

**USE OF ICT IN ENGLISH LANGUAGE TEACHING AT
SECONDARY LEVEL**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted By
Govinda Nepal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr.Govinda Nepal** has prepared this thesis entitled **Use of ICT in English Language Teaching at Secondary Level** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2018/08/29

.....

Dr.BalMukundaBhandari(Supervisor)

Professor

Department of English Education

T. U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr.PremPhyak

Lecturer and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

Dr.BalMukundaBhandari(Supervisor)

Professor

Department of English Education

T. U., Kirtipur, Kathmandu

.....

Member

Mr.Khem Raj Joshi

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 2017/12/21

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr.Tara DattaBhatta

Professor

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

Dr.BalMukundaBhandari(Supervisor)

Professor

Department of English Education

T. U., Kirtipur, Kathmandu

.....

Member

Dr.LaxmiBahadurMaharjan

Professor

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 2018/09/17

DEDICATION

Dedicated

To

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

DECLARATION

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

Date: 2018/08/28

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Govinda Nepal

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ABSTRACT

This is a study on the **Use of ICT in English Language Teaching at Secondary Level**. The main objectives of this study were to explore the use of ICT in English language teaching and to assess the role of ICT in English language learning. Qualitative descriptive research design was used for this study. This study used observation diary and semi structured interview as the tools of primary data collection and some related documents were also reviewed. To achieve the objectives, five teachers from public schools of Kathmandu valley were selected purposively and interviewed. Similarly, twenty classes were observed to obtain the required information. After collection of the data, they were transcribed, coded thematically and analyzed descriptively. The findings of this study showed that the use of ICT in the classroom helped students for a better learning. It motivated and encouraged students to get part in teaching learning activities actively. But regarding the implementation of ICT, the findings showed that most of the government schools lacked sufficient ICT tools in the school. Similarly, teachers used ICT rarely in the classroom.

This thesis consists of five chapters. The first chapter deals with general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms. The second chapter deals with the review of the theoretical and empirical literature and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study, design of the study, population, sample and sampling strategy of the study, research tools, sources of data, data collection procedures and data analysis and interpretation procedure of the study. The fourth chapter deals with the analysis and the interpretation of the collected data descriptively and thematically. Similarly, the fifth chapter presents the findings based on the analysis and interpretation of the data, conclusion derived from the findings and recommendations. This chapter is also followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

Dr.	:	Doctor
ELT	:	English Language Teaching
IATEFL	:	International Association of Teachers of English as a Foreign Language
ICT	:	Information and Communication Technology
IWB	:	Interactive Whiteboards
M.Ed.	:	Masters of Education
Prof.	:	Professor
Reg.	:	Registration
T.U.	:	Tribhuvan University
TESOL	:	Teaching of English to Speakers of Other Languages
UNDP	:	United Nations Development Programme