2023 Dandapani Gautam (C) 799 Teachers' Motivation on the Use of ICTs in Teaching and Learning English

Teachers' Motivation on the Use of ICTs in Teaching and Learning English

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

Submitted by
Dandapani Gautam

University Campus
Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2023

Teachers' Motivation on the Use of ICTs in Teaching and Learning

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

Submitted by
Dandapani Gautam

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

T.U. Regd. No.: 9-2-53-60-2011
M.Ed. Fourth Semester
Exam Symbol No.: 7428028/074

Date of Approval of the
Thesis Proposal: 25/04/2021
Date of Submission: 31/01/2023

Recommendation for the Acceptance

This is to certify that **Dandapani Gautam** has prepared this M.Ed. thesis entitled **Teachers' Motivation on the Use of ICTs in Teaching and Learning English** under my guidance and supervision**.**

I recommend and forward his thesis to the Department of English Education for acceptance.

Date: 31/01/2023

…….

Dr. Tara Datta Bhatta (Supervisor)
Professor
Department of English Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following

Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey ..……...
Reader and Head Chairperson
Department English Education
Tribhuvan University, Kirtipur

Dr. Tara Datta Bhatta (Supervisor) …….……
Professor Member
Department of English Education
Tribhuvan University, Kirtipur

Mr. Resham Acharya ….…….
Teaching Assistant Member
Department of English Education
Tribhuvan University, Kirtipur

Date: 25/04/2021

Evaluation and Approval

This thesis has been evaluated and approved by the following **Research Evaluation and Approval Committee.**

Signature

Dr. Gopal Prasad Pandey ..……...
Reader and Head Chairperson
Department English Education
Tribhuvan University, Kirtipur

Dr. Chandreshwar Mishra ……..
Professor Expert
Department of English Education
Tribhuvan University, Kirtipur

Dr. Tara Datta Bhatta (Supervisor) …….……
Professor Member
Department of English Education
Tribhuvan University, Kirtipur

Date: 28/02/2023

Declaration

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

Date: 30/01/2023 ……

Dandapani Gautam

Dedication

Dedicated

To

My parents and teachers

Who devoted their entire life for my study and making me what I am now.

Acknowledgements

This study is an output of the continuous encouragement of my respected thesis supervisor, professors, dear friends, seniors and participant teachers who provided me untiring support and proper guidance during thesis process. I, therefore, would like to thank to each individuals for their regular inspiration.

First of all, I would like to express my special thanks to my respected Guru and supervisor **Dr. Tara Datta Bhatta,** Professor, Department of English Education University Campus Kirtipur, for his continuous guidance, inspiration, courage, co-operation and supervision during the whole time of the thesis writing.

Likewise, I would like to express my humble gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education for his proper guidance, help, suggestions, and feedback. Similarly, I also would like to express my sincere gratitude to **Mr. Resham Acharya**, Teaching Assistant Department of English Education for his suggestions, and insightful feedback during the viva of the Proposal. In addition to, I would like to express my sincere gratitude the external supervisor **Dr. Chandreshwar Mishra,** Professor, Department of English Education for his insightful suggestions and encouragement during the viva of this thesis.

Moreover, I am equally indebted to all my respected teachers for their valuable feedback, suggestions and support during this research study. I am also grateful to **Ms. Madhavi Khanal** administrative staffs of Department of English Education T.U, Kirtipur for her kind cooperation and administrative work.

In the same way, I would like to extend my special thanks to my teachers from primary level to Master's level who helped me to reach in this position and place. Furthermore, I wish to thank my dearest friend **Mr. Niroj Pudasaini** and colleagues who helped me to conduct this research. Moreover, I owe a special thanks and gratitude to my parents, brothers and my whole family members for their love, care, support, devotion for standing me in this place and position.

Dandapani Gautam

Abstract

The present research entitled **Teachers' Motivation on the Use of ICTs in Teaching and Learning English** aimed to find out the teachers' use of ICTs in teaching and learning English and to explore the English language teachers' motivation on the use of ICTs in teaching and learning process. I used quantitative research method adopting survey design to carry out the study. The population of the study included all the secondary level English teachers from Baglung district. Thirty secondary level English teachers were selected by using purposive non-random sampling strategy. A set of questionnaire containing open-ended and close ended questions were used for collecting the required data of this study. Similarly, the data were analyzed and interpreted by using numerical data with description. It was found that majority of teachers used ICT tools like computer, laptop, mobile phones, multimedia, social media, social networking and mobile assisted language learning. In the same way, it was also found that teachers appeared incitement in ICTs while teaching and learning English. Moreover, this research also showed that use of ICTs in ELT made teaching and learning interesting, updated the teachers with new technologies, promoted their technical skills, and improved the nature of teaching learning process from traditional to modern one.

This study consists of five chapters. The first chapter includes the background of the study, statement of the problems, objective of the study, research questions, rational of the study, delimitation of the study and operational definition of the key terms. The second chapter deals with review of the related theoretical literature, review of the related empirical literature, implication of the review of the study and conceptual framework. Third chapter includes research design, population, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedure and ethical considerations. The fourth chapter is about the interpretation of the result. Student’s responses have been presented in suitable themes. And the last fifth chapter is all about the conclusion and recommendations of the policy, practices, and further related research. Finally it includes references and appendices.

Table of Contents

	Page No.
Declaration	*iv*
Recommendation for the Acceptance	*i*
Recommendation for Evaluation	*ii*
Evaluation and Approval	*iii*
Dedication	*iv*
Acknowledgement	*vi*
Abstract	*vii*
Table of Contents	*viii*
List of Tables	*xi*
List of Abbreviations and Acronyms	*xii*
Chapter I: Introduction	**1-6**
Background of the Study	1
Statement of the Problem	3
Rationale of the Study	4
Objectives of the Study	5
Research Questions	5
Delimitation of the Study	5
Definition of the Key Terms	5
Chapter II: Review of Related Literature and Conceptual Framework	**7-26**
Review of Theoretical Literature	7
Information communication technology	7
Technology integrated ELT	8
Importance and benefits of integrating ICTs in teaching and learning English	9
The use of ICT tools	11
ICT tools in teaching and learning	11
Non web based tools	11
Web based learning	12
Challenges on the use of ICTs in Nepal	13
Use of ICTs to motivate the teachers' education	14
Teacher motivation	15
Motivation theories	16

Content theories 16
Process theories 17
Factors influencing teacher motivation 18
Strategies for increasing motivation 20
Review of Empirical Literature 22
Implication of the Review of the Study 25
Conceptual Framework 25
Chapter III: Methods and Procedures of the Study 27-29
Research Design and Method of the Study 27
Population, Sample and Sampling Strategy 28
Research Tools 28
Sources of Data 28
Primary sources of data 28
Secondary sources of data 28
Data Collection Procedures 28
Data Analysis and Interpretation Procedures 29
Ethical Consideration 29
Chapter IV: Analysis and Interpretation of Results 30-50
Analysis of Data and Interpretation of Results 30
ICT tools used teaching and learning English 30
Regularity of ICT tools used in English classroom 32
ICT based instruction change the nature of teaching from traditional one 33
Teachers familiar with new ICT tools 34
Ample opportunities to show the creativity through ICT 34
Ways of teachers' motivation in using ICT tools in ELT 35
Teachers' motivation is crucial for teaching 36
Influencing factors of teachers' motivation 37
Use of ICTs in teaching learning process motivates the teachers 38
Strategies to increase teachers' motivation 38
Barriers of teachers' motivation on the Use of ICTs in ELT 39
English teachers have to integrate the Technology in ELT 40
Use of ICT makes learning interesting 41
ICT integrated ELT meets the curriculum goals 41
Integration of ICT creates teachers' satisfaction in ELT 42

ICT friendly environment and institutional support 43
Availability of teaching aids in school 43
ICT friendly course document and materials 44
Feeling comfortable using ICT in ELT 45
Participation in ICT related training/seminar/workshops 45
Challenges in integrating ICTs in English language teaching 46
Insufficient theoretical and practical knowledge of teachers using ICTs in ELT 47
Analysis of Data Obtained from Open-ended Items 48
Influencing factors of teachers' motivation 48
Significance of motivating factors of teachers on the use of ICTs in ELT 48
Challenges integrating ICTs in teaching and learning English 49
Suggestion regarding the effectiveness of using ICTS in ELT 50
Chapter V: Findings, Conclusion and Recommendation 51-56
Findings of the Study 51
Conclusion 54
Recommendations 55
Policy related 55
Practice related 56
Further research related 56
References
Appendix

List of Tables

Page No.

Table 1: ICT Tools used in teaching and learning English 31
Table 2: Regularity of ICTs use in English Classroom 32
Table 3: ICT Based Instruction Change the Nature of Teaching from Traditional One 33
Table 4: Teachers' Familiar with New ICT Tools 34
Table 5: Ample Opportunities to Show the Creativity through ICT 35
Table 6: Ways of Teachers' Motivation in Using ICT tools in ELT 35
Table 7: Teacher' Motivation is Crucial for Teaching 36
Table 8: Table Influencing Factors of Teachers Motivation 37
Table 9: Use of ICTs in Teaching and Learning Process Motivates the Teachers 38
Table 10: Strategies to Increase Teachers Motivation 39
Table 11: Barrier of Teachers' Motivation on the Use of ICTs in ELT 39
Table 12: English Teachers have to integrate the Technology in ELT 40
Table 13: Use of ICT makes Learning Interesting 41
Table 14: ICT integrated ELT meets the Curriculum Goals 42
Table 15: Integration of ICT creates Teachers' Satisfaction in ELT 42
Table 16: ICT Friendly Environment and Institutional Support 43
Table 17: Availability of Teaching Aids in School 44
Table 18: ICT Friendly course Document and Materials 44
Table 19: Feeling comfortable Using ICT in ELT 45
Table 20: Participation in ICT related Training/Seminar/Workshops 46
Table 21: Challenges in Integrating ICTs in English Language Teaching 46
Table 22: Insufficient Theoretical and Practical Knowledge of Teachers Using ICTs in ELT 47

List of Abbreviations and Acronyms

A	-	Agreed
S.A.	-	Strongly Agreed
S.D.	-	Strongly Disagreed
D	-	Disagree
ELT	-	English Language Teaching
EFL	-	English as a Foreign Language
CLT	-	Communicative Language Teaching
ICT	-	Information Communication Technology
TM	-	Teachers' Motivation
IT	-	Information Communication

Chapter I

Introduction

This is the study on **Teachers' Motivation on the Use of ICTs in Teaching and Learning English**. The introductory part includes the background of the study, statement of the problem, rationale of the study, objectives of the study, research questions delimitations of the study, and definitions of key terms respectively.

Background of the Study

Motivation is in internal process that makes a person to move towards a goal. It is also defined as the process that initiates, guide, and maintain goal oriented behavior. In this regard, Weiner (1990) views that motivation is determined by what you expected to get and the likelihood getting it. Motivating activities are considered to influence emotions, such as pride, shame and guilt as well as a general self-concept reality to one's ability to achieve specific goal. Baron (1996) defines motivation as "The internal process that cannot be directly observed but that guides and maintains overt behaviors". The art of motivating people start with learning how to influence individuals' behaviors, if the individuals are motivated directly or indirectly, they can achieve the goal what they expected.

Teacher motivation is an important concern for educational leaders and managers because teacher motivation has a significant effect on student's motivation. If teachers become motivated in their profession, certainly, they can improve the existing situation in the field of education. Jesus and Lens (2005) state that motivated teacher are more likely to work for educational reform and progressive legislation. It means, it is such a motive that attracts the teachers toward the professional activities which can help to updated and fulfill their responsibilities. Teacher motivation is also an important factors in realizing educational objective in achieving high academic performance. The performing behaviors of the teachers, somehow determines the future of the students. It is the key construct due to its impact on teacher's professional life, students' motivation and school functioning. In this regard, Rasheed, Aslam, and Sarwar (2010) view that teacher are the developers of positive and progressive society in a country. The courage and dedication for developing high performance work

system can only be achieved if teacher would be willing to give their best. Jesus and Lens (2005) emphasized that the motivated teacher are more dedicated to their teaching profession. So, for improving the existing situation of the field of teaching learning process, there should be provided enough motivation to teacher to be updated and implemented with new techniques, method and approaches.

Language teaching has been extensively influenced by the innovation made in the field of science and technology. The 21st century's academic study has been guided by the recent innovation. We can observe the various change in the forms and mode of education, present day language pedagogy is learning towards the use of ICTs. It is a form of teaching and learning that is support by the use of highly deliberate tools. ICT integrated instruction is a way of teaching and learning in an attractive way with the excessive use of ICT (Davies, 2013, p.14). It typically includes the teaching and learning interactively with an online support and use of techno-based tools between the teachers and learners.

In the context of Nepalese education, English is taught as a foreign language. It is used for variety of purpose such as for the purpose of international communication and as a medium of instruction. The recent approaches to ELT based on technologies. It is often said that 21st century is an era of science and technology (Lightbown & Spada, 2013). In one sense we can view that the entire world is influenced by technology and we are unable to run even our daily activities in the absences of these means. Teacher can integrate technologies or e-devices to develop instructional materials to better meet individual students' needs. At present ICTs have impact in all aspects of life; so in the modern world of computer, the internet and other tools of ICT become Integral part in ELT (Gide, 2014, p. 29).

The success of teaching depends upon the successive use of ICTs along with teacher motivation. However, teacher do not have much more ideas about it. Various studies show that the perception on the importance of ICTs encouraged teachers to use ICTs in their teaching practices. Because of the developing country, in Nepal there is not enough access of internet and availability of new ICT tools. On the other hand, there are not enough trained and skillful teacher for the Implementing ICTs as a part of English language teaching. Being ICTs are the part of teaching, the teachers have to be motivated and updated with new innovation and technologies. The problem

stated in this research is whether the teachers, in our context are familiar about the use of ICTs in teaching and learning, whether they are motivated to Use ICTS in teaching or not, what is their understanding to the benefits of using ICTs in English language teaching and learning. So, I am interested to explore the teachers' motivation on the use of ICT in teaching and learning English.

