CHAPTER ONE

INTRODUCTION

This research study is entitled as **Use of ICT in the English Language Classrooms**. This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1   Background of the Study

Information and Communication Technology has been an important part of education since its introduction. It is an accepted element in all our lives and has a central role to play in education. We not only have pens, paper, board and chalk to work with but also have different information and communication technologies like TV, radio, tape recorder, the interactive white board, the overhead projector, computer, internet, data projector, multimedia, cell phone and so on. In this digital age, the use of such devices has become necessary because they help to make teaching and learning process effective, easier, long lasting, interesting, meaningful and inclusive.

The United Nations Development Program (UNDP, 2003) defines ICT:

> Basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our `networked world' a massive infrastructure of interconnected telephone services,

standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe"

According to Grabe & Grabe (2005), ICT is often used to increase motivation among the students in the classroom. It can also play various instructional roles and make the students feel relax to perform different tasks. Similarly, ICT is frequently linked with learner autonomy (Duda, 2005). In this regards; Williams (2003) defined autonomy as "the ability to take charge of one's own learning". In other words, learners should be able to take all the decisions concerning their learning: determining targets and objectives, choosing contents and materials, selecting methods and techniques, organizing their learning, and assessing their progress. ICT thus seems to befit autonomy because it is claimed to provide greater freedom and flexibility to learn at one's own pace and convenience, whether within the context of a language course or beyond. It can contribute to lifelong learning, perhaps most apparent in the use of internet, which represents a worldwide library and resource center where information can be accessed fast and efficiently: learners can thus benefit from a vast range of authentic language materials and resources which can be selected according to learning needs, aims, styles, strategies and preferences.

Using ICT in language classroom has become indispensable part of present day teaching and learning. In this context, Zepp (2005) mentioned that teachers should relate the goals of education with effective use of ICT and they must be aware of the impact of technology on education and the required changes to enhance their teaching. They need to adjustment their teaching process to suit with new ICT environment. The teacher's role in an ICT environment is that of a facilitator instead of being a reservoir of knowledge. This transformation from the old to the new method of delivering knowledge is a global phenomenon. The modern teacher in the ICT era is no longer described as 'a stage on the stage' but a 'guide by the side'. Teaching then can be a transforming experience as it opens new windows to the world and creates a lifetime of opportunities. With ICT it

implies the changes in the teacher's role not just as a teacher but as a monitor of participation and a practitioner of research, all of which possibilities are accelerated by the technological resource.

In the same way, Loveless & Ellis (2001) explain that the impact of technology on pedagogy has created major differences in terms of teacher roles, teaching activities, learning activities and learner roles. The changes have led to a redefinition of learning and the learning environment. Naidoo (2003) suggests that ICT can also be used to support teachers who lack adequate skills and content knowledge, thus contributing to improving the quality of learning. Teachers who are hesitant to sit in classrooms or feel they are too old for the formal education system would find the interactive and asynchronous nature of ICT is helpful for their professional development.

Similarly in this regards, Pramela (2006) emphasizes on the importance of feedback in teaching and learning in the electronic media because helpful feedback given to learners means creating social presence which is crucial in the virtual mode of learning. Teachers must also be prepared to go through a continuous learning process to improve teaching efficiency. This is because 'technology cannot replace good teaching but it can enhance it'. In the online process, teaching concerns the relationship between the teacher-student and student-knowledge. The student is guided to learn to be more autonomous for his or her own learning. This mode of learning leads the teacher to find educational practices that stimulate this type of online learning. Possibilities are accelerated by the technological resources.

Technology helps to support students higher order thinking skills, motivation and engagement when use constructively. In addition, teachers' instructional practices can be augmented when technology use aligns with their pedagogical beliefs. To support an active learning environment, teacher must engages students with technology, rather than simply using it as a reward (e.g.; watching a movie, playing a game.) or to project information (e.g. display a presentation), Ertmer, 2005; McGrail, 2007; Merkely,

Schmidt,& Allen2001). English teachers must develop a level of technological skill that supports their usage of technology and their incorporation of technology in English instruction. (Ruthven, Hessessey, &Brindley, 2004; Sternberg etal. 2007). Technology integration should be done to promote active learning and engagement rather than as an alternate to deliver information (McGrill, 2007).

Now, the role and use of technology as a tool for teaching of English language is increasing as educators have understood its ability to create both independent and collaborative learning environment in which student can learn English with much ease. Here, ICT plays an important role in creating innovation and motivation for the learner. Dudney (2007) explains the internet for teachers who have not worked with ICT before. He has given many useful tips on how to integrate ICT in language teaching, such as useful web pages and lesson plans. After looking into the issue, he finds out that it is very important to plan the lesson well and if working with the internet, ensure that the web page has existed for a longer period of time. It should preferably not be a personal homepage, but rather a professional one that is likely to stay the same for a longer period of time. Nevertheless, web pages change from time to time and as a teacher it is important to check all resources before class starts.

In the context of Nepal, the need for ICT in education has been realized because it 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 Bachelors and 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 be used in classrooms to provide quality education and prepared some strategies to integrate ICT in teaching learning activities. But are these strategies really implemented?

Does a teacher use ICT in his/her classroom? 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 field language teaching through ICT.

Many researchers have shown that different types of technology and e-devices such as computer, internet, blogs and other e-tools are applied by the teachers and students in the field of ELT that help language teacher to make their professional life easy and language learning very effectively. It also helps the English language teachers and learners to know the worldview about the English language teaching and learning. Technology helps to know the different methods of ELT as well. In Nepal, lack of availability and usability the use of the ICT is challenging in ELT classroom. This study mainly centralizes its focus on Use of Information and Communication Technology in the secondary English Language Classroom and to explore challenges in implementation of ICT in language teaching and try to draw some possible conclusions.

1.2 Statements of the Problem

ICT has been in almost all fields of life, including in education. In education, computer technology has become so essential that the government put ICT as one of the curriculum in Nepal's education. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching and learning process.

ICT has powerful enabling tools for educational change and reform. The computer plays significant role in the learning process especially in learning language. As Hartoyo (2008) states a computer is a tool and medium that facilitates people in learning language, although the effectiveness of learning depends totally on the users. The technology in this era has been grown up not only from the quality but also the efficiency. They are moving fast without any limit from every product. The need of technological innovation has bought the communication revolution and rapid development of technological application in teaching and learning. This technology made contribution on improving language communication in Nepal.

The process of using ICT in everyday education is very complicated. The opportunities provided by ICT to support teaching and learning are not problem-free. The virtually limitless opportunities of access to information in an educational context can pose a real danger of information overload if the teachers do not have the skills in filtering information for relevance, or are unable to establish a coherent organizing principle. Both students and teachers may lack the necessity skills to access, process and use information. Even there are a number of difficulties which act as barriers and prevent teachers to integrate ICT into the classroom.

In such a context, the continuous use of ICT can assist to strengthen the content and overall performance of students. ICT usages are classified to tutor, tool and tutee (Taylor, 1980). To be specific, it is no doubt that, use of computer program ensures students holistic such as skills, grammar and vocabulary and pronunciation development. They become self-reliant and independent, and teacher also can take a lot of benefit from it. It is still the case that most teachers to work in physical classroom and looking at ways that these spaces can be augmented with digital technologies are very starting points (Motteram, 2013). Use of computer should be given special priority in the ELT classroom.

In the context of Nepal, researches have shown that lack of qualified teachers to use technology in teaching and learning is one of the major problems. There are various technological tools such as multimedia online resources, internet, bogs, and web etc. Teachers and students feel difficulty to use them in practice in learning process. So, this study tries to investigate the use of ICT in Secondary English Language classrooms.

1.3 Objectives of the Study

The objectives of this study were as follows:

  i)   To find out the use of ICT in the English language classroom.
  ii) To find the challenges faced by teachers in English classroom
  iii) To suggest some pedagogical implications.

1.4 Research Questions

   The research questions of my study were as follows:

  i)   How does the English Teachers use ICT tools in EFL classroom?
  ii) What type ICT based activities are used for teaching in EFL classroom?
  iii) How does the use of ICT affect students' learning?
  iv) How is computer programme implemented in Teaching and Learning?
  v)   Are there differences in teaching before and after using ICT?
  vi) What are the challenges faced by the English language teachers in the use of ICT?

1.5 Significance of the Study

Information and communication Technology plays important role in English Language teaching and learning. It enables learners to search for the information they need and to organize what they have found they become increasingly responsible for their own learning. ICT is necessary to use modern approaches and tools of ICT to develop better understanding and acquisition of basic skills i.e. LSRW of English language among the students at secondary classroom.

ICT has a lot of things to offer to both teachers and students in ELT classroom for enhancement of their vocabulary and improvement of English language skills, in general. This research can be beneficial for syllabus designers to design technology oriented syllabus designers to design technology oriented syllabus trainers to conduct different training regarding the use of ICT. Students get chance to be familiar with modern ICT

tools and innovations, policy makers. To more specific, this research will encourage the condemned personalities to carry out the further research work in the field of ELT classrooms.

