Factors' Motivating Teachers in the Use of Information Communication and Technology in English Language Teaching

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of English Education

Submitted by

Sabina Shrestha

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2022

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Declaration

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

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Recommendation for Acceptance

This is to certify that **Sabina Shrestha** has completed her M. Ed. thesis entitled **Factors' Motivating Teachers in the Use of Information Communication and Technology in English Language Teaching** under my guidance and supervision.

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Dedication

Dedicated

To

My Parents for their advise, patience and faith on me.

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Sabina Shrestha

Abstract

This study is entitled **Factors' Motivating Teachers in the Use of Information Communication and Technology in English Language Teaching**. The main objectives of this study were to explore the motivational factors that influence English language teachers to use ICT in ELT and to suggest some pedagogical implications on the basis of the findings of the study. For this study, survey research design has been used as a research design. The data were collected from forty English language teachers who were teaching in secondary level schools in Khotang district. Similarly, the data were collected using closed- ended survey questionnaires. Whereas, the data were converted into percentage and kept in table and then analyzed. The finding of the study shows that most of the teachers were positive towards the role of motivational factors. Similarly, it shows that the use of ICT in the classroom helped the teachers for their better teaching and learning activities. It motivated and encouraged teachers and students to take part in teaching learning activities actively. In the same way, regarding the implication of the ICT, the finding shows that the government schools lacked sufficient ICT tools in the schools. Motivational factors really encourage the teachers to use ICT in ELT classroom teaching and learning activities. It was found that majority of the teachers said that motivational factors play crucial role to implement the newly developed technologies in English language teaching and learning activities.

This thesis consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the study. Similarly, second chapter deals with the review of the theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methodology adopted for the study, which covers design and methods of the study, population, sample and sampling strategy of the study, research tools, sources of data, data collection procedures, and data analysis and interpretation procedures, and ethical considerations. In the same way, the fourth chapter includes interpretation of the data. Similarly, the fifth chapter presents the findings based on analysis and interpretation of the data, conclusion derived from the findings and recommendations. This chapter is also followed by references and appendices.

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List of Abbreviations

EFL	English as Foreign Language
ELT	English Language Teaching
ESL	English as Second Language
ICT	Information Communication and Technology
ISP	Internet Service Provider
IT	Information Technology
MOE	Ministry of Education
NCED	National Center for Educational Development
NCED	National Curriculam Development Centre
OLPC	One Laptop Per Child
SSRP	School Sector Reform Plan
T. U.	Tribhuvan University

CHAPTER ONE
INTRODUCTION

This study was on " Factors' Motivating Teachers in the Use of ICT in English Language Teaching (ELT)".This chapter includes background of the study, statements of the problem, objectives of the study, research question, significance of the study, delimitation of the study, and operational definition of the key terms.

Background of the Study

Education is the crucial factor for the development of individual's potential skills. Similarly, today's world is entirely dominated by technology and English language. It has created several changes in all aspects of a society. Likewise, motivation is the internal and external attributes that stimulates the desire and energy in the people to be continually interested and committed to a job, or to make an effort to attain goal and to adopt new technology. Therefore, motivation is an integral aspect to encourage people to learn, use and develop skills. Teacher motivation is equally important for the good educational development of nation. As we know, a teacher is one of the major leaders to play the role for quality education. In the same way, teacher motivation also is an important concern for adopting new technology in teaching English language and learning activities.

Moreover, information communication technology (ICT) is currently being used in education to assist students to learn more effectively and help teachers' to do administrative task more effectively. Low teacher motivation has led to low student performance in academics (Juma, 2011). Furthermore, it is very difficult to motivate the students, until and unless the teachers' themselves are not motivated towards the use of ICT in their teaching English language and learning. Therefore, teachers' motivation is one of the important factors in adopting or using ICT in ELT. Similarly, it plays vital role in achieving educational objectives and high academic performance. Jesus and Lense (2005) state that motivated teachers are more dedicated to their performance because they work productively. In the same way, teachers' motivation plays vital role for implementing the newly developed technologies in English language teaching and learning. Implementations of ICT will not success until and unless the teachers are not motivated because motivation manifests as desire, interest and as a driving force that pushes to take an action and purse goal. In the words of

Harmer (2007, p. 98) “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”.

Likewise, Dornyei (1998) says, “without sufficient motivation even individuals with most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricular and goal teaching enough on their own to ensure student achievement” (p. 177). Furthermore, the presence of motivation can inspire the teachers to use the ICT in their teaching language and learning activities. In this sense, teachers’ motivation cannot be denied in using ICT in ELT because in the absence of motivation teachers may not prefer the use of ICT or may not be able to perform well by using ICT. That is why; motivation is one of the most important elements for successful implementation of ICT in ELT.

Similarly, in the Nepalese context, the development of the new technology has created a vital space in language and education because of today’s generation is merely not depended upon paper, pencil and the traditional teaching methodology. We can found that ELT has also been highly influenced by the new technologies. Moreover, Abdul- Rahman and Ayman (2011, p. 6) state that the use of information technology (IT) has broadly increased for enhancing administration and teaching and learning efficiency. It means that teaching and learning is accepting IT materials for enhancing all round development related to education. In the words of Harmer (2007, p. 99), “motivation is some kind of internal drive which achieve something”.

Thus, motivation to use ICT in English language teaching and learning activities means encouragement to use ICT to achieve teaching and learning goals. Regarding the Nepalese context, English language is taught as lingua franca. Therefore, teaching and learning of English language is very challenging. However, technological methodological advancement could be supportive and feasible for the teaching and learning English language. As far as we know, ICT has been making changes in teaching language and learning. For instance, even though there are limited facilities, limited ICT tools in their schools, they are trying to use that limited ICT tools in their teaching and learning activities. Hence, this study tried to explore the motivational factors that influence English language teacher to use ICT in ELT.

Statement of the Problem

Teacher motivation plays vital role in teachers' choices of activities and sustainability in his or her job. Similarly, Dornyei (1998. p. 177) says, "without sufficient motivation even individual with the most remarkable abilities cannot accomplish long term goals and neither are appropriate curriculum and good teaching enough on their own to ensure students achievement". For instance, even though teachers are well trained or they have enough ICT skills for making presentation, but they are not motivated to perform, there is no value of all these skills and training. So, only abilities, skills and trainings are nothing until and unless it comes out in the mass with confident. In this sense, we can say that teachers' motivation is the most important factors for successful implementation of any skills or technology in teaching language and learning activities.

There are many theoretical ideas about teachers' motivation. Such as, Jesus and Lens (2005) state that motivated teachers are more likely to work for educational reform and progressive legislation. In the same way, Aryal and Pant (2014) mention that there are different categories of teachers' in Nepal such as, permanent teachers', temporary teachers', and so on. That is why; all the teachers do not have equal enthusiasm towards their profession. More importantly, teachers' motivation is very necessary for optimal human functioning in workplace because teachers' who are highly motivated are more engaged or interested to bring changes in their teaching and learning activities.

However, the practice and the role of teacher motivation has not been the matter of focus so far in Nepalese context. In such situation, I have tried to address the motivation among Nepalese English teachers', focusing upon what factors motivate teachers' to use ICT in ELT. In this regard, Daniels (2002) says, "ICT tools have became one of the basic building block of modern society within a very short time". For instance, we are living at the age of digital devices. Therefore, every sector has been influenced by technologies. Similarly, many schools currently have enough ICT related supporting facilities and infrastructures, computers for teachers. In the same way, some schools may not have enough ICT related supporting facilities and so on. Even though teachers' are teaching for a long time following traditional methodology, which looks quite easy in the comparison of new technological methodology, they are

accepting the new technologies in their teaching language and learning. In this regard, this research has made an effort to explore the teachers' motivational factors towards use of ICT in English language teaching (ELT) activities.

Significance of the Study

This research study aims were to explore the perception of teachers' motivation towards use of ICT in English language teaching. So, it will be significant to all the teachers as well as students who are involved in the field of ELT. In the similar way, it will be helpful for the curriculum designers, textbook writers, educational administration, policy makers, teachers, trainers and the perspective researchers who want to undertake research in the area of technology in ELT in upcoming days. It will be equally fruitful for those who want to study further in this field in future. This research work will be a corner stone to the teachers who are integrating ICT usage in carrying out better ELT activities. Similarly, the entire people who are directly or indirectly involved in teaching profession will also be benefitted from this research as it provides insights on the practical scope of technology. Likewise, this study will be benefited to English language learners and teachers and researchers too, who wants to carry out research in the field of motivation and ICT.

