CHAPTER ONE

INTRODUCTION

This studyis on**Issues in the Implementation of ICTs in English Language Teaching: A Narrative Inquiry**.The introduction section of this thesisconsists of background of the study,statement of the problem,objectives of the study,research questions, significance of the study,delimitations of the studyand operational definitions of key terms.

1.1 Background of the Study

In the present scenario, we all are living in the age of digital technology, which has been used worldwide to facilitate people for getting access ineducation, science, business and other sectors. In developed and developing countries, ICT is currently being used in education to support students to learn more effectively and help teachers to increase their knowledge and to complete administrative tasks in perfect way. ICT can be defined as a set of technological facilitating tools and program, which is used to communicate and create, disseminate, store and manage information. These technologies include computers, internet, broadcasting, technologies and telephony.Grabe and Grabe(2005, p.3) state" ICT can also play various instructional roles such as make the learners feel relax to learn the various topics and tasks and also make the learners active because they learn by applying the technology to a task rather than being directly instructed."This indicatesthere are a number of free websites that provide such an opportunity to teachers and the learners. Teachers may benefit in designing materials, preparing lesson plans and effective strategies. Learners may get benefits toimprove their listening, speaking, reading and writing skills. Moreover, the teachers and the learners of ESL and EFL countries get real exposure for teaching and learning English. Hence, they can build up their confident which helps to reduce intercultural tensions by using different English teaching and learning websites.

Using ICT in language classroom has become indispensable part of present day pedagogy. Every country shows their great attention to develop worldwide human resources on the base of e learning. Government, researchers, schools leaders, teachers, parents and learners consider technology to be a significant part of education.In Nepalit is acknowledged that advancement in technology has an influence on the way people create, share, use and develop information in society and that young people need to be highly skilled in the use of ICT.English teachers show their great interest and motivation to use ICT in their classroom and professional development. However, there are several barriers, which stop them to use it, and ICT tool is limited and confined to a narrow range of applications, mainly for personal purposes. According to Jimoyiannis andKomis(2007, p.149-173),Most of the teacher continue to use computers for low- level supplemental tasks such as word processing, lesson plans, worksheets, assessment test , registration of grades etc. or getting information from the internal. The teachers use ICT for their own administrative task like worksheets, to prepare registration of grades or for typing (word processing).

In the context of Nepal, the need for ICT in education has been realized in addition to ICT in education is viewed as an innovative and effective means of teaching and learning which helps to expand access and enhance quality of education. Therefore,in the present time, some policies have been developed and several ICT related programs have been carried out. ICT and computer education courses have been existed in general as well as technical education. For example, National Centre for Educational Development (NCED) has been providing training to the teachers through National Radio and FM; Computer science has been taught as compulsory subject from basic level and an optional subject in grades 9 to 12; Computer Engineering/Computer Science/ ICT program in Bachelor's and Master's Levels are run by different colleges under various universities; various Training Institutes conduct technical education

and vocational training courses in computer and ICT;Tribhuvan University has started Bachelorsand Masters in Education program in computer science.

Similarly, ICT Master Plan (2013) added that MOE has implemented some of the programs related to ICT in Education. Such as One Laptop per Child (OLPC) pilot project in selected 26 schools of six districts; Lab model (computer sharing mechanism) Project in some schools, Internet connectivity to District Education Offices (DEOs), schools (through matching fund to schools), and computer labs with internet connection from local ISPs. Similarly, Central Level Agencies under MOE, five Regional Directorates (REDs) and 75 District Education Offices have started on their web sites. Department of Education (DOE), with the involvement of some NGOs, has developed interactive digital learning materials for the students of grades 2 to 6 in Nepali, Mathematics, English and Science subjects. Besides, some NGOs, trusts and individuals have been provided computers and other accessories to some schools and basic computers training to teachers.

Educational system of Nepal has also been influenced by the changes made by ICT in the global context. However, most of the ICT equipments are mostly used for administrative purposes. Due to the lack of proper human resources (skilled people) and awareness, ICT is not widely used in language teaching or inside the classroom. Our policies said ICT should used in classrooms to provide quality education and prepared some strategies to integrate ICT in teaching learning activities. However,these strategies really implemented. Does a teacher use ICT in his/herclassroom? What are the challenges to use ICT in Language teaching? How the teachers perceive ICT as a facilitating tools or burden. These are the latest burning controversial issues in the fieldof language teaching through ICT. In this research, my intention here was obviously not to take sidesbut to explore secondary level teachers' issues in implementation of ICT in language teaching and try to draw some possible conclusions.

1.2 Statement of the Problem

To provide quality of education, teachers should be knowledgeable, well manager and the resource person. Students' learning should focus in academic provisions. ICT helps to open the door of different opportunities for teachers as well as the learners. However, despite of the gigantic opportunities it is not free from numerous challenges. Most of the researches were conducted only to understand the perception of teachers, perception of learners about ICT tools like internet, Google, power point, mobile assisted learning, and computer assisted language learning, multimedia, World Wide Web and so on but there is not any research, which is conducted to explore issues in the implementation of ICT in language teaching.

National Educational Polices like NCF (2007),SSRP (2009), SSDP (2016), ICT Masterplan (2013) and other several researches suggested using ICT in language teaching forbetter achievement but several ICT relatedissues prevent teachers to use ICT in their teaching. Most of the schools and college have not access of Internet or they have only limited access. They do not have sufficient computers or laptops. Most of the teachers are not trained they do not have sufficient skills to use ICT.They use chalk duster as tool to increase learners achievement so that, there is the huge gap between theory and practice.As an English language learner, I have also experience the use of ICT in language teaching is fruitful for better understanding because theteacher can provide real exposure and authentic materials to their learners. Teachers and learners both can get many resources so they may not need to depend only on textbook. The use of ICT helps to develop autonomous learning environment. It helps to reduce dependency on the specific teacher and the particular textbook through interesting environment. It also improves of communication and interaction between teachers - teachers, teacher- students and students -students.

The use of ICT like online dictionary, e-book, blogs, audio and videos helps to develop our listening, speaking, reading and writing skills. However, the case of concern is that unless ICT related problem is addressed, instruction in the development of the ICT in English language teaching is going to be put to waste and improvement in the quality of teaching and learning is going to be sluggish. This may make the teachers fail to achieve their aims and to produce good human resources in the national or global context. In this narrative research, I haveexplore the issues inimplementationof ICT in language teaching and document the experienced of English language teachers regarding the use of ICT in English language teaching with better strategies used by teachers to overcome from those issues.

1.3 Objectives of the Study

The objectives of the study were as follow:
    i.   To explore ICTs related issuesin ELT.
   ii.   To document teachers' experienceregards ICT use in ELT.
  iii.   To identify the strategies used by teachers to deal with technical problems in the use of ICT based tools.

1.4 Research Questions

This Present study had following research questions:
    i.   Whatare the major issues in the implementation of ICT in language teaching?
   ii.   What ICT skills do English teachers at secondary schools have?
  iii.   How do the secondary level English teachers using ICT in language class?
   iv.   What are the factors that discourage teachers to use ICT?
    v.   How the teachers are dealing with numerous issues?

1.5 Significance of the Study

This study is significant in the field of English language teaching. Due to the rapid growth of Information Communication Technology (ICT) the world is transforming intoa small village. This study will highlight the issues in the implementation /practice of ICT in English language teaching, it will be significant especially for educational policy makers because this study will briefly present the issues in the implementation of ICT in language teaching.

This study will contribute to the existing knowledge about challenges of using ICT in English language teaching and the ways to overcome.Thus,it will beneficial for those teachers whowant to teach English language by using different ICT tools. It will equally beneficial for those teachers who are not motivated to use ICT in Language teachingby getting knowledge on different ICT tools and their challenges as well as the ways to dealing those challenges through the live experiences of other teachers. Likewise, the Learners alsoget opportunities to be familiar with ICT. Similarly,it will be significant for school administration and stakeholders because they get help to explore barriers to implement ICT in language teaching so they will be aware about the infrastructure, condition of teachers' skills, training, and the ways to deal ICT related issues to implement in language teaching. As a result, they can establish good teaching and learning environment in school.

This study will generate recommendations related to policy level, practice level and further research.It will equally fruitful for syllabus and digital materials designers,ELT exports, ELT trainers to conduct different training regarding the use of ICT in language teaching, and the teachers to make their teaching effective.Likewise, it will be significant for the researcher who wants to explore further ICT in language teaching related issues. Finally yet importantly it will also be fruitful for other concerned people who are directly or indirectly involved in educational field.

1.6 Delimitations of the Study

This study was limited to the issue in the implementation of ICT in language teaching through the teachers' experiences. The sample of the study was limited

to four community schoolteachers of Kavre district.Data were collected only through class observation and semi structured interview.

1.7 Operational Definition of Key Terms

The following Key terms have been defined from their operational meaning.

ICT : In this study, the term ICT refers multi- purposive and multi-functioning set of technological tools and resources used to improve the quality, accuracy, and scientific texts for academic regulation and a a means of receiving , retrieving, storing , collecting, developing , applying, communicating and disseminating knowledge and information.

E- devices: I have applied the term e- devices are visible or audible equipments that are used by the teacher for English language teaching or for the purpose of professional development.

ICT in education: Usage of different technologies as a tool to improve the teaching and learning process

Digital content: Making an audio, visual, or audio-visual presentation of the topic by using technologies primarily by a computer program, this is used for teaching in the classroom.

Experienced teacher: In this study, experienced teachers are those, who have ten or more than ten years experience in their teaching profession and using ICT in English language teaching, or experienced about using ICT for teaching purpose.

Issues: Generally, issue is a long-term problem. Issues related factor might cause frustration to complete particular activities.

Challenges: The term challenges simply refer barriers or short-term problems that prevent teachers to use ICT in English language teaching.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section includes review of related theoretical literature, review of empirical literature, implications of review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

In order to conduct any research work, literature review is necessary for the researchers to gain theoretical knowledge about the related topic. Theoretical knowledge is the base for researcher to internalize enough knowledge about the particular topic of the study; without good theoretical knowledge and the clear concept of the topic, the researcher cannot integrate the research in good way. Here, I reviewed some theoretical literature, whichis presented in this section:

2.1.1 ICT and Language Teaching

ICT is considered one of the most important tools that boost teaching and learning.Language teaching is most challenging job. To get better achievement of language learner the teachers have to devote his lots of time, effort and have to search different resources to motivate their learners to learn the language. The term ICTdefined as "forms of technology used for creating, displaying, storing,manipulating, and exchanging information" (Melleisea2007, cited in Tri and Nguyen, 2014,p.34). To be specific the term ICT (Information and Communicationtechnology) includes digital tools and hardware such as smartphones, laptops, pads or tablets, CD, DVD and other technologies such as audio visual equipment, projectors, smartboards and different technologies which use in education. It also includes internet, blended learning, online learning, social media, andinteresting classrooms, learning management systems, email, and online learning opportunities. ICT generally includes

computer-basedtechnology that helps to improve the quality, accuracy, and scientific texts for academic regulation.

ICT in education denotes teaching and learningwith ICT,which helps to enhance teaching learning activities. Moreover, Yunus, Lubis and Lin (2009,p.1453)presented the concept of ICT as a powerful tool in presenting information in many ways it can be presented through different forms such as texts,pictures, tables, graphs and even multimedia which can make the class more interesting and lively.It means ICT is multi - purposive and multi-functioning technological tools, which used to communicate, create, share, store, and manage information. ICT in language teaching presented extra benefits to the language teachers by using external sources like e- books, audio, videos and so on. The teacher can provide those materials at any time in any place in the world where there is computer, mobile phones, laptops, tablet devices with internet access. Therefore, the learners get manyauthentic language learning sources.

Furthermore, Thomas, Herring, Redmond and Smaldino(2013)have definedthe term of ICT from the educational point of view and according to them'Information and communication technology is a fundamental tool that is widely integrated in the teaching and learning process at all levels.The ability of teachers to practice pedagogical ICT is highly influenced by the knowledge, competences, and skills they received during college years'.It means ICT is necessary andfruitful for all levels for effective teaching and learning even though the effectiveness depends on teachers 'knowledge on subject matters and skills of technologies. ICT is a means of receiving and retrieving, storing and collecting, developing and applying, communicating and disseminating knowledge and information (NCF,2007, p.18). So the worldwide government is advocating about ICT for all-round development of a nation although, the use of computer and internet is still immaturity in developing and under develop countries.

Now ICThas become the tool of attraction for educational sectors, many ELTresearches have reflected the positive responses about perception and use of ICT. In the context of Nepal many researchers (Bhattarai 2017,Malla2017,Acharya 2013, Pandit 2013, Sapkota 2015,Rohaka2014 and so on) have been conductedresearch to find out the perceptions of teachers and the learners about ICTs such as computers ,Google, worldwide web,Facebook, internet, web tools ,power point presentation and so on. In the context of rural areas teachers and learners in Nepal, most of the teachers depend on textbook and teachers guide to teach the language and the learners depend only on the teacher and textbook. Therefore, the use of ICT in language teaching enhances distance learning as well as lifelong learning in this regard, ICT helps to reduce the limited dependency.Now ICT is in the central attraction of government and educational stakeholders, gradually they are developing policy, plans, provisions and managing ICT based teaching from the ground level for better outcome in education.

2.1.2 Types of ICT Tools

There are numerous ICT tools such as computers, interactive whiteboards, OHP, multimedia, laptops, mobile and so on, which use in teaching learning activities. ICT devices/tools help the teacher to present his/her teaching in effective way and help to cope with different challenges regarding English language teaching. Furthermore, it is a facilitating tool for professional development and it isequally fruitful for the learners. These tools help the students to learn more quickly and effectively and it makes them more active and autonomous to learn language.

Today, we cannot imagine the world without ICT because it is cry of the day we start every day by using mobile phone or TVor with radio and we close our days with ICT devices. So many people start to believe that humans' fingers dominate the world; we can find the world inside the room by searching in internet. Therefore, the ELT process cannot remain detached from it. There are

many technological tools that have been used in the English language teaching and learning process, in order to create real learning environment by providing numerous exposures. ICT tools referto computer and other devices such as modem, routers, USB drivers, telephone etc. E-resources include Internet, You tube, e-books, blogs, online forum. Similarly, Interactivewhite board, OHP, Computer, projector, mobile phones as a teaching learning tools and power point as a presentation tool.

2.1.2.1   Teaching Learning Tools

Teaching learning tools like computers, IWB, OHP, laptops, TV, radio and so on,thatcommonly prefer in teaching learning activities.Information and communication Technology consists of various tools and systems that can exploited by capable and creative teachers to improve their teaching and learning situations. Lim and Tay (2003) have classified ICT tools in five different tools such as informative tools like Internet, Network Virtual Drive, Intranet systems, Homepage, etc.Informative tools are applications that provide large amounts of information in various formats such as text, graphics, sound, or video. Resignation devices such as CD-ROM, etc. Registration devices are the system that lay the students in the environment where it involves a context and the occurrence of a situation. Similarly,constructive tools like MS Word, PowerPoint, FrontPage, Adobe Photoshop, Lego Mindstorm, etc.Constructive tool is forgeneral-purpose tool that can used to manipulate information, construct their own knowledge and visualize students understanding.Communicative tools like e-mail, SMS, etc. These communicative tools are systems that allow easy communication between teachers and students or between students outside the physical barrier classroom.Collaborative tools such as discussion boards, forum.Collaborative tools of ICT is currently the focus of much interest and emerging as development of new tools that make online collaborative projects draw a realistic option for a distributed group work. Internet play vital role to start

andcomplete collaborative work. These all the tools equally play the effective role in ELT process.

i)   Computer

Computer is major technological tool that operates several programs. According to Series 2010 as cited in Dhamala, (2014, p. 8), computer is an electronic device,operated under the control of instructions stored in its own memory,that can accept data(input), process the data according to specified rules(process,produce results(output) and store the results (storage) for future use.It means computer is one of the multi functioning ICT based tool, which run through its instructions stored in its own memory, or it only operates its own instructions that called central processing units; it performs most of the processing inside the computer.Similarly, Becker 2000 as cited in Gilakjani (2012,p.135) states that computers serve as a valuable and well -functioning instructional tool in classroom in which teachers :a) have convenient access, b) are adequately prepared, c) have some freedom in the curriculum, and d)hold personal beliefs aligned with a constructivist pedagogy. It means computer is a multi purposiveand multi functioning technological tool, which is commonly use in teaching learning activities.

ii) Interactive White Board

Interactive white board isknown as IWB, IWB is an electronic screen linked to a computer, which is especially used in teaching learning process to present ideas and information. It can find touchable screen or it can be written on by touching it with finger or its own pen or pencil. IWB is comparatively new instructional tool that helps to develop creative teaching and learning environment. IWB is common in European Schools and recently use in some VIP schools of Nepal. IWB is flexibleinstructionaltool, which can be used with the both youngest primary school children and university students. According tohttp://www.bbcactive.coman interactive white board (IWB) is a large interactive display in the form factor of a whiteboard. It can create interest and

provide a chance to learning by dong .So this is one of the useful teaching learning tools.

iii) Overhead projector (OHP)

OHP is a projector for projecting in teaching process which is atechnological tool used as an alternative to a marker board. OHP is very useful to present our ideas in an attractive way;teacher can present his or her instructional ideas through pictures, diagram, charts, texts etc. There are numerous advantages of OHP. According to Sharma and Phyak 2006, as cited in Dhamala(2014, p.11) stated the advantages of OHP such as the transparencies allow the students to see at a glance how language elements are added, deleted and substituted in sentences. The teacher can save his/ her time by preparing materials in advance, exchange their ideas with other teachers and it can used as an alternative to the whiteboard and blackboard.

