

**PERCEPTION AND USE OF INFORMATION AND
COMMUNICATION TECHNOLOGY BY TAMANG STUDENTS
IN LEARNING ENGLISH**

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

**Submitted by
Hermbu Tamang**

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

2018

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STUDENTS IN LEARNING ENGLISH BY HERMBU TAMANG

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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: 11/02/2018

Hermbu Tamang

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Hermbu Tamang** has completed this research work of his M.Ed. thesis entitled **Perception and Use of Information and Communication Technology by Tamang Students in Learning English** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

to

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

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ABSTRACT

The use of Information and Communication Technology is gradually being practiced in the field of English language teaching and learning in Nepalese schools. It is considered to be of a phenomena importance in English language teaching and learning. Therefore, the present study entitled **Perception and Use of Information and Communication technology by Tamang Students in Learning English** aimed to explore the perception of Tamang students of English on the use of information and communication technology (ICT) in learning English. This study also explored the use of ICT by secondary level (Grade 11-12) Tamang learners in their English language learning. To accomplish this study, I used both quantitative and qualitative approach and descriptive method was used to elicit field data. I constructed a questionnaire and interview guidelines to collect data from the field. I selected forty Tamang students as a sample for this study following non-probability sampling procedure to secure their participation in this study. Preliminarily constructed tools were used on forty Tamang students of Kathmandu valley who were studying in secondary grades (Grade 11-12). I also conducted focused group discussion to explore the use of ICT in learning English. This study found that Tamang students are positive towards the use of ICT in English learning. It also found that they are using ICTs for developing their English language engaging in various activities such as listening, speaking, reading and writing activities with the help of mobile, computer, and audio-video. Students learnt English language in their own way using ICTs wherever they go and live such as school and out of school.

This thesis spreads in five chapters. The first chapter is introduction of the study. There is review of the related literature and the conceptual framework in second chapter. The third chapter deals with the methods and procedures of the study. Similarly, fourth chapter is about analysis and interpretation of data. Finally, fifth chapter presents findings, conclusion and recommendation.

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ACRONYMS AND ABBREVIATIONS

CALL	:	Computer Assisted Language Learning
CD	:	Compact Disc
DVD	:	Digital Video Disc
E-Books	:	Electronic Books
E-Learning	:	Electronic Learning
ELT	:	English Language Teaching
HIVEs	:	Highly Interactive Environment
ICT	:	Information and Communication Technology
OL	:	Online Learning
PC	:	Personal Computer
PDA	:	Personal Digital Assistant
SLA	:	Second Language Acquisition
Tamang	:	One of the indigenous people of Nepal having their own language, culture, religion and social identity.
TPACK	:	Technological Pedagogical Content Knowledge
VCR	:	Videocassette reorder
WBI	:	Web-based instruction
WBL	:	Web-based learning

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Our understanding of education is changing rapidly due to the advancement of science and technology. Scientists have invented technological tools and devices such as television, computer, and audio-video player. All of these tools have great influences all the sectors. One of the significant parts of technology is Information and Communication Technology (ICT) and its integrated tools. Most people are well known about ICT and some of them are being closure by practicing it in their day to day lives (Bowles, 2004, p. 62).

The term 'ICT' is a worldwide buzz term due to its high degree of impacts in all sectors. It is a blended term of 'Information and communication Technology'. In a specific way, the phrase 'Information and Communication Technology' has been used by academic researchers since the 1980s and the abbreviation ICT became popular after it was used in a report to the UK government by Dennis Stevenson in 1997 (www.wikipedia.org). Similarly, Singhal (1997) points that the Internet as a prominent new technology prevailing in education, business and economic sectors. In other words, Mike (1996) in Singhal (1997) identifies the fact that "The Net" has been sparked by the impact of the new technology focusing on whether one uses the Internet or not, one must be clear about the fact that we have entered a new information age and the Internet is here to stay.

In the beginning of technological development, there were language laboratories equipped with microphones, cassettes, and headphones but later on, microcomputers and other computer assisted language learning software

provided another medium for language learning (Singhal, 1997). Therefore, there are available of some frequently used devices such as radio, slide / filmstrip projector, movie projector, gramophone / record player, television (terrestrial), tape recorder, language lab, video cassette recorder (VCR), computer, audio CD player, satellite television, videodisc player, CD-ROMs, the Internet / the Web, interactive whiteboard, DVD-ROMs, DVD player / recorder, mobile phone, personal digital assistant (PDA) and iPod and similar devices (Davies, 2012). All of these invented devices have the significant role in English learning. But there is also excessive use of Smartphone all over the world. These all kind of electronic devices have high potentialities in day to day lives of us.

The great advantage of ICT is its contents accessibility from anywhere and anytime i.e. everybody can consume provided services wherever they live accordance with its convenience (Dang, 2011). It is functioning as a tool of globalization in this globe. Peoples are utilizing it in their daily communication developing communicative skills engaging in ICT use over the day to night. This type of need induces people to be a good language learner in their surroundings. One of the most dominant tools of globalization is taken as the English language all across the world (Crystal, 2004). People are investing their time and money to learn the English language for their good future and to enhance the potentialities of living in this globe.

Furthermore, Riyanto (2013) highlights the ways of learning English language involving in various social media such as Facebook, Twitter, WhatsApp, Viber, Googleplus, and other related media too. He had supported his idea stating that we cannot avoid ICT as a matter of fact we will be lag behind if we do not follow it (Riyanto, 2013). In a comprehensive way, Bruce and Hogan (1998, as cited in Chapelle, 2003, p. 1) highlighted the following evidence of technological influence over day to day life:

As technologies embed themselves in everyday discourse and activity, a curious thing happens. The more we look, the more they slip into the background. Despite our attention, we lose sight of the way they shape our daily lives. This observation about the embedding of technology into daily life may not seem profound. Phenomena that occur gradually, such as corn growing in the summer, or a city expanding over the course of ten years are considered unremarkable and unproblematic to most people. Things change. However, as technology becomes the normal and expected means of communication and education.

ELT (English Language Teaching) will have enormous benefit if teachers and learners carefully examine the use of technology in their context. Bowles (2004, p. 3) gives a wide perspective of technology:

E-learning intersects numerous fields of thought and practice, and cannot be trivialised into a simple formula for success... 'theory' of e-learning encompass an array of academic perspectives: training and education, learning and knowledge, technology and the investigation of individual market segments. Any study of the effectiveness and efficiency of e-learning therefore has to engage with multiple issues, including the role of e-learning in knowledge and learning, its contribution to competent performance, its relationship to organizational transformation and strategies for embedding e-learning into other forms of electronic interaction.

Finally, there is the pervasive use of the computer in the teaching and learning of modern language including English in secondary and higher education (Davies, 2006, p. 460). We are living in ICT age by using various ICT tools such as smartphone, PC (Personal Computer), tablet, PDA (Personal Digital Assistant), laptop, smart television and so on. In a comparative way, English language learners are competent in language learning due to the high degree of ICT accessibility in their country.

In the context of Nepal, various academic institutions and universities are implementing ICT in their teaching and learning activities (ICT in Education Master Plan 2013-2017). There are high potentialities of using ICT tools in English language learning because learners may learn language accordance with their convenience. They can engage in the use of ICT as much as for the fast pace English language learning. There are heterogeneous learners are learning English using available ICT tools for the better learning (Bowels, 2004, p. 107). Among them, Tamang English learners are also part of this phenomenon because Nepal census has revealed that there is 5.81% Tamang population across the country (CBS, 2015). They have their own culture, identity, mother tongue, costume, and other related community traits. Based on the data of census, it can be said that there must be a number of Tamang students in Tamang community. Tamang students are also starting learning English across the country. They are also adopting ICT tools in English language learning. That's why this study took account about Tamang learners' perception on the use of ICT in English language learning.

1.2 Statement of the Problem

There is a need of voluntary learning system in English language education. Learner motivation determines the degree of language acquisition by the help of proper ICT use in their language learning. Nepal is multilingual and multicultural country wherein numbers of ethnic groups are living across the

country. They have their own ways of using ICT in their day to day English language learning. Among them, Tamang is an ethnic group in Nepal. They have their own mother tongue as we call Tamang language, dressing, eating habit, festive, culture, and tradition. Although they have their own identity, some of them are using ICT in their everyday lives. On the other hand, some of them are learning English language in the formal setting such as School, College, University and other academic institutions too. Here, they have their own native language but they are learning English language with the help of ICT tools. But, there is need of basic knowledge and skills of using ICTs in everyday life. So, one of the major aspects is ICT operational skills that are required to operate ICTs to fulfill the needs of Tamang learners. On the other hand, their perceptions also play vital role to have the effectiveness of ICT use in their English language learning. It helps to be skilled at ICT skills and it enables them to do the things that they wish to do right there depending on the access of ICT. Some of them might have good access to the ICT and they might be using it for the betterment of English language learning. So, this study was carried out to find whether they are using ICT for English learning or not. This study also examined their perception on the use of ICT in the English language learning.

1.3 Objectives of the Study

This proposal had the following objectives:

- i. To explore perception of Tamang students of English on the use of ICT in learning English.
- ii. To find out the use of ICT by secondary level (Grade 11-12) Tamang learners of English in their English language learning.
- iii. To forward some pedagogical implications.

1.4 Research Questions

The research questions of this study were following:

- i. What is the perception of Tamang English language learners on the use of ICT in English language learning?
- ii. To what extent do the secondary level Tamang learners of English use ICT in their English language learning?
- iii. What might be the usage of ICT in English language learning?

