CHAPTER ONE

INTRODUCTION

This research study is on the **Use of ICT in English Language Teaching at Secondary Level**. The introduction consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Today's world is entirely dominated by technology.It has created several changes in all aspects of a society. It is also changing our expectations of what must be learnt in order to function in the new world. The use of information technology (IT) has broadly increased for enhancing administration and teaching and learning efficiency (Abdul-Rahman and Ayman, 2011, p.6). It means teaching and learning is accepting the IT materials for enhancing all-round development like administration and effectiveness of teaching environments.

The emergence of technology has created a vital space in language and education because of which today's generation is merely not dependent upon papers and pencils. In the same way, English language teaching (ELT) has also been highly influenced by the technologies. We can observe that the Information and Communication Technology (ICT)has a 'vital role in the process of any language teaching and learning' (Ibrahim, 2010). It means technology has been contributing largely in educational field. Moreover, the importance of technology in teaching and learning of English language cannot be denied because of its considerable influence on the way we teach and the content we deliver.The new ITs seem much faster than the traditional ones and it might give an immediate feedback as well as the instant interaction(Ibrahim, ibid).

1

Similarly, ICTis playing a significant role in its global coverage in spaces of 'integration support and affect educational outcomes' (Aljohani, 2017).To support this, the use of ICT develops learners' ability in language learning.Avisible impact of ICT can be seen as a changing scenario and maintaining technological advancement along with new innovations in education sector. The progress can be observed in the field of science and technology, and education.

The emergence of globalization has divided the world into two halves: ICT literate and ICT illiterate. People having no knowledge of computer and information communication technology are found incapable of keeping pace with the society in one hand. On the other, ICT assisted peopleare providedwith many facilities at home and work place.

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

> basically information-handling tools- a varied set of goods, applications
> and services that are used to produce, store, process, distribute and
> exchange information. They include the 'old' ICT of radio, television
> and telephone, and the 'new' ICT of computers, satellite and wireless
> technology and the Internet. These different tools are now able to work
> together, and combine to form our 'networked world' a massive
> infrastructure of interconnected telephone services, standardized
> computing hardware, the internet, radio and television, which reaches
> into every corner of the globe. (p.30)

Moreover, the present world technologies likeRadio, television,phones and the new computers, satellite and wireless, and the Internet are widely used in the world. And these tools are definitelymakinglearning better.In addition,all of

themhavean intense role in the society of information age. So far, theyarewidelyused in theeducationalinstitutions.

In contrast, inthe context of non- native country like Nepal, the teaching and learning of English is very challenging. However, the technological advancement could be supportive and make feasible for this task. Therefore, the rapid expansion of using ICT has been started to influence the teaching and learning. Similarly, this situation has led to change the traditional learning to online learning environment (Carbone &Sheard, 2008). As a consequence, the ELT tradition has been drastically changed due to the use of ICT. To support this, "Information and communication technologies (ICT) have been instrumental in social transformations – from the industrial society of the 20th century to the network society of the new age of 'Informationalism'- where even intercontinental neighbors are now one button-push away" (Castells, 1996).It can be assumed that ICT has highly influenced the education system i.e., the teaching and learning English.

Correspondingly, ICT based technologies can be seen as influential one in every sector. Most of the people are well known about ICT and some of them are being close by practicing in their day to day lives (Bowles, 2004, p. 62). That is to say thatICT has no exception to education too. It has been highly influenced and people are demanding ICT to createfriendly teaching and learning in education. In the same way, it has been used in English language teaching for many purposes such as to gain maximum convenience, impacts and effectiveness to hold students' attention and engage them in the materials to facilitate better language teaching and learning.

In this regard, ICT has been proved as very supportive and beneficial in ELT that is used to help for changing the social, political, economic, and cultural fabric of life since the end of the cold war' (Taylor, 2001). For instance, it creates capacity to control the presentation, novelty and creativity, feedback, adoptability, learner friendly, learning in authentic context cooperation and

collaboration, blended learning motivation and for improving dependent learning through the use of ICT in teaching and learning.

In the similar vein, Lam and Lawrence (2002) state that the tradition of ELT has been dramatically changed with the remarkable entry of technology and use of ICT in teaching not only gives learners the opportunity to control their learning process but also provides them with ready access to vast amount of information over which the teacher has no power or control. So, ICT learning concentrates mostin the field of education that motivates students as well as teachers tolearn through new innovative way.

