

**Use of Information and Communication
Technologies in Learning English at Master Level**

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

**Submitted by
Sunil Prasad Chauhan**

**Department of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2021**

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Declaration

I hereby declare to the best of my knowledge that present research work has not yet been carried out by anyone anywhere, this is absolutely original.

Date: 13/09/2021

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Recommendation for Acceptance

This is to certify that **Mr. Sunil Prasad Chauhan** has completed the research work of his M.Ed. thesis entitled **Use of Information and Communication Technologies in Learning English at Master Level** under my supervision and guidance.

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Dedication

*Dedicated
to
my parents
who have dedicated
their precious life to enlighten my life.*

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Sunil Prasad Chauhan

Abstract

The present study entitled “Use of Information and Communication Technologies in Learning English at Master Level” aimed to investigate the ICT tools used in learning English and to identify the roles of ICT tools in learning English. To meet the objectives of this study, forty students of M.Ed., fourth semester studying at T.U., Kirtipur were selected as a sample for this study following non-probability sampling procedure to secure their participation in this study. A set of questionnaire having both close-ended and open-ended was used as the tool for data collection. The data were analyzed and interpreted statistically and descriptively. The result of the study revealed that most of the students use Mobile, Laptop, Desktop, Projector, YouTube, Google, Email, Facebook, Twitter, Television, Viber, Wiki, internet, Google meet, Zoom, blogs and different electronic softwares as tools of ICT while learning English. They also responded positively on the role of ICTs as crucial in learning English at master level. They opined that the tools of ICT helps in learning English, making the learners engaged, active and autonomous and motivating the learners.

The present study consists of five chapters. The first chapter deals with the introduction of the study along with the background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study and definition of the key terms. The second chapter consists of review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter is methodology and procedures consisting of research design, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. Furthermore, the fourth chapter is results and discussions consisting of the analysis and interpretation of the data. Moreover, the fifth chapter presents the findings, conclusions and implications related to the policy level, practice level and further research of the study on the basis of the findings. At the end, references and appendices are included.

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List of Abbreviations and Acronyms

CALL	:	Computer Assisted Language Learning
DTP	:	Desk Top Publishing
ELT	:	English Language Teaching
ELTAL	:	English Language Teaching and Learning
EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
ICT	:	Information and Communication Technology
MOE	:	Ministry of Education
ODEC	:	Open and Distance Education Centre

Chapter 1

Introduction

This chapter contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of the key terms.

Background of the Study

Information and communication technologies (ICTs) have been one of the basic needs of the modern society. In the 21st century, ICT has really played a significant role. Our lives are entirely influenced by the tools of ICT. In this post-modern era, life without the connection of ICTs is really difficult to imagine. In each and every second of our lives, we are taking the pleasure of ICTs. Each and every sector has been touched by ICTs like education, health, business, banking and so on. ICT based education is being practised almost all over the world. In education, the purpose of ICTs is to familiarize students and teachers with the tools of ICT. It can empower both teachers and students. It transforms the both teaching as well as learning process. ICT has made the learning easier, accessible and modern. So, students are taking the full pleasure of ICTs these days. It empowers students to engage in the learning process by arousing interest in them for learning.

During this pandemic outbreak, the tools of ICT are massively being used in teaching/ learning. The tools of ICT have made learning English easier. English is used as the foreign language in Nepal. The learners can learn English via using ICTs. They can learn English by taking different sorts of online classes or, they can also learn by downloading different e-books by using the tools of ICT. Different tools of ICT are being used in learning English like computer, mobile phone, multi-media projector, radio, television, internet (Facebook, Twitter, Viber, Skype, Zoom, Microsoft Teams, Adobe and so on). Bach, Haynes & Smith (2007) argued that technology is not just a driver for change, but also makes bold claims to be part of the solution for providing a quality educational experience in a mass higher education world.

ICTs such as television, radio, video and multimedia computer software are indispensable tools that teachers of English language can use to teach language skills and other aspects of English language. Multimedia computer software provides real life situations in learning and teaching of English language. They combine sounds,

pictures and texts which draw the learners' attention or compel them to watch, listen and become engaged in the lesson. Similarly, the use of multimedia in classroom will provide the learners with opportunity for interacting with diverse texts that give students a solid background in the tasks and content English language courses designed to improve their proficiency in English and interaction with learning texts. Furthermore, since ICTs are now technology integral part of the curriculum, students' learning English Language must become proficient in accessing and using electronic resources (Sharndama, 2013).

Education through ICT is a complex, multifaceted process involves technology. It helps in institutional readiness, teacher competencies and long-term financing among others. ICT addresses four broad issues on education: effectiveness, cost, equity and sustainability. It is the most powerful tool to attend educational opportunities. It is beneficial for those who are excluded from education due to cultural and social reason e.g. a person with disabilities, girls and women as well as persons who, because of cost or time constraints, are unable to enroll on campus (Patil, 2014).

It is the time of technology. Technology has greatly influenced each and every aspect. It has a very significant impact in teaching and learning of English. Talking about the condition of ICTs in our Nepalese classrooms, most of the classrooms are lacking the access to the ICTs yet. Some of the teachers as well as students are still unknown about the use of ICTs. Most of the school and college level teachers are teaching traditionally even without using PowerPoint. The use of ICTs is quite good in Tribhuvan University. Most of the teachers are using ICTs generally PowerPoint while teaching.

Statement of the Problem

The objectives of this study were to investigate the ICT tools used in learning English, to identify the roles of ICT tools in learning English, and to suggest some pedagogical implications. The tools of ICT are generally used to produce, store, and exchange information. Many studies have concluded that using ICTs in teaching English can make the learning interactive, effective and meaningful. The ICT tools make the teaching learning effective (Kennewell, 2004; Jimoyiannis, 2012). ICT makes the learners independent, autonomous and motivated (Joshi & Poudel, 2019). The use of ICTs can contribute for effective teaching and learning of English (Latha,

2014; Ammanni & Aparanjani, 2016). Recently, ICTs are getting popularity in the education system of Nepal. The significance of ICTs in education have been realized in some plans and policies like SSRP (2009-2015), TYP (2011-2013), MPICTE (2013-2017), NICT Policy (2015), and SSDP (2016-2022). However, the plans and policies have not been satisfactorily implemented.

Our classrooms are not well equipped with ICTs however our teachers are using PowerPoint. The rest of the other ICT tools are not effectively used in teaching/ learning process. Most of these research studies are concerned with the context of the countries other than Nepal, mostly in the developed countries; and the studies based on educational context in Nepal are quite few. Furthermore, the studies conducted in Nepal are mostly on "The Use of ICTs and ELT" but very few have been carried out on "Use of ICTs in Learning English at Master Level." Therefore, the researcher selected the title to investigate the ICT tools used in learning English and to identify the roles of ICT tools in learning English at master level.

Objectives of the Study

The objectives of this study were:

- To investigate the ICT tools used in learning English.
- To identify the roles of ICT tools in learning English.
- To suggest some pedagogical implications.

Research Questions

The questions of this study were:

- What are the ICT tools used by the learners in learning English at master level?
- What are the roles of ICT tools in learning English at master level?

Rationale of the Study

The use of ICT in teaching is very significant for the learning. The learners learn creatively via using the tools of ICT. The use of ICTs in teaching and learning English is increasing rapidly in the developing countries like Nepal too. This pandemic outbreak of COVID- 19 has also changed our learning modes. So, our conventional, face to face learning mode has been changed into online mode and in this online mode of learning, the use of ICTs is mandatory. These days, we are learning most of the times via using the ICTs. Several studies have been conducted

regarding the use of ICTs, and they have concluded that ICTs are useful in learning English. Many of the studies related to "ICTs and ELL" have been carried out in the context of the developed country, but little attention has been paid to base study in the context of developing country like Nepal. Therefore; the rationale of this research study will be that it will worthwhile to give some insights to educational policy makers, language planners, school administrators, teachers, and students; and to other people who are concerned with the use of ICTs in learning English through the evidence based research investigation.

Delimitations of the Study

The design of study was based on survey. And survey design was used following mixed method. The study was conducted at master level in Tribhuvan University. The study was bounded to the blending of ICTs in learning English. The study was bounded to the forty students of M.Ed., fourth semester. Open-ended and close-ended questions were the tools of data collection.

Operational Definition of the Key Terms

The key terms of the study are listed and defined as follows:

ICT: ICT stands for information and communication technology. It provides all the concepts of the terms- information, communication, and technology. It refers to technologies that provide access to information through telecommunications. ICT in this study refers to the tools that are used for learning English. It is concerned with the storage and dissemination of messages/ information.

CALL: CALL stands for computer assisted language learning. Computer helps the learners in learning English via its different applications. CALL in this study refers to the use of computer in learning English. It gives focus on the utilization of multimedia resources combining texts, sounds, videos, and animation.

