English videos on their smartphone during free time whereas 16.66 percent teachers strongly agree, 59.52 percent teachers disagree, 23.8 percent teachers strongly disagree on watching Nepali movie on their smartphone during their free time.

Table 22

Teachers Perception on use of ICT tools to improve Skills

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
15	ICT devices like mobile phones computers can help me to improve my English-speaking skills.	35.71	59.52	4.76	-
16	ICT devices like mobile phones computers can help me to improve my English writing skills.	23.8	35.71	28.57	11.9
17	ICT devices like mobile phones computers help me to learn new words of English.	23.8	59.52	16.66	-

An analysis of this table indicates that 35.71 percent teachers strongly agree and 59.52 percent teachers agree and 4.76 percent teachers disagree on their perception while expressing on ICT devices like mobile phones computers can help them to improve their English-speaking skills. Whereas 23.8 percent teachers strongly agree 35.71 percent teachers agree, 28.57 percent teachers disagree and remaining 11.9 percent teachers strongly disagree on ICT devices like mobile phones computers can help them to improve their English writing skills.

Likewise, 23.8 percent teachers strongly agree and 59.52 percent teachers simply agree and 16.66 percent teachers disagree on ICT devices like mobile phones computers help them to learn new words of English.

Table 23

Teachers Perception on the use of ICT to Translate and Understand

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
18	ICT devices are necessary for me to translate English words into Nepali	28.57	35.71	35.71	-
19	I use ICT devices to translate Nepali words into English.	28.57	23.8	23.8	23.8
20	I can understand English words without using ICT devices like mobile phones computers.	59.52	23.8	16.66	-

An analysis of data from above table indicates that 28.57 percent teachers strongly agree, 35.71 percent teachers simply agree and 35.71 percent teachers disagree on their perception on ICT devices are necessary for them to translate English words into Nepali whereas 28.57 percent teachers strongly agree, 23.8 percent teachers simply agree, 23.8 teachers disagree and 23.8 percent teachers strongly disagree on their opinion while expressing their view on use of use ICT devices to translate Nepali words into English. Likewise, 59.52 percent teachers strongly agree, 23.8 percent teachers agree, 16.66 percent teachers disagree

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Table no. 24

Teachers Practices on the use of ICT in ELT

S.N	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
21	I scan and save the study-related reading materials to my ICT devices like mobile phones & computers.	59.52	23.8	16.66	-
22	My schools allow me to use ICT devices like mobile phones computers in my EFL classes.	40.47	59.52	-	-
23	I allow students to take notes on their ICT devices.	4.76	7.14	59.52	28.57

This table indicates that 59.52 percent teachers strongly agree and 23.8 percent teachers simply agree and 16.66 percent teachers disagree on their perception on scan and save the study-related reading materials to their ICT devices like mobile phones, computers. Similarly, 40.47 percent teachers strongly agree and 59.52 percent teachers simply agree on their perception on schools allow them to use ICT devices like mobile phones computers in their EFL classes. Whereas, 4.76 percent teachers strongly agree, 7.14 percent teachers agree and 59.52 percent teachers disagree and 28.57 percent teachers strongly disagree on their perception while expressing their opinion on allow students to take notes on their ICT devices.

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS OF THE STUDY

The final chapter incorporates the summary, conclusions and implications of the study which are based on the results and discussion of the collected data.

5.2 Summary of the Study

The study was carried out on `Perception and Practices in ELT`. The main objectives of the study were to identify situation and perceptions of Nepalese EFL teachers in using ICT in the community schools of Dharan and to recommend some pedagogical implication of the study. To fulfill the objectives, a set of questionnaires was used as a tool for the data collection. The data were collected from thirty different public schools of Sunsari District especially Dharan sub-metropolitan city (see appendix II). Two sets of questionnaires were used including closed ended and Likert scale objectives items questions. The data were collected including the perception of all the English teachers from each school. The sample population were selected using non-random judgmental sampling procedure. The collected data were analyzed and interpreted statistically as well as descriptively arranging them into different dimensions to meet the objective of the study.