1.6 Delimitation of the Study

This present study had following delimitations:

i) This study was confined to the secondary level teachers.

ii) The area of the study was Kathmandu Valley.

iii) This study was delimited to 40 teachers from the secondary level. Use of Information and Communication Technology and problem faced by teachers in the secondary English language classroom were researched in this study.

iv) The data were collected using closed ended and open ended questionnaire.

v) Purposive non random sampling procedure was used to collect research data.

vi) This research was limited in survey research design.

1.7 Operational Definitions of the Key Terms

The key terms related to my study have been defined below:

Technology: The branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon subjects as industrial arts, engineering, applied science, and pure science.

Multimedia: The combined use of several media, as sound and full-motion video in computer application**.**

Interactive whiteboard: A smooth, glossy sheet of white plastic that can be written on with a colored pen or marker in the manner of a blackboard.

SMART Board: The SMART Board is the brand name of an interactive whiteboard.

Educational software: According to Industry Canada, educational software is computer software whose primary purpose is teaching or self-learning.

Projector: An apparatus for throwing an image on a screen, as a motion picture projector or magic lantern.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is the essential element of any research to operate it. It is an integral part of the entire research which contributes for shaping the way of carrying out the study and functions as a guideline in every step of operation. This part of the study includes review of related theoretical and empirical literature along with the empirical studies which are closely related to this study. Further, it consists of the implications of the study and conceptual framework.

2.1 Review of Theoretical Literature

Review of theoretical literature provides an insight to researcher related to a number of aspects that have a direct and indirect bearing in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problems that researcher wishes to find out in this study, I have tried to find out some theoretical ideas which are contributing to my study such as major device of Information and Communication Technology (ICT) in English Language Classroom, usages and practice of ICT in English Language Classroom, using ICT in the ELT classroom.

2.1.1 Information and Communication Technologies in ELT Classroom

ICT in Education "means" Teaching and Learning with ICT". ICT refers to technologies that provide excess to information through telecommunications. ICT or Information and Communication Technology are simply meant to all devices, networking components, applications and system that combined allow people or organizations to interact in the digital world. It is also known as information technology (IT). ICT mainly gives emphasis on communication technologies which includes the internet, wireless networks,

cell phones, and other communication medium. Graddol: (1997:16) as cited in Solanki D. Shyamlee (2012) states that technology lies at the heart of the globalization process; affecting education work and culture. It is a cry of the day as it considered as an essential tool that imparts educational opportunities in both formal and non-formal setting. In teaching learning context, ICT can enlarge the learner's motivations and engagement in classroom activities. It equips learners with digital age literacy, inventive thinking, higher order thinking and sound reasoning, effective communication and high productivity (Tinio, 2002). The impact of the digital wave has influenced a fully integral part of our lives integrating the digital technologies to our routines at high speed. Studying and managing a foreign language in this new context is a way of meeting a need in order to be apt and gain access to education and employment possibilities rather than being just a mere pleasing pastime to cater for leisure time, (Ellis, 2003; Graddol, 2006).

In the context of Nepal the SSRP data has envisioned for implementing and expanding ICT assisted teaching learning process in all schools. ICT in education had been identified as an innovative and effective means of teaching and learning. Student of schools in urban areas has easy access -to ICT whereas those students who are studying in remote areas have hardly any access to the technologies, which eventually creating a digital device. ICT is a tool to expand access to enhance quality of education, particularly using ICT as a tool for instruction. Besides, ICT can itself be a literacy that enables children, youth and everyone to get benefit from the global environment.

Although, ICTs contribute a lot in enhancing teaching learning of English and improve the delivery of quality in learning environment, there are many challenges while using it in ELT. So we have selected this issue. ICT has been used world-wide to help people such as in business, trade, marketing, science, education and others Brian (2000). Nowadays, it has been used in various sectors such as education and computer technology. The utilization of ICT in ELT has recently started to appeal the potential and significant progress in language learning. It became major issue in ELT and has been

used from pre-school to university that could facilitate students and teachers in teaching and learning process. Taylor (1980), ICT usage is classified into tutor, tool and tutee. Tutorial programs lead learners step-by-step through a program such as drill and practice. Using technology as a tool can help other types of problems for example, technology as a tool is frequently seen in tutorial or explanatory programs. ICT acts as a tutee where students program the computers in order to gain more understanding. ICT has been publicized as potentially powerful enabling tool for educational change and reform. The computer plays a significant role in the learning process especially in language learning. According to Bingimlas (2009), teachers always need technical assistance to provide appropriate manipulation of the up-to-date equipment in the new world of technology. A computer is a tool and medium that facilitates in learning a language although the effectiveness of learning totally on the users. English language has been shaped by the search for the best method of ELT. Regardless, of whether the focus of instruction has been reading the grammatical rules and vocabularies of the target language.

ICT can lead to improve student learning and better teaching methods. It provides an increase in student's exposure to educational ICT through curriculum integration. It has a significant and positive impact on student achievement especially in terms of knowledge comprehension, practical skill and presentation skills in subject areas of ELT. Through ICT teachers can easily explain complex instruction and students understanding. Similarly, teachers can able to create interactive classes and make the lesson more enjoyable, which could improve student's regularity and concentration. Finally, integrating ICT into ELT seems to be a mandatory issue for educators, education administrations and curriculum designer. However, if teacher cannot make a good used of ICT tools, the money and time spent on ICT is going to be waste. That's why ICT in ELT should be the first priority.

2.1.2 ICT Tools in Language Context

There are some kinds of technologies classified into information and communication technology commonly used in English language Teaching. Use of technological aids has become very popular in English language classroom. The information and communication technology consists of various tools and systems that can be exploited capable and creative teachers to improve teaching and learning.

1. Interactive multimedia

Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. The digital environment can include the Internet, telecoms and interactive digital television.

In Schmidt's (2008) views:

> The term 'multimedia' means various types of media like radio clips and visuals that can be manipulated or integrated can be operationally be defined as the manipulation of computers to present verbal or visual information in an integrated form of texts, graphics and sound (as cited in Mukunda and Nimehchinesalem, 2009,p.72)

In multimedia technology students participate actively during teaching and learning in the classroom. It makes the class lively and interesting. Learners have high motivation and self- confidence. They receive an adequate amount of comprehensible input according to their need and interest.

2. Computer

Computer is an electronic device which is capable of receiving information (data) and performing a sequence of logical operations in accordance with a predetermined but variable set of procedural instruction (program) to produce results in the form of information or signals. It is consist of CPU, monitor, keyboard and some other apparatus. In this regard, Hartoyo (2012) says computer can be utilized with other multimedia learning devices or it can stand alone (a standard PC) and still serves its basic purpose as an electronic medium of language learning.

This is the most important tool of information and communication technology and backbone of modern human life. All the modern communication process is impossible without the use of computers. It is helpful in storing, preparing, collecting and preparing of data for communication. It is helpful in the development of listening and speaking skills. It is helpful in English language speaking and listening skills.

Harmer (2008) has given the following uses of computers in language teaching:

- The computer can be used as a vital reference tool.
- It can be used as teaching and testing instruments.
- It can also be used to logon various websites.
- It is used as a word processor.

The uses of computers have been increasing in an extraordinary speed in teaching English language. Computers and internet were initially used as the taskmaster for practicing any language skills, i.e. listening, speaking, reading and writing.

3. Overhead projector

Overhead projector is an important tool of displaying information and processes to a large number of people simultaneously. It can be used in teaching and training of personnel. Prepared forms of information are easy to display with the help of overhead projector. It projects an image of transparency into a large screen.

According to Krishnami and krishnami (2006, p.182), Overhead Projector is a useful alternative to chalk board. Writing or pictures on transparency are projected on a screen and it saves time by preparing the materials in advance. It makes teaching illustrative, illuminative and impressive. There is no doubt that the use of overhead projector is beneficial for both teacher and students for effective presentation. It helps the teacher to present classroom presentation effectively and lively and to make the teacher independent and autonomous. It saves the great deals of teacher's time used in drawing and writing in the class. It is simplest and cheapest of all projected materials. It can be easily used in large class. It encourages the teacher to plan his /her lesson.

4. Lingua phone

Lingua phone is very important in language training of the students. A number of students can practice speaking and hearing drills with the help of lingua phone. It is especially useful in the training of English language listening and speaking skills.

Lingua phone is a technological tool which is used effectively for practicing all language skills, especially, listening and speaking. The technology is organized in such a way that student can work on their own can be paired or grouped with the other students or, can interact through their headphones and microphone on a one to one basis with the teacher. It motivates and stimulates the learners to use language.

5. Radio

Radio is very useful in education and training of the students of rural areas. Many distance and open education programs are being conducted with the help of radio. It is

also useful in audio conferencing. Programs relayed on radio are helpful in the development of language skills, especially dialogues and dramas. Students and teachers can learn own their own with the help of radio. Teachers and students can boost the knowledge by listening the English language program.

6. Television

Television is useful in education as well as entertainment of the people. It is found that it is helpful in developing listening skills, useful in learning situational language as well as it is highly motivating also. It is very helpful in understanding the language of mass media. A large number of students may be benefitted with the programs of television simultaneously. Many distance and open universities are running their educational programs on television, such as Indira Gandhi National Open University, Maulana Azad National Urdu University etc. It is an important tool of audio video conferencing. Live telecast of training and discussions are done through this.

