CHAPTER ONE
INTRODUCTION

This chapter incorporates background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

1.1 Background of the Study

Present era is known as the age of science and technology and due to this, every aspect of human life is found associating with modern science and technology, and education is also encountered as highly influenced by Information Communication and Technology (ICT). To the sense, the use of information technology (IT) has broadly increased its significant space for enhancing administration and teaching and learning efficiency (Abdul-Rahman & Ayman, 2011). It means teaching and learning is being efficient due to the use of IT. Meanwhile, its enhancement has provided an aid for administration and effectiveness of learning environments to teaching contexts.

English language is found as the dominant one in recent days and gaining its importance rapidly. English language learners are not only based on textbooks for their learning outcomes, rather they are based upon various ICT tools. At initial days' students were totally dependent on teachers for their learning. But nowadays, they are directed towards self-learning through ICT. It means ICTs are replacing teacher centered techniques gradually. As a result, different new techniques, tools and procedures play a significant role in its global coverage in spaces of 'integration support and affect educational outcomes' in order to make ELT easier (Aljohani, 2017). Similarly, this modern world is entirely dominated by technology. Nowadays, the use of new technology as a tool to develop learners' ability in language teaching are gaining its importance. Therefore, the use of ICT can be implied in learning English for better teaching.

Meanwhile, English language learners are fascinated towards the ICTs use for their learning. To support this, Grabe and Grabe (as cited in Correos, 2014) state:

> …incorporating technology into teaching where it is appropriate helps to promote active learning, facilitates student-centered learning and results into more positive attitude towards the subject, better understanding of the concepts and advancement in the use of creative and higher order thinking skills. (p. 3)

This is to say that ICTs in teaching is taken as the means of great aid for learners' study. As higher order thinking skills is a concept of education reform based on learning taxonomies (such as Bloom's taxonomy). The idea reflects that some types of learning requires more cognitive processing than others. Therefore, ICTs with higher order thinking incorporate with more critical, complex judgemental skills and problem solving in teaching. Likewise, the use of ICTs in the classroom for content learning cannot be avoided and it directs learners towards autonomous learning.

According to Yunus et al. (2014, p. 766) "The internet and the world wide web can help the learners to provide supplemental language activities which can help students with additional practice in specific areas of language learning". These include reading tests and comprehension questions, grammar exercise, pronunciation exercises, vocabulary tests, close tests and so forth. Learners can search the web for their necessary areas of learning. The study shows that the use of ICTs undoubtedly can benefit students for learning English so far. Similarly, technology is becoming an important part of personal and professional lives and learners of English are using technology in great extent. Salehi and Salehi (as cited in Yunus et al., 2014, p. 764) opine, "Information and communication technology is a generic term referring to technologies which are being used for collecting, storing, editing, and passing on

information in various forms". It refers to ICT as assisting one for providing overall information in different ways. So do, Correos (2014, p. 5) mentions ICT as "the ability for identifying computer peripherals, to operate specific functions and basic programs, to design user preferences and to manage applications are initial factors of computer literacy". To the sense, computer literacy is the knowledge and ability to use computers and related technology efficiently and effectively. The universal term that ICT carries out the broader concept and the meaning is, it can be called as an umbrella term because it includes all the ways of communication, all the devices and technology related to communication like the world wide web, the various internet search engines and the popular social networking sites.

In context to the limited exposures, English language learners can use ICTs as a supplementary material for their language learning. In a similar vein, the use of online dictionary, audio visuals, films, documentaries, and native conversations can also assist to improve their English Language. Learners can grasp the knowledge about language skills (listening, speaking, reading and writing) and language aspects (vocabulary, pronunciation and grammar) from ICTs. So do, learners can have idea about language teaching and learning approaches, methods, techniques and the activities. ICTs act as a source of information and beneficial one for the language learners. Thus, it can be considered as an important for learning English language.

Therefore, I realized the necessity of carrying out the comprehensive research on exploring the M.Ed. students' perceived importance of using ICTs in learning English language along with what and how they use different search engines of ICTs to examine their experiences of ICTs use at semester system. More specifically, I chose this particular topic for my study for the purpose of examining the core aspects that support and hinder M.Ed. students for using ICTs and how they cope with these complexities.

1.2 Statement of the Problem

Modern ICTs use are found as helpful tools to increase the horizon of knowledge and education cannot be exception to this. Therefore, the use of ICTs is increasingly encountered as one of the growing trends of teaching and learning in the sector of education nowadays. Its development along with its use is being largely popular day by day. It can be assumed from this that ELT cannot remain away from ICT because of the emergence of new techniques and technology in ELT and is successfully moving towards rapid development in education

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Similarly, during the recent years, the applications of technology in education has overcome the traditional methods of teaching (Ibrahim, 2010). It means that the use of ICTs in learning English is becoming widespread in the field of education. Nowadays, students are found more interested in self learning rather than being dependent on teachers. This is the provoking reason of students' attraction towards ICTs for their learning. Thus, it became my keen interest and motivation to explore the students' perceived importance of using ICTs in learning English as issuable topic.

Meanwhile, nowadays, the use of ICTs in classroom teaching and learning has been considered as the dominant cause to bring changes in academic sector. In the context of Nepalese classroom, the use of ICTs is found causing significant changes to the traditional learning methods and has become buzz word in the most educational atmosphere (Ibrahim, ibid). More significantly, ICTs has provided audio, visual, audio visuals and textual materials to the learners. The use of ICTs has assisted in improving learners' language skills, abilities and knowledges but all the learners are not in the same access of ICT. The causative agent like economy, electricity, access of internet, availability of the devices, skill to operate the devices and the selection of the appropriate reference materials that are found as ICTs interference to create difficulties to the learners. Observing all the above mentioned positive as well as negative

aspects of ICTs use in education, I got curious to explore what and how to examine their experiences of ICTs use in learning English language at Central Department of English Education by Semester students in Nepalese Contexts. Throughout my research, I tried to examine the current practices, uses of ICTs and made an effort to identify how students do use ICTs in learning English and bring out the hidden facts and realities which are the actual challenges of using it.

Though, the study on ICTs is found as a popular topic of interesting research world widely. But very few research studies have been carried out focusing on the spaces of ICTs use and its importance in Nepalese context. Not a single research study has focused on the perceived experiences of ICTs use in real classroom context. Thus, my present study has explored students' perceived importance of using ICTs in learning English language along with what and how M. Ed. use different search engines to examine their experiences of ICTs use in learning English language.

1.3 Objectives of the Study

Following were the major objectives of my study:

i. To explore the students' perceived importance of using ICTs in learning English language at Semester System.

ii. To find out what and how M. ED students use different search engines to examine their experiences of ICTs use in learning English language at Semester System, and

iii. To suggest some pedagogical implications.

1.4 Research Questions

Following were the major objectives of my study:

i. What are the uses of ICTs in English language learning?

ii. What do students view/ perceive on the use of ICTs?

iii. What are students' personal experiences on using ICTs in language learning?

iv. How do semester students of M.Ed. use ICTs for developing different aspects and skills?

v. What are the challenges faced by M.Ed. semester students on the use of ICTs?

1.5 Significance of the Study

Currently, the innovations of technologies are significantly contributing to the quality education. So do, ICT is rapidly attracting the learners as it provides innumerable learning materials. And also the access of ICT enumerates a great role in facilitating to learning both formal and informal contexts. As this study aims to explore the students' perceived importance and experiences of using ICTs and provides the information about what and how M.Ed. semester students' use ICTs in the process of English language learning, it would be beneficial in many ways.

Firstly, this study would be significant to those teachers and students who are interested in English language teaching and learning through ICTs as it would assist them to know the real experiences and importance of ICTs uses in Nepalese contexts. Similarly, ELT learners can use ICTs as a supporting tool in learning the English language. Curriculum designers, textbook writers, educational administrations, and policy makers would be benefitted for designing curriculum, implementing ICT policy, planning education via technological way as well as course books considering the global use of ICT. Likewise, ELT teachers are assisted for delivering the content during teaching and learning through technological way. It is useful for students who are using ICT as their learning materials. This research would be equally fruitful for those who want to study further in this field in future. In addition to this, this study would be helpful to identify needs, practices and pedagogical implementations of ICT in ELT classrooms.

Thus, this study would be helpful to these important bodies to bridge existing gap and bring the fundamental changes in policy and practice level.

1.6 Delimitations of the Study

No research study can carry out to the entire population. No research can use all the tools of research and all the aspects related to the area of study. Researchers are limited by time, human resources and financial factors. Thus, the researcher has to limit his/her study to a certain boundary. This research has delimited some limitations in terms of study area, population, sample population, research tools and findings.

1. This study was delimited to the Central Department of English Education, Tribhuvan University.
2. Only four students of M.Ed. semester were selected as the sample (narrators).
3. This study has only examined the perceived importance and experiences of using ICTs in English language learning by Semester Students.
4. The data were collected from the students who have the experiences of using ICTs as a learning material.
5. The data were collected out through in-depth open ended interview, formal and informal conversation, narrative reflections.

1.7 Operational Definition of Key Terms

The key terms throughout this study are defined to increase understanding about the study. To the concern, this study has the following specific definitions:

Information and Communication Technology (ICTs): The term ICT, in my study, refers to a technology that functions for educating, changing and reforming of English language learning which can expand the teaching learning environment and increment in teaching and learning.

Narrative Inquiry: Students narratives are the stories of their own experience that they encounter during their personal and social lives. The stories which they share help to understand their past and present experiences, contexts and complexities in learning.

Search Engines: The term search engines in my study refers to a tool that allows users to enter keywords and retrieve information on websites contained in its catalogue or database.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with comprehensive review of literature related on ICTs, uses and importance of ICTs in language learning, its policy and provisions of ICTs in education of Nepal, and ICTs integration along with its affordability. This section includes sub chapters like theoretical and empirical review. For this, I have presented the thought and ideas of the different scholars. In addition, I reviewed the related researches that have been carried out in ICTs uses and the gap I have noticed after reviewing those researches along with the implication.