On the basis of the rigorous analysis and interpretation of the data, the following major findings of the study were extracted:

a) It is found that 73.8 percentage of English teachers had used ICT tools for their ELT classes. (See table no. 1)
b) Similarly, 52.3 percent English teachers have ICT access at their home, 35.7 percent English teachers have ICT access at their work. (See table no. 2)

c) Almost all teachers (88%) teachers agreed that ICT tools facilitate teaching learning. (See table no. 3)

d) Similarly, 35.7 teachers have more than five years teaching experiences. (See table no. 4)

e) Around 73.8 percent teachers have technology department at their schools and 26.19teachers do not have technology department at their schools. (See table no. 5)

f) Likewise, 23.8 percent teachers are found using laptop as a technological tool in their ELT classes and 52.3 teachers are using their mobile as a technological-tools. (See table no. 7)

g) In the same way 23.8 three percent teachers got per-service and 76.19 percent teacher got in-service training of ICT for ELT classes. (See table no. 9)

h) It is found that 52.38 percent teachers use ICT devices with the features like English dictionary and internet. (See table no. 11)

i) Likewise, 59.52 percent teachers purchased ICT devices for their ELT classes. (See table no. 12)

j) In the same way 59.52 percent teachers watch English videos during free time on their smartphone. (See table no. 21)

k) It is also found that 84 percent schools allow teachers to use ICT devices in their classes. (See table no. 24)

5.2 Conclusion of the Study

By conclusion, the study means, the concise form of the overall findings presented in the result section. As the study was set out to investigate perception of the

English language teachers at lower secondary schools from Sunsari district especially from Dharan Sub-metropolitan city on the use of ICT tools in ELT classes, the conclusions can be made based on the findings of the study in the concise form.

l. Regarding the practices 73.8 percentage of English teachers had used ICT tools for their ELT classes. (See table no. 1)
m. Similarly, 52.3 percent English teachers have ICT access at their home, 35.7 percent English teachers have ICT access at their work. (See table no. 2)
n. Regarding the perception 88% teachers agreed that ICT tools facilitate teaching learning. (See table no. 3)
o. Similarly, 35.7 teachers have more than five years teaching experiences as a practice. (See table no. 4)
p. Around 73.8 percent teachers have technology department at their schools and 26.19 teachers do not have technology department at their schools. (See table no. 5)
q. Regarding the practices and perception 23 percent teachers are found using laptop as a technological tool in their ELT classes and 52.3 teachers are using their mobile as a technological-tools. (See appendix no. 7)
r. As a practice 23 percent teachers got per-service and 76.19 percent teacher got in-service training of ICT for ELT classes. (See table no. 9)
s. Regarding perception and practices 52 percent teachers use ICT devices with the features like English dictionary and internet. (See table no. 11)
t. As a practice 59 percent teachers purchased ICT devices for their ELT classes. (See table no. 12)

u. As a practice and perception 59 percent teachers watch English videos during free time on their smartphone. (See table no. 21)
v. Finally, as a practice 84 percent schools allow teachers to use ICT devices in their classes. (See table no. 24)

5.3 Recommendations of the Study

The study "Perception and Practices in ELT" has many theoretical and practical results which are useful for implications at various contexts. The implications of the findings in Strategy level, practice level and further researches have been suggested as follows:

5.3.1 Policy Level

On the basis of the findings of the study, the following implications in policy level can be drawn so that the problems seen in the current practices of using ICT in ELT can be minimized.

a. The findings of the study suggest the government/ other agencies to formulate a clear framework and policy drawing to integrate ICT in ELT development and training process.
b. The results of the study can help to create supportive and favourable school environment with appropriate ICT tools required for teaching learning.
c. Teachers training programme organizers and teacher educators like NELTA, NCED include and focus on the usefulness of ICT in ELT classes.
d. Eventually, the government should launch a new strategy to the maximum utilization of ICT in ELT classes to meet the specified goals. The very special programs such as seminars and workshops to make teachers get ideas in integrating ICT tools in teaching learning activities be organized.

