TEACHERS' PERCEPTION ON THE USE OF ICT TOOLS IN ELT

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Gayatra Sharma

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 thesis is original no part of it was earlier submitted for the candidature of research degree to any university.

.………………………….

Gayatra Sharma

Date: 01/06/2022

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Gayatra Sharma** has prepared this thesis entitled **Teachers' perception on the use of ICT tools in ELT** under my guidance and supervision.

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DEDICATION

Dedicated

To

My parents and teachers whose blessing is with me forever.

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ABSTRACT

The thesis entitled **Teachers' Perceptions on the Use of ICT tools in ELT** is an attempt to explore the secondary level English teachers' perceptions towards using ICT tools in ELT and also find out the problems and challenges faced by English teachers while using ICT tools in classroom. In order to carry out this study I followed mixed method and survey as research design. To meet the objectives of this research study, I randomly selected 40 secondary level English teachers from 15 public secondary schools of Kathmandu district using purposive non-random sampling procedure. Questionnaire was used to collect the data for this study. The findings of the study show that teachers have positive beliefs on use of ICT for English language learning. They believe language learning is facilitated by using ICT.ICT tools to improve achievement levels, inspire creative thinking and encourage students to become self-learners to have access to the authentic and verities of learning materials, to make sustainable and reliable learning. Similarly, it shows that majority of teachers believed that using ICT tools in the classroom is not frustrating rather it helps to motivate students teaching learning activities. It increases students' autonomous and participation in English language teaching and learnings.

This thesis has been organized into five chapters. The first chapter deals with 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. The second chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter consists of Survey design, Population, Sampling procedure source of data and research tool of the study. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and recommendations at three different areas (policy related, practice related and further research related). Finally, references and appendices are presented.

TABLE OF CONTENTS

LIST OF SYMBOLS AND ABBREVIATIONS

ICT : Information Communication Technology

ELT : English Language Teaching

T.U. : Tribhuvan University

Prof. : Professor

Dr. : Doctor

TV. : Television

IT. : Information Technology

SSRP : School Sector Reform Plan

SSDP : Sustainable Seed Development Programm

INGOs : International Non- governmental Organizations

M.Ed. : Masters of Education

Regd. No. : Registration Number

No. : Number

ELT : English Language Teaching

EFL : English as a Foreign Language

TESOL : Teaching of English to the Speakers of Other Language

UNDP : The United Nations Development Programmed

OUP : Oxford University Press

CUP : Cambridge University Press

e.g. : For example

i.e.	:	That is
etc.	:	Et cetera
IATEFL	:	International Association of Teachers' of English for Foreign Language
IWB	:	Interactive White Boards
p.	:	Page
AF	:	Affecting Factors
S.N.	:	Serial Number
Viz.	:	Namely
&	:	And
%	:	Percentage
A	:	Agree
UD	:	Undecided
D	:	Disagree

CHAPTER ONE
INTRODUCTION

This study entitled Teachers' Perception on the Use of ICT tools in ELT is an attempt to find out the perceptions of teachers the use of ICT (Information Communication and Technology) tools in English Language teaching. This chapter consists of background of the study, statement of the problem research questions, significance of the study, objectives of the study, delimitations of the study and operational definitions of the key terms under separate headings.

1.1 Background of the Study

ICT is technology that supports activities involving information. Such activities include gathering, processing, storing and presenting data. Increasingly these activities also involve collaboration and communication. Tinio (2002,p.4) defines ICT as a set of technological tools and resources used to communicate and to create, disseminate, store and manage information. The United Nations Development Program, UNDP (2003 as cited in Jayanthi, 2016) defines ICTs as: "ICTs such as radio, television, telephone, 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". (p. 35) Today, information and communication technology has left its impact on every aspects of human life. Most people are well known about ICT and some of them are being closure by practicing in their day to day lives (Bowles, 2004, p. 62). That is to say, ICT has no exception to education too. It has been highly influenced and people are demanding for ICT to have friendly teaching and learning in education. The use of information technology (IT) broadly increased for the purposes of enhancing the administration and teaching and learning efficiency (Abdel-Rahman & Ayman, 2011, p.6). It means teaching and learning is accepting the IT materials to enhance all-round development of an educational institution.

Teaching process has developed through time. Lam and Lawrence (2008) state that the tradition of ELT has been drastically changed with the remarkable entry of technology

and use of ICT in teaching which not only gives learners the opportunity to control their own learning process but also provided them with ready access to vast amount of information over which the teacher has no power or control. We can observe the use of ICT as a vital role in the process of any language teaching and learning. It means technology has been contributing a lot in educational field. ICT is playing a significant role in its global coverage in the spaces of integration support and affect educational outcomes' (Aljohani, 2017). The use of ICT is supporting to develop learners' ability in language learning. It means in education sector, a visible impact of ICT can be seen as a changing scenario and maintaining of technological advancement along with new innovations.

In the field of education, the introduction of the ICT has brought about a paradigm shift in the teaching and learning process. In this era of highly developed communication, learners can be benefited from the online resources. Similarly, the use of ICT in teaching and learning process is the need of an hour and teacher is expected to be traditional as well as innovative in his or her teaching learning process. It changes the role of teachers and the way they teach as well as motivates the learners towards learning by providing various teaching learning materials however there are challenges of using ICT in English language teaching Salehi, & Salehi, (2012) say, "Although ICT is of paramount importance in teaching and learning, teachers are faced with some barriers like lack of technical skills, lack of knowledge of integration of ICT in teaching and learning." (p.41), similarly, teachers are lacking dense knowledge on strategies of using ICT in classroom. This may be because of the lack of baggage on it, lack of pre-service and in-service trainings and so on. Therefore there is a debate over the use of ICT in English Language Teaching (ELT). So, it is quite an issue that whether it facilitates or frustrates in English language

1.2 Statement of the Problem

ICT is a term which refers to technologies which are used for collecting, storing, editing and passing on information in various forms. It also refers to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. It can enhance the quality of education in several ways by

increasing learners' motivation and engagement by facilitating the acquisition of basic skill by enhancing teacher training. ICTs are also transformational tools when it is used appropriately it can promote the learner center environment. ICT has become a significant instrument to teachers and learners. There is no doubt that using ICT in education improves teachers' instructional process. ICT is a valuable tool to enhance teaching and learning (Stock well, 2012). However, there may be the different beliefs of English teachers on the use of ICT for their teaching. Today, ICT has changed the role of the teachers and the way of teaching by bringing change in the field of ELT. ELT teachers have different types of beliefs about how the target language is taught and what is the role of ICT in their teaching.

The use of ICT is one of the growing trends of teaching and learning in the sector of education. Its development and use are being very popular day by day. ELT cannot remain away from ICT because new techniques and technology in ELT are moving towards success due to rapid development of science and technology. During this decade the applications of technology in education has overcome the traditional methods of teaching. National Educational Polices like NCF (2007), SSRP (2009), SSDP (2016), ICT Master plan (2013) Several researches suggested using ICT in language teaching to get better achievement but there are several barriers which stop teachers to use ICT in their teaching. Most of the schools and college have not the access of Internet or they have only limited access. Most of the teachers are not trained, they don't have sufficient skills to use ICT. They use chalk duster as tool to increase learners achievement so that, there is the huge gap between theory and practice. Therefore, this study also tries to explore some issues, problem and challenges regarding use of ICT in ELT class rooms.

1.3 Objectives of the study

The study had the following objectives:

- To find out the perceptions of teachers' towards using ICT tools in ELT,
- To find out the problems and challenges faced by English teachers while using ICT tools in classroom, and
- To suggest some pedagogical implications.

1.4 Research Questions

The research questions were largely guided by objectives of the study. They were also assets to researcher to design appropriate methodology and consequently to discuss, analyze and interpret the data so as to drive findings and to draw conclusion of the study. This study was oriented to find out the answer of the following research questions:

1) How do teachers perceive the use of ICT tools in ELT?
2) What are the problems and challenges teachers face while using ICT tools in their classrooms?
3) What are the pedagogical implication of ICT in English language teaching?

1.5 Significance of the Study

Research is the way which takes us in the depth of reality and so called established norms will be falsified with the scientific observation study. It is taken as the work that tries to find new products and processes to improve existing ones. Research is the demand of the time. The whole life is the part of research. Without research nothing is possible to ponder into depth and carry out proofs about the study. Thus, research is the obligatory elements of any types of the study. Development and change is possible only with the meaningful study. It helps to identify and analyze the teachers' perspectives towards using ICT tools in ELT at secondary level. It also helps to find out the problem and challenges faced by English teacher using ICT tools in classrooms.

The study is beneficial to extent of breaking the underlying it requires more and more practice to get sufficient knowledge in any sub area so, it is significant and beneficial to the students, teachers, text book writers and other who directly or indirectly participate and use who want to undertake research in the area of ICT in English language Teaching Learning activities.

1.6 Delimitations of the Study

It is impossible to include a large area in this kind of small research because of the limited resources and time. Under certain limitation, it measured the actual problems. Having consider all these things, the research study had following delimitation:

1) The research study was limited to the teachers' perception on the use of ICT Tools in ELT.

2) The study was limited to the 30 teachers from 10 schools and 10 teachers from 5 schools.

3) The research study used questionnaires as the tools for collecting primary data.

4) The research study was based on survey research design.

1.7 Operational Definitions of Key Words:

Some terminologies in this research have different meaning depending upon the time, situation and context of its use. So that some main terminologies use in this work will define below.

ICT, Challenges, Perspectives, education, internet

ICT: Information and Communications Technology used in ELT and learning.

Challenges: Problems and difficulties faced by teacher while using ICT in the classroom.

Perspectives: Attitude and views of the students towards using ICT in the classroom.