2.1 Review of Related Theoretical Literature

Review of literature play significant role to accomplish any research and so does, it has assisted me too. This study includes the themes as ICTs, its use and importance in language learning. It also discusses the gaps between existing policy and provision of ICTs in Nepalese context and its real use. Moreover, this studies draws on ICTs and affordability, ICT search engines as supplementary materials and ICT integration in ELT contexts of Nepal. Those topics are given in detail below.

2.1.1 Concept of Information and Communication Technology

The rapid growth of information and communication technologies along with the increasing knowledge of students have led the use of many innovative technologies in the field of language learning. Technology is considered as one of the innovative ideas in the present era which is the source of new form as changing the contemporary society into modernism (Castells, 1996). The term technology refers as a description of art that brings changes in society. It can be

said that technology is the means of transformation of society into civic one by developing good information of knowledge.

Similarly, technology is the backbone of development and civilization of any country. The technological tools are concerned as a very effective tools to be used in language classroom for effective and meaningful learning, for high motivation and high achievement in learning because these tools draw the attention of learners towards the lesson (Eady & Lockyer, 2013). It means using technology effectively is to promote student learning which assists in effective learning strategies as well as effective classroom management for the teachers as well as students. Thus, many educational stakeholders, subject experts, trainers, curriculum planner are found interested in practicing technology in ELT classes to develop the language skills. Everything is in the process of changes; the field of ELT is also seen in the process of change. Some years back, the ELT scenario seemed quite different than today because of the changing process in the society due to the present demand of new technology. At present, Information Communication Technology (ICT) as a part of technology has brought drastic change in ELT spaces. The use of technological devices such as computers interactive whiteboards in schools, and schools are directly or indirectly connected with mobile phone, Internet, laptops, and tablets now has been incorporated as tools for language teaching and learning (Eady & Lockyer, ibid). Such tools have become very important part in course of teaching learning activities in the present world to compete with global society. Therefore, ICTs have the potential to innovate, accelerate, help relate school experience to work practices, create economics validity for tomorrows workers, as well as strengthening teaching and helping school change.

Information and Communication Technology (ICT) nowadays is used globally to describe new trend to technological advancement that has become the compulsion these days. The traditional ICTs (technologies) such as radio,

television and telephone were used at the very beginning as the facilitation to serve with communication and delivering messages to each other (Ibrahim, 2010). But now, with the technological advancement, we are served with various newly innovative ICTs that include the full range of computer hardware, software, telecommunication and cell phones, the internet and wave, wired and wireless networks, video cameras and robotics. It means that ICTs encompass wide range of technologies that are used for more ease and quick communication.

Blurton (1999) opines ICT as an accepted acronym of the word information and communication technology. It is a device set of technological tools and resources used to communicate and to create, disseminate store and manage information. Similarly, it helps learners for easy access to information. The emergence of ICT at school could be seen as an important in teaching and learning in this modern age. The way of teaching learning process has been changed due to the use of ICT tools and materials. Meanwhile, ICT has brought an impact in teaching method, techniques and the supplementary materials in English language Learning. As teachers are not all in all in themselves rather they play the role of facilitator. So do, students can learn through various ICT tools and collect the information which provides them a new way of self-learning skills.

This an era of science and technology and the ICT has made learners be able to choose the contents and time according to learners' desires. They have been access to a wide range of information on the same topic. As a result, they view the same topic from multiple perspectives. So, it is often said the new technology has served as the thousands teachers for the learners. To this concern, The United Nations Development Program UNDP (as cited in Ibrahim, 2010) defines ICT as follows:

> Basically information handling tools – a varied set of goods applications
>
> and services that are used to produce, store, process, distribute and

exchange information. They include the 'old' ICTs of radio, television and telephone, and the new ICTs of computers, satellite and wireless technology and the internet. These different tools are now able to work together and combine to form our 'network world', a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe. (p. 211)

Similar definition that will be applied to ICTs throughout this study is formulated by Salehi & Salehi (2011) as the older technologies such as radio, television and telephone are now given less attention; while they have a longer and richer background as educational tools. Therefore, the integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, Internet and social networks in education is still in its infancy in comparison with the use of older technologies such as radio and television. Similarly, Hennessy, Harrison & Wamakote (2005) state the term ICTs as encompassing the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), and means of telecommunication and information systems.

In a similar vein, ICTs act as an important one during the 21st century in the context of the global exchange/sharing of knowledge (Raval, 2014). To support this, ICT is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICT in education, health.

The field of education seems affected by ICTs which have undoubtedly affected teaching, learning and research (Yusuf, 2005). It means that ICTs have the potential to accelerate, enrich and deepen skills to motivate and engage students as well as teachers to help relate school experience, to work practice, as well as strengthening and helping schools' change (Davis and Tearle, 1999 as cited in ibid).

2.1.2 Use of ICTs in Language Learning

Information and communication technology is the greatest achievement of science and technology. The development in ICTs seem making dynamic changes in society. Their influence could be seen in all aspects of life. The influences are felt more and more at schools (Mikre, 2011). As it has brought revolutionary change in the world and education sector too is highly influenced with it. The use of ICT in classroom has provided both students and teachers with more opportunities in adapting learning and teaching to individual's needs. Therefore, society is forcing schools aptly respond to this technical innovation (Mikre, ibid).

In this regard, Tinio (as cited in Mikre, 2011) also states the potential uses of ICTs for increasing access and improving relevance and quality of education in developing countries. He further states:

> the ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems improve policy formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others, who live in

the poorest countries, in their sense of isolation, and ICTs can open

access to knowledge in ways unimaginable not long ago. (p. 2)

The teacher dominated chalk and talk method and concerned the demanding need of students and there aroused the need of new methods/ approach. As a result, ICTs came to assist the teaching learning to make students centered. Different tools such as laptop, multimedia, projector, digital recording, mobile phone, internet and application like Facebook, twitter and Google started to be used in teaching and learning. Likewise, The ICTs found as changing the pace of teaching strategies to suit the materials and needs of learners. On the other hand, ICTs have given the students many opportunities to practice English in and out of classroom.

Regarding this, Ibrahim (2010) mentions about the impacts of ICT as:

The ICT put forward an influential base for efficient education. Now, we

need the modern technology for a better blended method of delivery to

create apt teaching techniques to enhance the process of learning English

language. ICTs are very motivating because they help the learners to

learn the language which is carefully designed to meet the prescribed

goals. (p. 212)

These days, students are found learning the language skills from different sources as their need and desire. The use of technology as the tool in the language class makes learners creative, autonomous and collaborative. So, the teachers use the technology as the best tool in language teaching to motivate the learners, to make them concentrate to their class. Meanwhile, ICTs helps to provide motivation to language learning as without motivation, learning cannot be effective and long lasting. Thus, the use of ICTs encourages the students to develop their treasures of knowledge in course of language learning.

To support this, Patel (2014) states teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology that is usually viewed as a delivery and instructional tool. Many instructors struggle to support their students to learn from, and about technology, but ignore the most important aspects learning with technology. Previous studies assume that students learn meaningfully when they learn with computer, technology is viewed as a resource to help them to develop, among other things, higher order thinking, creativity and research skills.

Therefore, teaching and learning with ICTs is really effective and beneficial in language learning. Learners can learn through different sources and technology which is one of the best ways among them. Use of ICTs in language learning activates the learners' motivation and concentration during their lesson. Learners can feel comfortable using ICTs to get knowledge. Similarly, teacher can teach in an effective way using ICTs and can develop their professional skills. As ICTs helps to change traditional teaching method into modern method so, it can be used as a helpful kit in teaching and learning process. Various applications available in ICT tools like Google, a universal search engine can assist language learning and teaching.

At the present day, ICT can be a very effective means in carrying out better ELT classroom activities. ICT provides variety content in different forms in audio, video and pictorial form. Similarly, it helps learners to develop concentration, better understanding long lasting learning. Thus, we can say that ICT has significant positive impact on ELT. Some positive impacts as proposed by Ibrahim (2010, p. 212) are as follows:

- Availability of materials: ICTs are very important for availability of learning materials whether it is computer or web based. The students can learn in their own pace due to available materials. Students can get

materials in PowerPoint including image, animations, pictures and graphs.

- Students' attitude: ICTs have positive effects on students' attitude towards language teaching and learning. Students get more successful, motivated, self-confidence when using computer based instructions in teaching.

- Autonomy: Students have opportunity to choose the elements of language which they want to focus. Learner centered approaches focus rather than traditional approach while using ICT. The student feels free to practice the language without fair form other at their own pace.

- Authenticity: ICTs provide the authentic learning environment because the learner can interact with each other across the city and are very motivating to the language learners.

- Multifaceted tools: ICTs helps to delivered materials in multiple ways. They facilitate different activities such as testing, doing exercise, performing different tasks to relate to language skills.

- Helps teachers: ICTs helps teachers to prepare, produce, store and retrieve their materials easily. The availability of different rich texts, different topics, and exercises helps in teacher time management. It helps teachers to carry out classroom teaching with great enthusiasm involving learners in different collaborative tasks.

- Students centered: ICTs helps the students to be exposed with different materials likewise it encourages students to do extra works outside the classroom, play language games. IT helps shy students, who feel

discomfort from asking questions, and enhances students' centered and improves the learning process by teacher/ students interaction.

- ICT in self-assessment: ICTs are the valuable means of assessing students' capabilities in the process of learning. It helps to evaluate learners without involving in formal examination. Their different skills such as listening, reading can be tested through computer assisted tools.

2.1.3 Policy and Provisions in the Use of ICT in Education of Nepal

Nepal has undertaken a number of policy initiatives in the Information and Communication Technology sector over the past several years. Different policy related with ICT such as IT Policy (2010), SSRP (2015), Policy and Provision on National Curriculum Framework (2006) and The Recent Plan (three years plan 2011-2013 of GON) has served as a backbone to develop ICT in education as well as it has provided some framework to use in our curriculum.