5.3.2 Practice Level

On the basis of the findings of the research, the following implications can be drawn in practice level so that the lacunae of using ICT in ELT can be promoted.

a. The present study serves as a means to develop both theoretical knowledge and practical skills in using ICT in ELT exercises.
b. Prospective and in-service teachers should utilize the research to practice thinking about technology by reflecting on scenarios such as those developed in this study.
c. The study can help to prepare language teachers to develop their cognitive constructs or imagined practice based on their understanding of English language teaching and the perceived usefulness of technology.
d. The drawn finding of the research should be used in sharing of the ideas about using ICT in ELT classes and well coordination among stakeholders can be developed.
e. Having basic knowledge about ICT is not enough for teachers for their ELT classes: instead, the teachers voluntarily and enthusiastically get involved in using such tools in their context.
f. The findings of the study can be a cornerstone to the teachers to select the appropriate ICT tools for analysing their ELT culture.
g. This study is useful for the institutions to make the constructive plans to achieve productive use of ICT both from the ‘top down’ and the ‘bottom up’ approach, so that the cultures of technology in ELT at the lower secondary and secondary level will be more effective.

5.3.3 Further Research

Based on the findings of the study, several recommendations can be drawn for further researches which complement the research undertaken in this field. The following recommendations can be made for further researches.

a. There have been very few researches carried out in the field of technology in on use of ICT in ELT in the Department of English Education, so students are encouraged to carry out further researches in this area extending the regions.
b. The study is a constructive base to conduct a similar research to minimize the gap between ICT-integrated ELT.
c. The findings of the study can be taken as a base for going into the deeper level of understanding on using ICT in ELT.
d. The findings of the study will help the fellow researchers to develop both theoretical and conceptual framework on the respective field.
e. Finally, the study can help the teacher researchers to develop a professional network for sharing thoughts about research and teaching strategies as well as reflection on research challenges.

In conclusion, if further insights can be generated based on the conceptual framework and the results of the present study, the growing use of ICT in ELT can be promoted in Nepal in a near future.

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Appendix: I

Questions for teachers

Name: ……..

Institute: …….

Address: …… Qualification: ……

(Close ended questions)

1. Are you using ICT tools for your ELT classes?
   ☐ yes ☐ No

2. Do you have ICT access at home and at work or both?
   ☐ Home ☐ Work ☐ Both

3. In your opinion what does the use of ICT do to ELT?
   ☐ Facilitates teaching learning ☐ hinders

4. How would you describe frequency of ICT use for ELT?

   ☐ Always ☐ Sometimes ☐ Never

5. How many years have you been working in ELT?

   ☐ Less than a year ☐ 1-5 years

   ☐ 6-10 years ☐ 11^{+} years

6. Do you have any Technology Department/ICT Unit at your school?

   ☐ Yes ☐ No

   If the response is 'No', have your ever talked to the authority to launch it?

   ☐ Yes ☐ No

7. How long have you been using ICT/Computers in your ELT?

   ☐ Less than a year ☐ 1-2 years

   ☐ 3-4 years ☐ 5^{+} years

8. Which of the following technological tools do you use in your ELT? Please select all the options that apply to you.

   ☐ Laptop ☐ Mobile Phone

   ☐ Networked computer ☐ Interactive whiteboard

   ☐ Multimedia projector

- ☐ Social networking site; please specify ……..
- ☐ Other (Please specify) ……

9. Which of the following applications of technology are you using as part of your ELT? (Please select that applies to you).

- ☐ Power Point presentations
- ☐ Using MS Office (Word, Excel, Access etc) applications
- ☐ Using Internet to find information from Google
- ☐ Accessing information from CD/DVD ROMs
- ☐ Downloading lecture notes and essential information
- ☐ Using self-assessment tests
- ☐ If any, Please specify and state frequency.....

10. Which of the following activities do you carry out using ICT/mobiles for your career enhancement? (Please select as many as you are experienced with).