1.5 Significance of the Study

This study is about the use of ICT in English language learning especially with the reference to Tamang students. The overall studies and findings of this research help to investigate the present condition of ICT use in English language learning. It is beneficial for those researchers who wish to have further study about it in future. More significantly, this study is helpful for Tamang community and learners to find their present accessibility and practice of ICT in their context. A research finding guides them to be aware of the advantage of ICT in their learning. On the other hand, this study is helpful to know the current ICT literacy of Tamang students in the subtle way. This study also guides to generalize overall ICT literacy of Tamang students to another context as well. It has various parameters of ICT use in English that can be useful to judge the effectiveness of ICT use in English language learning. ELT (English Language teaching) teachers may study this thesis to take some of the areas to conduct the ICT in the classroom and they will get the knowledge to have the effectiveness of it as well.

1.6 Delimitations of the Study

This research study was delimited to the use of ICT by secondary level (Grade 11-12) Tamang students of Kathmandu valley. This study obtained both

primary and secondary data to accomplish it in significant way. On the other hand, it was delimited to the mixed research method to accomplish this study in a convenient way.

1.7 Operational Definitions of the Key Terms

Following given operational definitions are made based on Collin (2004) to understand the key terms used in this study.

Radio: a medium used for the transmission of speech, sound, and data over long distances by radio frequency electromagnetic waves.

Television: a device which can receive (modulated) video signals from a computer or broadcast signal with an aerial and display images on a CRT screen with sound.

Computer: a machine that receives or stores or processes data very quickly using a program kept in its memory.

Internet: an international wide area network that provides file and data transfer, together with electronic mail functions for millions of users around the world.

Web: same as World Wide Web

User: a person who uses a computer, machine or software.

Email: a system of sending messages to and receiving messages from other users on a network; also called electronic mail.

Cyber: computers and information systems.

Chat: to send and receive messages, in real time, with other users on the Internet.

Facebook: a social site where users may post and share along with instant chat feature

SMS: sending and receiving short messages

Viber: It is used to make online call and message with friends.

Twitter: It is a social media used to share post and message.

Googleplus: It is a platform of the social group where users may like, post and share their ideas.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND THE CONCEPTUAL FRAMEWORK

This chapter deals with the review of the theoretical literature and empirical literature of this study along with its implications for the study presenting conceptual framework simultaneously. This stage covers major theoretical literature of this study. Here, various scholars have presented their own evidence in their works. Their evidences are helpful to understand about the present study conceptualizing major theoretical aspects of this study.

2.1 Review of the Related Theoretical Literature

Recent years have seen a bloom of interest in using computers for language teaching and learning (Yang, 2010, p. 909). Language learners are ready to possess the technological equipments in their learning. They may learn the language in the familiar learning environment without any delay. It is possible due to virtual learning environment having its multiuser purpose in learning activities. Multiple users or learners may get numerous benefits from virtual learning in a single time even though they are physically out of reach with each other.

Everyone can learn languages with the help of ICT across the world. Language learners may acquire language based on their accessibility to the ICT tools and its proper utilization renders to accelerate the language learning at the same time. English language learning in relation to the ICT is based on Behaviourism learning theory, Constructivism learning theory, Social learning theory, learner-centered learning, Discovery learning, Reflective learning, Learning by doing and practice based learning. On the other hand, SLA

(Second Language Acquisition) theories are the foundation of English language learning (Tomlinson and Whittaker, 2013).

In a specific way, Kern & Warschauer (2000, as cited in Yang, 2010, p. 910) mentioned three theoretical movements including structural, cognitive, and socio-cognitive as well. Given three different theoretical approaches have their own role in English language learning. Structural-behavioral approaches to CALL focus on accuracy and correctness of language learning. This approach consists learn grammar and vocabulary tutorials, drill and practice programs and language testing instruments which are useful to have accuracy in English language learning. Similarly, there is an also cognitive approach to CALL wherein learners have to construct new knowledge through exploration of what Seymour Paper has described as “micro-world” extending a tradition of thought popularized by John Dewey and Alfred Whitehead that learning occurs through creative action. It offers opportunities for problem-solving and hypothesis-testing encouraging them to utilize their existing knowledge. Learners are free to learn what they wish to learn in their pace of learning. Therefore, learners are the central stakeholder of learning. Finally, there is socio-cognitive approaches to CALL where is the significant role of both technology and learners in meaningful learning. This approach focuses on the interaction between learners to other learners via the computer.

Similarly, Palalasa (2011, as cited in Thouèsny and Bradley, 2011, p. 72) presented the Mobile Assisted Language learning (MALL) to enhance understanding the needs of the students and their specific context. There are multiple ways in MALL such as collaborative inquiry, coupled with the expertise of practitioners and the knowledge derived from research, theory and best practices. There are the common type of features such as audio and video recording, Audio and Video player, Camera, and other Internet surfing applications or tools as well. The such type of feature tools are used to learn

English language wherever learners wish to learn language by listening, reading, searching and watching as per their desire.

Broadly, Chapelle (2001) highlighted on the contribution of computer technology in second language teaching and learning fields along with the great concern about the assessment of second language teaching, testing, research materials, and methods. Significantly, there is also E-Learning (Khan, 2005) in the field of English language learning. According to Rosenberg (2001, as cited in Khan, 2005, p. 1), “ Internet technologies have fundamentally altered the technological and economical landscapes so radically that it is now possible to make quantum leaps in the use of technology for learning”. Khan (2005) has also taken the supportive idea of Hall (2001) that “e-learning is the fastest-growing and most promising market in the education industry”. Khan (2005, p. 3) has enlisted E-Learning as Web-based learning (WBL), Web-based instruction (WBI), Web-based training (WBT), Internet-based training (IBT), distributed learning (DL), advanced distributed learning (ADL), distance learning, remote learning, off-site learning, online learning (OL), mobile learning, a-learning (anytime, anyplace, anywhere learning), and so on. Therefore, it is entirely learner-centered learning.

Woolf (2009, p. 6) also focused on artificial intelligence in learning. It is the science of building computers to do things that would be considered intelligent if done by people and it leads to a deeper understanding of knowledge especially representing and reasoning about “how to” knowledge, such as procedural knowledge. But, cognitive science or research into understanding how people behave intelligently leads to a deeper understanding of how people think, solve problems, and learn. Finally, there is the internet which provides an unlimited source of information, available anytime, and anywhere.

In an advanced way, Aldrich (2009) proposed the concept of HIVEs (Highly Interactive Environments) to facilitate the language learning. The learning

environment should be as like a natural and real as possible. So, there is game as one of the best learning tool wherein active participation should be made along with context sensitivity and emotional involvement of learners. Similarly, Balacheff (2009) stated the technology enhanced learning developing four learning principles including 1) the evolution of research on computer-supported collaborative learning, 2) developments in inquiry learning, 3) socio-cultural perspectives on technology enhanced learning and knowing and, 4) Narrative learning in technology-enhanced environments. In a comprehensive way, Rodgers (2002, p. 13) demanded the well- equipped e-learning environments to have high interactivity and active learning opportunities, feedback on progress, ideas, testing theories, optimized environment (uses appropriate media characteristics), flexibility in teaching strategies for a variety of learning styles and needs. Finally, there is appropriate and necessary access to enabling and facilitating technologies.

2.1.1 Radio and Video

Millions of people are well informed about radio and video media in present time. Most people have good access to the radio but some of them might have less service of video media in present day. Both, radio and video media are used to broadcast news, information, events, and message for the audience (UNESCO, 2004). They broadcast various types of programs and lives to communicate with audience. Some programs might be related to education, health, science, recipe, travel, entertainment and so on. In comparative form, radio is found in audio medium and it concentrates attention of learners upon speech without extraneous distraction (British Council, 1979). It allows an accurate model of spoken language to be presented simultaneously to large numbers of students, who are then not dependent for their model upon the limitations of the performance of the teacher allocated to them. However, video media are found in both audio and visual forms because learners can watch

broadcasting programs along with hearing its good sound as well as they can read watching appeared pictures on the screen it and share for others too immediately. Thus, learners can take advantage of it by reflecting it in real life scenarios, explaining concepts, observing social groups, and acting as triggers for discussion.

2.1.2 Audio–Video Recorder and Player

Scientists and technologists have been changing the world in every year inventing advanced technologies, equipments and software. They had invented only audio recorder to record voice but it has been replaced by dual features of audio and video in all micro devices. For example, Camcorder, Smart phone, Ipod, and CCTV. These devices can record sound and take photographs simultaneously (McDougall et al., 2010). It acts as an auditory teaching aid in classroom situation because it has two functions; one is to recording and another is for cassette playing (Patil, 2014). It provides opportunities for students to hear an authentic native speech. It is used in grammar drills and listening comprehension. Similarly, it also helps them to model their speech focusing on stress, rhythm and pause of speech. It helps them to record their voice to review their speech among friends.

2.1.3 Computer

A computer is an advanced electronic equipment of science. It can do everything that its hardware and software provide command over it. It is used for multi-purpose such as word processing, mathematical calculation, data entry, store data, and transfer data to other devices. It can play various formats or extension of videos and audio files without delay. In general sense, laptop is more portable and convenient for users rather than the desktop computer (McDougall et al., 2010). Computers connected to the Internet are, therefore, regarded as tools or resource to help students develop higher order thinking,

creativity, and research skills promoting social interaction and learning (Thouëсны and Bradley, 2011). In a specific way, English language learners may get advantage of computer such as movie or video clip for listening skill. It also enables them to shape their correct pronunciation linguistic chunks. Similarly, learners can read ebooks and they may prepare review of it using word processor or wordpad. Their prepared materials can be sheared on the web if they have internet connectivity.