1.2 Statement of the Problem

Due to globalization, every sector has been influenced by technologies and other modern devices. ICT acts as a cover term that is mostly used in the field of education and ELT. Now, ICT has also been highly used for teaching English as well. As learners of English are demanding the use of modern technologies in ELT, they are seeking the use of ICT in teaching and learning rather than traditional chalk and talk method. Many of them have launched famous programs to make 'sustainable, effective and affordable use of ICT in education' (UNESCO, 2001).

Though there are lots of positive impacts of ICT use in ELT, there is a huge gap between its theoretical and practical aspects. There has always been a debate whether ICT should be implemented in the schools for teaching English or it is just limited in its theory. Many countries considering the positive aspects of ICT use in ELT has included it in their policy, provisions and made commitment for implementing it but due to various challenges, the real implementation of ICT is limited only in policy. It can be seen thatmany institutions other than private that do not know how to use ICT in ELT and even they do not have language lab in their institutions. This is because of insufficient materials, focus of knowledge about ICT based technologies and motivation and enthusiasm. This shows that there is a gap between theory and

practice of ICT use in ELT and it is really a burning issue in this era of technology.

The existing situation in the use of ICT shows that though there is the trend of using ICT in the classroom, it is just limited to the use of projector for showing the videos to the students and entertaining them. The situation shows that it is not satisfactorily used in the classroom for the purpose of gaining maximum benefits in the part of the learners.

The selection of this topic for the research is to find out the use of ICT in English language teaching at secondary level. In addition, this researchhas also made an effort to investigate the role of ICT in English language teaching. This is because the current practice of using technologies in ELT addresses the gaps between theory and practices. That is why the present study entitled the 'Use of ICT in English Language Teaching at Secondary Level' tries to address the issues of gaps in theory and practice of ICT use in ELT.

1.3 Objectives of the Study

This research had the following objectives:

1. To explore the use of ICT in English language teaching.
2. To assess the role of ICT in English language learning.
3. To recommend some pedagogical implications.

1.4 Research Questions

The prime questions of this study were:

1. What ICT are used by English language teachers in ELT classroom?
2. What are the uses of ICT in an ELT classroom?
3. What can be the roles of ICT in ELT classroom?
4. How ICT is being effective in ELT classroom teaching and learning?

1.5 Significance of the Study

This research aims at receiving the perspectives on the use of ICT in English language teaching and its needs and practices to carry out effective ELT activities in the classroom. So, it will be significant to all teachers as well as students who are involved in the field of ELT. In the similar way, it will be helpful for curriculum designers, textbook writers, educational administration, policy makers, teachers, trainers and the perspective researchers who want to undertake research in the area of technology in ELT in upcoming days. It will be equally fruitful for those who want to study further in this field in future. This research work will be a cornerstone to the teachers who are integrating ICT usage in carrying out better ELT activities. Similarly, the entire people who are directly or indirectly involved in teaching profession will also be benefitted from this research as it provides insights on the practical scope of technology in ELT.

1.6Delimitations of the Study

A research work cannot cover the entire population, as well as the tools, and all aspects related to the area of the study. The study has to be limited in terms of certain boundaries. In the same way, this study hadalso some limitations. Firstly, it was confined to the study of finding out the use and accessible role of ICT in ELT classrooms. The study was limited to thegovernment schools of Kathmandu valley. It was limited to the secondary level schools of the valley. Similarly, it was limited to the use of ICT in carrying out better ELT classroom activities. The study was limited to the use of ICT, but not the tools of ICT. Likewise, the primary data was collected from only 5 teachersand the data was collected from the teachers who had the experience of using ICT.

1.7 Operational Definitions of the Key Terms

The key terms of the study are listed and defined as follows:

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

Email: The term e-mail refers to text messages and computer files exchanged through computer communication through internet or internet networks.

Facebook: Facebook is one of the online social networking sites, connecting people to share their ideas through uploading photos, videos and communicating with each other.

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

Internet: Internet is a computer network that is made up of a huge number of networks worldwide. The term refers as helping aids for teachers for practicing as well as teaching language skills on their own pace.

Skype: The term in my study refers as one of the web tools that support teachers to transmit digital documents such as images, texts and videos through which they can enhance their English language teaching to English language learning students.