Education: The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

Internet: A vast computer network linking smaller computer networks worldwide. The Internet includes commercial, educational, governmental, and other networks, all of which use the same set of communications protocols.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of theoretical literature is the most important in research study. Its main purpose is to establish theoretical framework for the topic/subject area. It shows the originality and relevance of the research problem and demonstrates the preparedness to complete the research. This section of research study consists of the reviewed of related theoretical literature, review of empirical literature, implications of review for the study and conceptual framework of the study. The review of literature related to my study that were as follows:

2.1 Review of Related Theoretical Literature

The review of theoretical literature consists of concepts and, together with their definitions and references to relevant scholarly literature, existing theory that is used for a particular study. It provides an understanding of theories and concepts that are relevant to the topic of research study and that relate to the broader areas of knowledge being considered. Theoretical knowledge is the base for researcher to internalize enough knowledge about the particular topic of the study; without good theoretical knowledge and the clear concept of the topic the researcher cannot integrate the research in good way. Here, the theoretical literature that I have reviewed some theoretical literature which is presented in this section:

2.1.1 Educational Technology

Educational technology refers to various materials used to improve the learning process and make teaching enjoyable. It facilitates learning by employing appropriate technological processes and resources. According to Ely (1972, p.36) educational technology is a "field involved in the facilitation of human learning". It concerns the development, organization and utilization of learning resources. E-learning is a term related to Educational Technology; it is the use of technological equipment's such as computers and digital technology. Technology satisfies the visual and auditory senses of the learners. Educational technology takes three aspects into Consideration: the level of students, the interest and training of the teacher and the Goals of the institute. With this

new way of teaching, schools are connected to the Internet. Also, activities such as video conferencing make it possible to bring the World into the classroom. (Nomass, 2013)

2.1.2 ICT in the Education of Nepal

Information and communication technology is a fundamental tool that is widely integrated in the teaching and learning process at all levels. Nepal is developing country where technology is arrived comparatively late but in the present time Nepal also has been developing ICT policy in educational sectors to provide quality education and to develop competitive human resource. The ability of teachers to practice pedagogical ICTs is highly influenced by the knowledge, competences, and skills they received during college years (Thomas, Herring, Redmond & Smaldino, 2013). In the context of Nepal the current secondary level syllabus focuses more on teaching ICT as a subject and less on using ICT as a pedagogical tool. In addition, technology uses in secondary education suffer from lack of proper records verified practically. When majority of education systems around the world are shifting from teacher-student-textbook-board marker model to the blended learning model authorized by digital educational resources, it is a big issues for a developing country to succeed without axis firm planning. Use of ICTs in education has been considered as one of the strategies to achieve the boarder goals of education in Nepal. The needed for ICT in education has been realized. As a result, some policies have been formulated and some activities related to ICTs have been carried out. National Center for Educational Development (NCED) has been providing training to the teacher through national Radio and F.M; Computer science has been taught as an optional subject in school. Computer Engineering/Computer Science/ ICT program in Bachelor's and Master's Levels are run by different colleges under various universities; various Training Institutes conduct technical education and vocational training courses in computer and ICT; Tribhuvan University has started Bachelor's in Education program in computer science. According to Bhattari (2017), MOE has introduced ICT into the school sector by establishing computer labs in selected schools and internet connectivity in DEOs and schools. Furthermore, central level agencies, regional education directorates and all 75 DEOs have lunched websites and the DOE has developed interactive digital learning materials for students in grade 2-6 in Nepali, math, English and Science. However, the ICT equipment in schools is mostly being used for administrative purpose.

2004- 2009, Ministry of education (MOE) provided 62 schools with one computer and one printer to each. Likewise, some NGOs, trust and individuals have been provided computers and other accessories to some schools and basic computers training to teachers (ICT in Education Master Plan 2013-2017).

ICT master plan 2013 is the grand plan and policy, which shows great passion towards ICT in education to achieve national and international goals of education. This plan has includes four major components like, development of infrastructure including internet connectivity, human resources, digital learning materials, and enhancement of education system. It has set out the objective to prepare teachers for ICT based education. It has also developed strategies for promoting continuous and life- long learning through open and distance mode, integrating ICT skills in performance evaluation of the teachers. Furthermore, it has also prepared to integrate ICT Skills in teacher preparation courses. ICT can be implementing in education through ICT related training and motivation. It also can be implementing by creating different opportunity for the teacher.

2.1.3 Computer Assisted Language Learning

Computer Assisted Language Learning or CALL refers to the use of the computer in language courses by teachers and learners. It is defined as the application of the computer in language teaching and learning. Nunan (1992) state that "interactive visual media which computers provide seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or second language learning". CALL is a means used in EFL teaching and learning since it has many advantages. It is a tool which is used as an aid to the teacher in the classroom. For example there are different programs to teach English pronunciation. CALL is used to assist learning because learners can develop and control their learning through the use of different tools such as email, electronic books and dictionaries. Therefore, the learners can be more autonomous because they can use the computer to get information and feel satisfied about their learning. In the past, EFL learning was seen as boring because educators used classical methods for teaching. Thus, using CALL helps the learners to be more motivated because CALL programs can provide the students with ways to learn English"…through games, animated graphics, and problem-solving techniques. As a result even tedious drills become more interesting. CALL is a means

used in EFL teaching and learning since it has many advantages. Thanks to CALL, the learners can be more autonomous by providing them with various learning tools. The Computer can be a useful tool for analyzing the learners 'mistakes and making self-correction. However, the lack of training in the use of the computer can cause a big problem in EFL teaching and learning.

2.1.4 Information and Communication Technologies

ICT consists of audio-visual aids in addition to digital technologies like computers and the internet which are motivating tools that can be used in the educational process. ICT provides technological equipment which help the learners to obtain information and increase their level. It makes the learners more motivated and enables them to interact with each other. Moreover, it allows the learners to improve their communicative skills. ICT gives the students the opportunity to participate effectively (Grace & Kenny, 2003). The internet is a set of interconnected computer networks which is related to billions of devices and consists of different networks. It is the center of information which people can get easily. The internet is a beneficial tool for the learners and teachers. The learners can develop their learning skills by using different internet sites. Paramskas, (1993) mentions a list of sites for language teachers and learners. These sites concern issues of language learning. They use language as a medium of culture. The teachers can exploit the Internet to prepare their lessons. The learners can obtain information to produce essays, stories or projects. The E-mail is a feature of the Internet which can be used by foreign language learners to communicate with native speakers that help them to improve their language skills. In addition to this, the Internet provides different language activities that can help the students practice the target language (Grace & Kenny, 2003).

2.1.5 ICT Tools in ELT

There are various ICT tools which can be used in ELT .Here we are going to describe some of the ICT tools which are commonly used in ELT and learning.

Radio and Television

The radio and television are one of the most useful devices for teaching the English language. A number of good English teaching programs are broadcast by Radio and T.V. Radio and television can bring the real world experience into the classroom. According to Tinio (2002) older technologies such as the radio and TV, although now given less

alternation, have a longer and richer history as instructional tools. These tools have been used for open and distance learning.

Video

Video provides a powerful way to help you prove your point. When you click Online Video, you can paste in the embed code for the video you want to add. You can also type a keyword to search online for the video that best fits your document.

PowerPoint presentation

PowerPoint is a presentation software program that is part of the Microsoft office package. This program is widely used in business and classroom and is an effective tool. The tern 'PowerPoint presentation' was coined when Microsoft introduced its software program PowerPoint. PowerPoint is commonly used by presenters as a digital aid when presenting their topics. In addition to an on screen slide show it has printing options that allow the presentation to provide handouts.

Multimedia Projector

Multimedia is a combination of various types of media including sound, animation video and graphics. The delivery of visual media through projection is an effective way to entertain, educate and communicate with people on a large scale. Because people learn information in different ways, modern presentations in the classroom often use a variety of methods, including moving pictures and sounds which makes teaching and learning effective.

Internet

The internet is a network of networks. It is one of the biggest contributions making the world into a global village. Students can now have access to libraries around the world. Dudeney (2000, p.1) says the internet is the biggest communicative revolution. Similarly Linder (2004, p.10) says the internet is a valuable tool for language learning and teaching. According to him, the internet offers real time communication with other network users and is a great source of information.

2.1.6 Challenges of Using ICT in Language Learning

The world today is known as the age of information and communication technology. The developments in technology are the core of 21st century innovations. There is no doubt that integrating ICT in language learning is very effective. At the same time there

are many challenges which affect the integration of technology into language learning. This is because of the difference in age, learning styles, perceptions, attitudes and others which the person holds. Several researchers have been conducted on barriers of using ICT in education. Hara (1998) identified a range of factors which are barriers of using ICT in education in his research 'student's perspectives in a web based distance education courses'. Those factors are self-confidence with ICT self-efficacy and prior educational background.

Similarly, Muilenberg (2001) investigated analytic studies of barriers to online learning. He identified eight underlying constructs that limit student's experience of online education. These barriers are administrative and instructor issues, limitations of social interactions, limited academic and technical skills, learner motivation, and support for studies, high cost and limited access to the technical problems. Some other challenges are lack of confidence in using ICT, lack of motivation, lack of technical knowledge and making access of ICT to   all the students in English language learning and teaching. Researchers clearly show there are many different factors which challenge students in their process of learning using ICT. As a result, factors related to the use of ICT need to be identified so solutions can be undertaken to improve students' usage of ICT in helping them to be better at learning.

2.1.7 ICTs in English Language Teaching and Learning

Information and Communication Technology refers to the various technological devices used to communicate and to create, store, disseminate and manage the information. It is a medium which helps the teachers and learners for their teaching and learning activities. It helps to build confidence by providing subject knowledge as well as authentic materials and up to date information. Providing. ICT has been used in almost all the fields of life, including education. The utilization of ICT in education has recently started to appeal to the potential and significant progress in language learning. It has become a major issue in the education world and has been used from preschool through to university that could facilitate students and teachers in the teaching and learning process. ICT has been publicized as potentially enabling tools for educational change and reform. Computers play a significant role in the learning process especially in learning language.

ICT helps to open the door of different opportunities for teachers as well as the learners. It is a valuable and innovative teaching technology enhancing English language learning. The rapid growth of ICT has influenced every aspect of the language learning process. Using technology has positive effects on teaching and learning English. ICT in ELT is needed for better understanding. English language teachers can support learners to gather more learning sources by helping the learners to organize new information. Link the information according to their existing knowledge and use memory aids to retrieve information. Digital learning materials can be used to facilitate better outcomes in the ELT process.

2.1.8 Benefits of ICT

In this twenty-first century we are all living in the age of digital technology. ICT has been used worldwide to help people such as in business, trade, marketing, science, education and so on. ICT has an impact on nearly every aspect of our lives from working to socializing, learning to playing. The digital age has transformed the way young people communicate, network, seek information and learn. Tinio (2002, p.3) says, any technologies related to ICT are regarded "as potentially powerful enabling tools for educational change and reform." Technology based teaching methodology has reformed the traditional teaching method and given it a new shape. IT has changed the classroom ideology and pedagogical theory as well. It has added novelty and vitality to classroom teaching by ensuring students' active participation. Likewise Chapelle (2003) also talks about the benefits of using ICT in English language teaching. He further says it creates a learner friendly environment, helps to improve all four language skills, provides varied communicative opportunities for students within and outside the class, increases students' self-confidence and makes learning more stimulating, productive and student-centered. Similarly (UNESCO, 2009) reports says ICT was expected to lead to more productive learning. ICT on educational outcomes did not produce very consistent results. It is believed that the use of ICT in education can increase.

2.1.9 Policy and Provisions

The need for ICT in Education in Nepal has been realized. As a result some policies have been made and some activities related to ICT have been carried out. There is an absence of consolidated ICT in Education policy in Nepal. However IT policy (2010),

SSRP (2009- 2015) and Three year plan (2011-2013) of the Government of Nepal have provided some policy and strategies for the development and integration of ICT in education .For example, IT policy (2010) had the policy provisions such as expansion of access of the internet to all schools, promotion of industry. Academia collaboration, coordination and collaboration with national and international institutions to develop skilled human resources and formation and implementation of special IT programmer focusing on students, teachers and schools in order to develop competent human resources .Similarly the school sector reform plan (SSRP) states, ICT assisted teaching learning will be implemented and expanded in all schools, 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. Likewise the Ministry of Education has prepared the Master plan on ICT in education in Nepal for the next five years. This master plan includes four major components in ICT in education: infrastructure, connectivity, teaching learning materials and human resources. The main goals of the ICT master plan are; to expand equitable access to education to enhance the quality of education and to improve the service delivery of education. These all policies and practices reveal the fact that the government as well as universities have initiated to introduce the course of ICT. The ministry of Education has considered the use of information and communication technology is essential to achieve the goals of education.