7. Internet

Internet is the most important facility of communication. All the modern communication takes place through this. It has made the communication facility very fast, convenient, economic, and attractive. There are lots of facilities available for communication on internet in the field of ELT. Some of them are following:-

a) **Social media**: Social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interest and other forms of expression via virtual communities and social networking services.

Many research has shown that social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Blogs are made on it. Students can add themselves with the English language learning groups and take advantage of sharing information. Lots of social sites are available

on it like, Facebook, Twitter, WhatsApp, Google+, Viber, WeChat, Snapchat, Messenger and Instagram etc. It is very helpful in learning situational language.

b) **Online facilities for English language learning**: A lot of online facilities are available on internet for the development language skills. Some of them are e-guidance, e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-library, online training, virtual classes etc.

c) **Online language related courses:** These courses are available on internet. Some of them are free and some of them are payable. Students can enroll themselves in these courses and get education and training easily on their own place. Some of the agencies which are providing on line courses are following MOOC, Future Learn, NPTEL, and IIT's, Concordia University etc. Students can watch online and offline videos of language learning for the enhancement of their language skills

d) **Feature Films in Teaching English:** Films can be used in the teaching of English language. Films may be documentaries, educational and entertainment based. These can arouse high level of motivation. It results in a most satisfying learning experience.

The internet is a network of network it connects millions of computer all over the world. Students can get information easily and quickly with the help of computer and internet. Internet can be used as a medium of language learning through email, web sides, text and videos.

2.1.3 Usages and Practices of ICT in English Language Teaching and Learning Classroom

ICT defined as technology which the function is to support the process of conveying information and communication. The ways of conveying information doesn't have to be carried out directly between the communicator and the communicant. The development

of ICT makes the process of communication between the communicator and the communicant can be conveys in easy ways.

They can communicate through telephone, internet, e-mail, satellite, television, video conference and so on. The process of those communications applies in language learning. In language learning, there is a communication between teacher and student. The process of learning is not always carried out by subjecting teacher and students in the certain room or a certain place directly. As the example, teacher can use internet as the medium to give lessons, assignments, or other information to their students.

In context of language learning, ICT has an important role as the "media" bridging and enabling the learning process, or direct communication between students and teacher although they are not present in the same room or place in certain time. Language learning and teaching program can be created to enable students to learn the lessons with guidance, instruction, information or further explanation. ICT in language learning used as a reference-book. Computer can store unlimited lessons or references, which can be accessed anytime, anywhere and accurately.

Regarding the usage and practice of ICT in ELT classroom Fitzpatrick and Davies (2002) in Hartoyo (2012) sets out the seven ways in which ICT used in language learning:

a) Presentation

Some material of language learning such as text-based materials, audio-video needs to present to the learners. Presentation helps learners in understanding the learning material well. Each of the different ICTs—print, audio/video cassettes, radio and TV broadcasts, computers or the Internet—may be used for presentation and demonstration, the most basic of the five levels. Except for video technologies, drill and practice may likewise be

performed using the whole range of technologies. On the other hand, networked computers and the Internet are the ICTs that enable interactive and collaborative learning best; their full potential as educational tools will remain unrealized if they are used merely for presentation or demonstration. So ICT based presentation plays an important role in secondary English language classroom.

b) Practice

Some of different exercises types are possible to be provided with ICT, incorporating the presentation stimuli in varying combinations of text, audio and video format. ICT also offers the possibility of the analyzing learners' responses with appropriate feedback (Hartoyo, 2012:40).

Similarly, teachers present, demonstrate and explain to the whole class, support and explain things to individual students, students can work alone at their own pace, students work in groups, students work on exercises or task individually at the same time, students given presentations on the whole class, students take test and assignments, students are engaged in enquiry based activities, students discuss ideas with other students and the teachers, students reflect on their learning and students participate in assessing their work etc. are the some different types of practices through ICT in secondary English language classroom.

c) Authoring

In applying ICT in language learning, teacher can either purchase ready-made materials or create their own exercise materials using a variety of authoring tools based on Hartoyo (2012:40). Teaching was not as effective without the appropriate use of ICT resources to facilitate. Students increasingly access computer- based materials beyond the classroom

such materials are used for self- study purpose. We can share our documents or our composition for all students and teachers for their needs.

d) Computer-Aided Assessment (CAA)

Computer-Aided Assessment (CAA) is playing an increasingly important role in English language teaching and learning. This media used to testing and assessing students understanding after learning some courses. Computer-aided assessments are appropriate and interesting for both teacher and students. It can improve student performance in summative assessments. It increase frequency of testing and better feedback. We use computer aided test for reading, writing, speaking and listening skills development in secondary English language classroom.

e) Publishing

ICT tools exist to help teachers and learners or students to publishing or linked in their work in a local area network. ICT may use by the teacher and learners to help them publish their work such as. Word – processors and Desk Top Publishing (DTP) software, Doing audio recording and editing tools to record interview, discussions, learning material and etc., Using digital camera and camcorder to record presentations, drama, role play, and so on, Power point can be used as the medium to publish presentations and Web pages using web authoring tools.

f) Communication

Technology helps learners and teachers to communicate with another. Some ICT tools which used as the medium of information are:

1) Email, which allows language learners to communicate with 'web pals' in other countries;

2) Tandem learning;

3) Computer mediated discussion;

4) web-based learning environment;

5) Audio conferencing;

6) Video Conferencing.

g) Simulations

The computer can act as a stimulus which generates analysis, critical thinking, discussion and writing. Program which include simulations are especially effective as stimuli. Examples of language learning tasks which 'simulate' real world tasks are:

1) Web Quest;

2) Action Mazes;

3) Adventure games;

4) Sun power;

5) Expo disc;

6) "Real-life" simulations;

7) Video conference.

ICT is a form of advanced science technology must be optimized function, especially in the implementation of learning. ICT provides opportunities for students in the era of global competition needs to obtain adequate supplies. Through innovative ICT-based learning can provide vast opportunities for students to hone and promote competence on an international scale.

On the other hand, mental attitude and self-reliance in accessing any information necessary learning independently influence the value teaching student's character it does not always depends with others. Mastering current tick is necessity for every human being inedible age. As well as in education, innovative learning, especially learning can be done by using the Internet to generate device-based learning ICT.

2.1.4   The Importance of using ICT in the ELT Classroom

Technology assists the work of the teacher and provides great assistance to the learner even without the presence of teacher. Similarly, (Levy, 1997) argues that new technology have been seen technology become smaller, factor and easier for the teacher to use. So it is important in ELT classroom. Technology allow to do multimedia applications incorporating video, sound and text and this capacity allows the learner to infract with both the program and other learners (Felix, 1998). Likewise, the ICT offers great flexibility for class scheduling and pacing of individual learning and choosing activities and contents to suit individual learning styles. ICT provides the meaningful communicative learning environment. It focuses on communicative language as well.

Similarly, motivation is the cornerstone in the process of acquiring or learning a foreign language; therefore, learners usually have a positive attitude toward computers. Even though, the modern technologies are double-edged sword, their advantages are acknowledgeable over its pitfalls. No doubt, they have significant, positive impacts on ELT, the following are some them:

(a) Availability of materials

ICTs are very stimulating because of the availability of the learning materials, whether it is computer-based, in the web or on CDs; therefore, the student can learn at his own pace with a very patient tutor (the machine). Meanwhile, the use of online telecommunications for teaching and learning via the computer in the classroom across the world will consolidate the improvement of different academic skills. The availability of images, animation, audio and video clips they help much more in presenting and practicing new language.

(b) Student Attitude

ICTs have positive effects on student attitudes toward the language teaching and learning. Students felt more successful in school, were more motivated to learn and have increased self confidence and self-esteem when using computer based instruction. This was particularly true when the technology allowed learners to control their own learning.

(c) Autonomy

Students have the opportunity to choose the element/s of language which they want to focus on meeting their learning strategies or learning styles. Here, the learner-centered approach is supported by these facilities offered by the ICTs while the tradition techniques approaches failed to give such opportunities. The student feels free to practice the language without fear from the others at their own phase and pace.

(d) Authenticity

ICTs provide authentic learning environment, because the learner can interact with others across the continent are very motivating to the language learners. Confronting such challengeable situations is the touchstone for using the language in authenticity not artificially. The ICTs as tools for learning are very motivational; however, they are very attractive and accessible.

(e) Help Teachers

ICTs help the teacher to prepared, produce, store and retrieve their materials easily and swiftly. The availability of different rich texts, different topics, quizzes, exercises helps in saving the teacher's time. Despite the opportunities and facilities offered by the modern technologies in assisting better teaching, but they do not replace it. So far, the skillful teacher is the only person who is shouldering the responsibility of delivering and achieving the teaching goals.

(f) Student-centered

ICTs help the student be exposed to language clockwise and definitely they help them to write and edit their work in order to produce a well published work. Likewise, computers encourage students to do extra work outside the classroom, play language games and, hopefully, gain extra exposure to the language and improve their progress in the language and support the student-centered concept. Via the computer and the internet the students will be able to communicate with others in different places. Moreover, ICTs help the shy or the quiet students who sometimes abstain from asking questions or challenging information to communicate and ask questions. Using modern technologies in the learning environment has been shown to make learning more student-centered and improve the learning process by stimulating teacher/student interaction. Furthermore, ICTs enhance collaborative learning which results in higher self-esteem and student achievement. They promote critical thinking and student-student interaction.