Objectives of the Study

The objectives of this research were as follows:

- To explore the motivational factors that influence English language teacher to use ICT in ELT.
- To suggest some pedagogical implications on the basic of the findings of the study.

Research Questions

The research questions of this study were as follows:

- What are the motivational factors that influence English language teachers to use ICT in ELT?
- What is the role of motivation into using ICT in ELT?

Delimitations of the of the Study

The delimitations of this research were as follows:

- This study was limited to explore English language teachers motivational factors towards use of ICT in ELT.
- It was confined within secondary levels English language teachers.
- The sample populations of this study were limited 40 secondary level English language teachers.
- Data was collected through questionnaire.
- In this study survey research design was used.
- Only purposive non-random sampling was employed.

Operational Definitions of Key Terms

Operational definition of key terms refers to a detailed explanation of the technical terms and measurements used during data collection. The key terms of the study are listed and defined as follows:

Motivation: In general motivation is an internal process that makes a person move towards achieving central goal. Motivation is the psychological feature that stimulate students and teachers too to action towards a desired goal.

Motivating Factors: The factors that cause satisfaction or dissatisfaction towards something are motivating factors.

English Language Teaching: This term refers to English as a foreign language that is taught as a subject, a medium of instruction and language.

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

CHAPTER TWO
REVIEW OF RELATED LITERATURE ANDCONCEPTUAL FRAMEWORK

In this chapter I have reviewed the related literature for the theoretical basis for my further study. This chapter includes the review of theoretical and empirical literature. It also includes the implication of the review for the study and conceptual framework.

Review of Related Theoretical Literature

Motivation.Motivation is the driving force by which human achieve their goal. It is universally accepted that motivation plays a vital role in academic learning in general, and mastering a second language in a particular. Crooker and Schmidt (1991), define as, "Interested enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and engagement". In this regard, Sanacores (2008) says, "Motivation is the key to academic success as well as promoting lifelong learning". It is the process of stimulating people towards actions to accomplish the goal because it provides the stimulus required to initiate and continue the task in teaching and learning activities. It energizes human behavior and directs. It is for successful teaching and learning process and it helps being successful teaching and learning of second language (English). Dornyei (2005) believes that motivation plays a crucial role in the sustained process of mastering a language. Agreeing with this view, Laudari (2014) also says, "Language learning is a lengthy and tedious process so its success is determined by various factors such as learner's favor, commitment and perseverance. Learners with a high level of motivation are likely to gain at least some level of the language, regardless of other factors such as aptitude and working memory. Those teachers who are really motivated towards his or her teaching they are always ready to apply all the new technologies and so on in their teaching and learning but those teachers who are not motivate towards teaching and learning , they never accepts all new technologies in their teaching and learning activities. In this regard, motivation is all in one to extent of readiness and willingness of learners or teachers towards teaching and learning because the success of teaching and learning English relies heavily on developing positive attitude and motive in teaching and

learning English. It is consider as a key feature in the success of language learning as it has great effect on the efficiency and productively of English language teaching.

Types of Motivation. Motivation is a kind of thrust or readiness that encourages teachers to teach. It is a kind of intrinsic and extrinsic desire or drive to initiate teaching and learning. "Motivation is a theoretical construct, used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal- directed behavior" (Maehr & Meyer 1997). Similarly, according to Rayan and Deci (2000), to be motivated means to progress or to be in motion to do something. The source of teacher's motivation may be different and their success in teaching will be also different. As Harmer (2007) mentions that in the discussions of motivation as accepted distinction is made between extrinsic and intrinsic which come from outside and from inside.

***Intrinsic Motivation*.**Simply, intrinsic motivation deals with behavior preformed for its own sake in order to experience pleasure and satisfaction, such as joy of doing particular activities, using technologies in teaching and learning. Intrinsic motivation is the motivation to be involved in an activity for its own shake rather than in order to receive some external rewards or avoid some external punishment". According to Ryan and Deci (2000, p. 55),"intrinsic motivation refers to doing something because it is inherently interesting or enjoyable". When the learners or teachers are really motivated, a learner or teacher moves to act for the fun rather than because of external pressures or rewards. Similarly, in the word of Anjomshoa and Sadighi (2015, p.126):

> Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself. It means that the essence of motivated action that is, sense of autonomy and the desire is self-initiating and self-regulating while in extrinsic motivation there is an anticipation of reward from outside and a person is motivated from an outside source rather than the self.

To sum-up, intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Those who are intrinsically motivated they do and practice any activities

(any methods, techniques) and work because they feel that those activities are enjoyable.

Extrinsic Motivation.Extrinsic motivation refers to the behavior that is driven by external rewards such as money, grades, and praise. Extrinsic motivation comes outside of the individuals. In this regard, Topalov (2011) says, “those who are extrinsically motivated perform a certain action not because they truly enjoy it but because of reward that is available in their environment”. In the same way, Harmer (2007) mentions that extrinsic motivation is the result of any number of outside factors for example, the need to pass an exam, the hope of financial reward or the possibility of future travel. Extrinsically motivated behavior is carried out in anticipation of reward from outside and beyond the self.

Typically, we found these things as extrinsic motivation are; money, prizes, grades and even certain types of feedback, like we read all the given task and when our teacher ask next day, we say perfectly, because teachers feedback means a lot for all but specially, to those students who are trying to bring changes in their study and life. Moreover, extrinsically motivated behavior is carried out to get an instrumental end such as earning a reward from outside and so on.

Motivation Theories. Motivation is a state of mind, filled with energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. Motivation is a force which pushes a person to work with high level of commitment and focus even if things are against him or her. Motivation translates into a certain kind of human behavior. Motivation is a huge field to study. There are many theories of motivation. Some of the motivation theories included as following.

Content Theories. Under this theory there are three main content motivation theories.

Maslow’s Hierarchy of Need. This motivation theory was developed by Abrahm Maslow, in 1943. He stated that the needs of people start from the lowest level basic needs and keeps moving up as a lower level is fulfilled. He also suggested that people are motivated to accomplish their needs in the hierarchical order such as; psychological needs, safety needs, belongingness needs, esteem needs, and self-actualization needs. So,according to this theory first of all people has to satisfied with

the psychological needs; food, basic salary, sex and so on before motivated to safety needs. Likewise, all the needs have to fulfill before motivated to self- actualization needs (Samson & Daft, 2005).

Herzberz's Two Factor Theory. This theory was developed by Frederick Herzerz's in 1968, which is related to work environments. He classified the needs into two broad categories namely hygiene factors and motivating factors. Hygiene factors are those that minimize discomfort and insecurity at work places. Motivators are those who increase employee appreciation, reorganizations, achievement, development and growth. Herzberg stated that motivation is a result of both good hygiene factors and effective motivators. It is simply refers that good hygiene factors-(removing dissatisfactions) employees will not be motivated (Hartel, Fujimoto, Strybosch, & Fitzpatric, 2007).

MacClelland's Acquired Need Theory. David McCelland's suggested that people develop certainneeds through their experiences and they are motivated to work towards attainment of these needs. In this theory, MacClelland's suggested three major needs; they are; need for achievement is wish for attaining high goals, exceed others and carry out challenging jobs, and thus, people having such needs are motivated to be more responsible, look for difficult goals and like have a close eyes at benchmark. Similarly, next need is; need for affiliation is the motive to have close relationships and keep away from disagreement and those, people with such needs look for task having more social interactions and companionship. Likewise, last one is, need for power refers to the desire to have power over others, and thus, people with such needs are motivated to be on high position, and look forward for recognition (Stone, 2008).

Today's world is entirely dominated by technology. It has created several changes in all aspects of a society. The need for ICT in education has been realized in Nepal. As a result, some policies have been identified and some activities related to ICT have been carried out. According to MOE(2013, p. 9) National Center for Educational Development (NCED) has been providing training to the teacher through National Radio. Computer science has been taught as optional subject in school (grades 9 to 12); Computer Engineering Computer Science/ ICT program me in Bachelor's and master's level are run by different colleges under various universities; various

Training Institutes conduct technical education and vocational training courses in computer and ICT; Tribhuvan University has started Bachelor's in Education program in computer science.

MOE (2013, p. 10) further states that it has implemented some of the programs related to ICT in Education. They are; One Laptop Per Child (OLPC) pilot project in selected 26 schools of six districts; lab model (computer sharing mechanism) project in some schools and (though matching fund to schools) and computer labs with internet connection from local ISPs. According to MOE the IT policy (2010), and Three year Plan 2011-2013 of the government of Nepal have provided some policy and strategy for development and integration of ICT in education. The School Sector Reform Plan (2009-2014) further states that ICT assisted teaching and learning will be implemented and explained in all schools. The three year Plan (2011-2013) of government of Nepal has included following policies related to ICT in Education schools will be encouraged to use ICT in education to increase access to quality education in rural areas and ICT will be integrated in all aspects of Education.