To sum up, theory refers to the wider knowledge of a particular subject. It deals with the description of concepts, definitions and characteristics of a certain topic. Hence, theoretical literature is the body of all written works about a certain subject which is a very essential part of any research work as a researcher reviews the related theoretical literature to get wider knowledge about his\ her research work. In this context, the researcher reviewed the study about educational technologies, policies and provisions of ICT in the education system of Nepal, computer assisted language learning, information communication technologies, ICT tools that can be used in English Language Teaching like radio, TV, net internet, projector, computer etc. The researcher also reviewed benefits and challenges using ICT tools in English Language Teaching.

2.2 Review of Empirical Literature

Some of the researches conducted under the department of English Education can be presented as follows:

Adhikari (2008) conducted research on "Effectiveness of using computers in teaching vocabulary". He aimed to find out the effectiveness of using computers in teaching vocabulary in contrast to traditional ways of teaching vocabulary. He prepared the questionnaire as data collection on the basis of 'our English' grade nine prescribed for high school curriculum. He selected 24 students for his experimental study on the basis of odd and even numbers of their scores in pre-test. He concluded his research work stating that using computers in teaching vocabulary was a significantly effective way of presenting new vocabulary items in EFL classrooms.

Khanal, (2008) conducted research on "Attitudes of higher secondary teachers towards the use of computers and internet." This study was carried out of study the attitudes of higher secondary English teachers of Kathmandu valley and their perception on the basis of their personal characteristics, relative to computer and the internet advantages .He concluded his study with the finding that majority of the teachers had positive attitudes towards the computer and the internet. Although less than 25% English teachers of secondary level schools in Kathmandu valley were still away from computer and internet and had the positive attitude towards the use of them in curricular activities. All teachers were interested in increasing computer and the internet access in the future.

Hennessy, Harrison and Wamakote (2010) in their article entitled "Teacher Factors Influencing Classroom use of ICT in sub-sharan Africa" synthesized the research literature on teachers' use of information and communication technology in primary and secondary school in sub-sharan Africa, with a particular emphasize on improving the quality of subject teaching and learning. Their focus was on the internal factors of influencing on teachers' use or lack of use of technology in the classroom. Their discussion attended to perceptions and beliefs about ICT and their motivating effects, technological literacy, confidence levels and pedagogical expertise related to technological use and the role of teachers' education. Finally, they identified a need for teachers and teacher educators to integrate ICT into subject teaching and learning using contemporary pedagogical approaches.

Ibrahim (2010), in his article entitled "Information and Communication Technology in ELT" opines that information communication technology should be exploited effectively to shift from teacher centered approach to the student centered approach in teaching or learning English. He opined that technology has created changes in all aspects of society. It is also changing our expectation of what student must learn in order to function in the new world. Similarly, he argues that the use of ICT in language teaching has countless benefits.

Bhandari (2012) studied "Use of Cassette and Cds in Teaching Spelling and Pronunciation." The objective of the study was to find out whether teachers use teaching materials to teach spelling and pronunciation or not and find out the practicalities of the use of spelling and pronunciation materials at the lower secondary level. She used purposive sampling procedures and selected 20 teachers of lower secondary level and 10 English teachers. She used questionnaires and the observation checklist as the tools. At last she concluded that cassettes were the most useful materials and relevant to curriculum and textbooks, not always relevant to the students.

Similarly, Shrestha (2012) carried out a study on "Use of ICT resources for English language Teachers personal Development" The main objectives of this study were to find out the usefulness of online resources for lectures of English in their Professional Development and to identify the percentage of lectures of English they make use of online resources via internet through various synchronous and asynchronous tools. He selected fifty four lectures from nine colleges of their districts Kathmandu, Bhaktapur and Lalitpur. He selected lectures from each college as using non-random purposive sampling procedures in this study. Findings of this study were that the majority of the lectures of English use the internet for chatting, entertainment, news, e-mail and online sources.

Makura (2014) carried out a research on "Students perception of the use of ICT in higher education teaching learning context. The aim of this paper was to investigate students' perception of ICT usage by staff and students. The study adopted the interpretive research approach. The intention was to tap into the students experiences of encounters with ICT at university in questions. The case study method design was used

as a methodology. Questionnaire and interview (Questa view) was administered to a randomly selected group of fifty students to collect the data. Data were analyzed thematically and the results showed that students perceived technology for learning to mean a computer.

Likewise, Yadav (2016) studied entitled "Beliefs of English teachers in using multimedia in their classes" The main objectives of the study was to find out the students perception on use of online sources in term of Website, G-mail, E-book, Blogs, Facebook and find out the usefulness of online resources for students' academic development. The sample population selected purposively. Questionnaire has been used for data collection. The finding of this study was purposive of using online resources to consult the subject matter regarding the content. The study showed that there are not a lot of resources and teacher training in the college. Majority of the students agreed that online resources are the most important source of learning.

Ghavifekr, Kunjappan, Ramasamy & Annreetha (2016) conducted research on "Teaching and Learning with ICT Tools: Issues and Challenges from Teachers Perceptions". This study aimed to analyze teachers' perceptions of the challenges faced using ICT tools in classrooms. Quantitative research design was used to collect data from a sample of 100 secondary level school teachers in the state of Melaka, Malaysia. The researchers used questionnaires as research tools. The researchers had used descriptive analysis to analyze the frequency and percentage of the overall population in the demographic background. Besides, it was also used to determine the mean, standard deviation, frequency and percentage. T-test was also used to analyze the research findings. This research had mentioned the key issues and challenges found to be significant in using ICT tools by teachers were: limited accessibility and network connection, limited technical support, lack of effective training, limited time and lack 16of teachers' competency. Moreover, the results from the t- test showed that the use of ICT tools by male teachers in the classroom is higher compared to female teachers.

Mafurage & Moreoni (2017) conducted research on "Integrating ICT in ELT" The objective of the study was to explore opportunities and challenges faced by teachers of English Language and the students they teach. They selected 55 teachers in eleven junior secondary schools in the Kweneng in Botswana, took part in the study Questionnaire was

used as a data collection tool. The study concluded that the majority of teachers are aware that ICT could be used to enhance ELT and learning and were willing to go for ICT training to improve their teaching method.

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

Nepal (2018) conducted research on "Use of ICT in English Language Teaching at Secondary Level" to assess the role of ICT in English language learning and to explore the teachers' use of ICT in English language teaching. The researcher used purposive sampling procedures. Ten teachers from public schools of Kathmandu valley were selected. Five teachers were interviewed and twenty classes were observed to get the required information. The findings of this study showed that use of ICT in the classroom helps students for a better learning. It motivates and encourages students to get part in teaching learning activities actively.

Rokaya (2018) conducted research on "Information and Communication Technology in English Language Learning" to explore the use of ICT in Bachelor level 1st year students. He selected forty students of Kathmandu valley as a sample for this study following non-probability sampling procedure. This study found that students are positive towards the use of ICT in English language learning and they are using ICT for developing their English.

Here, we can say that a computer, in teaching vocabulary, is a significantly effective way of presenting new vocabulary items in EFL classrooms. In the 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 a certain time .Language learning program can be

created to enable students to learn the lesson with guidance, instruction, information or further explanation.

2.3 Implications of the Review for the Study

Above reviewed literature (theoretical and empirical) is similar and helpful for the proposed study. I have taken lots of ideas and information for my proposed research which will be useful and helpful for my study. Particularly, I reviewed some of the articles and theses that helped me in various respects to conduct this research. When I reviewed Cohen, Manion & Morrison (1985), Nunan, (1992) Adhikari, (2008) which helped me to form the methodology of the study. Likewise, Bhattrai (2017) provided me with the knowledge about the English language teachers' perceptions on the integration of e- learning in classroom based ELT and to identify challenges in integrating e-learning and the strategies to be employed by the teachers to the use of e-devices in the actual classroom teaching. Similarly, Ibrahim (2010) work prospected ICT as exploited effectively to shift from teacher centered approach to the student centered approach in teaching and learning English and it helped me to form the conceptual framework. Likewise, Hennessy, Harrison and Wamakote (2010) study helped me to develop the tool for data collection.

In the same way, by reviewing the related empirical literature done by Khanal (2008), Bhandari (2012), Maura (2014), Thanet (2017), Rokya (2018) and Nepal (2018), also helped me to gather ideas about the useful ICT tools in English language teaching. These research studies also helped me to understand about the perceptions of teachers and learners and the use of ICT. After reviewing, Mafurage & Moreoni (2017) provided me with the opportunities and challenges faced by teachers of English Language and the students they teach. In the same way, Ghavifekr et al. (2016) provided lots of knowledge about teaching and learning with ICT tools and challenges from teachers' point of view. Although it has used survey design and used a huge population as a sample of the study.

After reviewing these research studies carried out with different objectives, methodology and research questions, I have got in-depth information for my research topic. I got many ideas that will be very beneficial to my research work. I got knowledge about teaching and learning with ICT tools and challenges from teachers' point of view. I

knew the knowledge about the English language teachers' perceptions on the integration of e- learning in classroom based ELT and to identify challenges in integrating e-learning and the strategies to be employed by the teachers to the use of e-devices in the actual classroom teaching. Moreover, I knew about questionnaire and survey design. On the whole, the reviewed literatures have many implications to my research works regarding the research design of study, theoretical ideas, data collection tools, sampling procedures, data analysis procedures. Therefore, these all reviewed works helped me to carry out this research.