(g) ICTs in Self-Assessment

The examinations generally test the reading and writing skills of the students, totally neglecting the listening and speaking skills, which are indispensable skills for the learners in their future career. The listening capacity can be tested through computer-assisted packages like listening to a dialogue/passage and answering the questions or listening to lectures and then answering short questions or true or false statements. It will enhance their talents for taking international tests because many competitive exams follow such a pattern to test the grasping ability of the students.

2.2 Review of Related Empirical Literature

In spite of the fact that the study of ICT in ELT has a brief history as a separate provision, some of the researches have been carried out from foreign as well as Nepalese context are reviewed here.

Bhandari (2012) studied on "Use of Cassettes and CD in Teaching Spelling and Pronunciation". The objectives of her study was to find out whether the teachers use teaching materials (i.e. tape) to teach spelling and pronunciation or not and to find out the practicalities of the use of spelling and pronunciation materials at the lower secondary level. She used purposive sampling procedure and selected 20 classes of lower secondary level and10 English teachers. Questionnaire and the observation checklist were used as the tools. She concluded that cassette was the most useful material to deal with spelling and pronunciation and most of the materials were relevant to the curriculum and textbook not always relevant to the curriculum and textbook not always relevant to the students' level and interest.

Salehi&Salehi (2012) has conducted a research on integration of ICT in language teaching: challenges and barriers. The main purpose of the study is to examine the high school English teachers to use ICT in the classroom. In this study 30 high school English teachers were selected from the five main educational districts. The researcher has concluded that insufficient technical support at school and little access to internet and ICT prevent teachers to use ICT in the classroom, another important discouraging factor for the teachers' to integrate ICT into the curriculums.

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

Dhamala (2014) carried out a study entitled "Secondary Level English Teachers' practice and perception on using E-devices in Language class". The main objective of this study

was to find out secondary level English teachers' perceptions on using e-device in language class. The sample populations of the study were the thirty secondary level English teachers of fifteen different schools of Kathmandu valley. The sample population was selected purposively. Questionnaire had been used as the tool to elicit the data. It was found that nearly equal number of teachers used all sorts of devices like computer, OHP, mobile phone, and software like email, internet, YouTube, Browser except computer. They viewed that those devices are very significant to enhance students' access in learning and learning content.

Corres C. (2014), carried out a survey research on the secondary school English language teachers ICT literacy, the extent of ICT utilization in English language teaching and challenging that prevent language teachers to integrate ICT in teaching. In his study three questionnaires were distributed to 30 English teachers in the 11 schools of Cluster 1 (CarCanMadCarLan). Data gathered were analyzed using descriptive statistics and frequency count. His conclusion was the teachers ICT literacy was moderate, there was only a limited use of ICT in language teaching and they faced many challenges that demotivate them from using ICT in language activities.

Bozdogan and Ozen (2014), carried out a survey research on use of ICT technologies and factors affecting pre-service ELT teachers' perceived ICT self-efficacy. This study aims to identify both level and frequency of ICT technology use and factor affecting perceived self-efficacy level of pre-service ELT teachers. They concluded that majority of the pre-service ELT teachers find themselves self-efficacious in the use of ICT. Results further suggest that the perceived use of computers, experience and confidence play significant role while lack of knowledge and skills technical problems and lack of confidence negatively influence ICT self-efficacy.

2.3 Implications of the Study

In this research, I have reviewed existing theoretical and empirical literatures like books (Dudney, Ellis and Hartoyo), articles and thesis (Bhandari, Dhamala, Pandit) read them critically. In action to the research implications, research study has also revealed implication for future research. I have reviewed different books, thesis, article these studies are some extent related to my study. After review this work, I have got ideas regarding my study. Therefore, after reviewing these work. I have got the process of survey research design. Likewise, they used questionnaires as a tool to elicit data and I will use the similar tool for my study. I have reviewed both theoretical and empirical literature for my study.

Thus, from the empirical literature reviewed I got new idea about the use of information and communication Technology in the secondary English language classroom. Corres, (2014), gave the clear concept about the extent of ICT utilization of English language teachers. Moreover this study assists to find out challenges that prevent language teachers to integrate ICT in teaching. In the same way, Levy (1997), Hartoyo (2012), gave the insight of ICT tools and uses of ICT. Similarly various researchers, who wrote research article and thesis on use of ICT in English Language Classroom helped me for empirical review such as from the study Bhandari (2012), Pandit (2013), Dhamala(2014), I come to know the type of survey questionnaire and tools, population and appropriate sample that are required to design prior to the study. Likewise, review of related literature helped to understand the research area conceptualize the research problem clearly and precisely into selecting the methodology to obtain answer of related problem.

2.4 Conceptual Framework

To conduct this study on Use of information and communication technology in the English Language Classroom, the following conceptual framework was used.

ICT is the information and communication technology. ICT in education means teaching and learning with ICT

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Using information and communication technology in the English
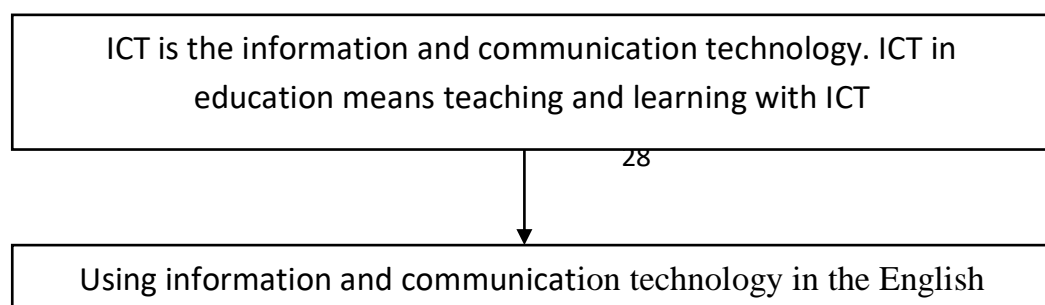
CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the objectives of the study, this chapter in corporates design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedure and ethical considerations.

3.1 Design of the Study

Research method refers to the procedures or the ways of carrying out the study in order to achieve the objectives efficiently within the fixed time frame. It can also be said the outline on the basis of which the study proceeds ahead. Survey design for their study ranged from small scale research to large scale. Survey research design is a kind of research design in which investigators administer a survey to a sample or to the in entire population of people to describe the attitudes, opinions, behaviors or characteristics of the population. According to Nunan (1992, p. 140), the purpose of the survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. The essential feature of survey is that it is used to collect data from a sample and generalize the result in entire population. According to Nunan (1992, p. 141) mainly the following steps are followed steps are followed to carry out the survey research.

Step 1: Define objectives
Step 2: Identify target Population
Step 3: Literature review
Step 4: Determine sample
Step 5: Identify survey instrument
Step 6: Design Survey procedures
Step 7: Identify analytical procedures
Step 8: Determine reporting procedures

Survey research design was best and the most applicable for my study as it carried out to find the Use of Information and Communication Technology in the English Language Classrooms in Nepalese Context. It is very helpful for gathering the specific data from the large group of participants and easy to assimilate the result of the study in the real

fields. As per my objectives, I used both open-ended and closed ended questionnaires. In this regard questionnaire is believed the best tool to elicit data in the survey research design. I was randomly selected survey research design to develop my study.

3.2 Population, Sample and Sampling Strategy

Population, sample and sampling strategy of this study are given below:

3.2.1 Population

The target population of my research was the secondary level English teachers of Kathmandu district.

3.2.2 Sample

The representative proportion of the population is called sample. The sample population of this study was forty ELT teachers of secondary level from different schools.

Sampling Strategy

Sampling strategy is the process by which a relatively small number of individuals, objects or event is selected and analyzed in order to find out something about the entire population. In this research, I use random sampling procedure to elicit the data.

3.3 Research Tools

Tools are the instruments that the researcher uses to collect the data. For collecting required data for my study a set of questionnaire was used as a tool. A questionnaire

consisted of open-ended and closed- ended questions to find out the perceptions of teachers. To substantiate close ended questions, I also used open ended questions.

3.4 Sources of Data

To obtain the required data, I used both primary and Secondary Sources of data.

3.4.1 Primary Sources of Data

The primary sources of data of this study were 40 Secondary level English teachers of Kathmandu valley.

3.4.2 Secondary Sources of Data

For the secondary sources of data, consulted different books, theses, journals, online resources and other published materials related to my topic such as Taylor (1980), Nunan (1992), Tino (2002), Ertmer (2005), Jewell (2006), Mc Grail, (2007), Pandit (2013), Dhamala (2014) etc. These secondary sources provided me basic necessary guideline for my research study.

3.5 Data Collection Procedures

After the preparation of research tool, I prepared a set of suitable questionnaire regarding the Use of ICT in the English Language Classroom. Then, I went to the field and got permission from the respected authority to consult the English language teachers. I built rapport with the respondents. Then I explained the purpose and process of the research and ask for permission to carry out research. Then I distributed the questionnaire and requested them to fill the questionnaire. I assisted them when they felt difficult. I gave them one week time for completing the questionnaire. Finally, I collected the questionnaire from respondents by providing thanks for their kind cooperation and help.