Statement of the Problem

Motivation plays a significant role in successive teaching and learning. There are many factors that might help to teachers to teach English language properly. We know that success in a task is due to the fact that if someone is motivated. In order to make teaching learning process effective, teachers as well students should be well motivated. If teacher are not motivated to teach or are not satisfied with their job can impact negatively on students learning and the school or colleges. In this regard, (Jackson 1997, as cited in Mark, 2015) opined that lack of motivation among the teachers has been manifested in teachers willingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training uncreative and non-stimulating teaching, lack of interest in meeting, unhelpful attitude when assistances is needed development of argument between colleagues. Thus, the ways to increase teacher motivation and capabilities can be assumed to be great to any attempts to improve the teaching learning outcomes.

Teachers in the 21st century must be familiar with the new methods, approaches, techniques and recent innovation and technologies which are used in the field of education. Because of which, they may provide new knowledge, skills and ideas to the students and make the students globally updated with new phenomenon. Nowadays, some modern ICTs such as laptop, projector, mobile phones multimedia and web based application, email internet and so on have vital roles in language teaching and learning because they help to teach English language more effectively and appropriately. Only well familiar teachers with modern technologies can teach to the students effectively. It is said that ICT based teaching promotes the level of thinking, analyzing and interpreting both teacher and learners. For better teaching through ICT, the teacher should have the better knowledge and skill before implementing in the real classroom.

Here, my concern is to select to this context is to explore the teacher motivation on the use of ICTs in teaching and learning English. Many researcher have been involving in exploring the perception of students and teachers on use of ICT. But teachers' motivation on the use of IC in teaching and learning English have not revealed in researches. Here, "Motivation refers is a kind of internal drive which pushes someone to do thing in order to achieve something" (Harmer, 2007, p. 98). Nowadays, the Ministry of Education Science and Technology made a policy, where Modern ICTs and web based application have to be used as a part of teaching in the classroom. Is this really appropriate in developing countries like in Nepal? Are teachers trained and motivated enough to use ICT based teaching in the classroom? Is their access of regular electricity along with internet in all school? In such a way, if so, how did teacher motivate to use ICTs in the teaching and learning process? Will it be appropriate to use ICTs as a part of teaching in future, seeing the existing situation? Hence, this study will be guided to explore the above questions and help to the policy maker, all stakeholders, and teachers to make appropriate policy, to manage the existing environment and to take the effective knowledge of using ICT, internet based teaching respectively.

Rationale of the Study

The study of my topic's aim at reveling the teacher' motivation on the use of ICTs in teaching and learning English and find out the teacher use of ICTs in teaching of English. There are so many researches carried out regarding the use of ICT, Student teacher's perception and its positive impact in ELT, students' motivation in ELT and so on. Still many discussions showed that there is enough lack the impact of ICT based knowledge, skill, and inaccessibility of internet in the real language teaching. To be specific, in our context many studies emphasize to use the ICT based class in the ELT. Where teachers are not enough trained and skilled to the appropriate use of ICT in classroom. Nowadays, the Ministry of Science and Technology and other program such as SSDP and so on related to education took a policy that where ICTs have to use as a part of teaching and learning. It has widened the gap in the real practices. Therefore, to reduce it this study was to avoid the gap between previous made policies and the current situation of teacher motivation on the use of ICT in teaching and learning English. Similarly, this study has also explored the teachers'

motivation on the use of ICTs in teaching and learning English. In the same way, this research assisted the teacher to motivate in the environment ICTs based class and helped the policy maker, curriculum designer and stakeholders to make policy as well as to include in syllabus and to manage the existing problem related to the settlement of such class respectively.

Objectives of the Study

The objective of the research were as follows:

i. To find out the teachers' use of ICTs in teaching and learning English.
ii. To explore the English language teachers' motivation on the use of ICT in teaching learning process.
iii. To suggest some pedagogical implications.

Research Questions

This study was carried out to grasp the answer of the following research questions:

i. What are the uses of ICTs in teaching and learning English?
ii. To what extent English language teachers are motivated and able to use ICT tools in teaching and learning English?

Delimitation of the Study

This research study was conducted in Baglung district with the limit of the thirty secondary level English teachers regarding teachers' motivation on the use of ICT in teaching and learning English. The data was driven through the questionnaire using purposive non-random sampling strategy.

Definition of the Key Terms

Motivation. The term motivation refers to process of stimulating people to action to accomplish the goals. An internal process makes a person's move toward a goal.

ELT classroom. ELT classroom refers to the classroom where English language teaching learning take place.

ICT. I have used the term ICTs as the collective term for diverse set of technological tools and resources used to communicate, and to create, disseminate, store and updated the information.

Accessibility. Availability of ICT based tools to the teacher of English for teaching in the classroom.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consists of detail reviewed study and their implications in study. About this study, several researches have been carried out. This chapter provides information of previous research works and other related literature including theoretical and empirical literatures on teacher motivation on the use of ICTs in teaching and learning English. Moreover, we can have number of books, articles on teacher motivation and use of ICTs that are theoretical part of this study. It also helps to find research gap of certain research studies. In this section of study, related review of theoretical literature, review of related empirical literature, implication of the review for study and conceptual framework have been included.

Review of Theoretical Literature

The review of theoretical literature provides the clear concept about research work. It is the best way to find out the gaps and problems to explore new ideas form the existing theories and finding. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way. In this study, I reviewed literature related to major theories: teachers' motivation and use of ICTs in the following sub-topics.

Information communication technology. Information communication technology refers to the technologies that provide access to information through communication. ICT is an Umbrella term that includes any communication device, encompassing radio television, cell phones, computer and network hardware, satellite system, and soon as well as the various services and appliance with them such as video conferencing and distance learning. (Khan, Din, Ismail & Rafid 2015, as cited in Akarowhe 2017). ICT can contribute to universal access to education, equity of education the delivery of quality learning and teaching, and more efficient education management, government and administration. ICT is gradually becoming the basic building block of education that is not only restricted to the use of computer and internet, but also includes the different tools and produces for effective classroom interaction. The information technology and the internet revolution gave rise to the

"learning economy" where in the capability to create new knowledge and adaption to the new demands of technology determines the performance of the individuals, institutions and the region (Borras & Lundvall, 1999, as cited in Akarowhe 2017). The individuals can perform their skills, ideas, and explosion of knowledge with it. The use of ICT helps a teacher to present his teaching attractively and able to learn for the learner at any level of educational programs (Ratheeswari, 2018). The teacher get chance to search the ways of teaching strategies and can apply updated with newer techniques and teaching styles.

Now, the role and use of technology as a tool for teaching of the English language is increasing as educators have understood its ability to create both independent and collaborative learning environment in which teacher and students can learn English with much ease. The use of ICT in teaching and learning process is the need of an hour and teacher is expected to be traditional as well as innovative in his/her teaching learning process. A teacher need to think of using technology in imparting education.

Literacy in ICT is fundamental to life in our modern technological society. To equip teachers to be literate lifelong long learners and global citizens of the 21st century we must successfully integrate ICT into both English curriculum and pedagogical practices. ICT are valuable tool to enhance teaching and learning (Stockwell, 2012). For teachers' ICT is a professional resource: a mode of classroom delivery, a source of valid and valuable text types. For students it provides opportunities to communicate more effectively and to develop literacy skills including skills in critical literacy. It is a valuable tool for researching, composing, and responding, viewing and representing in English.

Technology integrated ELT. Technology integration in ELT classroom refers to the use of technology resources like computers, mobile phones, digital cameras, power point, social media platforms and networks software application, the email and internet and so on in daily classroom practices. According to Lim et al. (2003) and Hew and Brush (2007) defined in terms of teachers applying technology to develop learners' thinking skills. Technology integration is defined as the application of to improve the educational environment. Technology integration in the classroom can support classroom instruction through creating opportunities for the learner to

complete assignments on the computer rather than the normal pencil and paper. (Dockstader, 2008). Effective technology integration in ELT classroom supports the curricular goals and helps the students to reach their goal effectively. Lam and Lawrance (2002) express that technology helps learner to regulate their own learning process and have access to many information that their teachers con not provide. Likewise, Graddol (1997) says that technology is the center of globalization process and impacts education and culture. Student are often more actively engaged in projects when technology tools are a seamless part of the learning process.

The method of English language teaching has been massively changed due to the entry of technology in teaching learning process. Pourhosein Gilakjani and Lai-Mei (2012) say that technologies in ELT have brought now tools, approaches and strategies in the teaching and learning of the language skills. Technology plays vital role in promoting appropriate activities for learner and has as significant impact of teachers' teaching methods in their classes.

There are some important reasons for integrating technology into the classes. Dockstader (2008) expresses that through integrating technology more depth into the content area syllabus would be possible. Learners are motivated through technology that ultimately enhances academic engagement time. Working in more depth with the content, learners can move beyond knowledge and comprehension to application and analysis of information. Oliver, Osa, and Walker (2012) say that technology integration helps learners became capable information technology users, information seekers, analyzes, evaluators, problem solvers decision makers creative users of technology tools, communicators and collaborators. If teacher integrate technology in ELT classroom it helps to make learning more fun for the learners Interesting technology materials helps the learner to engage more in learning process and better understanding of learning materials. Furthermore, when the lesson are interesting for learners, they will be more exited to take part in learning activities.

Importance and benefits of integrating ICTs in teaching and learning English. Information communication technology adds the value of teaching and learning by enhancing the effectiveness of learning. ICT have left significant outlet to the human being. They have made our life, easier faster, accessible and more luxuries with the innovation and application of sophisticated tools. Some of the importance of

integrating e-learning in ELT, according to Johnson (2017) include connecting class learning to reality; motivate children possibility to offer variation in teaching; offers different forms of teaching; bring the world in to the classroom, by, for instance, using authentic texts reading and listening to current news and creating opportunities for real communication and motivate students by having them publish their work for a potentially bigger audience than the teacher only offer forms of teaching. Similarly, Ray (2016) mention that teachers need to offer a form of teaching which is more adopted to individual students' interest, learning style and abilities and promote the autonomous and independent learning. With ICT, students can develop their learning themselves according to their need and interest.

The significance of integrating ICT in ELT classes is inevitable in the advancement of digital globalization. In this regard, James (2015) mentions that ICTs enable: to use ready-mate language exercise on the internet; to use the media sites and other websites from organization and authorities, in order to work with current events or thematic project; to communicate with students in other countries via e-mail and chat, or participating in subject based discussion forums; to exploit the many reference tool in the internet, such as online dictionaries; to create and publish student work, in the form of, for instance, digital storytelling, blog and wikis; to reduce the burden of teaching learning activity; to give explanations easily; to make pupil learn beyond the textbooks and to bring impacts on distinct mode of learning or online education. Furthermore, Gide (2014) has presented benefits of E-learning:

- It creates the no boundary and no restriction in learning.
- It provides more fun in learning.
- It is cost effective.
- It makes learning ease, creates flexibility and the ability to remotely access a classroom in the students own time.
- It keeps learner engaged
- It has become a self-assessment tool.

Hence, we can say that the importance and benefits of ICT cannot be limited in a particular purposes and action. These are used make classroom interesting and develops the creativity and technical skills of the teachers and students.

The use of ICT tools. Today, ICT is being used as tools of improving the quality of life. Its use is increasing in such a way in recent years. Different language institution in all over the world have already realized the importance of ICT in teaching-learning process. However, ICT plays the vital role in communicating, establishing and managing information.

ICT has proved effective in delivering learning to all over the world and to those people who are unable to move from their places and cannot move their limb and hardly utter words. It becomes possible for them to enhance education due to ICT. There are many different tools that can be used in teaching and learning. These tools can be applied in different education fields.

ICT tools in teaching and learning. ICT tools are many and some of them will be presented According to Alkamel & Chouthaiwale (2018), ICT tools here, are divided into two types which are non- web based and web based learning tools, which are given below:

Non-web based tools. The ICT tools that are used in teaching and learning process but not necessity of connecting internet are non-web based tools. Which are as follows:

Radio and television. Radio and television are the useful tools of language learning. Both the instruments offer cheap access to rich programs. The immediacy of current affair programs ensures that learners' exposure to language is up-to –date and embedded in the real world of native speakers. Through radio, it is possible for the teachers to make the students to listen the lectures by eminent and outstanding speakers. TV provides a full of audiovisual simulation, dynamic and attains a higher degree of realism. TV gives linguistic expression along with the facial expression.

Films. Films are the most powerful element in the hands of an intelligent and resourceful teacher. Films appeal the students, heighten their interest and held them ion the retention of the learned materials. Film are portably used to showcase the facts, actions skill and background information. The students of primary levels get interested to know the functioning of the speech organ and the pronunciation. The students of higher level are acquainted with classical and newly released plays and novels which have been filmed.

Language lab. Language lab is one of the modern technological teaching aids. Language lab has multi facets as student can listen to the audios and can understand the different accent used, the students are able to speak and even, they can record their voices. The students' pronunciation level could be improvised by listening to the standardized materials. Language lab is an exclusively result oriented and it enriches the English language learning process. In the recent trends, not only the audios but videos, flash based games, internet are also included in the lab materials. Language lab creates an easy atmosphere than traditional classroom.

Overhead projector. The projector, a conventional method of teaching, is highly beneficial and an alternative to chalk and talk. The OHP consumes time by preparing the materials in advance, but this sort of multimedia ensures the high-quality instruction. It is an important visual aid to display the context to the large class. OHP's allows the teachers to use image, diagrams and it reduces the work of the teacher by drawing it on the black board. By using OHP's more complicated sources can be brought onto any classrooms and it is easy to use, versatile and it is easy for the students to take notes from it.