2.1.4 Internet Connectivity

The internet is a service that enables users to utilize the available sources on the web. It links the million of devices or users in a single platform (Patil, 2014). It is also called part of networking that helps to communicate with each other. So, English language learners can browse webs, download, upload, listen, read, write and watch English language contained files or sources on the web at the same time. For that, users need to have internet connection in their devices. Their engagement on learning English helps them to improve their English learning by checking difficult vocabulary on online dictionary, encyclopedia, and other available education sites.

2.1.5 Web Browser

One of the most commonly used application in the computer or other device is the web browser which can be run to surf the web contents and materials. It helps users to search digital materials on the web. It helps to serve the clients desired web pages via World Wide Web connectivity. Some of the web browsers are Mozilla Firefox, Internet Explorer, and Google Chrome. These browsers are used to brows web based contents. English language learners can look up function words in Wikipedia (Wood, 2001). Similarly, we can get access to the English language source of data (UNESCO, 2010). These available contents can enhance English language reading newspaper, article,

online post, online courses and so on. We can also watch uploaded English videos to enhance English language skills. It helps learners to imitate spoken accent following pitch, tone, intonation and pronunciation. Furthermore, learners can listen audio ebooks or podcast to accelerate listening skill caring linguistic features via online bookstore or library such as googlebooks (UNESCO, 2010). English language learners can also extend their creativity involving in writing activities such as writing articles, stories, poems, notes, slide and drawing objects, and pictures giving short description on the situation. Finally, it can be uploaded or shared on web.

2.1.6 Web Search Engines

Users have multiple search engines on their digital devices. It enables users to search a database listing keywords (Collin, 2004). For example, google search engine, Yahoo, and Bing. These all search engines help users to find the materials on the web. Users may find their desired materials within a second by the help of these search engines. Thus, English language learners can get enough information of desired materials typing it on search engines. Thus, learners can get access to the content entering to the appeared web content lists.

2.1.7 Computer Lab and Cyber Center

Here, users may get benefit from both computer lab and cyber center as per their needs. Even though, they are used interchangeably but they might have more or less services in terms of their management and purpose (UNESCO, 2004). In general practice, the computer lab is established for a particular purpose as we have seen in school, college or university. But, the cyber center is established to provide public service and the public people can get much more services there. Similarly, English language learners can get stored English language materials. They can engage in speech test of English language which can be monitored by their teachers. It provides them best samples of

pronunciation of language (Patil, 2014). In another way, learners can get access to the broadcasting, television programmes, web-assisted materials and videotaped recordings of English language. It is helpful for practicing and assessing one's speech of learning English. It provides a facility which allows the students to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self assessment. It gives them freedom in learning English language in their own pace.

2.1.8 Projector or Presentation Devices

In common sense, a projector is used to show the films or other digital materials on the screen (UNESCO, 2010). Here, the large number of students can be benefited watching a show or visual in a single time. It is primarily used to show live programs, recorded films or videos, and pictures/images. Here, both teachers and students interact with the images displayed, written notes and highlight items. It is used to teach vocabulary with students matching pictures and words in language classroom. Finally, ICT tools are also useful in English language learning. Learners have opportunities to develop their language skills by using various forms of ICT tools in their learning. ICTs have multiple advantages in English language learning.

2.1.9 Tamang and ICT

Tamangs are the third largest ethnic group in Nepal and are of Indo-Burman extraction (Khadka et al., 2006). They have their own language, called 'Tamang' with its own script, Tamangi. In a specific way, the language spoken by the Tamang people are recognized 'Tamang' or 'Tamang Gyot' (speech or voice of Tamang) and their written script is called 'Tamyig Lipi', but all aspects of the Tamang Lipi are not well developed. They originally lived in the mid-hills of Nepal. According to Tamang (2002, p.35), "Tamangs are also found outside Nepal mainly in Darjeeling, Sikkim, Assam, Nagaland and Arunachal

Pradesh of North-East India and Bhutan”. They are different from other ethnic group because they have their own language, culture, a distinct life style, social identity, and lifestyle. On the other hand, there is modern technology spreading globally such as digital radio, TV, computer, mobile phone, Internet, email, online social media, and so on. These media are affecting Tamang community too. Modern education system is adopting the integration of ICT based teaching and learning activities at the beginning of children schooling.

Indigenous people have relatively little access, voice and participation in the mainstream media (UNDP, 2010). It shows that under indigenous people, Tamangs are also part of it and they have also limited access to ICT-enhanced communication. It is due to inability to pay for the equipment and service as well as challenges to service reliability. Beside it, the new media and networked communication environments have transformed the communicative space driven by the use of modern technologies, users and communities.

Advancement of ICT and modern technologies have influence in day to day activities of Tamang people and especially their children as we call them Tamang learners might have also opportunities to learn language using commoditized ICTs.

2.2 Review of the Related Empirical Literature

In this stage, empirical literature or previous studies are included to give the evidence about present study. They are discussed as below;

Jung (2006) conducted a study on “*The use of ICT in Learning English as an International Language*” in China. Researcher aimed to illuminate (a) students’ technology ownership, usage patterns, and levels of ICT skills; (b) the relationship among learner demographic characteristics (e.g., gender, age, major nationality) and ICT use and skills; (c) their reasons to study English; (d) their concepts of computers, the Internet, English and learning English; and (e)

sociocultural contextual information as to their learning ICT and English. This study followed the mixed model research design integrating quantitative and qualitative approaches by using a questionnaire including open-ended and closed-ended questions. There were 591 Chinese university students selected to accomplish this study. This study found that students were motivated to the use of ICT in English learning. Beside this, there were economic and socio-cultural contexts in which the students found themselves greatly influenced their learning experience through technology.

Similarly, Torjusen (2008) carried out a study on the title “ *Use of ICT and CALL in intermediate level EFL classes in Norway*”. The aim of this study was to explore the extent and the manner ICT and CALL were promoted on the basis of the guidelines in the national curriculum L97. This study used the mixed method to carry out it in a successful way. This study investigated the advantages and challenges facing teachers in the process of applying ICT and especially CALL in EFL teaching in Norwegian primary schools at the intermediate level. It found that teachers’ competence in using ICT in EFL did not fully correspond to the recommendations articulated in the National curriculum L97. It concluded that there was less use of ICT in English language learning.

McDougald (2009) also accomplished a thesis entitled “*The use of ICT in the EFL Classroom as a tool to promote English among non-native pre-service English teachers*” following mixed approaches. The purpose of this research project was to define how ICT could be a complement to conventional teaching. Researcher employed both qualitative and quantitative approach to meet the target of this study. This study contained both open-ended and closed-ended questions as tools to collect data. It was based on 24 Colombian pre-service English teachers. This study analyzed all the four skills to determine a connection between skill development and ICT in EFL classroom. It found that there was the positive progress of ICT in English learning.

Mullamaa (2010) shared some aspects of using ICT that have proved positive and stimulating both for students and the teachers on the topic “*ICT in Language Learning-Benefits and Methodological Implications*”. This study took place at the University of Tartu, Estonia. This study revealed that the web-based environment can be used for supporting student-centered learning, increasing student motivation, individualization and cooperation in creating the study materials. It analyzed how the ICT can be used as a support for different classroom activities, group-work and pair-work assignments.

Kullberg (2011) carried out a study on the topic “*Swedish teacher’s and students’ views on the use of ICT in English classroom*”. It aimed to explore whether some Swedish teachers and students feel that they are helped by ICT tools in their classrooms or not. This study adopted the mixed approaches to accomplish it. There were four teachers and 70 students as participants of this study. In this study, four teachers were interviewed about their opinions on the use of ICT in English classroom and one English class per teacher, totaling 70 students answered questionnaires regarding their opinions on the matters. It revealed the teachers believe that while ICT offers some great tools to create variation in the classroom and that it might increase student motivation, opinion on whether or not technology also helps students to produce better results differ. Beside teachers believe, there was student believe that they learn better when using computers in English classroom. It concluded that the students had a more positive attitude to ICT tools than the teachers.

Moreover, Arnell (2012) carried out a study on “*The use of ICT in the teaching of English Grammar*” to investigate how teachers use ICT in English grammar and compare it with a more traditional approach. It was qualitative research and the primary source of the case study is interview conducted with five secondary teachers and one primary teacher in southern Sweden. The teachers work in three different schools with different approaches to ICT. One school has been using ICT for three years, the second school has recently started using it and

the third school does not use ICT in English grammar teaching at all. The teachers' experiences and thoughts on grammar teaching and on ICT are presented and discussed. This study found that only one of the teachers has a sound understanding of how to integrate ICT in English grammar teaching. All interviewed teachers were positive towards the use of ICT but most of them were not aware of the resources available or how to organize the teaching to make use of ICT in the best way.

Further, Tamang (2013) carried out a study on "*Adjectives in Tamang and English*" to find out the adjectives used in Tamang and then to compare and contrast them with those in the English language. It is a descriptive type of research in nature. The primary sources of data for the study were Tamang native speakers from Soyak VDC of Ilam district. The population was selected by using judgmental sampling procedures. A set of questionnaire was the major tool for the data collection. The major findings of the study are demonstrative adjectives, distributive adjectives, quantitative adjectives, interrogative adjectives, and qualitative adjectives in Tamang language. It shows that both English and Tamang language have adjective systems. But, Tamang adjectives system is more complex in comparison to that of English due to the presence of the affixation and pluralization.

Furthermore, Drigas and Charami (2014) in "*ICTs in English Learning and Teaching*" found that use of ICTs in English language classroom has a lot to offer to both learners and teachers. Learners enhance their vocabulary improving reading and speaking skills whereas teachers as an educator facilitating them in complex situations. So, this study concluded that there is also need of ICT training for teachers to enhance English language learning of students.