IT Policy (2010) of Nepal has made some of the provisions in order to develop rapidly in the sector of education, health, agriculture, etc. Similarly, in the sector of education, IT policy has made provision for expansion of access of the Internet to all schools, coordination and collaboration with national and international institutions to develop skilled human resources for continuous, relevant and quality education is another important provision. Likewise, Promotion of Industry-Academia Collaboration (IAC) and formulation and implementation of special IT programs focus on students, teachers and schools to develop competent human resources (2010).

Similarly, SSRP (2015) of Nepal has also its own policy and provision related to ICT. It has provision to develop ICT assisted teaching/learning in all schools, development of ICT infrastructure in education, alternative modes of schooling through ICT and professional development of teachers and personnel (distance and online mode) course for professional development. The policies

and legal provisions may be reviewed and amended every two years in conformity with technological development and expansion of services.

Likewise, National Curriculum Framework (2006) has its own policy and provision related to ICT in education. It has brought provisions into the schools in three different ways. The first way is to implement ICT as a tool for delivering information and or service including school administration. The second way as to implement ICT as a tool to teach other subjects. And the third way, ICT as an academic curriculum subject to equip the students with skills required to success in the knowledge and economy.

Meanwhile, The Three Year Plan (2011-2013) of GON has also included some of the policies related to ICT in education. The policies according to recent plans are: Schools will be encouraged to use ICT in education to increase access to quality education in rural areas. Similarly, digital divide will be reduced through use of ICT and ICT will be integrated in all aspects of education.

ICT in Education, Master Plan (2012-2017) is found working for establishing the use of ICT in education by specific visions, goals and objectives. The vision of Master Plan is to ensure extensive use of ICT in education sector and contribute for access to quality of education for all. The mission of the master plan is to narrow down the digital through the development of ICT infrastructures, human resources digital contents and system enhancement in education. The main goals in education master plan are to expand equitable access to education, to enhance the quality of education, to reduce digital divide and to improve the service delivery system in education. Similarly, the main objectives of ICT in Education Master Plan are to create ICT by enable learning environment in educational institutions. Similarly, to expand the interval access to schools and other educational institutions, to expand the accessibility to learning resources through educational resources sharing platform. In a similar vein, it has objective to prepare teachers for ICT based education, as well to develop favorable environment for policy making and

management for ICT based education. And to enhance ICT competencies of human resources working in education sector is another objective.

It means the policy and provision related with ICT seems to focus on the use of ICT tools in educational process in a greater extent. Similarly, many schools and university of Nepal have started to use ICT tools to facilitate in teaching and learning process. As the result of that Tribhuvan University has also focused on using ICT in teaching learning process in its semester system.

2.1.4 ICTs and Affordability

Nowadays, ICTs are used in every field and education cannot be exception to this. The government of Nepal has approached a policy with equal promotions and facilitations to improve the quality of education (ICT policy, 2015). All educational institutions are allowed to offer ICT courses and use of ICTs for pedagogical purposes as provisioned by the government of Nepal (ICT policy, ibid). It means the educational sectors can afford ICT technology with teaching and learning. Whilst there are major challenges in educational institutions of Nepal to equip ICTs in education. Dawadi and Shakya (2016) reported that there are some challenges for implementing ICTs in education, such as lack of skilled workforce, unreliable and costly internet facility, low level of ICTs literacy in rural communities, high hills and mountains, lack of hydropower in the countryside and low power solar energy and lack of security for ICT infrastructure in Nepal. It means the affordability of ICTs lies on different consequences due to aforementioned reasons.

Bates (2000) also argues that intelligent practice of emergent technology in education generates opportunities for educational institutions in a more cost-effective way than traditional strategies. The practice of ICTs in education serves with more opportunities to effective and easy learning in educational sectors along with access resources to develop ICTs competence.

Rennie and Mason (2007) reported that although there is rapid growth of the number of mobile phones, Nepal is still at the beginning of ICTs application even in higher education. The practical affordability of ICTs in the classroom teaching and learning for schools and colleges, even in university level seem very often to be used. It emphasized that ICTs still needs to be used appropriately to improve classroom delivery, increase access to learning materials and improve educational governance rather than using for other purposes.

ICT at educational sector has similar interventions to educational policy of Nepal. All educational institutions can have equal access to ICTs teaching and learning for providing new and innovative forms of support to teachers, students, and the learning process more broadly. However, the affordability to ICTs come up with different challenges but the educational sectors should realize the importance of ICTs in education and try to afford the ICTs use in practical contexts.

2.1.5 ICT Engines for Providing Supplementary Materials

Nowadays, with the rapid expansion of technology, educational spaces along with teachers and students are found using ICTs engine as the main supplementary materials for teaching and learning (ADB, 2004). It means schools and colleges are progressively using ICTs web search as a multimedia resource in teaching and preparing students for the digital world. Similarly, both the teachers and students are served with variety of options to surf through the search engines so that they can get access to variety of knowledge to the contents. Meanwhile, the teachers are benefitted to teach a subject using ICT resources (engines) to illustrate an accurate point. For example, a teacher shows different search engines for teaching a subject using multimedia resources. It is well observed that students as well as teachers are highly benefitted by ICTs engines.

In a similar vein, UNESCO has recommended that each country can establish a national network that networks schools, universities, and colleges to national and international distance education facilities with database, libraries, research labs, and computing facilities (ADB, 2004). It means that every country's policy and program related to education and technology go hand in hand. A national ICTs networking (search engines) are facilitated to students as a supplement material for learning. ICTs search engines such as www.durtahon.com, www.owlpurdue.edu, www.oatd.org, www.genelib.rusec, www.libguidecommunity, www.googlescholar.com, www.basesearch.net, www.wikipedia, www.eviced.gov, www.researchgate.net are taken as helpful in educational spaces. For example, Sri Lanka has the aspiration in its education modernization plan so do, it sees this kind of networks as a tool for peace and an instrument for raising standards of living (ADB, ibid). Therefore, it can be assumed that ICTs search engines in education can be helpful to get every dimensions of knowledge to content and subject in a broader way. Meanwhile, the ICTs search engines are highly applicable for university level students as they have to goggle upon various studies with relevant to their studies. With the help of web search, they can easily get through the researches as well as assisted so far.

2.1.6 Importance/Benefits of ICTs in learning English

At this present time, teaching has become one of the most challenging profession in our society where knowledge is expanding so rapidly that modern education demands the uses of ICTs. To the sense, its uses have become an important technological aids in teaching and learning and have started a new page.

Many countries nowadays are found legitimizing ICTs as a part of the core of their education (UNESCO, 2006). Meanwhile, ICTs play a significant role in education as it brings quality and creates autonomy in learning too. So do, ICTs are intrinsic tools in the landscape of English language teaching and learning. It

means ICTs are used as an important tool in learning English. Supporting this, Isisag (2013) mentions the following purposes of using ICTs:

i. As a means or way but not as an end.
ii. To gain maximum convenience, impacts and effectiveness.
iii. To hold students' attention and engage them in the materials.
iv. To facilitate better language teaching and learning.
v. Carrying out better ELT activities.
vi. Creating motivation and communicative language teaching in ELT.
vii. Matching learner autonomy and ELT more practical and goal oriented.

Therefore, it can be assumed that the uses of ICTs in ELT enhances both teaching and learning. Integration of ICTs in ELT acts as very important in the sense that it provides learners to become more innovative with the help of e-learning. It benefits the learners to get worldwide information which helps them to compete with the competitive world. Similarly, English lessons that incorporate multimedia applications can exert powerful motivations and provides bores students with exciting new ways to learn (Ammanni & Aparanjani, 2016). Students can learn independently as well as availability of ICTs pictorial description makes students and teachers to work collaboratively with authentic and current sources (Ammanni & Aparanjani, ibid).

2.1.7 Integrating ICTs in ELT

The word integration has been termed as a common name while talking about technology in teaching and learning. Regarding this, Eady and Lockyer (2013) argue that the concept of technology integration in the curriculum tends to describe how to use the technology in teaching but not how the students apply their knowledge and skills of technology. Their suggestion resembles that the teachers can use various forms of ICTs such as digital resources, multimedia, various web applications to present information as well to link the students with the context outside and inside the school, and to engage the students in learning activities. The integration of ICTs in teaching and learning helps to

present content, engage learners in learning activities and communicate information within the classroom and with outside world. However, a number of studies have reported both strengths and challenges of using digital technologies in teaching and learning.

The recent innovations like Mobile Assisted Language Learning (MALL), Computer Assisted Language Learning (CALL), Technology Enhance Language Learning (TELL) and E-learning have been increasingly used in English language classroom as the examples of ICTs integration in ELT contexts (Holmes & Gardener, 2016). Similarly, the major impact of the recent developments in the teaching of foreign languages can be seen in terms of a learner centered, motivation based and actively oriented approach to language teaching supported by television, radio, and audio- visual aids (Karries, 2008). The use of ICTs is expected to be innovative and enthusiastic in his/her teaching learning process by integrating it in teaching contexts. To the sense, he/ she can think of integrating ICT in imparting education.

Similarly, Dash (2007) views that ICT can now bring real English to all our schools and colleges, however, remote, if we provide them with the channels of distribution, students will learn real English with much greater ease and eagerness through radio, television and other electronic devices. ICT integration in teaching English is very fruitful in the sense that students can learn easily with great curiosity, and also they can enjoy the learning friendlier. As we know that the literacy in ICT is fundamental to life in our modern technological societies therefore it is foremost to integrate ICTs into both the English curriculum and English practice so that the teaching and learning can meet in accordance with the present context of global world.