2.1.2.2 Resource Tool

Resource tool refers tothose applications or software or the network which is useful to search desirable information. Email, internet, e-books, Google, you tube, online forum blogs and so on are the examples of resource tools.

i) Internet

Internet refers to a basic resource of all computer applications it is commonly known as a computer network which is a cluster or bunch of computers attract together to communicate, create and disseminate. It is a worldwide systemof interconnected computer networks for interchange the data. According to Levine and Baroudi(2000,p. 29) the internet is certainly finding its way into educational institutions of all levels, though we are not entirely convinced of its great benefit to the youngest of our citizens. Aside from the clear research opportunity on the internet,people can see the internet being used to facilitate parents, teacher's communication and teacher/students communication.Many-reputed universities have high quality internet access where teachers can look

up pictures and profiles of all their students (vice-versa), and course work routinely distributedthrough online.Internet makes the learner and the teacher more informative.

Internet set is the biggest computer network especially for providing a variety of information and communication facilities.Therefore, internet is basic resource to search, create and share the knowledge. By using internet teacher can search different websites, he/she can use different software program that facilitate to learn latest teaching techniques, which is fruitful for professional development. There are several websites which are helpful for teaching learning activities from these websites teachers can share their teaching problems, solutions , they can talk about new techniques through email, videos conferencing or group chat. Internet is also multi- purposive and multi-functioning.There are several reasons of using internet as a learning tool. People use internet to gather information, communication and social networking that helps to unite with global. It also use transfer files, entertainment,Internet transactions, making money, marketing and online education (Glava,2012).These reasons provide the evidence that today's human activities are fully depend on Internet.Therefore, the Harmer (2007) also suggests second language teachers to create their own websites on internet to provide different reading materials and exercise their students.

ii) Email:

Email is an emergence of Internet, which refersto electronic mail system for transferring message from one computer to another computer through internet access. It is useful in English language teaching for sharing learning materials and sharing ideas in safe way.According to Sharndama (2013) teachers, can use email to send learning materials to students; give assignments, assess and post the feedback to the students' email boxes. Therefore, Email is useful for effective teaching and learning process.

iii) YouTube:

Youtube is a video sharing service that includes users to watch videos posted by other users and if interested to upload videos it provides chance. Doug Sahlin(2007,p.1) has defined you tube as 'One of the most popular hangouts on the internet.' Youtube was started as an independent website in 2005 and was acquired by Google in 2006. There are several youtube channel ,they upload several videos related to English language teaching especially teaching techniques, problems and solutions, digital materials etc. From these ElT related videos teachers and learners can enhance their four skills listening, speaking,reading and writing.

iv) E-books

E- Book is an electronic copy or soft copy of the book. The users have to pay some money to read an e-book. According to Scott (2001,p.130) 'An e-book is simply a book. The difference lies in the construction; rather than going through the print process, an electronic book is formatted to fit on your computer screen, e-book reader or a device like a palm pilot, in a variety of programs. E-books also help teaching learning activities. Interested person can read e-book software,e-book reader and store our mobile phone, computer or laptops. It has many advantages in terms of pedagogical implications.

v) Blog

Blog is like journal/diary or article, which is found in the internet. It is the personal writing of the blogger where personal feeling is shared. To be specific frequently updated websites often resembles an online journal. The information can be revised, edited and updated frequently for the benefit of its users.Harmer (2007,p.193)puts the concepts as one of the most important ways of telling people what we are thinking is the weblog or blog. It is helpful for teaching learning activities. It encourages the learners to create blog from website and share their ideas or feeling.

2.1.2.3 Presentation Tool

Presentation tools refer to the tools, whichareuse for presentation of our materials or teaching ideas. Power point is supposed as powerful presentation software that was developed by Microsoft, which facilitates user to create anything from basic slide shows to complex presentations. It uses slides to convey information rich in multimedia. Presentation tool helps to reduce traditional teaching. https://tethcerms.com has states that PowerPoint is often used to create business presentations, but it can also be used for educational or informal purpose.

2.1.3 Policies Related to Use of ICT in Education in Nepal

Nepal is developing country where technology is arrived comparatively late but in the present time, Nepal also has been developing ICT policy in educational sectors to provide quality educationand to develop competitive human resource. According to MOES2006 as cited in Shields,(2011, p.89) Ministry of Education and Sports (MOES) was an early adopter of distance education through Radio Nepal began to air educational youth programming as early as 1957 A.D.In 1973,a radio education program based on the formal primary education curriculum was lunched, complete with self- study materials. With funding from USAID, the Radio Education Teachers Training Program began in 1978 to address the shortage of qualified teachers in rural areas; this continued for five years and ultimately produced over 4000 qualified teachers. National Centre for Educational Development (NCED) has been providing training to the teacher through National Radio and FM. Computer science has been taught as an optional subject in school (grades 9 to 12); Computer Engineering/Computer Science/ ICT program in Bachelor's and Master's Levels are run by different colleges under various universities; various Training Institutes conduct technical education and vocational training courses in computer and ICT; Tribhuvan University has started Bachelor's in Education program in computer science.

The Government of Nepal, Ministry of Education, through National Curriculum Framework (NCF), has introduced ICT as a subject as well as ICT as a tool for instruction in school education.National Curriculum Framework (2007, p.18) has a provision to implement ICT in education.National curriculum Framework (2007)stated 'ICT has been proved as one of the important tools for promoting education'. It has pointed a need to introduce ICT in education by presenting some challenges and issues in educational sector. "ICT has not properly been addressed by curricula; ICT as a separate subject or tool for teaching and learning, and lack of basic infrastructure, conducive environment and efficient resource persons.

In the similar way,School Sector Development plan (SSDP) 2016-2023set out ICT related objectives, the first objective was to implement appropriate use of ICT to improve class delivery by establishing an ICT enabling learning environment and based on need and context. Second was to appropriate development access for learning materials and supporting professional development packages and guidelines to ensure adequate capacity for incorporating these in the curriculum. In addition, the third objective was the use of ICT for the improvement and increased effectiveness and efficiency of overall educational government and management.To improve knowledge and use ofICT, SSDP has prepared some strategies as well. It has made a policy for educational sectors that has presented the strategies about the education system. It has also prepared a long- term goal to provide citizens with the knowledge and skills they need to work for the development of the country and to integrate Nepal in the Global community. To achieve this goal, the Government of Nepal is working seriously to ensure access to quality education for all with the expanding role of information and communication technology (ICT)in all sectors. SSDP considers ICT skills as one of the essential skills for improving quality and relevance of education. It has targeted to establishing 1,000 model schools with required learning environment including ICT facilities. According to Bhattari (2017),MOE has introduced ICT

into the school sector by establishing computer labs in selected schools and internet connectivity in DEOs and schools.Furthermore, central level agencies , regional education directorates and all 75 DEOs have lunched websites and the DOE has developed interactive digital learning materials for grade 2-6 in Nepali,maths,English and Science .However,the ICT equipment in schools is mostly being used for the administrative purpose.

The School Sector Reform Plan (SSRP) stated,' ICT assisted teaching/learning will be implemented and expanded in all schools'. SSRP has made a policy provision to develop ICT infrastructure in education and provide alternative modes of schooling by the use of ICT. One of the objectives of distance learning and distance education set by the MOE is to develop learning support materials to enhance quality of education with ICT.

ICT master plan 2013 is the grand plan and policy, which shows great passion towards ICT in education to achieve national and international goals of education. This plan has included four major components such as, development of infrastructure including internet connectivity, human resources, digital learning materials, and enhancement of education system.It has set out the objective to prepare teachers for ICT based education. To develop national ICT skills standards, it has planned for integrating ICT skills in in-service and pre-service teacher training curricula in each level,motivating ICT skilled teachers, certifying them, andencouraging them to mentor other teachers. It has also developed strategies for promoting continuous and life- long learning through open and distance mode,integrating ICT skills in performance evaluation of the teachers. Furthermore, it has also prepared tointegrate ICT Skills in teacher preparation courses.ICT can be implementing in education through ICT related training, motivation and by creating different opportunity for the teacher.

Similarly, Teacher competency framework (2016) developed ICT specific provisions and programmatic provisions. This framework aims to make

competent in the use of ICT for teaching, learning, designing appropriate materials for instruction and update teachers on the development of ICT.

2.1.4 Use of ICT in English Language Teaching

ICT is very powerful and useful, so it has become fundamental part in our life. Information technology has that supreme ability to change several things within very short period. Due to the fast growth of ICT English is becoming the global language. English language pedagogy has undergone significant changes with the advent of latest teaching techniques. ICT based teaching provide opportunities to interact with learners and useful to provide motivational tasks for the learners.

Use of ICT in language teaching helps the teachers to use authentic learning materials and motivate them to learn the language with less stress by providing a lot of exposure about language and English cultures. Ghasemi andHashemi,(2011, p.3098) write : Using ICT, particularly email, blogs and video conferencing, facilitates children's interaction and communication with native speakers and other communities by enabling them to use language for real purposes and in real contexts. ICT both supports and integrates literacy skills. It enhances interactive teaching and learning styles and provides many opportunities for creativity. It means ICT is facilitating tool rather than the burden; it helps to provide real environment between various language and cultural groups. ICT enable the teachers to be professional and resourceful. Indirectly it developsteachers' and learners' confident in teaching and learning English language. ICT helps to develop autonomous learners that make them busy in their own learning process, so in an invisible way it increases quality of learning by creating interest in language learning.

Sharndama (2013 p.34) further stated thatin the teaching of English Language, tape recorders, videos, televisions, radios and projectors use to be the most common technologies. The different information and communication Technologies do not themselves transform the learning and teaching of English

language. It is their appropriate utilizations or manipulation by the teacher that will transform their teaching methods/strategies. It means only the technologies do not themselves provide pedagogical instructions of English language we have to utilize in our own context.Moreover,the teachers should have skills to develop digital learning materials and students have to utilize to learn as much as possible. The teachers have to develop essential skills to transform their teaching. The teachers have to utilize ICT and contextualize the digital materials for best teaching.

Moreover, Papert and Harel 1991as cited in Shields(2011, p.86). ICT supports project-based, collaborative approaches to learning, instilling critical thinking and problem-solving skills that will prepare students to compete in the global knowledge economy. Organizations such as the One Laptop Per Child (OLPC) Foundation, which aims to provide all children in low income countries with one of its low-cost educational laptops, have generated widespread popular interest and support, adding momentum to the 'ICT for Development' or 'ICT' movement. In the era of digital technology, there is no any doubt about the use of ICT in English language teaching. The use of ICT in the process of teaching and learning declared educational quality. In the present time, the use of ICT for the purpose of English language teaching and learning is highly increased. The learners may feel real English environment by using English videos or the different online websites or YouTube channels in the same way there are several teachers' related websites or the online program, with the help of those, they can develop professionalism and to able to teach English by using effective methods and providing authentic materials.

Nowadays ICT is being center of attention to develop all language skills especially in non-native English speaking countries. ICT has many beneficial uses in English language teaching. It present and represent information in various way. ICT based teaching is possible to present through texts, pictures, tables, graphs, charts and multimedia which can help to create ELT class more live and fun.Using ICT in ELT helps to collect more resources regarding

language-learning process.There are more than thousands English language related websites which provide lessons for learners to learn grammar and vocabulary at their own pace as a self-study activity. Using ICT in language teaching helps the teachers to update with new concepts and methods.

Information and communication technology is a fundamental tool that is widely integrated in the teaching and learning process at all levels. The ability of teachers to practice pedagogical ICTs is highly influenced by the knowledge, competences, and skills they received during college years (Thomas et al., 2013). In the context of Nepal the current secondary level syllabus focus more on teaching ICT as a subject and less on using ICT as a pedagogical tool. In addition, technology uses in secondary education suffer from lack of proper recordsverified practically. When majority of education systems around the world are shifting from teacher-student-textbook-board marker model to the blended learning model authorized by digital educational resources, it is a big issues for a developing country to succeed without axis firm planning.

2.1.5 Need of ICT for English Language Teaching

In this modern era, ICT based teaching is essential for quality education that helps to develop global human resource. ICT is well known as a major contributor of English language teaching. Therefore, it needed to enable learners, investigate, disseminate modern ideas and promote active learning and authentic assessments. Similarly, ICT in ELT is necessary to increase independence learner because there are several materials in websites, videos, and different tutorials. ICT pervasive-book, pictures. Only the teacher and limited textbook is not enough to gain success in ELT process.

ICT is needed to make successful English language teaching and learning activities.ICT is to require integrating listening, speaking, reading and writing which promote interactive teaching and learning. Ghasemi&Hasheni (2011, p. 3099) states 'ICT has the potential to increase the percentage of learning that involves the traditionally more difficult literacy skills by maximizing to

exposure to the written word'. It means it is essential to improve quality, accuracy and increase learning opportunities. In the global context, we cannot imagine successful teaching without the use of ICT. ICT is need for overall development of English language teaching and learning. Onlinedictionary, CD,DVD or other online websites or you tube channels, blogs and so on helps to develop knowledge and confidents of the teachers and learners by feeling real like environment.

ICT in ELT is need for learning with technological tools. The contemporary English language standard test like TOEFL, IELTS, GRE, GMAT and other tests guide teachers to facilitate the development of adoptable learners. To be adoptable,the learners need to be good communicators who can completely discuss any topic and effectively share their ideas on different purpose through the help of ICT tools such as computer, laptop, TV and so on. Therefore, ICT in ELT is very significant to transfer knowledge and skills.

ICT in ELT is also need for better understanding. English language teachers can support learners to gather more learning source by helping the learners to organize new information. Link the information according to their existing knowledge and use memory aids to retrieve information. Digital learning materials can use to facilitate for better outcome in ELT process.

2.1.6 English Language Teachers' Competences on ICT

Teachers are always role model for their learners so; they requireto be competent in ICT based teaching. They need to aware of different ICT tools and have to develop aware of ICT based teaching strategies and utilize digital materials for effective learning. Albirini (2006) stated that ICT competences includes ICT knowledge, skills and experience essential to put them in it use. ICT based competency allows to teacher to turn into over most efficient individuals in dealing with daily tasks such as communicate with parents, to keep students records, to prepare results and to prepare presentations. English teachers competence and confident in their skills are one of the main factors

that influences the effective implementation of ICT in ELT process but the teacher's lack of knowledge is a hindrance to integrate ICT into English language education delivery. Teachers have to be aware of all the new technologies that developed and can integrated regularlyin teaching learning activities. Teacher competency framework (2016) creates some provisions such as using ICT for teacher and learners, designing digital materials and act professional skills. If the teacher wants to bea professional in ELT he/she most have competent to select and use of ICT. They also need to be competent to design and create appropriate digital materials for teaching and use those materials for communication. ICT should implement in daily pedagogical activities because it helps to refresh and increase their ICT related knowledge and skills.