2.4 Conceptual Framework

A conceptual framework is a very important component of a research which enables the researcher to find links between the existing literature and his other owner search goals. It is on the basis of our research work entitled Teachers' perception on the use of ICT tools in ELT. Therefore I tried to show the mental framework about how to conduct his study. The conceptual framework for this study has been shown diagrammatically as below:

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┌─────────────────┐                    ┌──────────────────────────┐
│    Use of ICT   │ ◄────────────────► │ Challenging using ICT in │
└─────────────────┘                    │           ELT            │
         │                             └──────────────────────────┘
         ▼                                         │
┌─────────────────────┐                            ▼
│ Motivates to students│                ┌──────────────────────────┐
└─────────────────────┘                 │      Limited access      │
         │                              └──────────────────────────┘
         ▼                                         │
┌─────────────────────┐                            ▼
│ Knowledge delivery  │                 ┌──────────────────────────┐
└─────────────────────┘                 │      Lack of Skills      │
         │                              └──────────────────────────┘
         ▼                                         │
┌─────────────────────┐                            ▼
│ Collaborative Learning│               ┌──────────────────────────┐
└─────────────────────┘                 │     ICT Tools in ELT     │
                                        └──────────────────────────┘
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| Radio, TV, video | Power point | Multimedia |

Findings
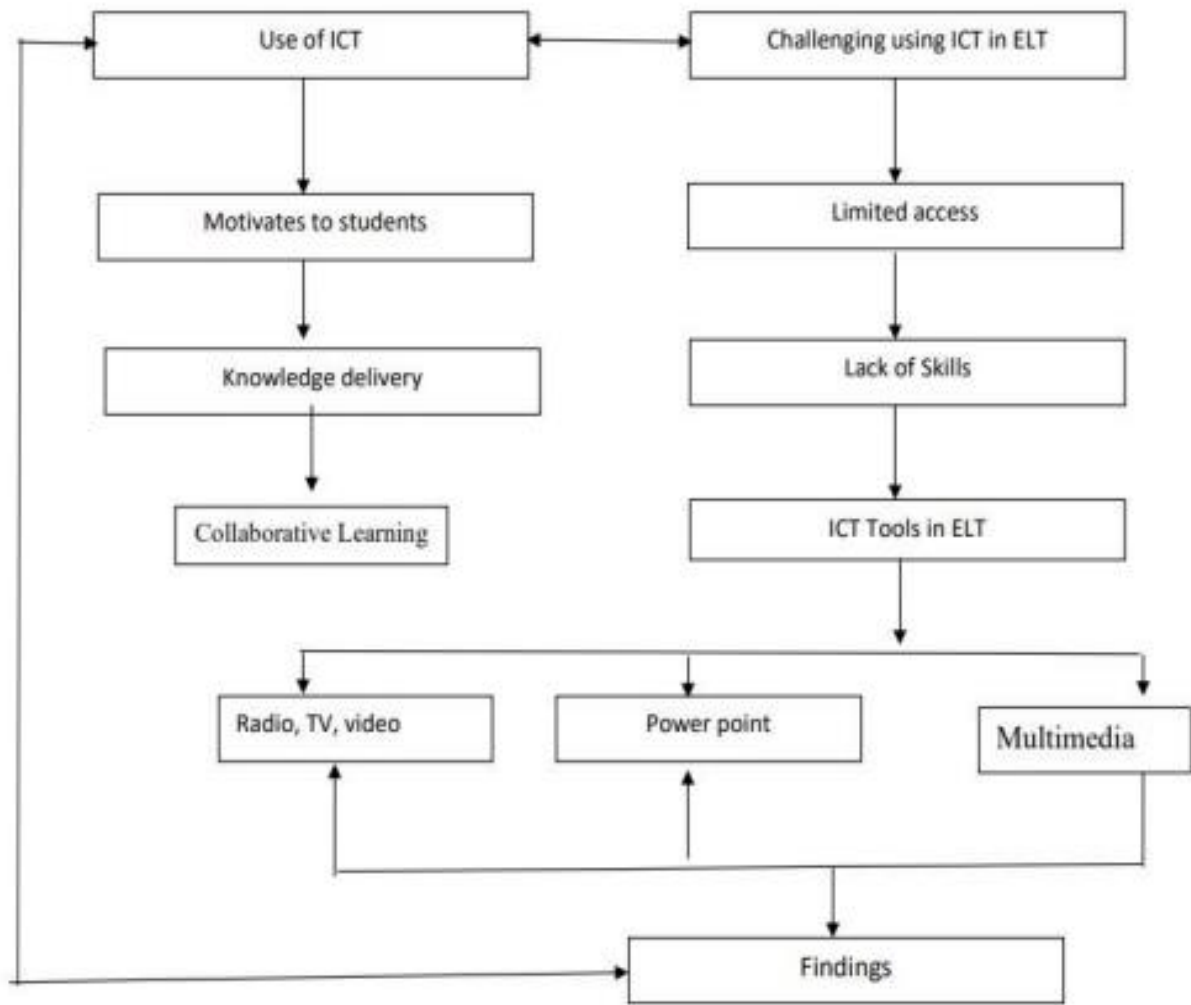
CHAPTER THREE

METHODS AND PROCEDURES OF STUDY

Methodology of the study refers to the methods or procedures adopted to find out the target goal or area. This part of the research consists of design and methods of the study, population, sample and sampling strategy, sources of data (primary and secondary), data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations. The following methodology was adapted to accomplish this study.

3.1 Design of the Study

The design of this study was mixed because I followed both approaches; quantitative and qualitative in general and survey design in particular. It is the most popular research design. Survey is a new technique for social science research and educational research. Surveys are the most commonly used descriptive method in educational research. It is mainly carried out to find out people's attitudes, opinions, and specified behaviors on certain issues, phenomena, events and situations. According to Cohen, Manion & Morrison (1985), this research study is based on survey research design where the large numbers of the English teachers of the secondary level were selected as the sample of the study. Specifically it is carried out in large number of population in order to find out the public opinion: According to Nunan, (1992, p.140) "the main purpose of a survey is to obtain a snapshot of conditions attitudes and events at single point of time" In this way Nunan (1992, p.141) suggests the following eight steps procedures of survey research.

Step 1: Define Objective

What do we want to find out?

Step 2: Identify target population

Who do we want to talk about?

Step 3: Literature review

What have others said/ discovered about the issue?

Step 4: Determine Sample

How many Subjects should we survey, and how will we identify these?

Step 5: Identify survey instruments

How will the data be collected? Questionnaire?

Step 6: Design survey procedure

How will the data collection actually be carried out?

Step 7: Identify analytical procedure

How will the data be assembled and analyzed?

Step 8: Determine reporting procedure

How will be- written and presented?

Through survey research, a great deal of information can be obtained by studying a large population. It is considered as a very important and indispensable tool for studying social attitudes, beliefs, values, etc. It is equally efficient at collecting information from a large number of respondents. Therefore, I selected this design to investigate for my present study. Both primary and secondary sources of data were used for this study. The primary source of data was collected from selected teachers of Kathmandu district. Forty teachers were selected randomly for the questionnaire survey for the secondary sources of data, various books, research especially Tinio (2002), IT policy (2010), Linder (2004), SSRP (2009-2015), ICT in Education master plan (2013-2017) were reviewed.

3.2 Population, Sample and Sampling Strategy

The population of the study refers to the people, place objects or any other source of information that make the whole group. The populations of this study were the 40 secondary level English teachers from Kathmandu valley. Sample represents a small group of people which is selected for study. For this study, 30 teachers from 10 schools and 10 teachers from 5 schools were selected as a sample. Similarly sampling strategy is the process or way used to select the sample from a large population. Therefore, in order to collect the data, I used purposive non random sampling procedures to select the sample for my study.

3.3 Data Collection Tools and Techniques

Both Open-ended and close-ended questionnaires were used for data collection tools.

3.4 Sources of Data

Both the primary and secondary source of data were used in the study. The primary source of data was used to collect required data and secondary sources were used to facilitate the research.

3.4.1 Primary Sources of Data

The data collected from the defined sample size for the analysis were the primary sources. So, forty selected teachers were the primary source of data. The researcher collected the data from the field as primary data for the study.

3.4.2 Secondary Sources of Data

The secondary source of data were the related books, articles, and journals written in the field of ICT. The researcher reviewed the available related literature for the secondary source of data.

3.5 Data Collection Procedures

First of all, the researcher prepared a set of questionnaires for the tools of this study. Then, the researcher visited the purposely selected schools and asked for permission from the authority to talk about the intention of visiting school. Then the researcher introduced herself to the informants and the researcher consulted with the English teachers and established rapport with them. After building rapport with concerned teachers, the questionnaires were distribute to the individual respondents. Then, the researcher collected the questionnaire from the respondents in order to get intended data for the study. Finally, the researcher thanked all respondents for their kind cooperation.

3.6 Data Analysis Procedures

After collecting necessary data it was coded and tabulated under different headings according to its nature after reading several times. Being a mixed research design, I used the characteristics of both qualitative and quantitative analysis procedures. In this regard, I analyzed qualitative data in a narrative way with description and quantitative data were analyzed and interpreted with the help of simple statistical tools like tables.

Thus, systematically collected data were analyzed, interpreted and presented descriptively with the help of table illustrations adopting both qualitative and quantitative approaches.

3.7 Ethical Considerations

Ethical considerations can be considered as code of conduct to be followed while doing any research. For example informed consent, research misconduct getting permission from consider like this way. After obtaining approval from the ethics committee of the University Campus Kirtipur, the researcher visited different selected schools and obtained consent, then she established rapport with them after that, the respondents were informed the problem, the research study and objective respectively. Furthermore they were invited to fill the questionnaire. Lastly, I collected data then analyzed and interpreted for the purpose of this study only. Thus, data preservation and secrecy of respondents were preserved.

To sum up, methodology of the research study is the process, ways or techniques to be followed from the beginning to the end while doing any research work. Methodology of the research consists of design and method of the study, population, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations. In this context, the researcher used quantitative and qualitative in general and survey design in particular. 40 secondary level English teachers from Kathmandu valley were selected by using purposive non-random sampling procedures as the primary source of data collection for the study. Both the qualitative and quantitative data were collected. Open-ended and close-ended questionnaires were used to collect primary data and the source of secondary data were the related books, articles, and journals written in the field of ICT. The researcher analyzed the collected qualitative data in a narrative way with description and quantitative data were analyzed and interpreted with the help of simple statistical tools like tables. While doing research all sorts of code of conducts were followed by the researcher.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF THE RESULTS

In this chapter the collected data were analyzed and interpreted in terms of Teachers' perception on the use of ICT tools in ELT. The data were collected using questionnaires consisting of both close-ended and open-ended questions. The data were presented descriptively and through tabulation. On the basis of collected data, the results were derived in terms of perception on the use of ICT tools in ELT. The questions were constructed on the basis of the objectives of the study.

4.1 Analysis of Data and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the collected data from the primary sources. In this study, questionnaires were used in order to explore the secondary level English teachers' perceptions on the use of ICT tools in ELT and to find out the problem and challenges faced by English Teachers while using ICT tools in the classroom. The data were collected by using two sets of questionnaires including close ended and open ended questions in a questionnaire for Teachers. Thus, the following section deals with the analysis and interpretation of the collected data using qualitative and quantitative methods.

4.1.1 Use of ICT for Language Learning

Information and communication technology has been used in almost all fields of life, including in education. It is a necessary part of language learning. It plays a vital role in language learning. ICT encourages independent and active learning, and students' responsibility for their own learning. It proves that students who used educational technology felt more successful in school. They are more motivated to learn more and have increased self- confidence and self-esteem. It is also important that the use of ICT is introduced and supported in a sustainable way and in a range of pedagogical approaches that promote lifelong learning. When they use technologies It Provides learners with a lots of opportunities to practice English and involve themselves in authentic environments of use, promote interaction and communication, and enhance digital literacy skills. It helps to reduce the dependency on printing materials. ICT provides immediate feedback and access to a variety of learning sources, increases independence,

helps to develop knowledge and skills, increases independence, self-confidence, helps to develop knowledge and skills, builds confidence and brings change in teaching learning process. In this section I have presented the teachers' response on the use of ICT for language learning. In this section I included 4 closed- ended questions to find out the perception of teachers on the use of ICT for language learning. The items with their respective are presented in the table below:

Table 1
Use of ICT for language learning

S.N	Activities	Response									
Use of ICT		Strongly Agree		Agree		Strongly Disagree		Disagree		Unsure	
		N	%	N	%	N	%	N	%	N	%
1	Using ICT Facilitates language learning.	15	37.5	10	25	5	12.5	8	20	2	5
2	All sorts of language skills can be developed by using ICT in the classroom.	18	45	12	30	8	20	2	5	0	0
3	Use of ICT reduce the dependency on printing materials	20	50	10	25	5	12.5	3	7.5	2	5
4	Use of ICT helps to prepare classroom presentation	12	30	20	50	8	20	0	0	0	0

The first item was asked to respond whether ICT tools facilitate language learning or not. The table shows that the 37.5% students strongly agreed, 25% agreed, 12.5%

strongly disagreed, 20 % disagreed and 5% were unsure with the statements. It showed that the majority of teachers believe that using ICT facilitates learning language. Similarly, the second item was asked to respond to whether all sorts of language skills can be developed by using ICT in the classroom or not. The data presented in the table shows that 45% teachers strongly agreed, 30% agreed, 20% strongly disagreed, 5% disagreed and no one unsure with the statement that all sorts of language skills can be developed by using ICT in the classroom. This data shows the majority of them responded that ICT contributes to learning all sorts of language skills.