Motivation and ICT Integration. The word motivation comes from the word 'motive', which can be interpreted as a driving force that influences the readiness to start doing a series of activities. Motivation is also related to the level of effort made by someone to achieve a goal. In the same way, Kreitner and Kinicki (2007) said that motivation is psychological process that enhances and directs behavior to achieve goals. Motivation can also be defined as internal factors and external factors that influence and encourage someone to increase success, achieve performance or change behavior and attitudes.

According to Cheng and Dornyei (2007), motivation is the main factor in determining success. Therefore, aspects of motivation must be seen as one of the important elements that must be considered. Being motivated means being moved to do something (Ryan & Deci, 2000). That is why; the concept of motivation refers to why people refer, why people think and behavior as they do.

The next factor that makes teachers accept and use ICT in the classroom is their experience of using ICT (Badri, Al-Rashedi,& Mohaidat,2013), experience on how to use the technology in the classroom environment(Keramati,Afshari-Mofrad,&

Kamrani,2011) and experience of using types of applications based on ICT age, and self-confidence(Molnar &Benedek,2013). It means that a positive attitude of the teacher can facilitate more diverse uses of ICT so that learning activities became more interesting and enjoyable.

From the above explanation, it inferred that teachers' motivation to use ICT comes from their readiness to use ICT in their teaching being caused by internal factors and external factors that influence and encourage them to get success in using ICT in their language teaching and learning.

ICT in Learning Activities. Budiman (2012) views the use of ICT in learning is closely associated with the use of computers and the internet. That is why; computers and internet became important parts in the development of the use of ICT. Computers are not only electronic devices that help teachers to prepare teaching materials using Microsoft Office (Word, Excel and Power Point), but also as a means of communication that can be done through e-mail facilities, video conferences, live streaming and etc. In short, ICT has become one of the learning media that is widely used in order to improve the effectiveness and efficiency in the learning process (Rahim, 2011).

According to Mirzajani, Mahmud, Ayub, and Luan (2015), teachers are unable to utilize ICT in their classroom due to insufficient training, knowledge, skills, facilities, time, and self-efficiency related to the use of ICT. This finding is supported by Hadriana (2017), who reveals that many factors may influence the teachers' use of ICT such as limited skills and limited knowledge of ICT, the availability of ICT equipment in schools, and teaching overloads.

A study conducted by Ojo and Adu (2018) reveals that teacher did not utilize ICT in their teaching despite the adequate facilities due to limited knowledge and skill. Likewise, teachers with positive attitude towards ICT use and good skills could not use the ICT due to limited facilities (Hong, 2016). Therefore, both facilities and teachers' competency are keys to the successful ICT integration.

Similarly, a study conducted by Mwila (2018) and Tezci (2009) show that there is a positive correlation between the frequency of ICT use and teachers' attitude

towards ICT integration. Likewise, another study reveals that there is positive correlation between frequency of ICT use and teachers' computer literacy (Azmi, 2017).

Review of Empirical Literature

A number of researchers have been carried out in various aspect of motivation towards use of ICT in ELT in the department of English Education T.U. Kirtipur. However, there has no researches has been carried out on the topic of teachers motivation towards use of ICT in English language teaching and learning. Some of the related studies are briefly reviewed in this section.

Joshi (2010) carried out an experimental research entitled, "Effectiveness of using Technology in Teaching Short Stories in order to explore the effectiveness of technology in teaching short stories". The study aimed at exploring the effectiveness of technology in teaching short stories. The population of this study was the students of grade 12 studying at Shree Krishna Sanatak Campus Kailali, Darchula. He used pre-test and post-test item to collect the data from participants. He has found that students learning with technology did better than the students who did not use technology. He has also concluded that technology in language teaching is an essential means to achieve better outcomes.

Rahimi and Yodollahi (2011) carried out research on "ICT Use in ELT Classes; A Focus on EFL Teachers Characteristics". This study investigated the level of ICT uses in teaching English as a foreign language (EFL). Additionally, it explored the effect of EFL teachers' personal and technology-related characteristics in ICT use in English classes. Two hundred and forty-eight full time teachers participated in the study and filled in the personal information form, computer anxiety rating scale, computer attitude questionnaire, ICT use rating scale, and computer literacy questionnaire. The results of data analysis revealed that digital portable devices were used more than computer or network applications/tools in English classes and teachers used technology most frequently in teaching oral skills. It was also found that ICT use correlated inversely with teachers' age, years of teaching experience, and computer anxiety. ICT use was found to be positively and significantly related to teachers' academic credentials, computer ownership, computer literacy, and use; while ICT use was not related to attitude and gender. Multiple regressions showed

that from among the variables that correlated with ICT use, teachers' computer literacy and academic credentials could predict ICT use.

Similarly, Neupane (2013) carried out a research on "Motivation of Secondary Level Teachers towards Teaching English". The main objectives of the study were to find out whether teachers are motivated towards teaching English or not, and to find out the causes of motivation or demotivation for teaching English. He used survey research design to conduct his research. Population of the study was selected through purposive non-random sampling. Forty teachers were selected from community and private higher secondary schools of Kathmandu valley. As the tool for data collection he used close-ended and open-ended questions. The findings were that most of the teachers seem to have positive attitude towards teaching English language and teaching learning environment.

Khanal (2016) carried out a research on "Motivational Techniques Used by Basic Level English Language Teachers". The objectives of the research were to find out the motivational techniques used by basic level English language teachers and to suggest some pedagogical implications on basic of findings in teaching English language. The data were taken from the basic level English language teachers. The major tools and techniques of data collection were questionnaire and classroom observation checklist to the teachers. The research participants were taken from ten basic level English language teachers of different schools located in Rupendehi district. The process of selecting sample population was nonrandom purposive sampling procedures. The findings of this research suggested that student motivation is related to teacher's use of different motivation strategies/ techniques, which in turn are related to teaching learning effectiveness and English language achievement. All the teachers agreed that students must be motivated before starting the class. This research showed that motivation techniques differ according to the nature and situation of the class.

Likewise, Nepal (2018) carried out research on "Use of ICT in English Language Teaching at Secondary Level". The main objectives of this study were to explore the use of ICT in English language teaching and to assess the role of ICT in English language learning. Qualitative descriptive research design was used for this study. This study used observation diary and semi structured interview as the tools of

primary data collection and some related documents were also reviewed. To achieve the objectives, five teachers from public schools of Kathmandu valley were selected purposively and interviewed. Similarly, twenty classes were observed to obtain the required information. After collection of the data, they were transcribed, coded thematically and analyzed descriptively. The findings of this study showed that the use of ICT in the classroom helped students for a better learning. It motivated and encouraged students to get part in teaching learning activities actively. But regarding the implementation of ICT, the findings showed that most of the government schools lacked sufficient ICT tools in the school. Similarly, teachers used ICT rarely in the classroom.

In the same way, Paudel (2018) carried out research entitled with "Integrating ICTs in English Language Teaching; Teachers Perceptions, Strategies and Challenges". Information technologies have proven to be beneficial to language learners while learning a second or foreign language. Integrating ICTs in ELT have become both slogan and selection in both developed and developing countries. However, they do not seem to have been properly integrated for language learning in rural schools in Nepal though they have already been used for other purposes and their use is rapidly growing. This article sheds lights on how Nepalese ESL teachers of rural schools have integrated ICTs in their classes and what they view about the strategies and challenges while integrating ICT based tools in teaching English. Analyzing the data collected through questionnaire and semi-structured interview, it was found that the secondary English teachers integrate ICTs in ELT by using effective strategies though they have been facing some challenges on it.

Magar (2019) carried out research on "Motivation and Demotivating Factors in Learning English" indicated to identify the factors motivating and demotivating of the secondary level students in learning English. Survey research design was used in this study. Forty secondary level students of Gorkha district were selected as a sample using purposive non-random sampling strategy. In this study, close- ended and open-ended questionnaires were used as data collection tools and data were analyzed statistically to derive findings. It was found that external pressures such as pleasing parents, receiving reward, earning high status, getting good job to secure the future are the most affective motivating factors whereas the enjoyment of learning is the

least affective motivating. It was also found that teacher's unpleasant behavior towards learner's mistake, uninteresting instructional materials, difficult nature of the subject, too big group in a single class are the main demotivating factors.