Teachers' proficiency in ICT is still a big concern in some European countries where 85% teachers believed ICT had improved their teaching and 91% thought ICT enhanced creativity in their teaching (Cachia et al., 2010). However, in Nepal and Nepal like underdeveloped countries teacher competency is still in infant phase. Teacher's ability to use technology in teaching learning is mostly limited to some necessary programs. Only few of the teachers are adapted to some primary use of computer like the browsing the internet, using e-mail and word processing. Teachers cannot confidently use ICT in ELT classroom and in the school. Lower knowledge about computers or other technology is correlated with lower exposure to use technology so the teacher have to develop more competence and confident in ICT.

2.1.7 Teachers' Role in the Implementation of ICT in ELT

Teachers are the main agents of integrating technology in the classrooms so the role of teachers is to ensure that the use of ICT implemented effectively in their English lessons to improve all the four skills listening, speaking, reading and writing. However, to play with this role they need to developed basic knowledge and skills. They need to know the effective ICT equipment to be

used for particular tasks and suitable information to access those tools or equipment with effective instructional strategies. Teachers need to know about how ICT implemented in education can enhance educational delivery. They play the great role to state the inclusion of ICT in school curriculum in different subjects and to enhance the skill to operate the operating system to handle ICT devices and use them in learning facilitation. The SSDP (2016) targeted to establishing 1,000 model schools: with required learning environment including ICT facilities. It indirectly indicated the role of teacher in the successful implementation of ICT in teaching process because teacher is responsible after the government and school administration. They have to play the major role to develop interactive materials and classes; videos, online/ offline modules/ kits for teaching their own subject. They equally play the role to explore the issues on information security and make their students aware about cyber crime and related issues to promote effective use of digital materials and learning sources in the school.

Technology itself does not make a major effect on learners' achievement without paying attention to the teachers' role in its integration. Unlimited learning resources are available in English language through ICT because English is global language but the teachers have to play the role as a successful user of ICT equipments and ICT based resources.The language teachers and students of non- native countries are depending in ICT who wants to be a professional and mastery over the language. Using ICT in pedagogy helps the learners to provide basic knowledge and skills on the use of ICT in English education and increased digital literacy skills to operate ICT tools. If we do not consider their role in implementing technology in ELT classroom, it will bring limited effects in English language learning process. According to Fishman and Davis (2006) and Zhu (2010) as cited in (Galakjani , 2017) teachers are considered as an important factor in educational technologies. Technologies are increasing basic changes in the teachers' role and in the classroom activities. Teachers play the role as a facilitator; where the teachers guide their learners to

learn new, things according to what they already know and facilitate their learning processes and give assignments to learners and support extracurricular activities.

2.1.8 Issues of ICT in English Language Teaching

Generally, issues referto those discouraging factors, which prevent teachers to implement ICT in teachingand to complete the task or overcome from the issues or challenges we needextra effort.Several barriers directly or indirectly affect the use of ICT in language teaching. According to Becta as cited in Salehi andSalehi(2012, p. 42), there are two types of barriers (a)Individual (Teacher level barriers)such as lack of confidence ,shortage of time and resistance to change,(b)School level barriers such as lack of effective training in solving technological problems and lack of access to resources.Teachers are fighting with several barriers especially in developing countries like Nepal. There are not basic infrastructures like sufficient buildings; they have compulsion to follow multi grade teaching strategy. Most of the teachers did not receiveany training related to ICT so using ICT in their teaching is being extra miles for them.

The uses of ICT in language teaching are not problem- free although it has created many opportunities. A teacher is a role model in a class. If the teacher has good capacity to use ICT in proper way learners may get manybenefits. They may also be aware ICT skills and start to be an autonomous learner. A teacher cannot integrate ICT in language teaching dueto the individual (teacher level)challengesand school level challenges. The personal orteacher level challenges or barriers like lack of time, lack of the necessity skills, and lack of self-confidentwhich prevent them to use ICT in language teaching. Personal challenges controlled the particular teacher but the school level or Institutional challenges distress the whole school. School level issues related to teachers, administrators and the wider educational systems. School level challenges likelack of infrastructure (availability of buildings, electricity, telephony and

sufficient numbers of ICT tools like computers, laptops and projectors), lack of technical support specialists or lack of access to resources.

Muilenberg(2001, p. 7-24) hasinvestigated on analytic studies of barriers to online learning. He explored eight underlying constructs that limit students' experience of online education. These barriers are administrative and instructor issues, limitations of social interactions, limited academic skills limited technical skills, learner's motivation, time and support for studies, high cost and limited access to the internet and technical problems. Similarly, Whelan (2008,p.53-70) has investigated on the use of ICT in education and reduce barrier in South Pacific. He reported training and capacity building, curriculum development, infrastructure like electricity, basic services, transport; communication, financing, and government support are supposed most important factors in ICT based education.Imon (2017) explored six major issues related to ICT in teaching such as government's vision and plan, teachers beliefs and readiness, infrastructure and other resources, interest of school administration, social and cultural issues and less knowledge and lack of knowledge and skills.

All research has proved that there are many factors, which prevent teachers to use ICT in language teaching. To reduce chalk and talk teaching style and to provide quality education by using digital learning materials through ICT; the above-mentionedbarriers (teacher level and school level) should be solved.Many Nepalese rural areas schoolsare many schools are surviving without adjustable buildings and separate classrooms so the facility of well-structured buildings and ICT based education are just being a daydream or extra miles for them. This type of poor condition limits basic resource of knowledge for the rural areas teachers and the learners. The governments need to give top-down support because ICT in education need large capital investment. ICT in education should consider as a major priority to develop well-trained ICT based curriculum developer, teachers, and digital materials designers with effective plan of policy makers.

2.2 Review of Related Empirical Literature

However, many researchers have been conducted in this area. I have reviewed some of the related literature.

Khanal (2008) carried out research on "Attitudes of Higher Secondary Teachers towards the Use of Computer and the Internet". He conducted his research to find out the attitudes of higher secondary level English language teachers 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. Analysis of Data yielded with the finding that majority of the teachers had positive attitudes towards the computer and internet. All teachers were interested in increasing computer and the internet access in the future.

Hammond et al.,(2009) conducted a research entitled 'What happens as student teachers who made very good use of ICT during pre-service training enter their first year of teaching?'The aim of this study was to address the very broad question of what happens as student teachers who made very good use of ICT go into their first year of teaching .The researchers had used qualitative research design and selected 40 student teachers as a population. They used interview and observation as a research tools. They found that environmental factors including access and exception in schools, further influences ICT use. Pre- service training remains a strong influence, in particular past modeling of ICT use by mentors and tutors.

Yunus, Lubis and Lin(2009) conducted research on "Language Learning via ICT: Uses, Challenges, and Issues". This study aimed to describe the use of ICT for learning English and to examine the challenges faced by the students in using ICT for learning English and their attitude towards the use of ICT in learning English among the urban school students in Kuala Terengganu, Malaysia. Researchers used survey design in order to measure the extend students use ICT for learning English. Data was collected through

questionnaire survey of second language students. Researchers used questionnaire to obtain data from 66 students from a secondary school in Kuala. The result had shown that students are aware of the benefits of using ICT in learning language. However, students did not spend much of their time for the purpose of learning. Students spend only 1- 2 hours per weeks using ICT for learning activities. Most of the students use ICT for searching internet to get information and for searching words meaning and pronunciation. Students perceived themselves having high positive attitude towards the use of ICT in learning English. However, there are two main problems faced by the students, which are lack of English proficiency and lack of training on ICT.

Shields (2011) conducted research on "ICT or I see tea? Modernity, technology and education in Nepal" to analyze the global discourse on ICT in education has unfolded in Nepal. The researcher used qualitative research design to conduct this research. To fulfill the objectives researchers used personal narratives by analyzing and criticizing the discourse on ICT for education in Nepal. This research analyzed how the global discourse on ICT in education has unfolded in Nepal, concentrating on educational policies on ICT and how these relate to a rather limited domain of practices. It argued policies on ICT in education reveal an uneasy and fragmented engagement with the global discourse, while in practice its use in often innovative although so limited as to cause little substantive change. However, in both policy and practice the importance of ICT is more due to its power as a symbol of modernity and progress than any utilitarian value.

Acharya (2013) conducted research on "Use of ICT and WEB Tools in English Language teaching". He conducted his research on 40 English teachers teaching in private school of Kathmandu valley with objective to identify the commonly used of ICT /web tools in ELT activities. 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, the 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.

Pandit(2013) studied on "The Impacts of Internet in Language Learning in ELT". The objective of this study was to find out the impacts of internet in learning English language.He studied on 25 students of grade eight in Rautahat district using action research design. He selected sample by using simple random sampling procedure and his tools were the test items. The findings of the study showed that internet had positive impact in students learning English. Students excelled the number of vocabulary and they used complex grammatical structure in writing and submitted assigned tasks quickly after using internet.

Rokaha (2014) conducted research on "Facebook and its Use in Language Teaching and Learning" to identify the teachers and students perceptions about the use of Facebook in ELT. The researcher used survey design to conduct this research and he used questionnaire to obtain the data from forty respondents selected purposively. They were fifteen teachers and twenty five students from different higher secondary schools of Kathmandu valley. He found that most of the teacher used Facebook to be updated with ELT and Facebook becomes useful tools in teaching and learning English. It is mainly useful in teaching and learning, language aspects, literature, Updating with current affairs. Moreover,it is also useful for distance teaching and learning process.

Tri and Nguyen (2014) conducted the research on "An Exploratory Study of ICT Use in English Language Learning Among EFL University Students" to explore the frequency and general and educational purposes of ICT use among EFL students and to examine students' perceptions and expectations of ICT use in English language learning. The researchers used survey design to conduct this research and they used questionnaire as a research tool that was designed in the four- section with a total of 46 items in the close-ended format. Researchers used a convenience sample of 149 English major students (129

female students and 20 male students) from five classes at HoaSen University. The findings indicated that the participants spent more time using ICT for private purposes than for English learning purposes. Most of them showed their positive attitudes towards ICT used to study English and expected that ICT should be used more frequently in the classroom in order to maximize language learning and teaching.

Sapkota (2015) carried out a research entitled "Perception and Practice of E-resources in ELT by Novice and Experienced teachers" to find out practices in the use of e-resources among ELT teachers and to explore Novice and experienced teachers perceptions towards the use of e- resources. The researcher used survey design by using non-random sampling procedure. The researcher had selected 20-novice teacher and 20 experienced secondary level teachers from Kathmandu as a population of the study. The researcher had used questionnaire (close- ended and open- ended) as a research tool. The study shows that the huge number of teachers do not practices in the use of e-resources in ELT process.

Gajek (2015) conducted research on "Implications from the Use of ICT by Language Teachers Participants of International projects". The researcher used survey design to observe language teachers' use of ICT for professional purposes, their strategies of professional development and the way of dealing with technical problems. The main motto of this study was the investigation of the teachers participating in telecollaborative projects.To fulfill the objective the researcher used online questionnaire as a research tool that had distributed among 620 language teachers by usingpurposive random sampling strategy. The research showed the main ICT related factors influencing regular use of ICT by teacher.

Similarly, Ghavifekr, Kunjappan, Ramasamy and Annreetha(2016) conducted research on "Teaching and Learning with ICT Tools: Issues and Challenges from Teachers Perceptions". This study aimed to analyze teachers' perceptions

of the challenges faced using ICT tools in classrooms. Quantitative research design was used to collect data from sample of 100 secondary level schools teachers in the state of Melaka, Malaysia. The researchers used questionnaire as a research tools. The researchers had used descriptive analysis to analyze the frequency and percentage of the overall population in the demographic background. Besides, it was also used to determine the mean, standard deviation, frequency and percentage. T-test was also used to analyze the research findings. This research had mentioned the key issues and challenges found to be significant in using ICT tools by teachers were limited accessibility and network connection, limited technical support, lack of effective training, limited time and lack of teachers' competency. Moreover, the results from t-test had shown that use of ICT tools by male teachers in the classroom is higher compared to female teachers.

In the same way, Malla (2017) conducted a research on Major English Students' Perception towards the Use of Google in their study" to find out the perception of major English students towards the use of Google in their study and to explore the importance of Google for searching supplementary materials relevant to their study. Sample of the study were 30 students of fourth semester at Central Department of English Education, T.U. Data were collected from 30 students from M.Ed. fourth semester of the T.U. The researcher used pre-formulated questionnaire (close ended and open-ended questions) to find out the perceptions of students towards the use of Google in their study. Findings suggest that all the students had very positive attitudes towards the use of Google in their study. The respondents agreed that Google is the most reliable internet search engine in the world, which provides a great deal of help for students to find out the relevant supplementary materials of their study.

Bhattarai (2017) carried out research on" Integrating E- learning in Classroom Based Language Teaching Perceptions, Strategies and Challenges" to find out the perceptions of English language teachers on the integration of e learning in classroom based ELT. In addition, to identify challenges in integrating e

learning and the strategies to be employed by the teachers to the use of e-devices in the actual classroom teaching. The data was collected from 30 teachers from 30 schools (fifteen Public Higher Secondary schools and fifteen Private Higher Secondary Schools) by using purposive non-random sampling procedure. The researcher used both open and close-ended questionnaire as a research tools .The data were analyzed and interpreted descriptively and quantitatively by using simple statistical tools such as frequency count and percentage. The study showed that majority of the respondents viewed that teachers can integrate the technologies in the class and e- devices make learning easier, faster, accessible and fundamental. Furthermore the researcher found that lack of available resources ,access to them, lack of power supply and internet facilities ,economic problems and lack of sound theoretical and practical knowledge in e-learning .

Thanet (2017) conducted research on "Students' Perception on the Use of Internet as a Learning Source" to find out the perceptions of students towards the use of internet as a learning source by using survey design.The researcher used purposive non-random sampling strategies.Thirty students who were selected from three faculties (education, humanities and management) of University campus Tribhuvan University, Kirtipur, were the population of this study. The researcher used open-ended and close-ended questionnaire as a research tool. This study found that internet is the major learning source for the respondents.

This study was different from above mentioned studies. Those researches were conducted mainly to identify attitudes and perceptions of teachers or the learners towards particular ICT tool like Internet, email, Google, Facebook, computer, mobile and so on by survey design using questionnaire, checklist and interview. This study explores issues in the implementation of ICT in language teaching by taking interview and class observation. In the same way, it explores the reasons, which forced teachers to prevent ICT in teaching and identify the ways of dealing with technical problem while using ICT based

tools in teaching. Itstudied intensively by using narrative research design. This study is exclusive in itself because the area of study was located inKavre district which is near from Kathmandu with small number of sample who have good knowledge of ICT and frequently using it for the purpose of language teaching and have more than ten years English language teaching experiences. However, teachers' challenges or issues in implementation of ICT in language teaching is the latest burning controversial issues in the field of English language teaching, not any researches are conducted in this issue yet.

2.3 Implications of the Review for the Study

From the review of different research (both theoretical and empirical) mentioned above, I gathered significant ideas to conduct research in systematic ways. It helps to explore the objectives of the research, declare the research questions, methodology, and research design. Theoretical review helped to define ICT,ICT tools and use of ICT in language teaching, barriers of using ICT and many more. Various research work have been carried out in our Department of English Education in the field of ICT tool but not about issues of using ICT in language teaching. This research study differs from them in terms of topic, research design, objectives and so on. Although the above-mentioned researches indirectly related in my research; it is exclusive in itself because no research work has been carried out to explore teachers' challenges or issues of using ICT in language teaching by adopting the different methodology.