3.6 Data Analysis and Interpretation Procedures

Both open ended and close ended questionnaire were used in my research. Close ended questionnaires were used to find out the use of ICT in the secondary level open ended questions were used to substantiate the close ended questions. Both qualitative and quantitative data analysis method was used.

I have presented the fact in tables. For the analysis, I descriptively and statistically interpret the data by using frequency and percentage. Tables were created by using Microsoft Word and Excel. Likewise, qualitative data were gathered and interpreted base on the frequency of the comments, specificity of the comments and intensity of the comments.

3.7 Ethical Considerations

While understanding this study I followed all the ethical aspect taken into the considerations in a research. I used the information collected from the respondents only for the study purposes. I tried my best to avoid plagiarism and be confidential to my respondents. I paid the attention to accuracy, honesty, truthfulness of data in my study. I had also taken the consent with the respected authors whose ideas are cited in the text and the respondents of this study as well.

CHAPTER FOUR

ANALYSIS AND INTERPRETATIONOF RESULTS

This chapter deals with analysis and interpretation of the data. The result of open-ended and close ended questionnaire about the use of ICT in the English Language Classroom is presented. The responses of the teacher have seen and interpreted. I have collected data from the 40 secondary teachers of Kathmandu district as the respondents and used questionnaire as a tool to collect the data.

4.1 Analysis of Data and Interpretation of the Results

This section consists of the analysis and interpretation of the data obtained through primary sources i.e. questionnaire. Qualitative and quantitative method of data analyses was used to find out the perception on use of ICT in ELT classroom. Views of 40 ELT teachers were collected using survey questionnaire and the elicited data have been analyzed, interpreted and they presented descriptively and statistically in the following sub units.

4.1.1 Analysis of Close-Ended Questionnaire

First of all, the responses obtained from close ended questionnaire were organized and prepared for analysis. The responses to the questionnaire items which included closed-ended questions were coded using different letters, numbers and symbol which then converted into numerical values. Numerical data were inserted into the computer for analyses. Descriptive statistics i.e. percentage was formulated to summarize and present the data. Descriptive statistics, tables and figures are constructed to display the results. Then to substantiate the responses of close ended questions, I used qualitative method to analyze open ended questions.

4.1.2 Use of Computers and Internet in the Classroom

In order to find out the use of computer and internet in the class, teachers were asked about how they used computer and internet during class teaching in front of the students. The responses given by the teachers regarding the use of computers and Internet are presented in the following table.

Table 1

Use of Computers and Internet in the Classroom

Statements	Yes		No	
	No.	Percent	No.	Percent
use of computer and facility of internet for the students	28	70	12	30
use of computer and/ Internet only for the teachers	12	30	28	70
use of computer and internet for both teachers and students,	28	70	12	30

The above table shows that the majorities 70% students had access of the computer and internet in their institution. However, 30% of them were not provided such devices for the academic use. Regarding the use of ICT tools in school, only30% teachers used computer and internet in the classroom, where as 70% of them did not use computer and internet. Similarly, 70% of both teachers and students used computer or internet while 30% of them used computer and internet. From the obtained data it has been seen that facility of computer and internet would have been utilized by both teachers and students in the English language classroom.

4.1.3 Use of Educational ICT Tools in the Classroom

In order to find out the access of educational ICT tools in EFL classroom, the responses of teachers regarding the use of educational ICT tools in the classroom are presented in the following table.

Table 2

Use of Educational TCT Tools in the Classroom

Statements	No Access		Access on demand		Permanent access		Other	
	No.	%	No.	%	No.	%	No.	%
Desktop computer without internet access	3	7.5	27	67.5	10	25	-	-
Desktop computer with internet access	11	27.5	16	40	13	32.5	-	-
Non-internet-connected laptop, tablet PC, net book or mini-Notebook computer	15	37.5	12	55	4	10	-	-
Internet-connected laptop, tablet PC, notebook or mini-Notebook computer	14	35	13	32	13	32.5	-	-
E-reader (a device to read books and newspapers on screen)	21	52.5	12	30	6	15	-	-
Computer laboratory	13	32.5	7	17.5	20	50	-	-
Digital camera, TV, Radio and so on	17	42.5	21	52.5	2	5	-	-

The table reveals that 7.5% teachers have no access of desktop computer without internet access whereas 67.5% teacher have desktop computer without internet access on demand and 25% teacher have permanent access of Desktop computer without internet access. The data show that the majorities of the teachers used desktop computer without internet access on demand in their classes.

Similarly, the data presented in table 2 shows that 27.5% teachers have no access of desktop computer with internet and 40% teachers have access of this facility and 32.5% teachers have permanent access of this with internet facility. From these data it is concluded that the majorities of the teachers used desktop computer with internet access on demand in their classes.

Regarding the use of Non-internet – connect laptop, table PC, net book or mini-Notebook computer, the data presented in table 2 shows that 37.5% teachers have no access of non-internet – connect laptop, table PC, net book or mini- Notebook computer and 55% teachers have access of non-internet – connect laptop, table PC, net book or mini- Notebook computer on demand and 10% teachers have permanent access of non-internet – connect laptop, table PC, net book or mini- Notebook computer. It seems that the majorities of the teachers used different ICT tools on demand in their classes.

Similarly, the data presented in table 2 shows that 35% teachers have no access of Internet – connect laptop tablet PC, net book or mini- Notebook computer and 32% teachers have access of Internet – connect laptop tablet PC, net book or mini- Notebook computer and 32.5% teachers have permanent access of Internet – connect laptop tablet PC, net book or mini- Notebook computer. The data show that majorities of the teachers have access of ICT tools on demand in their classes.

In the same way, the data presented in table 2 shows that 52.5% teachers have no access of E-reader and 30% teachers have access on demand of E-reader and 15% teachers have permanent access of E-reader (a device to read books and newspapers on screen). The data show that majorities of the teachers have no access of E-reader.

Similarly, the data presented in the table 2 shows that 32.5% teachers have no access of computer laboratory and 17%teachers have access on demand of computer laboratory and 50%teachers have permanent access of the infrastructure, computer laboratory. The data shows that the majorities of schools have permanent access of Computer laboratory.

In the same way, the data presented in the table 2 show that 42.5% teachers have no access of Digital camera, TV, Radio and 52.5% teachers have access on demand of Digital camera, TV, Radio and 5% teachers have permanent access of Digital camera, TV, Radio and so on. The data shows that majorities of teachers have used ICT tools access on demand in their classes.

4.1.4 ICT based Activities Used for Teaching

In order to find out ICT based activities used for teaching in EFL classroom, the responses of the teachers were collected and they presented in the following table.

Table 3

ICT based Activities Used for Teaching

Statements	Almost never		Times a month		Once a week		Almost everyday	
	No.	%	No.	%	No.	%	No.	%
Browse / search the internet to collect information to prepare lessons	4	10	8	20	15	37.5	13	32.5
Browse or search the internet to collect learning material or resources to be used by students during lessons	3	7.5	7	17.5	8	20	22	55
Use ICT tools applications to prepare presentations for lessons	12	30	12	30	8	20	8	20
Create your own digital learning materials for students	17	42.5	17	42.5	4	10	2	5
Prepare exercises and tasks for students	0	0	11	27.5	17	42.5	12	30
Post home work for students on the school website	22	55	7	17.5	7	17.5	4	10
Use ICT to provide feedback and/or assess students' learning	15	37.5	9	22.5	9	22.5	7	17.5
Evaluate digital learning resources in	20	50	6	15	3	7.5	11	27.5

the subject you teach								

The table 3 shows the ICT based activities used for teaching. The data shows that 10% teachers have almost never browsed the materials or / searched the internet to collect information to prepare lessons and 20% teachers have browsed / searched the internet to collect information to prepare their lessons. 37.55% have browed or searched once a month search the internet to collect information to prepare lessons once a week. We can see that the majorities of the teacher searched information through the internet.

Similarly, the data presented in table 3 shows that 7.5% teachers have browsed or searched the internet to collect learning material or resources to be used by students during lessons almost never and 17.5% teachers have searched the internet to collect learning materials or resources to be used by students during lessons times once a month and 20% teachers have searched the internet to collect learning materials or resources to be used by students during lessons once a week and 55% teachers have browsed the internet to collect learning materials or resources to be used by students during lessons almost every day. We can see that majorities of the teachers responded that students used ICT as leaning materials almost every day.

In the same vein, the data presented in table 3 shows that 30% teachers have almost never used ICT applications to prepare presentations for lessonsand30% teachers have used ICT applications to prepare presentations for lessons times a month and 20% teachers have used ICT applications to prepare presentations for lessons once a week and 20% teachers have used ICT applications to prepare presentations for lessons almost every day. We can see that majorities of teachers were not interested to use the ICT applications in their classroom.

Similarly, the data presented in table 3 shows that 42.5% teachers have never created their own digital learning materials for student and 42.5% teachers have created their own digital learning materials for student times a month and 10% teachers have once a week

and 5% teachers have created their own digital learning materials for students every day. It seems that majorities of the teacher's created their own digital learning times a month.