Mahdum, Hadriana and Safriyanti (2019) carried out research on "Exploring Teacher Perceptions and Motivations to ICT Use in Learning Activities in Indonesia" aimed to investigate the perceptions and motivations of state senior high school teachers in rural districts in Indonesia towards ICT use in learning activities. The data of this study were collected through a set of questionnaires administered to 616 senior high school teachers from four rural districts in Indonesia. The percentage was mainly used for inferential statistics as the data were not normally distributed. The results of this study shown teachers have positive perception towards ICT use in learning activities. Although they faced several obstacles related to facilities and technical knowledge, the percentage of positive responses in terms of their perceptions regarding the perceived usefulness and ease of use were relatively high.

Implication of the Review for the Study

Literature review has invaluable implications from selection of topic to deriving the findings. In this regard, Kumar (2009) says, literature review is an integral part of research process. Similarly, it serves as a supporting tool from the beginning of the study to its end. So, it has very important place in any research. Likewise, the review of the study obtains the information from the variety of sources including books, articles, journals, and thesis and so on. As Creswell (2012) says reading the literature also helps you learn how other educators compose their research studies and helps you find useful examples and models in the literature for your own research study.

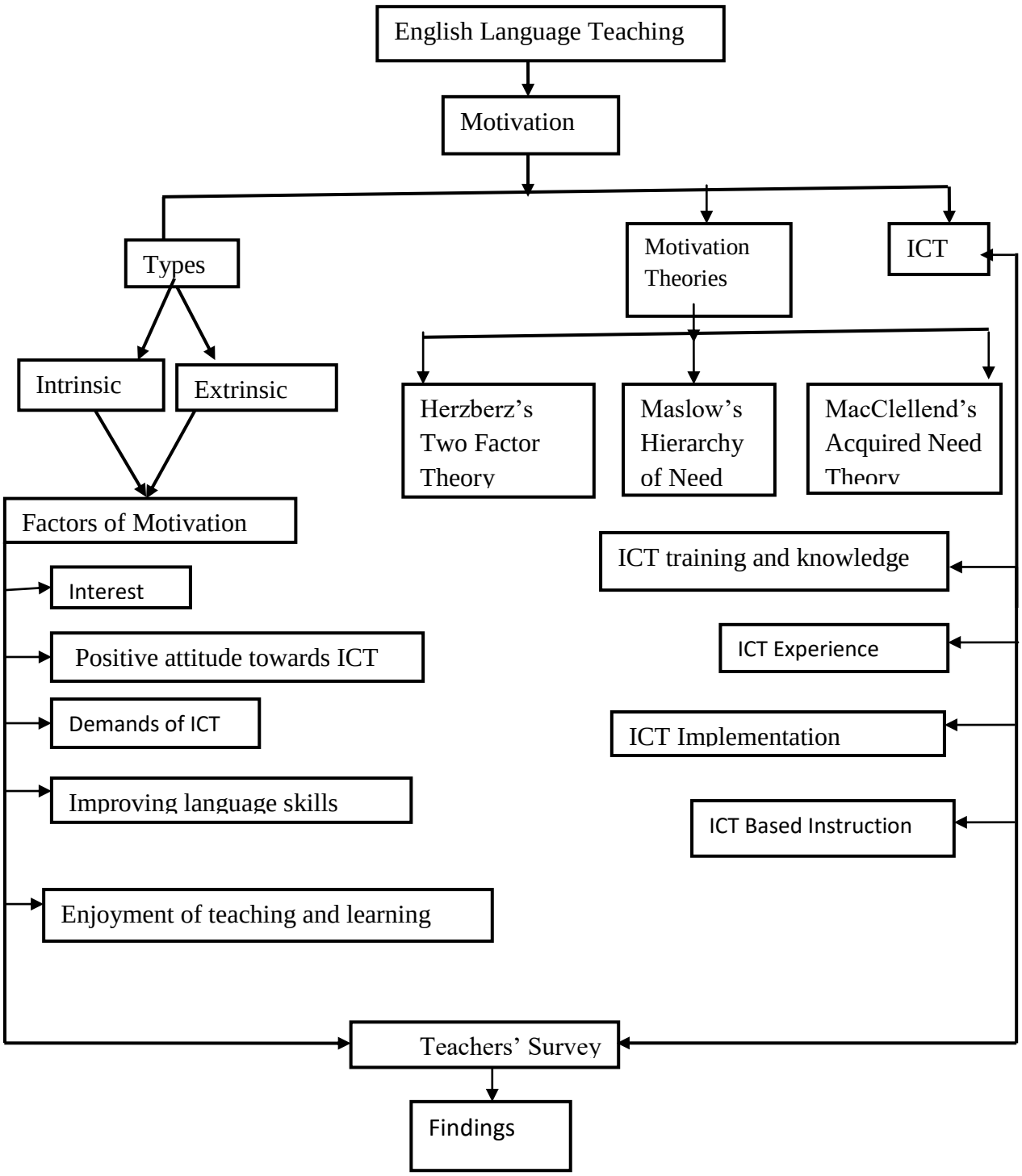
In a same way, in this study those sources that I have reviewed helped me to bring the clarity and focus on the research problem, and improve methodology. I have gone through various theoretical works and various empirical research studies. They all are related to some extent to my research area. From that I got as ideas on different existing theories related to my topic. Those theoretical literatures that reviewed that helped me to make theoretical foundation to my study. Furthermore, from the empirical research studies I got information about the various procedures needed to

conduct my research study such as on sampling strategy, tools and analysis and interpretation procedures.

Likewise, I have consulted some books, articles and journals, plan and policies such as, Dornyei (2005), Ryan and Deci (2000, p. 55), Harmer (2007), Samson and Draft (2005), Stone (2008), MOE (2013, p. 9), SSRP (2009-2014), Kreither and Kinicki (2007) and Azmi (2017) and so on. Through which I got a help to develop a theoretical stand in my study. I able to develop the concept of motivation, their types, factors motivating, ICT tools and activities, role of ICT and so on. Similarly, next research that I reviewed by Neupane (2013) that helped me to select the sample and population. In a same way, Nepal (2018) supported me to make appropriate objectives and research questions. Moreover, Magar (2019), Madhum, Hadrian and Safriyanti (2019), Poudel (2018), Rahimi and Yodollahi (2011) are other researches which assist me to make research tool, select research design, and data collection procedures.

Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researchers. According to Miles and Huberman (1994), a conceptual framework "lays out the key factors, constructs, or variables, and presumes relationships among them" (p. 440). It describes the way or process to conduct the actual research. This research study entitled "Factors' Motivating Teachers in the Use of Information Communication and Technology in English Language Teaching" is based on the following conceptual framework.


English Language Teaching
Motivation
Types
Motivation Theories
ICT
Intrinsic
Extrinsic
Herzberz's Two Factor Theory
Maslow's Hierarchy of Need
MacClellend's Acquired Need Theory
Factors of Motivation
ICT training and knowledge
Interest
Positive attitude towards ICT
ICT Experience
Demands of ICT
ICT Implementation
Improving language skills
ICT Based Instruction
Enjoyment of teaching and learning
Teachers' Survey
Findings

CHAPTER THREE
METHODOLOGY AND PROCEDURES OF THE STUDY

This chapter deals with the methods and procedures were adopted in this study. This chapter includes methods and design of the study, population, sample and sampling strategies, and source of data, data collection tools, data collection procedures, data analysis and interpretation procedures and ethical consideration. The methodology used in this study is discussed below:

Design of the Study

To carry out this study, I have used survey research design. It was especially used for collecting information, attitude, opinion and perception of individual towards particular things in a large population. According to the Brown (2001), surveys are any studies that gather data on the characteristics and views of information about the nature of the language or language learning through the use of oral interview or written questionnaires". Similarly, surveys represent one of the most common types of quantitative, social research in which the researchers selects a sample of respondents for a population and administer a standardized questionnaire to the participants.

Likewise, Creswell (2012) defines survey research as a popular research design in education in which investigators administer a survey to a sample or to entire population of people to describe the attitudes, opinions, behaviors, or characteristics' of the population. In this procedure, survey researchers collect questionnaire, numbered data ,using questionnaire data or interviews and statically analyze the data to describe tends about respondents to questions and to test research questions or hypothesis.

Population, Sample and Sampling Strategy

The population of this study included all the secondary level English teachers of Khotang district of community schools. Similarly, forty teachers were selected as the sample of the study. Which were selected being based on purposive sampling procedures.

Data Collection Tools and Techniques

Close ended questionnaires were used as the main tool of data collection. It helps to gather data for the study. So, the questionnaires were developed first and the questionnaires were administrated to each participant separately.

Sources of Data

Both primary and secondary sources of data were used for the collection of required information. The primary sources were used to get the information of factors that motivates the teachers' to use ICT in ELT. Whereas, secondary sources were used informing the theoretical part of the research.