Each study literature review is very essentialpart, which helps to set ideas and concept about particular research area. In this study, literature review has precious implementations. To select exclusive topic in the area of ICT in ELT I reviewed some previous researches that helped me to identify the gaps between what has already been done and what has left. Furthermore, these review helped me to gain background knowledge in the area of ICT in ELT. In the same way, theoretical review was helpful to expand the knowledge of ICT in

English language teaching, types of ICT tools, why ICT is needed in ELT, what are the policy, practice and challenges of using ICT in English language teaching in the context of Nepal. It is equally helpful to findout policy of ICT in education provisioned in the various documents. Worldwide governments practices ICT in education. Therefore, the practice of ICT in ELT in different part of the world is overviewed from the literature review.Different researchers have different viewpoint towards ICT in English language teaching which were included in the literature review section.

This study is exclusive because notany research has been carried out to explore the issues of using ICT in language teaching by adopting the different methodology although the above-mentioned researches directly and indirectly related in my research.The above mention empirical review helped me to determine research objectives, to construct research questions, to select exclusive research design,data collection procedures, tools to collect data and analyze descriptive data and to derive findings.
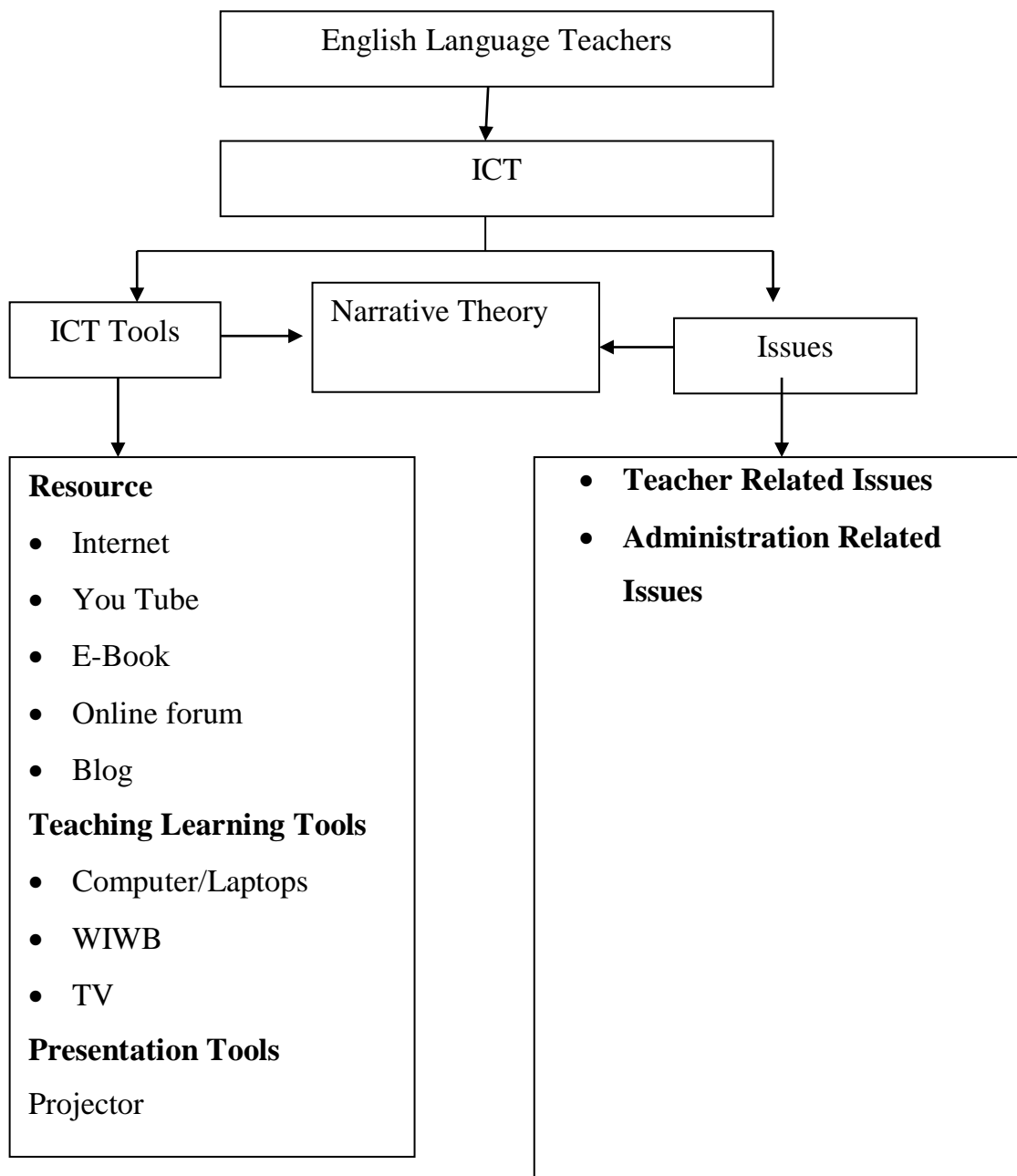
Among the above mentioned studies, the study byBhattrai(2017) provided me the knowledge about the English language teachers' perceptions on the integration of e- learning in classroom based ELT and to to identify challenges in integrating e- learning and the strategies to be employed by the teachers to the use of e-devices in the actual classroom teaching. Similarly,Ghavifekr et al.(2016) provide lots of knowledge about teaching and learning with ICT tools and challenges from teachers' point of view. Although it has followedsurvey as a research design, used huge population as a sample of the study. In the same way,Yunus et al.(2009) helped to revisit the challenges and issues about language teaching and learning through ICT. It helped me to organize ideas about the derivers and barriers of using ICT in language teaching.

Malla (2017) helped me to organize the ideas about ICT in education, especially to understand the students practice in Google for language learning. Likewise, Khanal(2008), Acharya (2013), Pandit (2013) and Rokaya (2014)

also helped me to gather ideas about the useful ICT tools in English language teaching. These research study also helped me to understand about the perceptions of teachers and learners and the use of ICT like Google,web page,Facebook and so on. Similarly from the study of Sapkota (2015) helped me to generate ideas about the comparative study of novice and experience teachers' perceptions and practice of e- resources in ELT.

2.4 Conceptual Framework

This study has following conceptual framework:

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                    │  English Language Teachers   │
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   ┌──────────┐  ┌──────────────┐     │   ┌──────────┐
   │ ICT Tools│─▶│Narrative Theory│◀───────│  Issues  │
   └────┬─────┘  └──────────────┘         └────┬─────┘
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        ▼                                       ▼
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Resource • Internet • You Tube • E-Book • Online forum • Blog **Teaching Learning Tools** • Computer/Laptops • WIWB • TV **Presentation Tools** Projector	• **Teacher Related Issues** • **Administration Related Issues**

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This section consists design of the study, population, sample, sampling strategies, research tools, source of data (primary and secondary), data collection procedures, data analysis procedures and ethical considerations.

3.1Design and Method of the Study

Design of the study refers to the overall strategy that the researcher selects to integrate the different components of the studyin a coherent and logical way. It is a logical sequence in which the study is carried out, and constitutes the blue print for collection, measuring and analysis of data (Kothari,2004). To conduct a research, there must be systematic planning .To explore the challenges and Implementation of ICT in English language teaching I followed qualitative research method in general and narrative inquirydesign in particular.

Narrative inquiry isbased on interpretative researchparadigm that takes participants' experiences as the central phenomenon. Schwandt (2007) views that 'narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences(e.g. life histories, narrative interviews, journals, diaries, memories and autobiographies) and reporting that kind of research,(p.204). Similarly,Cladinin&Connely(2000,p. 20)define narrative inquiry as a way of understanding and inquiring into experience through "collaboration between researcher and participants,over time,in a place or series of place,and in social interaction with milieus". Lived experiencestranslated into rich narrative stories because narratives in the form of stories will become a powerful tool for the researchers. Moreover, Creswell (2012, p. 502) said 'In narrative research design, researchers describe the lives of individuals, collect and tell stories about people's lives and wide narratives of individuals experiences'. It means narrative inquiry is a kind of investigation

of people's experience or the story. To conduct research in narrative design the researchers have to follow different steps in systematic way.

Furthermore, Khanal (2016, p.149) has presented seven steps of narrative inquiry research. First, the researchers have to identify the phenomenon to explore that address an educational problem. Second, they have purposefully selected an individual from whom the researcher can learn about the phenomenon. Third, they have to collect the story from that individual then re-story or retell the individual's story and collaborate with participants to get intensive data. After this, the researchers have to write a final report based on the story about the participant's experiences and validate the accuracy of the report. These steps are for systematic process to conduct research on narrative design. He also prepared these steps in the attractive chart which is present in next page.
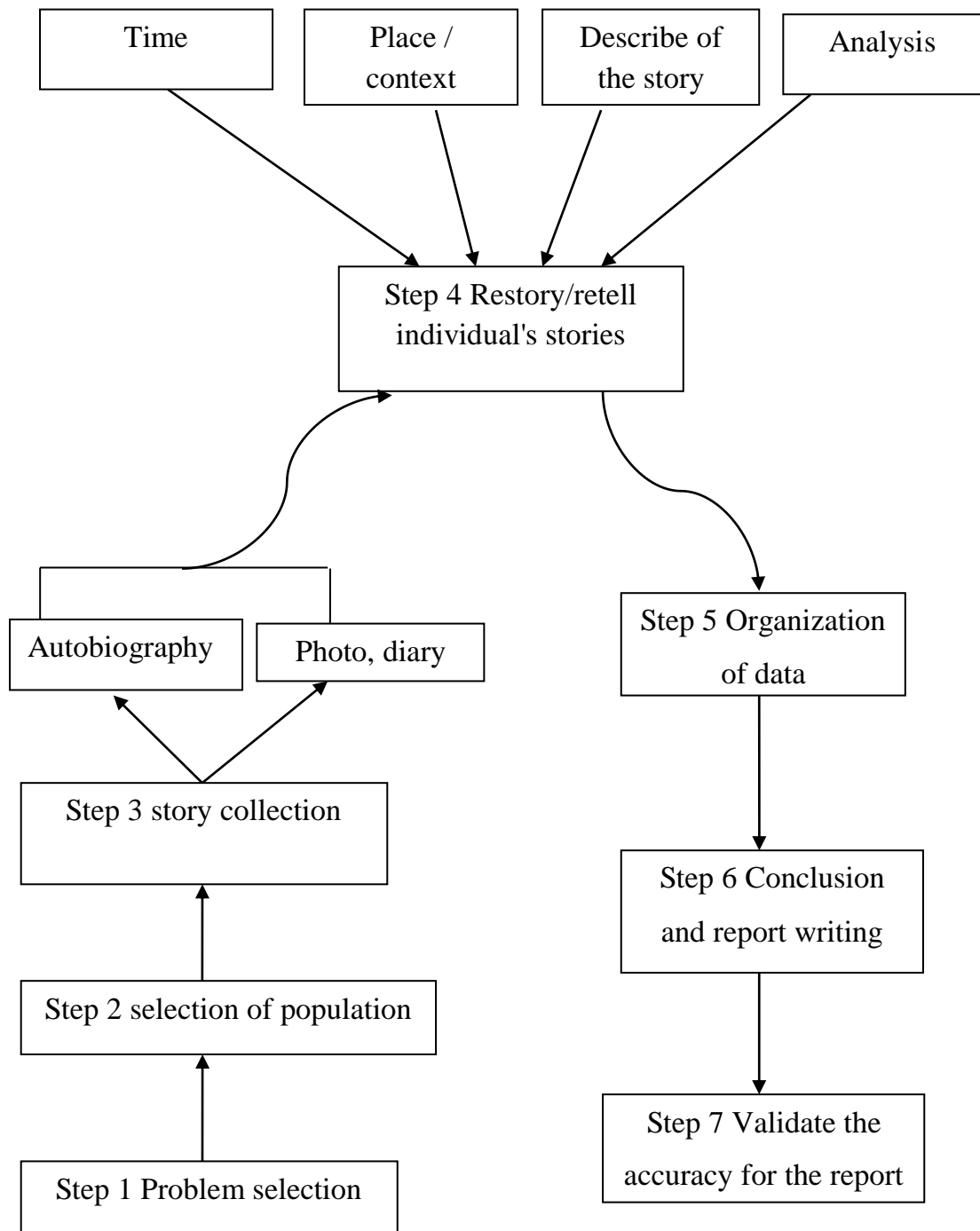
Source:Khanal(2016)

Narrative inquiry is a way of collecting information for the purpose of research through story telling or sharing their live experiences that helps to gain deep understanding of the particular situation. According to Clandinin and Connelly (2000) as cited in Khanal (2016, p. 145) Humans are storytelling organisms who, individually or collectively, lead storied lives. Thus, the narrative inquiry

is in-depth study about the respondents' live experiences/ story through narrative interview. In narrative research story is a sequence of real event or an account of such a sequence which can motivate to change others life. Somebody's heroic experience can be inspiration for other people. In the same way, Nooings1991ascitied inRushton (2004, p.65) stated, "Stories have the power to direct change our lives." Live stories can motivate the others for doing the same kind of activities. Therefore, this study also based on narrative inquiry although it could easilyconduct through survey design or through the case study. The participants' live experiences of issues of ICTimplementationin language teaching were collected through research instruments. In this study to gather in-depth data, Iused semi-structured interview and class observation.Semi-structured interview was based on Seidman's (2006) three-part interview design, which include the participants' past teaching experience and how they develop ICT skill and what types of issues they are facing to use ICT in English language teaching ; their techniques to overcome from those challenges or issues and their future teaching strategies.Moreover, I also followed Khana's (2016, p.145) steps to conduct narrative research in systemic way where I have selected problem population then, I started to collect their live experiences through narrative interview. After the interview, I have retold individuals' story according to context. Then, I have described story and analyzed through different perspectives and later I concluded the study.

3.2Population, Sample and Sampling Strategy

The population of this study was English teachers of Kavre district. In narrative study, small numbers of participants are taken for in-depth data collection through their live experience. First four teachers were selected as the samples who wereteaching in community schools and who have more than ten years teaching experience through baseline. All the participants (participant 1, participant 2, participant 3 and 4) were well experienced teachers who frequently using ICT in their teaching. Participant 1 and 2 are using ICT for 6/7 years and participant 3, 4 are new users of ICT in language teaching. This

narrative study followed non-random simple purposive strategieswhere every individual has not equal chance to be selected but each individual is selected researchers' own judgment. This strategy supposed that selected sample provided maximum data and enable us to answer research questions therefore, to explore ICT related issues and practice in ELT through narrative research design this type of sampling strategy selectedin this study.

3.3 Research Tools

For the process of data collection, I used class observation forms and narrative interview as the research tools. The study was about issues in the implementation of ICT in English language teaching through narrative research design. Therefore, I used baseline to select effective individuals and followed observation as one of the research tool to get details about how teachersare practicing ICT and what sorts of challenges or issues they are facing. Three classes of each participant were observed to explore ICT in ELT related burning issues. Observation forms were filled up and details notes were written by analyzing their implementation of ICT in ELT classroom.I also used narrative or semi-structured interview as another research tool for intensive data collection. Some basic questions were predetermined and other questions were asked based on their responses. Interview focused to explore teachers' experiences about ICT basically, how did they learn, what factors motivate them to learn and use it, what sorts of challenges or issues they have faced and how they overcome from those challenges.

3.4 Sources of Data

Data is the part of information like opinions, ideas, numbers or other related materials from which further analysis can be included. Data helps the researcher to give reason, analyze and draw possible findings. There are two sources of data, Primary and secondary. This study included both types of sources.

i) Primary Sources

If the researcher collects responses / information from the actual source or directly from respondents according to the demand of research, in that case it is known as the primary data or firsthand data, which supposed most authentic. In this study, primary data were collected through four semi-structured interview with four secondary level English teachers and their class observation. I have observed three classes of each participant.

ii) Secondary Sources

Secondary data represent any response/ information from a source already has been published in any form or those data that are obtained from secondary sources. In this study, I followed ICT related books, Journal articles, dissertations, policy document as a secondary source of data. Some of them are Khanal (2008), Hodmmond et al.(2009), Yunus et al. (2009), acharya (2013), Rockya (2014), Tri and Nguyen(2014). , Shields(1014), Sapkota(2015), Gajek (2015),Malla (2017), Bhattarai (2017), ICT master plan (2013) NCF (2007), SSDP (2016), Khanal (2016).