Web based learning. Web based learning also called technology based learning / distance learning/ online education / e- learning is one of the fastest developing areas. It provides opportunities to create well designed, learner-centered, affordable, and interactive, officiate, flexible e-learning environment (Khan, 2005 as cited in Alkamel & Chouthaiwale 2018). There are thousands of English web based classes that offer trainings for a variety of basic language skills such as learning, speaking, reading, and writing and are made interactive in a variety of ways. Some of the common technologies are presented below:

E-mail. The students can correspond with native speakers of the target language using e-mail by creating a personal email account (g-mail, yahoo, Hotmail,etc.) which is free. The students can mail their homework to the teachers concerned and get it corrected in turn. The teacher can also provide revision, feedback, suggestions for the betterment of every work and send them back.

Blogs. A blog is a personal or professional journal frequently updated for public consumption. The blog enables uploading and linking the files which is very

much suited to serve as on line personal journals for students. (Pinkman 2005 as cited in Alkamel & Chouthaiwale 2018) indicates blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers post, and as writers-readers who returning to their own posts.

Skype. Every internet service has audio functions, and technological instruments like laptop with cameras. The students could communicate with their teachers and friends who are far away. Likewise, they could very well communicate with the speakers of native language and get their pronunciation checked so as to improve their speaking.

Mobile phone. Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. They may verify the spelling, pronunciation and usage of the specific word they searched for. Moreover, they can use short message service (SMS) to send queries to their instructor and get their doubts cleared.

IPod. IPod, one of the multimedia devices, enhance the user to generate, deliver, and exchange texts, image audio and video script as per the requirement. The teacher send text message and the students can read and answer to them. In addition to this, the students can record and listen to their speeches poems, news, short stories etc. Thus, IPod gives a chance to the learners to improve their listening pronunciation, vocabulary, grammar and writing.

Challenges on the use of ICTs in Nepal. Challenges are the obstacles that directly or indirectly hinders to implement something effectively. Despites many more benefits of using ICTs in the context of Nepal; there are some challenges too. In this regard, as per the Shrestha (2011) has presented that the major challenges in the use of ICTs in Nepal includes: difficulties in infrastructure development; access of all the teachers and learners to ICTs; cost expensive; difficulties in using them in remote areas even where there is not facilities of transportation and electricity; difficulties to the use for teachers because of the lack of training; problems in time management; challenges in materials development; and, the issues related to practicality. Similarly,

other challenges can be related to the lack of authentic and local materials availability of expert teacher and appropriate management and school environment.

The above ideas shows that integrating ICTs tool in teaching and learning practices in Nepalese context is really challenging. However, the challenges can be addressed with the strategic plan of developing ICT friendly learning environment. Teachers are willing to use ICT based tools in their language-teaching classroom but they face various challenges such as lack of electricity, poor availability of new devices, and well management. Form the above-mentioned challenges in the use of ICT in Nepal, a wide area of challenges and strategies can broadly be categorized in three areas: administrative, pedagogical, and technical.

Use of ICTs to motivate the teachers' education. The role of technology has advanced quickly in recent year. People from the all sectors like education sectors and so on are taking advantages from the ICTs. It can be utilized to store, process and arrange the data. This extensive meaning of ICT contains a wide range of technology like recordings, DVDs, telephone, satellite, radio, TV, PCs, equipment and programming system, innovation, equipment, and specialized administrations and technical services (Hashmi, Dahar & Sharif 2019, P. 1.) Technology has become an incredible asset in every of our lives. It has become the component of teacher learning and motivate them to use it for teaching actions. According to Bhattacharjee & Deb (2016) have presented the roles of ICTs to motivate the teacher education.

- ICT helps teachers both pre- service and in service- teacher training.
- It helps to teacher to interact with students.
- ICT helps them to access with their institution.
- It also helps to effective use of ICT software for hardware for teaching learning process.
- It helps to improve to teaching skills, and innovative teaching.
- It provides the huge information for preparing the lessons.
- It helps to improve the students learning.
- It helps to teacher to motivate the students and growing the interest of learning.
- It helps the teacher to evaluate the students appropriately.

- ICT develops the curiosity of the students.
- It provides enjoyment in teaching and learning process.
- It provides to quick access to large quantity of learning resources.
- It expands the knowledge of horizons of the teacher
- By the use of it learning can occurs any times.
- Provide valid and up to date information.
- It helps to develop the communication network (learning form others) with the help of ICTs.
- Helps to teacher to make better career with the use ICTs.
- Provide the Job opportunities to the teachers
- It helps to promote the technical skills of the teachers.

Teacher motivation. Motivation is the internal and external stimulant that determines the behavior and the priority of a person. Motivation is the force that causes an individual to act in a certain manner or to be oriented toward the work. Harmer (2007, p.98) defines motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". It means motivation arouses from the heart of the individuals that specifies need and interest to do something ahead. Similarly, Williams and Burden (1997, p. 120) say "Motivation is a state of cognitive arousal' which provokes a decision to act', as a result of which there is 'sustained intellectual and /or physical effort' so that a person can achieve some 'previously set goal". It means the strength of motivation will dependent on how much value the individual's places in the outcomes he or she wishes to achieve. According to Greenberg (1999, p. 75) "Motivation is the process of arousing, directing, and maintaining behavior towards particular goals". Thus, motivation makes the individuals active, curious and alert maintaining the good behavior to goal oriented activities.

Motivation has been generally viewed as energy or drive that moves people to do something by nature. It specifies the reason why people decide to do something; how long people are willing to sustain the activity and how hard they are going to pursue the activity. In this regard William and Burden (1997) differentiated two aspects of motivation: (1) initiating motivation which was concerned with the reason for doing something and deciding to do something. (2) Sustaining motivation

referring to the effort for sustaining or persisting in doing something. As for teacher motivation, Sinclair (1994, as cited in Williams & Burden, 1997) defined it in terms of attractions, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession. So, it the significant contributor in teachers' performance in delivering knowledge and grooming their students as a global citizens and master of their specialized field. It has to do with teachers' attitudes to work and desire to participate in the pedagogical process within the school environment.

Teachers' motivation appears crucial for optimal human functioning in the workplace because teacher who are highly motivated are more engaged in their work and satisfied. Dornyei (1994) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. Their review of literature concluded four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences related to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and de-motivating factors emanating from negative influences. Therefore teacher motivation refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influence by several contextual factors.

Motivation theories. Different researchers like Maslow, Herzberg, and McClelland have developed the number of theories to explain the motivation. Looking at different theories of motivation individually, they seem incomplete and lacking to explain the whole idea of motivation. However, looking collectively at key ideas of different theories, the understanding of motivation as a whole gets better. Motivation is the force that initiates, guides and maintains goal oriented behaviors. Similarly, it is commonly thought as an inner drive, impulses, emotion, or desire that moves one to a particular action. There are two major motivation theories, which are discussed below:

Content theories. There are three noticeable content theories of motivation. They are:

Maslow's hierarchy of needs. Hierarchy of need theory was developed by Abraham Maslow in 1943. He suggested that people are motivated to accomplish their needs in their hierarchical order of physiological needs, safety needs, love and belongingness needs, esteem needs and self- actualization needs. (Samson and Daft, 2005). Thus, according to this approach. Physiological needs are those needs require for human survival such as air, food, water, shelter, clothing, and sleep before the safety needs. Then after the entire bottom needs have to be accomplished respectively till self -actualization such as completing and looking for higher position.

Herzberg's two factors theory. This approach was developed by Frederick Herzberg in 1968. This theory is more related to work environment. He suggested two basic dimensions, related to employee motivation hygiene factors and motivators. (Hartel, Fujimoto, Strybosch & Fitzaptric, 2007). Hygiene factors are those that minimize discomfort, and insecurity at workplaces. For example, employee must agree upon the pay, working peers, working conditions and supervisors. Motivation are those that increase employee appreciation, recognitions, achievement, development and growth. Herzberg stated that motivation is a result of both good hygiene factors and effective motivations. That is, only with good hygiene factors (removing dissatisfaction) employee will not be motivated.

McClelland's acquired need theory. David McClelland suggested that people develop certain needs through their experience and they are motivated to work towards attainment of these needs. He suggests three major needs such as need for achievement, need for affiliation, and need for power (Stone, 2008). Need for achievement is related to wish for attaining high goals whereas need for affiliation is concerned with the motive to have close relationship and keep away from disagreement. Similarly, need for power refers to the desire to have power over others, and thus people with such needs are motivated to be on high position, and look forward for recognition.

***Process theories*.** There are two noticeable process theories of motivation. They are:

Equity theory. Equity theory was put forward by J. Stacy Adams in 1963. It focuses on explaining how motivation works. People compares themselves with

others in their work places to see how they are treated. They evaluate themselves in the basis of input, which can be knowledge, skill, experience, and ability to outcome that are paid, benefits and other compensations. People believe that the ratio of input to outcomes should be equal to all individuals working in the same environment. Thus, if one feels s/he is underpaid (inequity), s/he would have de-motivated and would reduce her/his work effort. Samson and Daft (2005) view that the most common ways to reduce the inequality in the organization are change inputs, change outcomes, distort perceptions or leave the job.

Expectancy theory. This model was theorized by Victor Vroom and suggests that people are motivated for their desires ad expectations that are achievable (Weihrich and Knoontz, 2005). More importantly, to be motivated one should value the reward of achievement. In other words, people are not motivated unless they are sure that the compensations are at the same level as the performance. Therefore, according to this approach, until an employee accepts the goal as achievable and rewarded is worth enough to the effort s/he is going to exert, s/he is not motivated (Hartel et.al. 2007)

Factors influencing teacher motivation. Teacher motivation is the indispensable factor in the field of education. It could not be free from the threats of teacher motivation. During the teaching and learning time, teachers are influenced by the different factors of motivation. In this regard, Iliya and Ifeoma (2015) present the following influencing factors of teacher motivation.

Workload and challenges. There are increasing classroom challenges and demands placed on teacher. Teacher facing heavy workloads need sufficient motivational support to sustain their effort and professional conduct on the job. Matoke, Okibo and Nyamongo (2015) noted that teacher are demoralized with heavy loads, handling many lessons, many pupils and working for long hours. Similarly, Machaeloaw (2002) found out that workload and challenges are negatively correlated teacher job satisfaction and positively correlated to absenteeism (as cited in Matoke, Okino and Nyamongo 2015). Therefore, if, teacher' workload is greater than teachers' motivational supports, teacher motivation is threatened.

Remuneration and incentives. Teacher salaries are generally low and irregularly paid. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism. Iliya and Ifeoma (2015) argue that on such secondary employment activity, private tutoring can be especially harmful to students' achievement or at least the distribution of student's achievement when teacher cut back on teaching part of the curriculum in school in generate demand of their tutoring services out of school. Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient materials incentives. Teacher are more motivated when they are paid on time, when they retrieving their pay is easy.

Recognition and prestige. Prestige is the most influencing factors of teacher motivation. Social respect for teacher has fallen in the eyes of students, parents, government and the larger society. Lack of prestige from low remuneration and low autonomy in planning and teaching, has been associating with private tutoring where teacher often enjoy professional status, self-esteem, and better pay. Many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face. (Tudor-Craig, 2002, as cited in Iliya and Ifeoma, 2015).

Accountability. Teacher often face weak accountability with little support. Teacher accountability is generally weak where there is low remuneration. Bennell and Akyempong (2007) as sited in Iliya and Ifeoma, 2015) highlighted the need for greater accountability in order to rein in unprofessional teachers behavior in schools. However, accountability that is too harsh or not complemented with support can just as readily damage teacher motivation.

Career development. Teaching with updated new approaches method and techniques helps to develop their career development. When teacher may dislike the external control on their teaching decisions and behavior, nearly all teachers appreciate external professional support. To improve teacher motivation, (Bennel & Akyeampong, 2007) as cited in Iliya & Ifeoma, 2015) highlighted the need for more attractive career structure and more opportunities for teacher professional development.

Institutional environment. Teacher face unclear and constantly changing polices as well as poor management. Education policies are often unclear or subject to corruption or nepotism. Teachers prefer meritocratic promotion, development, and pay; but instead politics and patronage networks usually dominate and thus undercut teacher motivation (Ramachandran and Pal, 2005, as cited in Iliya and Ifeoma, 20015).

Voice. Teacher rarely have an opportunity for input into school management and ministry policy. Teacher often operate in very hierarchical and authoritarian system, with limited opportunities for participation and delegation of responsibilities. Teacher perspectives and need needs are rarely considered in education policymaking or project design. Teacher are often seen as passive implementers or technical inputs rather than partners in reform.

Learning materials and facilities. Teacher have few or poor learning materials and poor facilities. Teachers increasingly have to do more with less or small number or textbook and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed. Physical materials in terms of adequacy and quality have been noted to have a great impact on teacher motivation. Matoke, Okibo and Nyamongo (2015) commented that topics that are meant to be taught practically are taught theoretically as part of the adaptive mechanism by teachers due to inadequate resources for effective teaching. Therefore, teacher are de- motivated by the fact that the school syllabus assumes that teachers have access to learning materials when it reality such materials are scare.

Strategies for increasing motivation. Strategy refers to a plan of action that is designed to achieve a target aim. Motivation is the key tool for effective teaching. ELT teacher should be motivated for their professional development. If teacher highly motivated in their profession then they can provide quality education to the students. There are various ways of increasing motivation. According to Kingful and Nusenu (2015) following are the strategies for increasing teachers' motivation.

Job enrichment. Job enrichment is the way of promoting teachers' motivation. It is directly related to the readiness to be updated with new phenomena happening in the field of teaching and learning. Job enrichment provides teachers with

opportunities to grow and mature in their job. It attempts to make job itself motivational. It refers to the number of activities and the autonomy, responsibility, discretion, and control.