Learning English: English is an international language that is spoken all over the world. It has been established as world language. Wherever you go, you need to use a common lingua franca for your adjustment and that is English. Most of the books are written by foreigners in English and if we do not have English, we cannot learn those books. Hence; learning English is a must.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter consists of the general overview of the related theoretical literature, empirical literature, implication of the review for the study and conceptual framework for this study.

Review of Related Theoretical Literature

The review of theoretical literature is an essential task for researcher to acquire theoretical knowledge about the related topic. This chapter consists of several sub-chapters. They are presented as follows;

Introduction to information and communication technologies. Information and communication technology (ICT) is an extended form of information technology (IT). It is similar to information technology (IT), but it focuses primarily on communication technologies. This includes the internet, wireless networks, cell phones and other communication mediums. ICT is an umbrella term. It includes any communication devices or applications like radio, television, cellular phones, computer, and satellite systems. It has significant impact on all aspects of human life.

Asabere and Enguah (2012) defined ICT as the tools, facilitates, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing, disseminating of information in all forms including voice, text, data, graphics and video. Some of the examples of ICTs; IWBs, computers, computer assisted language learning (CALL) software, office application (word, PowerPoint, drawing tools etc.), internet-websites & downloadable software, commercial course book CD-ROMs, DVD players, mobile phones, electronic dictionaries, digital cameras and videos, DAT recorders, document cameras, data projectors. Similarly, Livingstone (2012) states that ICT includes technologies specific to the school environment (e.g. interactive whiteboards) or applications that are used across formal or informal boundaries (e.g. education games) and networked technologies.

In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. For examples; people can communicate in real time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Social networking websites like Facebook allow users from all over the

world to remain in contact and communicate on a regular basis. Modern information and communication technologies have created a "global village", in which we can communicate with others across the world as if they were living next door (Latha, 2014).

According to UNDP (2005) definition, ICTs are basically information-handling tools- a varied set of tools, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television, telephone, and the 'new' ICTs of computer, satellite, and wireless technology and the internet. The older technologies make fewer demands on user skills and are concerned to be 'skill independent', while the newer technologies are far more 'skill dependent' since users need more education or training for their applications.

An introduction to blended learning. Blended learning is an approach to learning that incorporates the both offline as well as online learning. It creates mixed type of learning environment. So, it is also called as mixed learning environment. Singh (2003) stated "Blended learning is not new. However, in the past, blended learning was comprised of physical classroom formats, such as lectures, books, or handouts. Today, organizations have a myriad of learning approaches and choices." Furthermore, blended learning is learning that is facilitated by the effective combination of different modes of delivery, modes of teaching and styles of learning, and founded on transparent communication amongst all parties involved with a course (Heinze & Procter, 2004).

Blended learning is both simple and complex. At its simplest, blended learning is the thoughtful integration of classroom face- to- face learning experiences with online experiences. There is considerable intuitive appeal to the concept of integrating the strengths of synchronous (face- to- face) and asynchronous (text-based Internet) learning activities. At the same time, there is considerable complexity in its implementation with the challenge of virtually limitless design possibilities and applicability to so many contexts (Garrison & Kanuka, 2004).

Blended learning is beneficial to the learners. Blended instruction offers an active learning environment with flexibility in using resources for the students and provides more time for faculty members to spend with learners in a small groups or even individually (Oh & Park, 2009). Moreover, blended learning has the potential to change students' experiences and outcomes through learning (Davis & Fill, 2007).

Furthermore, Chen and Jones (2007) outlined some advantages of blended learning such as deep understanding of topics by using web-based resources as well as active participation of students in class. Osguthorpe and Grahan (2003) identified six reasons why one might choose to design or use blended learning system: pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness, and ease of revision.

Blended learning tries to use all available means of communication to improve instructional effectiveness. New technologies are already available and on the horizon, and those technologies can facilitate blended learning. As new computer technologies make downloading a video-lecture to an iPod in expensive and easy, for example, a convergence of mediated communication approaches can be blended to profit students (Aitken, 2010).

Blended learning is a promising idea that has linked together many significant fields such as teaching methodology, educational technology, online teaching and learning. The use of blended learning in the ESL/ EFL context has received much attention as a way to teach and learn English. Research has shown that using blended learning instead of traditional teaching or online teaching approaches alone results in many benefits not only on students' learning but also on learning environment. Some of these benefits include enhancing the English learning process, developing language skills, and improving the English learning Environment (Albiladi & Alshareef, 2019).

Commonly used ICT tools in learning English. There is a long history of using teaching aids in teaching and learning English. ICTs play a crucial role while learning English. ICTs are needed while teaching/ learning English. On the basis of historical development, ICT tools can be grouped into two categories. They are; old ICTs and new ICTs. The innovation of the old ICTs is historically older than the new one. The old ICT devices such as radio, television, audio and video recording, traditional telephones have older analogue technologies (Kennewell, 2004). The new ICTs such as desktop and laptop computer, tablet, i-pad, interactive whiteboard, multimedia projector, on the other hand, have computer technology and data processing application with massive information handling capacity. Many of the research works have drawn the conclusion that ICTs can improve the effectiveness of teaching learning activities (Jimoyiannis, 2012). In English language teaching - learning too, ICTs can have dramatic effect for making the activity more resourceful,

interactive and collaborative. Some of the most common ICT tools used in teaching and learning English are discussed below:

Computer. Computer is an electronic device that is used to perform calculation at high speed. It plays a crucial role in ICT based education. There are different sorts of offline and online programs and materials especially designed for teaching and learning purpose that can be displayed by using computer. Computer assisted language learning (CALL) is one of the famous method of teaching and learning English. CALL is only possible via computer.

Mobile phone. Mobile phone is another significant tool of ICT. It is portable and multi-functional. It can be used for making calls, listening music, taking photographs, recordings, surfing internet, sending email, and downloading learning materials.

Multi-media projector. It is a tool of ICT that is used for displaying audio-visual materials on the screen. It deals with sound, animation, video, text and graphic for making effective presentation.

Interactive whiteboard. It is a modern display device that is used for presenting on the computer's desktop. It enables the use of ICT more integrated into the classroom.

Television. It is another tool of ICT but it has been quite conventional tool of ICT these days. It can be used for teaching learning purpose. It presents the content audio-visually.

Radio. It is an easily available and affordable tool of ICT. It is an audio aid. It can be used for listening-speaking comprehension of language teaching and learning. Radio tuition classes can easily be attended via it.

Internet. It has been the heart of new ICTs. It allows millions of resources in teaching / learning English by using a number of websites or web browsers. It allows downloading different sorts of electronic books. It allows operating varied applications like Facebook, Twitter, Skype, Viber, You Tube, Zoom, Microsoft Teams, Adobe, Wikipedia, Google docs and so on. There can also be the environment of learning while using these online platforms.

Role of ICTs in learning English. In this post-modern era, almost all sectors have been IT friendly and they are taking the full pleasure of ICT. Talking about its usage in education sector, there is the massive use of ICT. While talking about its usage in English language classrooms, it is massively being used either by teachers or

learners. It has made learning easier than the previous time. We are getting different sorts of information in each and every seconds of our lives citing the blessings of ICT. The modern pedagogy in this 21st century is the integration of the ICTs in teaching and learning activities. Several research studies have concluded that modern ICTs are very much effective for providing a platform for teaching and learning process and successful education system is incorporated by the ICTs so as to enhance the students' learning.

Pun (2013) states, "with the spread and development of English around the world, it has become an important means of communication among the people of different cultures and languages. At present, the role and status of English in Nepal is higher than ever as it is a medium of instruction and curriculum in educational institutions. As a number of English learners are growing up, different teaching methods have been experimented to see the effectiveness of English teaching. The use of technology in the form of radio, films, television and tape recorder has been there for a long time."

The impact of ICT on language learning has been acknowledged globally such that the integration of ICT in language learning has become indispensable in today's teaching-learning environment. The effective teaching and learning of English has gone beyond the stereotypical to regimented/ tradition of mere classroom teaching because of the emergence of various gadgets in information and communication technology (Latha, 2014).

Because of its interactive and dynamic nature, ICT has the stamina to meet the needs of the individual student by providing opportunities to direct their learning and to pursue information. With the usage of ICT, students can easily learn any subjects especially English. In the context of global exchange, the role of ICT has become inevitable in the 21st century. The use of ICT has become essential in everyday classroom teaching and learning. It gives a chance to teachers as well as students to increase the quality of education and meet the requirements set by the coeval knowledge society. ICT has become essential tool for education change and reform (Ammanni & Aparanjani, 2016).

The use of ICT tools has significant roles in making the learners more independent and autonomous. This works with the learners of any level. The learners are well motivated when they are provided with various materials that they need

through the tools like webs, e-mails and multimedia and many more others (Joshi & Poudel, 2019).