Twitter: The term twitter is a social networking service where users' post and interact with messages called 'tweets'. It is beneficial for teachers to learn how to develop interaction with students, learning new way of creative writing and teaching thoroughly in the classroom. .

Web logs: The term weblog is a web page containing brief chronologically arranged items of information. In my study, it provides teachers with updating

information and best practices in the pedagogy on true knowledge, experience and research findings.

Youtube: The term 'youtube'refers as the useful ICT for teachers to create their own video blogging, live streams and subscribe to educational videos for teaching English language.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of research study consists of the review of theoretical literature, review of empirical literature, implications of review for the study and conceptual framework of the study.

2.1 Review of 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. It serves as an insight and pertinent studies for theories that are applicable to the research problem we are investigating. As the selection of theory strengthens the appropriateness, ease of application and explanatory power, it is an integral part to examine the knowledge and understanding to act in more informed and effective ways. The theoretical literature that hasbeen reviewed is discussed in this section:

2.1.1 Information and Communication Technology

Information and communication technology (ICT) is currently used worldwide to describe new technologies which have become the compulsion these days. Even the traditional technologies` such as: radio, television and telephone are considered as ICT (Ibrahim, 2010). It means even from the very beginning there was the facilitation of technology to serve with communication and delivering messages. So people are served with the technologies as they need with time constraints.

Just as technology has changed the contemporary society into modernism in this present era, it can be said that technology has brought development of good

information of knowledge as well as the means of transformation of society into civic. Similarly, ICT encompasses various technologies that are used for facilitating communication. The field of ICT consists of science and technology, also includes the full range of computer hardware, software, telecommunication and cell phones, the internet and wave, wired and wireless networks, video cameras and robotics. Likewise, it also subsumes the field of computer and information signs and rapidly growing knowledge based on being developed by practitioners and researchers. By the same token, Taylor (2001) argues that ICT have been instrumental in social transformation from the industrial society of the twentieth century to the network society of the digital age.

With the emergence of ICT in the world, it has entered in the field of education too. Technology is currently being used in education to assist students in learning more effectively and help teachers in performing administrative tasks more efficiently. As a result, the advent of new technology has created a positive influence on both the learner and the teachers.

To be specific, Isisag(2013) states:

> The technology has become a fixture in many homes around the world, and its influence has permeated into all facets of our lives, including educational settings. This phenomenonhas been hailed by many as the wave of the future in which language instruction will be driven by new advances in computers, the internet, and mobile technologies. (p.1)

The definition that will be applied to technology throughout this thesis is formulated by Lam and Lawrence (2002) as it provides learners with regulation of their self-learning process and easy access to the information, the teacher may not provide. To support this, the use of mobile, portable and handheld devices are gradually increasing and diversifying across every sector of

educational across both the developed and developing countries (Ally, 2009). This means technology has become the back bone of development and civilization of a country. The use of technology is being very effective in language classes, helping in fast learning, meaningful learning, for high motivation and high achievement in learning because it draws the attention of learning towards the lesson. Therefore, many educational stakeholders, subject experts, trainers and curriculum planners seem showing their interest in practicing technology in ELT class to develop the language skills.

Everything is in the process of changing and ELT is not an exception to it. The present ELT scenario seems quite different than some years back because of the changing process in the society. Due to the present demand of new technology, ICT as a part,has brought drastic change in ELT. It helps people for easier access to information. The use of ICT such as facebook, emails, internet, and weblogs has been incorporated as a useful technology for language teaching and learning. Similarly, such technologies havebecome an important part in teaching and learning activities in the present world to compete with the global society.

In this regard, Watson and Watson (2011) state that technology has been identified as an innovative and exciting tool of instruction which shifts the paradigm to student-centered learning that supports learners to understand topic better. Different types of activities are carried out with the help of ICT in the process of teaching and learning in order to provide more opportunities for teachers and students to work better in this information age. In addition, ICT works as a supporting tool to traditional methods of teaching.

Kozma, 2003 (as cited in Bransford et al. 2000) argues that new ICT can bring exciting curricula based on real- world problems into classroom, and provides scaffolds and tools to learning. Both the teachers and the students feel motivated and easy to work with ICT tools. In the same way, ICT has introduced a new trend in teaching and learning process. It has become a very

important part of the educational delivery and management process. So, it aims to provide new skills to the teachers and learners.