Merit pay. The idea of merit pay has a straightforward appeal. It provides financial rewards meeting established goals and standards. The concern is that merit pay plans may encourage teachers to adjust their teaching down to the program goals, setting their sights no longer than the standards (Coltham, 2002 as cited in Iliya & Ifeoma, 2015) merit pay also the strategy for motivation. It refers to the salary which is provided to the teachers according to their contribution and the performance. Pay has the potential to satisfy each of the five needs in Maslow's hierarchy. So, there should be the provision of merit pay in the teacher in order to motivate teaching personnel's in their profession.

*Flexible working hours***.** Most of the teachers are teaching seven periods in a day. They do not get any leisure time throughout a day. They do not have sufficient time to check the students' assignments and term papers as well. So, they can feel de-motivated in such situation. So, there should be flexible working hours for the teachers. So the concept of flexible working hours has motivational appeal for the teachers.

Incentives. In incentive is something that motivates an individual to perform an action. It can be taken as an important motivational device for a desired behavior. So, incentives is also the significant strategy for increasing motivation. Motivation increase with greater incentive value. So that incentive should provide to the teachers based on their work. Incentive can energize teacher to teach more efficiently. Apart from this, there should be the provision of teacher award and prizes for the teacher as a result, teacher can do better in their professionalism

Positiveness. Finally yet importantly, positiveness is the most important factors which can enhances motivation in teaching learning activities. It is the quality of being encouraging of successful outcomes. Positive attitudes of the teachers can bring change in their profession. It bring motivation and energy to do thing and accomplish goals effectively. It can be said that positiveness always bring higher

motivation in once occupation. So, the teacher should have the feeling of positivism in their professionalism.

Review of Empirical Literature

The literature review is an integral part of this entire process and make a valuable contribution to each and every steps of the research. Here, some of the previous studies have been reviewed considering the present study are as follows:

Copriady (2014) carried out a study entitled "Self-Motivation as a Mediator for Teachers' Readiness in Applying ICT in Teaching and learning. The aim of this study was to examine teachers' motivation as a great mediator for teachers' readiness in applying ICT in their teaching and learning. This was quantitative study using a survey design, involving a total 874 high school teachers in Indonesia including 446 science teacher and 428 social science teacher. Data was analyzed using path analysis (path analysis/SEM) with AMOS software version18. The result shows that motivation is the significant variable as a mediator between the variables of readiness with ICT application in the teaching and learning science and social science. Analysis of structural equation path model (SEM) shows that the data uses in the study has a reasonable suitability for the proposed regression model. Thus, it is proved that the two new independent variables are linked directly and indirectly to the dependent variable of the study which is application of the ICT in teaching and learning.

Dhamala (2014) carried out a research study entitled "English Teacher Practice and Perception on Using E-devices in Language Class". The main objective of the study was to find out Secondary level English teacher practice and perception on using E-devices in language class. Under quantitative method, the thirty secondary level English teacher of fifteen different school of Kathmandu valley were included. Purposive non-random sampling procedure and questionnaire had been used as to tool to elicit the data from respondents. The finding showed that nearly equal number of teachers use the devices like computer, mobile phones, and software like email, internet, YouTube, Browser except computer. They view that those devices are very significant to enhance student's access in learning and learning content.

Mahara (2015) conducted a research on "Motivation of Secondary Level Students towards English Language". In this research, the main objective of the study

was to find out the motivation of higher secondary level students towards learning English. She mainly used survey research design. The study was based on secondary level students of Kailali district. The population of the study was fifty students of twelve in government aid school. She used questionnaire as tool for data collection. The major finding of this research was most of the students have absolutely positive attitude and perception toward English language. Students are intrinsically and extrinsically motivated towards learning English.

Dahal (2018) carried out the research work entitled "Use of ICT tool in Teaching English". The main objective of this study was to find out the teacher's use if ICT bin English language teaching in terms of their access a applicability in teaching of English. She conducted the study based on ethnographic research design. Five secondary English from Kathmandu valley were selected as the sample of the study using purposive non-random sampling procedure. The finding of the showed that the teacher use online dictionary, mobile phones, social networking sites, computer, email, internet and power point text as the ICT tools in the classroom.

Pant (2018) carried out a research entitled "English Language Teachers' Motivation in Professional Development". The main objectives of this study were to explore English language teachers' motivation for teaching and professional development and to identify the role of teachers' motivation in professional development. The researcher used mixed method design to carry out the research work. The populations of the research of all the basic and secondary level English language teachers of Dhading district. Forty English language teachers were selected as the sample for the study through purposive non –random sampling procedures. Questionnaire and semi-structure interview as a tool to elicit the required information. Data were analyzed and interpreted statically and descriptively to derive finding of the study. The finding showed that teaching is not the first choice of career for all the English language teachers. It was explore that job enrichment, flexible working hours, merit pay, and incentives were the significant strategies for motivation teachers in teaching and professional development. It also found that improving teaching and student learning, personal and professional development, preparing plan for instruction are the major roles of teacher motivation.

Bohora, (2019) conducted a research entitled "Motivation of M.Ed. Level Students towards English language learning: A Narrative Inquiry. The objective of the study was an attempt to find out the experiences of M.Ed. level students towards English language learning. Qualitative method was used and the data were collected from both primary and secondary sources. The researcher used non-random sampling procedure to elicit the data under the semi-structure interview. The study showed that motivation paled very significant role in student's learning. Students were motivated toward English language from different sources: teachers, parents, respectful persons in the society, and motivational incidents. They decided to learn English language due to different reasons

Mahdum, Kadriana & Safriynti (2019) conducted a research entitled "Exploring Teacher Perceptions and Motivations to ICT Use in Learning Activities in Indonesia. This study aims to investigate the perception and motivation of state senior high school teachers in rural districts in Indonesia toward ICT use in learning activities. The data of this study were collected through a set of questionnaire administered to 616 senior's high school teachers from four rural districts in Indonesia. The questionnaire reliability was analyzed using the Cronbach Alpha with the help of SPSS software. The percentage was mainly used in the descriptive analysis. Whereas, Mann- Whitney U-test was used for inferential statistics as the data were not normally distributed. The result of the study indicated that the teacher had a good level of perception and motivation toward ICT Integration in learning activities. However, they still faced with issues related to facilities and technical expertise.

Pima (2019) carried out a research article entitled "Factors that Motivate Teachers to Use ICT in Teaching: A case of Kaliua District Secondary schools in Tanzania. The purpose of this paper was to investigate the factors that motivate teachers to use Information communication technology (ICT) in teaching in remotely located secondary school in Tanzania. The researcher used 14 secondary school from Kaliua District as a case study, with a sample of 111 teachers. The research used simple random sampling strategy and a standardized questionnaire as the main tool of data collections. The result shows that four motivating, namely, teacher's experiences with the use of ICT; and finally the need to attain satisfactions and teachings objectives.

Implication of the Review of the Study

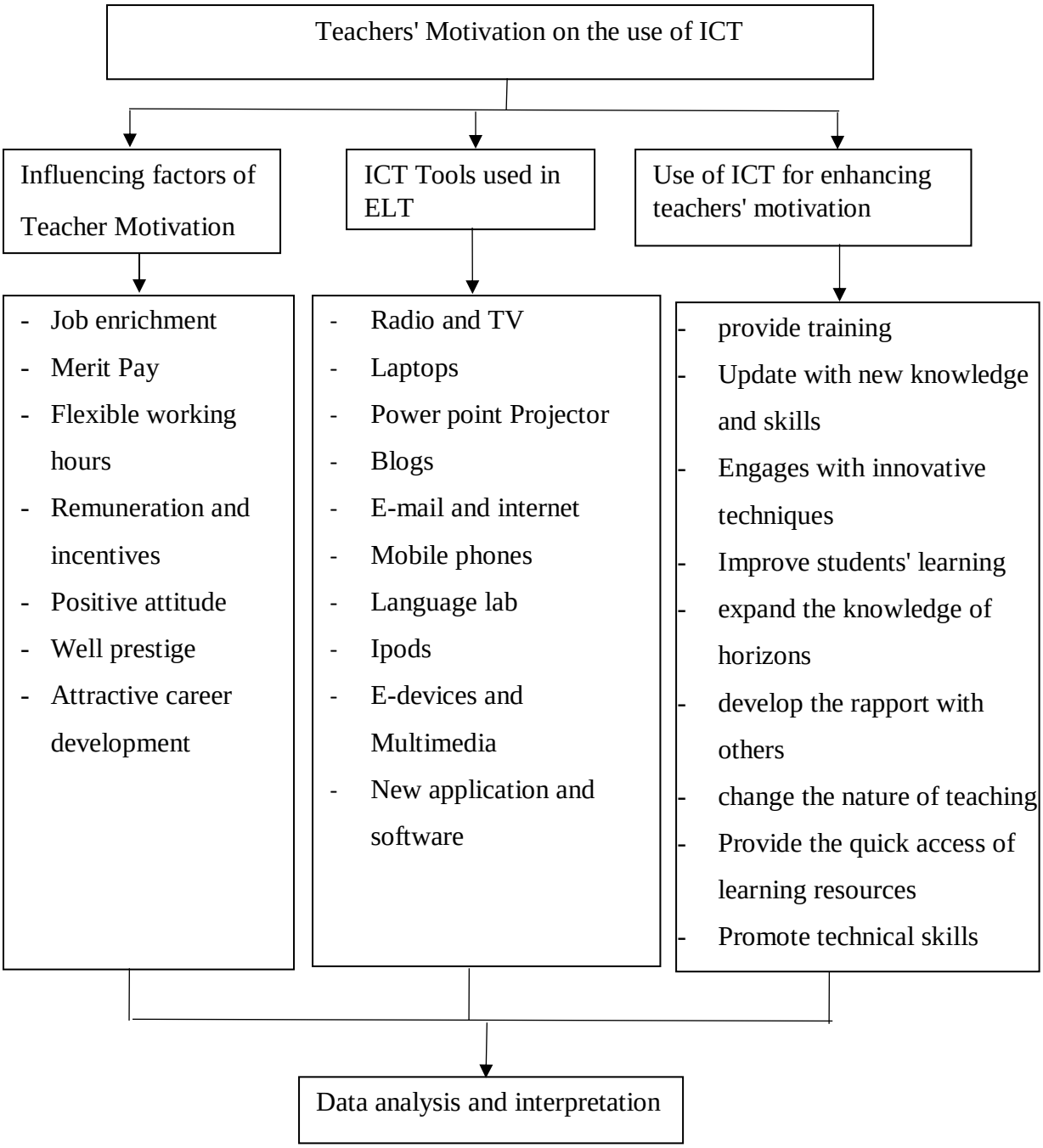
The literature review is an integral part of the entire process and makes a valuable contribution in every operational step. The most important function of the literature review is to ensure researcher read widely around the subject/area in which s/he is interested in. To select the researchable new topic of my study, "Teachers' motivation on the use of ICT in teaching and learning English", I reviewed some research work and article which were already carried out related to my topic. These works had recommended some possible researchable topic gets background knowledge from the literature review because all the problems may not be research topics. I have got lots of idea from different researches and articles which are somehow belonged to my topic.

Dahal (2018), Dhamala (2014), Pima (2019) helped me to set the theoretical as well as empirical ideas about the use of ICTs in the ELT classroom. Similarly, Mahara (2015), Mahdum et.al (2019), Copriaday (2014), and Pant (2018) also assisted me to get insight about the teachers' motivation and use of Integrating ICTs in the ELT classroom. From these reviews I got the direct and indirect ideas and techniques that assisted to my research ahead.

To sum up, all the reviewed study helped me in cultivating the ideas on theoretical background of teacher motivation and use of ICT in the teaching and learning English. I got benefited to understand the way of reviewing and writing the related literature form the above mention studies. Not only this, it provided me with the theoretical and empirical background along with broadened my horizon of knowledge of my research study.

Conceptual Framework

A conceptual framework is the graphic representation of understanding of theories by researcher or his/her own conceptualization of relationship between different variables while carrying out this research, with the consultancy of different theories related to the study and literature review. The conceptual framework to conduct this research can be diagrammatically shown as:


Teachers' Motivation on the use of ICT
Influencing factors of Teacher Motivation
ICT Tools used in ELT
Use of ICT for enhancing teachers' motivation
- Job enrichment
- Merit Pay
- Flexible working hours
- Remuneration and incentives
- Positive attitude
- Well prestige
- Attractive career development
- Radio and TV
- Laptops
- Power point Projector
- Blogs
- E-mail and internet
- Mobile phones
- Language lab
- Ipods
- E-devices and Multimedia
- New application and software
- provide training
- Update with new knowledge and skills
- Engages with innovative techniques
- Improve students' learning
- expand the knowledge of horizons
- develop the rapport with others
- change the nature of teaching
- Provide the quick access of learning resources
- Promote technical skills
Data analysis and interpretation

Chapter III

Methods and Procedures of the Study

This chapter deals with methodology which is used in the study. This chapter includes design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Research Design and Method of the Study

Research design is a roadmap which directs the researcher to the way s/he is heading to. Kumar (2005) states that a research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately, and economically. Therefore, my research was based on survey design. This research design simply explored the teachers' motivation on the use of ICT in teaching and learning English. In this type of research, the researchers visits different field to explore the existing areas. Specially, it is carried out in a large number of population in order to find out the public opinion on certain issues, to access certain educational programed and to find out the behavior of certain professional and others. Cohen and Manion (1985) define survey as:

> The setting instead, he just goes to the setting which the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through the small scale studies carried out by a single researcher. The purpose of survey is generally to obtain a snap- shot of condition, attitudes and event at a single point of time. Survey is always done in the natural setting. The researcher is not responsible for changing is natural. (p.75)

Hence, my study was based on survey design because I wanted to get to know the natural setting in existing environment of the teachers' motivation on the use of ICTs in teaching and learning English. Therefore, I selected this design as the design of my research study. Survey is a research design from which I can collect information from the defined large population using structured research tools.

Through this design, I explored the teachers' motivation on the use of ICTs in teaching and learning English. It can be taken as the best design to get the actual and natural data for the research study.