In the context of learning language, the ICT has an important role as the "media" enabling and enhancing the learning process, or that which creates a direct link between students and teacher even if they are present in different places. To make students learn the lesson with guidance, instruction, information or further explanation, language learning program can be created. The ICT in language learning can be used as a reference book as a computer can store unlimited lessons or references, which can be accessed accurately anytime, anywhere. The seven ways in which the ICT is used in language learning are highlighted below (as listed by Fitzpatrick and Davies, 2002 as cited in Aungston and Maya, 2017). They are:

Presentation. Text-based and audio-video materials are expected to be presented to the learners for better understanding. It also helps the learners in understanding learning material well.

Practice. Some of the different exercise types are possible to be provided with the ICT, incorporating the presentation stimuli in varying combinations of text, audio and video format. The ICT also offers the possibility of analyzing the learners' responses with appropriate feedback (Hartoyo, 2012 as cited in Aungston & Maya, 2017).

Authoring. In applying the ICT in language learning, teacher can either purchase ready-made materials or create their own exercise materials using a variety of authoring tools based on Hartoyo (2012).

Computer-Aided Assessment (CAA). It plays an increasingly important role in foreign language teaching and learning. This media is used for testing and assessing students' understanding after learning the prescribed courses.

Publishing. The ICT tools exist to help teachers and learners or students to publish or get linked with their work in a local area network. The ICT may be used by the teachers and learners to help them publish their work on these ways: Word-processors and Desk Top Publishing (DTP) software; doing audio recording and editing tools to record interview, discussions, learning materials, and so on; using digital camera and camcorder to record presentations, drama, role play, and so on; using power point as the medium to publish presentations; and using web authoring tools to web pages.

Communications. Technology can help learners and teachers to communicate with one another. Some ICT tools which can use as the medium of information are: i) Email, which allows language learners to communicate with 'web pals' in other countries, ii) Tandem Learning, iii) Computer Mediated Discussion, iv) Web-Based Learning Environment, v) Audio Conferencing vi) Video Conferencing.

Simulations. The computer can act as a stimulus which generates analysis, critical thinking, discussion and writing. The programs which include simulations are especially effective as stimuli. Examples of language learning tasks which 'stimulate' real tasks are: i) Web Quest, ii) Action Mazes, iii) Adventure Games, iv) Sun Power, v) Explodes, vi) "Real-life" simulations, vii) Video conference.

ICT based education in Nepal. Nepal is a developing country and it is trying to catch up the trends of development slowly and gradually. Many challenges and problems are there while implementing ICT based education in Nepal like financial problems, problems with system, lack of qualified manpower in ICT, lack of physical infrastructure. Therefore, ICT based education is quite slow. In spite of these facts; the issues of ICTs and ICT based education are being addressed in different plans and policies; and at different universities and colleges in Nepal. Some of the plans and policies on ICT based education are discussed below:

Plans and policies on ICT based education. The long term objective of education in Nepal is to integrate the country into the global community by providing quality of education for all. MOE (2013) declares, "Use of ICT in education has been considered as one of the strategies to achieve the broader goals of education." ICT in education has been addressed in various plans, policies and programs in Nepal though the strategies determined have not been effectively implemented and the objectives have not been fully achieved. Some of the important plans and policies that more or less targeted the development of ICT in education are presented as follows;

School sector reform plan (2009-2015). It was an important plan prepared by the Ministry of Education that aimed to reform the existing structure of school education, implement ICT assisted teaching and learning in all schools, provide an alternative mode of schooling through ICTs. The plan had emphasized on the development of the ICT infrastructure and training/ workshops for the professional development of the teachers.

Third year plan (2011-2013). The aim of this plan was to use ICT to increase access to quality education, and it stressed the integration of ICT in all aspects of

education. This plan had emphasized on the ICT integrated education for increasing the access to quality education.

Master plan for ICT in education (2013-2017). This plan determined four components of plan. They are; development of ICT infrastructure (internet connectivity, multimedia classroom, virtual data, education resource sharing platforms), development of human resources, development of digital learning materials (data center and educational resource sharing platform), and enhancement of education system (connectivity among training center, resource center and schools). The plan emphasized partnership approach, and cooperation and collaboration for expanding equitable access and enhancing the quality of education.

National information and communication technology policy (2015). This policy has recommended altogether 41 objectives. Some of them are: (i) to empower and facilitate Nepal's participation in the Global Knowledge Society, (ii) to promote research and innovation on the role of ICT on the resilience of low-income communities amid potential environmental economic and social shocks, (iii) to create institutional capacity along infrastructure and human resource dimensions in public and private educational institutions including schools, colleges/ universities that offer ICT courses and use ICTs for pedagogical purposes, (iv) to create a conducive environment for increasing annual enrolment and output of students in key professional skills areas such as telecommunications/ electronics engineering, computer science/ IT, etc. and promote market driven skills development initiatives in ICT, (v) to deploy ICTs at all levels of Nepali education system in order to improve educational outcomes while expanding access to education and training facilities, (vi) to support local and indigenous content development as well as applications targeting the capturing, archiving and dissemination of local and indigenous knowledge, content and information resources as well as the promotion of diverse linguistic and cultural heritage of Nepal, (vii) to facilitate the participation of youths and women in ICTs particularly in media and content development initiatives. It had focused on the use of ICT in different educational institutions for pedagogical purposes. It had also emphasized on the role of ICT in promoting research and improving educational outcomes.

School sector development plan (2016-2023). It has identified the challenges of secondary school education and has targeted ICT based learning, e-resources and video production, computer literacy, development of portals and websites, e-libraries,

interactive classes. It has also planned to equip all the secondary schools with ICT facilities, and to develop an overall plan and timeline for assimilating ICT in a systematic manner.

ICTs in universities. The universities, with their constituent and affiliated campuses, are responsible for providing higher education. Different universities are also practising ICT and they are serving their education via the tools of ICT like MOODLE. Due to this ICT based education, students from the far can also get education by sitting at their own home. Open and distance learning (ODL) mode is one the newly developed innovation in the field of learning that fully utilizes the tools of ICT for providing education. Talking about Kathmandu University (KU), it has designed Environment Education and Sustainable Development (EESD) course to develop basic ICT skills. It has also run Computer Application in Mathematics Training (CAMT) and Computer Assisted Language Learning (CALL). It has also offered e-learning series based on MOODLE and web 2.5.

Talking about Tribhuvan University (TU), Open and Distance Education Centre (ODEC, TU) established in 2015, is a constituent independent academic organization of TU. The aim of ODEC is to provide access to quality higher education to mass people in Nepal through open and distance learning mode. It provides opportunity for gaining higher education in all subjects offered by TU in ODL mode of learning (ODEC, 2015). TU has started to run M.Ed. in English, Math, and Foundation of Education through ODL mode by utilizing the tools of ICT.

More recently, Nepal Open University (NOU) has been established with an aim to extend the access of higher education to mass people who are unreached to conventional higher/ tertiary education. It educates those unreached through ODL mode by utilizing ICTs. It is providing education through three faculties. They are: Faculty of Management and Law, Faculty of Science Health & Technology, and Faculty of Social Sciences and Education (NOU, 2016).

ICTs and learning theories. The use of technologies such as ICTs and their effects are highly acknowledged in different theories and frameworks of teaching and learning. Adoption and implementation of technologies is immensely emphasized in constructivists' and constructivists' theories of learning (Kanuka & Anderson, 1999). The constructivist's views play vital role to evolve the ICT in teaching and learning field mostly focusing on collaboration, collective learning, mutual engagement, shared repertoire and joint enterprise, participation, cognitive apprenticeship,

authenticity, coaching, multiple practice, articulation of learning skills and stories (McDougall, et al., 2010, p. 42). Constructivism is mainly concerned with theorizing and interpreting how knowledge is constructed. Technology-mediated learning is a popular epistemological position in constructivism (Kanuka & Anderson, 1999). The constructivists believe that 'communication technologies have the capacity to provide an interactive environment that can support the instructional methods required to facilitate constructivist principles' (p. 4). They accept that technology-mediated learning can improve access by removing time, place and situational barriers. The constructivist learning environment is supported by the technological tools such as ICTs which provide opportunities for learning interpersonal interaction and collaboration (Kanuka & Anderson, 1999).

Constructivism introduced by Seymour A. Papert in the 1980s is further development in cognitive constructivism proposed by Jean Piaget (Mackrell & Pratt, 2017). Constructivism emphasizes the learners' engagement in creating their own product in the learning environment supported by technological tools (Mackrell & Pratt, 2017). The constructivists give more focus on digital media and computer-based technologies for building knowledge structures (Ackermann, 2001). According to constructivist' theory, construction of knowledge takes place with the conscious engagement of the learners through their interaction with technologies.

Likewise, the technological pedagogical content knowledge (TPCK) framework of technology adoption stresses the development of competencies of technological, pedagogical and content knowledge of the teachers for effective teaching to take place (Mishra & Koehler, 2006). Technological and pedagogical content knowledge (TPCK) framework proposed by P. Mishra and M. J. Koehler in 2006 that emphasizes the teachers' competency for effective integration of technology in teaching. They argue that 'thoughtful pedagogical uses of technology require the development of a complex, situated form of knowledge called TPCK' (Mishra & Koehler, 2006, p. 1117). The framework, based on the constructivists' theory, requires a skillful intersection of technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) of the teachers for quality of teaching and learning.