The Nepalese government is approaching to give importance to ICTs in education during last ten years. The government has made a commitment and has also passed 'National information law 2067' to launch `the e- governance in the country. Similarly, 'open learning exchange, E- path (OLE Nepal) is an

example of endeavors that the government has made for the integration of ICTs in ELT. Ministry of education throughout most of the parts of Nepal has been economically using integrated educational technologies and this is filtering into the English language classroom. The use of multimodal technologies in English language studies is highly benefitting to achieve the goal of acquiring second language. Every ELT culture throughout the country should be equipped with at least couple of laptops, multimedia projectors, network computers and printers so that ELT activities can better be carried out to the notion of students' centeredness.

2.2 Review of Related Empirical Literature

For any kind of research, it is necessary to go through the previous studies which have been carried out on the related area. Empirical literatures help to upgrade the quality and standard of research by providing the guidelines, experiences, methods and procedures of study. Similarly, review of empirical literature helps to avoid reduplication in research providing the information about what have been already studied and what is still remaining for the further research. Researcher has reviewed the different empirical literatures that have been conducted within Nepal and in foreign contexts. I went through some of the related literature which are presented below:

Khanal (2008) carried out a research on "Attitudes of Higher Secondary Teachers Towards the Use of Computer and the Internet" to study the attitudes of Higher Secondary English Language Teacher of Kathmandu valley and their perception on the basis of their personal experience of using computer and internet by using questionnaire and interview tools. The data was collected from 100+ respondents from non-random purposive sampling. Questionnaire was a tool to collect data. Analysis of data yielded with the finding that majority of the teachers had positive attitudes towards the computer and the internet. All teachers were interested in increasing computer and the internet access in the future.

Adhikari (2011) carried out research on "Believes of English Teachers' in using Multimedia in their Class". She concluded that the research study has found out the beliefs and challenges faced by English teacher in using multimedia technology in their language classes. The population of her study was the English language teachers teaching in Kathmandu valley using multimedia technology in their language classroom. She used a set of close ended and open ended questionnaire as the tools to elicit the data from the sample population to meet the objectives of the study. She concluded that the teachers had used multimedia technology in their language classroom to expedite the rate and route of learning and to make teaching learning effective.

Acharya (2013) conducted a research on "Use of ICT and Web Tools in English Language teaching". The main objective of the study was to identify the commonly used ICT/Web Tools in ELT along with the uses of them in carrying out effective ELT activities. It was a survey research conducted on 40 English teachers teaching in private schools of Kathmandu Valley where questionnaire was used as tools of data collection and sample wereselected purposively using random sampling procedure. The result revealed that the ICT tools such as mobile phone, laptop, multimedia projector and web tools like YouTube, Facebook, wiki, email, blog are used in ELT. Similarly, majority of the teachers used ICT/ Web tools to carry out general to language skills specific classroom activities and the tools were found to be very effective.

Similarly, Arifah (2014) carried out a research on "Study on the Use of Technology in ELT Classroom: Teachers' Perspective" to explore the use of multimedia and internet do have positive impact in language teaching or not, and also to know the response from the teachers about the use of multimedia and internet in classrooms and, how they are teaching language skills. The research study was based on survey design and limited to Admjee cantonment Public College Dhaka, Bangladesh which was facilitated with technologically advanced classroom. Questionnaire and observation as the research tools were

used to collect data. The researcher selected fifteen English language teachers who were using technology as the sample from Admjee Cantonment Public College by applying non-random sampling procedure. The finding showed that technology helps to promote communication approach of teaching, use of authentic materials, introduce a lot of exposure to students.

Gosh (2015) has carried out a research on "Information Communication Technology clicks to a new Paradigm in English Language Teaching". The main purpose of this study was to explore the real practice of using ICT in English learning in Dhaka city. Fifty BBA major students from public and private schools of Dhaka city were selected randomly and surveyed on the basis of questionnaire. The major findings concluded that most of the student reported using email for academic purpose and they are acquainted to some ICT tools for learning English through a common constraint of having the internet connection.

Similarly, Poudel (2015), in his article on "ICT and Teachers Educators of English in Nepal" published in NELTA journal presents that the use of ICT is very beneficial for teachers and educators for effective delivery of information to the students for their professional development. Most of the teachers claimed that there had been no any professional initiatives for empowering them from the institutional level.

Ullah (2015) in his research on "Integrating ICT in Language Education Teachers Attitudes and Need Analysis" concluded that only teachers, mostly the private universities used ICT tools for language learning whereas majority of them did not know how to use ICT effectively. Sixty seven percent of them did not have positive attitudes towards ICT. Regarding need analysis, 37% of the institution are not equipped with ICT tools and they do not have language lab in their college and integrating ICT disclose the teacher training and motivation are crucial to these process and government needs to allocate fund to equip instruction with ICT facilities.

Similarly, Shahi (2016) carried out research under the title "Use of Technology in English class" to explore the practice of use of technology in language class by English language teachers. He used survey research design and selected thirty English language teachers who used technology in language class as the sample from fifteen schools in Kathmandu valley using non-random purposive sampling procedure. He used questionnaire as a tool and explored that technological tools are very useful and essential in English language class to develop the language skill in students and to develop the professional skills of the language teachers in secondary schools. The teachers were found to have positive view towards the use of technology such as mobile, computer and internet in language class.

Talukder and Saba (2016) conducted a research on "ICT Based ELT at Secondary Level Education in Bangladesh". The main objectives of their study was to analyze the students' needs in secondary English language teaching in term of using ICTs and also to find out the most useful technological tools for teaching and learning in secondary English classes. While conducting the research, they followed the qualitative orientation, secondary English class observation, an in-depth interview and group discussion with teachers and students. In order to provide wider range of perspectives of teachers and students in different context, twenty four teachers and one hundred and fifty students from twelve schools situated in rural and urban areas of Bangladesh were randomly selected as participant of the study. The researcher had observed the classes with the purpose of what technological tool teacher use while teaching. At the same time students' perceptions towards ICT was also obtained. Interview and the group discussion were conducted with teachers and students to record their attitude regarding the use of ICT in ELT. After analyzing the data, the interview and the discussion the researcher come up with the certain findings. All the teachers did not have adequate knowledge and skill of ICT and their use in ELT classroom. The students felt easy and interested in learning where videos were used for ELT. So, they were in favor of using ICT in ELT classroom and finally they had mentioned some

challenges of ICT in ELT classroom and how it hindering the mission of digital classroom in Bangladesh.

Siddhiquah and Salim (2017) carried out the research entitled "The ICT Facilities, Skills, Usage and the Problems Faced by the Students of Higher Education". The major objectives of their study were to identify the ICT facilities, skills, usage, and the problems faced by the students of higher education while using ICT. They selected 250 students from three universities as a sample. The tool for data collection was a survey research of descriptive research design. Non probability sampling was used as a sampling procedure. Finally, the result concluded that the use if ICT has supported their learning. Similarly, slow speed of computers, signal problem in internet, virus threat, poor working condition of computers, load shedding, and lack of access of Internet were the problems faced by the majority of the students. The universities should invest more on improving the infrastructure to address the ICT related problems of students at the universities.

Similarly, Nepal (2018) conducted the study entitled "Use of ICT in English Language Teaching at Secondary Level". It has the objectives to explore the use of ICT in English language teaching and to assess the role of ICT in English language learning. The design of the study was qualitative. The tools used for primary data collection were observation diary and semi structured interview. The respondents were selected purposively from public schools of Kathmandu valley where five teachers interviewed and twenty classes were observed to obtain the required information. The data analysis procedure were first transcribed then coded thematically and analyzed descriptively. The findings of this study showed that the use of ICT in the classroom helped students for a better learning. It motivated and encouraged students to get part in teaching learning activities actively. The most of the government schools did not have sufficient ICT tools and teachers did not use ICT regularly in the classroom.

2.3 Implications of the Review for the Study

Above reviewed (theoretical and empirical literature) has played the vital implications from selection of the topic to methodology and to derive findings. To select the research able new topic in the area of ICTs use, I reviewed some researches which were already been done and recommended some possible researchable topics which helped me to come to know the gap between what has already been said or found out and what has not said yet to yet not found. It showed that any researchable topic gets background knowledge from the literature review because all problems may not be research topics. Similarly, theoretical review is implied to expand the knowledge of ICTs use, need and importance, policy and practices, along with challenges in the Nepalese context. It is required to find out the policy of ICTs provisioned in the different documents. The practice of ICTs in different parts of the world is overviewed from the literature review. Different people have various perspectives toward ICTs which were presented in the literature review section.

Similarly, empirical literature review is equally important for all operational steps. Basically, components of the study and their examples were found from the empirical review. Moreover, it helped me in the important steps of research tools such as determining research objectives, constructing research questions, framing appropriate research design, data collection procedures, and tools, selecting appropriate sampling procedures and so on. And it obviously became significant to collect and analyze data and also to derive findings. Besides literature review has implications to develop the better mechanism of academic writing.

Among the above mentioned studies, the study by Gosh (2015) helped me to get the basic concept of ICT and focusing the real practice of using ICT in English language learning classroom. I have found out that using email for academic purpose and ICT tools for learning through the internet connection

was fruitful. Similarly, Ullah (2015) mainly helped me to prepare the questions in the use of ICT tools for language learning. Similarly, Ibrahim's (2010) work prospected ICT as an effective tool to shift from teacher centered approach to the student centered approach in teaching and learning English and it helped me to form the conceptual framework. In the same way, I have reviewed Adhikari (2011) which helped me to form the methodology of the study. Likewise, Talukder and Saba (2016) assisted me to know how qualitative researches are carried out.

Above mentioned reviews were highly implacable to my study. They have provided me the theoretical foundation for this study and have facilitated me to select appropriate research methodology. It has helped me to make an appropriate sample size. Likewise, it helped me to select and design the appropriate research tools and sampling procedure. In the same way, from the above mentioned researches, I got information about actual findings of their studies. From this, I have noticed the fact that the previous researches missed the investigation regarding the use of ICTs in English language learning at Tribhuvan University by semester students.