In the same way, the data presented in table 3 shows that 27.5% teachers have prepared exercises and tasks for student's times a month and 42.5% teachers have prepared exercises and tasks once a week and 30% teachers have prepared exercises and tasks for students almost every day. The data shows that majorities of the teachers prepared exercises and tasks once a week for students.

Similarly, the data presented on the table 3 shows that 55% teachers have never post home work for students on the school website and 17.5% teachers have post home work for students on the school website once a month and 17.5% teachers have posted home work for students on the school website once a week and 10 % teachers have post home work for students on the school website almost every day. The data show that the majorities of the teachers never posted homework for students on the school website.

Similarly, the data presented in the table 3 show that 37.5% teachers have never used ICT tools to provide feedback and access students learning and 22.5% teachers have used ICT tools to provide feedback and access students learning times a month and 22.5 % teachers have used ICT tools to provide feedback and access students learning once a week and 17.5% teachers have used ICT tools to provide feedback and access students learning almost every day. It shows that majorities of the teachers never give the feedback through ICT tools.

Similarly, the data presented in the table 3 show that 50% teachers have never evaluated digital learning resources in the subject they teach and 15% teachers have evaluated digital learning resources in the subject they teach once a month and 7.5 % teachers have evaluated digital learning resources in the subject they teach once a week and 27.5% teachers have valuated digital learning resources in the subject they teach almost every

day. The data shows that majorities of the teachers never evaluated digital learning resources.

4.1.5 Importance and Impact on Students Learning of Using ICT in the ELT Classroom

In order to find out Importance and Impact on students learning of using ICT in the ELT classrooms teachers' views were collected and they are presented in the following table.

Table 4

Importance and Impact on Students Learning of Using ICT in the ELT Classroom

Statements	A lot		Partially		A little		Not at all	
	No.	%	No.	%	No.	%	No.	%
Students concentrate more on their learning	23	57.5	14	35	3	7.5	-	-
Students try harder in what they are learning	19	47.5	16	40	5	12.5	-	-
Students feel more autonomous in their learning	12	30	15	37.5	13	32.5	-	-
They can repeat exercises if needed, explore in more detail topics that they are interested in, etc.	4	10	29	72.5	7	17.5	-	-
Students understand more easily what they learn	21	52.5	11	27	8	20	-	-
Students remember more easily what they've learnt	26	65	6	13	8	20	-	-
ICT facilitates collaborative work between students	21	52.5	15	37.3	4	10	-	-
ICT improves the class climate (students more engaged, Less disturbing.)	22	55.1	17	42.5	1	2.5	-	-

Table 4 is about the importance or impact on students learning of using ICT in the ELT classrooms. The data presented on table 4 shows that 57.5% teachers said that students concentrate more on their learning a lot and 35% teachers said that students concentrate more on their learning practically and 7.5% teachers said that students concentrate more on their learning a little with the statement. The data shows that majority of the teachers found that students concentrate more in there learning of using ICT tools in their classroom.

Similarly, the data presented on table 4 show that 47.5% teachers said that students try harder in what they are learning of using ICT tools in their classroom a lot and 40% teachers said that students try harder in what they are learning of using ICT tools in their classroom practically and only 12.5% teachers said that students try harder in what they are learning of using ICT tools in their classroom a little. The data show that ICT is necessary at secondary level ELT classroom.

Similarly, the table 4 shows that 30% teachers said that student's feel more autonomous in their learning a lot and 37.5% teachers said that students feel more autonomous in their learning practically and 32.5% teachers said that students feel more autonomous in their learning a little in the classroom.

Similarly, the data presented in table 4 shows that10% teachers said that students can repeat exercise if needed, explore in more detail topics that they are interests in a lot and 72.55% teachers said that students can repeat exercise if needed, explore in more detail topics that they are interests in practically and 17.5% teachers said that students can repeat exercise if needed, explore in more detail topics that they are interests in a little in their classroom.

Similarly, the data presented in table 4 shows that 52.5% teachers said that students understand more easily what they learn a lot, 27.5% teachers said that students understand more easily what they learn practically and 20% teachers said that students

understand more easily what they learn a little in their classroom. It shows that ICT have positive impact in English language classroom.

In the same way, the table 4 shows that 65% teachers said that students remember more easily what they have learnt a lot and 15% teachers said that students remember more easily what they have learnt practically and 20%teachers said that students remember more easily what they have learnt a little. The data has been seen that ICT in ELT classroom helps to boost the knowledge.

Similarly, the table 4 shows that 52.5% teachers said that ICT facilities collaborative work between students a lot and 37.5% teachers said that ICT facilities collaborative work between students practically and 10% teachers said that a little impact of using ICT in their classroom.

Similarly, the table 4 shows that 55% teachers said that ICT improves the class climate a lot and 42.5% teachers said that ICT improves the class climate practically and 25% teachers said that, ICT improves the class climate a little in the classroom. The data has been seen that students more engaged less disturbing of using ICT in the ELT classroom.

From the overall discussion, it is concluded that students try harder in what they are learning by using ICT. ICT facilitates collaborative work and engaged with the lesson. It is very effective in English language classroom.

4.1.6 Implementation of Computer Programs in ELT Teaching and Learning

Computer programmes are applicable in ELT classes in various purposes. The information given by the respondents of this study on Implementation of computer programs in ELT teaching and learning process are of many.

Using Internet, music and videos, speaking and listening skill are taught, Power point presentation is used for taking test and giving assessment, Computer programs can be

employed to conduct abundant discussion with teachers and parents, Websites, Facebook pages and mobile apps can be used for imparting various information's, Microsoft programmes can be used to teach students for betterment of ELT teaching and Computer programs can be employed in ELT class with the means of internet access laptop/desktop for at least one or two computer per bench for students for easy access.

To prove the above points I have cited the following excerpts of their response as teacher 'A' stated:

I use ICT tools to make slides and prepare multimedia projector. I search different e-books, audio, videos files from the internet and use in the classroom according to the need of learners. I also use online dictionaries, online encyclopedias to get some recent information about the language teaching. Moreover, I use some English teaching and learning software on my computer and browse some English teaching and learning web pages to get some tricks and ideas,

To the response of this issue, one of the female Teachers 'B' said,

I use ICT regularly in my class. I search related content on the internet and refine according to my students' level of understanding. I use mobile dictionary for teaching vocabularies. I also use email and Facebook to share my ideas to other teachers. I use ICT in pedagogical practice or teaching learning actives.

To the response of this issue, teacher 'C' stated:

I generally use word office, power Point, and excel, Facebook, Internet, mobile dictionary and some subject related websites for pedagogical practice. I think, we can best employ computer programs in ELT through teaching text, teaching speaking, listening skills, using internet, music and videos.

Teacher 'D' said:

I use ICT tools by using PowerPoint presentation, taking testand giving assessment and so on.

.Teacher 'E' said:

Computer programs can be employed by conducting an abundant discussion with exports, teachers and parents.

Above points clarify that teachers have different opinion regarding the Implementation of computer programs in ELT teaching and learning process which can make teaching and learning more exciting and more participatory.

4.1.7 Differences Found in ELT Classroom Before and After Using ICT

Regarding the differences they found in their teaching before and after using ICT in their class, teachers were asked open ended questions and they found various differences in ELT classroom before and after using ICT. Some major differences are included here.

Before Using ICT

1. Students could not get easy information or feedback before using ICT
2. Students were not excited in learning.
3. Students frequently forget what they had learned.
4. Computer based assignment, presentation, text system are not practiced.
5. The teacher used to have to spend much time to collect information.
6. There has been less participation and group work in the classroom.
7. Teachers have less confidence in implementing teaching method and contents.
8. Students were not motivated in the ELT classroom.
9. Students hesitated to perform collaboration works.
10. Only teacher center teaching techniques were used.

11. Insufficient teaching and learning materials were used.

12. There was Problem in classroom management.

13. Communication method was not followed.

14. Traditional teaching method was followed.

15. They were unaware of International educational system and programs.

After Using ICT

1. More students centered method was followed.

2. Students and teachers both are engaged together and share their ideas.

3. Teaching and learning activities become comparatively easier than before by using visual, auditory, and other access in school and institution.

4. ICT program has brought good result in the part of students and school.

5. They fell easy to get any kinds of study materials and assignment.

6. Students are more interested to learn.

7. Feedback can be given to students.

8. Classes run smoothly with proper classroom management.

9. There is active participation of Students in the classroom.

10. Well-designed programmes are used in the English language classroom.

11. Regular monitoring and self-evaluation system is adopted and followed.

12. Activities based techniques are used in the classroom.

13. Students prefer to do collaborative work and find group projects appealing.

14. There is use E-library, internet and Google as a resource of knowledge in the ELT classroom.

15. There is smart classroom decoration and well management system in teaching.

These views clarify that ICT play an integral role in the English language classroom today. Technology influences pedagogy. ICT enriches English language classrooms, the ability to support student centered, constructivist learning environments, which in turn may offer advantages for student learning in the secondary English classroom. We can

find various differences inELT classroom before and after using ICT. It makes teaching learning process more easy and effective.

4.1.8 Challenges and Problems while Using ICT in ELT Classroom

Despite the many more advantages and implementation ICT on ELT in schools, there are a number of challenges and problems while using ICT in ELT classroom. Here I have cited some excerpts of their responses.