Similarly, Bach, Haynes & Smith (2007) argued on how traditional approaches like lecturing are being changed by ICT. The constructivist approaches had already been well argued for prior to the online revolution, and an assessment is made of the ability of online resources and processes to contribute to these modern

ideas. It is argued that the online environment is also making a significant impact on the traditional monologue of the lecture.

Moreover, many recently developed approaches such as computer assisted language learning (CALL), computer supported collaborative learning (CSCL), and mobile assisted language learning (MALL) have expanded the exploitation of ICTs.

Review of Empirical Literature

Each and every research work requires the knowledge from the previous studies to obtain the stipulated objectives and validate the study. This section is an attempt to review the related studies either national and international theses or journals. So, the researcher has gone through some of the related literature which has some kind of linkage with this study.

Pouzevara and Parajuli (2007) conducted a case study of a project to examine the effectiveness of ICT tools in bringing the better learning outcomes; and to identify the barriers and the drivers of a successful ICT integration. The name of the project was 'innovative ICT in education and its potential for reducing poverty in Asia and Pacific region' and was implemented by Research Triangle Institute (RIT). The project was concerned with the study of the use of video recording method in primary teacher training in the rural area of Nepal. In this study, interview and questionnaire were used as the tools of data collection. The study disclosed that video recording method improved the reputation of training, increased participation, and enhanced learning outcomes. Some major barriers were insufficient training for the trainees, lack of technical support, lack of training centers, and lack of associated tools.

Further, Ramorala (2010) carried out a study to explore the frequency of technology usage at schools; to provide on the challenges met by educators & learners while integrating technology into teaching and learning; and to describe the extent to which educators & learners have access to technology. A qualitative case study was conducted in technology rich senior secondary schools in the Tshwane North district, Gauteng province. Data were collected through semi-structured interviews with office-based and school-based officials, focus group interviews with learners, lesson observation, and document analysis; and were analyzed and interpreted carefully. The findings of the study showed that there was the lack of ICT specialist teachers to teach students' computer skills, lack of teaching experience with ICTs, lack of support from

the Department of Education, insufficient technological resources, and absence of desired integration of ICTs in the curriculum.

Furthermore, Asli, Berrado, Sendide and Darhmaoui (2012) carried out a research to investigate how ICT-based education could improve motivation & performance of the students, and to demonstrate the effect of the ICT resources on the scholastic performances of the students. The experimental research was conducted in the three middle schools- two of them located in Fez (large city), and one in Ifrane (small city). At each school, and at each level, the students were selected randomly into two groups so as to make experimental and control groups. They were taught by the same teacher; the same biology and geology course/ content using the ICTs to the experimental group and using traditional methods (non-ICT) to the control group during one semester. Both groups were evaluated using the same tests and compared conducting statistical analysis. The findings were that in Fez Middle School, the performance of the experimental group was far better with 85% confidence level for all level students. In Infrane, the third level experimental group was superior while other level students had the same confidence level. The conclusion was that ICT-based education had positive impact in students' performance, but the impact was not consistent in the schools with different socio-economic condition.

Moreover, Kolikant (2012) carried out a research in Israel to examine the attitudes of the students and their perceived behavior on (i) using the internet for school purposes, (ii) pattern of after school ICT use and learning, (iii) teacher's role, and (iv) desired role of ICT in schooling. In this study, semi-structured in-depth interviews were undertaken with 25 post-primary students, and those were audiotaped and were thematically analyzed. The findings of the students were that the students were positive towards internet use, it was perceived easy, interesting, and fun. However, they perceived that the classes were information focused and more teacher-centered. They had developed a type of frustration towards classes due to the low use of internet in school than they use it at home.

Furthermore, Acharya (2013) carried out a study to examine the commonly used ICT/ web tools in English language teaching and the use of such tools to run effective classroom activities. The research was based on survey design. Altogether forty secondary/ higher secondary level English language teachers of institutional schools from Kathmandu valley were selected by the means of non-random purposive sampling method. A set of questionnaire having both close-ended and open-ended

questions was prepared and was distributed to the teachers. The data were analyzed and interpreted descriptively and analytically. The study found that the ICT tools like mobile phone, laptop, multimedia projector; and the web tools like YouTube, Facebook, Wiki, Blog, and E-mail were used in ELT. The tools were found effective while teaching English language.

Similarly, Pandit (2013) carried out a study to find out the impacts of internet in learning English language. The study was carried out on the 25 students of grade eight in Rautahat district using action research design. The participants were selected by following random sampling procedure and test items were selected as the tool of the study. The finding of the study showed that internet had impact in students' learning of English. They used complex grammar structure in writing and submitted the assigned tasks quickly after using internet.

Further, Yadav (2016) carried out a study entitled "Students' perception on the use of online resources." The main objectives of the study were to find out the students' perception on the use of online resources in terms of website, Gmail, e-book, blogs, Facebook and find out the usefulness of online resources for students' academic development. The sample for this study was selected from four colleges and was selected purposively. Questionnaire was used for collecting the data. The findings of the study showed that there were not a lot of resources and teachers' training available in those colleges. So, most of the students agreed that online resources were the most important source for learning.

Similarly, Rokaya (2018) carried out a research to explore the use of information and communication technology (ICT) for English language learning. The research was based on survey design. Altogether 40 students of Bachelor 1st year were selected from Kathmandu valley. They were selected from four different campuses constituent to TU. They were selected based on convenient sampling of non-probability sampling procedure. A set of questionnaire having close-ended questions were prepared and distributed to the students. The data were analyzed and interpreted in a descriptive way. The study found that students were positive towards the use of ICT in English language learning and were using it for learning English language.

Furthermore, Singh (2019) carried out a study to explore the access and uses of ICTs in English language teaching and learning at master level. The study was based on survey design. 30 respondents were selected from TU, Kirtipur in which 10 teachers were selected non-randomly and 20 students were selected from the third

semester randomly. For collecting the data, a set of questionnaire including open-ended and close-ended questions was prepared and distributed to the respondents. The data were analyzed and interpreted statistically and descriptively. The findings of the study showed that both the teachers and students use ICTs for improving English language. They opined that ICT helps in English language learning process. All the teachers and students believed on the access of ICTs in ELT classroom at master level. Most of the teachers and students believed on the access of authentic ELT materials citing ICTs.

The review of the empirical literature related how the researchers deal with their study in interpretation, analysis and findings as well as methodology part. Most of the above mentioned studies were about the access, impact and use of ICT tools for teaching/ learning English, the students' attitudes on using internet for school purpose/ learning and commonly used ICT tools in teaching English, and they are somehow related to the study. However, none of the above mentioned studies covers the objectives of this study completely. Therefore, the study "Use of ICTs in Learning English at Master Level" is different form the above mentioned studies.

Implications of the Review for the Study

Literature review provides insight to a researcher to conduct a research successfully. It provides guidelines about the statement of problem, objectives of the study, research questions, and methodological procedures. It plays a significant role in accomplishing a research successfully. For this study, both theoretical and empirical review had been done. The reviews of related literature really broadened the researcher's mind by providing a concise understanding on ICT and learning English.

Different books, journal articles, reports, policies and theses on ICT and English language teaching/ learning had been reviewed for this study. Many books, journal articles, policies, and reports had been reviewed for theoretical literature. The researcher reviewed Kanuka & Anderson (1999) that was about the constructivists' theories of learning. Based on the review, the researcher got some insights on constructivists' theories of learning and the use of technology in learning. The researcher also found that how technology is helpful in constructing knowledge and how interactive learning is possible with the help of technological tools. Similarly, the researcher reviewed Latha (2014) for getting the general background of ICT. Moreover, the researcher reviewed Asabere & Enguah (2012) for defining the term

'ICT' clearly. Similarly, the researcher reviewed UNDP (2004) for getting another definition of ICT. Moreover, the researcher reviewed the books written by Kennewell (2004) and Jimoyiannis (2012) for getting ideas on the tools of ICT used in learning English. Similarly, the researcher reviewed Aungston & Maya (2017) for getting the clear understanding about the role of ICT tools used in learning language. Moreover, the researcher also reviewed some Nepalese plans and policies on ICT based education for having clear understanding about their plans and policies on ICT based education. The review of Master plan for ICT in Education (2011-2013) and National Information Communication & technology Policy (2015) mainly provided a well understanding to the researcher about the Nepalese plans and policies of ICT based education in Nepal. Similarly, the review of some universities (KU, TU & NOU) through their formal websites provided a clear guideline about the overview of ICT based education in universities.