- ☐ Use computer programmes (e.g. PowerPoint, Dictionary, encyclopaedias etc.) to prepare teaching materials/exercises/tasks for students.
- ☐ Use projectors to display presentations or slides
- ☐ Use mail or web discussion to communicate with students
- ☐ Use social networking sites to communicate with students
- ☐ Post homework for students on the school website
- ☐ Use or download online materials as learning and teaching resources
- ☐ Create a weblog or website for students to share their activities
- ☐ Other (Please specify)……...

11. Do you agree that ICT in a classroom enhances the teaching learning activities?

☐ Yes ☐ No ☐ Some how

12. Why do you think that the use of ICT has become the most useful technical devices in ELT?

- ☐ ICT makes ELT activities more effective and accessible to aim of teaching learning activities.

☐ ICT helps teachers and students to do effective research in ELT.

☐ ICT helps teachers and students to develop the new and modern system especially in a technical way in ELT activities.

☐ ICT can individualize their learning.

13. Why should an English teacher use ICT in the classroom?

☐ Teacher can have an access to online resources such as audio-video text and graphics prepared by specialist and use them in classroom.

☐ Teachers can bring variety in teaching learning activities and motivatee the learners.

Teachers can individualize their learning.

☐ Learners can use word processing software to develop their writing skills.

14. In your opinion, the use of ICT/mobiles in ELT: (Please select all that apply to you).

☐ Motivation ☐ Operational efficiency

☐ Readiness in learning ☐ Communicative teaching

☐ Work satisfaction ☐ Collaborative learning

☐ Other (Please specify)…….

15. Did you get training of ICT for ELT classes?

☐ Yes ☐ No

If yes when did you get?

☐ Pre-service training ☐ In-service training ☐ Both training

16. Do you take help from other teachers to make teaching materials for ELT classes?

☐ Always ☐ Sometimes ☐ Never

Likert Scale Questions

1. I use ICT devices which has features like an English dictionary and the internet access.

   A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

2. I purchased ICT devices because I can use it to teach English in EFL classes.

   A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

3. I use computers in my EFL classes.

   A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

4. I use mobile phones in my EFL classes.

   A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

5. I use projector in my EFL classes

   A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

6. I use English language more often in my EFL classes.

   A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

7. I use Nepali language more often in my EFL classes.

   A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

8. I use mobile phone to help learners for understanding English words and sentences.

   A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

9. I use English as a medium of communication in my EFL classes.

   A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

10. I use English as a medium of communication in Whats app and messenger.

    A - *Strongly Agree* B – *Agree* C – *Disagree*

11. I use Nepali language as a medium of communication in Whats app and messenger.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

12. I use English as a medium of communication while writing email to my friends.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

13. During free time, I watch English videos on my smartphones.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

14. During free time, I watch Nepali videos on my smartphones.

A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

15. ICT devices like mobile phones computers can help me to improve my English speaking skills.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

16. ICT devices like mobile phones computers can help me to improve my English writing skills.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

17. ICT devices like mobile phones computers help me to learn new words of English.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

18. ICT devices are necessary for me to translate English words into Nepali.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

19. I use ICT devices to translate Nepali words into English.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

20. I can understand English words without using ICT devices like mobile phones computers.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

21. I scan and save the study-related reading materials to my ICT devices like mobile phones computers.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

22. My schools allow me to use ICT devices like mobile phones computers in my EFL classes.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