Primary Sources

Forty teachers' of secondary level English teachers were selected as the primary sources of data.

Secondary Sources

In order to complete the study, various books, journals, theses and articles such as; Stone (2008), Paudel (2018), Nepal (2018), Kumar (2005), Hong (2016), Laudari (2014), Joshi (2010), Mwila (2018), etc: were used as a secondary sources of data to collect more information.

Data Collection Procedures

In order to collect the data, I have followed the stepwise procedures. At first, I selected the participants according to the objectives of my study. Then, I contacted to the selected teachers' and establish the rapport with them. Similarly, I informed them about the process and objectives of my study. Likewise, I consulted and explained them about the purpose of my study. Then, I requested them to take part in it. After that, I administrated the questionnaires to the teachers'. In the same way, I collected administrate questionnaires from the participants. At last, I thanked them heartily for their kind cooperation.

Data Analysis and Interpretation Procedure

After collecting data from respondents, I have analyzed data by using statistical tool like percentage and then tabulate it.

Ethical Consideration

Ethical aspects play important role while doing research. So, while conducting research, the researchers should be conscious about ethical issues. To maintain the ethicality, at first I informed the respondents about the purpose of the study. After that, I conducted my research by taking permission of the participants. Similarly, I assured them, I won't disclose personal secrecy for my study without their permission. In the same way, I gave proper credit to the author of books, journals, articles, and research works to avoid the risk of plagiarism. Likewise, I maintained the privacy, trustworthiness, objectivity and so on in my study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of collected data from primary sources which were collected from 40 English language teachers who were teaching in secondary level schools. Likewise, the data were collected using close-ended survey questionnaires. Similarly, the survey close-ended questionnaires were converted into percentage and kept in table and then analyzed.

Analysis of Data and Interpretation of the Result

The analysis and interpretation of data collected from the questionnaires have been presented in this chapter. The views and opinions of English language teachers' towards the use of ICT in ELT were mainly focused. Whereas, such types of questionnaires were included, what factors motivate teachers to use ICT in ELT, and what is the role of motivation into using ICT in ELT. The analyses of the collected data are presented under different sub headings.

Analysis of the Data Obtained from the Questionnaires

For the first, I administrated a set of questionnaire to forty (40) different secondary level's English language teachers' who were selected through purposive sampling from different schools of Khotang district. The responses presented by all teachers of English language are presented as follows:

Motivational Factors for Using ICT in ELT

Motivation deals with complex human behavior in order to determine the factors which derive or inspire an individual to do his best. Some of the motivational factors which drive or inspire the teachers to use ICT in their teaching and learning activities have been presented as follows:

Teachers' Motivation Based on the Usefulness of ICT in ELT

Under teachers motivation based on the usefulness of ICT in ELT there were nine different statements. The data regarding this are presented as follows.

Table 1

Teachers' Motivation Based on the Usefulness of ICT in ELT

Statements	Responses	No. of Teachers	Percentage %
a. The use of ICT makes English language teaching and learning process more effective.	Strongly Agree	27	67.5
	Agree	13	32.5
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
b. The use of ICT fosters positive attitudes of teachers and students towards teaching and learning.	Strongly Agree	22	55
	Agree	17	42.5
	Neutral	1	2.5
	Disagree	-	-
	Strongly Disagree	-	-
c. The use of ICT can make teaching and learning activities more interesting and enjoyable.	Strongly Agree	28	70
	Agree	12	30
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
d. The use of ICT creates various teaching and learning activities.	Strongly Agree	23	57.5
	Agree	17	42.5
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
e. The use of ICT makes the teachers have a better understanding of how technology	Strongly Agree	17	42.5
	Agree	18	45
	Neutral	5	12.5
	Disagree	-	-

affect in teaching and learning activities.	Strongly Disagree	-	-
f. The use of ICT is as important as the use of textbooks for teachers.	Strongly Agree	11	27.5
	Agree	19	47.5
	Neutral	10	25
	Disagree	-	-
	Strongly Disagree	-	-
g. The use of ICT improves my teaching performance.	Strongly Agree	21	52.5
	Agree	18	45
	Neutral	1	2.5
	Disagree	-	-
	Strongly Disagree	-	-
h. I do not feel that the use of ICT help me to teach and learn new skills.	Strongly Agree	-	-
	Agree	3	7.5
	Neutral	2	5
	Disagree	15	37.5
	Strongly Disagree	20	50
i. I do not feel that the use of ICT has given benefits to me as teachers of ELT.	Strongly Agree	3	7.5
	Agree	2	5
	Neutral	1	2.5
	Disagree	12	30
	Strongly Disagree	22	55

The above table presents the vivid picture of teachers' motivation based on the usefulness of ICT in ELT. It was found that among the forty respondents 67.5% of the respondents strongly agreed on the first statements. Likewise, 32.5% of them agreed whereas, none of them neutral. On the other hand, it was found that none of them disagreed and strongly disagreed on this statement. The data shows that the maximum respondents were strongly agreed on the first statement. Similarly in the second

statement 55% of the respondents strongly agreed, 42.5% of them agreed and 2.5% of them neutral and none of them disagreed and strongly disagreed regarded to this statement. In the same way, in the third statement, 70% of the respondents strongly agreed and 30% of them agreed. Whereas, none of them were neutral, disagreed and strongly disagreed on this statement. In the fourth statement, 57.5% of the respondents strongly agreed, 42.5% of them agreed. In the same way, the data shows that on this statement none of them neutral, disagreed and strongly disagreed. In the fifth statement, 42.5% of the respondents strongly agreed, 45% of them agreed and 12.5% of them neutral and none of them disagreed and strongly disagreed on this statement. In the sixth statement, 27.5% of the respondents strongly agreed, 47.5% of them agreed, 25% of them were neutral and disagreed and strongly disagreed on this statement. Likewise, in the seventh statement, 52.5% of the respondents strongly agreed. On the other hand, 45% of them agreed and 2.5% of them neutral and none of them disagreed and strongly disagreed on this statement too. Similarly, in the eighth statement, the date shows that among 40 of the respondents 7.5% agreed on this statement. In the same way, 5% of the respondents neutral, 37.5% of them disagreed, and 50% of them strongly disagreed. Whereas, the data shows, that none of them were strongly agreed on this statement. Similarly, the last statement of this table shows that among 40 respondents 7.5% strongly agreed, 5% of them agreed on this statement. Additionally, 2.5% of the respondent's neutral and 30% of them disagreed and 55% of them strongly disagreed regarded on this statement.

It shows that majority of the participant strongly agreed that the use of ICT in ELT can make teaching and learning process more effective as well as it increases the teachers' motivation, foster positive attitudes towards teaching. Similarly, the data shows that the use of ICT makes teaching and learning activities more interesting and enjoyable.

Teachers' Motivation Based on Ease of Use of ICT in ELT

To obtain data regarding teachers' motivation based on ease of use of ICT in ELT. There were seven different statements under this. The data regarding these statements are presented as follows.

Table 2

Teachers' Motivation Based on Ease of Use of ICT in ELT

Statements	**Responses**	**No. of Teachers**	**Percentage %**
a. The use of ICT in teaching and learning activities is quite easy.	Strongly Agree	11	27.5
	Agree	12	30
	Neutral	2	5
	Disagree	9	22.5
	Strongly Disagree	6	15
b. The use of ICT provides convenience in searching the materials of English language teaching.	Strongly Agree	18	45
	Agree	22	55
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
c. Teaching by using ICT makes teachers easy to explain the concept of lesson.	Strongly Agree	19	47.5
	Agree	20	50
	Neutral	1	2.5
	Disagree	-	-
	Strongly Disagree	-	-
d. ICT provides convenience in monitoring and controlling students' activities.	Strongly Agree	15	37.5
	Agree	22	55
	Neutral	3	7.5
	Disagree	-	-
	Strongly Disagree	-	-
e. ICT provides various sources to keep records of teachers and students teaching and	Strongly Agree	18	45
	Agree	21	52.5
	Neutral	1	2.5
	Disagree	-	-

learning activities.	Strongly Disagree	-	-
f. The use of ICT has caused a lot of technical problems in teaching English language.	Strongly Agree	-	-
	Agree	4	10
	Neutral	5	12.5
	Disagree	20	50
	Strongly Disagree	11	27.5
g. . It makes easy to make rapport with teachers-students and students-students.	Strongly Agree	14	35
	Agree	22	55
	Neutral	4	10
	Disagree	-	-
	Strongly Disagree	-	-