On the other hand, Rai (2014) carried out a study on the topic "*Tamang learners' Proficiency on Subject-Verb Agreement*" to find out the Tamang

learners' proficiency in the use of subject-verb-agreement adopting survey research in this study. For this study, the researcher took sample consisting of forty students from one government aided school of Khotang district. The study was based on both primary and secondary data. The population of the study was sampled through purposive non-random sampling procedure. The responses from native speakers were collected by administering a set of test items. The collected data were coded for analysis and interpretation. On the basis of analysis and interpretation, the researcher came to the conclusion that the majority of Tamang learners were found to be proficient in the use of subject verb agreement. Moreover, they were found to be exponentially excellent at selecting appropriate subjects.

Furthermore, Tamang (2014) conducted a research entitled "Factors Affecting Tamang Speakers' Motivation Towards Learning English" under the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. The main objectives of the research were to find out +2 level Tamang speakers' motivating factors towards learning English and to find out causes of demotivation for learning English along with its some pedagogical implications. Researcher selected survey research design to accomplish the research work using both primary and secondary sources of data. Sixty +2 level Tamang students were selected from six different +2 colleges of Kathmandu valley. The main tools for data collection were two sets of motivation survey questionnaires. The collected data were analysed and interpreted with the help of statistical tools. The study found that +2 level Tamang students had higher degree of instrumental motivation than integrative motivation. Moreover, it revealed that some factors like rare use of technological aid, lack of confidence, listening difficulties, teachers' speed as demotivating factors for learning English.

Similarly, Thapaliya (2014) conducted a research on "*English Teachers' perception and practices of ICTs in Kathmandu District, Nepal*". Researcher

carried out a study to explore teachers' perceptions and practices of ICTs in teaching English in public schools in Nepal. It was based on descriptive qualitative design. There were selected 47 secondary level English teachers to get done this study. It examined teachers' perceptions, the challenges that they faced in using ICTs in the teaching English language. It aimed to discover what kind of ICTs they used in the classroom. The data were collected from the questionnaire. The findings suggested that the most widely used ICT tools were audio tape, mobile phone, computer, television, radio, video tape and email. This study also found positive attitudes towards the use of ICTs for educational purposes.

Moreover, Zhelezovskaia (2016) accomplished "*A case study of the English language teachers' attitudes toward the use of ICT in Finland*". It was a qualitative study in its nature. It aimed to investigate language teachers' attitudes toward the use of ICT in English language teaching. There were five teachers as participants and they participated in semi-structured interviews through a face-to-face approach. It found that they have positive attitudes toward integration of ICT. The teachers share their opinions about positive influence that ICT implementation has on both teaching and learning processes. Consequently, they also pointed out the negative sides of ICT use: distraction of the students from the usage of technology and technical problems causing frustration to the teachers.

Furthermore, Turgut (2017) carried out a study on the topic "*Tracing preservice English language teachers' perceived TPACK (Technological pedagogical content knowledge) in sophomore, junior, and senior levels*". This study focused on the self-perceived development of PTs' TPACK skills in linear pattern as planned in ELT curriculum and TEI curriculum preparation of PTs for the integration of ICT. Researcher used cross-sectional design to accomplish this study. Field data was collected using open-ended questionnaire and five point likert scale. Through a cross-sectional design a total of 174 PTs-

sophomore (n=66), junior (n=55) and senior (n=53) enrolled in a four year English language teachers education program at a state university located at the southern part of Turkey participated in this study. The results of the study indicated a nonlinear pattern of TPACK development over time.

Previous studies and theses showed that there are high potentialities of ICT and other additional technology in English language learning. Most researchers and scholars have done their own research on the ICT use in English language learning. But, none of them do not match with the present study topic “*Perception and Use of Information and Communication Technology by Tamang Students in Learning English*”.

2.3 Implications of the Review for the Study

Aforementioned literature reviews revealed that use of ICT in English language learning is guided by the Behaviorism learning theory, constructive learning theory, social learning theory, learner-centered learning, discovery learning, reflective learning and other Second language acquisition (SLA) theories are also related to the ICT based English language learning. For example, Behavioral approach to CALL (Yang, 2010) focused on accuracy and correctness of language learning. It is generally appropriate for grammar and vocabulary tutorials. In advanced form, Palalasa (2011) presented the “Mobile assisted language learning (MALL)” in order to learn language involving in various activities such as collaborative inquiry with the help of audio and video recording, camera, and Internet. Further, Chapelle (2001), UNESCO (2004), Khan (2005), Woolf (2009), Aldrich (2009), UNESCO (2010) and Patil (2014) brought the contribution of ICT in the language teaching and learning field. Similarly, various empirical literature such as Jung (2006), Torjusen (2008), McDougal (2009), Arnell (2012), Drigas and Charami (2014) found the positive effect of using ICT in learning English. Hence, Mullamaa (2010) shared the benefits of ICT in language learning with the argument that ICT can

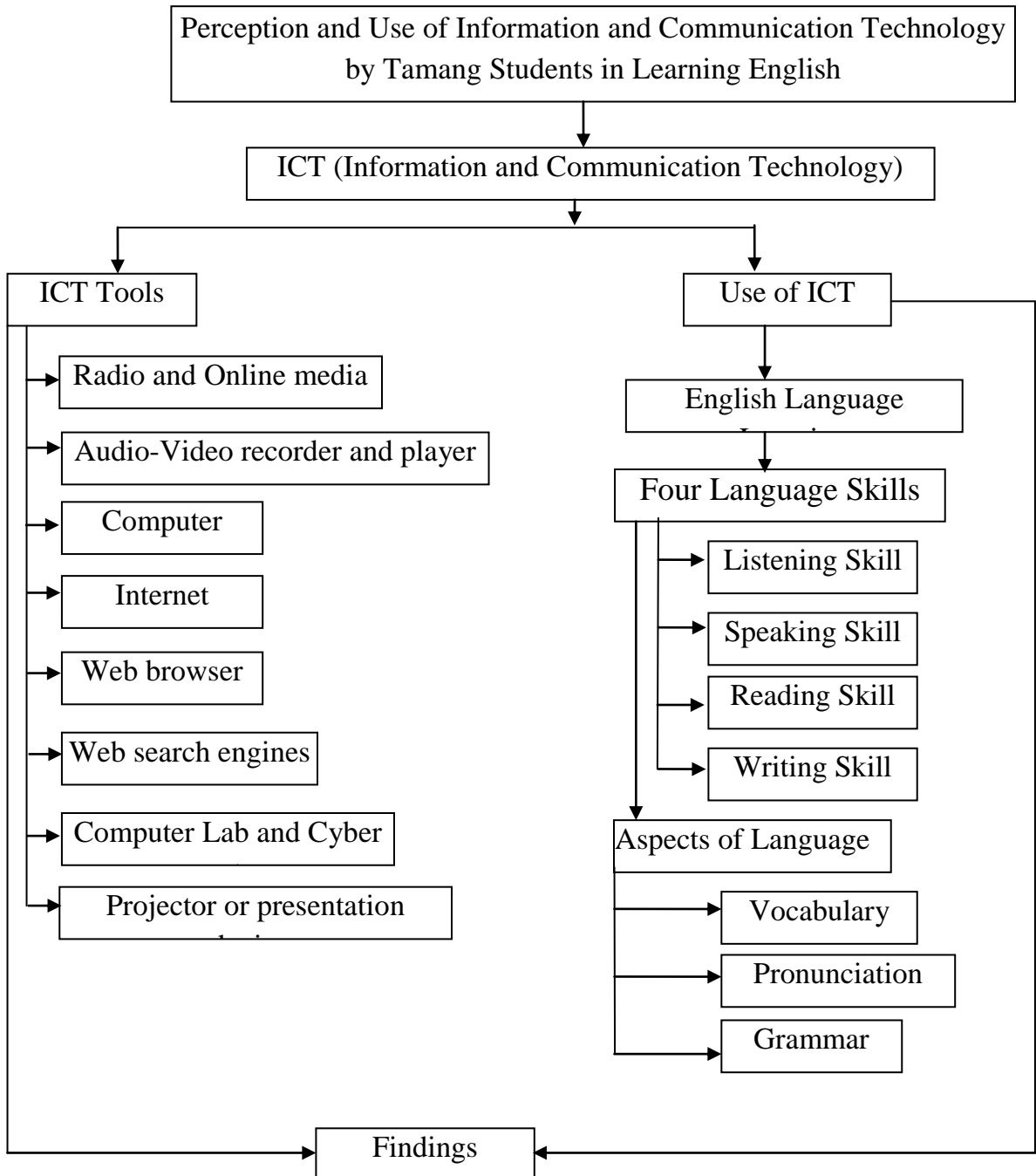
be used as a support for different classroom activities. Similarly, Kullberg (2011), Thapaliya (2014) and Zhelezovskaia (2016) explored the positive views of both teachers and students toward the use of ICT in English language learning. These previous studies also found the positive impact of ICT in English language learning.

Correspondingly, Tamang (2002), Khadka et al. (2006), and Tamang (2010) helped me to support the ideas related to Tamang ethnic group giving language identity and historical perspectives. Similarly, I studied the comparative research of Tamang students between Tamang language and English learning referring to Tamang (2013), Rai (2014) and Tamang (2014) in this study.

The meticulous study of the related literature provided the significant efforts to the use of ICT in English language learning. Here, previous studies revealed that effectiveness of ICT and its further potentialities for the English language learners. In overall way, ICTs enhance the learners to acquire English language motivating them to involve in various activities such as listening to music, recorded voice and speech; watching T.V. program, Movie, documentary picture; reading online news, blogs and e-books; and other additional activities which accelerate their English language learning.

2.4 Conceptual Framework

This study “Perception and Use of Information and Communication Technology by Tamang Students in Learning English” was based on the following framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the ways of doing this study by determining research design, population, sample, sampling strategy, sources of data, data collection procedures, data analysis and interpretations as well as giving great concern about ethical considerations to accomplish this study successfully.