Thus, the review of related theoretical and empirical literature was helpful for me to ensure for getting the professional knowledge of the ICT experiences and uses, as well as to underpin how the findings of the study fit into existing body of knowledge.

Above studies have emphasized on need and importance of ICTs for making teaching learning effective and efficient. Therefore, those studies provided me ideas to conduct research on 'Use of ICTs in Learning English by Semester Students at Tribhuvan University' in teaching learning process.
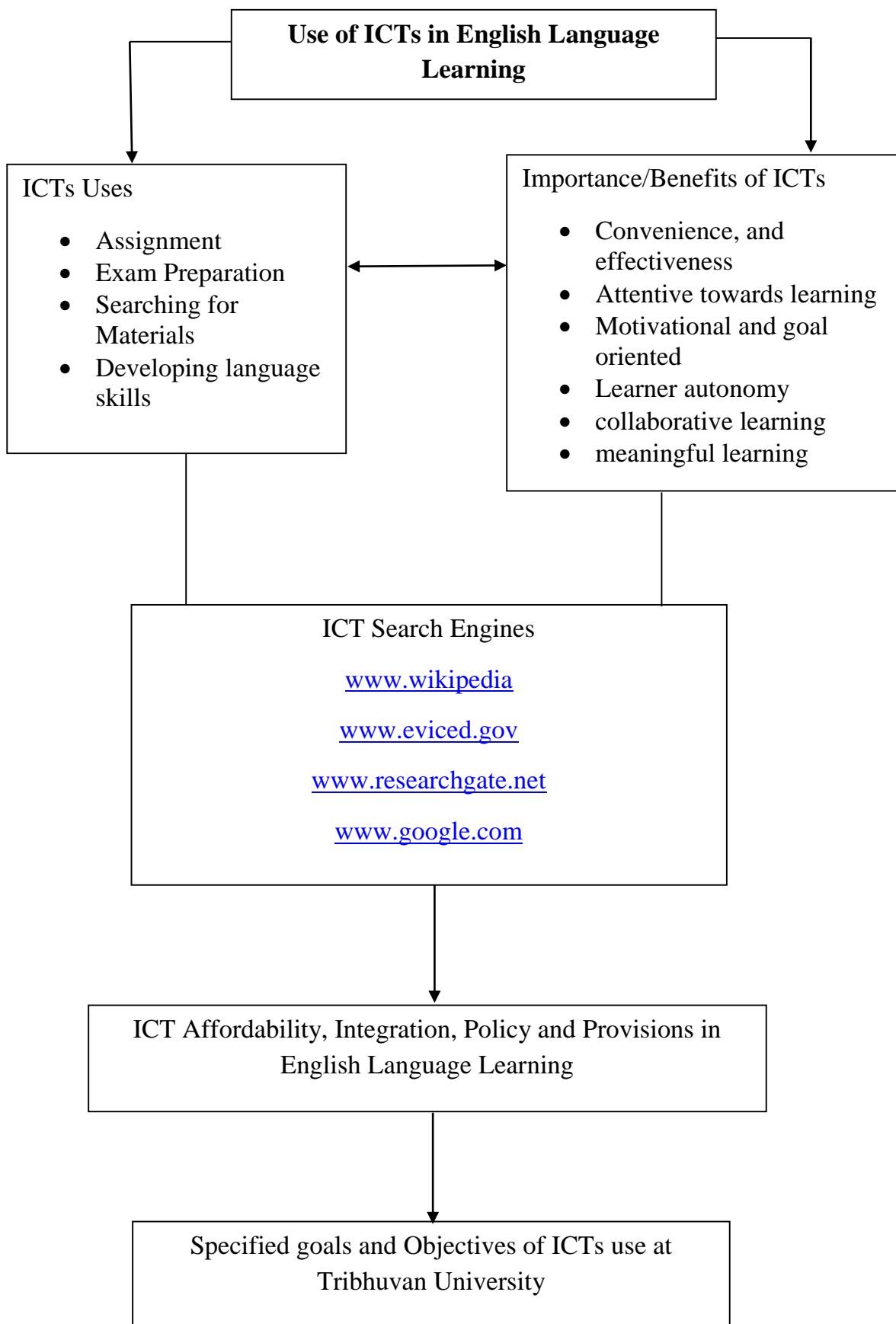
As this study tries to explore the students' perceived importance of using ICTs and also to find out what and how M. ED students use different search engines to examine their experiences of ICTs use in learning English language at Semester System, it is the first study carried out in the field of ICTs use at

Tribhuvan University. None of the previous researches have thought about the spaces of the use of ICTs in language learning at Tribhuvan University. All the researches are in the periphery of laptop and computer as a device of ICTs which serve as a language learning tool. So, this study is distinct from the previous studies. However, no any researches have been carried out on the same topic that I have selected. So, this study is distinct from the others in the sense that nobody has carried out on "Use of ICT in English language learning: A case of semester students at Tribhuvan university." I have attempted to find out students' perceived importance of using ICTs as well as what and how do they use different search engines of ICTs to examine their experiences of ICTs in learning English language through interview.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship among different variables. It is the visual representation of the presumed relationship of the concept or variables that will involve in the study.
The conceptual framework of my study as a narrative inquiry on the use of ICTs in learning English by semester students at Tribhuvan University is diagrammatically presented in the following ways:

Use of ICTs in English Language Learning

ICTs Uses

- Assignment
- Exam Preparation
- Searching for Materials
- Developing language skills

Importance/Benefits of ICTs

- Convenience, and effectiveness
- Attentive towards learning
- Motivational and goal oriented
- Learner autonomy
- collaborative learning
- meaningful learning

ICT Search Engines

www.wikipedia

www.eviced.gov

www.researchgate.net

www.google.com

ICT Affordability, Integration, Policy and Provisions in English Language Learning

Specified goals and Objectives of ICTs use at Tribhuvan University

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter is about methods or procedures I used to conduct my research study. The chapter mainly includes the design, selection of research site and participants, tools and techniques of data collection, data collection procedure, data analysis and interpretation and finally, ethical considerations.

To achieve the objectives of the study, following methodologies were selected in the research process.

3.1 Design and Method of the Study

Leading scholar in the field of research, Wallen & Fraenkel (2001) state narrative (stories) as an appropriate research design which is an incremental refinement of one's stories. Therefore, it is narrative inquiry that highly emphasized to find out truth and power of shared stories for one's learning experiences and evidences to ICTs uses.

To be precise, this researcher has adopted narrative inquiry research design. To define narrative study, various scholars have put their views forward.

A term 'narrative' is a synonym of 'story' or 'history'. Similarly, Kramp (2004) defines narrative as a vital human activity that structures experience and gives it meaning. It incorporates human's significant life experiences and provides a fundamental meaning to them. Narratives are found as ways of structuring and organizing new experiences and knowledge by constructing knowledge and making it more learnable. It is referred as studying the ways that humans' experience the world. There cannot be any person who does not have narratives. It means every person has their own human experiences.

Narrative inquiry is accounted as both phenomenon and a method where people tell their stories. The storytellers explain such past experiences and the researchers collect their stories and writes narratives of them. Similarly, the

researchers get an opportunity for the access to the personal experiences of the participants. The participant can speak and declare life as an experience in a narrative form that is called the story. Therefore, the researcher could have an opportunity to study the subjects in their natural setting and understand the behavior, actions and feelings in a whole context. To support this, Narrative research is now used in studies of education. Teachers and learners are the main touchstone in education and they are the storytellers in their own and other's stories (Connelly & Clandinin, 1990).

In similar vein, narrative is referred as explaining what has happened in the previous experiences. It means that it investigates past experiences and their impacts on current behavior and actions. Likewise, Monk and Winslade (1999) argue "we live our lives according to the stories we tell ourselves and the stories that others tell about us" (p. 2). Their assumption expresses that narrative as how individual makes meaning of their lives through the stories either of their own or others particularly.

Thus, to my concern, narrative inquiry is the powerful research design to understand how semester students' perceived importance of using ICTs for learning, its affordability and problems in real contexts. Their experiences as a learner and whether adopting ICTs in real contexts and its effectiveness to develop learning are vital or not.

Because of the above mentioned reasons, I got inspired to accomplish my study by this design. To make my study sound, I adopted the narrative approach as my research design and followed the suggestions by the expert in the field of narrative to investigate my objective of the research. Moreover, I tried to address the realities that have not been discovered yet.

3.2 Population, Sample and Sampling Strategy

The population of this study were all English students of Tribhuvan University of Kathmandu valley. And the sample population of this study were four students using use non-random purposive sampling procedure strategy.

3.3 Data Collection Tools and Technique

Tools are the most important elements of any research. For this study, I used deep interview and written narrative as the research tool for data collection. It is not possible to use observation checklist and any other tools to get detailed information. So I thought deep interview and written narrative as the best tool and therefore selected the participants who are involved in real contexts of using ICTs.

3.4 Sources of Data

I used both primary as well as secondary sources of data for my study. The primary sources were used to collect the students' perceptions whereas secondary sources were used in forming the theoretical part of the research.

Primary Sources: When the researcher collects information from real source or directly from informants according to the research needs then it is known as the primary data. It is first hand data and taken as most reliable, authentic and objective Semester's students of English department were the primary source of data. The data from primary sources were collected through deep interview and written narratives.

Secondary Sources: For secondary sources, researcher consulted different, journals, thesis, articles and books like Hennessy et al. (2005), Ibrahim (2010), Salehi and Salehi (2011), Patel (2014), Khanal (2008), Acharya (2013), Shahi (2016), Talukder and Saba (2016), Yunus, et al. (2014), Raval, M.R. (2014). Similarly, I consulted the various, PDF files, reports, websites related to my topic to conduct the study.