Population, Sample and Sampling Strategy

The population of my study was based on the secondary level English teachers form the Baglung district. Among them thirty English teachers were selected as a sample of population using purposive non-random sampling procedures.

Research Tools

The main tools of data collection were close-ended and open-ended questionnaire, which helped me to gather natural data for the study. So, questionnaires were used to collect the data as prime tools from teachers.

Sources of Data

Both primary and secondary sources of data were used for the collection of required data. The primary sources were used to get the information about the teachers' motivation on the use of ICTs in teaching and learning English whereas Secondary sources were used of different articles, books, international journals and previously carried out research related to my topic of the research.

Primary sources of data. Thirty Secondary level English teachers were the primary sources of data.

Secondary sources of data. In order to complete the study, various books, journals, thesis, and articles and visit some related websites were used as a secondary source of data to collect more information.

Data Collection Procedures

In order to collect the data, first of all, I selected secondary level English teachers on the basis of my research study. Then, I visited the selected teachers of Baglung district and established the rapport with them. Next, I informed them about my research work and objectives of my study. Then, I consulted and explained them

about the purpose of the study and requested them to take part in it. After that, I assured them the confidentiality in terms of ethics regarding the obtained information through questionnaire. Then after, I distributed a list of questionnaire (close-ended and open-ended) to the selected teachers. After that, I collected the raw data filled by selected teachers. At last, I thanked them heartily for their kind co-operation.

Data Analysis and Interpretation Procedures

This section deals with the interpretation and analysis of the data, which was mainly concerned with the systematic procedures of analysis and interpretation. To fulfill the objectives of my study, the obtained data were interpreted and analyzed statistically and thematically by using simple statistical tools such as frequency, count and percentages.

Ethical Consideration

Ethical considerations are so significant in the field of research. While undertaking this study I followed all the ethical aspects taken into consideration in a research. While collecting data participants were informed the purpose of writing and duration of the research and the benefits and discomfort of participation. They were assured of the confidentiality and anonymity of their responses and their right to withdraw from the research at any point. All identifiable personal information was strictly kept confidential and no names were mentioned in the thesis as well as in any publications.

Chapter IV

Analysis and Interpretation of Results

This chapter includes the presentation, analysis and the interpretation of the data and the results. The data has been accumulated from the thirty participant teachers who have been teaching English language in secondary level. Their experiences reflected the use of ICT tools in teaching and learning English as well as their motivation while using ICT with the students in the classroom. The collected information found in this section was obtained from the questionnaire have been tabulated, analyzed and interpreted descriptively on the basis of my research question.

Analysis of Data and Interpretation of Results

The data collected from the primary and secondary sources have been analyzed in this section. Questionnaires have been used to collect the data i.e. close and open ended item both. Thirty secondary level English teachers of Baglung district were included as the sample for the data collection through purposive non random sampling procedures. I established a good rapport with the selected teachers. To fulfill the objectives of my study, teachers were asked about the ICT related questions and its importance for academic performance. Hence, the responses from the participants have been further interpreted by using statistically.

ICT tools used teaching and learning English. The contemporary world is highly influenced information communication technology (ICT). It is said that knowledge of ICT is a part of life of every people. There are lots of ICT tools operating in teaching and learning English. The teacher has to be able to use of these tools according to the time and situation. Secondary level English teachers have been using ICT tools in teaching and learning field. The following table shows that the usage level of ICT tools in teaching and learning English which are used by secondary level English teachers.

Table 1

ICT Tools Used in Teaching and Learning English

ICT tools	Frequency	Percentages
Computer	26	86.66%
Laptop	27	90%
Email	24	80%
Internet	29	96.66%
Social media (Facebook, twitter, Instagram)	29	96.66%
Blogs	1	3.33%
Mobile phones	30	100%
Radio and TV	15	50%
Power point projector	17	56.66%
Language lab	0	0%
Ipods	2	6.66%
Podcast	3	10%
Messenger/Viber	25	83.33%
SMS	22	73.33%
Online teaching and related course	20	66.66%
Mobile application	3	10%
Digital pronunciation dictionaries, audio video materials	15	50%
Multimedia	30	100%
Computer Assisted Instruction	7	23.33%
computer Assisted Assessment	2	6.66%
Mobile Assisted language learning	22	73.33%
Films/ videos	26	86.66%

Above table 1 display that most of the teachers (86.66%) used computer in their teaching and learning English. Similarly, 90% teachers used laptop, 96.66% teachers used internet and social media as the ICT tools respectively. Moreover, 80% teachers used Email, 86.66% teacher used film/videos, and 83.33% teachers used messenger/ viber. Likewise, 100% teachers used mobile phones and multimedia as their teaching and learning field. In the same way, only 3.33% teachers used blogs and language labs, 50% teachers used radio/TV and digital pronunciation dictionaries, audio/video materials. Similarly, most of the teachers (73.33%) teachers used SMS, 56.66 % teachers used power point projector, 66.66% teachers used online teaching

and related courses and 73.33% teachers used mobile assisted language learning in their profession. Similarly, a few teachers (10%) used mobile application i.e. digital notebooks, tablets, smart phones, 23.33 percent teachers used computer assisted instruction and 6.66% teachers used Ipods and computer assisted assessment in teaching and learning English.

On the basis of the above analysis and interpretation of the respondents' responses, we can say that most of the teachers of secondary level viewed that they used mobile phones, multimedia, internet, social media i.e. Facebook, twitter and Instagram, laptop, film/videos, messenger/viber, SMS and mobile assisted language learning as ICT tools in their teaching and learning English. Similarly, Majority of teachers viewed that they used online teaching and related courses, power point projector respectively as ICT tool in their teaching and learning English. This also shows that most of the teachers are highly motivated to use ICT tools in their teaching and learning English. But a few teachers are less motivated using ICTs in their ELT. Therefore, we can say that use of ICT tools in teaching and learning English motivates the teachers. They need to update with new technology promote their new skills and techniques to make learning interesting.

Regularity of ICT tools used in English classroom. It is said that the more teachers use of ICTs in English classroom the more the teaching learning activities be effective. ICTs arouses the interest to the students in learning process. The English teachers were given a question to derive the required information on the use of ICTs in English language classroom. The respondents' responses are given in the following table:

Table 2

Regularity of ICTs use in English Classroom

S.N.	Regularity of ICTs use in English classroom	N	%
1	Always	1	3.33
2	Usually	19	63.33
3	Rarely	10	33.33
4	Never	0	0

The above table 2 interprets that the responses related to teachers' regularity on ICTs use in the English classroom, 3.33% teachers responded that they always used ICT in their teaching and learning English. Similarly, majority of the teachers (63.33%) used ICTs usually as necessity. In the same way. 33.33% teachers rarely used ICTs in their teaching learning process. But none of the respondents (100%) responded never used.

As shown by the table 2 it illusrates that most of the teachers are highly motivated to use ICTs tools regularly in their teaching and learning English. Regular use of ICTs in teaching and learning process makes the teacher creative, innovative and updated with new methods, techniques and skills appropriately.

ICT based instruction change the nature of teaching from traditional one. Use of ICT in teaching and learning enable and update the teachers with new innovation and techniques. They can get chance to learn themselves through ICT if they use appropriately. The following table shows the responses made by the teachers regarding ICT based instruction change the nature of teaching from traditional one.

Table 3

ICT Based Instruction Change the Nature of Teaching from Traditional One

S.N.	ICT change the nature of teaching	N	%
1	Strongly agree	10	33.33
2	Agree	19	63.33
3	Strongly Disagree	0	0
4	Disagree	1	3.33

The table 3 states that the question regarding the ICT based instruction can change the nature of teaching from traditional lecture method. Among thirty English language teachers, 33.33% teachers strongly agreed that ICT can change the nature of teaching from traditional one. Similarly, 63.33% teachers agreed with this statement. In contrast, 3.33% teachers disagreed that ICT can change the nature of teaching from traditional lecture method. None of the teachers responded on strongly disagree with this statement.

On the basis of the above table 3, it depicts that ICT can improve the nature of teaching from traditional to modern one. This also shows that majority of teachers appeared motivated by the use of ICTs while teaching and learning process.

Teachers familiar with new ICT tools. This is an era of science, technology and advancement. It is only possible learning to improve learning process if everyone becomes familiar with new technology. So, all the teachers have to familiar with new ICT tools to enrich themselves in new innovative modern technology. I administered the questionnaire regarding the new ICT tools within thirty English language teachers. The responses made by them can be shown in the following table:

Table 4

Teachers' Familiar with New ICT Tools

S.N	Familiar with new ICT tools	N	%
1	Strongly agree	4	13.33
2	Agree	21	70
3	Strongly disagree	0	0
4	Disagree	5	16.66

The above table 4 states that 13.33% teachers strongly agreed and 70 % teachers agreed but 16.66% teachers disagreed and 0% teachers strongly disagreed regarding teacher familiar with new ICT tools.

As shown by the table 4 we conclude that most of the English teacher are familiar with new technology and advancement. Being familiar with new ICT tools enables teachers in their each and every steps in this technological age.

Ample opportunities to show the creativity through ICT. ICT expands the horizon of knowledge to the teachers and also explore the knowledge on ICT tools in real classroom appropriately. The skills, performance and creativity etc. play the pivotal role to accelerate their hidden capacity. Having the knowledge and skills of ICTs the teacher can have lots of opportunity to express their creativity. The following table exposes the responses of respondents can be shown.

Table 5

Ample Opportunities to Show the Creativity through ICT

S.N.	Opportunities to show the creativity through ICT	N	%
1	Strongly agree	7	23.33
2	Agree	21	70
3	Strongly disagree	0	0
4	Disagree	2	6.66

Above table 5 displays that 23.33% English teachers strongly agreed and 70% teachers agreed with that statement where teachers had lots of opportunities to show their creativity through ICT. On the contrary, 6.66% teachers disagreed and none of the teachers (0%) strongly disagreed with this statement.

As given by the table 5 it is read that most of the teachers are highly motivated that use of ICT creates ample opportunity to express their creativity through ICT. It means appropriate use of ICT in teaching and learning process can fosters the teacher analysis power and gets chance to be successful.

Ways of teachers' motivation in using ICT tools in ELT. Teachers' motivation is the need and call of the day because it is an effective way of effective teaching. ICTs assists to add knowledge in skills and make them innovative and update with novice techniques. The following table shows the responses made by respondents on teachers' motivation in using ICT tools in ELT.

Table 6

Ways of Teachers' Motivation in Using ICT Tools in ELT

S.N.	Ways of Teachers Motivation in Using ICT Tools in ELT	N	%
1	They assist to add knowledge and skills in the field of language teaching.	5	16.66
2	They contribute to the personal life of the teachers	2	6.66
3	They help keep in touch with current educational thinking	1	3.33
4	They make the teacher innovative and update with new techniques and skills	22	73.33

The above table 6 displays the responses of teachers regarding the ways of teachers' motivation in using ICT tools in ELT. In this regard, 16.66% teachers said that ICT assists to add knowledge and skills in the field of language teaching. Similarly, 6.66% teachers viewed that ICTs contribute to the personal life of the teachers so they are motivated to use them. In the same way only 3.33% teachers responded that using ICTs help keep in touch with current educational thinking is the main ways to be motivated and 73.33% teachers opined that ICTs make the teachers innovative and update with new techniques and skills is the best ways to be motivated them in ELT classroom.

As shown by the table 7 it depicts that most of the teachers are highly motivated to use ICT tools in their teaching and learning English. This also shows that use of ICT in ELT make the teachers innovative and update with new techniques and skills and creates learning with fun atmosphere.

Teachers' motivation is crucial for teaching. Teachers' motivation is the cornerstone of the teacher professional development. If the teacher are motivated towards their profession then they can easily boost up their profession as well. Here is the responses made by English language teachers regarding teachers' motivation is crucial for teaching.

Table 7

Teacher' Motivation is Crucial for Teaching

S.N.	Teachers' Motivation is Crucial for Teaching	N	%
1	It helps teacher to develop professionally	8	26.66
2	It is for the satisfaction and fulfillment of the teachers' need	3	10
3	It arouses the interests and positive attitude in teaching	15	50
4	It supports the entire educational system of the nation	4	13.33

The table 8 shows the responses of teachers' motivation is crucial for teaching. In this regard, 26.66% teacher viewed that motivation helps teacher to develop professionally. Similarly, 10% teachers opined that motivation is the satisfaction and fulfillment of the teachers' need. In the same way, 50% teachers viewed that

motivation arouses the interests and positive attitude in learning and 13.33.33% teachers viewed that motivation supports the entire educational system of the nation.

From the analysis of above table entails that the respondents viewed mix responses regarding motivation is crucial in teaching. However, majority of teachers opined that ICT arouses interest and positive attitude in teaching.

Influencing factors of teachers' motivation. There are number of factors which influences teachers' motivation such as remuneration of the teachers, collegial relation, and societal relation and so on. Thus, different influencing factors which affects the English language teachers' motivation are presented in the following table.

Table 8

Influencing Factors of Teacher Motivation

S.N.	Influencing Factors of Teacher Motivation	N	%
1	Workload and challenges	3	10
2	Remuneration and incentive	10	33.33
3	Institutional Environment	12	40
4	Recognition and prestige	5	16.66

The table 9 shows the influencing factors of teachers' motivation. In this context, 10% teachers said that workload and challenges are the influencing factors of teacher motivation. Likewise, 33.33% teachers viewed that remuneration and incentives is the major factors of teacher motivation. In the same way, 40% teachers responded that institutional environment is the major influencing factors of teacher motivation. Similarly, 16.66% respondents viewed on recognition and prestige is the influencing factors of teacher motivation.

From the analysis of above table, it represents that remuneration and incentives and institutional environment are the most influencing factors of teachers' motivation. Similarly, workload and challenges and recognition and prestige also are the influencing factors of teacher motivation.