23. I allow students to take notes on their ICT devices.

    A - *Strongly Agree* B – *Agree* C – *Disagree* D - *Strongly Disagree*

Appendix II

S.N	Name of the schools	Address	Teacher`s name
1	Badrinath Basic School	Dharan-15	Kubir Limbu
2	Shree Bhanu Smriti Secondary School	Dharan-3	Tanka Bahadur Ghimire
3	Shree Public Secondary School	Dharan-13	Gajendra Kumar Dahal
4	Shree Saraswati Secondary School	Dharan-6	Dinesh Kumar Khatiwada
5	Purwanchal Deaf School	Dharan-16	Tanuja Budhathoki
6	Bhanu Smriti Secondary School	Dharan-3	Omnath Rimal
7	Sahid Smriti Secondary School	Dharan-8	Udhab Prasad Subedi
8	Shree Public Mavi	Dharan-13	Hari Prasad Dahal
9	Panchayat Secondary Sschoool	Dharan-10	Tikaram Acharya
10	Aadharbhut Bidhyalaya	Dharan-4	Ganga Kumari Subba
11	Shree Shikshya Sadan Sec. School	Dharan-15	Prakash Rai
12	Shree Chandra Sanskrit Secondary School	Dharan-16	Bandana Ramtel
13	Public High School	Dharan-12	Buddha Sagar Subedi
14	Shrre Shikshya Sadan Secondary School	Dharan-15	Amar Bahadur Basnet
15	Shree Gyanodaya Secondary School	Dharan-11	Dipendra Rai
16	Public High School	Dharan-12	Bhupendra Kamachya
17	Bhagawati Basic School	Dharan-16	Gautam Kumar Das
18	Shree Sarada Balika School	Dharan-16	Kabita Agrawal
19	Panchakanya Mavi	Dharan-17	Devendra Podel
20	Panchakanya Mavi	Dharan-17	Rudra Limbu
21	Shree Chandra Sanskrit Secondary School	Dharan-16	Gita Chulagain
22	Dantakali Secondary School	Dharan-14	Balkrishna Chaulagin

23	Shree Shikshya Niketan Mavi	Dharan-2	Mukunda Prasad Ghimire
24	Ghopa Mavi	Dharan-18	Panta Rai
25	Jwalamuhki Mavi	Dharan-17	Laxaman Adhikari
26	Kiranteshwar Mavi	Dharan-19	Basanti Thebe
27	Bhalu Dhunga Mavi	Dharan-20	Surendra Adhikari
28	Bhalu Dhunga Mavi	Dharan-20	Panchlata Rai
29	Pindeshwar Sanskrit Secondary	Dharan-14	Biraj Poudel
30	Saraswati Mavi	Dharan-6	Hom Nath Dahal
31	Shree Chandra Sanskrit Mavi	Dharan- 16	Om Subedi
32	Sahid Smriti Se. School	Dharan-8	Tanka Prasad Bhattarai
33	Shree Shiksha Niketan	Dharan -2	Jagat Bahadur Biswakarma
34	Shree Sarada Balika Mavi	Dharan-16	Padam Luitel (lower sec. teacher)
35	Panchayat Secondary School	Dharan- 10	Jayanath Kattel
36	Panchayat Basic School	Dharan-16	Krishna Prasad Bhattarai
37	Bhalu Dhunga Mavi	Dharan-20	Riddi Kumar Rai
38	Jwalamukhi Mavi	Dharan-17	Bhim Kumar Rai
39	Public Higher School	Dharan- 18	Hemraj Sanjel
40	Shree Laboratory Sec. School	Dharan -8	Ajit Kumar Yadav
41	Shree Gynandra Sec. School	Dharan- 11	Surya Bahadin Rai
42	Shree Sahid Smriti Sec. School	Dharan -13	Shanti Limbu

Appendix III

Answer given by teacher to close ended questions

No of questions	A	B	C	D
1	31	11		
2	22	15	5	
3	37	5		
4	10	32		
5		15	15	12
6	31	11		
7	17	15	10	
8	10	25	7	
9	5	10	15	12
10	10	22	10	
11	37	5		
12	10	5	5	22
13	5	20	5	
14		10	7	25
15	10	32		
16	15	15	12	

Appendix IV

Answer given by teacher to Likert Scale questions

No of questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	22	15	-	3	2
2	10	25	-	7	-
3	15	15	-	12	-
4	15	15	-	12	-
5	15	15	-	12	-
6	25	15	-	2	-
7	-	2	-	15	25
8	15	15	-	12	
9	25	15	-	2	-
10	25	10	-	7	-
11	-	7	-	10	25
12	25	15	-	2	-
13	10	25	-	7	-
14	-	7	-	25	10
15	15	25	-	2	-
16	10	15	-	12	5
17	10	25	-	7	
18	12	15	-	15	-
19	12	10	-	10	10
20	25	10	-	7	
21	25	10	-	7	-
22	17	25	-	-	-
23	2	3	-	25	12