3.5 Data Collection Procedures

In order to collect an authentic data, I followed the stepwise procedures in carrying out the investigation.

    a) I prepared some guidelines of questions that was asked to the students.

b) Then, I selected four students from M. ED third semester, Department of English Education University campus.

c) After that, I visited the selected M. ED students and asked for permission from them to get the detailed information.

d) Then, I talked about the purpose of my study.

e) I established rapport with them and asked their favorable time for interview.

f) I assured them of the confidentiality in terms of the ethics of research regarding the information obtained through interview.

g) After that, I went for interviews according to their allocation of the time.

h) At last, I thanked them heartily for their kind co-operations.

3.6 Data Analysis and Interpretation Procedures

After the collection of data, the researcher needs to organize and analyze the data to come to conclusion. The researcher decides to analyze the data as per his/her purpose, nature of study and convenience. Generally, the data from qualitative research is analyzed using description and language and the data from quantitative research is analyzed using statistical tools. To fulfill the objective of my study, firstly I noted down and recorded interview. Then, transcribed and translated in written form, analyzed descriptively and presented thematically, following narrative approach.

3.7 Ethical considerations

Ethical consideration is one the valuable aspect in research that a researcher should follow while conducting his/her research work. While conducting a research, the researcher should be careful about ethical issues. To maintain the ethicality, I conducted my research by asking permission of sample population those were the M.Ed. semester students of the Department of English Education TU, Kirtipur by informing them about my research objectives and purposes. I handed them participant information statement. I kept the responses

of respondents' confidential one and I would not mention the real name of participant in my research. All the ideas generated in this research were my own except from the cited ones and I would give the proper credit to the authors of books, journals, articles and research work to avoid the risk of plagiarism.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the analysis of lived experiences of my participant M.Ed. students who are learning English language at semester system. Their stories reflected the experiences pertaining to their learning experiments. The information found in this section was obtained from M.Ed. students interview, participant's journal activities observation and the informal talk.

4.1 Analysis of Data and Interpretation of the Results

I have used thematic approach to determine what stories were told and what stories revealed about each individual student and what kind of challenges they encountered during use of ICTs. On the other words, the narratives were first viewed holistically and then analyzed thematically. Thus, I have carried out the following major themes.

4.1.1 Exploring students' perceived importance of ICTs uses

Exploring students' perceived importance of ICTs uses means the understanding of importance of ICTs for students in learning English language. It can be defined as students' conceptions or uses to different set of technological tools and resources (ICTs) and how they feel with its use and importance for their learning outcomes. Opining Alkamel & Chouthaiwale (2018) mentions the exploring of ICT in education lends itself to more student-centered learning setting along with more important continuing to grow vast knowledge and development in the 21st century. Therefore, ICTs explorations for learning English becomes significantly very important. Throughout the discussion with my research participants, I came to know that students have been greatly assisted by ICTs use and their perceptions to its uses is taken as an

important source to English language learning.

In this part, I have presented the experiences of the research participants students' perceived importance of using ICTs in learning English language at Tribhuvan University. Their own voice and meaning to their lived experiences are showed. Similarly, how they got inspired, encouraged and motivated towards ICTs uses in education.

Following major sub themes were emerged from the participant stories:

4.1.1.1 Sorts of Experiences of Using ICTs

Nowadays, classroom is experienced with various electronic devices and technology. ICTs are found to be used massively in teaching and learning of English language. It means different sorts of ICTs is used for English teaching and learning. Opining the similar view, Verhoeven & Wit (2016) mentions that ICTs acts as a necessary equipment which provides learners' more opportunities using a pc and the internet. Thus, it can be assumed as ICTs can be benefitted in English language teaching as well as learning. Throughout the discussion with my research participants, I came to know that ICTs has manifested them with ease and innovative learning environment. The participants' own description of their experiences of using ICTs revealed the different sorts of ICTs use for English language learning. They articulated that they chose various ICTs for their academic purposes (Deepak). Moreover, it was not only the case, they preferred different ICTs use for self-learning with their own efforts. In the following section, I have examined the participant's experiences to sorts of ICTs experiences inside and outside classroom.

Manisha shared,

> Mostly, I use my mobile and laptop as the search engine to learn English
>
> language. I also use scholar google, Wikipedia, chrome and Wikipedia.

Even my teachers are found using variety of ICTs like OHP (overhead projector, laptops and google search engines while teaching.

The above saying by her indicated that she uses several sorts of ICTs in learning English language. Similarly, the vast uses of ICTs have helped her in great extend in learning English language. In the follow up interview, she appreciated that different sorts of ICTs are always helpful in gaining and expanding knowledge. More, she shared that various sorts of ICTs assist for broadening the quality of education. As a result, she has positive views on use of different sorts of ICTs in learning English language. So she strongly believed that different sorts of ICTs use for learning English is always effective one.

Similarly, during my second visit with Anita at her own home, I found the same interpretation like Manisha. When I inquired her about sorts of ICTs experiences while learning English language informally, she shared that she also uses google, Wikipedia, and You tube frequently for observing and getting academic language learning. She shared that from the primary level she has started using ICTs (mobile phones) for getting solution of different vocabulary and meanings. As she commented, (from very beginning) she has been experienced to ICTs use for daily lives activities. More, she mentioned that she was motivated and interested by her computer teacher for use of ICTs in educational sectors. In the following excerpt, Anita shared on sorts of uses of ICTs:

She shared,

I chose different sorts of ICTs experience for making easier to get idea on difficult topic. The ICTs alike Google, Wikipedia and You tube arouse curiosity to me in learning English language, doing assignments and course related exercises.

Thus, her experience undoubtedly supported to the previous experiences as ICTs use (Manisha). She realized that her school experience, and encouragement by computer teacher to ICTs use were the strength points for using different sorts of ICTs. Like other participant students, Anita believed that different sorts of ICTs experiences assist greatly in English language learning.

Deepak articulated,

ICTs for me is beneficial one in the sense that it has assisted me for

learning and exploring the world. I can use my mobile phone and laptop

in my daily life to search over the materials related to my assignments.

By analyzing their stories, it can be said that all the participants agreed for various ICTs experiences and its uses in greater extent. The use of different ICTs has comforted them so far in solving problematic matters for learning English language.

4.1.1.2 Effectiveness of ICTs Usage in Learning English

A significant theme that emerges from the data is that their stories reflected the strong sense of effectiveness of ICTs usage in learning English language. When I inquired them, I found that these students learning has been enhanced by ICTs uses. For them, ICTs is very effective in learning English. 'my mutual understanding with teachers has been developed. So far it has helped me in communicating with friends and teachers' (Deepak interview). His ideas are supported by one of the researcher (Al-Kamel, 2018). In Al-Kamel's word, the effective use of ICTs impacts on learners and various aspects of the learning process. It means ICTs uses are helpful and effective one for various purposes. Similarly, he articulated that ICTs uses have motivational effects and self-esteem building and developing effects.

Deepak, one of my participant students also had the same views. His ICTs experiences was also evidences in this line, "when I lack any information and knowledge, my most prior thing to get that very info is based upon search engines life google and Wikipedia. From his illustration, it is explicit that ICTs uses is very effective in learning and getting, ideas upon unknowing matters."

Deepak further articulated,

> The effectiveness of ICTs for me is greater in the sense as by using
>
> mobile phones and ICTs, it has improved my communication skills and
>
> helped me to understand the psychology and minds of teachers.

From the lived story of Anita, we assumed that ICTs helps students to be self-learner. In order to improve their English learning, students get assisted through different ICTs engines for vocabulary and grammar improvements. Likewise, all four skills -reading, listening, writing and speaking are also improved with the assistance of ICTs uses.

In the following excerpt, Anita shared,

> From the bachelor level, I got inspired by English language teacher to
>
> use ICTs for academic purposes. Before that, I was unknown about ICTs
>
> uses for educational purposes. But after when I get known to ICTs uses
>
> for various attentions. I use it for learning and getting different ideas
>
> from the internet sources.

From her illustration, we concluded that though she got known to ICTs usage later but it has favored her so far for getting huge ideas due to its effectiveness and usefulness. Her articulation was strongly supported by the ideas suggested by Al-Kamel (2018) who mentions that ICTs improves various aspects of the learning process.

Throughout the data it can be revealed that ICTs usage is effective in English language learning as it provides written documents and materials on internet and scholar pages. Meanwhile, ICTs uses favors students to use accordingly to their wish without any time constraints. They argued that ICTs uses create own motivational interest to them in learning. Thus, they become autonomous and self-learner.

Moreover, the participants' story reflected that student's communications level improves effectively and so does grammatical aspects. Thus, it can be assumed that ICTs is effective one in regard to its potentiality as it provides student sources of knowledge through various ICTs search engines. We can see the clear evidences of it in Manisha's follow up interview where she mentioned that she felt ICTs best, all four skills of language learning (reading, writing, listening and speaking).

Similarly, the student narratives revealed that ICTs is effective in accessing them to digital information, promoting collaborative learning in a distance-learning environment, offering opportunities to develop critical thinking skills, facilitating them a creative learning environment and improving the quality of teaching and learning. Thus, the participant student's story provided insight for understanding the effective uses of ICTs in learning English language.

4.1.1.3 Benefits of ICTs Uses

Beneficial/Important aspects is the most important theme which I developed throughout the discussion with them. When I inquired their view, all the participants provided the positive benefits of ICTs uses in learning English language.

ICTs plays a crucial role in learning English. Supporting this, Alkamel & Chouthaiwale (2018) mentions that ICTs has become beneficial for teaching a foreign language (English) in the hands of creative and knowledgeable language teachers and students.

During the interview, Sanjay articulated that ICT acts as beneficial one. Regarding this, he opined that it has supported him in his English learning by being experienced, in taking lectures through overhead projector.

He shared,

> Obviously, ICTs for me I beneficial. I have started using ICTs from the age of 13 when I was at class 9. The teacher used to make us Listen tape recorder and teach us listening skills with that I have been benefited so far and now I can say that I am better experienced ICTs uses and it has enhanced my listening power and I can do almost all tasks related to listening modules. At this time, I can say that obviously. ICTs is beneficial one in learning English.