This table demonstrates that how and why teachers' were motivated based on ease of use of ICT in ELT. Regarding to the first statement, among the forty respondents 27.5% of the respondents strongly agreed, 30% of them agreed, 5% of them disagreed and 15% of them strongly disagreed. Similarly, in the second statement, it was found that, 45% of the respondents strongly agreed, 55% of them agreed and none of them were neutral, disagreed and strongly disagreed to this statement. On the other hand, the third statement shows that among the forty respondents 47.5% of the respondents strongly agreed, 50% of them agreed, 2.5% of them neutral and the data shows that none of them disagreed and strongly disagreed regarded on this statement. Similarly, the fourth statement shows that 37.5% of the respondents strongly agreed, in the same way, 55% of them agreed, 7.5% of them neutral, and the data shows that on this statement none of them disagreed and strongly disagreed. In the fifth statement, 45% of the respondents strongly agreed, 52.5% of the respondents agreed, 2.5% of them neutral and none of them disagreed and strongly disagreed regarded on this statement. In the same way, the sixth statement shows that 10% of the respondents agreed, 12.5% of them were neutral, 50% of them disagreed and 27.5% of them strongly disagreed. Likewise, in the seventh statement among the forty respondents, 35% of the respondents strongly agreed, 55% of them

agreed and 10% of them were neutral .And the data shows that none of them were disagreed and strongly disagreed regarded on this statement.

Based on table 2, it is found that, the motivation of teachers on the use of ICT in ELT activities is very good. On the other hand, it is seen that majority of the participants agreed on that. The teachers agree that the use of ICT in teaching English language activities is very useful. The use of ICT provides convenience in meeting the needs of teaching resources. Similarly, it gives an ease to explain the concept of the lesson, an ease to monitor students' learning activities and learning progress and ease to control students' activities.

Teachers' Self- efficacy (Interest) in the Use ICT in ELT

To find out the teachers' self- efficacy (interest), five statements were asked. The collected data are presented in the following table.

Table 3

Teachers' Self- efficacy (Interest) in the Use of ICT in ELT

Statements	**Responses**	**No. of Teachers**	**Percentage %**
a. I believe in my ability and knowledge to use ICT in teaching English language teaching and learning.	Strongly Agree	25	62.5
	Agree	14	35
	Neutral	1	2.5
	Disagree	-	-
	Strongly Disagree	-	-
b. I like to use ICT in my teaching and learning activities because I am certain that I can get good result and benefits.	Strongly Agree	24	60
	Agree	15	37.5
	Neutral	1	2.5
	Disagree	-	-
	Strongly Disagree	-	-
c. I am sure that I can continue to integrate ICT in my teaching	Strongly Agree	18	45
	Agree	22	55
	Neutral	-	-

and learning activities in future.	Disagree	-	-
	Strongly Disagree	-	-
d. I have certain strategies to solve problems and obstacles with the use of ICT.	Strongly Agree	14	35
	Agree	24	60
	Neutral	-	-
	Disagree	1	2.5
	Strongly Disagree	1	2.5
e. I am able to search, evaluate and choose ICT devices that are appropriate to support my teaching and learning activities.	Strongly Agree	18	45
	Agree	22	55
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-

The table 3 shows that, among the forty respondents, 63.5% of the respondents strongly agreed. Similarly, 35% of them agreed, 2.5% of them neutral and the data shows that none of them disagreed and strongly disagreed regarded on this statement. In the same way, the second statement presents that among the forty respondents, 60% of the respondents strongly agreed, and 37.5% of them agreed on this statement, 2.5% of them were neutral whereas none of them disagreed and strongly disagreed on this statement. Likewise, in the third statement, 45% of the respondents strongly agreed, 55% of them agreed and it shows that none of them were neutral, disagreed and strongly disagreed regarded on this statement. In the fourth, 35% of the respondents strongly agreed, 60% of them agreed, 2.5% of them disagreed, 2.5% strongly disagreed and none of them neutral on this statement. Additionally, in the fifth statement among forty respondents, 45% of the respondents strongly agreed, 55% of them agreed. Whereas, the data shows that regarded to this statement none of them neutral, disagreed and strongly disagreed.

Self- efficacy is the one of the most important factor that motivates the teachers to use ICT in teaching English language. Table 3 shows that the majority of the participants agreed that they are motivated to use ICT in teaching because they are sure they can get good result and benefits in teaching learning activities. In addition, the teachers' claim that they are able to search, evaluate many more things related to teaching English language. Almost, all the teachers say that they have certain strategies to solve obstacles in the use of ICT. Similarly, the date shows that they will continue to integrate ICT in their future teaching and learning activities.

Enjoyment of Using ICT in Teaching and Learning

Under this heading there were four statements. The collected data are presented as follows.

Table 4

Enjoyment of Teaching and Learning

Statements	**Responses**	**No. of Teachers**	**Percentage %**
a. I like to use ICT in teaching language and learning activities in my leisure period for enjoyment as well as to get latest ideas of teaching methods and materials.	Strongly Agree	27	67.5
	Agree	13	32.5
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
b. I feel interesting to work through information technology.	Strongly Agree	28	70
	Agree	12	30
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
c. I prefer more technology to learn English language	Strongly Agree	19	47.5
	Agree	21	52.5
	Neutral		-

effectively.	Disagree	-	-
	Strongly Disagree	-	-
d. I like to search and study books for enjoyment or teaching learning activities.	Strongly Agree	20	50
	Agree	18	45
	Neutral	2	5
	Disagree	-	-
	Strongly Disagree	-	-

This table presents that the enjoyment of teaching and learning by using ICT. In the first statement, it was found that among forty respondents 67.5% of the respondents were agreed, 32.5% of them agreed and the data shows that none of them neutral, disagreed, and strongly disagreed regarded on this statement. Similarly, the second statement shows that among forty respondents 70% of the respondents strongly agreed, 30% of them agreed, on the other hand, regarded to this statement none of them neutral, disagreed and strongly disagreed. In the same way, in the third statement, 47.5% of the respondents strongly agreed, 52.5% of them agreed, and none of them neutral, disagreed and strongly disagreed on this statement. Likewise, in the fourth statement, 50% of the respondents strongly agreed on this statement, 45% of them agreed, 5% of them neutral whereas, none of them disagreed and strongly disagreed regarded to this statement.

Similarly, table 4 shows that maximum numbers of the respondents strongly agreed. In the same way, the data presents that they like to use ICT in teaching language and learning activities. They feel interesting to work through ICT. Similarly, it shows that they prefer more technology to teach and learn English languages as well as they like to search and study books for enjoyment or teaching learning activities.

Value of Using ICT in Education

The next factor that motivated teachers to use ICT in ELT activities was the value of using ICT in Education. As the respondents reported the data are presented as follows.

Table 5

Education Value

Statements	**Responses**	**No. of Teachers**	**Percentage %**
a. The use of ICT can facilitate student centered learning where students actively can be participants in teaching and learning.	Strongly Agree	11	27.5
	Agree	26	65
	Neutral	3	7.5
	Disagree	-	-
	Strongly Disagree	-	-
b. ICT can prepare students for their future career.	Strongly Agree	7	17.5
	Agree	29	72.5
	Neutral	4	10
	Disagree	-	-
	Strongly Disagree	-	-
c. ICT provides an opportunity to improve the quality of my teaching and learning activities.	Strongly Agree	22	55
	Agree	18	45
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
d. The use of ICT can improve students and teachers understanding.	Strongly Agree	16	40
	Agree	22	55
	Neutral	2	5
	Disagree	-	-
	Strongly	-	-

	Disagree		
e. Information technology provides as opportunity to be up- to date or to follow the latest information.	Strongly Agree	25	62.5
	Agree	15	37.5
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
f. The use of ICT can provide opportunities to study new things towards teaching language and learning activities.	Strongly Agree	25	62.5
	Agree	15	37.5
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-

Regarding to the first statement, among the forty respondents, 27.5% of the respondents strongly agreed, 65% of them agreed, 7.5% of them were neutral and the data shows that none of them disagreed and strongly disagreed. Likewise, the second statement shows that among the forty respondents 17.5% of the respondents strongly agreed, 72.5% of them agreed, 10% of them neutral whereas, none of them disagreed and strongly disagreed. In the same way, the third statement presents that among the forty respondents 55% of the respondents strongly agreed, 45% of them agreed. Additionally, it shows that none of them neutral disagreed and strongly disagreed regarded to this statement. Similarly, in the fourth statement displays that 40% of the respondents strongly agreed, 55% of them agreed, 5% of them neutral and it displays that none of them disagreed and strongly disagreed towards this statement. In the fifth statement, 62.5% of the respondents strongly agreed, 37.5% of them agreed, and none of them neutral, disagreed and strongly disagreed. Likewise, the sixth statement displays that 62.5% of the respondents strongly agreed, 37.5% of them agreed and none of them were neutral disagreed and strongly disagreed towards this statement.