Use of ICTs in teaching learning process motivates the teachers. Applicability of ICTs in teaching learning help to increase teachers' motivation on teaching. The following table shows that whether the respondents were motivated or not while using ICTs in teaching and learning process.

Table 9

Use of ICTs in Teaching Learning Process Motivates the Teachers

S.N.	Use of ICTs motivates the teachers	N	%
1	Strongly agree	10	33.33
2	Agree	19	63.33
3	Strongly disagree	0	0
4	Disagree	1	3.33

Above table 6 shows that among thirty teachers, 33.33% teachers strongly agreed, 63.33% teachers agreed respectively with the statement of use of ICTs in teaching and learning process motivates the English teachers. In contrast, none of the teachers (0%) viewed that they strongly disagreed and only 3.33% teachers viewed that they disagreed on the use ICTs in teaching and learning process motivates them.

As shown by the table 9 we can say that most of the teachers were motivated using ICTs in their teaching. It is clear that use of ICTs in teaching remove the monotonous of the learners and makes teaching interesting and fruitful.

Strategies to increase teachers' motivation. Strategies are the techniques for increasing motivation to the person to do the things appropriately. There are number of strategies for increasing encouragement of the teachers. If the stakeholders can arouse motivation to the teachers, then the teaching learning activities will be effective. The responses made by respondents regarding strategies to increase teacher motivation can be shown in table.

Table 10

Strategies to Increase Teachers' Motivation

S.N	Strategies to Increase TM	N	%
1	Jon enrichment	11	36.66
2	Merit pay	1	3.33
3	Provide enough training.	14	46.66
4	Flexible working hours	4	13.33

The table 10 shows the strategies to increase teachers' motivation. In this regard, 36.66% teachers said that job enrichment is the major strategy to increase teacher motivation. Likewise, 3.33% teachers viewed that merit pay is the major strategy of TM. In the same way, 46.66 % teachers responded that provide enough training is the major strategy to increase teachers' motivation. Moreover, 13.33% teachers said that flexible working hours is the main strategy to increase TM in teaching and learning English.

As shown by table 10 it found that provide enough training and job enrichment are the major strategies increasing motivation to the English teacher in their profession. Every teachers needs to be provided training to foster their motivation in teaching and learning English.

Barriers of teachers' motivation on the Use of ICTs in ELT. There are so many hindrances using ICTs in ELT. These factors become the barrier for motivation and personal growth of the teachers. Here, the following table interprets the barrier of teachers' motivation while using ICTs in ELT.

Table 11

Barrier of Teachers' Motivation Using ICTs in ELT

S.N.	Barrier of TM Using ICTs	N	%
1	Lack of knowledge of ICT	12	40
2	Lack of Institutional support	3	10
3	Lack of sufficient ICT related materials	15	50
4	Poor governmental policies	0	0

The above table shows the responses of teachers' regarding the barrier of their motivation on the use of ICTs in teaching and learning English. In this regard, 40 % teachers said that lack of knowledge of ICT is the vital barrier of TM. Similarly, 50% teachers viewed that lack of sufficient ICT related materials is the major barrier of TM. Likewise, 10% teachers viewed that lack of institutional support also can be the barrier of teachers' motivation. But none of the respondents (0%) viewed on poor governmental policies.

As shown by the table 11 it shows that lack of knowledge of ICT, lack of institutional support and lack of sufficient ICT related materials are the major barrier of teachers' motivation. Teachers have to be managed these above barrier as they can for better teaching and better learning.

English teachers have to integrate the Technology in ELT. Technology integration in ELT classroom refers to the use of technology resources like computers, mobile phones, digital cameras, power point, social media platforms and networks software application, the email and internet and so on in daily classroom practices. The teachers were asked the question regarding the integration the technology in their teaching, the responses made by them given below.

Table 12

English Teachers have to integrate the Technology in ELT

S.N.	Teachers have to Integrate the Technology in ELT	N	%
1	Strongly agree	19	46.66
2	Agree	21	53.33
3	Strongly disagree	0	0
4	Disagree	0	0

The above table 12 shows that 46.66% teachers strongly agreed regarding English teachers have to integrate technology in their class. In the same way, 53.33% teacher agreed with this view. In contrast, 0% teachers strongly disagreed and agreed respectively with this statement. On the basis of the above data it can be said that majority of teachers are motivated to integrate the technology in teaching and learning process.

Use of ICT makes learning interesting. ICT is being used as a tools of improving the quality of life. It makes the teaching creative and interesting. Different language learners get curious while using them in the classroom. Use of ICT helps to remove the students' monotonous and arouse interest in their learning. For this item the researcher asked to the respondents that use of ICT makes learning interesting. The responses made by the teachers are as follow in a table.

Table 13

Use of ICT makes Learning Interesting

S.N.	Use of ICT makes Learning Interesting	N	%
1	Strongly agree	18	60
2	Agree	12	40
3	Strongly disagree	0	0
4	Disagree	0	0

The above table 13 states that out of thirty English teachers 60% teachers strongly agreed and 40% teachers agreed regarding the uses of ICT makes learning interesting. In contrast, none of the teachers (0%) strongly disagreed. From the analysis of above table, the majority of teachers motivated that use of ICT makes the teaching learning interesting and fruitful.

ICT integrated ELT meets the curriculum goals. The constitution of Nepal 2072 has emphasized on education using ICT tools in real classroom and also has exposed it by implementing in formal classroom. Similarly, the National Curriculum Framework 2076, National Education Policy 2076 has also prioritized on using ICT for the needs and demands of global scenario to make up to date to both tutor and the learners. The responses regarding the ICT integrated ELT meets the curriculum goals can be displayed in the given table below.

Table 14

S.N.	ICT Integrated ELT Meets the Curriculum Goals	N	%
1	Strongly Agree	6	20
2	Agree	18	60
3	Strongly disagree	0	0
4	Disagree	6	20

ICT Integrated ELT Meets the Curriculum Goals

The above table 14 states that 20% teachers agreed that ICT Integrated ELT meets the curriculum goals. Similarly, 60% teachers agreed with the above statement. Likewise, 20% teachers were disagreed that ICT integrated ELT meets the curriculum goals. In the same way, none of the teachers (0%) viewed on strongly disagree that ICT integrated ELT can't meet the curriculum goals as well. On the basis of the above interpretation, it portrays that majority of teachers viewed ICT integrated ELT easily meets the curriculum goals as prescribed our new curriculum. It shows that the curriculum have to focus ICT integrated curriculum.

Integration of ICT creates teachers' satisfaction in ELT. Teachers must bring the newness in the classroom. The teachers should create good atmosphere while teaching learning process. Bringing innovation and advancement using ICTs in the class is one of the ways of satisfaction and professional development of the teachers. The responses regarding the integration of ICTs creates satisfaction in their profession made by teachers can be shown in the table.

Table 15

Integration of ICT Creates Teachers' Satisfaction in ELT

S. N	Integration of ICT creates Teachers' Satisfaction in ELT	N	%
1	Strongly agree	3	10
2	Agree	27	90
3	Strongly disagree	0	0
4	Disagree	0	0

Above table 15 shows that 10% teachers strongly agreed and 90% teachers agreed regarding the integration of ICT creates teacher' satisfaction and professional development in English language teaching. In the same way, none of the teachers (0%) strongly disagreed and disagreed with that statement.

As shown by the above interpretation, it reveals that all of the teachers are highly motivated that on integration of ICT creates good atmosphere along with satisfaction of the teacher and develops positive attitude in professional development. So all teacher should integrate ICT to create satisfaction and fulfill the need and demand of the 21st century's learners.

ICT friendly environment and institutional support. In school, availability of ICT only can't address the interest of the learners and motivate the teachers. There should be co-operation and mutual understanding among the teachers, students, and stakeholders regarding the adopting new technology smoothly. The responses done by respondents can be displayed in the given table.

Table 16

ICT Friendly Environment and Institutional Support

S.N.	ICT Friendly Environment and institutional support	N	%
1.	Strongly agree	1	3.33
2	Agree	13	43.33
3	Strongly disagree	0	0
4	Disagree	16	53.33

Above table 16 shows the interpretation of ICT friendly environment and institutional support to the teacher. In this regard, 3.33% teachers strongly agreed, 43.33% teachers were agreed respectively. In contrast, 53.33% teachers viewed on disagree and none of the teachers (0%) viewed on strongly disagree. On the basis of the above interpretation it interprets that majority of teachers do not have ICT friendly environment and institutional support in their school in terms of using ICT. Similarly, a few teachers have that kind of atmosphere in their school.

Availability of teaching aids in school. Anything that a teacher introduces or presents in ELT classroom to clarify the concept and make teaching and learning effective is known to be ELT materials. Teaching aids usually have actual lesson in

them. Visuals aids and materials, audio aids and materials, audio video aids and materials, display devises and support materials are types of materials. Teachings materials creates appropriate situation and opportunity for the students to learn, reduces teacher taking time and increases student talking time encouraging active participation. The responses of the teachers regarding the availability of teaching aid in school can be analyzed in the following table.

Table 17

Availability of Teaching Aids in School

S.N.	Availability of Teaching Aids in School	N	%
1	Strongly agree	14	46.66
2	Agree	15	50
3	Strongly disagree	0	0
4	Disagree	1	3.33

The above table states that 46.66% teachers strongly agreed regarding the enough available of teaching materials in their school. In the same way, 50% teachers agreed that there were lots of materials in their school. But only 3.33% teachers viewed against that statement and none of the respondents (0%) viewed on strongly disagree. Thus, the researcher concluded that almost teachers agreed where there were teaching aids in their school and make their teaching enthusiastic and there was not enough available of teaching aids of few teachers' school.

ICT friendly course document and materials. The course and document in which ICT is required to function appropriately. It brings together all the digital resources for a school system such as educational videos, concept maps, audio clip, interactive objects, and photographs. In this regard, the responses of the respondents can be shown below.

Table 18

ICT friendly Course Document and Materials

Items	Responses			
ICT Friendly Course Document and	Yes		No	
	N	%	N	%

Materials	9	30	21	70

The above table 18 shows that 30% teachers were agree regarding availability of ICT friendly course document and materials. It also show that 70% teachers disagree regarding the ICT friendly course document and materials available in the school. As shown by the given clarification of the table it reveals that there was not enough ICT friendly course document and materials of majority of the teachers' school.

Feeling comfortable using ICT in ELT. Information and Communication Technology (ICT) has become a vital tool of learning variable that can no longer be ignored in any learning environment. Teachers should have good knowledge and skills then they feel comfortable on the proper use of ICTs in teaching and learning process. The researcher administered the question regarding the feeling comfortable using ICT in ELT to the respondents and their responses can be described in the given table.

Table 19

Feeling Comfortable Using ICT in ELT

Items	**Responses**							
Feeling	**SA**		**A**		**SD**		**D**	
Comfortable using	N	%	N	%	N	%	N	%
ICTs in ELT	6	20	23	76.66	0	0	1	3.33

Above table 19 shows the responses of respondents regarding the feeling comfortable using ICTs in ELT. Where 20% teachers were strongly agree, 76.66% teachers were agreed respectively. In contrast, only 3.33% teachers were disagree and none of the teachers (0%) viewed strongly disagree.

On the basis of the analysis of the above table, it represents that majority of teachers are highly motivated and realized comfortable using ICTs in their teaching and learning because of which learning process become effective and fruitful.

Participation in ICT related training/seminar/workshops. Teacher training refers to the policies, procedures and provision designed to equip teachers with the

knowledge, skills, attitudes and behavior they require to perform their task effectively in the classroom. The teacher must participate in training, seminar, conferences and workshops because of which they update with new methods, techniques, and technology. The responses viewed by respondents regarding teachers' participation in ICT related training/seminar/workshops can be shown below.

Table 20

Participation in ICT related Training/Seminar/workshops

Items	**Responses**							
Participation in ICT related Training/Seminar/ Workshops	**SA**		**A**		**SD**		**D**	
	N	%	N	%	N	%	N	%
	3	10	21	70	0	0	6	26.66

The above table shows that 10% teachers were strongly agreed, 70% teachers were agreed respectively. In the same way, only 20% teachers were disagreed but none of the teachers (0%) strongly disagreed regarding the participation in ICT related program.

On the basis of the above analysis of table 20 we can say that majority of teachers have participated in ICT related training, seminar, and workshops to develop their knowledge, skills and behaviors and up to date with the new technology.

Challenges in integrating ICTs in English language teaching. The 21st century is taken as the era of science and technology. There are not any field where science and technology is not used. It is cry these days to integrate ICT in English language teaching. However the teachers faced various challenges such as accessibility, affordability, adoptability and so on. The responses of respondents regarding the challenges in integrating ICTs in English language teaching can be shown in the following table.

Table 21

Challenges in Integrating ICTs in English Language Teaching

Items	**Responses**							
Challenges in integrating ICTs in ELT	**SA**		**A**		**SD**		**D**	
	N	%	N	%	N	%	N	%

	2	6.66	19	63.33	1	3.33	8	36.66

The above table shows the responses regarding the challenges in integrating ICTs in English language teaching. It shows that 6.66% teachers opined strongly disagree, 63.33% teachers viewed agree respectively with the above statement. Similarly, only 3.33% teachers were strongly disagreed and 26.66% teachers were disagreed. As shown by the table 21 it portrays that majority of the teachers faced challenges in integrating ICTs in English language teaching. Though the teachers are motivated to use ICT tools in ELT, they are compelled to endure these problem. Providing effective learning well facilities should be managed in the school.

Insufficient theoretical and practical knowledge of teachers using ICTs in ELT. It is said that a good teacher should have knowledge of multiple discipline to fulfill the intendant outcomes of the curriculum. Our current curriculum have focused on the practical learning using ICT in the field teaching and learning. So, the teacher should be versatile to address the diversified students' need and interests in teaching and learning process. The responses made by the respondents regarding the insufficient theoretical and practical knowledge of teachers on the use of ICTs in English language teaching and learning.