Teacher 'A' stated:

ICT has definitely proved to be a significant way of teaching. However many teachers as well as students find it hard to be ICT friendly. There is also lack of adequate tools devise as school management finds it costly to employ ICT in teaching and learning.

Teacher 'B' reported:

I felt that our classes are not well equipped that causes the delay of classes. It took a lot of time to manage computer and projector in class. Likewise easy internet access, well equipped technologies and handling the technologies are problem that I have faced.

Similarly, participant 'C' responded:

I have struggling with skills and knowledge problem, technical problem such as hardware and software problem and time management problem using ICT in ELT classrooms.

These above excerpts clarify that teachers face a lots of problems while using ICT for teaching purpose. Teachers need more knowledge and skills to use ICT tools. So, ICT tanning and facilities should be provided to them. Then they will have a proper understanding on their problem that they have faced in the classroom. Every teacher has

provided different problems. Some major problems that the respondents of this study pointed out are given below:

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.

Problems of Implementation of ICT in ELT

In order to find out the major problems facing by the teachers to implement of ICT tools in ELT the respondents were asked and open ended question. Regarding the problem of the implementation of ICT in ELT class, responses given by the teachers are presented in the form of summary as follow:

- Lack of ICT based teacher training and skill human resources
- Insufficient infrastructures
- Administrative support and motivation problem

Problems of Teacher Trainings and Skills in ICT

To implement ICT in teaching, training for teacher is the major component without a trained teacher in ICT 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 of the major challenges which were 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 respondents commented:

I have not taken any formal training of ICT in English language teaching. Here, most of the teachers are not in favor of the use of digital materials. 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. So compulsory ICT training is required for all English language teachers.

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.

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 schools 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. Same respondent said*" we have twenty computers in the school but many teachers are not trained so we do not use it properly. Only computers teachers and we 5/6 teachers use it."*

In conclusion, it can be seen that many teachers have not sufficient skills to use ICT properly in their classroom teaching. They follow traditional style. Training helps to develop positive attitude on the use of ICT in the classroom so it is the basic requirement. After being positive and skilled or competent, the teacher knows himself / herself how to use it and practice through the help of internet. Training provides multi facilitation for the teachers to implement ICT in daily classroom. ICT based teacher training is the burning issue in our country.

Problems of Infrastructure

 Infrastructure is one of the major issues, which prevent teachers to use ICT in teaching. ICT infrastructure mainly includes ICT equipment, internet connectivity, multimedia classroom, virtual data Centre and educational resource sharing platform. Many schools are suffering to integrate ICT in teaching due to lack of infrastructures or lack of 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 of the major issues towards 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,

We do not have sufficient computers and projectors in our school. There is no any Internet access in our school. So we cannot update with new materials that is the biggest problem to implement ICT in our teaching.

According to my research, schools have very limited infrastructure, some of them have computers but they did not have internet access. 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.

Problems of Personal and Administrative Motivation

Motivation is internal derive which helps to develop self-confident and achieve their goals. Personal motivation and administrative 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 school Administration to implement it in the classroom even though I frequently use it in my teaching. I feel it only possible through own motivation.

The above respondent experienced that the motivation can change everything possible by creating different constructive ways to learn and gain something.

Another respondent narrated

"School administration only tells me to use ICT in the classroom but it does not support to manage the ICT tools in the ELT classroom. Administration concerned only on good marks in exam not real learning.

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.

These above-mentioned statements clearly shows that teachers still are not enough motivated to use ICT or to introduce a new innovative teaching learning 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.

CHAPTER FIVE

FINDING, CONCLUSION AND RECOMMENDATIONS

This is the final chapter of the study. It deals with the findings of the study, conclusion and recommendations. In this chapter, I have presented the major findings, conclusion on the basis of findings and provided some points of recommendations to the policy makers, practitioners and researches.

5.1 Findings

After the analysis of data and interpretation of results, it is found that the teachers have positive beliefs in using ICT in secondary English language classroom. Most of the school and teachers are facilitating with ICT tools. ICT use during lessons has a positive impact in English language classroom. However, some major findings are listed below:

5.1.1 Use of Computers and Internet in the Classroom

- IT was found that the majorities 70% of students had access of the computer and internet in their institution. However, 30% of them were not provided such devices for the academic use.

5.1.2 Use of Educational ICT Tools in the Classroom

- It was found that 67.5% access with the tools, that Desktop computer without internet access. It shows that the majorities of the teachers used desktop computer without internet access on demand.
- Similarly, 40% access on demand with the tools, Desktop computer with internet access. It seems that the majorities of the teacher used desktop computer with internet access on demand.

- It was found that 50% permanent access with the infrastructure, computer laboratory. It shows that the majorities of schools have permanent access of Computer laboratory.
- Likewise, 52.5% access on demand with these tools, Digital camera, TV, Radio and so on. It shows that majorities of teachers have used ICT tools access on demand.

5.1.2 ICT based Activities Used for Teaching

- It was found that 10% teacher have search the internet to collect information to prepare lesson almost never and 20% teachers have search the internet to collect information to prepare lesson times a month and 37.55% teachers have search the internet to collect information to prepare lesson once a week and 33% teachers have search the internet to collect information to prepare lesson almost every day. It shows that the majorities of the teacher search information through the internet.
- Similarly, the data show that majorities of the teachers and students used ICT as leaning materials almost every day.
- Similarly the data was found that 42.5% teachers have created their own digital learning materials times a month for EFL students.
- In the same way, majorities of the teachers 42.5% have prepared exercise and task for students.
- Likewise, 55% teachers have never post homework for students on the school website.
- Similarly, it was found that 47.5% student try harder in what they are learning by using ICT so it is necessary at secondary level ELT class

5.1.4 Importance and Impact on Students Learning of Using ICT in the ELT

- Majorities of students concentrate more on their learning through ICT

- 72.55% students can repeat exercise if they needed, explore in more detail topic that they are interested in.
- In the same way, it was found that 65% teachers said that students remember more easily what they have learnt through ICT in ELT classroom. It helps to boost the knowledge.
- Similarly, it was found that 52.5% teachers said that ICT facilities collaborative work between students a lot and 37.5% teachers have said that ICT facilities collaborative work between students practically and 10% teachers have said that ICT facilities collaborative work between students.

5.1.5 Implementation of Computer Programs in ELT Teaching and Learning

Computer programs are applicable in ELT classes in various processes.

- It was found that computer programs were used in teaching through music and videos

- Power point presentation is used for taking test and giving assessment.
- Computer programs can be employed to conduct abundant discussion with teachers and parents.
- Websites, Facebook pages and mobile apps can be used for imparting various information.
- Microsoft programmes can be used to teach students for betterment of ELT teaching.
- Computer programs can be employed in ELT class with the means of internet access laptop/desktop for at least one or two computer per bench for students for easy access.

5.1.6 Differences Found in ELT Classroom Before and After Using ICT

Some major differences found in ELT Classroom before and after using ICT are included here.

Before Using ICT

- Students could not get easy information or feedback before using ICT
- Students were not excited in learning.
- Students frequently forget what they had learned.
- Computer based assignment, presentation, text system are not practiced.
- The teacher used to have to spend much time to collect information.
- There has been less participation and group work in the classroom.
- Teachers have less confidence in implementing teaching method and contents.
- Students were not motivated in the ELT classroom.
- Students hesitated to perform collaboration works.
- Insufficient teaching and learning materials were used.
- There was Problem in classroom management.
- Communication method was not followed.
- They were unaware of International educational system and programs.

After Using ICT

- Students and teachers both are engaged together and share their ideas.
- Teaching and learning activities become comparatively easier than before by using visual, auditory, and other access in school and institution.
- ICT program has brought good result in the part of students and school.
- They feel easy to get any kinds of study materials and assignment.
- There is active participation of Students in the classroom.
- Well-designed programmes are used in the English language classroom.

- Regular monitoring and self-evaluation system is adopted and followed.
- Activities based techniques are used in the classroom.
- Students prefer to do collaborative work and find group projects appealing.
- There is use E-library, internet and Google as a resource of knowledge in the ELT classroom.
- There is smart classroom decoration and well management system in teaching.

5.1.7 Challenges and Problems while Using ICT in ELT Classroom

A number of problems regarding the implementation of ICT in teaching affected English teachers.

- **Teachers experienced that training is an enabling factors that is not** effectively administered.
- English teachers lacked the necessary skills and knowledge for using ICT in classroom teaching.
- 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.

5.2 Conclusion

The present study entitled 'Use of Information and Communication Technology in the English Language Classroom'. This study was based on mixed method design which seeks to find the both qualitative and quantitative data. A set of questionnaire was use as a main tool. To collect primary data which included both closed ended and open ended question categorizing into different sections. Uses of ICT tools, Access to infrastructure, ICT based activities used for teaching and Importance and Impacts of ICT on students learning. On the basic of the analysis of data and findings derived the following conclusion has been derived. Teaching English through ICT in the context of Nepal is

new and recently develop. The finding of the study revealed that the teachers of Nepal are generally in favor of using ICT for teaching English language. They found using ICT is effective for teaching students English language skills.