Likewise, the third item was asked to find out to what extent they agree with the statement that using ICT reduces the dependency on printing materials. The data presented in the table shows that 50% respondents strongly agreed, 25% agreed, 12.5% strongly disagreed, 7.5% disagreed and 5% were unsure. It shows that the majority of the teachers responded that using ICT reduces the dependency on printing materials.

Furthermore, the fourth item was asked to respond to whether use of ICT helps to prepare classroom presentations or not. The data presented in table 1 shows that 30% teachers strongly agreed, 50% agreed, 20% strongly disagreed and no one disagreed with the statements that use of ICT helps to prepare classroom presentations. This data shows that the majority of teachers believed that using ICT helps to prepare classroom presentations.

To sum up, it is found that teachers have positive beliefs on the use of ICT for English language learning. They believe language learning is facilitated by using ICT. ICT also helps to develop all sorts of language skills by providing varieties of materials.

4.1.2 Benefits of ICT

Information and Communication Technology in education is an essential part of a modern study. ICT plays a vital role in the English language learning and teaching process. It helps in several ways. Like reading, writing and sharing their thoughts and ideas with the world via social media and creating assignments and presentations easily by using computers. It provides access to a wide range of up-to-date learning materials, provides a platform that engages students, enhances learning through interaction, collaboration. Teachers can have different views regarding the benefit of ICT in the

language learning process. In this concern, the research aimed to find out the benefits of using ICT tools in ELT.

Three close-ended Questions were asked to find out their beliefs on the benefits of using ICT. The Questions with their respective percentage are presented in the table below.

Table 2

Benefits of ICT

S. N.	Activities	Response									
Benefits of ICT		Strongly Agree		Agree		Strongly Disagree		Disagree		Unsure	
		N	%	N	%	N	%	N	%	N	%
1	Use of ICT motivates the students in learning.	6	15	20	50	10	25	4	10	0	0
2	Students easily understand the subject when they are taught with ICT.	4	10	10	25	20	50	4	10	2	5
3	Using ICT in the classroom is frustrating.	2	5	12	30	6	15	20	50	0	0

The above table shows teachers' beliefs on the benefits of ICT in English language learning. The first item was asked to respond if use of ICT motivates the students in learning. It shows that the 15% teachers strongly agreed, 50% agreed, strongly disagreed 25% and 10 % disagreed with the statements. It shows that the majority of teachers believe that use of ICT motivates the students in learning, so we can say that ICT plays a vital role in learning language.

Similarly, the second item was asked to respond whether Students easily understand the subject when they are taught with ICT or not. The data presented in table shows that 10% students strongly agreed, 25% agreed, 50% strongly disagreed, 10% disagreed and 5% unsure with the statement that ICT helps students easily understand the subject when

they are taught with ICT. Similarly, the third item was asked to respond if using ICT in the classroom is frustrating or not. The data presented in the table shows that 5% of teachers strongly agreed, 30% agreed, 15% strongly disagreed, 50% disagreed and no one was unsure with the statements that using ICT in the classroom is frustrating. This data showed that the majority of teachers believed that using ICT tools in the classroom is not frustrating, rather it helps to motivate students in teaching learning activities.

4.1.3 Importance of ICT Tools in ELT

Every way of our life is affected by information and communication technology. It is also affected in the education sector in this digital age. In this digital age ICT is extremely important in communication and learning everywhere. The education system is now developing by the blessings of information and communication technology. We are searching for an advanced way of learning and teaching. ICT has made it easier for us. It has improved confidence, motivation and self-esteem, four skills, provides immediate feedback and helps to make it easy to control large classes. It has given us modern ways of learning and teaching. Teachers can have different opinions regarding the importance of ICT tools in the English language teaching and learning process. In this section I have presented the teachers' responses about the importance of ICT tools in English language teaching. In this section I included 4 closed- ended questions. The items with their respective percentage are presented in the table below.

Table 3

Importance of ICT Tools in ELT

S.N.	Activities	Response									
Importance of ICT Tools		**Strongly Agree**		**Agree**		**Strongly Disagree**		**Disagree**		**Unsure**	
		N	%	N	%	N	%	N	%	N	%
1	We can get authentic materials from ICT tools.	6	15	20	50	10	25	4	10	0	0
2	ICT helps to develop communications skills.	20	50	10	25	4	10	2	5	4	10
3	ICT provides up-to-date information.	26	65	8	20	4	10	2	5	0	0
4	ICT enhanced students' participation.	12	30	10	25	8	20	6	15	4	10

The above table shows teachers' perceptions on the importance of ICT in English language learning. The first item was asked to respond if we can get authentic materials from ICT tools or not. It shows that 15% students strongly agreed, 50% agreed, strongly disagreed 25% and 10 % disagreed with the statement. It shows that the majority of teachers believed that they can get authentic materials from ICT tools. Similarly, the second item was asked to respond if ICT helps to develop communications skills or not. The data presented in the table shows that 50% teachers strongly agreed, 25% agreed, 10% strongly disagreed, 5% disagreed and 10% unsure with the statement. This data shows that the majority of respondents agreed that ICT improves communication skills of teachers as well as students. Likewise, the third item was asked to respond whether ICT provides up-to-date information or not. The data presented in the table shows that 65% teachers strongly agreed, 20% agreed, 10% strongly disagreed, 5% disagreed and no one was unsure with the statements. ICT provides up-to-date information. This data shows

that the majority of teachers believed that ICT provides up-to-date information for learning the English language as they are easier, faster, accessible and fun to use. Similarly, the fourth item was asked to respond to whether ICT enhances students' participation. The data presented in the table shows that 30% teachers strongly agreed, 25% agreed, 20% strongly disagreed, 15% disagreed and 10% were unsure with the statement that ICT enhances students' participation. This data shows that the majority of the participants responded that ICT increases students' participation in English language teaching and learning.

4.1.4 ICT for Self-Learning

ICT plays an essential role for every student in their self-learning. It is very important for students to enable them to acquire the skills that are needed for their studies or the digital world, which helps them to easily get the critical thinking and analytic skills needed for students in their future. It helps to promote the thinking and skills of students by self-developing. Using ICT students will no longer depend on the teacher anymore as it would transform the classroom environment from teacher- centered to student-centered learning. ICT enables students who need a special education to accomplish working tasks at their own pace. With the help of ICT, students can communicate more easily for those who have profound and multiple learning difficulties. Moreover, using the voice communication by students enables most of them to gain the confidence or credibility of social and in the communities. Furthermore, students can be motivated to use the internet at home for schoolwork. On the other hand, for those with communication difficulties or problems, ICT could unblock the hidden potential of students. One of the benefits that arise from the use of ICT is that students can demonstrate their achievements in ways which might not be possible with traditional methods. The advantages of using ICT in education also include the enabling of tasks to be tailored to suit individual skills and abilities. ICT is to offer an effective learning environment for students which then increases their performance in academics. ICT increases independent self-confidence & self-esteem and makes autonomous learning. When the students use the ICT tools they can evaluate themselves. In this section I have presented the teachers' responses about the ICT for self-learning. In this section I include 4 closed- ended questions. The items with their respective percentage are presented in the table below:

Table 4
ICT for Self-Learning

S.N	Activities	Response									
Self-Learning		**Strongly Agree**		**Agree**		**Strongly Disagree**		**Disagree**		**Unsure**	
		N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
1	ICT increases independent Self - confidence & self-esteem.	16	40	12	30	4	10	6	15	2	5
2	ICT increases autonomous Learning.	12	30	8	20	10	25	8	20	2	5
3	ICT makes students passives.	0	0	8	20	6	15	6	15	20	50
4	Students can evaluate themselves by using ICT tools.	10	25	10	25	8	20	8	20	4	10

The above table shows teachers' perceptions on ICT for self-learning in English language learning. The first item was asked to respond if ICT increases independent self-confidence & self-esteem or not. The data presented in the table shows that 40% teachers strongly agreed, 30% agreed, 10% strongly disagreed, 15 % disagreed and 5% were unsure with the statements. It shows that the majority of teachers believed that ICT increases independent self-confidence & self-esteem in learning language.

Similarly, the second item was asked to respond if ICT increases autonomous learning or not. The data presented in the table shows that 30% teachers strongly agreed, 20% agreed, 25% strongly disagreed, 20% disagreed and 5% were unsure with the statement that ICT increases autonomous learning. This data shows that the majority of them responded that ICT increases students' autonomous learning.

Likewise, the third item was asked to find out to what extent they agree with the statement that ICT makes students passive. The data presented in the table shows that no one respondents strongly agreed, 20% agreed, 15% strongly disagreed, 15% disagreed and 50% were unsure. It shows that the majority of the teachers responded that ICT makes students active for language learning.

Furthermore, the fourth item was asked to respond whether Students can evaluate themselves by using ICT tools or not. The data presented in the table shows that 25% teachers strongly agreed, 25% agreed, 20% strongly disagreed, 20% disagreed and 10% were unsure with the statements. This data shows that the majority of teachers believed that using ICT helps to evaluate their learning.

4.1.5 ICT Sources of Learning Materials

ICT is a powerful resource and plays a key role in learning. ICT is a central tool that supports teaching and learning at all stages of education and across all areas of the curriculum. It can help to improve achievement levels, inspire creative thinking and encourage the development of skills that will prove invaluable in the real teaching learning process. It exercises collaboration and interaction amongst peers and also between students and teachers. ICT resources not only provide the tools for promoting and developing language skills but also encourages them to engage confidently in imaginative learning and makes teaching and learning more effective and fun for everyone involved. ICT enables self-paced learning through various tools such as assignment, computer as a result of this the teaching learning enterprise has become more productive and meaningful. It helps to facilitate the transaction between producers and users by keeping the students updated and enhancing teachers capacity and ability fostering a live contact between the teacher and the student through e-mail, chalk session, e-learning, web-based learning including internet, intranet, extranet, CD-ROM, TV audio-videotape. Technology has become very powerful media for interactive participation of experts and learners and it reaches the unreachable. Emerging learning Technology of bogging, Integrated Learning Modules, a podcast, Wikis, Enhancement of Browsers, e-learning, M-learning, U-learning have started making rapid strides in teaching learning processes. ICT represents one of the current applications of technology towards teaching- learning processes.