He further provided the additional explanation of benefits of ICTs uses as high productivity in expanding the knowledge as well as interactive and innovative learning classroom. Because of benefits/importance of ICTs, he has become inventive thinkers and so on, with sound-critical student.

Another participant student Anita who is studying in M.Ed. third semester, ICT experiences articulated that ICTs helps to learn better in and outside the classroom. So, does, it assists in effective learning environment. In the narrative, she mentioned that ICTs brings world to us and keeps us to be updated with English language accuracy and new vocabularies learning. Moreover, she mentioned as similar to Sanjay that ICTs has helped her to communicate efficiently. She also mentioned that her grammatical aspects and vocabulary meanings deliberation is explicitly enhanced through ICTs. Apart from the explicit support, she argued that ICTs has helped her in better understanding about the content. More importantly, what I think is the use of ICTs benefits in creating more appropriate learning environment, clear understanding of the subject matter (Anita).

In a talk, another participant student, Manisha M. Ed. student who got motivated for using ICTs by her Bachelor level English teacher. In the following talk with her at the Tribhuvan University ground, I came to know that she was from a poor family background. As her family also were not educated but encouraged her for studying further. She strongly mentioned that she firstly saw OHP (overhead projector) while taking bachelor classes. Though her family was poor, they encouraged her to continue study by affording her mobile phone for studying. The data obtained from her stories revealed that apart from her kind family support, she continued her learning so far till now.

Manisha shared,

> Of course, my childhood was very normal. I firstly got chance to see OHP at my Bachelor level. Then, my parents afforded me mobile phone. After that, I got to know about different search engines of ICTs to search ideas over my study. Now, I use my mobile and laptop to learn English language.

Similarly, Deepak mentioned that formally he got experienced to ICTs uses at seven by his computer teacher. During our interview, he shared that he was motivated from his school teacher, especially computer teacher. In the data, he illustrated that ICTs uses has assisted him so far as helping in better communication making aware of own weakness and helping to correct it. He further provided the additional benefits of ICTs as it has helped him in academic purposes (assignments, presentation, writing journals, writing reviews and so on).

Deepak Shared,

> ICTs has boosted up my learning and knowledge. So does, it has made
> me to get easy access to global knowledge and learning better.
> Similarly, it makes learner competent enough in learning English.
> Overall, it is helpful in learning language skills and aspects (listening,
> speaking, reading and writing as well as pronunciation and vocabulary).
> Deepak.

From his illustration, we came to know that ICTs uses benefits students in learning English. All the participants mentioned that they are supported by ICTs in academic purposes in and outside classroom. They further pointed out that ICTs experience in learning English is beneficial one.

4.1.1.4 Experiences on Changes Brought Up by ICTs Uses

The stories reported by four M.Ed. Semester students revealed their experiences to different changes brought up by ICTs uses which they got from the illustrations. When I inquired their view, they responded that changes are the key factor which are brought up by ICTs uses. Sanjay provided the experiences as now students have become self- learners and they can enhance their learning with the help of different ICTs facilities. He argued that student of any country can get the shared idea of other country with one click. He often argued that students have become independent these days as suggested by Amin (2013) he further provided the additional explanation on changes brought up as students nowadays seems actively participating in learning with the help of ICTs.

In this respect, he mentioned that there have been various changes at present English learning classroom in comparison to the past.

Sanjay articulated,

> ……..Yes, I would say that ICTs has brought many changes in my
>
> learning proposes. I got supported to get the ideas from internet, google,
>
> scholarly research sites which assisted me to go for my assignment and
>
> studies completed. Therefore, ICTs uses brought clear and ease
>
> understanding over the contexts and contents in my English learning.

According to his illustration, it was worth mentioning here the ideas of Cabero (2001) who said that the integration of ICTs into teaching and learning processes contributes to increase the interaction and reception of information. It means that the use of ICTs in educational setting, by itself acts as a catalyst for change in this domain. In nutshell, ICTs by their nature are tools that encourage and support independent learning too.

The data above mentioned clearly shows that ICTs experience to students' attitude on changes brought up by ICTs uses are worthwhile and benefits students now and then.

Similarly, in the excerpt, Deepak, also had positive thought about the changes that supported him in learning English. His learning experience by ICTs uses that has brought the changes as he got assisted to open up himself with other people. He believed that ICTs supported him in erasing sighness and making him able to interact with friends and teachers. In his own experience, it is clear that ICTs helped him in better communicative skills, developed confidence to speak up and also improving pronunciation and use of vocabulary. "my pronunciation has got improved and use of vocabularies too. Now, I got to know contextual meanings and right purposes of my learning assignments. I can frankly speak with my friends and teachers. Therefore, ICTs is for me is fun and learning" (Deepak Journal).

The data clearly show here that Deepak's learning to English language from previous to recent time has been changed and the changes brought up by ICTs uses are positive one and assisted him greatly.

Anita during our conversation shared that ICTs uses has played the significant role for her in learning English. She opined that ICTs supported and has brought the changes like updated with the new technology, and brought the world to him.

Anita shared,

> Obviously, ICTs are feasible to use. Similarly, ICTs brings world to us. It has brought my grammatical accurateness and updated me with the new technology. Meanwhile, information can be great in according to our wish at any time. It has helped me when I feel difficulty in learning. So, I use to get the ideas from ICTs usage. ICTs assists me in easier for communication too.

Her views were supported by the research work of Reeves & Jonassen (1996) who said that ICTs brings various changes in education. They further articulated that ICTs changes the characteristics of problems and learning tasks. Therefore, it can be assumed that ICTs uses and experiences brings positive changes in learning as well as plays an important task, mediator of all round learning development. The data clearly shows that students can go beyond learning constraints and get access to various facilities of learning globally.

4.1.1.5 Learning Hindrances Found While Using ICTs

The stories of my participant narratives not only talked about the support experiences that they got from ICTs uses rather they added that ICTs uses

while learning English came up with some other hindrances as well. The study related to the narrative inquiry draws several problems that students encountered while using ICTs in present scenario. Therefore, this study acclaimed the attention of people to understand the participants' experience to ICTs uses and how they are obstructed for using ICTs in learning at Tribhuvan University. When our conversation was going on at different places, participants shared about lack of confidence, knowledge, time limitation, software problem, sufficient learning equipment, tools and resources skilled personnel, teachers' reluctance to new technology as obstructions.

Nepal is physically diversified country. We can have glance over its physical landforms which creates hindrances over various aspects such as health, food, status, and so on. So does, it challenges education too. Regarding this, ICTs affordability and accessibility is found challenging. I firstly met Manisha at her own home, I found that teachers lack knowledge to operate ICTs. Due to the fact, students did not get access to ICTs uses. She further mentioned that due to lack of knowledge to operate ICTs, both teachers and students are obstructed by this.

Manisha shared,

> What I have observed at Tribhuvan University for ICTs uses is lack of affordability and accessibility. Meanwhile, internet access is costly enough which causes obstructions in learning English through ICTs. I have experienced this from the first time when I tried to use it till now. Because of these hindrances, I cannot go with ICTs uses for several times.

Her view was similar here with the research finding of Habibu & Clement (2012) in which they mention about different difficulties to Integrate ICTs into educational institution.

From, the data it is clear that various problems are the foremost reason for ICTs uses at Tribhuvan University. She further mentioned that even Nepalese context to ICTs uses are at very poor level in context to education.

In the in- depth interview, other participant student also has the similar reflection like Manisha. In the interview, Anita articulated that different notifications disturb while learning so does, it is costly and need to pay which is the main challenge for a student. Like other poor background student, she articulated that ICTs became costly for her too which became problematic in her learning. She additionally articulated that electricity problem has also caused abruption on using ICTs for studying. By analyzing her experience, it is clear that Nepalese education is effectively challenged to ICTs uses for students due to various obstructions.

Similarly, in an interview with other participant, Deepak who opined that Internet access is inevitable and is costly (similar to Manisha and Anita interview). He mentioned that notifications from advertisements disturbs while searching in google pages. During our interview, he shared that mostly it asks for money to purchase necessary books, articles or related materials. He further provided the additional explanation as it often problematic situation due to above mentioned reasons.

Deepak shared,

> ……….my experience to ICTs use meets with various problems such as sometimes, it's hard to reach to the desired site. However, for me, it's not much problem in operating but sometimes problem in getting relevant site because of lack of knowledge about it.

By analyzing his experience, it is clear that ICTs uses is not always supportive rather sometimes it is problematic one in uses also. In this respect, his view seems in line with the articulations of other participants (Manisha and Anita).

When analyzing their stories, I found that most students of Tribhuvan University faced challenges in using ICTs in learning. Most of them realized that lack of accessibility and affordability to ICTs, and because of costly nature, it has created obstructions for students in learning.

4.1.1.6 Expectations and Hope with Respect to the Use of ICTs

I assumed from the stories of my participant students that ICTs uses and its expectations lies with respect to future hopes. They articulated that ICTs uses, its expectations and future hopes are different from the real contexts. From the participant illustrations, it is clear that though they have positive attitudes to ICTs uses in learning. However, when comes to its use in real classroom purpose, its expectations meet with various obstructions.

Deepak shared,

> My expectations to ICTs uses in the University was like getting fully accessed to it. But, when I came to study here. The reality was far from my sight. There was not enough availability of ICTs in the university. So do, internet access to student's access to students here lacks. Regarding this, there are alternative backups for ICTs use as if the projector does not work, we should have another one in the classroom. Similarly, internet facilities and e- library should be provided for students. Likewise, the concerned authority should provide co- operative associations in the ease and feasible availability of ICTs.

By analyzing his thought, we came to know that ICTs expectations and its future hope are two sides of a coin. The expectations substitute with future hope while comes up with obstacles in real use in class.

In the same way, he often talked about students are encouraged for using ICTs but when comes to its use in real situation, then the expectations overlap the reality.