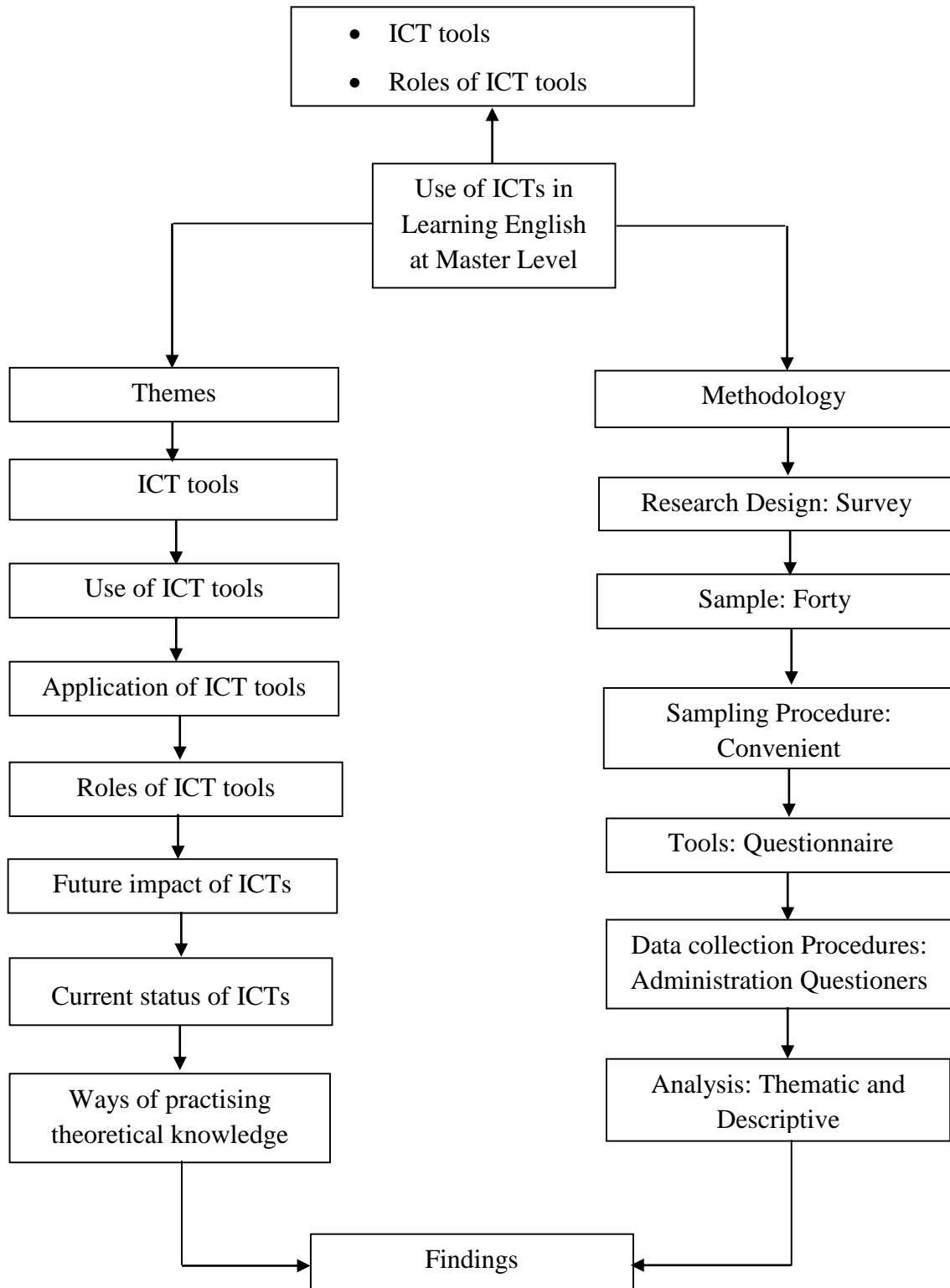
Some journal articles and theses (national and international) had been reviewed for empirical literature. Different scholars carried out their studies with different objectives and different methodologies. The researcher had reviewed Pandit (2013) who carried out research to find out the impact of internet in learning English language. The researcher had found out the impact of internet in learning English. Similarly, the researcher reviewed Rokaya (2018) that helped the researcher in selecting the appropriate research design. Furthermore, the researcher reviewed Singh (2019) who carried out a study to explore the access and uses of ICTs in ELTAL at master level that helped the researcher to find out the access of ICTs in ELT classrooms.

These reviews were beneficial to the study. They provided theoretical foundation to the researcher for selecting appropriate methodology, sampling and tools for the study. From these reviews, the researcher got actual information about their findings and noticed about the missed investigations as well. Many studies were carried out on the "Use of ICT in ELT at Master Level" but very few have been carried out on "Use of ICTs in Learning English at Master Level." Therefore; this study is different from them and will carry out its findings on it.

Conceptual Framework

Conceptual framework refers to the mental picture of the process that will be done in the research. It is also considered as the roadmap of a study. It describes the

process of conducting the actual research. It deals with the relationship among the concepts in a study. The conceptual framework of this study is dramatically presented below:



Chapter 3

Methods and Procedures

This chapter consists of research design, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Research Design

Under mixed method, survey research design was conducted. It was helpful to the researcher to obtain the both qualitative and quantitative data from the primary source. Survey is an efficient method for systematically collecting data from a broad spectrum of individuals and education setting. Generally, survey is done to find out the perceptions, attitudes, opinions, thoughts, and practices. According to Creswell (2012), "Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population." Similarly, according to Lavrakas (2008), "Survey research is a systematic set of methods used to gather information to generate knowledge and to help make decisions."

Different scholars have suggested the steps of survey research design differently. To carry out this study, the researcher followed the steps given by Creswell (2012). According to Creswell (2012), the followings are the steps:

Step 1: Decide if a survey is the best design to use

Step 2: Identify the research questions or hypotheses

Step 3: Identify the population, the sampling frame, and the sample

Step 4: Determine the survey design and data collection procedures

Step 5: Develop or locate an instrument

Step 6: Administer the instrument

Step 7: Analyze the data to address the research questions or hypotheses

Step 8: Write the report

The researcher conducted survey research design to achieve the objectives of the study. Survey is the most commonly used method of research in the field of educational research. Under mixed method, this design can easily gather the opinion and attitude of respondents via close-ended and open-ended questionnaire. It helped the researcher to get the both statistical and thematic data from primary source. This method helped the researcher to meet the objectives of this study. So, the researcher

selected this research design to collect the in-depth information about the ICT tools used in learning English and the role of ICT tools in learning English.

Population, Sample and Sampling Strategy

The population of this study included M.Ed., 4th semester students studying at the Department of English Education, T.U., Kirtipur. The sample size consisted of forty students. This study adopted convenient sampling of non-probability sampling procedure to collect the field data.

Research Tools

A set of questionnaire having some close-ended and open-ended questions was constructed to acquire the stipulated information from the respondents. All questions were prepared focusing on the ICT tools and their role in learning English.

Sources of Data

Forty M.Ed., 4th semester students studying at the Department of English Education, T.U., Kirtipur were the primary source of data in this study. Therefore, primary data were collected through the close-ended and open-ended questions. Secondary data were collected via relevant theses, journal articles, books, and online sources.

Data Collection Procedures

In order to collect the authentic data, the researcher followed stepwise procedures. First of all, the researcher selected the participants purposively. Then, the researcher visited those selected students of M.Ed., fourth semester and established good rapport with them. Then, the researcher informed them about the process and objectives of the study. Then, the researcher requested them for their participation. The researcher also assured their confidentiality in terms of ethics regarding the obtained information through questions. After that, the researcher distributed the questions to them. Likewise, the researcher asked them to write the answers without having any hesitations, fear and anxiety. Then, the information were collected from the participants. Finally, the participants were thanked for their kind support.

Data Analysis Procedures

The achieved data were analyzed and interpreted statistically and descriptively. The data from the close-ended questions were calculated statistically

and were tabulated. And, the data from the open-ended questions were described thematically.

Ethical Considerations

Ethical aspects play an important role while conducting a research. So, the researcher should be conscious about the ethical aspects while conducting research. To maintain the ethical consideration, the researcher adopted varied ethical considerations. First of all, the researcher informed the respondents about the purpose of the study. Then, the researcher conducted the research by taking consent from the participants. Then after, the researcher ensured to keep the responses of the respondents confidentiality. Moreover, the researcher ensured that the achieved data will not be used for any other purposes except this study without taking consent from the participants. The researcher also maintained privacy, trustworthiness, objectivity, openness and credibility in the research.

Chapter 4

Results and Discussions

This chapter deals with analysis and interpretation of the data. The collected information from the informants were analyzed and interpreted to investigate the ICT tools used in learning English and to find out the role of ICT tools in learning English at master level. The data were elicited by using questionnaire including close-ended and open-ended questions.