It shows that among the forty respondents, 50% of the respondents strongly agreed and in the same way 50% of the respondents were in favor of agreed regarded to education value. Similarly, it shows that all of the teachers agreed that the use of

ICT can facilitate student centered teaching learning activities. Furthermore, the teachers agreed that the use of ICT can provide them an opportunity to improve their teaching quality, follow the latest information and learn new things.

Impact of Using ICT on Teaching

This one is also most important factor that motivates teachers to use ICT in ELT. The results of the questionnaire analysis are presented as follows.

Table 6

Impact on Teaching

Statements	**Responses**	**No. of Teachers**	**Percentage %**
a. The use of ICT in ELT can contribute to making students and teachers' work more actively being problem.	Strongly Agree	16	40
	Agree	21	52.5
	Neutral	3	7.5
	Disagree	-	-
	Strongly Disagree	-	-
b. ICT can inspire and make students able to express themselves.	Strongly Agree	12	30
	Agree	28	70
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
c. Teaching by using ICT can improve the quality of student's learning activities.	Strongly Agree	14	35
	Agree	24	60
	Neutral	2	5
	Disagree	-	-
	Strongly Disagree	-	-
d. ICT makes learning more meaningful.	Strongly Agree	25	62.5
	Agree	15	37.5
	Neutral	-	-

	Disagree	-	-
	Strongly Disagree	-	-
e. The use of ICT can develop teachers' pedagogical abilities.	Strongly Agree	19	47.5
	Agree	20	50
	Neutral	-	-
	Disagree	1	2.5
	Strongly Disagree	-	-
f. . The use of ICT increases the self-confidence of teachers' and students'.	Strongly Agree	20	50
	Agree	18	45
	Neutral	2	5
	Disagree	-	-
	Strongly Disagree	-	-

According to the above mentioned table it is seen that among the forty respondents, 40% of the respondents were strongly agreed on the first statement, whereas, 52.5% of the participants agreed, and 7.5% of them neutral. The data displays that on this statement none of them disagreed and strongly disagreed. Similarly, the second statement displays that 30% of the participants strongly agreed, 70% of them agreed. On the other hand, it shows that none of them neutral, disagreed, and strongly disagreed regarded to this statement. As regards, third statement shows that among the forty participants 35% of the participants strongly agreed, 60% of them agreed, and 5% of them neutral. In the same way, none of them disagreed and strongly disagreed regarded to this statement. Likewise, the fourth statement displays that among forty respondents 62.5% of the respondents strongly agreed, 37.5% of the respondents agreed, whereas, none of them neutral, disagreed and strongly disagreed on this statement. Similarly, in the fifth statement 47.5% of the respondents strongly agreed, 50% of them agreed, 2.5% of them disagreed and on the fifth statement none of them neutral and strongly disagreed. Regarding to the sixth statement it shows that among the forty respondents 50% of the respondents strongly agreed, 45% of them

agreed, and 5% of them neutral and it shows that none of them disagreed and strongly agreed regarded on this statement.

Here, the data demonstrates that maximum numbers of the teachers are agreed on that the use of ICT can contribute to make the student work more active and problem based learning. Similarly, using ICT can inspire and make students able to express themselves and improve the quality of their learning activities. Furthermore, teachers are agreed that the use of ICT make teaching and learning more meaningful. Similarly, it shows that for the teachers, using ICT develop their pedagogical abilities and increase their self- confidence as well.

Training that Have Been Attended by the Teachers

The next factor that motivated the teachers to use ICT in teaching English language activity was the training that has been attended. The results of the questionnaires analysis are presented as below.

Table 7

Training that have been attended

Statements	**Responses**	**No. of Teachers**	**Percentage %**
a. The training held by the school made me motivated to use ICT in teaching English language and teaching learning activities.	Strongly Agree	17	42.5
	Agree	18	45
	Neutral	1	2.5
	Disagree	4	10
	Strongly Disagree	-	-
b. I need more training on how to use ICT in teaching and learning activities.	Strongly Agree	19	47.5
	Agree	18	45
	Neutral	3	7.5
	Disagree	-	-
	Strongly Disagree	-	
c. All the teachers must	Strongly Agree	19	47.5

attain training on the use of ICT.	Agree	20	50
	Neutral	1	2.5
	Disagree	-	-
	Strongly Disagree	-	-

The above table presents the vivid opinion towards training. It was found that, among the forty respondents 42.5% of the respondents strongly agreed on the first statement. Likewise, 45% of them agreed on this statement, 2.5% of them neutral, 10% of them disagreed whereas none of them strongly disagreed on this statement. In the second statement 47.5% of the respondents strongly agreed, 45% of them agreed, 7.5% of the respondents neutral and none of them disagreed and strongly disagreed on this statement. Similarly, in the third statement 47.5% of the respondents strongly agreed, 50% of them agreed and 2.5% of them neutral, whereas, the data showed that none of them disagreed and strongly disagreed regarded on this statement.

From table 7, it is clear that the training on using ICT held by the school made the teachers motivated to use ICT in teaching learning activities. Furthermore, the teachers say that they need to attain more training on how to use ICT in teaching and learning activities. Similarly, it shows that the teachers are agreed on that all teachers must attained training on the use of ICT.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes the findings derived from the analysis and interpretation of the data. Similarly, it also includes the conclusion of the study along with some points of recommendations to be applicable at different level.

Findings

In this chapter, the findings derived from the analysis and interpretations of data are presented. This study was intended to explore the motivational factors that influence the English language teachers' to use ICT in ELT. The study included all the secondary level's English language teachers' who were teaching in Khotang district as the population of the study. Similarly, in this study survey research design has been used as design of the study. Whereas, close- ended questionnaires were used as the major tools for collecting data. Likewise, purposive non-random sampling strategy was used. In the same way, the data were analyzed quantitatively. Whereas, all the participants have the different ideas regarding to the motivating factors. After the analysis of the collected data, the study has come up with the following major findings.

Major Findings is based on Questionnaires

The findings being based on questionnaire asked to the secondary level's English language teachers' are presented here.

- The result shows that most of the teachers' have positive perceptions towards the role of motivational factors that motivated to the teachers to use ICT in English language teaching learning activities. The percentage of positive response in terms of motivational factors regarding "Usefulness and ease of Use of ICT in ELT were relatively high.
- It was found that more than 70% of the teachers' strongly agreed that the use of ICT makes teaching and learning activities more interesting and enjoyable.
- Similarly, it shows that more than 50% of the teachers' agreed teaching by using ICT makes teachers' easy to explain the concept of lesson as well as it makes easy to make rapport with teachers'-students' and students'- students'.

- In terms of teachers' self- efficacy factors, it was found that more than 62.5% of the teachers' believe in their ability and knowledge to use ICT.
- The result shows that more than 60% of the teachers' said that they had their own strategies to solve these obstacles (lack of facilities, internet connection, and lack of IT knowledge) and so on. And they believed that they could continue to integrate ICTs in further learning activities.
- In the same way, the result of data analysis as shown in the study, it was found that more than 70% of the teachers' strongly agreed that they prefer more technology to learn, work as well as to study books for enjoyment.
- Similarly, it was found that 70% of the teachers' agreed that the use of ICT can facilitate student centered learning, prepare students for their future career and improve students' understanding.
- It was also found that 60% of the teachers' strongly agreed that the use of ICT by the teachers' also provides an opportunity to improve teaching as well as provide opportunities to follow the latest information and to study new things.
- Likewise, the result shows that most of the teachers' agree that using ICT gives positive impact on teaching.
- It was found that 60% of the teachers' agreed that the use of ICT can contribute to making students work more actively and also problem based makes learning activities more meaningful.
- It was found 50% of the teachers' agreed that the use of ICT develop the pedagogical abilities and increases the self-confidence.
- In the same way, it was found that most of the teachers' agree that the training held by the school made them motivated to use ICTs in ELT. Whereas, more than 50% of the teachers' agree that they needed more training and all the teachers' must attain training on the use of ICT.`
- ICT used by teachers' in classroom motivated students towards learning than traditional classroom.
- It was found that students enjoyed participating in various activities through ICT in classroom activities.

Conclusion

On the basis of rigorous analysis and interpretation of the data it can be said that motivational factors really encourage the teachers' to use ICT in ELT classroom teaching and learning activities. The majority of the teachers' said that motivational factors play crucial role to implement the newly developed technologies in English language teaching and learning activities. In this regards, most of the teachers' agreed that the presence of motivational factors inspire them to use ICT in their teaching and learning activities.