3.5 Data Collection Procedures

For the process of data collection, I visited different community schools of Kavre district and met school administration and English teachers that helped to collect basic information about the teacher whether he/she can be selected as a participant of my research. Then, I identified the teachers who have more than ten years of teaching experience and have basic ICT skills to implement in language teaching through the baseline.I selected four teachers and developed good rapport with them. Then I observed three classes of each teacher to explore how they implement and what sorts of problem they are facing while implementing ICT in language teaching. After finished observations I started interview in semi-structured way to motivate them to share their live experiences or story about how they learn, what factors motivate them to learn, how they implement ICT and what are the issues to implement successfully in

language teaching and how they overcome from the different type of issues. Some of their experiences recorded in the smart phones. Then we exchanged our email address and contact number if needed follow-up for this study. Finally, I thanked to all concerned people in the process of my research.

3.6 Data Analysis Procedures

The process of data analysis started after the collection of raw data from class observation and interview. Data analysis is a process, which involves editing, coding, classification, and tabulation of the collected data (Kothari,2004).The data collected from class observation processed first to analyze and interpret the data. As processing, incomplete sentences completed to make them sensible and irrelevant information avoided during the analysis. After the processing, observed data coded. In this study, recorded interviews were transcribed and translated form then analyzed descriptively and presented thematically as like Boyatzis's (1998 as cited in Ortactpe, 2015 p. 101) thematic analysis ,which will provide a first analysis of the recurrent themes, patterns and categories. It can be seen as the process of organizing data, structuring them, and getting meaning from the raw data or information.

3.7 Ethical Considerations

Ethical consideration is a serious matter in the research. Everyone has their right to privacy sothe researcher should aware about the participants' privacy and have to make clear about the purpose of the study. The data may not be true or actual unless the respondent not sure about the researchers' intentions, that's why ethical consideration is necessary to make sure that the study will not harm in their personal status or societal reputation.

Forthe ethical consideration, this study did not associate with information that respondents provide which was not related with the research topic. I have made sure that the respondents' privacy and confidentiality of the provided information will observed, so the respondents provided information more freely.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF DATA

This section includes the analysis of the collected data through the classroom observation and Narrative interview (teachers' narrative) have analyzed and interpreted through the following descriptive approach. The qualitative data collected through class observation and interview have been analyzed through the process of observation, field notes, transcribing, translating and coding.

4.1 Analysis of Data and Interpretation of the Results

This part includesanalysis and interpretation of raw data gained through observation and semi-structured interview. This narrative inquiry of the English language teachers aimed to explore ICTs related issues in ELT. Similarly, it was conducted to document teachers' experiences regards ICT use in ELT and the way to overcome those issues and to observe teachers use of ICT tools for the professional purposes. To fulfill the above-mentioned objectives I visited thefield, observed the school, classroom, interviewed with the teachers, and exchanged Email and phone number in order to collect data to complete the study based on ground reality.

In this chapter,the data collected through observation and narrative interview were analyzed. Field notes (observation) were built up through the observation guideline and specify the major theme. Likewise, for the interview, recorded data transcribed into written form from translated into English and codes as per the objectives of the study have analyzed thematically. As the main objectives of the study was to explore issuesin the implementation of ICT in language teaching; identify the ways of dealing with technological problems and explore the reasons, which forced teachers to prevent ICT in their teaching. This research has tried to study as depth as possible. Data for three different objectives of the study analyzed in following different sub topics:

4.1.1 Teachers' Perceptive on ICT Use in English Language Teaching

In this modern era, ICT is essential for all-round development of the learners. The views of teachers regarding the use of ICT tools and applications in ELT process that regarded to be an ongoing encouragement towards the progress in using ICT and developing modern teaching learning approach. In the context of Nepal and Nepal like the onecountry where English is supposed to be second or foreign language; the great progress cannot be attained unless the teacher is positive about the essential technology in ELT classroom. Ghasemi&Hashemi(2011, P. 3098) writes using ICT particularly email, blogs and videoconferencing facilitates children's interaction and communication with native speakers and other communities by enabling them to use language for real purposes and in real context. It indirectly focuses to develop positive perceptions towards ICT in teaching process. I used class observation and narrative interview with teachers as a research tool to understand and explore the views of teachers regarding the use of ICT, its issues and its applications in English language teaching process.

4.1.1.1 ICT Facilitates Teaching

In order to find out the perception of teacher,this theme presents the idea that English teachers have positive perception towards ICT used in English language teaching but due to lack of skills, lack of infrastructure and other facilities they do not used properly in the classroom teaching. In this regard, respondent one said:

> *ICT makes the teaching learning much easier. We can provide students real English speaking community using ICT. We can provide the authentic materials to the students. Language teaching and learning will be interesting, easier and long lasting. We can manage a native teacher in the classroom using ICT.Immediate feedback and regular evaluation is possible*.

The respondent reflectsstrong and positive perception towards the use of ICT in English language teaching. A teacher needs to update himself or herself because language is dynamic; day-by-day many new words being produced and modifying. The whole world is transforming into the single village so we can teach and learn wherever we are. By using ICT tools we can directly learn, share our ideas and communicate with native speakers who are thousands miles far from the learners. Moreover, it is equally possible to provide immediate feedback and regular evaluation to the learners. Therefore, teachers of Nepal and Nepal like countries where English is spoken as a second or foreign language they must have to be dynamic according to the situation to make interesting, easier and long lasting teaching and learning for the better outcome which is possible only from ICT. Similarly, Respondent 2 expressed:

> *This is digital era where ICT is used in every sectors and equally essential in teaching and learning. Nowadays we teachers cannot be professional without the use of ICT. Our students are being advanced in technology, they did not give value those teachers who are using keypad mobile and who do not have an account in social networking like facebook, viber or twitter.*

According to this narration ICT is very useful and essential tools to develop teacher's role in teaching learning activities in modern way. Learners cannot enjoy with same method of teaching. According to the time, they also want change in their teacher's traditional teaching strategies. Use of ICT for teaching process provides an opportunity to extend the knowledge of the teacher, which is directly beneficial to be professional regarding the English language-teaching field. Furthermore, it is also useful to establish good relationship and understanding between teacher and learners. To get respect as a teacher from his/her learners' teachers need to be advanced in ICT. The person who has dream to be a professional language teacher he/she must have to develop ICT related skills and they have practice frequently in teaching learning process . Similarly third respondent articulated

> *ICT is powerful tool to motivate the learners to learn something so I frequently use ICT tools like computer laptops and smart mobile in my teaching. By using digital materials, I can reduce my load in classroom and helpful to develop self-confident however, technical problem related to hardware and soft ware often disrupts my ELT classroom…. I feel I amcreating funny environment with ICT based teaching because I found many positive changes in my students towards learning English language, they are growing as autonomous learners and they got good   marks   in exam.*

According to this narration,ICT has been exposed as potentially powerful enabling tools for educational improvement. ICT tools like computer, laptop, mobile , tablet and other several applications like Microsoft Power Point, Microsoft office, data base, Video, audio, pictures and others program play vital role in successful language learning process. ICT is helpful to motivate the learners and teachers to be an autonomous. It also reduces high dependency over particular books and teachers because they can search thousands of materials, which is only probable from the effective use of ICT. It helps to develop self-confidence and to learn English language in interesting way. Learning climate declare the whole progress of educational fields so ICT is a change agent of teaching style through the several exposure. However, respondent 4 said

> *I supposed using ICT in ELT classroom is a symbol of qualitative divertive teaching and learning process. Actually, I am not a rival of the technology but nowadays using ICT in classroom teaching is extra burden for me because I have pressure to complete the whole course on time. All most the projectors are not working and the administration is indifferent about it so using ICT in classroom is being burden…….*

The respondent argues that he is not the rival of the technology and wants to use technology in his classroom but the course is not highly supported to use

technology in teaching English language. Acharya(2005,p.11) also concluded that the integration of ICT/Web tools in ELT enhances teaching and learning creating learner-centered atmosphere that allows learners to learn things in their own pace. Similarly, it is noteworthy that they function as support for foreign language teachers who intend to make classroom teaching effective as well as autonomous and making learners responsible for their own learning. All most all the school administration and the teachers focus the course only on the view of examinations and result. They think that getting good marks in examination is the great achievement of their learners. For this achievement, teacher needto finish the course on time so they follow traditional methods and focuson parrot-learning style so some teachers perceived ICT as a burden for them.

This statement indicates that ICT is demand of this century, to provide qualitative English language education to the learners in terms of second language or foreign languages; teachers have to teach through the ICT. Only a language teachers 'knowledge, his traditional teaching methods and limited books are not sufficient to nourish the learners' expectations of knowledge in this time because the world is very competitive.

4.1.1.2UsingICT in Pedagogical Practice

Every language teaching is rich with theories and pedagogical looms, most of the teaching approach contained and suited to arrange of engaging and effective practices for integration of ICT tools resources and practices. This theme created from the note of class observation. This theme is expressing the idea that most of the teacher did not usage ICT regularly in ELT classroom. However, they agree that ICT facilitates for quality education and report in interview that they use ICT. I have observed 3 classes of four teachers and their usage of ICT in secondary level (9-12) teaching.

Teacher 1

In the first class, T1 was teaching story 'The loving Mother' in grade 11. He used ICT in his classroom. The teacher presented a picture of woman and her child in power point and asked students to guess the topic and he explained about topic with objectives of the lesson among the students. Then he presented a short video for 10 minutes, which was related to the story 'The loving mother'. After the video, he asked them whether they understand the story. After that, he asked the learners about the major characters, plot and them of the story. Then he asked the learners to write a summary of the story and told them to read the lesson, underline the difficult vocabularies, and search the meaning in their own digital dictionary in smart phones as homework. Then he provided some important questions related to the lesson and told to write answers. Similarly, in the second class he used technology in his teaching. He revised his previous class, checked the sample summary, and collected the answers, which were provided in previous class. Then he started new topic "The house call" a super natural story. In the ending phase of his class, he promised to provide all the reading materials after finish all five supernatural stories with important questions. Likewise, in the third day he taught 'Meaning into words' English grammar but he did not used technology first he wrote the topic on the board ' Jobs' then asked the learners about their jobs. He wrote following structure

Sub+is/ am /are + a/an + job

Quest+ is a person who+ V5+ obj

He wrote a word 'A writer ' and asked the students to tell the job then his students answer 'A writer is a person who writes books. Similarly, he shows some pictures of teacher, doctor, cashier, librarian from the book and guess about their work. He thanked the students and asked them to open an exercise and complete the task.

The numbers of computers and other facilities cannot ensure the pedagogical practices but this respondent frequently uses ICT in language teaching. Especially, in literature class but not implement ICT properly while teaching grammar. In the narrative interview, he said, "I usually search slides and sometimes I prepare myself and I used multimedia projector". He searched some e-books, audio, videos files from the internet and used in the classroom according to the need of his learners. He also used online dictionaries, online encyclopedias to get some recent information about the language teaching. Moreover, he used some English teaching and learning software on his computer and browsed some English teaching and learning web pages to get some tricks and ideas.

Teacher 2

The teacher was teaching grammar especially, tense, she used deductive methods to teach tense. First, she wrote structure of simple present tense and wrote some basic rules. She wrote examples on the board. She did not use any technology in that class. Similarly, in the second day she taught speaking items especially as an interviewer. After explanation about the topic, she presented the video ' Sidhakurajanatasanga by Ravi Lamichhane through the projector which was related short interview with a girl who was sold in Kirgizstan from Nepal. After finished she asked two students and try to speak in similar ways as in the video but in English language. The learners seems, more interested to learn. Likewise, in the third day teacher 2 was teaching vocabulary items and writings, T2 was used white board, marker, textbook and mobile dictionary for teaching vocabulary item of English language. The teacher used explanations as a way of teaching style. However, to teach writing items she did not used technology in her class.

In the interview, she told that she used ICT regularly in her class. She searched related content on the internet and refine according to her learners' level of understanding. She used mobile dictionary for teaching vocabularies. She also

used email and facebookto share her ideas to other teachers. This respondent also usesICT in pedagogical practice or teaching learning actives.

Teacher 3

The teacher was teaching suggestions and advice in grade 11. He did not use ICT in that class. Similarly, in the second day he taught prepositions in the same class he did not used any technology to teach language. Correspondingly, he did not use technology in his all class. In the first meeting, he told me that frequently, implement ICT in his teaching. In the interview, this respondent commented:

> *I generally use word office, power Point, excel, facebook, internet , online library like 'Hamropustakalaya', mobile dictionary and some subject related websites for pedagogical practice.*

This respondent is using less ICT in pedagogical practice especially in classroom teaching.

Teacher 4

Teacher was teaching poem in grade 10. First, he presented audio version of that poem and told them to listen very carefully. Then, he asked them to open the book and read the poem and underline the difficult words. When they finished the reading, he asked them to imagine that they are standing on a hill looking below far stretched field covered by daffodils and write a paragraph. The teacher collected some answers and read among the class. He explained the poem about the experiences of poet with beautiful nature. The teacher encouraged the learners to search the meaning through their own effort. He also provided homework to match the words with meanings and asked some questions related to poem ' I wandered lonely as a cloud' and facilitates them to write best answers. In a contrary, he did not use ICT in his class to teach interview with vocabulary and writing items. This respondent is using ICT in pedagogical practice even he is new user. In the interview, he also said that he

is using different ICT tools and different application to implement effectively in language teaching.

This presented data suggested ICT cannot be separate from today's' pedagogy but some people use widely and some people cannot use proper way. This may have different causes. Using ICT based classroom is being everyone's dreams to success in teaching learning activities. It is being just started because ICT based teaching is infant especially in Nepal. Because of several reasons like lack of infrastructure, skills, technical support and so on.

4.2 ICT Tools and Programs Used by Teachers in ELT Classroom

From the observation of 12 classes, it foundthat participant used different ICT tools and applications and some of them were common. During the observation, most of the respondent used computer and laptop as major tool for ICT based education. Teacher 1 (T1) used laptop and projector; he prepared Power Point in Microsoft Power Point and video and presented through projector. He also motivated his learners to use mobile dictionary to search word meaning. However, he did not use any ICT tools on the third day. Similarly teacher 2 (T2) used laptop and projectors on the second day class observation but she did not use any ICT tools and program on the first day. On the third day of class observation she use mobile as an ICT tool to teach vocabularies.

On the contrary, Teacher 3(T3) did not use any technology in his all 3 classes except mobile. In those three observation classes first he taught 'suggestion and advice' in grade 11. However, he did not he can taughtthrough ICT tools. On the second day, he taught prepositions in the same class without the use of ICT on the other hand he couldteach more lively and effectively with ICT tools. He can use pictures, symbols and explain more effectively rather than lecturing method. In the contrast, Teacher 4 (T4) used laptop to teach poem in grade ten. He also motivated his students to search difficult vocabularies in their own

effort through the help of ICT tools. However, he I not use ICT in his other classes.

T1, T2, T3, T4 used mobile dictionary in ELT. T1 and T2 always used laptops for teaching however, they sometimes did not present in classroom. They searched and selected effective materials that they found in internet. T3 and T4 less used ICT in ELT, They used to collect teaching materials from their friends through pen drive or through USB Data cable and present in computer and mobile. All the respondents used Microsoft office, power point, excel, audiotapes, videotapes, internet, face book, messenger and mobile telephones. All the respondents are competent in word program, presentation program (powerpoint), search engines like Google chrome, Mozilla, fox, internet explorer to find various teaching learning resources, mobile learning apps like dictionary, e- library like HamroPustakalaya and book see .com.

From the above analysis, it can be interpreted that teacher used computers, laptops and mobile in ELT process who follow ICT based teaching. For teaching process, English language teachers used different programs and applications like Microsoft office, power point, excel audiotapes, videotapes, internet, face book, messenger and mobile telephones. This all ICT tools and application helps teachers for successful implementation of ICT in ELT classroom if they have proper training, proper skills and knowledge to associate with their content, context and their learners' level of understanding.