ICT Tools Used by the Learners at Master Level

This section deals with the ICT tools used by the learners at master level. Both close-ended and open-ended questions were used in order to find out the ICT tools used by the learners. The collected responses from the students are analyzed in the following sub-headings. They are:

ICT tools used in learning English. Regarding the ICT tools used in learning English, the students were asked about the tools of ICT that they use the most in learning English. The percentage of their responses are presented in the given table.

Table 1
ICT tools used in learning English

Categories	Responses	
	No of Students	Percentage
Google	27	67.5%
You Tube	7	17.5%
Email	5	12.5%
Weblogs	1	2.5%

The given table shows that 67.5% students are using Goggle as the tool for learning English. Similarly, 17.5% are using You Tube as the tools of learning English. Moreover, 12.5% students are using email as the tool for learning English. Similarly, only 2.5% are using weblogs as the tool for learning English. It can be said that most of the students are using the Goggle massively as a tool for learning English.

ICT tools for online classes of English. Regarding ICT tools used for the online classes of English, the students were asked about the tools of ICT that they use

for taking their online classes. The percentage of their responses are presented in the given table.

Table 2
ICT tools for online classes of English

Categories	Responses	
	No of Students	Percentage
Zoom platform	34	85%
Microsoft Teams	3	7.5%
Google Meet	3	7.5%
Webex Meet	-	-
Adobe Connect	-	-

The above given table shows that 85% students are taking their online classes of English via zoom platform. Similarly, 7.5% / 7.5% students are taking their online classes of English by using Microsoft teams and Google meet. It can be said that most of the students are using zoom as a tool for taking their online classes of English.

ICT tools for interacting with friends and teachers. Regarding this, the students were asked about the commonly used tools of ICT that they use for interacting with their friends and teachers. The percentage of their responses are presented in the given table.

Table 3
ICT tools for interacting with friends and teachers

Categories	Responses	
	No of Students	Percentage
Facebook	31	77.5%
WhatsApp	6	15%
Viber	3	7.5%
Instagram	-	-
Imo	-	-
Twitter	-	-
Skype	-	-

The above given table shows that 77.5% students are using Facebook for interacting with their friends and teachers from their home. Similarly, 15% students

are using WhatsApp for interacting with their friends and teachers from their home. And only 7.5% students are using Viber for interacting with their friends and teachers from their home. It can be said that most of the students are using Facebook as a tool for interacting with their friends and teachers from their home.

ICT tools in operation. The students were asked about the tools that they feel easier to be operated. The percentage of their responses are presented in the given table.

Table 4
ICT tools in operation

Categories	Responses	
	No of Students	Percentage
Mobile gadget	26	65%
Laptop	14	35%
Computer	-	-
Projector	-	-

The given table shows that 65% students feel easier to operate mobile gadget and 35% students feel easier to operate laptop. From the given data, it can be said that there is massive use of mobile gadget as the tool for learning English as the students feel easier to operate it.

Besides these very close-ended questions, an open-ended question was also used in order to get the information on the various ICT tools used by the students in learning English. They use the tools of ICT like “*Mobile, Laptop, Desktop, Projector, YouTube, Google, Email, Facebook, Twitter, Television, Viber, Wiki, internet, Skype, Google Meet, Zoom, blogs and different electronic softwares.*”

Based on the respondents’ response, it can be concluded that almost all the students are using different tools of ICT for learning English.

Students’ Views on the Use of ICTs in Learning English at Master Level

This section deals with the students’ views on the use of ICTs in learning English at Master level. Some close-ended questions were used in order to find out the students’ views on the use of ICTs. The collected responses from the students are analyzed in the following sub-headings. They are:

ICTs as a part of curriculum or supplementary material. Regarding this, the students were asked whether they use the tools of ICT as a part of curriculum or supplementary material in learning English. The percentage of their responses are presented in the given table.

Table 5
ICTs as a part of curriculum or supplementary material

Categories	Responses	
	No of Students	Percentage
As a part of curriculum	4	10%
As a supplementary material	36	90%

This table shows that out of 40 students, 4 students (10%) use ICTs as a part of curriculum and 36 students (90%) use ICTs as supplementary material. It means ICTs are mostly being used as supplementary material in learning English.

Authentic accessibility of ELT materials. This third item was asked to the students regarding the accessibility of authentic ELT materials found on internet and their usefulness in learning English. The percentage of their responses are presented in the following table.

Table 6
Authentic accessibility of ELT materials

Categories	Responses	
	No of Students	Percentage
Agree	20	50%
Strongly Agree	16	40%
Neutral	3	7.5%
Disagree	1	2.5%
Strongly Disagree	-	-

This table portrays that out of 40 students, 20 students (50%) agreed that authentic ELT materials found on internet are really useful for learning English. Similarly, 16 students (40%) showed their strong agreement to this statement. But, 3 students (7.5%) showed neutrality while 1 student (2.5%) disagreed with this statement. The given data show that 90% students are showing their positive response that authentic ELT materials found on internet are really useful for learning English.

Application of ICT Tools inside and outside of the Classroom

Regarding the application of ICT tools used inside and outside of the classroom, some close-ended questions were used to get the information from the participants. The percentage of their responses are presented in the given table.

Table 7
Application of ICT tools

S.N.	Attributes	Number		Percentage		Remarks
		Yes	No	Yes	No	
1	Use of ICT tools in learning English	40	-	100	-	
2	Teachers' permission of using ICT tools	36	4	90	10	
3	Teachers' encouragement in using ICT tools	40		100	-	

This table presents that the responses of students on the use of ICT tools in learning English who said 'Yes' is 100% and nobody said 'No'. It means all the students are using ICT tools in learning English. Similarly, the above given table also shows that 36 students (90%) use ICT tools by having their teachers' permission while 4 students (10%) do not use ICTs in the classroom as they are not permitted by their teachers. The given data show that there is the use of ICTs by students in the classroom for learning English. Moreover, the table also presents that 40 (100%) students are being encouraged by their teachers in using ICT tools. So, they are using the tools of ICT inside and outside of the classroom.

Roles of ICTs in Learning English at Master Level

This section deals with the roles of ICTs in learning English at master level. Both close-ended and open-ended questions were used in order to identify the roles of ICTs in learning English at master level. The collected responses from the close-ended questions are presented in the given table. They are:

Table 8
Roles of ICT Tools

S. N.	Attributes	Agree		Strongly Agree		Neural		Disagree		Strongly Disagree		Remarks
		No	%	No	%	No	%	No	%	No	%	
1	ICT tools for broadening students' knowledge	25	62.5	13	32.5	1	2.5	1	2.5	-	-	
2	ICT tools helpful in learning English	29	72.5	6	15	3	7.5	2	5	-	-	
3	Collaboration among the learners	28	70	10	25	1	2.5	1	2.5	-	-	
4	ICT tools for making the learners engaged and active	27	67.5	13	32.5	-	-	-	-	-	-	
5	ICTs for making the learners autonomous	26	65	6	15	5	12.5	3	7.5	-	-	
6	ICTs for motivating learners	31	77.5	8	17.5	2	5	-	-	-	-	
7	ICTs for meeting the global standard of education	23	57.5	15	37.5	2	5	-	-	-	-	

An item was asked to investigate that the use of ICTs broadens the students' knowledge in learning English or not. This table displays that 25 students (62.5%) agreed that the use of ICTs broadens the students' knowledge in learning English. Similarly, 13 students (32.5%) showed their strong agreement to this statement. But, 1 student (2.5%) showed neutrality while 1 student (2.5%) disagreed with this statement. The given data show that 85% students are showing their positive response that the use of ICTs broadens the students' knowledge in learning English.

Similarly, the students were asked whether the use of ICT tools is helpful in learning English or not. This table displays that 29 students (72.5%) agreed that the

use of ICT tools is helpful in learning English. Similarly, 6 students (15%) showed their strong agreement to this statement. But, 3 students (7.5%) showed neutrality while 2 students (5%) disagreed with this statement. The given data show that more than 85% students are showing their positive response that the use of ICT tools is helpful in learning English.

Besides this close-ended question, an open-ended question was also used in order to get the information about the students' perception on the use of ICTs as helpful or not in learning English. Talking about the data of open-ended question, all the students opined that the use of ICT tools is helpful to them in learning English. Their responses on how the tools of ICT are helpful in learning English are presented below:

The use of ICT tools makes the learning of English easier, interesting, fruitful, practical and long-lasting. It enables the learners to learn at their own pace. It provides opportunities for collaborative and creative learning by serving collaboration among the students and teachers. It makes the learners engaged and active. The learners can learn from their home as well. The learners can solve their difficulties themselves by using the tools of ICT. It motivates the learners for being autonomous learner.

Based on the students' perception on the use of ICTs, it can be concluded that the tools of ICT are helpful in learning English.