Table 22

Insufficient Theoretical and Practical Knowledge of Teachers using ICTs in ELT

Items	**Responses**							
Insufficient Theoretical and	**SA**		**A**		**SD**		**D**	
Practical knowledge of ICTs in	N	%	N	%	N	%	N	%
ELT	8	26.66	17	56.66	1	3.33	4	13.33

The above 22 shows the description regarding insufficient theoretical and practical knowledge of teachers using ICTs in ELT. Among 100% teachers, 26.66% teachers strongly agreed, 56.66% teachers agreed respectively. In the same way, only 3.33% teachers thought on strongly disagree and 13.33% teachers viewed in disagree with that statement.

On the basis of the above interpretation, the researcher concluded that two third majority of the teachers had insufficient theoretical and practical knowledge of

ICT while teaching and learning English. It also shows that the teachers should have practical skills to integrate ICTs in their professional development too.

Analysis of Data Obtained from Open-ended Questionnaire

Besides the close ended items related to teachers' motivation on the use of ICTs in teaching and learning English, the selected informants were also asked a few open ended items to get their views. The analysis and interpretation of their views is incorporated under the following sections:

Influencing factors of teachers' motivation. In order to find out the teachers' views on influencing factors of teachers' motivation in teaching and learning English. The teacher in this study viewed that teachers' motivation depends on group of factors such as remuneration, workload, promotion, carrier path, opportunity of training, professional enhancement, institutional environment, coordination among the teachers and students and so on. In this regard, respondent A says, "*Teachers should be strongly motivated towards his/her teaching profession.* On the other hand, *there should be appropriate support from administration and government should strictly implement programs and policies".* Similarly, respondent B argues," *The main influencing factors of teachers' motivation in teaching and learning English are: institutional factors, remuneration and incentives, recognition and prestige and providing enough training".* By supporting this views respondents C and D view "*Teaching environment, teacher training, age and academic level play the pivotal role of teachers' motivation in teaching and learning English".*

So, teachers are the pillar of the nation. To accelerate the nation positively they should be provided enough training, good salary, proper institutional environment and government should implement appropriate programs and policies.

Significance of motivating factors of teachers on the use of ICTs in ELT. There has been increasing interest in integrating information and communication technology (ICT) into higher education process. They enhance their learning ability, increasing their motivation, facilitating communication and collaboration, making their study flexible and increasing their access to educational resources and programs. In this regard, respondent A says, "*The significance of motivating factors of teachers*

on the use of ICTs in ELT improves the skills and knowledge of teacher. It also determines the amount of teacher involvement in teaching and learning activities". By this way respondent B opines, "*ICT enables teachers to vary teaching and learning activities, gradually changes the teaching styles to be more student centered".* Similarly, respondent C views, "*ICT improves the knowledge and skills of teacher, develops professionalism, positive attitudes, self-satisfaction and keeps in touch with current educational system".*

On the basis of the above mentioned views of respondents, it can be said that ICT has been taken as an internal part of the human being in present global scenario. It doesn't only improves knowledge and skills of teachers as well as increases positive attitude, self-satisfaction and develops professionalism.

Challenges integrating ICTs in teaching and learning English. Information and communication technology (ICT) is an important part of most organizations to these days. ICT in education has the potential to transfer teaching. Although teachers appear to acknowledge the value of ICT in schools, they continue face obstacles during the process of adopting these technologies into their teaching and learning. To support this view respondents A says, "*Lack of ICT related materials, lack of ICT related training, lack of institutional support etc. are the challenges of teachers in teaching and learning English".* Similarly respondents B argues, "*Lack of operating complex application , appropriate materials etc. have been taken as the challenges of integrating ICT in teaching and learning English".* In the same way respondents C and D add, "*Lack of ICT tools, low internet access, lack of knowledge related to ICT tools are known to be the challenges of integrating ICT in teaching and learning English".*

From the above mentioned point of view we can say that the challenges of integrating ICT are lack of ICT related materials, insufficient of ICT related training, poor institutional support, low level of operating complex application, lack of particular requirement appropriate materials and so on. In overall, accessibility, affordability, availability accountability and applicability were the major challenges of Integrating ICTs in the English classroom.

Suggestion regarding the effectiveness of using ICTS in ELT. Integration of Information Communication and Technology (ICT) assists teachers to the global requirement to replace traditional teaching methods with technology-based teaching and learning and facilities. Perceptions of the effectiveness of ICT integration to support the teaching and learning process in the classroom. It has great effectiveness for both teacher and students because it develops professionalism and enhances students learning ability regarding ICT based instruction. For this, concerning body should make the appropriate planning and polices for their betterment. To support this above mentioned view respondents A and B have similar view, "*Use of different ICT tools develop insightful knowledge and skills for both teachers and students. School administration and the stakeholders should provide enough ICT materials for the effectiveness of ICT to the demand of the content".* In addition to respondent C argues, "*There should be ICT friendly teachers and school to encourage using ICT in the classroom, they also should focus on the ICT education in policy making level too".* Besides this, respondent D ponders,"*Teachers have to be able to use ICT to become efficient and qualified by taking necessary training. The school administration and policy makers should also provide suggestion to the government and take initiatives for the management".*

As we all know that this is the age of rapidly increasing innovative science and technology. Everything is changing rapidly in educational sector too, among them use of ICT in formal classroom. Teaching learning activities can be fruitful, meaningful and reliable if there is good co-ordination among the teachers, students, school administration and stakeholders. They should recognize the significance and value of ICT while using in the classroom. ICT doesn't only assist for encouraging to both teacher and the students while participating in teaching learning activities rather it also fosters to develop their creativity, updating their knowledge with global competitive era and enhance positive attitude towards teaching and learning process simultaneously.

Chapter V

Findings, Conclusion and Recommendation

This chapter basically deals with the findings, conclusion of the research and the recommendations of the study based on the analysis and interpretation of the collected data.

Findings of the Study

On the basis of obtained data and its interpretation and analysis I have come up with the findings of the research which has been summarized under the following heading.

Teachers' motivation on the Use of ICT in English language teaching and learning

- This study found that most of the teachers of secondary level 100% viewed that they used mobile phones and multimedia in their teaching and learning English.
- Most of the teachers 96.66% used internet and social media i.e. Facebook, twitter and Instagram as ICT tools in teaching and learning English.
- Most of teachers 90% used laptop, 86.66% teachers used computer and film/videos. Similarly, 83.33% teachers used messenger/viber, 73% teachers used SMS and mobile assisted language learning as ICT tools.
- Majority of teachers 66.66% viewed that they used online teaching and related courses, 56.66% teachers used power point projector respectively as ICT tool in their teaching and learning English.
- It was found that majority of teachers 63.33% usually used ICT in teaching and learning English.
- It was found that majority of teachers 63.33% agreed that ICT based instruction can change the nature of teaching from traditional one.
- It was found that 70% teachers viewed that they were familiar with new ICT tools.

- This study was found that 70% teacher argued that use of ICT crates the ample opportunities to show the teachers' creativity.
- It was found that 73.33% teachers viewed that use of ICTs make the teacher innovative and update with new technique and skills, 16.66 viewed they assists to add knowledge and skills in the field of language teaching and 6.66% viewed that they contribute to the personal life of the teachers respectively.
- It was found that teachers' motivation helps teacher develop professionally (26.66). Similarly, it is for the satisfaction and fulfillment of the teachers' need (10%). Moreover, 50% teacher viewed that it arouses the interest and positive attitude in teaching and 13.33% viewed that it support the entire education system of the nation.
- It was found that workload and challenges (10%), remuneration and incentive (33.33%), institutional environment (40%), and recognition and prestige (16.66%) were the influencing factors of teacher' motivation.
- It was found that majority of teachers 63.33% viewed that use of ICT in teaching and learning process motivates the teachers.
- It was found that job enrichment (36.66%), merit pay (3.33%), provide enough training (46.66%), and flexible working hours (13.33%) were the most important strategies to increase teachers' motivation respectively.
- It was found that lack of proper knowledge of ICT (40%), lack of institutional support (10%), and lack of sufficient ICT related materials (50%) were the major barriers of teachers' motivation using ICT in ELT.
- Majority of teachers (53.33%) viewed that they have to integrate technology in teaching and learning English.
- It was found that majority of teachers 60% strongly agreed and 40% teachers agreed that use of ICT makes learning interesting.
- It was found that 60% teachers viewed that ICT integrated ELT meets the curriculum goal.

- This research also found that most of the teachers 90%) argued that integration of ICT creates teachers' satisfaction in ELT.

- Similarly, it was found that majority of teachers 53.33% put their views that there was not proper ICT friendly environment and institutional support in their school.
- It was also found that regarding the availability of teaching aids, 46.66% teachers strongly agreed and 50% teachers agreed respectively.
- This research found that most of the teachers 70% viewed that there was no ICT friendly course document and materials.
- It was also found that majority of teachers 76.66% viewed that they feel comfortable using ICT in ELT.
- In the same way, it was also found that majority of teachers70% thought that they participated in ICT related training/seminar/workshop.
- Majority of teachers 63.33% opined that they faced challenges integrating ITC in teaching and learning English.
- It was found that majority of teachers 56.66% perceived that teachers did not have sufficient theoretical and practical knowledge using ICT in ELT.

Major findings of open-ended questionnaires

- Most of the teachers viewed that provide enough training, good salary, proper institutional environment and appropriate programs and policies were the influencing factors of teachers' motivation.
- It was found that majority of teachers argued that use of ICT can change the nature of teaching, up to date to the teachers, expands horizons of knowledge, makes learning interesting and promote technical skills were the factors that the teacher motivated as well.
- It was found that most of the teacher opined that major challenges are lack of ICT related materials, insufficient knowledge related to ICT, insufficient of ICT related training, poor institutional support, appropriate materials and so on.
- Majority of teachers viewed that School administration and the stakeholders should provide enough ICT materials, ICT friendly teachers, encouraging, them using ICT in the classroom, teachers have to be able to use ICT tools by taking necessary training etc. were the major suggestions.

Conclusion

Motivation is an internal drive that pushes someone to do something appropriately. Teachers' motivation is the need and call of the day because it is the effective way of teacher' professional development. In other words, teacher's motivation is also an important factors in realizing educational objectives in achieving high academic performance. In this 21st century new technologies have been established day by day that helps to bring advancement in education as well in teaching and learning English. English language teaching is not beyond the use of technological tools. Every teachers should have access to those devices like computer, laptop, e-mail, internet, multimedia, social networking and so on. So teachers' motivation is essential to adjust with new technologies and make teaching learning effective and fruitful as demand of time.

This study was mainly concerned to find out the teacher's motivation on the use of ICTs in teaching and learning English. Questionnaires were used as a data collection tool using purposive non random sampling method. The data were collected by the secondary level English teachers from Baglung district and their responses were analyzed and interpreted statistically.

On the basis of this research' major findings, it is concluded that most of the secondary level English teachers used computer, laptop, mobile phones email, internet, multimedia, social media i.e. Facebook, twitter, instagram and mobile assisted learning as ICT tools in their teaching and learning English. They opined that ICT can change the nature of teaching from traditional to modern one. It found that majority of teachers familiar with new ICT tools that creates the ample opportunities to show the creativity of teacher, makes learning interesting and meets the curriculum goal. Similarly, they argue that use of ICT makes the teacher innovative and up-to-date with new techniques and methods. However, it found that there was no proper ICT friendly environment and institutional support, ICT friendly course document and materials in their schools. Similarly, it perceived that majority of teachers did not have sufficient theoretical and practical knowledge of using ICTs in ELT and they faced challenges such as lack of knowledge of ICT, lack of co-ordination, lack of sufficient ICT related materials and poor governmental policies. It believed that teachers' motivation is crucial for satisfaction and fulfillment of the teachers' need. It

aroused the interest and positive attitude in teaching. In the same way, remuneration and incentives, institutional environment, job enrichment, provide enough training were the major influencing and strategic factor of teacher' motivation.

So, it is necessary to arouse the teachers' motivation to bring desirable improvement and radical change in education. Stakeholders need to address the problem of the school and teachers as well. Teachers also should be creative, proactive and motivated to do everything for the progress and betterment of the entire education system.

Recommendations

Every research should have its recommendation and it is an act of an official suggestion the best thing to do for accepting or rejecting. So, this research has also some recommendations about this work. It is hoped that the recommendations of this research study should be utilized in different level that the researcher mentioned here. Recommendations of this research work has been presented in the following separate headings:

Policy related. Some of the recommendations have been suggested for the policy level on the basis of the conclusion and findings of the study.

- Teacher are the backbone of the educational institutes and the future of the nation lies in their hands. To improve the quality of education, there is a dire need to motivate the teachers, which in return may provide quality education.
- This study recommended that the teacher should be provided enough training to update the new techniques and skills as well as motivate them as demand of time.
- This research found that use of ICT in ELT can change the quality of learning so the government should be emphasized to integrate the technology in teaching and learning process.
- Educational institutions, schools, and others stakeholders should conduct the seminar, workshop and awareness programs regarding teachers motivation on the use of ICT.

- Policy makers and other stakeholder should recommend the ICT tools like laptop email, internet and other audio-visual materials, social networking as teaching and learning tools for the ELT.

Practice related. Some of the recommendations have been suggested for the practice level on the basis of the findings and conclusion of the study.

- The teachers should minimize and reduce the traditional method like, GT method, audio-lingual method, and direct method and so on. They should apply new method using ICT tools to make teaching and learning interesting, effecting and goal oriented.
- Teachers should participate in in training, seminar and workshops because of which they can update with newer techniques, knowledge and skills.
- There should be coordination among the teachers, administration and stakeholders regarding the teacher motivation and applying new technology in the school.
- The language teachers should have appropriate knowledge and skills about the use of ICT tools and its importance in the language classroom. So that they can create a good teaching learning environment.