4.3 English Language Teachers' Competences on ICT

English teachers have basic skills and competences regarding basic ICT tools and applications, which are useful for teaching learning process. Language teachers have accomplished and sustained certain degree of technological competence to make instructional strategies more effective. Albirini (2006,p.373-398) states that ICTs competence comprises not only of ICT knowledge, but also the skills and experience essential to put them in to use. ICT related competency helps the teachers to revolve into most efficient

individual dealing with teaching related daily work like to communicate with parents , to keep records and to conduct research in their field. This theme has created through the class observation and interview.

From the observation, I found Teacher A was fully competent in ICT. He has full ability to use ICT effectively in the curriculum and ability to manage ICT use in the ELT classrooms and easily overcome from ICT related general issues. Similarly, Teacher B is also fully competent in ICT and used frequently in her classroom. She can manage Setting of ICT tools and applications and repaired general problems. However, the teacher C and teacher D were not fully competent. They use ICT but they cannot deal with technological challenges.

Teachers who have sufficient skills and innovative ideas seemed more competence and confidence. They easily handle and overcome from obstacles. However, they do not use technology constantly both as a teaching and learning tool. While taking an interview, teachers were asked about the type of skills they had in the ICT field. The entirerespondents have basic skill in ICT however, some of them did not use regular in ELT process. Some teachers commented that they use ICT for general purpose according to their need.It means English teachers can use some important apps and tools, which commonly used in pedagogical practices.One of the respondentsarticulated:

> *I think I have all those skills/competences, which is need for a schoolteacher, which make able to implement ICT in school like typing, preparing PowerPoint, use of Internet and websites, movie making and little bit coral draw. These all for professional purposes but now all most all teachers are using social networks like Faceook, Instagram, twitter and so on but we can use them for our teaching purpose as well.*

She was full confident in typing in Microsoft word office, developing power point using internet and so on. Forthe purpose of classroom teaching the teacher, need to know basic tools and applications and its uses.All the

respondents' interview indicates that many teachers and learners are being advanced gradually and some teachers are more competent on ICT. Due to the rapid growth of communication and technology in Nepal many people know basic tools and applications but numerous teachers lack the confident to implement ICT according to lessons. Thereis one of the major issues related to skills of ICT using in everyday pedagogy. To be a professional English teacher he/she most has to develop ICT based pedagogical skills. That is why the language teacher must be well trained and competent in ICT.

4.4 Teachers' Experiences in ICT as a Beginner

This theme created through the narrative interview. Different class observations indicated that ICT integrating was not very practicable at their classes. However, the respondents were aware of some advantages, which could be achieved if ICT integration were effectively implemented in English language classroom. One of the respondents shared

Actually, I have more than 16 years teaching experiences and I am implementing ICT for last 6/7 years only. For the first time, there was one computer institute of my old students. I usually used to go there. I loved to play games and other software like window media player, photoshop and so on but I did not like word typing. I was highly motivated to implement ICT for the professional purposes after join the M.Ed. There was practical subject like mini research and so on and handwritten assignment were not accepted at that time I committed myself that first I will learn to type through my own assignments and later I will do for others. So I have bought computer, printer and I have connected internet as well but still I was unknown about the internet, I don't have any idea how to use it. I asked one of my friends aboutways to use internet. After all, I gradually learnt English and Nepali typing.After that day, I am doing administrative works like preparing teachers' salary sheet, official letters, and character certificates and so on.

This respondent indicates that she loved to use some program of computer but she did not know how to use it in her teaching and learning until she joined master.Then she is being motivated to use it in her own learning purpose. After gaining some skills, she developed confidence to use it in classroom teaching. Similarly, another respondent said

I was highly attracted when I saw many computer institutes in Kathmandu because I was from the far and remote village. I thought if I learn computer I would get job easily So, I joined the institute to learn computer. I was highly excited and nervous because for the first time I was touching the computer. After this, I completed basic skills like typing, folder creating, and making c.v and search something from the internet. At the same time, I have joined my master level study and started to teaching in a boarding school. In that 3/4 years I forgot, many things related to computer. After completing master, I started to teach in college and the school. Before 5 years ago I received a laptop as a gift from my brother at that time there was no boundary of my happiness. I started to develop my teaching materials in laptop. I also joined data modem from the Nepal Telecom. In this way learnt and started to implement in my teaching.

This respondent also motivates to use ICT to get better job.He was very surprised and nerves for the first time to touch the computer. Helearns basic work like typing, editing and so on but he forgot everything after some times. He also used ICT based class many years later of his teaching.This respondent also started ICT based classroom by providing summary of the text and related questions in an office word but later he started to develop power point and presented in class.However, another respondent T1 said

Formally, I did not receive any training on ICT integration in language teaching but I can use it for general purpose according to my need. One of my colleague was export in it and gradually I got chance to learn from him. He encouraged me to buy a computer and after that I used learn to

type and editing photo. When I felt problem I immediately asked him in this way I learned it.

This respondent did not get any training from any institution but he learned from his friend. He started to learn typing and other general apps when he had any problem he immediately asked his friends and learn to solve basic problem. All the four respondents have different experiences as a beginner practitioner of ICT user for their own learning. In the contrast, they share similar experiences as beginner ICT practitioner as a teacher. They felt nervous in the very beginning of ICT based teaching but later they become more confident and competent. These respondents are highly appreciated by other teachers in that district. From above all it can be interpreted that ICT based teaching helps them to develop their fame in their areas and it equally develop them to asprofessional.

4.5 Experiences of Teaching Using ICT and Teaching without ICT

This time is called the period of science and technology. Many people believed that ICT integration is more productive. This theme created from teachers' narrative. The respondents wereasked to explore about their teaching experience with ICT and without ICT. Some respondents were said lack of sufficient computers and internet facilities and lack of ICT related training they cannot use ICT as much as they want. However, one of the respondents commented

I used to teach in traditional techniques. Even so, many students fail in their exams. They got less exposure as a result; they seemed hopeless English.Many years later, I started to teach English with ICT related materials like summary, essay, model questions and so on but I used those for my own purpose. I just prepared the note and taught them.

According to the respondents' comment there is huge different between the teaching with ICT and without ICT. Before using ICT in teaching, she just used

textbook as instructional materials. Learners were fully dependent to their teacher. Her learners were very passive and hopeless as a result many of them failed in their exam. In the contrast the same respondent articulated

> *Later I started teaching through audiovisual materials, power points and pictures. At that time, I quite felt nervous and less confident to use those materials because I was habituated in traditional techniques. Nowadays I am feeling easier; electricity is being regular and students being advanced in computer. Usually I searched related content on the internet. If I found readymade materials I directly used if not I prepared myself and verify it according to my learners' level. I frequently used mobile dictionary to teach vocabulary. Most of students of grade 9/ 10 has their smart phones if they have some problem they called me or send message and some of the students used email and asking for the materials.*

Nowadays teaching through ICT creates more opportunity to upgrade all the teachers regarding the field.She shared her experience that she assigned her students through face book messenger. She sometimes used to assign them to search learning topics in internet and they need to write articles in their own words to develop their free writing. For this work, she managed in school and in community library (GyanBikash community library) after 4 p.m., which is wellmanaged and with full internet access.This type of activities helps to develop them as autonomous learners. Public library and the vocational Academy also providing ICT related training for the interested people of catchment area. Respondent also mentioned that using ICT is being enjoyable and encouraging. When students learn the language through technology they tend to be more motivated. This was strongly supported by another respondent who commented

> *Our fingers dominate the whole world. We can share and collect information within a second all over the world. Every new techniques, concepts and practice or experiments can be discovered through ICT. For*

instance in my olden days teaching I used to write and clean the chalkboard all the time and always followed traditional methods. I just gave my students what I learn from my teachers and the limited books. To share my ideas I need to wait for teachers training and I was not sure that would good or not.I have to wait many times for the responses but now everythingchanged through ICT.

Technologies merge the world in to a single village. Everyone can share their ideas and grab their responses within short period. Their ideas can be worldwidein short time. The same respondentresponds,

"I have been using ICT on my teaching. I think I would not be successful as I am right now if I had not use ICT in my teaching".

The respondent shared ICT makeshis teaching and learning much easier. It can provide authentic English speaking environment and sharing authentic materials to the students. It helps him to make his teaching more interesting easier and long lasting.

Above all the analysis, it can be said thatICT creates more opportunity to upgrade all the teachers regarding the field.Normally, Teachers followed TB and TG as teaching materials while teaching without ICT. Activeness of learners depend teacher habits and many students were not happy and cannot understand as a result fail ratio is higher than the pass ratio in English subject. But teaching throughaudio video materials, offline dictionaries, different summary of the chapter and critical review it's create active and interesting teaching learning environment.

4.6 Issues in Implementation of ICT in ELT

ICTs related Issues and challenges needed extra effort to implement successfully in teaching learning process. There are several issues in the implement on ICT in ELT, especially in developing countries where English is supposed as second language or foreign language. In modern ELT pedagogy,

teachers and learners aimed to be able to teach and study whenever and wherever they want but in developing countries, teachers and the learners both have to survive with several issues because there is limited ICT based teacher training and skills, infrastructures, human resources, policies, motivation and support. TO establish and continue ICT based teaching and learning the governments have to manage large investment in different areas like training, infrastructure, preparing and deigning digital learning materials, ICT based pedagogical support and so on.

ICT facilitates all the teachers and learners but it is not free from numerous issues and challenges, which prevent teachers to implement ICT in ELT classroom.

This theme created to explore the ICT, which prevent them to integrate ICT in ELT process. Respondents were asked about the challenges that they experienced while implementing ICT in their teaching. In the context of Nepal, The way of implementing ICT in language teaching is not problem free. There are unlimited issues, which create a big fence to implement ICT in teaching. Blanskat et.al. as cited in Salehi,H&Salehi,Z (2012, p.41) classified the challenges in to micro level barriers , such as those related to the teachers' attitude and approaches to ICT, and meso level barriers, such as those related to the institutional context. However, Imon (2017) has classified ICT related issues different way. He explored different issues such as government's vision and plan, teachers' belief and readiness, Infrastructure and other resources and so on.   In this study, I explored different specific issues through their own experiences.

4.6.1 Issues Related to Teacher Trainings and Skills in ICT

To implement ICT in teaching, training for teacher is the major component without a trained teacher in ICT all the government's initiatives has not been effective. ICT related training helps to build the capacity of the teachers to implement ICT in ELT process. It means lack of training to implement

technology is one one of the major challenges which was narrated by the respondents. Respondents commented that had never been trained and some of them mentioned that they did not used ICT in their daily lessons due to lack of training. One of the respondent commented:

> *Formally, I did not receive any training related to integrating ICT in language teaching. I believed that the entire teacher might not have the same skills to develop digital materials and to search and select effective references through effective teaching methods. Now there is a trend to use technology in teaching. Many teacher use technology in their classes even though the improvement is not satisfied this is happen to why because those teachers are not trained to implement ICT in classroom. However, they have some knowledge about ICT program and equipments because implement the skills in class according to the lesson, is very different task, it needs different skills or training.*

This statement proved that English teachers demanded more training in the use of technology but there are different challenges to stop them to implement. The integration of ICT related training needed in initial teacher development program. Lack of teacher training is a challenge, which is not only, relates with administrations but also with the teacher and their negative or positive attitudes towards digital technologies. This issue boils down to many questions regarding the ICT implementation in teaching. Another respondent commented that he wanted to stop using ICT in his teaching and other class observation reflect that how the teacher actually implement ICT in their teaching.Due to the lack of teacher training regarding ICT Integration, many teachers were using ICT for general tasks and for communication, purposes but few of them use it for central pedagogical objectives. Many teachers are unknown about how to adopt current teaching methods through ICT in ELT process.

In the context of Nepal, last 3/4 years there have been government and INGO initiatives in few public schools to incorporate ICT in education but they have

not been much successful.Some government policies like ICT master Plan 2013, SSRP, SSDP made extra effort to create policies that encourage the use of ICT in teaching process. However, many teachers are suffering due to the lack of sufficient training to integrate ICT in teaching.Poor skill in ICT is a major barrier to implement ICT in language teaching.Only limited teachers received basic training on ICT use but they did not receive training on how to implement effectively in teaching.One of the respondents said

> *The government have to provide us everlasting instructional support and ICT related training programs which helps to increase necessity skills to access, process and use information because nowadays we teachers suppose ICT is only a process, searching in Google, copy pest or download the materials and present through projector.*

In this statement respondent indicated that many teachers are not trained or they have very limited skills and unable to operate effective task and materials with ICT. Therefore, the government and some INGOs have to co-operate the teacher to develop the skills to implement ICT in teaching.Same respondent said*" we have 15 computers in the school but many teachers are not trained so we do not use it properly. Only computers teachers and we 3/4 teachers used it."*

All these statement proved that the real condition of using ICT in classroom. The computers are being damaged without using. Teachers have not any skills to use them properly in their classroom teaching. They follow traditional style. Traininghelps todevelop positive attitude on the use of ICT in the classroomso it is the basic requirement. After being positive and skilled or competent, theteacher knows himself / herself how to use it and practice through the help of internet.Training provides multi facilitation for theteachers to implement ICT in daily classroom. ICT based teacher training is the burning issue in our country.

4.6.2. Issues Related to Infrastructure

Infrastructure is one of the issues, which prevent teachers to use ICT in teaching. Development of Infrastructures is one of the basic pillars and the fundamental requirements to promote ICT in education. ICT infrastructure mainly includes ICT equipment, internet connectivity, multimedia classroom, virtual data centre and educational resource sharing platform. (ICTMaster Plan 2013, p.13). Many public schools are suffering to integrate ICT in teaching due to lack of infrastructures or lack of resources. Resources refer physical resources and human resources. Some schools have computers even though they cannot integrate because of the less or no human resources to use those equipments. Many teachers are illiterate in technology. Respondents narrated that lack of infrastructure was one ofthe major issuestowards effective implementation of ICT. All the issues are equally responsible to discourage teachers to implement of ICT in ELT. Some issues such as Internet access, sufficient ICT tools like computer, laptops, Printer, financial support for the school administration and issues related to human resources. One of the respondents mentioned,

> *I am rural areas teacher, we have electricity facilities but we do not have sufficient computers and projectors in our school. Internet access is only a dream for us just like to the dream. So we cannot update with new materials that is why we feel difficult to implement ICT in our teaching.*

 Schools have very limited infrastructure, some of them have computers but they did not have internet access. The rural areas schools and teachers are in poor situation. They have some computers but only one was used for administrative purpose not for teaching. Teacher used to teach computer subject but only on theory. Some of the students did not touch a computer in their school. Some schools have computers and laptops but there are no good human resources so those tools were being useless. Teachers want to

implement ICT who have basic skill but they do not have computers and projector in their school.

According to the analysis of class observation and teachers' narration in interview lack of infrastructure is a hot potato (burning issue) because teachers are suffering from challenges to implement ICT base teaching. Respondents disputed that if there were sufficient infrastructure they would identify ways to implement ICT in proper way even if they have only basic skills by circulating the teachers who are more competent in ICT.