3.1 Design and Method of the Study

I selected mixed research design to conduct this research. In a specific way, I chose survey research to study “*Perception and Use of Information and Communication Technology by Tamang Students in Learning English*” phenomenon. It helped me to obtain quantitative data from primary source of data. This method helped me to meet the objectives of this study. Hence, this study conducted survey questionnaire to acquire quantitative data from the field and it followed focus group interview with the interview guidelines to achieve qualitative data from the field. These both quantitative and qualitative approaches used to receive primary data in this study. This research is descriptive in its nature following cross-sectional survey (Cohen, Manion, and Morrison, 2007, p. 205).

3.2 Population, Sample and Sampling Strategy

The population of this study included the secondary level (Grade 11-12) Tamang students of Kathmandu valley. The sample of this study consisted only forty secondary level (Grade 11-12) Tamang students studying English language from two colleges. For that, this study adopted convenience sampling of non-probability sampling procedure to collect the field data.

3.3 Research Tools for Data Collection

I constructed a questionnaire to acquire the intended information from the selected Tamang students. Close-ended questionnaire was prepared focusing on the use of ICTs in learning English language. These questions were based on ICT media and applications which enable Tamang learners to use in English language learning. I also constructed five point attitude scale (Strongly agree, Disagree, Neutral, Agree and Strongly agree) to find out Tamang learners' perception on the use of ICT in English language learning. Thus, there were questions for the survey and interview guidelines for a focused group discussion.

3.4 Sources of Data

This study acquired primary data through the questionnaire and interview from Tamang students. Selected forty Tamang students of Grade 11-12 were the primary source of data in this study. Therefore, primary data was collected through survey questionnaire and focused group interview. On the other hand, secondary data was e-books and other additional materials in this study.

3.5 Data Collection Procedures

At the beginning, I looked back to the work schedule to conduct the study before going to the field work. After that, I prepared for the field visit and I visited selected colleges to establish good rapport for the data collection process giving great attention to the ethical concern of the study. Then, I consulted the desired participants to fix the date for the administration of survey questionnaire and interview. Finally, I administered the survey questionnaire and interview as per their participation. I also documented the achieved data to avoid the trouble in further study.

3.6 Data Analysis and Interpretation Procedures

The acquired data was analysed and interpreted in a descriptive way as per the need of this study. I processed the received data following simple statistical computation with the help of Microsoft Excel application. Those processed data were interpreted to avoid ambiguity of presented data and to support the evidence clearly in this study.

3.7 Ethical Considerations

This study protected the basic privacy of participants including their personal information and identification to avoid the potential serious harm in future.

This study assured that the respondents will be safe. This study would not share received data for further study or experiment. In the same way, this study made consent letter to strengthen confidentiality among participants. These all considerations signified that this study avoided the voluntary manipulation of the responded data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis of Data and Interpretation of the Results

In this stage, the acquired data about the perception of Tamang students on use of Information and Communication Technology in learning English has been analyzed and interpreted descriptively. This chapter also deals with the use of ICTs by Tamang students in learning English based on the field data.

4.1.1 Perception of Tamang Students on the use of ICT in learning English

Tamang students responded that they have variation in their perception towards the use of ICT in learning English on the basis of their availability, accessibility and usability of the ICT use in school and out of school time. Following table shows their genuine perception on the use of ICT in learning English:

Table-1: Perception of Tamang students on the use of ICT in learning English

Item No.	Statements	SD	D	N	A	SA
1.	Use of ICT in English language learning	2%	2%	5%	68%	23%
2.	ICTs hinder to learn English language	10%	32%	5%	53%	00.00%
3.	ICTs help to improve language skills	5%	00.00%	7%	65%	23%
4.	There are lots of problems in the use of ICT in English learning	15%	35%	20%	15%	15%

5.	ICTs have less disadvantages in English learning	12%	35%	20%	30%	3%
6.	It is a waste of time in English language learning	35%	52%	10%	3%	00.00%
7.	I would like to learn more about the use of ICT in English	2%	5%	00.00%	58%	35%
8.	ICTs have no use at school	10%	42%	18%	25%	5%
9.	ICTs can be used as a means of Learning English	00.00%	00.00%	22%	63%	15%
10.	ICTs do not empower me to learn English in a better way	17%	57%	85	15%	3%
11.	Internet provides me a great opportunity to find English materials on the web	5%	12%	7%	63%	13%
12.	It is difficult to integrate in English classroom	00.00%	10%	10%	62%	18%
13.	The use of ICTs motivate the learners to learn English	00.00%	10%	10%	47%	33%

(Note: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree)

Table-1 shows that majority Tamang students (68%) agreed on the use of ICT in English language learning but they also found difficulty in its practice because 53% Tamang students agreed on the hindrance of ICTs to learn the English language. Positively, 65% Tamang students agreed on the statement “ ICTs help to improve language skills”. In spite of its benefit, 15% students agreed on its problems while using it in learning English. Similarly, 20% students responded as neutral on the statement of ICTs have fewer

disadvantages in English learning. Further, 58% students interested to learn more about the use of ICT in English language learning but 42% students disagreed to the statement of “ICTs have no use at school”. There were 63% students agreed to the use of ICT as a means of learning and 57% students disagreed to the statement of “ICTs do not empower me to learn English in a better way”. In more interestingly, there were 63% students agreed to the features of Internet and its viability to find English materials on the web. There were 62% students agreed to the difficulty of its integration in English classroom. Finally, 47% students agreed and 33% students were strongly agreed to the motivation of ICT use in learning the English language.

4.1.2 Tamang Students’ Access to the ICTs

Tamang students had access to the various ICTs such as Smart phone, Television, Radio, Internet, Computer, Tablet, E-mail, Facebook, Twitter, YouTube, Viber and SMS. The obtained data can be shown as following:

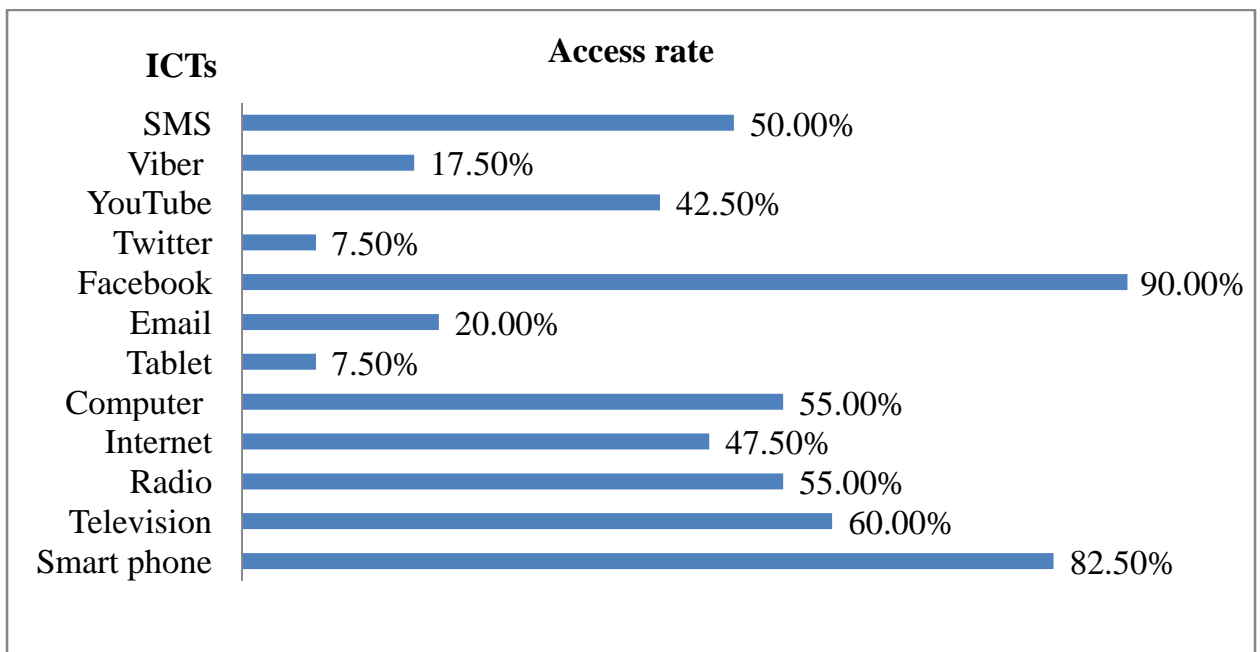
Table-2: Tamang Students’ Access to the ICTs

ICTs	Frequency	Response Rate (%)
Smart phone	33	82.50%
Television	24	60.00%
Radio	22	55.00%
Internet	19	47.50%
Computer	22	55.00%
Tablet	3	7.50%
Email	8	20.00%
Facebook	33	90.00%
Twitter	3	7.50%

YouTube	17	42.50%
Viber	7	17.50%
SMS	20	50.00%

Given table shows that Tamang students have highest access to the smart phone 82.50%, Facebook 90.00%, Television 60.00% and SMS 50.00% accordingly. They have used television for watching news in English and other related programmes but they preferred listening to music and programmes on the Radio 55%. Similarly, it shows that they have also access to the computer 55%. On the other hand, they seemed to be connected to the Internet 47.5% which entailed them to brows YouTube 42.5%, Twitter 7.5%, Email 20% and Viber 17.5%. Further, few of them have Tablet 7.5%. These data can be shown as following:

Figure-1: Tamang Students' Access to the ICTs



4.1.3 Use of ICTs in Learning English

Tamang students responded that they involved in the use of ICT use for various purposes such as looking for meaning, pronunciation, spelling, synonyms, antonyms, etc. are come under the vocabulary study. Other additional use of ICTs can be shown as below:

Table-3: Use of ICTs in learning English

Indicators	Response Rate (%)			
	Yes (75%)		No (25%)	
Use of E-Dictionary and other applications				
Use of search engines	Google (87.5%)	Yahoo (5%)	Ask.com (2.5%)	Bing (00.00%)
ICTs used for the development of language skills	Listening (40%)	Speaking (50%)	Reading (65%)	Writing (40%)
Use of ICTs in School	OHP (62.5%)	Audio-Video (37.5%)	Computer (11%)	Others (00.00%)
Use of ICTs out of School	Computer (57.5%)	Television (30%)	Mobile (80%)	Audio-Video (62.5%)

Given table indicates that Tamang students are interested to learn English language using various ICTs whether it is E-Dictionary or other supportive applications. There is 75% response rate for the use of E-Dictionary and other applications in positive sense and few of them seemed to be unaware about the use of it in learning English language.