In this section I have presented the teachers' responses about how ICT can generate, restore and retrieve different learning materials, and how we can get a lot of knowledge related to subject matter from ICT sources. In this section I have included 3 close-ended questions. The items with their respective percentage are presented in the table below:

Table 5
ICT Sources of Learning Materials

S.N.	Activities	Response									
Sources of ICT		Strongly Agree		Agree		Strongly Disagree		Disagree		Unsure	
		N	%	N	%	N	%	N	%	N	%
1	ICT helps to generate, restore and retrieve different learning materials	14	35	10	25	8	20	6	15	2	5
2	We can get a lot of knowledge of related subject matter.	4	10	16	40	4	10	8	20	8	20
3	Students enjoy learning with the ICT.	20	50	10	25	10	25	0	0	0	0

The above table shows teachers' perceptions on ICT sources of learning materials. The first item was asked to respond whether ICT helps to generate, restore and retrieve different learning materials or not. The data presented in the table shows that 35% teachers strongly agreed, 25% agreed, 20% strongly disagreed, 15 % disagreed and 5% were unsure with the statements. It shows that the majority of teachers believe ICT helps to generate, restore and retrieve different learning materials.

Similarly, the second item was asked to respond whether we can get a lot of knowledge of related subject matter or not. The data presented in table shows that 10% teachers

strongly agreed, 40% agreed, 10% strongly disagreed, 20% disagreed and 20% were unsure with the statement. It shows that the majority of teachers believed that they can get a lot of knowledge of related subject matter from ICT sources. Likewise, the third item was asked to respond whether students enjoy learning with the ICT or not. The data presented in the table shows that 50% teachers strongly agreed, 25% agreed, 25% strongly disagreed, no one disagreed and was unsure with the statement. It shows that the majority of teachers believed students enjoy learning with ICT.

4.2 Teachers' Response on Set 'B' Questionnaire

The set 'B' questionnaire was mainly designed to explore the views about ICT tools and what kinds of ICT tools they have used, how they feel while using ICT. Likewise, "why do they use ICT tools in the teaching and learning process?" There were 11 questions in this set. The total sample was 40. The first question of this set was "what kinds of ICT tools do you use in ELT?" and the options were Computer, Internet, Google, E-mail, YouTube. In response to this question, teachers replied with different views. The responses of remaining questions are analyzed and interpreted under the following sub-topics.

4.2.1 ICT Tools Used in ELT Classroom

ICT includes such technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as video conferencing, e-mail and blogs. Teachers can use different types ICT tools like E-mail, Blogs, Skype, Mobile Phone, IPad, YouTube, OHP, OPAC database catalog, Wikipedia, Printer or photocopy machine, language lab, multimedia and computer assisted language learning, computer and internet in teaching and learning process for various purposes in the classroom.

This category includes a question i.e. Which ICT tools do you use mostly in ELT?" Optional responses were given in the question. The respondents respond differently.

The teachers' practice of using ICT tools in ELT classrooms. Teachers were asked why they use ICT tools in the teaching and learning process. After analyzing the responses from the participants it is found that they have various reasons for using ICT tools in the teaching and learning process. They use ICT tools to improve achievement levels, inspire

creative thinking and encourage students to become self-learners to have access to the authentic and verities of learning materials, to make sustainable and reliable learning. One of the respondents said, "I use ICT tools in language learning to increase student participation because when we bring any sort of ICT tool in the classroom they eagerly participate in teaching and learning activities." In the same way another participant said, "ICT allows students to explore, observe, engage, solve problems and make exciting discoveries for themselves to develop language skills so I use ICT for teaching and learning process." Thus, ICT has been an essential part of teaching and learning in the present era.

4.2.2 Use of Internet for Language Learning

In the context of global exchange the use of the internet has become inevitable in the 21st century. The use of the internet has become essential for teaching and learning in the classroom. Mikre (2011) argues that, ICT in education can be in the form of E-learning which is the use of computers and the internet to deliver materials for learning. ICTs allow learners to foster the four Cs (communication, creativity, collaboration and critical thinking). Several studies reveal that students using internet facilities mostly show higher learning gains than those who do not. In this section, a question that is "Do you use the internet in English language teaching? Why?" was asked to 40 secondary level English teachers of the government school in Kathmandu Valley and the responses were analyzed descriptively. When I analyzed teachers' responses, all of the teachers said that they use ICT in English language teaching to foster learning of the students as ICT is a key reference which helps both teachers and students to search teaching learning materials. To the response of a question related to the use of the Internet for English language learning, one of the teachers said, "*I think the use of the Internet will emerge in ELT. Students can buffer the internet to get the reading materials. Similarly, they can get various exposures from the videos and audios by buffering YouTube if they are properly guided. Moreover they can get the different model questions for practice which helps them to grow academically.*

Similarly, another teacher said, "*Use of the internet in teaching and learning helps students to get authentic materials which help them to learn better. It plays a vital role to arouse motivation towards learning and make them active learners. This helps them to*

learn better and better in an interesting way. It is also useful to make the classroom full of a visual world so I use the internet in my teaching."

After analyzing these responses it can be concluded that the Internet plays a positive role in students' learning. It helps students to expand their knowledge in the related field. In the same way it motivates students towards learning.

4.2.3 Facilitation of ICT Tools

In the present day world Technologies are making dynamic changes in society. We are surrounded by technical devices and social media. They are influencing all aspects of life. Impact of technology can be seen in the educational sector, economical sector, and cultural sector. The influences are felt more and more at schools and colleges. Because technology provides both students and teachers with more opportunities in adapting learning and teaching to individual needs. Society is forcing schools to use ICTs in academic ways in the classrooms. Regarding the question. *"How does technology facilitate English language teaching and learning?"* One of the respondents said, *"Technology helps to learn better in the classroom and outside of the classroom. It helps in our teaching and learning activities for effective learning. Students can get information about multiple genres by using materials from the Internet. They can have experience in the real field as well. My students watch different videos on YouTube and gather knowledge related to language, culture, and various values of different societies. If it is used properly and purposefully it will definitely make learning more effective."* Likewise, another teacher said that *"I have been using ICT for two years in my classroom and it helps me to make students better understand the content. So, I think the use of ICT helps in creating a more effective classroom atmosphere for learning because the proper use of ICT helps in creating an appropriate learning environment by facilitating the students' learning. The use of ICT for educational purposes helps in motivating the students in learning, delivering the content in an easier way to the students, and helping them to have a clear understanding of the subject matter."*

While analyzing their views, almost all of the respondents said that use of ICT makes learning more effective in the classroom. They believe that ICT creates a lively environment in the classroom which helps students to learn better in a realistic way. The use of ICT enhances the students to be more active and engaging in the lesson. Similarly,

it helps students to learn more effectively as well as it helps students to get related knowledge and information for learning.

4.2.4 Suggestion for Students to Use ICT

There is a great value in incorporating new technology not as a bolt or reward but as the integral part of the process. In this regard, Hartoyo (2008) stated in his book, a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users. The technology in this era has grown up not only from the quality but also the efficiency. They are moving fast without any limit from every product. The major emphasis of ICT infusion in pedagogy should be such that it tends to improve learning, motivate and engage learners, promote, foster inquiry, collaboration, and exploration, and create a new learner centered learning culture. In this section I asked teachers about the Suggestion for students to use ICTs in the classroom. To the responses of the question different teachers presented their suggestions in a different way. Some of their responses are presented below:

One of the teachers said, *"ICTs should be used as a supportive material for English language learning. While using ICTs we should not forget the curriculum and its objectives. On the internet there are lots of materials and contents. We should select materials according to the nature of language skill we are going to learn."*

Similarly, another teacher said: *"ICT should be continued in ELT classrooms for practice based knowledge. It should be used for classroom interaction such as for group work, pair work and so on. It can be more beneficial to learn linguistic items using it as authentic materials."*

The above responses of teachers interpret that students should use ICTs in the classroom and outside of the classroom to make learning lively and fruitful. Teachers should encourage students to use ICTs for their self-learning. Similarly, students should select the materials from the internet by analyzing his/her level. ICTs should be used only as a supportive tool to read.

4.2.5 Advantages and Disadvantages of Educational Technology

Advantages of Educational Technology

ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs. Society is forcing schools to use ICTs in academic way in the classrooms. Tinio (2002), ICT is considered at present as a potential tool that provides educational opportunities in both formal and non-formal ways. In the teaching-learning process, ICTs can increase learners' motivation and engagement in classroom learning. It equips learners with digital age literacy, inventive thinking, higher-order thinking and sound reasoning, effective communication, and high productivity.

In the response of advantages and disadvantages of educational technology a question i.e. *"What are the advantages and disadvantages of educational technology?"* was asked to the teachers. In response to this question different teachers present their suggestions in a different way. One of the teachers said, *"Technologies provide students with variety in learning that addresses the multiple intelligences of the students. Today's students have never known a world without advanced technology. They didn't wait a few minutes for a new website to load over a slow dial-up modern, it wasn't that long ago when students were forced to drag heavy textbooks to class with them every day. Now most of those textbooks are viable online and can be accessed through a computer. Organizational platforms complement the e-books and other tools that are available through technology so that they are available through technology so that the learning process is streamlined and effective. When I use ICTs in the classroom students give attestation to the topic. They are motivated to watch different stories, movies and participate actively. I think ICT makes the classroom environment appropriate to learn collaboratively as well as individually and encourages them to learn many things."*

Similarly, another teacher said, *"I think the use of ICT helps in creating a more effective classroom atmosphere for learning because the proper use of ICT helps in creating an appropriate learning environment by facilitating the students' learning. When students of any age are in a learning environment that is based on a lecture format, the amount of information they retain can be as low as 5%. For many students, the classroom experience was based on 'export' using their classroom soapbox to disseminate knowledge. Technology has brought collaboration into the classroom. Students who learn*

in a collaborative environment can retain up to 80% of the information they study. And if interactive practices are included in the classroom environment, information retention levels can reach 95% for some students."

Similarly, another teacher said that, *"Technologies provides an opportunity to learn in different ways, students have more control over the learning process when technology is used in the classroom. Technology allows students to work at a pace that is comfortable for them. It helps to curriculum demands can be adjusted easier to meet individualized need to enhanced the learning process"* While analyzing their views, almost all of the respondents said that, Technology makes learning more effective in the classroom. They believe that Technology creates a lively environment in the classroom which helps students to learn better in a realistic way.

Disadvantages of Educational Technology

ICT can be distracting to students. Technology access can check everything on their smartphone. Technology can disconnect students from face to face relationships. When people feel like they can be autonomous, they begin to lose the filter that they have over their words and conduct. Some students even disconnect from regular social interaction for the comfort of a screen, word and emoji. That is why technology should be used as a tool in the classroom. It cannot be the only component of the learning process for students. Regarding the question Disadvantages of Educational technology Language teaching and learning, one of the teachers said, *"Technology can make it easier to cheat, it allows for easier communication between people and that is a definite positive. That ease of communication also makes cheating more likely. All it takes is a single group email broadcast to share the answers to a test, especially if the teacher is not monitoring student interactions on the computer."*

Similarly, another teacher said, *"Technology can replace the teacher. Many software learning tools provide teaching mechanisms within the program itself. Students can interact with a programmed online teacher as they complete learning lessons. That forces the teacher role of managers and observers. Teachers many never become absolute but technology in the classroom can replace the teacher"*

Similarly, another teacher said that, *"Technology could create medical issues for some students. Starting at a computer screen, a smartphone screen or a tablet screen can create eye strain. When this occurs, the symptoms may include irritation of the eye, feelings of fatigue and even blurred vision."*

While analyzing their views, almost all of the respondents said that Technology has limited the effectiveness, children often lose track of time when they are using a device with a screen and alter the learning opportunities that students have in a negative way.