4.6.3 Issues Related to Personal and Administrative Motivation

Motivation is internal derive which helps to develop self-confident and achieve their goals. Personal motivation andadministrative motivation is very essential to implement ICT in ELT process. Due to lack of motivation unskilled human resources and competent human resource both feels frustrated. Unskilled people frustrated because they cannot get any chance to learn something new and competent people frustrate because they cannot get any opportunity to practice their knowledge what they have even though, some people are really role model, who always self-motivated and optimistic. One of the respondents narrated

> *I did not get any formal training from the government to implement it in the classroom even though I frequently use it in my teaching. I feel it only possible through own motivation…..*

The respondent experienced that the motivation can change everything by creating different constructive ways to learn and gain something. The same respondent articulated that she committed herself to learn to type for own purpose and later he thought to work for economical purposes. Therefore, she bought computer, printer and connected internet but still she was unknown about the internet, she did not have any idea to use that. She had asked one of her friends about ways to use internet. After all, she gradually learnt all most

basic ideas related to computers.It means no one learns before his or her birth but experience, our activities and environment helps to learn it. To do something we need to develop strong desire and bold commitment, which called self -motivation that helps to fight every challenge. Another respondent said

> *"………… School administration really tells me to use ICT in the classroom but it does not manage the equipments. Moreover, the administration wish to get the class finished within the prescribed time boundary. Sometimes, the administration gives pressure to be exam oriented while teaching."*

The respondent commented that the administration is somehow positive about teaching through ICT but they did not manage equipment and they create compulsion to finish the course according to their prescribe time. Administration concerned only on good marks in exam not real learning. Therefore, some teacher prevent ICT in their teaching to safe from administrative threaten.

The above-mentioned statement clearly shows that teachers still are not enough motivated to use ICT or to introduce a new innovative teachinglearning procedure in their classrooms. Some teachers are implementing technologies by their self-motivation, and they understood the benefits of using ICT in their class. On the other hand, some of them states that their school administration did not care about their problems related to ICT and did not motivate the teachers who implement ICT.

4.6.4 Issues Relate to Financial Support

In every sectors finance is supposed as most powerful aspect.Without good faineance, we cannot run our plan properly. Respondent mentioned that lack of financial support was one of the issues towards the implementation of ICT in classroom teaching. One of the respondents commented,

We get limited financial support so our school could not afford sufficient computers, projectors, photocopy machine, printer, scanner, tape recorder, laptops and different ICT room.

Limited or little financial support is not enough to implement ICT in classroom. ICT need more fund to implement properly because ICT tools are more expensive, sometimes they do not work so in that situation school or the teacher need to called technician they may create extra cost for schools. This narration and analysis indicates thatall the school may not financially strong so sometimes available ICT equipment does not work several months. If every schools were financially strong or if they got sufficient financial support they could afford enough ICT tools for the schools and solve many problems. Unfortunately,they cannot manage their computers what they have after the earthquake. Finance play very crucial role to solve some other issues that directly or indirectly linked with finance. The financial support of government is less and providing an equal support for all areas school however, rural areas, disadvantaged areas school needed additional support.

4.6.5. Issue Related Technical support

Technical support was one of the major issues towards successful implementation of ICT in classroom teaching. I also realized that many teachers prevent ICT in their teaching learning activities due to lack of technical support. Most of the school has limited ICT equipments and some of them were not working. There were not any technician near the school and technician also being pricey. In the time of class observation one of the respondent said

This projector does not work since two months. I have complained in administration but they did not call the technician.

In the context of Nepal, limited teacher have limited technical ideas to deal with technical issues. Therefore, the limited technical knowledge does not work

all the time. When ICT equipment like projector, laptop or printer did not work, they have compulsion to modify their teaching until that equipment repaired. There are very few ICT technicians in urban areas so the availability of technician in rural areas is just been extra miles or it is beyond the reality. They should bring urban areas to repair which takes very long time so teachers cannot implement ICT regularly in their teaching.

4.6.6 Issues Related to Human Resources

The lack of human resources also plays vital role to prevent the teachers to implement ICT in classroom teaching. In the class observation period in school I also analyzed human resources is one of the major factor, which directly influence to implement ICT in teaching learning process. There is not breeze to connect challenges with good human resources. To enhance quality education through ICT there should be good human resources like IT teacher, IT trainers, digital materials designer, ICT related Policy and planned maker and ICT related program manager. One of the respondent commented

> *Every one suppose teacher only a cause for education through ICT because they are not trained and they did not implement ICT in their teaching but nobody care for us and other issues which are not connect with us. I agree that many teachers are not trained but there is bitter reality that the government also has not provide IT trainer in each district education office, not any technician from the government level, very few digital materials designer.*

The respondent said that ICTs unable to implement not only because of teacher related factors but because some other administrative, policy and program related factors. There are not proper human resource like trainer, materials designers and technicianto implement ICT.This respondent also raised the issue that not all the digital materials are equally qualified.Everyone including government suggests implementing ICT in teaching but no one support technically this may create extra burden for them. Proper human resources help

the teachers to learn from others export. If teacher are able in ICT implementation their learners definitely motivated in ICT. This also helps to develop ICT related human resources in future.

This all analysis suggests less motivated teachers need to be encouraged to use ICT. Positive motivation in teachers helps to deal all types of individual challenges. Therefore,it is far better to motivate and enhance the ICT skilled teachers to train other teachers,to develop digital materialsaccording to their own context and level of learners and to overcome from all the barriers.

4.6.7 Issues Related to Time and support for studies

Time is also one of the major issues in the implementation of ICT in classroom.The lack of time and support is a major barrier to implement ICT in teaching. One of the respondents commented that

> *Shortage of time is really the problem for us because 45 minutes is given for aperiod and setting the equipments may take 10 to 15 minutes in the classroom*

The above mention narration indicates that lack of time and pressure of curriculum hinders the teachers to implement ICT in teaching.All the issues are equally responsible to discourage the teacher in successful implementation of ICT in ELT,time is also one of them. In the class observation time, some teachers escaped ICT to finish their course on time for mid-term test.In the interview, one of the respondent shares that 45 minutes time is not sufficient to present materials and explain because four five minutes time always lost to connect ware and so on so they managed time in break time or after school.

4.7Teacher Experience to Overcome the Issues

Learning through experiences creates many exclusiveapproaches to help teachers to make able for successful integration of ICT in their teaching. Experience teachers can create best solution to deal with several issues in

simple way. There are different issues and challenges and some teacher may role model for other teachers. Their live experiences help to deal the challenges to other teachers who are very new for ICT.

Motivation is anencouraging factor for successful teaching and learning. If the teachers are highly motivated, they can cross every bad situation and achieve their goals, which help to deal all the obstacles. If the teacher is highly motivated, he/she can create many opportunities beside the issues. They try to convinced their school administration, teacher group/ staffs, parents and students.He or she can search other fond from the society and focus to implement for better outcome. Teacher may not blame to other but always focus for extra effort for successful implementation. Oneof the respondent commented

> *The main thing is I never give up. Always practice does not make a man perfect but the perfect practice only makes a man perfect. Personal challenges can be reduce by developing self-confident and we should have to continue what we are doing. I always trying my best and learning from my own experiences. First, we should have developed positive thinking regarding the implementation of ICT is challenging inthe context of Nepal but it possible from my own side. There are different ICT tools like mobile, radio, Telivision, pendrive, recorder and so on;we can use one of them. If we do not have any skills regarding ICT, we can learn from teachers group or institute. There is easy way that every school has one administrative staff they may be helpful for the teacher to learn general ICTs skills.*

The respondent said that all teachers should live with their hope and positive thinking that ICT integration is only possible from their own side. To gain skills hesitation should delete from their mind and learn from teachers' group or friend circle. To overcome from administrative issues like training, infrastructures and technical support the same respondents share her experience

thatshe talked with her teacher group and talked with principle and school management committee to solved the problem. However, problems may different according to the situation but teacher can solve with their convincing power in the administration and teachers group.For the successful implementation of ICT in teaching all the teachers and administrators should aware on the effectiveness of teaching through ICT. The concerning governmental body should also provide some budget for ICT in the classroom.

Schools have limited infrastructure and limited resources without proper infrastructure teacher cannot implement ICT in teaching. There is imbalance status of infrastructures therefore to implement ICT in rural areas school; teacher can use their personal laptop if they have 15- 20 students. Teacher cashares materials in smart phones because smart phones are easily access in rural and urban areas students. To escape or overcome from the challenges samerespondent articulated

> *I am managing it with my personal laptop, speakers, even the power socket. I am just using the projector from my school. I am utilizing the leisure time (break) to use ICT in the classroom. I am providing the materials such as audio, videos, pdf files to the students to use personally in their home. I have been giving different links to get some useful web pages, software and applications. I even give some basic ideas to use ICT to my students."*

To escape the hindrance he used his personal computer, and other small equipment. He also used leisure time to use ICT in teaching because the shortage of time and the pressure of administration to finish his course on time. He generally used to send learning materials to his students through mail and also share important links and pages for better teaching.As discussed in the analysis above it can be interpreted that teacher started their own effort to solve the problems for effective implementation of ICT in teaching. They realized the positive aspect of ICT.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists the major findings and conclusions of the research based on analysis and interpretation of data. Conclusions of the study were presented based on objectives, methodology and findings. It includes three levels of recommendations i.e. policy related, practice related and further research related derived based on findings and conclusions.

5.1 Findings

Based on the descriptive analysis and interpretation of the in-depth data, the following findings have been drawn:

- A number of issues such as training, infrastructure, motivation, support, human resources and time regarding the implementation of ICT in teaching affected English teachers. Teachersexperienced that training and other enabling factors that are not effectively administered.

- Secondary level English teachers lacked the necessary skillsand knowledge for using ICT during their daily lesson or their daily classroom teaching. Even though, they have positive perceptions about implementation of ICT in ELT.

- Teacher were competent in basic ICT applications like Microsoft word processer, excel, audio, video. However, majority they lack competences in regular pedagogical use of ICT.

- School administration played no role to promote technology as effective tools for teaching learning activities. They said to use ICT in class but they did not support and motivate the teacher who used frequently.

- The government provide very low fund to develop ICT infrastructure in school. Due to lack of infrastructure many public school did not implement ICT in their teaching.

- To overcome the issues and challenges they used various techniques. Normally, teachers taught through their own computer and they did not get any expectation from the school so they prepare materials through internet from their home or ask other teachers who are teaching same subject in other schools.

- Self-motivated teachers can handle every ICT in teaching related obstacles and develop self confident to design and prepare effective teaching materials and to select best teaching strategies for quality education.

5.2 Conclusion

After analysis and interpretation of data, I found that Integration of ICT in education is a comparatively new phenomenon in Nepal like many other developing countries. This study revolves, general issues directly affected English language teaching so the majority of teachers were unable to implement ICT in their pedagogical practice. The main obstacles towards the successful implementation of ICT were lack of ICT related training, which resulted in teachers lacking the necessary skills and competences. Most of the teachers who are in the teaching profession for a long time were used their traditional teaching instructions. They need little bit of more time than the young and new generation teachers who have some competence of ICT integration in teaching, as it is included in their pre-service training. It may take some more time for teachers to shift the modern classroom through digital instructional activities.There is no magic solution to recover all the issues and challenges so to construct pedagogical reformation we need to deal all these issues as soon as possible.

All the teachers had a strong desire to implement ICT in the classroom although they encountered with manyissues.

They indicated that technology in education as a facilitating tool to develop competent and confident to become part of the global village, which is technologically advanced. This study explored many issues were responsible to prevent ICT implementation in language teaching. While analyzing their experiences of teaching through ICT it is noticed that they developed themselves as an autonomous learners and they brought many changes in their students. They reduced fail ratio and create interest for successful language learning. They also reduced learners' dependency on teacher and limited textbook.

Finally, this study also explored the ways to overcome from ICT related obstacles or issues. They learn ICT related basic skills from their own circle and from institutes however, teacher should be trained from school administration or from government. They also implemented ICTwithout any technical support from concerned people. On the other hand, they should be given pedagogical support to implement regularly.If the government believes and takes necessary steps to accomplish the project with a high achievement, it is possible to integrate ICT in every classroom in the country with the help of other stakeholders involved in the education sector. This study conclude that without proper infrastructure, facilities such as power or electricity, computer related materials, network connectivity proper human support, training and motivation implementation of ICT will not successful.

5.3 Recommendations

This study explored the experiences about issues in the implementation of ICT in language teaching. This found how the teacher practices ICTin ELT process, which leads the current situation of ICT implementation for ELT pedagogy in Nepal. Observations of real class teaching situations has helped to explore ground reality of using ICT in teaching though it was limited to a few

participants of Kavre district. The interview of participants helped to explore theirexperiences especially, about their learning experiences, challenges they had faced. Moreover, the activities to overcome those challenges for successful implementation of ICT in their everyday's pedagogy with the conclusion made from the analysis of data and interpretation of result following policy related, practice related and further research related recommendations were presented:

5.3.1 Policy Related

Policy related recommendations pointed as follows:

- Nepal government should provide more compulsory training on pedagogical use of ICT to deliver educations in all part of the country through ICT that helps to solve textbook related problem in remote areas like Rasuwa, Humla, Karnali and other places.
- There should be provisions to provide top-down (financial-technical) support and should provision for regular supervision and fair evaluation to reduce imbalance in the distribution of ICT resources between rural and urban areas school.
- There should be provisions of reward to motivate those schools and teachers who used ICT based teaching to provide quality education for better outcome.

5.3.2 Practice Related

Practice related recommendations pointed as follows:

- Teacher must be familiar with all ICT tools and its applications, which use in teaching and learning that help them to develop digital materials.
- School administration need to provide refreshment in-service training or workshop to motivate the teachers to used ICT in teaching.

- School administration should manage ICT related equipment and have to pay attention of teachers' issues to implement ICT in teaching.
- Not only particular level of teacher such as basic and secondary the whole school team should put hands together and develop especial strategies to develop infrastructure, human resources and so on.

5.3.3 Further Research Related

This study noted several issues and gaps required to be addressed. Based on this study, the following further research related recommendations are drawn which is presented below:

- This study explored the experiences of ICT in ELT related issues faced by teachers but not its effectiveness for quality education. Therefore, new research area for further research can be effectiveness of ICT in teaching.
- Similar research can be conducted to involve many private andcommunity based school in order to determine other more issues and opportunities for implementation f ICT in education delivery.
- Further research also be conducted to investigate the experiences of teachers and students on ICT integration in ELT process.

APPENDICES

Appendix A

Research Instrument Title: Narrative Interview guideline

Title: Issue in Implementation of ICT in English Language Teaching: A narrative Inquiry

Below is the general guide that the researcher used which lead semi- structured interviews

I have used general interview guide which direct semi-structure interview has given below:

1. Introduction

-Welcome the participant and explain the purpose of the interview

-Explain why the participant selected with the purpose of research.

- Elucidate the purpose of recording equipments.

- Invite the participant to introduce him / her.

2. Interview

A narrative interview conducted.

1. Instigate with eliciting their initial thoughts about ICT Integration in English language teaching. 8-10 minutes.

2. Explore the experience how they learn ICT skills.

- Have you received any training on ICT Integration in English?

- What type of skills do you have related to ICT ?

- Can you briefly comment on your experience regarding ICT integrating?

- In your experiences what sorts of differences that you face teaching with ICT tools and teaching without ICT tools ?

3. As a secondary level English teacher, how are you practicing ICT in your language teaching?

4. What sorts of issues do the teachers experience into the process of using ICT in Language teaching?

- What are the major issues or challenges that you are facing while using ICT in secondary level language classroom?

- In your own experience, what sorts of issues that you face in your own or teacher level barriers like lack of confidence, shortage of time and so on? Add more challenges which is face from your own side.

- What sorts of challenges that you face from administration or add other challenges that you face from your school administration.

 5. What are the ways to overcome from those challenges do teachers use when using ICT in English language teaching?

- Explore your own experience how you deal those challenges while using ICT in teaching cause your own experience may be the great motivation for other teacher who are teaching without the help of ICT tools because of their own challenges and school level challenges.

-What sorts of training do you think will be most appropriate for you to use ICT in language teaching with minimal issues?

Closing remarks: These all are the questions, which I have asked to, explore your live experiencesThank you for your active participation in these discussions.

APPENDIX B

Class Observations

Name of the teacher:　　　　　　Date of Observation:

Level of Observed class:　　　　　Name of school/college:

Topics/ Items	Descriptions
-Development of learning objectives	
-Instruction given to the learners	
-Learning/classroom environment	
- Role of Teacher	
- Teacher and teaching strategies	
-How the teacher implement of ICT to support teaching and learning process	
- Students' interest towards ICT tools and content	
-Students' motivation, engagement and preparation for learning	
Challenges observed regarding ICT	

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Transcription of Interview with Teacher B/ T2

Me: Mam Namaste !