Similarly, 87.5% students are taking help of Google search engine to learn English and a little number of students is visiting Yahoo and Ask.com search engines too. Both use of E-Dictionary and other applications, and use of search engines seemed to be helpful for students because these tools help them to

develop overall language skills for example using E-Dictionary means knowing about meaning, word class, and proper use of words, pronunciation and sentence construction. In relation to the development of language skills, 40% students rated for listening activity, 50% for speaking activity, 65% for reading activity and 40% for writing activity. These activities seemed to be embedded part of school time and out of school time because they responded that students may take advantage of Audio-Video and the use of computer in school. Beside school time, they entertain the use of ICTs in home or somewhere else. They revealed that 57.5% students got computer, 30% students rated for television, the highest rating 80% for mobile and 62.5% for audio-video use in out of school time.

Tamang students were learning English using ICTs such as mobile phone, computer, audio-video, various social media and online websites. They were interested to use ICTs in school and out of school context but it were sometimes difficult for them due to low availability of those required ICTs and low performance of themselves.

Cell Phone

Cell phone is commonly used device for the communication. Except it, it can be also used for other purposes too. Here, most of Tamang students were using it not for only communicative purpose rather they were using it for better English language learning. One of the participants shared the experience of using cell phone in learning English as:

ICT blessed me to learn my language in an easy way. I use my mobile phone to watch real life conversation videos in which Christians were celebrating a festival called 'easter'. I checked it in my mobile dictionary/E-dictionary (English 2.3). I found the pronunciation of it there and it can be pronounce as /'i:stə (r)/. Not only this much, I also listen to the radio programmes such as BBC News, BBC Reporting, BBC

Live...etc, which help me to improve my English via my phone. I prefer subtitle conversation clips and videos and I also ask my friends to provide me those videos and audios which really help me to learn English.

One participant claimed that ICT gave him an opportunity to improve language in a convenient way. Audio-video with subtitle was the priority of learners and they always wished to have it to identify words used in the conversation and verification of the word meaning. Similarly, another participant said:

I have collected some apps like grammar, grammar test, and E-dictionary in my android phone. When I felt difficult to use vocabulary and I simply open my apps and hit it there. It provides me the meaning of it, voice pronunciation, word class detail, and example of its use in sentences. For example, when I was reading my textbook I found 'gratification', 'odious', 'sinister', 'avid' and 'hue' as the difficult words. Hurriedly, I open my cell phone and search these words there. So, I understand 'gratification' refers to the satisfaction; 'odious' means extremely unpleasant; 'sinister' as an evil character; 'avid' intends to be eager or interested in something and 'hue' generally means color with its phonemic transcription, word class and voice pronunciation as well. Apart this, I also play quiz wherein I get chance to learn overall aspect of language within a single platform.

Of course, there are many applications available on the web to learn English language. It can be found online and offline mode. These applications help learners to learn the language as per their needs. It includes overall language skills and knowledge in the form of reading mode, game and quiz mode as well. Similarly, they were also well familiar with Facebook, Viber, YouTube, SMS, Google and E-mail. They experienced that they have used these social

media not only for their day to day communication purpose but they used it for language learning simultaneously.

Definitely communication technology has changed the world by forcing people to be up to date with their friends and family via different social media such as Facebook, Viber, SMS, and E-mail. In the same way, we are indebted to the technology because we are able to communicate with our friends in these days. We use it for our English language improvement. We talk with our friends in English language mode as soon as possible in Facebook, Viber, SMS and E-mail. We use it to share our ideas, educational support, information sharing, general activities sharing, event sharing and we sometime share useful articles and news with our friends especially via E-mail informing them to check their mailbox. We are also practicing use of YouTube for language learning purpose if we reach to Wi-Fi service. We try to find documentary and other real conversation oriented videos with its subtitle and share it with friends via Facebook messenger or Viber; and if it is possible to download then we hit to download it right there to share with friends. Moreover, Google is common to us due to its easy access. Everybody can surf it in easy data cost. We search what we need to know there and we sometime take snapshot to share with friends.

In specific way, one participant tried to represent voice of the groups sharing following experience of using Facebook messenger in learning English language:

I have subscribed ABC News media in Facebook messenger. It alerts significant news everyday. I read the news but I couldn't understand the message of news in my first reading. I read 'asylum', 'ultimate' and 'dismantle' words when it sent a news of the day in my inbox. These words make me reading the news worthless. For the solution, I launch

my dictionary and hit these words there. I understand that 'asylum' refers to the safety place in the news. Similarly, I know 'ultimate' refers to the final or last in a series and 'dismantle' is the process of separating something from it.

Another participant raised his voice over the use of Facebook messenger in the following way:

One day my friend asked me to share the some accessories of mobile phone while chatting in the messenger. I replied him that I couldn't understand the meaning of accessories and overall his message. After few seconds, he replied that he needs my headset, powerbank, and memory stick. I understand that 'accessories' means additional parts of electronic devices.

Similarly, the viber application is also commonly used in the ICTs. One participant shared her interesting experience of using viber for learning English language. Her experience was:

One day my friend has left the interesting class. I was upset about her absence in the class. After class over, I tried to communicate with her via viber. I asked her "why did you miss class today?". In the reply, she said, "My brother is suffering from pneumonia. He is in hospital. I have to take care of him." I felt difficult to pronounce the word 'pneumonia' and I look it in dictionary for pronunciation. I know its correct pronunciation is /nju:məʊniə/.

Furthermore, YouTube is well known for videos whether it is movie, songs, documentary, live streaming, downloading and uploading video files. It has significance use in learning English. For that, one participant said:

I usually watch newly uploaded videos in YouTube. I find it has subtitle generation feature embedded in the video file. I watch BBC documentary

clips. I find the documentary of nomads in Nepal. This video shows that people are adopting their occupation for the surveillance of live moving one place to other place. Watching whole documentary of it I understand that nomads are people who are moving around the places for the hands to mouth adopting some kind of occupation.

Hence learning English language, SMS is also economic media. It helps us when we are outreach of internet access. It helps to communicate people texting short message instantly. In this regard, one participant shared his experience using SMS as below:

My friend requested me to tell the meaning of 'shroud' via SMS. She informed me that she was outreach from internet access. It was winter vacation. So, I have also no internet access in my village. For the reply, I asked my brother to tell the meaning of 'shroud'. He said that shroud refers to clothes, which are used to wrap the dead body. I understand that it is simply dead body wrapping clothe. I replied her that 'shroud' refers to the dead body wrapping clothe via SMS.

Furthermore, one participant shared the experience of using ICTs for the English language learning as below:

One day I received the vacancy alert from e-mail. They were seeking for a good chef for new arrival hotel. In my first site, I couldn't understand what they were searching for and why did they send me e-mail. I guessed they might be looking for hotel worker. For the verification, I type the word 'chef' in google and hit for the result. I brows the detail information of 'chef'. Finally, I come to know it as a senior cook in a hotel.

Tamang students shared their good practice of ICTs in learning English in the discussion. They frequently used the Google search engine for the information

that they desired to know and they never wait for learning new things in the Google. It was commonly used search engine for them. Similarly, they tried to connect with their friends via social media such as Facebook, Viber, SMS and E-mail in English mode. They used to share their ideas in English language mode in online media. They also preferred YouTube for English learning videos with subtitle.

Computer

Computer has multi function system. People may communicate from one place to another place with the help of Internet connectivity via computer. It may run various application such as Microsoft word, powerpoint, Web browsers (Mozilla Firefox, Internet Explorer, Google Chrome), and other additional applications. It can store large amount of data whether data may be Audio, Video, System file, Document, or other type files. It is also used to learn languages. Learners may learn language through communication or self studying in the computer. Learners may get audio, video and document file in the computer and they may also retrieve it from Internet as well. Henceforth, they revealed that they used to operate computer for language learning. One of them shared the use of computer in this way:

My dad has gifted me a computer. I did not use it for learning English before I got to know its advantage for learning English. But, after that I keep my portfolio, memo and composition like essay writing, story composition, poetry, writing about the interesting topic and so on using word processor (e.g. Microsoft word application).

Computer can be used for multiple purposes. It helps learners to keep their personal details using word processor as participant revealed above. Similarly, another participant shared following experience:

I find computer useful for me. In Microsoft word, I can find synonyms words and it helps my writing indicating red lines for incorrect word or wrong spelling of words. When I see it there, I immediately recheck it and place correction there immediately with the help of it along with other dictionary as well.