Similarly, it can be said that no one can ignore the importance of motivational factors in the use of the ICT in ELT. In this regards, Dornyei (1998) says, "Without sufficient motivation even individuals with most remarkable abilities cannot accomplish long term goals and neither are appropriate curricular and teaching goal enough on their own to ensure students' achievement"(p.177). Whereas, the data shows that it plays vital role in achieving educational objectives and high academic performance as well as towards the use of ICT in ELT.

Many motivational factors' that influence the success of teachers' in using ICT in their teaching and learning activities including motivation. All the teachers' replied that they have seen and felt lots of values of using ICT in teaching and learning activities. The factors that motivate the teachers to use ICT in ELT are usefulness, self-efficacy, and the value of using ICT, the impacts of using ICT on teaching and training that have been attended. These factors, the impact that ICT has on teaching seems to be most motivating factors for teachers to use ICT in ELT classroom.

As far as, we have seen or felt that in the process of teaching and learning English language teachers' encounter various challenges and obstacles to motivate the students. At that time most of the teachers' want to bring changes in their teaching by using various methods and technologies. Whereas, this study also shows that English language teachers' also have been highly influenced by the new technology. ICT has been making changes in teaching language and learning activities. In this sense, it can be said that we cannot ignored the importance of ICT in ELT.

In fact, it is not as easy as we think about using ICT in teaching and learning activities. But after conducting this study, I came to know that most of the teachers' are ready to face out all the difficulties and ready to make their teaching and learning activities more effective and meaningful by using ICT. It can be said that they really want to bring changes into their teaching and learning activities through ICT. Similarly, it was found that 60% of the teachers' strongly agreed that the use of ICT provides an opportunity to improve the quality of their teaching English language and learning activities. From the review of existing body of the knowledge it can be concluded that referred motivational factors really influenced the teachers' to use ICT in their teaching learning activities.

Recommendations`

This research is conducted for the partial fulfillment of master in English education study entitled with "Factors' Motivating Teachers in the Use of ICT in ELT". There are number of limitation on this study especially in terms of resources and area. This study is mainly conducted in Khotang district. Hence, the findings of this study may not be applicable everywhere. However, on the basis of the findings from the analysis, I have made following recommendation for policy level, practice level and for further researchers.

Policy Related

The finding of the study shows that the use of ICT helps in both teaching and learning activities if it is used properly and systematically. So, here I have drawn some recommendations to the concerned authorities' person. Which are listed as below.

- The government should provide the sufficient equipment's to the schools for the proper implication of the ICT in the classroom.
- NCDC should include one unit about motivation.
- Institutions or the government should motivate the teachers to attain the trainings regarding the use of ICT academically to the teachers.

Practice Related

After analyzing the research findings, I have noted some recommendations in practical level.

- To motivate teachers' towards using ICT, a school administration should provide some rewards to the teachers who implement ICT based teaching learning activities in the classroom.
- It is better to provide internet access by school administration for searching and making known to the (both teacher and student) with English culture.
- Concerned authorities and institution should conduct the seminar, workshop, training for the teachers' related to the motivation, ICT technologies and so on.
- Teacher should be up to date with the dynamic content and should focus on practical teaching rather than theoretical one.
- School should evaluate the practical knowledge of the teachers' than the theoretical knowledge.

Further Research Related

A single study could not explore all the issues found in this area. This study was carried out only motivational factors that influence the teachers' to use ICT in ELT. Those researchers who are interested to explore more on this area have been given following recommendation for carrying out further research:

- This study only covers the factors causing motivation in Secondary level English language teacher, so similar kind of research can be conducted in lower level and primary level's English language teachers'.
- This study was limited to the government schools of Khotang district, so another research can be conducted in another place.
- This study followed survey design but similar kinds of study can be done using other research designs such as: ethnographic, narrative, and case study and so on.
- Next area could be teachers' and students' demotivating factors towards use of ICT in ELT.
- Similarly, another possible area can be the role of demotivating factors in teaching and learning English language.

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Survey Questionnaires

Dear sir / Madam

I am undertaking this research study entitled with **"Teachers' Motivation towards use of Information Communication Technology (ICT) in English Language Teaching (ELT)"** for partial fulfillment of the requirement of the degree of Master of Education, Faculty of English, Tribhuvan University. This study mainly attempts to explore the motivational factors that influence English language teachers' to use ICT in ELT. I, therefore, need your valuable opinion. I would like to assure you that the opinions provided by you will be treated highly confidential and used only for the academic purpose.

Your Sincerely

Sabina Shrestha

Respondent Profile:

1. **Name:** …….
2. **Gender :** Male ☐ Female ☐ Other ☐
3. **Age:** 20-30 ☐ 30-40 ☐ 40-50☐ 50-60 ☐
4. **Education**: S.L.C ☐ +2 ☐ Bachelor ☐ Master ☐ Above ☐ Master

Please tick one of the best alternatives to show how much you are agree and disagree with each of these statements.

1. Teachers' Motivation Based on the Usefulness of ICT in ELT

a. The use of ICT makes English language teaching and learning process more effective.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree
b. The use of ICT fosters positive attitudes of teachers and students towards teaching and learning.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

c. The use of ICT can make teaching and learning activities more interesting and enjoyable.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

d. The use of ICT creates various teaching and learning activities.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

e. The use of ICT makes the teachers have a better understanding of how technology

affect in teaching and learning activities.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

f. The use of ICT is as important as the use of textbooks for teachers.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

g. The use of ICT improves my teaching performance.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

h. I do not feel that the use of ICT help me to teach and learn new skills.

i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

i. I do not feel that the use of ICT has given benefits to me as teachers of ELT.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

2. Teachers' Motivation Based on Ease of Use of ICT in ELT

a. The use of ICT in teaching and learning activities is quite easy.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

b. The use of ICT provides convenience in searching the materials of English language teaching.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

c. Teaching by using ICT makes teachers easy to explain the concept of lesson.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree
d. ICT provides convenience in monitoring and controlling students' activities.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree
e. ICT provides various sources to keep records of teachers and students teaching and learning activities.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree
f. The use of ICT has caused a lot of technical problems in teaching English language.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree
g. It makes easy to make rapport with teachers- students and students-students.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

3. Teachers' Self- efficacy (Interest) in the Use of ICT in ELT

a. I believe in my ability and knowledge to use ICT in teaching English language teaching and learning.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree
b. I like to use ICT in my teaching and learning activities because I am certain that I can get good results and benefits.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree
c. I am sure that I can continue to integrate ICT in my teaching and learning activities in future.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree
d. I have certain strategies to solve problems and obstacles with the use of ICT.
   (i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

e. I am able to search, evaluate and choose ICT devices that are appropriate to support to my teaching and learning activities.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

4. Enjoyment of Using ICT in Teaching and Learning

a. I like to use ICT in teaching language and learning activities in my leisure period for enjoyment as well as to get latest ideas of teaching methods and materials.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

b. I feel interesting to work through information technology.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

c. I prefer more technology to learn English language effectively.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

d. I like to search and study books for enjoyment or teaching learning activities.

(i) Strongly Agree (ii) Agree(iii) Neutral (iv) Disagree (v) Strongly Disagree

5. Value of Using ICT in Education

a. The use of ICT can facilitate student centered learning where students actively can be participants in teaching and learning activities.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

b. ICT can prepare students for their future career.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

c. ICT provides an opportunity to improve the quality of my teaching and learning activities.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

d. The use of ICT can improve students and teachers understanding.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

e. Information technology provides as opportunity to be up to-date or to follow the latest information.

(i) Strongly agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

f. The use of ICT can provide opportunities to study new things towards teaching language and learning activities.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) StronglyDisagree

6. Impacts of Using ICT on Teaching

a. The use of ICT in ELT can contribute to making students and teachers' work more actively being problem based.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

b. ICT can inspire and make students able to express themselves.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

c. Teaching by using ICT can improve the quality of students' learning activities.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

d. ICT makes learning more meaningful.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

e. The use of ICT can develop teachers' pedagogical abilities.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

f. The use of ICT increases the self- confidence of teachers' and students'.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

7. Training that Have Been Attended by the Teachers

a. The training held by the school made me motivated to use ICT in teaching English language and teaching learning activities.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

b. I need more training on how to use ICT in learning activities.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree

c. All the teachers must attain training on the use of ICT.

(i) Strongly Agree (ii) Agree (iii) Neutral (iv) Disagree (v) Strongly Disagree