Similarly, an item was asked to investigate whether the use of ICT tools creates collaboration among the learners in language learning process or not. This table shows that 28 students (70%) agreed the blending of ICT tools creates collaboration among the learners in language learning process. Similarly, 10 students (25%) showed their strong agreement to this statement. But, 1 student (2.5%) showed neutrality while 1 student (2.5%) disagreed with this statement. The given data show that 95% students are showing their positive response that the blending of ICT tools creates collaboration among the learners in language learning process.

Moreover, the students were asked whether the use of ICT tools makes the learners engaged and active or not while learning English. The given table shows that 67.5% students are agreed with that statement that the tools of ICT make the learners engaged and active while learning English. Similarly, 32.5% students showed their strong agreement on this statement. But none of them showed their neutrality or

disagreement with this statement. It means it can be said that the use of ICT tools really makes the learners engaged and active while learning English.

Similarly, the students were asked whether learning through ICTs helps students to be autonomous learner or not. The given table shows that 65% students are agreed with the statement that learning through ICTs helps the students to be autonomous learner. Similarly, 15% students showed their strong agreement with the statement while 12.5% students showed neutrality and only 7.5% students showed their disagreement with this statement. It means it can be said that 80% students have their favorable response to this statement that that learning through ICTs helps the students to be autonomous learner.

Furthermore, the students were asked whether the use of ICT tools motivates the learners in learning English or not. The given table presents that 77.5% students showed their agreement to this statement that the use of ICT tools motivates the learners in learning English. Similarly, 17.5% students showed their strong agreement to this statement however only 5% students showed their neutrality to this statement. It means it can be said that 95% students have positive response on this statement that the use of ICT tools motivates the learners in learning English.

Similarly, the students were asked whether the use of ICTs helps to meet the global standard of education or not in learning English. The given table shows that 57.5% students are agreed with this statement that the use of ICTs helps to meet the global standard of education in learning English. Similarly, 37.5% students are strongly agreed with this statement however only 5% students are neutral with this statement. It means it can be said that 95% students have favorable response on this statement that the use of ICTs helps to meet the global standard of education in learning English.

Furthermore, some more close-ended questions were also used in order to find out the perception of students on the tools of ICT in learning English. The collected responses from the students are analyzed in the following sub-headings. They are:

Enhancement of language learning process. Regarding the enhancement of language learning process, an item was asked to investigate whether the use of ICTs enhances the language learning process or not. The percentage of their responses are presented in the given table.

Table 9
Enhancement of language learning process

Categories	Responses	
	No of Students	Percentage
Yes	40	100%
No	-	-

This table presents that the responses of students who said ‘Yes’ is 100% and nobody said ‘No’. It means the use of ICT tools really enhances the language learning process.

ICTs in learning English. Regarding this, the students were asked whether the tools of ICT help in learning English or not. The percentage of their responses are presented in the given table.

Table 10
ICTs in learning English

Categories	Responses	
	No of Students	Percentage
It helps in learning English	40	100%
It doesn't play any roles in learning English	-	-

The given table shows that 100% students opined that ICT helps in learning English but none of them opined that ICT does not play any roles in learning English.

Besides these close-ended questions on the role of ICTs in learning English, two open-ended questions were also asked in order to collect the free opinion/ responses from the respondents. The given questions were asked in order to gather the information from the students. They are: ‘Do you think that the ICT tools facilitate in learning English? Please give reasons for your answer.’, and ‘How can ICTs be effective for English language learning?’ Some of the selected responses for the respondents regarding the role of ICTs in learning English are presented below:

Student- A said:

Yes, the tools of ICT facilitate in learning English. If we don't know the meaning of any words, we can simply search on Google for getting the meaning of the words. In the same way, we can watch different videos related

to English on you tube for improving our listening and speaking skills of English.

Similarly, student- B opined his view as *yes, ICT tools facilitate in learning English because the students can strengthen their horizon of knowledge collaboratively via using ICTs.* Moreover, student- C expressed his view positively saying *“It makes learning interesting. It makes the learning effective. It makes the learning easier. It saves our valuable time.”*

Similarly, student- D expressed her opinion regarding the significance/ effectiveness of ICTs as: *ICT such as Television, Radio, Multimedia and Computer software are indispensable tools that teachers of English language can use to teach language skills and other aspects of English language.*

Moreover, student- E opined as:

ICTs are effective for English language learning which provide us all kinds of material that we need while learning English language. And it can be effective if we put all kinds of materials according to the students’ learning level.

Likewise, it is needed to learn the usage of ICTs properly. If each learners has the knowledge of ICT then it would be effective.

Based on the respondents’ response on the roles of ICTs in learning English, it can be concluded that the roles of ICTs are very crucial while learning English. It really creates the collaboration between the learners and the teachers while learning English by removing the distance between the learners and the students.

Future Impact of ICTs for English Language Learning

This section deals with the students’ response on the future impact of ICTs for English language learning. For this, an open-ended question was asked to the students. The students were asked to express their view on the question ‘What may be predicted about the future impact of ICTs for English language learning?’ Some of the relevant responses from the students are presented below:

Student- A said, *“Of course, ICTs definitely may have positive impact for English language learning as we are growing in the age of science and technology.”*

Similarly, student- B said:

ICT plays a vital role in learning English. In future, ICT can have good impact in a sense that if there is access to ICT, no one would be deprived of learning English. As the importance and demand for English language learning is

increasing day by day similarly, the importance and demand of ICTs is increasing day by day.

Moreover, student- C said:

The impact of ICTs for English language learning may have positive and negative impact as well. Talking about its positive impact, we can acquire lots of knowledge, skills, materials and information but while talking about its negative impact, people will stop learning naturally like by using their mind and despite using their mind, they will depend on the ICTs all the time.

Furthermore, student- D said:

The impact of ICTs for English language learning may be positive and negative as well in future. Because it will have positive impact in this sense, it provides materials to the students and teachers as well to learn English but using a lot of ICTs may reduce the power and skill of students in learning or there might be the creation of so called habit that without using ICTs, there may not be the possibility of learning.

Based on the respondents' response, it can be concluded that ICTs may have positive as well as negative impact in learning English. But it can't be neglected that anything has some positive as well as negative attributes. So, it is up to the users that how they are using it. If they are depending upon it all the time, there may be the demotion of creativity. But if they are depending upon it for specific purpose and at specific period, the users may be benefitted with the positive impact of ICTs. But we can say that ICTs have more positive impacts in future despite having some negative impacts as well.

Current Status of ICT as a tool at Master Level

At this present era, ICT has been an integral part of our lives and it has also includes all sorts of areas. So, education can't be apart from this. It is being used for teaching learning procedure as well in different levels of education. Talking about the use of ICT at master level, there is the use of ICT these days. For finding out the current status of ICTs at master level, an open-ended question was used in order to collect the response of students on it. Some of the responses of students regarding the question are presented below:

Student- A said, *“Current status is not satisfactory at all but it's a good in a sense that master level teachers are using and growing it like fashion.”* Similarly,

student- B said, *“The current status of ICT at master level can just be said as abnormal. There is mainly the use of power point in our classes. But all the access to ICT is still lacking at master level.”*

Moreover, student- C said, *“The current status of ICTs has not been able to reach its height. It has been used to some extent but not as a means of priority.”*

Furthermore, student- D said, *“The tools of ICT are not much used at master level. Only the teachers use slides for their ease. Students do not have more knowledge about it till master level.”*

Therefore, the current status of ICT as a tool at master level can be said as abnormal. There are different tools of ICT however there is mainly the use of power point by the teachers for facilitating the classroom.

Ways of practising theoretical knowledge through ICTs

This section deals with the students’ response on the ways of practising theoretical knowledge through ICTs. For this, an open-ended question was asked to the students. The students were asked to express their view on the question ‘How are you practising your theoretical knowledge via ICTs?’ Some of the selected responses from the students are presented below:

Student- A said, *“ICT has helped me to complete my assignment easily. Through Facebook and other social media, I can easily get connected with my friends and discuss about different subject matters.”* Similarly, student- B said, *“It is easy to send the document and other important texts through ICTs and also helpful to give interview and teach via zoom and other social platforms.”*

Moreover, student- C said, *“I am sharing my theoretical/ learned knowledge to my friends by using platforms of ICTs easily.”* Furthermore, student- D said, *“I am practising my theoretical knowledge via ICTs like for my presentation, I make power point and show my presentation with the help of that power point.”*

To conclude, it can be said that there is the use of ICTs by students while making and doing presentation, having discussion with friends and for other academic works. In this way, most of the students are practising their theoretical knowledge by utilizing the different tools of ICT.

Chapter 5

Findings, Conclusions and Recommendations

This chapter consists of findings, conclusions and some applicable recommendations related to policy, practice and further research.

Findings

On the basis of analysis and interpretation of data, the findings of the study were derived. The study was aimed at investigating the ICT tools used in learning English and finding out the role of ICT tools in learning English at master level. The following findings on the ICT tools and the role of ICT tools in learning English at master level have been given.