Students are using Microsoft word to learn English language using it in their real life situation. It informs learners to recheck their spelling for the correction underlining red line in vocabularies. Hence, it gives synonym items for their right choice of vocabulary in writing. Likewise, one participant shared his experience of using computer in learning English language as below:

I've installed Oxford Advanced Learners' Dictionary 9th in my computer. Wherever I feel to know dictions then I used it. I find it has contained enough examples, meaning, synonyms and antonyms, examples and commonly used pronunciation accents there. Not a single benefit is there but it has also features of speaking practice and writing feature too. I use 'iWriter' for writing practice, 'Activities' for listening and writing, and 'Practice your pronunciation' for pronunciation improvement wherein record and play features contained in the application.

Computer can be used for multi-purpose because of its high performance. Participants were using it for learning language for example, writing activities like keeping a portfolio, memo, essay writing, story writing, looking for correct vocabulary items etc.

Television

Similarly, there was the significant role of Television for learners to learn English. In the context of Nepal, television stations are broadcasting contemporary issue based programmes, educational programmes, documentary and other entertainment programmes for the audience. English language

learners have an opportunity to learn language watching those programmes in their homestay. In common voice, participants said:

We really love Television due to its different programmes broadcasting in English mode. We watch movies show, commentary programmes, talk show, live documentary, news, ads, music videos, contemporary reporting programmes and so on. We are always curious to know about the use of language in the programmes and we notice every bit of language use which really helps us to improve our language learning.

Satellite television is gradually expanding its service. It has developed the online live streaming via websites, applications and YouTube. Learners are watching their favorite programme even in their own smartphone. For that, one participant shared the experience of watching television and learning English as below:

I usually don't miss my favorite programme. One day I was watching movie time programme. I watch Raid-2 movie trailer. I find the used term 'Raid' is new for me and I skipped watching television. I search it in my mobile dictionary. I read appeared meaning list in the screen but I couldn't find the synonym terms there. For the synonym term, I launch Microsoft word application and type it there. I click the synonym and I find the synonym terms of 'Raid' are invasion, attack and incursion.

Radio

Radio broadcasts only recorded and live voice via radio signal. Nowadays, radio has also online streaming service. English language learners are taking benefits listening radio and its programmes. They shared that English programmes were the part of language learning as below:

I think my best friend is Radio. The English programmes such as News update, live commentary show, sharing living experiences help me learn

English and it also entertains me playing melodious songs. I really habituated to listen to every programme that supports my language learning. I am always careful about the use of vocabulary, sentences construction and its pronunciation there. If I find difficulty to understand the messages then I take help from E-Dictionary whether it is installed on computer or mobile.

What benefits do they get from listening to Radio and its programmes are really significant. They may listen to live commentary programme in which learners may engage to learn real conversation and speech there. It helps them to understand not about only broadcasting issues but it also prepares them to be ready for themselves to defend the issues in days to come.

However, participants revealed that they do not have good access to the use of ICTs in school because schools do not have sufficient ICTs for the students.

According to them:

We do not have the multimedia classroom. We used to visit our library hall for OHP and teachers used to show videos and documentary there. But, it does not have the features of full multimedia. For that, we have to install sound speaker or other audible devices.

It shows that they do not have the multimedia classroom. They used library hall equipped with OHP and they just used it for a certain time. Tamang students shared their good practice of ICTs in learning English in the discussion. They were using cell phone, computer, television and radio to enhance their English language learning.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, all the findings and conclusion were made on the basis of acquired data from participants of the study. Finally, this study also provided some recommendations for policy related, practical related and further research oriented area.

5.1 Findings

Based on the analysis and interpretation of the data, the following findings have been derived:

Perception of Tamang Students on the use of ICT in learning English

- i. It was found that 68% Tamang students agreed to the use of ICT in English language learning.
- ii. Similarly, 65% Tamang students decided to improve their language skills using ICT.
- iii. It was also found that 15% Tamang students were facing problems of using ICT in English learning.
- iv. 63% Tamang students agreed to the ICT as a means of learning English.
- v. 63% Tamang students agreed to the opportunity of Internet to find English language related material on the web.
- vi. 33% Tamang students strongly agreed to the use of ICTs motivate the learners to learn English.

Use of ICTs in Learning English

- i. Highest number of Tamang students (75%) responded to the use of E-dictionary and other applications for the better learning of English language.

- ii. 87.5% Tamang students were taking help of Google search engine and a little number of students visiting Yahoo (5%) and Ask.com (2.5%) to learn English language.
- iii. In relation to the development of language skills using ICTs, 40% students rated for listening activity, 50% for speaking activity, 65% for reading activity and 40% for writing activity.
- iv. It also found that 57.5% Tamang students have computer, 30% students have television, 80% students have mobile and 62.5% students have audio-video. They were using these ICTs to improve their English language.
- vii. This study also found that they have learned ‘easter’, ‘gratification’, ‘odious’, ‘sinister’, ‘avid’, ‘hue’, ‘asylum’, ‘ultimate’, ‘dismantle’, ‘pneumonia’, ‘nomads’, ‘shroud’, ‘chef’, ‘raid’, and ‘mobile accessories’ vocabulary along with its pronunciation, word class, meaning and its use in proper way.

This study found that Tamang students are also trying to learn the English language with the help of various ICTs. They had access to the various ICTs such as Smart phone, Television, Radio, Internet, Computer, Tablet, Email, Facebook, Twitter, YouTube, Viber and SMS. They have been using ICTs for improving their language learning by listening Radio, watching Television and videos, messaging, talking with friends and reading posts and online materials. Further, they used online and offline E-Dictionary applications looking for meaning, pronunciation, spelling, synonyms, etc under the vocabulary study. Instead of it, there were also some search engines such as Google, Yahoo, and Ask.com to enhance language learning. Almost all Tamang students engaged in different activities to develop their language skills. All of them wished to improve their listening, speaking, reading and writing skills accordingly. For that, they used ICTs in two different contexts likewise school time and out of school time.

5.2 Conclusion

In conclusion, majority of Tamang students have access to Smart phone, Facebook, Television, Radio, Computer, SMS, Internet, YouTube, and E-mail. They have used E-Dictionary looking for meaning, spelling, synonyms, word use and its pronunciation under vocabulary study. Similarly, they have also gone through Google, Yahoo and Ask.com search engines to find desired materials. Almost all students were using ICTs for the improvement of their language skills involving in listening, speaking, reading and writing related activities. They were interested in the use of ICTs in learning English but there is the gap between the distribution of ICTs and its use between school and home environment. Schools have limited ICTs and its use in teaching and learning activities in comparison to their use of ICTs in out of school. Evidence shows that use of ICT in English language learning has positive impact and it improves language skills even though it has difficulty to integrate in the classroom. Therefore, ICTs can be used as a means of learning English because it empowers learners to be good language learners. ICTs help to get access to the materials on the web and students get motivated to learn English language learning in their own speed of learning.

5.3 Recommendations

Recommendations have been made for three different areas such as policy related, practical related and further research related based on the data analysis and interpretation of the results, findings and conclusion of the study.

5.3.1 Policy Related

Policy related recommendations are directly concerned to the stakeholders, policy maker and government because they determine what policies have to be devised and implemented all across the schools and colleges or academic institutions. Academic institutions are the part of policy and they have to

implement it as per their responsibility. Nowadays, they are trying to integrate ICTs in teaching and learning activities but it is still taken as phenomenon because Nepal does not have long practice and research of it in teaching and learning activities. Most of educational stakeholders are interested to use it in schools for the better learning. Hence it is taken as a means of learning English language. So, there should be made provision on ICTs for English language learning with well equipped multimedia classroom along with full facilities of ICTs and its access to the students and teachers. For the effectiveness of it, every English teacher should be trained about use of ICTs in language teaching and learning activities. For the refreshment, government should monitor them continuously and help them to conduct ICT based language teaching and learning environment supporting technically in time. There is also urgent need of guidelines for the use of ICTs in syllabus and it should be made compulsion for English classroom up to secondary school level. Curricular should have to devise concrete framework for its integration in teaching and learning activities. On the other hand, students are the major part of teaching and learning activities. So, they should be prioritized on the use of ICTs in the classroom. For better learning, additional and basic ICTs skills based incentive or training should be provided to motivate them to learn language in ICT based environment. Thus, policies have to be made to optimize ICT based teaching and learning in English classroom.

5.3.2 Practice Related

For most, ELT teachers should be competent in the use of ICTs i.e. they should be well prepared for the use of ICT in English language classroom. On the other hand, students have also to be good at use of ICTs because it helps them to find the available resources on the web. Here, both students and teachers are suggested to have English language related reliable applications for better learning. Further, teachers are suggested to recommend their students to watch real conversation audio-videos with its subtitle and they have to assign them to

review about what they watched or listened in real time activities. Teachers have to enable students to respond their usual activities via E-mail, SMS or online forum. They may also encourage their students to prepare live commentary video or audio and documentary videos relating to the course and it can be also done as extra activity. They have to think about potentialities of ICTs in English learning and practice it in real life situation as well.

5.3.3 Further Research Related

In the context of Nepal, researchers have to involve investigating the use of ICTs and its overall potentialities in English language teaching and learning activities. Their research findings will guide all the stakeholders to improve teaching and learning activities and implement the new facts in coming days. Thus, researchers have to explore the use of ICTs in Nepalese context and its overall contribution to the development of English language in Nepal. For that, they have to go thoroughly in every topic such as its benefits, ways of integrating it in ELT classroom, factors of affecting in its use, ways of making it effective in ELT, and so on.

At the end, above mentioned three aspects namely policy, practice and further research areas should be considered to improve our use of ICTs in English teaching and learning. If we have adequate concerned about the use of ICTs in ELT then definitely we will have a good practice of ICTs in Nepal.