Further research related. No any research covers several areas related to the topic. The findings and result of any research study might not be generalized to the entire context. Therefore, this research study also has so many limitations. It has limitation in terms of study population, sample, and data collection tool and so on. So, further research can be conducted on the basis of the limitation of this present research and this research would be helpful for those who conduct research related to this area as follows:

- Comparative study on traditional method and technology based teaching and learning English.
- Effectiveness of ICT tools motivating the teachers in teaching and learning process.
- Students' motivation using ICTs in learning English.
- Role of ICT tools for teacher development.

References

Akarowhe, K. (2017). Information communication technology in the education system of the third World countries as a pivotal to meet global best practice in teaching and development. *Am, J. Compt Sci Inform Technol 5:2. doi: 10.21767/2349-3917.100010*

Alkamel, M. A. A. & Chouthaiwale, S. S. (2018). The use of ICT tools in English language teaching and learning: A literature review. *Veda's Journal of English Language and Literature-JOELL, 5(2), 29-33.*

Barron, R. C. (1996). *Psychology.* New Delhi: Prentice-Hall of India.

Bhattacharjee, B. & Deb, K. (2016). Role of ICTs in 21st century's teacher education. *International Journal of Education and Information Studies.* Retrieved form http://www/ripublication.com

Bohara, B. B. (2019*). Motivation of M.Ed. level students toward's English language learning: A Narrative Inquiry.* An Unpublished M:Ed thesis, T.U., Kirtipur, Kathmamdu.

Cohen, J. & Manion, C. (1985). *Research methodology in social science.* London: Blackwell.

Copriady, J. (2014). *Self-motivation as a mediator for teachers' readiness in applying ICT in teaching and learning.* Indonesia: Faculty of Education, University of Riau, Indonesia.

Dahal, R. (2018). *Use of ICT tools in teaching English.* An Unpublished M.Ed thesis T.U Kirtipur, Kathmandu.

Davies, J. M. (2013). *ICTs and their significant application in teaching foreign languages.* COPSSE Documents No.Rs-5 Retrieved from http://www.copsse.education,ufl.edu/docs/Rs-5E.pdf

Dhamala, D. R. (2014). *Secondary level English teachers' practice and perception on using e-devices in language class.* An Unpublished M.Ed. Thesis. T.U., Kirtipur, Kathmandu.

Dockstader, J. (2008). Teachers of the 21st century know the what, why and how of technology integration. Retrieved from http://thetechmit.edu/chemicool/

Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language journal, 78; 3, 273-284.*

Gide, T. (2014). *A study on the technology based forms of instruction at the University of Missouri.* A doctoral dissertation, the faculty of the Graduate School, University of Missouri-Columbia. Retrieved from http://mospace.umsystem.edu/xmlui/bitstream/handel/10335/8898/research.pdf? sequence=3

Graddol, D. (1997). *The future of English? A Guide for Forecasting the Popularity of the English Language in the 21st Century (vol.29).* The British Council. Retrieved from https://doanbangoc.files.wordpress.com/2012/07/the-future-of-english.pdf

Greenberg, J. (1999). *Managing behavior in organizational (2nd ed.).* New Jersey: Prentice Hall.

Harmer, J. (2007). *The practice of English language teaching*. London: Pearson Longman.

Hartel, C. E. J., Fujimoto, Y. K., Strybosch, V. E. & Fitzaptric, K. (2007). *Human resource management: Transforming theory into innovative practice.* French Forest, NSW: Pearson Education Australia.

Hashmi, Z. F., Dahar, M. A., & Sharif, A. (2019). *Role of Information and communication technology in motivating university undergraduate students towards a learning talks in public sector universities of Rawalpindi city?* Department of Education, PMAS-Arid University, Rawalpindi: Punjab, Pakinthan.

Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and Learning: current knowledge gaps and recommendations for future research. *Education Technology Research and Development, 55, 223-252.*

Iliya, A. & Ifeoma, L. G. (2015). Assessment of teacher motivation approaches in the less developed countries. *Journal of Education and Practice, 6; 22, 10-17.*

James, S.W. (2015). The technological device and language teaching and learning. The Qualitative report, Vol. 15, No.5.pp.1164-1190. Retrieved from http://www.nova.edu/ssss/QR15-5/fry.pdf

Jesus, S. N. & Lens, W. (2005). An integrated model for the study of teacher motivation. *Applied Psychology: An Integrated Review, 54; 1, 119-134.*

Johnson, T. (2017). *ICT in English language pedagogy*. Cambridge: Cambridge University Press.

Kingful, S. & Nusenu, A. B. (2015). Teacher motivation in senior high schools in Ghana: A case of Ghana senior high school. *Journal of Education and Practice, 6; 16, 110-121.*

Lam, Y., & Lawrence, G. (2002). Teacher-student role redefinition during a computer-based second language project: Are computers catalysts for empowering change? *Computer Assisted Language Learning, 15(3), 295-315.* http://doi.org/10.1076/call.15.3.295.8185

Lightbown, P. M. & Spada, N. (2013). *How language are learned (4th ed.)*. Oxford: Oxford University Press.

Lim, C. P., Wong, P. Khine, M. S., Chai, C. S., & Divaharan, S. (2003). Creating a conducive learning environment for the effective integration of ICT: Classroom management issue. *Journal of Interactive Learning Research, 14(4), 405-423.*

Mahara, K. (2015). *Motivation of higher secondary level students towards Learning English.* An Unpublished M.Ed. Thesis T.U., Kirtipur, Kathmandu.

Mahdum, Kadriana, & Safriyanti, M. (2019). Exploring teachers' perceptions and motivations to ICT use in learning activities in Indonesia. *Journal of Information Technology Education: Research, 18,293-317. https://doi.org/10.28945/4366*

Mark, A. (2015). *Factors influencing teachers' motivation and job performance in Kibaha district, Tanzania.* An unpublished M.Ed. Thesis, Tanzania: Open University, Tanzania.

Matoke, Y. K., Okibo, W. B. & Nyamongo, D. N. (2015). Determinants of teacher motivation in public secondary schools in Masaba south sub- country, Kenya. *International Journal of Economics, Commerce and Management, 3;6, 139-160.*

Oliver, A. Osa, J. O., & Walker, T. M. (2012). Using instructional technologies to enhance teaching and learning for 21st Century preK-12 students. *International Journal of Instructional Media, 39(4), 283-295.*

Pant, B. D. (2018). *English language teachers' motivation in professional development.* An Unpublished M.Ed. Thesis, T.U., Kirtipur, Kathmandu.

Pima, J. M. (2019). Factors that motivate teachers to use ICT in teaching: A case of Kaliua district secondary schools in Tanzania. *International Journal of Education and Development Using information and Communication Technology- Journal eric.ed.gov.*

Pourhosein, Gilakjani, A., & Lai-Mei, L. (2012).Teachers' attitudes towards using computer technology in English language teaching. *Theory and Practice in Language Studies, 2(3) 630-636.* Retrieved from http://doi.org/10.4304/tpls.2.3.630-636.

Rasheed, M. L., Aslam, H. D., & Sarwar, S. (2010). Motivational issues for teachers in higher education: A critical case of IUB. *Journal of Management Research 2, 1-23.*

Ratheeswari, K. (2018). Information communication and technology in education. *Journal of Applied and Advanced Research 3(S1):45 DOI: 10.21839/jaar.2018v.3iS1.169*

Samson, D. & Daft, R, L. (2005*). Fundamentals of management (2nd ed.).* South Melbourne, Vice: Thomson.

Shrestha, S. (2011). Cyber culture in ELT. *A Reflection of Nepal Journal of NELTA. Vol. 10. N.7.*

Stockwell, G. (2012*). Computer assisted language learning diversity in research in practice.* Cambridge: Cambridge University press.

Stone, R. J. (2008). *Managing human resources (2nded.).* Milton, Qld: J Wiley and Sons, Australia.

Weiner, B. (1990). The history of motivational research. *Journal of Educational Psychology vol.82. (4) 616- 627.*

William, M. & Burden, R. L, (1997*). Psychology for language teacher: A Social Constructivist Approach*. Cambridge: Cambridge University Press.

Appendix

Questionnaire

Dear Sir/Madam

This questionnaire is a part of my research entitled **Teachers' Motivation on the Use of ICTs in Teaching and learning English** aiming to explore the teachers' motivation on the use of ICTs in teaching and learning English and to find out the use of ICTs in teaching of English, under the supervision of my respected **Prof. Dr. Tara Datta Bhatta** head of the Department of Faculty of Education, Department of English Education TU, Kirtipur. Your co-operation in the completion of this questionnaire will be great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire.

I will assure you that the responses made by you will be exclusively used only for this present study.

Researcher
Dandapani Gautam
M.Ed. Forth Semester
Department of English Education,
Tribhuvan University, Kirtipur, Kathmandu

Teachers' Background Information

Name:

School:

Teaching Level:

Years of Experience:

Gender:

Age:

Please tick √ on the left column only the tools that you have used in teaching and learning English and tick × on the right column only the tools that you have not used in teaching and learning process.

ICT Tools used in teaching and learning English	√	×
Computer		
Laptop		
Email		
Internet		
Social media (Facebook, Twitter, Instagram)		
Blogs		
Mobile phones		
Radio and TV		
Power point Projector		
Language lab		
Ipods		
Podcast		
Messenger/Viber		
SMS		
Online teaching and related course		
Mobile application (i-pads, Digital notebooks Tablets, Smarts Phones)		

Digital pronunciation dictionaries, audio/video materials		
Multimedia		
Computer Assisted Instruction		
Computer Assisted Assessment		
Mobile Assisted language learning		
Films/ videos		

You are requested to tick (√) the alternatives that best indicate your response.

1) How often do you use ICTs in your English classroom?
   a) Always b) usually c) rarely d) never
2) ICT based instruction can change the nature of teaching from the traditional lecture method.
   a) Strongly agree b) Agree c) Strongly disagree d) Disagree
3) I am familiar with the new ICT tools which are used in teaching and learning English.
   a) Strongly agree b) Agree c) Strongly disagree d) Disagree
4) I have ample opportunities to show my creativity in the classroom.
   a) Strongly agree b) Agree c) Strongly disagree d) Disagree
5) How are you motivated in using ICT tools in ELT classroom?
   a) They assists to add knowledge and skills in the field of language teaching.
   b) They contribute to the personal life of the teachers.
   c) They help keep in touch with current educational thinking.
   d) They make the teacher innovative and update with new techniques and skills.
6) Why 'Teacher motivation' is crucial for teaching'?
   a) It helps teachers to develop professionally.
   b) It is for the satisfaction and fulfillment of the teachers' need.
   c) It arouses the interests and positive attitude in teaching.
   d) It supports the entire educational system of the nation.
7) Why does teachers' motivation need for teaching?
   a) It improves the skills and knowledge of teacher.
   b) It increases the level of teacher performance.

c) It determines the amount of teacher involvement in teaching and learning activities.
d) It helps to make teacher more accountable and responsible in their job.

8) Which of the following is the most influencing factors of teacher motivation?
   a) Workload and challenges
   b) Remuneration and incentives
   c) Institutional Environment
   d) Recognition and prestige
9) Use of ICT in teaching and learning English motivates the teachers.
   a) Strongly agree b) Agree c) Strongly disagree d) disagree
10) Which of the following is the most appropriate strategy to increase teacher motivation?
   a) Job enrichment
   b) Merit pay
   c) Provide enough training
   d) Flexible working hours
11) Which of the following is the key barrier of teachers' motivation on the use of ICT in teaching and learning English?
   a) Lack of knowledge of ICT
   b) Lack of institutional support
   c) Lack of sufficient ICT related Materials
   d) Poor governmental policies.
12) In teaching and learning, English teachers have to integrate the technology in their classes.
   a) Strongly agree b) Agree c) Strongly disagree d) Disagree
13) Do you think that use of ICT makes learning interesting?
   a) Strongly agree b) Agree c) Strongly disagree d) Disagree
14) ICT integrated English language classroom is effective enough to meet classroom objectives and curriculum goals?
   a) Strongly agree b) Agree c) Strongly disagree d) Disagree
15) Integrating ICTs helps teachers to be satisfied with their profession and develop positive attitude toward the school.
   a) Strongly agree b) Agree c) Strongly disagree d) Disagree
16) Are there enough ICT tools available in your school?

a) Yes b) No

17) My school has ICT friendly environment and provides me enough institutional support.

a) Strongly agree b) Agree c) Strongly disagree d) Disagree

18) Availability of enough teaching aids make teacher enthusiastic in teaching and learning English.

a) Strongly agree b) Agree c) Strongly disagree d) Disagree

19) Are there enough ICT friendly course-documents and materials available?

a) Yes b) No

20) Teachers must update with the new ICT tools and e-devices to develop lifelong learning and professional growth.

a) Strongly agree b) Agree c) Strongly disagree d) Disagree

21) I feel comfortable using ICT tools in English language classroom?

a) Strongly agree b) Agree c) Strongly disagree d) Disagree

22) I have participated in such kind of ICT related teacher-training/seminar/ workshops.

a) Strongly agree b) Agree c) Strongly disagree d) Disagree

23) Teaching through integration of ICT is really challenging job to the teachers.

a) Strongly agree b) Agree c) Strongly disagree d) Disagree

24) In the context of Nepal, teachers do not have enough theoretical and practical knowledge on the use of ICT in teaching and learning English.

a) Strongly agree b) Agree c) Strongly disagree d) Disagree

a) What are the influencing factors of teachers' motivation in teaching and learning English? Mention in points.

……

……

……

……

……

b) What do you think, use of ICTs are motivating you while teaching and learning English? List the factors that motivated you on the use of ICTs in ELT.

……
……
……
……
…….....

c) What challenges are you facing while integrating ICTs in teaching and learning English? How do you deal with them? Share your experiences.

……
……
……
……
……

d) What suggestions do you want to provide for the effectiveness of using ICTs in ELT classes? (to teachers, school administration, policy maker, stakeholder)

……
……
……
……
……