4.3. Problems and Challenges Faced by English Teachers While Using ICT Tools in the Classroom.

In this digital era ICT use in the classroom is important for giving teachers opportunities to teach and apply four skills (listening, speaking, reading and writing). The use of ICT in the classroom is very important in providing opportunities for students to learn to operate in an information age. Studying the obstacles to the use of ICT in educational institutions may assist educators to overcome these barriers and become successful technology adopters in the future. Regarding the question. *"What are the problems and challenges faced by English teachers using ICT tools in the classroom?"* One of the teachers said, *"I think the major problem and challenge for using ICT faced in ELT classroom are lack of motivation from both teachers and student side to use ICT, lack of proper training skills, lack of expert technical staff, poor administrative support, poor course curriculum and lack of ICT based resources are the major problem and challenge for using ICT in the classroom teaching and learning.* Similarly, another teacher said: *"Lack of access, genuine software low speed of internet of ICT resources and unavailability of latest ICT equipment are the major problems for technology integration in the classroom"*

The above response of teachers interprets that problem and challenges faced by English teachers using ICT tools in the classroom. Lack of proper training skills, poor administrative support and lack of ICT based resources are the major problems and challenges of using technology in the classroom. One of the main challenges of using ICT in education is the lack of planning ICT activities for teachers that can develop their ICT capabilities. This is sometimes associated with a teacher's lack of confidence, competence and skills.

4.3.1 Challenges Faced by Teachers While Using ICT in ELT

ICT related Issues and challenges needed extra effort to implement successfully in the teaching learning process. There are several challenges of implementing ICT in ELT; especially in developing countries where English is considered a second language or foreign language. In modern ELT pedagogy, teachers and learners aimed to be able to teach and study whenever and wherever they want but in developing countries, teachers and the learners both have to survive with several issues because there is limited ICT based teacher training and skills, infrastructures, human resources, policies, motivation and support. TO establish and continue ICT based teaching and learning the governments have to manage large investments in different areas like training, infrastructure, preparing and designing digital learning materials, ICT based pedagogical support. ICT facilitates all the teachers and learners but it is not free from numerous issues and challenges, which prevent teachers from implementing ICT in ELT classrooms. This theme was created to explore the teachers' barriers, which prevent them from integrating ICT in the ELT process. Respondents were asked about the challenges that they experienced while implementing ICT in their teaching. In the context of Nepal, The way of implementing ICT in language teaching is not problem free. There are unlimited challenges, which create a big fence to implement ICT in teaching. Blanskat et.al. as cited in Salehi, & Salehi, (2012, p.41) classified the challenges into micro level barriers, such as those related to the teachers' attitude and approaches to ICT, and meso level barriers, such as those related to the institutional context. In this study I tried to explore both types of barriers through their own experiences.

4.3.1.1 Lack of Sufficient Teacher Training in ICT

To implement ICT in teaching, training for teachers is the major component. Without a trained teacher in ICT all the government's initiatives have not been effective. ICT related training helps to build the capacity of the teachers to implement ICT in the ELT process. It means lack of training to implement technology is one of the major challenges which was narrated by the respondents. All the respondents told that they had never been trained and some of them mentioned that they did not use ICT in their daily lessons due to lack of training. One of the respondents commented: *Formally, I did not receive any training related to integrating ICT in language teaching. I believed that the entire*

teacher might not have the same skills to develop digital materials and to search and select effective references through effective teaching methods. Now there is a trend to use technology in teaching. Many teachers use technology in their classes even though the improvement is not satisfactory. This happens because those teachers are not trained to implement ICT in the classroom. However, they have some knowledge about ICT programs and equipment because implementing the skills in class according to the lesson, is a very different task, it needs different skills or training.

This statement proved that English teachers demanded more training in the use of technology but there are different challenges to stop them from implementing. The integration of ICT related training needed in the initial teacher development program. Lack of teacher training is a challenge, which is not only related to 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 observations reflect how the teacher actually implemented ICT in their teaching. Due to the lack of teacher training regarding ICT Integration, many teachers were using ICT for general tasks and for communication purposes but few of them use it for central pedagogical objectives. Many teachers are unknown about how to adopt current teaching methods through ICT in ELT process.

In the context of Nepal, in the last 3/4 years there have been government and INGO initiatives in a few public schools to incorporate ICT in education but they have not been very successful. Some government policies like ICT master Plan 2013, SSRP, SSDP made extra effort to create policies that encourage the use of ICT in the teaching process. However, many teachers are suffering due to the lack of sufficient training to integrate ICT in teaching. The entire respondent said poor skill in ICT is a major barrier to implement ICT in language teaching.

Only a few teachers received basic training on ICT use but they did not receive training on how to implement effectively in teaching. One of the respondents said, "*The government has to provide us with 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 respondents indicated that many teachers are not trained or they have very limited skills and are unable to operate effective tasks and materials with ICT. Therefore, the government and some INGOs have to cooperate with the teacher to develop the skills to implement ICT in teaching. Same respondent said *" we have 15 computers in the school but many teachers are not trained so we do not use them properly. Only computer teachers and we 3/4 teachers used it."*

This statement proved the real condition of using ICT in the classroom. The computers are being damaged without using them. Teachers do not have any skills to use them properly in their classroom teaching. They follow traditional style. Training helps to develop a 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 the internet. Training provides multi facilitation for the teachers to implement ICT in daily classroom. ICT based teacher training is a burning issue in our country.

4.3.1.2 Lack of Infrastructure

Most of the respondents mentioned lack of infrastructure is one of the issues, which prevent teachers from using ICT in teaching. Development of Infrastructures is one of the basic pillars and the fundamental requirements to promote ICT in education. ICT infrastructure mainly includes ICT equipment, internet connectivity, multimedia classroom, virtual data center and educational resource sharing platform. (ICT Master Plan 2013, p.13). Many public schools are suffering to integrate ICT in teaching due to lack of infrastructures or lack of resources. Resources refer to physical resources and human resources. Some schools have computers even though they cannot integrate because of the less or no human resources to use those equipment's. Many teachers are illiterate in technology. Most of the respondents narrated that lack of infrastructure was one of major barriers towards effective implementation of ICT. All the barriers are equally responsible to discourage us from implementing ICT in ELT. Some challenges like Lack of Internet access, lack of sufficient ICT tools like computers, laptops, Printer, lack of financial support for the school administration and lack of human resources. One

of the respondents mentioned, "*I am a rural area teacher. We have electricity facilities but we don't have sufficient computers and projectors in our school. Internet access is only a dream for us just like the dream. So we cannot update with new materials that is why we feel difficult to implement ICT in our teaching"*. I also observed that every school had very limited infrastructure. Some schools have computers but they do not have internet access. The rural areas schools and teachers were in a poor situation. They have some computers but only one was used for administrative purposes not for teaching. They used to teach computer subjects but only on theory. Some of the students did not touch a computer in their school. Some schools had some computers and laptops but there were not good human resources so those tools were being useless. All the teachers want to implement ICT who have basic skills but they do not have computers and projectors in their school.

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

4.3.1.3 Lack of Personal and Administration Motivation

Motivation is internal derive which helps to develop self-confidence and achieve their goals. Personal motivation and administrative motivation is very essential to implement ICT in the ELT process. Due to lack of motivation, unskilled human resources and competent human resources both feel frustrated. Unskilled people are frustrated because they cannot get any chance to learn something new and competent people are frustrated because they cannot get any opportunity to practice what they have even though some people are really role models, who are always self-motivated and optimistic. One of the respondents narrated "*I did not get any formal training from the government to implement it in the classroom even though I frequently use it in my teaching. I feel it is only possible through my own motivation…."*

The respondent experienced that motivation can change everything by creating different constructive ways to learn and gain something. The same respondent articulated that she

committed herself to learn to type for own purpose and later thought of working for economical purposes. Therefore, she bought a computer, printer and connected internet but still she was unknown about the internet, she did not have any idea how to use it. She had asked one of her friends about ways to use the internet. After all, she gradually learnt most basic ideas related to computers. It means no one learns before his or her birth but experience, our activities and environment helps to learn it. To do something we need to develop strong desire and bold commitment, which is called self - motivation that helps to fight every challenge. Another respondent said *".............. School administration really tells me to use ICT in the classroom but it does not manage the equipment. Moreover, the administration wishes to get the class finished within the prescribed time boundary. Sometimes, the administration gives pressure to be exam oriented while teaching."*

The respondent commented that the administration is somehow positive about teaching through ICT but they did not manage equipment and they created a compulsion to finish the course according to their prescribed time. Administration concerned only on good marks in exams, not real learning. Therefore, some teachers prevent ICT in their teaching to save from administrative threats.

4.3.1.4 Lack of Financial Support

In every sector finance is supposed to be the most powerful aspect. Without good finance, we cannot run our plan properly. Most of the respondents mentioned that lack of financial support was one of the issues towards the implementation of ICT in classroom teaching. One respondent commented, "*We get limited financial support so our school could not afford sufficient computers, projectors, photocopy machines, printers, scanners, tape recorders, laptops and different ICT rooms."*

Respondents mentioned that limited little financial support is not enough to implement ICT in the classroom. ICT needs more funds to implement properly because ICT tools are more expensive, sometimes they do not work so we need to call technicians; they may create extra costs for school administration.

This narration and analysis indicate that all the schools may not be financially strong so sometimes available ICT equipment does not work for several months. If every school were financially strong or if they got sufficient financial support they could afford

enough ICT tools for the schools and solve many problems. Unfortunately, they cannot manage their computers after the earthquake. Finance plays a very crucial role to solve some other challenges that are directly or indirectly linked with finance. The financial support of the government is less and doing the same for all area schools however, rural areas, disadvantaged areas schools need additional support.

4.3.1.5 Lack of Technical Support

Most of the respondents also mentioned that the lack of technical support was one of the major challenges towards successful implementation of ICT in classroom teaching. I also realized that many teachers prevent ICT in their teaching learning activities due to lack of technical support. Most of the school has limited ICT equipment and some of them were not working. There were not any technicians near the school and technicians were also being costly. In the time of class observation one of the respondent said, "*This projector has not worked for two months. I have complained to the administration but they did not call the technician.*"

In the context of our country, limited teachers have limited technical ideas to deal with technical challenges. Therefore, the limited technical knowledge does not work all the time. When ICT equipment like projector, laptop or printer did not work, they were forced to modify their teaching until that equipment was repaired. There are very few ICT technicians in urban areas so the availability of technicians in rural areas has just been extra miles or it is beyond the reality. They should bring urban areas to repair which takes a very long time so teachers cannot implement ICT regularly in their teaching.