Opining the similar view, Keller (1983) mentions integration of expectations, motivation, and confidence learning outcomes into cyclic relationship. Therefore, it can be said that expectations and future hope related to ICTs has become a prior demand for students.

Manisha, M. Ed. Student shared that however, ICTs uses emerges with opposite to expectations, but its future hope to its uses can benefit students greatly in learning English language (Interview).

Manisha felt that every student should have the access of ICTs. Similarly, students should use ICTs in their daily classroom learning (Interview). She further mentions that ICTs tools should be in good condition at university. The data obtained from her story revealed ICTs usage for the future hope plays significant role as mainstream accordingly to current uses (Anita, follow-up interview). Anita explained the same articulation as Manisha did.

She shared,

> What I view is that every student should be provided with access to internet in the interview so that learning becomes effective. The availability of ICTs should be facilitated and maintained immediately for students because it delivers future expectations as hopeful to students.

Thus, it can be assumed that ICTs uses can be effective in the future if students are accessed and practiced to it at now.

In the narrative of the participant students, no matter how challenging and difficult for ICTs uses and its expectations in real contexts at present is, the concerned authority could think positively for its future usage in education as it

assists students greatly. Similarly, it is assumed that students as well as the institution should work together for the future hope of ICTs uses in the university.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter consists of findings, conclusion and recommendations related to policy related, practice related and further related.

5.1 Findings

This chapter consists of the main findings of study. This study was intended to find out the students' perceived importance of using ICTs in learning English language Tribhuvan University. Further, it aimed to find out what and how M.Ed. students use different search engines to examine their experiences of ICTs use in learning English language at Tribhuvan university. Moreover, it also aimed to suggest some pedagogical implications.

On the basis of analysis and interpretations of the data, following findings about the use of ICTs in English language learning at Tribhuvan University have been outlined.

a) It was found out that all students have positive attitudes about using ICTs and accepted it as beneficial for learning English language. Similarly, ICTs acts ease, clear and better understanding the contents and contexts. So do classroom environment become efficient, productive learning, lively, interesting and participating as motivating one.

b) Using of ICT assists students in assignment completion, exam preparation, searching materials and improving language skills. The students learning develops personally and professionally. Likewise, students could develop pronunciation, and vocabulary through the use of ICTs in learning contexts.

c) Likewise, it was found that all students got the experience of using ICTs as real world situation. Motivational one in the sense that students could solve the problems related to learning and solve them thoroughly.

d) Generally, mobile, internet, google, laptops and overhead projectors are used by the students in their learning to communicate easily, fast, and applicably. So do, to enhance learners' networking for the purpose of providing messages, information and notification through use of ICTs. ICT is used as a useful and friendly kit to share the knowledge, information and confusions within a short period of time. Quality of education has been enhanced by the use of ICTs during learning activities.

e) Regarding the use of ICTs, students are assisted for applying new strategies and techniques as a change, students becomes updated with recent media and technologies. Likewise, the adaptation of new strategies i.e., learning through the use of ICTs could improve the skills and aspects of English language. Similarly, it could benefit students in good choice and applying the methods and techniques. Students could communicate with each other and could share their problems, experiences, findings and so on.

f) Students are seemed to be motivated towards learning as well as classroom is live and interactive, and ease in learning. Learners are seen to be free to exchange the contents in front of mass. However, costly one from the perspective of economic point of view.

g) Regarding the enhancement of English language learning through the use of ICTs, it seems as useful one to learn and explore the new and appropriate vocabularies. Similarly, students get motivated to enhance their learning skills for their future studies.

h) The merging of ICT has encouraged and benefitted students greatly. It has created the favorable environment as well as supported to foster positive attitudes in learning. Likewise, changes and improvement have been found in their learning after using ICTs.

5.2 Conclusion

This present study was a narrative qualitative study conducted to find out the students' perceived importance as well as aimed to find out what and how M.Ed. students use different search engines to examine their experiences of ICTs use in learning English language at Tribhuvan university. The study revealed the reality that most of the students are adopting ICTs in their learning. The use of ICTs as regarded as the beneficial one for taking out the information that is required. There are various ways for the students to grasp the knowledge required to their field. ICTs found to be one of the best medium which helps the students to grasp the knowledge and develop their learning. As learners are learning different types of skills, knowledge, strategies, and techniques from the use of ICTs, it provides huge amount of information, learning materials and learning environment as well.

However, the study of M.Ed. of Tribhuvan University has shown that the students are moving towards postmodernism as this 21st century is considered as the age of information communication and technology (ICT). After the completion of collecting the data from the students, it was found that the students of M.Ed. students of Tribhuvan University are using ICTs for grasping knowledge in the field of ELT. It was also found that students have got positive attitudes regarding the use of ICTs for their learning and trying to update themselves using ICTs. Most of the students have used ICTs during learning process to enhance the knowledge as well as to collect the relevant information for their studies. In fact, students are using ICTs for improving skills and aspects. Moreover, they are using ICTs for learning new strategies, techniques which will be applicable in their education. Using of ICTs has made their learning easier and more efficient. Finally, it was found that students of Tribhuvan university have found improvement and noticeable change in their learning after the use of ICTs. Thus, ICT has played a crucial role for the students in developing their learning. However, the expectations of students

meet with various challenges in real uses of ICTs. Therefore, the concerned authority should solve ICTs related problems and challenges.

5.3 Recommendations

Being based on my findings, I have provided policy related, practice related and further researcher related recommendations for the pedagogical implications:

5.3.1 Policy Related

On the basis of the findings of the study, the following policy related recommendations can be made so that the lack seen in the current practices of using ICTs as a too, of English language learning can be minimized.

- The concerned authorities need to pay attention on formulating policy regarding the spaces of ICTs uses in English language learning.
- Education planner, syllabus designer, material developers should take care about the modern ICTs. So that the students have the opportunity to deal and use such ICTs for educational purposes.
- Department of English Language should make the EFL teachers aware the importance of new technology and ways of its utilization. Thus, they can exploit the benefits of new technology.
- Finally, the government as well as the school/college administration should launch a new policy to the maximum utilization of ICT uses in learning activities to meet the specified goals.

5.3.2 Practice Related

On the basis of the findings of the research, the following practice related recommendation can be made so that ICTs as a useful language learning tool in ELT can be better be promoted.

- Just being familiar with new tools of technology is not enough for students to learn language; instead, the students should voluntarily and enthusiastically get involved in using such ICTs in their context.

- Many students are not much familiar with all search engines of ICTs so they should be informed about it.

- The things whatever we use in itself is neither good nor bad but the way of using it makes the things good or bad. It means ICT search engines can be a useful resource if students are guided to use it for specific purposes.

- Habit of sharing the ideas, information and learning materials using ICTs among teachers and students should be developed.

- Use of ICTs can solve the English language related immediate problems. So students should be encouraged to use ICTs inside the classroom.

- Only making the policy is not sufficient for the proper and successful implementation of any program, reliable and acceptable policy should be made which can be practiced. After analyzing the findings of my study, I have drawn some practices related to policies.

- Only telling or asking the students to use ICTs during learning activities is not sufficient. So, proper management regarding its use, way to use, seminars and workshops related to the students should be conducted according to the level, need and interest of the students.

- And the next thing is that the student should actively participate on different trainings provided to them according to their own interest and curiosity

- Without their own interest and cooperation to each other, it will not be possible to deliver the training to the students.

5.3.3 Further Research.

Taking the delimitation of this study into consideration and keeping in mind, the following recommendations can be made in order to carry out further research.

- The findings of this research cannot be generalized to the whole population of the nation because it was conducted only in University Campus, Kirtipur. So, the research can be conducted in more than one university and with more participants.
- Similar studies may be conducted with other ICTs uses.
- Likewise, experimental research can be conducted on use of ICTs as a supplementary material.
- This present study explored the use of ICTs new research area for the further research can be effectiveness of ICTs in ELT context.
- Next area for conducting the research can be use of ICTs to enhance students' knowledge or learning.
- Further research can be conducted in other level like lower secondary, and graduate level.

Therefore, I prefer to recommend that there is no research conducted in this area yet.

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APPENDIX A

Consent Form

Dear informant,

I would like to invite you to take part as a one of the respondents in my research entitled **Use of ICTS in English Language Learning: A Case of Semester Students at Tribhuwan University** under the supervision of Dr. Purna Bahadur Kadel, Reader, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to find out the students' perceived importance and what, and how M.Ed. students use different search engines to examine their experiences of ICTs use in learning English language at Tribhuvan University. The expected duration of your participation will be three hours. The research tool mainly will be the interview and your reflection writing as secondary ones. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me your decision and hopefully your consent by responding.

See you soon,

Researcher

Kusum K.C.

M.Ed. 4th semester

University Campus, Kirtipur, Kathmandu, Nepal

Note:

- There will not be certain risk and discomfort associated with this research.
- The information you provide for the purpose of this research is confidential both interview and reflection writing.
- Interview will be recorded.
- I hope you will not leave yourself from process at any stage.

Signature………………

Name…………………..

Date……………………

APPENDIX B

The interview questionnaire has been prepared to collect information for the research work entitled **Use of ICTS in English Language Learning: A Case of Semester Students at Tribhuwan University** under the supervision of Dr. Purna Bahadur Kadel, Reader, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to find out the students' perceived importance and what, and how M.Ed. students use different search engines to examine their experiences of ICTs use in learning English language at Tribhuvan University. I do hope the informants will cooperate by providing invaluable information to accomplish my research.

Interview Schedule

1. Personal background. (experiences, familiarity and interests of using ICTs)
2. Motivations/interests/supports regarding ICTs uses.
3. Sorts of experiences/ uses of ICTS.
4. Any specific ideas on effectiveness of ICTs usage in learning English language.
5. Learning problems found while using ICTs.
6. Experiences on changes brought up by ICTs uses.
7. Benefits of ICTs uses.
8. Hope (future hope with respect to the use of ICTs).
9. Challenges and Suggestions.