All the students said that they use the tools of ICT in learning English. Regarding the tools of ICT, almost all the students opined that they use Mobile, Laptop, Desktop, Projector, YouTube, Google, Email, Facebook, Twitter, Television, Viber, Wiki, internet, Google meet, Zoom, blogs and different electronic softwares as a tools of ICT while learning English.

Majority of students opined that they use ICTs as supplementary material in learning English. Most of the students responded that authentic ELT materials found on internet are really useful in learning English. Most of the students opined that their teachers permit them use the tools of ICT in the classrooms for learning English. 85% students responded that the use of ICTs broadens the students' knowledge in learning English. Most of the students opined on the tools of ICT as helpful in learning English. They said that the use of ICTs makes the learning of English easier, interesting, fruitful, practical and long-lasting.

Almost two third (67%) of the students said that they use Google as a tool for learning English. Similarly, 85% students responded that they use zoom as a tool for taking their online classes of English. Most of the students (77.5%) opined that they use Facebook for interacting with their friends and teachers from their home. 65% students said that they feel easier to operate mobile gadget in learning English while 35% students said that they feel easier to operate laptop.

All the students responded that the use of ICTs helps in learning English. All the students opined that the use of ICTs makes the learners engaged and active while learning English. All the students believed that the use of ICTs really enhances the language learning process. 70% students agreed that the use of ICT tools creates

collaboration among the learners in language learning process. 80% students said that learning through ICTs helps the learners to be autonomous. 95% students agreed with the statement that the blending of ICTs motivates the learners in learning English and helps to meet the global standard of education in learning English. Almost all the students opined on the role of ICTs as crucial. The tools of ICT really facilitate in learning English.

Regarding the future impact, most of the students said that ICTs may have positive as well as negative impact in learning English. Regarding the current status of ICTs at master level, majority of students opined on it as abnormal. Generally, there is the use of power point as a tool of ICT. Regarding the ways of practising theoretical knowledge via ICTs, most of the students responded that they use ICTs while making and doing presentation, having discussion with friends and for other academic works.

Conclusions

This research was concerned with investigating the ICT tools used in learning English and identifying the roles of ICT tools in learning English at master level. As survey design was used following mixed method, the data were analyzed and interpreted statistically and descriptively. The results and findings have been analyzed and interpreted carefully to draw appropriate conclusions to this study. One of the major conclusion of this study is that most of the students use Mobile, Laptop, Desktop, Projector, You Tube, Google, Email, Facebook, Twitter, Television, Viber, Wiki, internet, Google meet, Zoom, blogs and different electronic softwares as a tools of ICT while learning English. The tools of ICT help the learners for presentation, discussion, collaboration, interaction and insightful learning.

Another conclusion is that almost all the students said that the role of ICT is very crucial in learning English. All the respondents responded positively on the role of ICTs in learning English. Of course, the life without ICTs in this 21st century can't be imagined. Likewise, learning English in this 21st century without ICTs can't be insightful because this is the age of science and technology so, education can be apart from this. It deals with novelty and for accepting the novelty, one should be familiar with ICTs. The tools of ICT also facilitate the learning of English language.

Implications

Based the major findings of the study, the implications related to policy, practice and further are presented.

Policy Related

On the basis of findings of this study, some policy related implications can be made. Generally, the findings of this study can be practical input to the organization such as open and distance learning centre (ODL), ministry of education (MOE), department of education (DOE), curriculum development centre (CDC), and T.U.

One of the findings states that majority of the students are using ICT tools as their supplementary materials. Hence, the curriculum designers, education planners and material developers should think about changing the existing curriculum and adopting ICT based pedagogical practices in the days to come as it's the dire need of the 21st century.

The study showed that all the students use the tools of ICT in learning English and most of the students also opined that the use of ICTs helps in learning English. Therefore, the concerned authorities need to pay proper attention on ICT tools and its role while formulating the rules regarding English language teaching and learning (ELTAL). Tribhuvan University, Department of English Education should also make its teachers and students aware about the tools of ICT and their roles in learning English.

Practice Related

On the basis of the findings of the study, some practice related implications can be made so that use of ICTs in learning English at master level can be promoted. Only adaptation of ICT does not give sense to education, the main challenging thing is its implementation and if the implementation is better, the learners and teachers can be benefitted.

One of the findings states that almost all the students are using the tools of ICT in learning English and they also opined that the role of ICT is crucial in learning English. Hence, this study gives an empirical evidences of ICT tools and their roles in learning English at master level. This study can also be useful for the English language teachers, students, curriculum designers, textbook writers, other research workers, and to all others who are interested in ICT and ELL. Similarly, this study should be the guidelines for the teachers and students for modifying their teaching and learning activities by using ICTs.

Further Research Related

This section deals with the implication related to the further research. The study was limited to the Department of English Education, T.U., Kirtipur. The purpose of this study was to investigate the ICT tools used in learning English and to identify the roles of ICT tools in learning English. The findings of the study have been drawn based on the master level students' response of the Department of English Education, T.U., Kirtipur. Survey design was used for this study. Therefore, further research can be done to the bachelor level or whole master level colleges of Nepal by following ethnographic design or other designs in order to get different findings from the current research and with having other objectives.

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Appendices

Dear Sir/ Madam,

This questionnaire for the participants have been prepared to draw data or information for my research work which is entitled as **Use of Information and Communication Technologies in Learning English at Master Level**. The study will be concluded under the supervision of Mr. Resham Acharya, Teaching Assistant, Department of English Education, T.U., Kirtipur. This study attempts to investigate the ICT tools used in learning English and to find out the role of ICT tools in learning English at master level.

Therefore, your kind co-operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. I kindly request you to express yourselves freely. I assure you that any of the information you provide will be kept confidential.

Thank you for your valuable time and support!

Researcher,
Sunil Prasad Chauhan
M.Ed. 4th Semester, T.U.

Appendix- I

Questionnaire for the Participants

Name:

University:

Level:

Part- I

Put the tick (✓) to the alternative that best indicates your response.

1. Do you use any ICT tools in learning English? Why?
 - a. Yes.....
 - b. No.....
2. Which one do you think to be easier to operate?
 - a. Mobile gadget
 - b. Computer
 - c. Laptop
 - d. Projector
3. Do your teachers permit you using any kind of ICT tools in the classroom?
 - a. Yes
 - b. No
4. Do you browse web for searching and downloading materials in learning English?
 - a. Often
 - b. Sometimes
 - c. Never
5. What do you think about the role of ICTs in learning English?
 - a. It helps in learning English.
 - b. It doesn't play any role in learning English.
 - c. (List any other).....
6. The blending of ICT tools makes the learner engaged and active while learning English.
 - a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree

7. Learning through ICTs helps students to be autonomous learner.
- Agree
 - Disagree
 - Neutral
 - Strongly agree
 - Strongly disagree
8. How do you use ICTs in learning English?
- As a part of curriculum
 - As a supplementary material
9. Do your teachers encourage you to use any ICT tools inside and outside the classroom for learning English?
- Yes
 - No
10. The blending of ICT tools motivates the learners in learning English.
- Agree
 - Disagree
 - Neutral
 - Strongly agree
 - Strongly disagree
11. Blending of ICTs in learning English helps to meet the standard of global education so curriculum should address the role of ICTs.
- Agree
 - Disagree
 - Neutral
 - Strongly agree
 - Strongly disagree
12. Which tools of ICT do you use the most in learning English?
- Email
 - You Tube
 - Weblogs
 - Google

13. The blending of ICTs has broadened my knowledge in learning English.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
14. I always take my online class of English via
- a. Zoom platform
 - b. Microsoft Teams
 - c. Adobe connect
 - d. Webex Meet
 - e. Google Meet
15. For learning or asking any sorts of my confusions, I always used to interact with my friends and teachers from my home as well via
- a. Facebook
 - b. Instagram
 - c. Twitter
 - d. WhatsApp
 - e. Imo
 - f. Viber
 - g. Skype
16. Authentic ELT materials found on internet are really useful for English learning.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree
17. Do you think that blended learning is helpful in learning English?
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly agree
 - e. Strongly disagree

18. Do you think that the blending of ICT tools enhances the language learning process? How?

a. Yes.....

b. No.....

19. The blending of ICT tools creates collaboration among the learners in language learning process.

a. Agree

b. Disagree

c. Neutral

d. Strongly agree

e. Strongly disagree

20. Overall, I believe that the role of ICT tools in learning is very crucial.

a. Agree

b. Disagree

c. Neutral

d. Strongly agree

e. Strongly disagree

Part- II

Write the response of the following questions in your words.

1. What are the various ICT tools you use for learning English?

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2. Do you think that the ICT tools facilitate in learning English? Please give reasons for your answer.

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3. What may be predicted about the future impact of ICTs for English language learning?

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4. How can ICTs be effective for English language learning?

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5. How is the current status of ICTs as language learning tool at master level?

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6. Is blended learning helpful to you? How?

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7. How are you practising your theoretical knowledge via ICTs?

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Thank you!