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APPENDICES

APPENIDX-1 QUESTIONNAIRE

Dear Sir/ Madam,

I am **Hermbu Tamang**, an M.Ed. student at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. I have prepared this questionnaire to explore the perception of secondary level (Grade 11-12) Tamang students of English on the use of Information and Communication Technology in learning English. The questionnaire has been constructed in order to accomplish a research work entitled **Perception and Use of Information and Communication Technology by Tamang Students in Learning English** for the partial fulfillment of M.Ed. in English Education course 'Thesis Writing/Eng.Ed.544'. The research is being carried out under the supervision of **Dr. Bal Mukunda Bhandari**, Professor of the English Department. Your participation and responses to the questionnaire will value my present study. I am glad to your voluntary and I appreciate your participation in this study. I want to assure that your confidentiality and anonymity will be strictly preserved without any violence in this research work.

Thank you for your interest and participation in this study. I genuinely appreciate your time.

Researcher

Hermbu Tamang

Department of English Education

Tribhuvan University, Kirtipur

Date:..... Name:.....

School/College:.....Address:.....

Grade/Level:.....

Please put a tick (✓) for your agreement in the following questions.

Q.1. Do you think ICT helps to learn English language?

Yes No

Q.2. Do you have access to the following ICT tools?

Smart phone Television Radio Internet
Computer Tablet Email Facebook
Twitter Youtube Viber SMS

Q.3. Do you use the following web search engines while learning English frequently?

Google Yahoo Ask.com Bing

Q.4. Do you use E-dictionary and other application to enhance English language learning?

Yes No

Q.5. Do you use phone, computer and other tools to develop following language skills?

Listening Speaking Reading Writing

Q.6. Are you skilled at following ICT applications?

Word processing Spread Sheet Power point
Photoshop Video Editing Blogging

Q.7. Which of the following ICTs do you use most to least in learning English ?

Please react to the following options according to your priority in the use of it.

Put your priority number like 1,2,3,4.....in the following ICT tools.

Video-Audio YouTube Facebook

Blogs Email Games

Twitter Chatting/Messaging Instagram

Google search Yahoo Search Ask.com

Free Wikipedia Offline/Online Dictionary Grammar test apps

Q.8. Which of the following ICT devices are available in your classroom?

Multimedia

Audio Equipment

Audio-Video Recorder

Computer

Others

Q.9. Which of the following devices do you use in your out of classroom?

Computer

Smart T.V.

Mobile

Audio-Video player

Others

Q.10. Are you skilled at running the following applications?

Word processing

Powerpoint presentation

Video preparation/editing

Photo animation applications

Others

Q.11. Please indicate your reaction to each of the following statements by giving right tick (✓) in the numbers levels that represent your agreement or disagreement.

Item No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Use of ICT in English language learning					
2.	ICTs hinder to learn English language					
3.	ICTs help to improve language skills					
4.	There are lots of problems in the use of ICT in English learning					
5.	ICTs have less disadvantages in English learning					
6.	It is a waste of time in English language learning					
7.	I would like to learn more about the use of ICT in English					
8.	ICTs have no use at school					
9.	ICTs can be used as a means of Learning English					
10.	ICTs do not empower me to learn English in a better way					
11.	Internet provides me a great opportunity to find English materials on the web					
12.	It is difficult to integrate in English classroom					
13.	The use of ICTs motivate the learners to learn English					

Thank You !

Appendix-2 Guidelines for Interview

Title: Perception and Use of Information and Communication Technology by Tamang Students in Learning English.

Interview will follow the following guidelines to explore the perception of Tamang students on the use of ICT and Its use in English language learning.

1. Introduction

Welcome the participant and introduce the research at hand.

Explain the general purpose of the Interview discussion and why the participant was chosen.

Explain the presence and purpose of recording equipments.

Address the issue of confidentiality.

2. Interview

i. Begin with eliciting their initial perception on the use of ICT and its general use in learning English.

ii. Explore theme and core theme of using ICTs in learning English.

iii. What ICT tools do they use to develop language?

iv. How do they apply ICT in learning English?

3. Closing Remarks: Thank you very much for your active participation in this discussion.

Date: 20/4/15

Name: Trishna Loma

School/College: Janamaitri multiple campus

Address: Kalimati, Kuleshwar

Grade/Level: 12 Dunning

Please put the tick (✓) for your agreement in the following questions.

Q.1. Do you think ICT helps to learn English language?

Yes No

Q.2. Do you have access to the following ICT tools?

Smart phone Television Radio Internet
Computer Tablet Email Facebook
Twitter Youtube Viber SMS

Q.3. Do you use the following web search engines while learning English frequently?

Google Yahoo Ask.com Bing

Q.4. Do you use E-dictionary and other application to enhance English language learning?

Yes No

Q.5. Do you use the phone, computer and other tools to develop following language skills?

Listening Speaking Reading Writing

Q.6. Are you skilled at following ICT skills?

Word processing Spread Sheet Power point
Photoshop Video Editing Blogging

Q.7. Do you agree that ICT helps to learn English language in better way? (Indicate your agreement by placing right tick (✓) in the following scale)

5. Strongly Disagree 4. Agree 3. Undecided

2. Disagree 1. Strongly Agree

Q.8. Do you think ICTs hinder to learn English language?

1. Strongly Agree 2. Agree 3. Undecided

4. Disagree 5. Strongly Disagree

Q.9. Which of the following ICT tools do you use most to least in learning English ?

Please react to the following options according to your priority in the use of it. Put your priority number like 1,2,3,4.....in the following ICT tools.

Video-Audio YouTube Facebook
Blogs Email Games
Twitter Chatting/Messaging Instagram
Google search Yahoo Search Ask.com
Free Wikipedia Offline/Online Dictionary Grammar test apps

Q.10. Which of the following ICT devices are available at your classroom?

Over Head Projector (OHP)

Audio Equipment

Audio-Video Recorder

Smartboard

Others

Q.11. Which of the following devices do you use out of classroom?

Computer

Smart T.V.

Mobile

Audio-Video player

Others

Q.12 Are you skilled at running the following applications?

Word processing

Powerpoint presentation

Video preparation/editing

Photo animation applications

Others

Q.13. Please indicate your reaction to each of the following statements by giving right tick (✓) in the numbers levels that represent your agreement or disagreement.

Item No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Use of ICT in English language learning				✓	
2.	ICTs hinder to learn English language				✓	
3.	ICTs help to improve language skills				✓	
4.	There are lots of problems in the use of ICT in English learning				✓	
5.	ICTs have less disadvantages in English learning		✓			
6.	It is a waste of time in English language learning		✓			
7.	I would like to learn more about the use of ICT in English language learning				✓	
8.	ICTs have no use at school		✓			
9.	ICTs can be used as a means of learning English				✓	
10.	ICTs do not empower me to learn English in a better way		✓			
11.	Internet provides me a great opportunity to find English materials on the web				✓	
12.	It is difficult to integrate in English classroom				✓	
13.	The use of ICTs motivates the learners to learn English					✓

Thank You !

Date: 2074/04/31
Name: Anita Maya Bal
School/College: Janasewa Secondary School.
Address: Kitipur, Panga.
Grade/Level: 11

Please put the tick (✓) for your agreement in the following questions.

Q.1. Do you think ICT helps to learn English language?

Yes No

Q.2. Do you have access to the following ICT tools?

Smart phone Television Radio Internet
Computer Tablet Email Facebook
Twitter Youtube Viber SMS

Q.3. Do you use the following web search engines while learning English frequently?

Google Yahoo Ask.com Bing

Q.4. Do you use E-dictionary and other application to enhance English language learning?

Yes No

Q.5. Do you use the phone, computer and other tools to develop following language skills?

Listening Speaking Reading Writing

Q.6. Are you skilled at following ICT skills?

Word processing Spread Sheet Power point
Photoshop Video Editing Blogging

Q.7. Do you agree that ICT helps to learn English language in better way? (Indicate your agreement by placing right tick (✓) in the following scale)

5. Strongly Disagree 4. Agree 3. Undecided
2. Disagree 1. Strongly Agree

Q.8. Do you think ICTs hinder to learn English language?

1. Strongly Agree 2. Agree 3. Undecided
4. Disagree 5. Strongly Disagree

Q.9. Which of the following ICT tools do you use most to least in learning English ?

Please react to the following options according to your priority in the use of it. Put your priority number like 1,2,3,4.....in the following ICT tools.

Video-Audio YouTube Facebook
Blogs Email Games
Twitter Chatting/Messaging Instagram
Google search Yahoo Search Ask.com
Free Wikipedia Offline/Online Dictionary Grammar test apps

Q.10. Which of the following ICT devices are available at your classroom?

Over Head Projector (OHP)

Audio Equipment

Audio-Video Recorder

Smartboard

Others

Q.11. Which of the following devices do you use out of classroom?

Computer

Smart T.V.

Mobile

Audio-Video player

Others

Q.12 Are you skilled at running the following applications?

Word processing

Powerpoint presentation

Video preparation/editing

Photo animation applications

Others

Q.13. Please indicate your reaction to each of the following statements by giving right tick (✓) in the numbers levels that represent your agreement or disagreement.

Item No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Use of ICT in English language learning				✓	
2.	ICTs hinder to learn English language				✓	
3.	ICTs help to improve language skills				✓	
4.	There are lots of problems in the use of ICT in English learning		✓			
5.	ICTs have less disadvantages in English learning				✓	
6.	It is a waste of time in English language learning	✓				
7.	I would like to learn more about the use of ICT in English language learning				✓	
8.	ICTs have no use at school	✓				
9.	ICTs can be used as a means of learning English				✓	
10.	ICTs do not empower me to learn English in a better way		✓			
11.	Internet provides me a great opportunity to find English materials on the web					✓
12.	It is difficult to integrate in English classroom				✓	
13.	The use of ICTs motivates the learners to learn English					✓

Thank You !