Teacher: Namaste

Me : How are you?

Teacher: I'm Absulately fine.

Me: Mam today I'm here to mentioned you as a part of my research for this I want to explore your experiences related to implementation of ICT in language teaching.

Teacher: Ohh!! Thank you so much and I'm feeling lucky to to be a part of your research.

Me: You welcome! Mam from your class observation, I feel that you are role model for other teacher who is teaching without ICT and who think it's tremendously challenges in the context of Nepal.

Teacher: Actually, I have more than 16 years teaching experiences and I am implementing ICT since 6/7 years only. For the first time, there was one computer institute of my old students. I usually used to go there. I loved to play games and other software like window media player, photoshop and so on but I did not like word typing. I'm highly motivated to implement ICT for the professional purposes after join the M.Ed. There was practical subject like mini research and so on and handwritten assignment were not accepted at that time I committed myself that first I will learn to type through my own assignments and later I will do for others. So I have bought computer, printer and I have connected internet as well but still I was unknown about the internet, I don't have any idea how to use it. I asked one of my friends about ways to use internet. After all, I gradually learnt English and Nepali typing. After that

day I am doing administrative works like preparing teachers' salary sheet, official letters, character certificates and so on.

Me: Except that what types of skills regarding ICT?

Teacher: I think i have all those skills, which is needed for a schoolteacher and which make able to implement ICT in school like typing, preparing PowerPoint, use of Internet and websites, movie making and little bit coral draw. These all for professional purposes but now all most all teachers are using social networks like faceook, instagram, twitter and so on but we can use them for our teaching purpose as well.

Me: Mam you are strong hearted and self motivated because at that time majority of your female teacher circle are limited only in kitchen and school classroom by using traditional techniques and who thinks its too challenges for us, we don't have time, we have more responsibility bla..bla.. Do you have any training from the government or from the school?

Teacher: No I do not have but Sagar Computer Institute, Banepa has provided basic and internet related training package for the teacher. I have joined but I already have basic knowledge from my own effort but there I used to help other teacher who is totally unknown about typing, internet and social networks. From that training, I got opportunity to develop my self-confidence.

Me: Mam could you share your experience related to implementing ICT in classroom?

Teacher: In my whole teaching experiences I found many differences between my past teaching and present teaching techniques. I used to teach in traditional techniques. Even so, many students fail in their exams. They got less exposure as a result; they seemed hopeless about the English. However, many

years later I started to teach English with ICT related materials like summary, essay, model questions and so on but I used those for my own purpose. I just prepared the note and taught them. They indirectly got benefit but I was not satisfied with it. Then I started to teach audiovisual materials and the power points, pictures etc. At that time, I quite felt nervous and less confident to use those materials because I was habituated in traditional techniques. Nowadays I am feeling easier because I can handle some technical problems; electricity is being regular and students being advanced in computer. Usually I searched related content on the internet. If I found readymade materials I directly used if not I prepared myself and verify it according to my learners' level. I frequently used mobile dictionary to teach vocabulary. Most of students of grade 9/ 10 has their smart phones if they have some problem they called me or send message and some of the students used email and asking for the materials. Most of the students are using Facebook they have create their own group and I searched sometime and they frequently discussing about their learning topics. Sometimes I used to assign them to search topic wise materials in websites and I used to review. For this work, we manage in school after 4 P.M. There is also 'Gyan Bikash' library which is well managed and with full access of internet. This type of activities helps to develop them as autonomous learners. This library and the vocational Academy also providing ICT related training for the interested people from this area.

Me: Mam what type of challenges that you faced while using ICT in secondary level ELT classroom?

Teacher: There are not sufficient projectors in our school. There are some laptops but they are not sufficient for the large classes and there are not good speaker. At that I guilt myself because I feel I can't teach well because of me. Sometimes some software

may not work at that time we dedo not have any ideas. There is no technician in school; these are the common challenges, which highly discouraged the teacher to implement ICT in teaching.

Me : Mam in your view what sorts of challenges that teacher are facing personally or from their own level?

Teacher: umm…you are asking about teachers own challenges. first, less confident or no confident, second is lack of time third is pressure of curriculum, lach of skills and so on.

Me : In your experiences what are the administrative challenges?

Teacher: I think all the barriers are equally responsible to discourage the teacher in implementation of ICT in ELT. Some challenges like Lack of Internet access, lack of sufficient ICT tools like computer, laptops, and so on, lack of financial support for the school administration, lack of skillful teachers in school, lack of ICT trainning.

Me: Mam you said I have faced lots of challenges of implementing ICT in language teaching but you never give up. I want to know how you overcome from those challenges.

Teacher: The main thing is I never give up. Always only practice does not make a man perfect but the perfect practice only makes a man perfect. Personal challenges can be reduce by developing self confident and we should have to continue what we are doing . I always trying my best and learning from my own experiences. First, we should have developed positive thinking regarding the implementation of ICT is challenging in the context of Nepal but it possible from my own side. There are different ICT tools like mobile, radio, Telivision, pendrive, recorder and so on,. we can use one of them. If we do not have any skills regarding ICT we can learn from teachers group or

institute. There is easy way that every school has one administrative staff they may be helful for the teacher to learn ICT.

To overcome from administrative challenges I talked with our teacher group and talked with principle and school management committee. Then they agree to pay two lacks only then we started to searched for donor for our school and we also collect 1/1 thousand rupees from 22 staffs of our school and DEO also helps 2laks 60 thousands in each secondary level school as a result, we able to develop a mini computer lab with internet in our school.

Me : Thank you so much mam for your wonderful participation.

Furthermore, I will connect with you in email or messenger.

Teacher: Sure! Again thank you for collect my experience. My good wishes always with you.

Transcription of Interview with Teacher C

Me : Good morning sir

Teacher: Good morning

Me: Sir, today I'm here for short interview which is related to challenges of implementing ICT in language teaching. Sir actually I want to collect your experiences regarding this areas because you frequently use it in your class and it will motivation for others who thinks implementing ICT in ELT classroom is challenging and overload for the teacher.

Teacher: Hahaha…Ohh really? Thank you Asmita thank you so much for your sweet complement.

Me: Sir, have you received any formal training on ICT integration in language teaching?

Teacher: No. I do not have received any formal training on ICT integration in ELT but I got 3 months basic computer training in Kathmandu when I was student.

Me: What types of program do you you use for the professional purpose?

Teacher: It depends on how we use it, if you use Facebook for chatting and connecting with other people it's may not professional but at the same time, if you use facebook to learn something related to your areas, you have professional group in facebook. If you create your own, profession related page and raising different teaching issues and start discussion in it, it will professional. In my case, I generally use word office, power Point, excel, facebook, internet , online Library like 'Hamro pustakalaya', mobile dictionary and some subject related websites for a professional purpose.

Me : For the first time how you learn ICT?

Teacher: I was highly attracted when I saw many computer institutes in Kathmandu. I thought if I learn computer I will get

job easily So I joined the institute to learn computer. I was highly excited and nervous because for the first time I was touching the computer. After this, I completed basic skills like typing, folder creating, and making c.v and search something from the internet. At the same time, I have joined my master level study and started to teaching in a boarding school. In that 3/4 years I forgot, many things related to computer. After completing master, I started to teach in college and the school. Before 8 years ago I received a laptop as a gift from my brother at that time there was no boundary of my happiness. I started to develop my teaching materials in laptop. I also joined data modem from the Nepal Telecom. In this way learnt and started to implement in my teaching.

Me: Being the novice integrator of ICT in ELT what sorts of challenges that you faced and how you overcome?

Teacher: Actually I was waiting for this questions, while being a novice user of ICT in ELT classroom I was less confident, I cannot manage my time so sometimes I feel pressure to finish the course on time. In that time many teacher did not use ICT in classroom and I was unable to discuss the problem with them. I have less skill to to engage them in ICT related materials, I usually prepare materials from the internet but those materials did not match with the level of my students. Students were interested but at that time, they did not have access in it. They were fully depended on me. There were not ICT access in our school and college but I was fully motivated by the feedback of students, parents and the teachers. I cannot overcome from all those challenges but I did not leave it. After few years later, our school decides to buy some computers to teach computer education and for the first phase teacher have to learn computer.

At that time I got opportunity to teach some basic knowledge like typing, saving and so on.

Me: As a secondary level English teacher, how you implement ICT in your ELT classroom?

Teacher: I generally study about the subject matter then used my syllabus then started to search reference materials from Google and websites. In the next step, I used to refine those content according to learners understanding. At the final stage I used to conscious about the interactive teaching learning activities. Sometimes it may not too good but we should have identified our fault and have to correct it according to situational feedback. I hope you may get some answers from previous questions as well.

Me: Of course sir, Now you are being a model teacher for other because of your dynamic teaching style through ICT . Sir generally, people thought there are two types of barriers which stop the teacher to implement ICT in ELT . First, one is Personal barriers (individual barriers) or teacher level barriers and another is administrative barriers. In your view what are the personal challenges (teacher level barriers)?

Teacher: umm a teacher level barrier is related to the specific person, who is the most responsible for those challenges, and he only can reduce it. Personal barriers like lack of confident, limited knowledge of ICT devices, limited skills and lack lack of self-motivation.

Me: What sort of administrative barriers that you have faced?

Teacher: To implement ICT in Classroom administration is the most responsible and it is not free from the several challenges like lack of effective training in solving ICT related problems, Limited resources or no resources , limited or no physical infrastructures like computer lab, projector, laptops and lack of teacher staff who have ICT related skills.

Me : How can we overcome from those challenges?

Teacher: In my own experiences, the school administration has to develop a clear vision about a model school. Then they should have started to motivate the teachers through meeting related to ICT and its advantages then administration should managed basic training for the teacher and then there should be the facilities related to ICT devices with special supervision with positive and negative evaluation. There should be two level evaluations one is for teacher and another for student's achievements and comparison with that achievements with previous years through diagnosing the problems with creative solutions. In my whole years, teaching experiences said School's motivation the best way to overcome from personal and administrative challenges.

Me : Thank you so much sir for participation !

Teacher: You welcome.

Transcription of Interview with Teacher A/T1

Me: Sir Namaste !

Teacher: Namaste

Me : How are you?

Teacher: I'm Absulately fine.

Me: Sir today I'm here to mentioned you as a part of my research for this, I want to explore your experiences related to implementation of ICT in language teaching

Teacher: Wow what a pleasure!!……..ICT makes the teaching learning much easier. We can provide students real English speaking community using ICT. We can provide the authentic materials to the students. Language teaching and learning will be interesting, easier and long lasting. We can manage a native teacher in the classroom using ICT. Immediate feedback and regular evaluation are also possible.

Me: Sir have ave you received any training on ICT Integration in English?

Teacher: No but I can use ICT for general purpose according to my need.

Me: Sir, could you briefly comment on your experience regarding ICT integration?

Teacher: I have been using ICT on my teaching………… I think I wouldn't be as successful as I am right now if I hadn't used ICT on my teaching.

Me: As a secondary level English teacher, how are you practicing ICT in your language teaching?

Teacher: I usually search slides, sometimes prepare myself and use multimedia projectors.

…… I search some e-books, audio, video files from the internet and I use in the classroom according to the need of my students.

…… I also use some live English teaching classes which are broadcast live from London i.e. Mister Duncan's live English (https://www.youtube.com/channel/UC8pPDhxSn1nee70LRKJ0 p3g) , USA i.e. A.J. Huge's English (https://www.youtube.com/channel/UCfYYi6aJNg70mFYnbBK cMQw) , Canada i.e. Steve Ford's live English (https://www.youtube.com/channel/UC8UA8eOwj0WQild7-asffqw) .

……. I use online dictionaries, online encyclopedias to get some recent information about the language teaching.

……. I use some English teaching and learning software on my computer.

……. I even use different mobile applications which are prepared to teach English.

…… I browse some English teaching and learning web pages to get some tricks and ideas.

Me: Sir in your experiences what sorts of issues or challenges have to face in the process of using ICT in Language teaching?

- Sir what are the major challenges that you are facing while using ICT in secondary level language classroom?

There are many challenges of using ICT in teaching ……Lack of support from the school and co-workers.….. Lack of good

internet connection for presenting some live English in the classroom…... Lack of modern equipments like computer and multimedia projectors in the school…... Students are not having the basic knowledge of the ICT

Me: In your own experience, what sorts of issues that you face in your own or teacher level barriers like lack of confidence, shortage of time and so on. Add more challenges which is face from your own side.

Teacher: I have confidence to use the ICT in teaching.……. Time shortage is really the problem for me because 45 minutes is given for a period and setting the equipments may take 10 to 15 minutes in the classroom.

Me: What sorts of issues related to administration or add other issues that you face from your school administration.

Teacher: umm…………. School administration really tells me to use ICT in the classroom but it does not manage the equipments. And the administration wish to get the class finished within the prescribed time boundary. Sometimes, the administration gives pressure to be exam oriented while teaching.

 Me: Sir what are the ways to overcome from those issues or challenges?

Teachers: First, all the teachers and administrators body should be made aware on the effectiveness in teaching using ICT. The concerning governmental body should also provide some budget for ICT in the classroom.

Me: Explore your own experience how you deal those challenges while using ICT in teaching cause your own

experience may be the great motivation for other teacher who are teaching without the help of ICT tools .

Me: I am managing it using my own personal laptop, speakers, even the power socket. I'm just using the projector from my school. I'm utilizing the leisure time (break) to use ICT in the classroom. I am providing the materials such as audio, videos, pdf files to the students to use personally in their home. I have been giving different links to get some useful web pages, software and applications. I even give some basic ideas to use ICT to my students.

Me: What sorts of training do you think will be most appropriate for you to use ICT in language teaching with minimal challenges?

Teacher: The training which develop positive attitude on the use of ICT in the classroom is the basic requirement. …………..After being positive, a person will do self-research and is likely to get more things himself or herself because in this modern time, getting all the skills is possible through the internet.The training which will enable to search the required materials from the internet is needed.

Me : Thank you so much sir for your great time.

Teacher: Thank you for provide a chance to share my experiences.

Transcription of Interview with Teacher D/T4

Me: Sir Namaste !

Teacher: Namaste

Me : How are you?

Teacher: I'm good.

Me: Sir today I'm here to mentioned you as a part of my research for this, I want to explore your experiences related to implementation of ICT in language teaching.

Teacher: okay how can I help you?

Me: Sir I have some questions related to your own experiences that how you learn ICT and how you implement it in your teaching.

Teacher: Ohh okay please share your questions.

Me: Sir, have you received any formal training on ICT integration in language teaching?

Teacher: No I don't have any formal training to integrate ICT in teaching but some years ago I got a chance to get 15 days general computer training………I have only few skills related toICT but frequently I use ICT in my teaching through mobile and laptop. I use word processer, power point and search engine like Google and Mozilla.

Me: Sir what is the different between teaching with ICT and without ICT?

Teacher: Our fingers dominate the whole world. We can share and collect information within a second all over the world.

Every new techniques, concepts and practice or experiments can be discovered through ICT. For instance in my olden days teaching I used to write and clean the chalkboard all the time and always followed traditional methods. I just gave my students what I learn from my teachers and the limited books. To share my ideas I need to wait for teachers training and I was not sure that will good or not. I have to wait many times for the responses but now everything changed through ICT.

Me: Yes, sir I agree with your view but I am interested to know your experiences especially what sorts of issues and challenges you have faced while integrating ICT in teaching.

Teacher: We get limited financial support so our school could not afford sufficient computers, projectors, photocopy machine, printer, scanner, tape recorder, laptops and different *ICT* room…….We have only one projector in the school…… This projector does not work since two months. I have complained in administration but they did not call the technician.

Me: Sir how you over come from those issues?

Teacher: I deal some challenges because of needs…..I feel much easier to teach through ICT so usually manage learning materials from my home and other friends and show in laptop.

Me: Sir single laptop can cover the whole class, I mean there is not more projector so….

Teacher: We have only 20 students so its cover the class and I share materials with them through mobile.

Me: thank you so much sir for your participation.

Teacher: You welcome and all the best!!