4.3.1.6 Lack of Human Resources

A few respondents commented that the lack of human resources also plays a vital role in preventing the teachers from implementing ICT in classroom teaching. In the class observation period in school I also analyzed human resources as one of the major factors, which directly influence the implementation of ICT in the teaching learning process. There is no breeze to connect challenges with good human resources. To enhance quality education through ICT there should be good human resources like IT teacher, IT trainers, digital materials designer, ICT related Policy and planned maker and ICT related program manager. One of the respondents commented. "*Everyone suppose*

teachers only have a cause for education through ICT because they are not trained and they did not implement ICT in their teaching but nobody cares for us and other issues which are not connected with us. I agree that many teachers are not trained but there is a bitter reality that the government also has not provided IT trainers in each district education office, not any technician from the government level, and very few digital materials designers."

The respondent said that we are unable to implement ICT not only because of teacher related factors but because of some other administrative, policy and program related factors. There are not proper human resources like trainers, materials designers and technicians to implement ICT. He also raised the issue that not all digital materials are equally qualified.

Everyone, including the government, suggests implementing ICT in teaching but no one supports this, which may create extra burden for them. Proper human resources help the teachers to learn from others' exports. If teachers are able in ICT implementation their learners are definitely motivated in ICT. This also helps to develop ICT related human resources in future.

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

4.3.1.7 Lack of Time and Support for Studies

Many respondents commented that lack of time and support for the studies are major barriers to implement ICT in teaching. One of the respondents commented that "Shortage *of time is really the problem for us because 45 minutes is given for a period and setting the equipment may take 10 to 15 minutes in the classroom."*

The above mentioned narration indicates that lack of time and pressure of curriculum hinders the teachers to implement ICT in teaching. All the barriers are equally responsible to discourage the teacher in successful implementation of ICT in ELT. Lack of time is also one of them. In the class observation time, some teachers escaped ICT to

finish their course on time for mid-term tests. In the interview one of the respondents shares that 45 minutes time is not sufficient to present materials and explain because four five minutes time is always lost to connect ware and so on so they manage time in break time or after school.

4.4 Using ICT in Pedagogical Implication

Every language teaching is rich with theories and pedagogical looms, most of the teaching approach contained and suited to arrange engaging and effective practices for integration of ICT tools resources and practices. This theme is created from the participant. This theme expresses the idea that most of the teachers did not use ICT regularly in ELT classrooms. However, they agree that ICT facilitates quality education and report in questionnaires that they use ICT. I have found that their usage of ICT in secondary level teaching.

CHAPTER – FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Findings

On the basis of the analysis of data and interpretation of results, the findings of the study were derived. The study was aimed to explore the perceptions of teachers towards using ICT tools in ELT and problems and challenges faced by English teachers while using ICT tools in the classroom. The following findings about the perceptions of teachers' towards using ICT tools and challenges faced by English teachers while using ICT tools in the classroom have been outlined.

5.1.1 Use of ICT for Language Learning

It was found that teachers have positive beliefs on use of ICT for English language learning. They believed language learning is facilitated by using ICT and students are engaged in lessons which helps students with their learning.

5.1.2 Benefits of ICT

ICT tools help to motivate students teaching learning activities. The use of ICTs helped teachers to make their classroom more lively and interesting. In the same way, ICTs made students active learners in the classroom and it has increased their participation in different class work.

5.1.3 Importance of ICT Tools in ELT

It was found that the use of ICTs helped to foster students' learning by providing them with a variety of learning materials. ICTs increase students' participation in English language teaching and learning.

5.1.4 ICT for Self-Learning

ICTs make students active and engage in lessons which help students with their learning. ICT can help to evaluate their learning.

5.1.5 ICT Sources of Learning Materials

ICTs helped to foster students' learning by providing them with a variety of learning materials. Students enjoy learning with the ICT learning materials.

5.1.6 ICT Tools Used in ELT Classroom

It is found that ICT tools improve achievement levels, inspire creative thinking and encourage students to become self-learners to have access to the authentic and verities of learning materials. ICT tools to make learning sustainable and reliable.

5.1.7 Use of Internet for Language Learning

The Internet helps students to expand their knowledge in the related field. In the same way it motivates students towards learning. It plays a positive role in students' learning.

5.1.8 Technology Facilitate for English Language Learning

The use of ICT enhances the students to be more active and engaging in the lesson. ICT makes learning more effective in the classroom. Similarly, it helps students to learn more effectively as well as it helps students to get related knowledge and information for learning.

5.1.9 Suggestion for Students to Use ICT

Teachers should encourage students to use ICTs for their self-learning. Similarly, students should select the materials from the internet by analyzing his/her level. ICTs should be used only as a supportive tool to read.

5.1.10 Advantages and Disadvantages of Educational Technology

Technology makes learning more effective in the classroom. Technology creates a lively environment in the classroom which helps students to learn better in a realistic way. It limits the effectiveness, children often lose track of time when they are using a device with a screen and alters the learning opportunities that students have in a negative way.

5.1.11 Problems and Challenges faced by English Teachers While Using ICT Tools in the Classroom.

Lack of proper training skills, poor administrative support and lack of ICT based resources are the major problems and challenges of using technology in the classroom. Similarly, one of the main challenges of using ICT in education is lack of planning ICT activities for teachers that can develop their ICT capabilities. This is sometimes associated with a teacher's lack of confidence, competence and skills.

5.2 Conclusion

The analysis and interpretations of the data obtained from the respondents have led the researcher to reach some conclusions. The design of this study was mixed because I followed both approaches; quantitative and qualitative in general and survey design in particular. The aim of the study was to explore the perceptions of teachers' towards using ICT tools in ELT and problems and challenges faced by English teachers while using ICT tools in the classroom. The study investigated the real situation that ICTs play a positive and important role in teaching language learning and educational achievement. Similarly, it revealed that sometimes, according to the demand of the topic, teachers use ICT in the classroom. Teachers can get knowledge through different medium but ICTs are the best mediums for them to get teaching learning materials easily which helps them to expand their pedagogical knowledge. Almost all the teachers showed strong positive attitudes towards the role and use of ICT for English language learning. Similarly, they anticipated that ICTs should be used more frequently and appropriately in English teaching and learning. ICTs are making major differences in the teaching approaches and the ways students are learning. It helps to create a learning environment more appropriate which makes students more active, collaborative, creative, integrative, and evaluative learners.

In other words, the use of ICTs helped teachers to make their classroom more lively and interesting. ICTs made students active learners in the classroom and it has increased their participation in different class work. Using ICT to support English language learners pose challenges for teachers of how to exploit new and emerging such technologies. We as language teachers should consider new strategies in teaching but ICT without correct

strategies cannot help us in the classroom. So, training regarding use of ICT should be provided by the government and school administration.

5.3 Recommendations

Based on the findings, appropriate recommendations are suggested for policy level, practice level and further research level for the pedagogical implication are as follows:

5.3.1 Policy Related

Policy simply refers to the policy of teaching and testing English language is not practice one. So, I would like to suggest the following recommendations after conducting this research.

i) Government should invest to establish ICT labs in all school.

ii) There should be enough materials including ICT tools and resources in the ICT labs.

iii) ICT based learning should be included as a part of curriculum in the Basic level of School.

iv) Government should provide sufficient ICT tools in the school.

v) Training should be given to the teachers to use ICTs properly, purposefully and academically.

5.3.2 Practice Related

Plans and policy do not work themselves until and unless they are implemented effectively. So, to implement the findings of this research I would like to recommend the following practice related recommendations.

i) Government should provide the sufficient equipment to the schools for the proper implementation of the ICTs in the classroom.

ii) There should be open and easy access to the internet in the school.

iii) Government should provide the proper training regarding the use of ICT academically to teachers.

iv) Teachers need to suggest students to use ICT properly and cooperate with students to find the materials on the Internet.

v) To motivate teachers towards using ICTs a school administration should provide some reward to the teachers who implement ICTs in the classroom.

5.3.2 Further research related

The present research is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of study population, sample, and data collection tools. This research is based on mixed design; further research can be carried out based on other design. Therefore, further research can be conducted concerning only 15 community schools in Kathmandu valley. So, some other related areas are recommended for further study.

i) The present research was conducted to find out the role of ICTs in student language learning and teachers practice of ICTs in English language teaching to secondary level teachers. Therefore, other areas and level should be further investigated in the field of ICT in ELT class.

ii) Similarly, it is complete study according to the objectives of my study but it did not cover the whole area of the study. So, similar kinds of study can be conducted in private and public schools in villages and remote areas.

iii) Further research also be conducted to investigate the experiences of teachers and students on ICT integration in ELT classes.

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<center>**Appendix I**</center>

Questionnaire for Teachers

Dear Sir/Madam

This questionnaire is a research tool for gathering information for my study work entitled '**Teachers' Perceptions on the use of ICT tools in ELT'** under the supervision of **Mr. Bhim Prasad Wasti**, Reader, Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be great value to me. I am interested in your personal opinion. So, please feel free to put your responses required by the questionnaire. At the same time, I assure you that the responses made by you will be exclusively used only for the research study.

Thank You!

<div align="right">

Researcher

Gayatra Sharma

Department of English Education

Tribhuvan University, Kathmandu

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Personal Details

Name of the Teacher:

Name of the School:

Date:

Set 'A'

Please indicate how much you agree or disagree with each of the following.

Agree (A), strongly Agree (SA), Disagree (D), Strongly Disagree (SD), and Unsure (U)

S.N.	Activities	A	SA	D	SD	U
A	**Use of ICT for language learning**					
1	Use of ICT facilitated language learning.					
2	All sort of language skills can be developed by using ICT in the classroom.					
3	Use of ICT reduces the dependency on printing materials.					
4	Use of ICT helps to prepare classroom presentation.					
B	**Benefits of ICT**					
1	Use of ICT motivates the students in learning.					
2	Students easily understand the subject when they are taught with ICT.					
3	Using ICT in the classroom frustrating.					
C	**Importance of ICT tools in ELT**					
1	We can get authentic materials from ICT tools.					
2	ICT helps to develops communications skills.					
3	ICT provides up-to-date information.					
4	ICT enhanced students' participations.					
D	**ICT for self-learning**					
1	ICT increases independent self-confident & self-esteem.					
2	ICT increases autonomous learning.					
3	ICT makes students passives					

4	Student can evaluate themselves by using ICT tools.				
E	**ICT sources of learning materials**				
1	ICT helps to generate, restore and retrieve different learning materials.				
2	We can get a lots of knowledge of related subject matter.				
3	Students enjoy learning with the ICT.				

Set 'B'

Tick the option that applies to you

1) Which ICT tools do you use mostly in ELT Classroom?

a) Computer   b) Internet   c) Google   d) E-mail   e) You tube

2) Do you use the email to know much about the subject matter by sending message to your students ?

    a) Yes   b) No

3) Do you use the internet for language learning why?

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4) Why do you use ICT tools in teaching and learning process?

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5) What kinds of suggestion do you want to give for those students who don't use ICT?

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6) What are the problems and challenges faced by English teacher using ICT tools in classroom?
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7) How does technology facilitate ELT and learning?

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8) What are the advantages and disadvantages of educational Technology?

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Thanks for your kind help and cooperation.