Further ICT serve as a useful mean for teaching as well as assessing student English language performance. So the English language teachers are using and experiencing it in their teaching. They thought ICT is relevant and further presented their view that it should because properly knowing concept of it. Due to the language benefits of ICT. Students and teachers both are interested in teaching and learning through ICT. The study focuses on some major uses and challenges of ICT, examples, presentations, practices and communications by using ICT, usefulness of ELT and its relevancy in ELT classroom. The study may be useful and provided the guidelines to the teachers and students to practices the implementation ICT in English language classroom.

5.3 Recommendations

On the basis of findings and conclusion some recommendations have been made to be applicable to the policy maker, language practitioners and the new researchers.

5.3.1 Policy Level

- ICT tools are very useful materials to complete the task accurately, interestingly and easily. In case of English language teaching process, they are very helpful for the teachers to motivate the students, to teach by using new method and techniques and to search different activities and games for practicing the language. So the government should bring such a program that supportive teacher to use e-devices in language class.
- The government should make one student one computer policy mandatory and should manage wireless internet facility in each of the school.

- The government should provide equal opportunity and sufficient ICT training and tools according to their needs. Similarly, teacher training related facilities for the use of ICT should also be increase according to need of secondary level teachers.

- The government should make such a policy which helps to expand the use of Computer, Email, CD, DVD, online resources, dictionary and multimedia in the remote area as well.

- Curriculum designer and textbook writers should determine the proper method and technique of teaching English language through the use of ICT tools. It is because the present pedagogy has been guided.

5.3.2 Practice Level

This is the level at which theories and principles are put into practice. Here, my research is equally advantageous to those who are at practice level. Therefore I can confidently assert that my research is very much significant for the teacher especially for ELT teachers who do different activities at practice level. The practitioners of ELT are: teachers, textbook writers, material producers etc. The major implications of the study in this level are:

- As the finding of the study show that teachers perceive the role and importance of integrating ICT in language classes for developing skills and aspect of language, for lifelong learning and for professional growth, all the teachers should made their efforts for integrating ICT in their classes.

- One of the challenges in ICT is lack of technological knowledge of the teachers and learners, so both of them should equip them with basic technical skills on learning through technology.

- Teachers should not use different devices only for motivating tools; they should use them for learning purpose. They should encourage the students on learning through communication.

- The opportunities should be provided to the students and teachers to attend different types of training, workshops, seminar and conferences related to ICT.

5.3.3 Further Research

Scholars who are interested to explore more in the area of use of ICT in the English language classroom are given the following recommendations for carrying out further research:

- This study was only conducted with teachers, but it can be conducted with students also to find out their perceptions towards the use of ICT in English language classroom.
- The study was only limited on the secondary level English teachers and further research can be done in other level like higher secondary, primary.
- Studies can be conducted to find out teachers challenges of using ICT in ELT classroom.
- This study was confined only in Kathmandu district. So, other study can be conducted in other districts.

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ᐧENDIX I

Participatioᵣ ᵣᵣformation Statement

1.   What is this study about?

You are invited to take part in a research entitled "Use of Information and Communication Technology in the Secondary English Language Classroom. This study aims to find out the use of Technology in secondary English Language Classroom. It

further aims to explore the teachers' Perceptions and expectation of using ICT for English Language Learning purpose.

You have been invited to participate in this study because I am interested to find out the ICT usage in term of practice of ICT, Purpose of using, perception and expectation by the Secondary Level Teachers. Knowing what is involved will help you decide if you want to take part in research. Please read this sheet carefully and ask questions about anything that you have query about the study. Participation on this research study is voluntary. So it is up to you wish to take part or not.

2.   Who is carrying out the study?

The study is being carried out by Ms. Bina Poudel, as the basis for the master degree of English Education at the department of English Education, TU, Kirtipur. This study will take place under the supervision of Dr. Anju Giri, Professor at Central Department of English Education.

3.   What will the study involve for me?

This study involves Secondary Level English Teachers of Kathmandu District who are using ICT in English Language classroom. Both public and private secondary school will be included in my research. I will select 40 teachers from Kathmandu District and provide them questionnaire.

4.   How much of my time will the   ?

It will take you about 20- 30 minutes to complete the questionnaire.

5.   Who can take part in this study?

All the Secondary Level English Teachers who are teaching through ICT in Kathmandu District.

6. Is this study compulsory?

Participation in this study is completely voluntary. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else.

7. Are there any benefits associated with this study?

As a result of taking the questionnaire, you will understand more about your ICT use and skills in language learning. You can obtain a summary of the whole-group results if you are interested.

8. Are there any risks or costs associated with being in the study?

There will not be any risks or costs associated with taking part in this study aside from investing your valuable time.

9. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study and make them to participate.

10. How can I get further information about the study?

If you would like to know more at any stage during the study, please feel free and easy to contact me or E-mail me at bina.poudel001@gmail.com

APPENDIX II

Participation Consent Form

Faculty of Education, Tribhuvan University
Central Department of English Education
Kirtipur, Kathmandu.
Supervisor: Dr. Tara Datta Bhatta

Using Information and Communication technology in the Secondary English Language Classroom

I …………………………, agree to take part in this research study.

In giving my consent I State that:

I understood the purpose of study, what I will be asked to do, and any risks/ benefits involved.

1. I have read the participant Information Statement and have been able to discuss my involvement in the study with researcher if I wished to do.

2. I have got answers to any questions that I had about the study and I am happy with the answers.

3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.

4. I understand that my real name will not be used in the study.

5. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

I consent to:

Completing required questionnaire and classroom observation

Yes (   )   No (   )

Name……………………………………………..

Date…………………………………………….

Signature

A   NDIX III

Questionnaire

Dear Informants,

I am Bina Poudel, an M.Ed. student at department of English Education, T.U., Kirtipur, Kathmandu. This questionnaire is designed to collect the data on the use of ICT in the secondary English Language Classroom. It has been prepared in order to complete thesis of M.Ed. in English education as a requirement of the course 'Thesis Writing' (Eng. Ed. 544). The research is being carried out under the supervision of Dr. Tara Datta Bhatta professor of department of English Education. Your co-operation in responding the questionnaire and your responding the questionnaire and your responses will have a great value in completing my thesis writing. I appreciate your honest opinion and assure you that your responses will be completely anonymous. I guarantee you that strict confidentiality will be maintained throughout the study.

Researcher

Bina Poudel

Department of English Education

T.U., Kirtipur, Kathmandu

Questionnaire

The purpose of this questionnaire is to find out Use of Information and Communication Technology in the Secondary English Language Classroom. Please answer all the questions as honestly as you can. This is not a test. There is no right or wrong answers. Thank you very much for your help!

1. **When you use computers and/or Internet during class teaching in front of the students, which equipment is available?**

Tick one box for each row

	Yes	No
Students are equipped with computers and/or Internet	☐	☐
Only the teacher use a computer and/or Internet	☐	☐
Both, teacher and students, use computers and/or Internet	☐	☐

Access to infrastructure

2. **Under which conditions do you have access to the following in lessons with the target class?**

Tick one box for each row

Statements	No Access	Access on demand	Permanent access	Other
Desktop computer without internet access				
Desktop computer with internet access				
Non-internet-connected laptop, tablet PC, net book or mini-Notebook computer				
Internet-connected laptop, tablet PC, notebook or mini-Notebook computer				
E-reader (a device to read books and newspapers on screen)				

Computer laboratory				
Digital camera				

ICT based activities used for teachi·

- **Activities**

3. **How often do you do the following activities with the target class?**

Tick one box for each row

	or almost never	Times a month	Once a week	Or almost everyday
Browse / search the internet to collect information to prepare lessons				
Browse or search the internet to collect learning material or resources to be used by students during lessons				
Use applications to prepare presentations for lessons				
Create your own digital learning materials for students				
Prepare exercises and tasks for students				
Post home work for students on the school website				
Use ICT to provide feedback and/or assess students' learning				
Evaluate digital learning resources in the subject you teach				

Teacher opinions and attitudes

• **Teacher opinion about ICT use im.   . on student learning**

4. Do you consider ICT use during lessons has a positive impact on the following?

Tick one box only for each raw

Statements	A lot	Partially	A little	Not at all
Students concentrate more on their learning				
Students try harder in what they are learning				
Students feel more autonomous in their learning				
They can repeat exercises if needed, explore in more detail topics that they are interested in, etc.				
Students understand more easily what they learn				
Students remember more easily what they've learnt				
ICT facilitates collaborative work between students				
ICT improves the class climate (students more engaged, Less disturbing.)				

Open Ended Questions

1. **Do you have an easy access to ICTs? In your point of view, how can we best employ computer programs in ELT Teaching and learning?**

    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………….

2. **What sort of difference have you found in your English language teaching before and after using ICT? Would you mind mentioning any three differences please?**

    Before Using ICT

    a) ………………………………………………………………………..…………
    …………………………………………………………………………..

    b) ………………………………………………………………………..…………
    …………………………………………………………………………..

    c) ………………………………………………………………………..…………
    …………………………………………………………………………..

    After Using ICT

    a) ………………………………………………………………………..…………
    …………………………………………………………………………..

    b) ………………………………………………………………………..…………
    …………………………………………………………………………..

    c) ………………………………………………………………………..…………
    …………………………………………………………………………..

3. **What sort of problems do you face while using ICT for the teaching purpose?**

    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………
    ……………