ICT has been evidenced to be of great importance for solving teaching problems as well as other related areas of tasks. It has been manifested as helpful material in achieving goals relating to spaces of teaching and its related tasks.

2.1.2 Need and Importance of ICT in Education

In the past, only content washighly emphasized in teaching and learning. Even courses have been written around textbooks for many years. Teachers had to teach through chalk and talk method where learning content was given more priority. Slowly, contemporary settings got pace in favoring curricula that promote competency and performance. And now, curricula are being started to emphasize on capabilities that how one can use information in his/her life. In this regard, Oliver (2000) argues that contemporary ICT are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies.

To enhance and streamline the developments in the ICT sector, the government of Nepalhas formulated an ICT Master Plan 2013 to expand equitable access to education, to enhance the quality of education,to reduce the digital divide and to improve the service delivery system in education(ICT Master Plan, 2013). Similarly, the government recognizes that ICT has a big role to play in stimulation of national development, in particular, modernization and globalization of the economy. In recognition of the need of ICT for the development process, the government has undertaken several initiatives to promote the development and application of ICT. By realizing the need and importance of ICT in education,the Ministry of Education has implemented some of the programs related to ICT in Education. They are: one Laptop per Child (OLPC) pilot project in selected 26 schools of six districts; Lab model

(computer sharing mechanism) Project in some schools and Internet connectivity to District Education Offices (DEOs) and schools (through matching fund to schools) and computer labs with internet connection from local ISPs. Similarly, Central Level Agencies under MOE, five Regional Directorates (REDs) and 75 District Education Offices have alsolaunched their web sites.

At present, teaching has become one of the most challenging professions in our society where knowledge is expanding so rapidly that modern technologies demand the use of ICT. It has become a basic building blocks of a modern societywithin a short time. Many countries now, regard understanding ICT and mastering its basic concepts as parts of the core of education (UNESCO, 2002b).Being unavoidable in the landscape of education, ICT playsa significant role to bring so many changes in the field of English language teaching too. No any technology has demeritsin itself rather it depends upon its users. ICT does not have any demerits in it but the users are creating demerits. ICT has been used in ELT for many purposes. According to Isisag (2013), it has been used for the following purposes:

    i.As a means or way but not as an end.
    ii.To gain maximum convenience, impacts and effectiveness.
    iii.To hold students' attention and engage them in the materials.
    iv.To facilitate better language teaching and learning.
    v.Carrying out better ELT activities.
    vi.Creating motivation and communicative language teaching in ELT.
    vii.Matching learner autonomy and ELT more practical and goal oriented.

Therefore, the utilization of ICT in education has recently started in appealing the potential and significant progress to language learning. Integration of ICT in education is considered as very important as it caters to the needs of diverse learners. Alike, it has changed the way teachers used to teach their students some years back. The reason is that it has become a tool for school

improvement and lead school into a quality circle. Similarly, the effective and organized use of ICT isintegral to the wider education strategy for bringing further improvements in teaching, learning and school management. More likely, the integration of information and communication technologies can help revitalize teachers and students. This can also assist to improve and develop quality of education by providing curricular support in difficult subject areas. According to Zhao and Cziko (2001), three conditions are necessary for teachers to introduce ICT into their classrooms; teachers should believe in the effectiveness of technology; teachers should believe that the use of technology will not cause any disturbances, and finally, teachers should believe that they have control over technology.

Specifically, technologies, mostly ICT and web tools can be the central components in a modern teaching learning environment these days. It can also be a great tool for reaching various audiences and making lesson plans for students. Similarly, the study of Isisag (2013) supports to the statement that technology needs to be wise, integrated and controlled in the classroom to create the most effective lesson plans and the organized delivery of it. The teachers most remain at the center with a clear framework for the successful integration of it, considering the needs and goals of education in modern days.

2.1.3 Commonly usedICT in ELT

ICT and web tools have been integrated as potentially powerful enabling tools for education change and reform (Acharya, 2014). Likewise, different kinds of ICT including radio and television as well as the latest new technologies such as computers and the internet are widely seen to be used in this era in ELT classrooms. The apppropriate use of ICT can be beneficial to expand the teaching learning environment and as well as to strengthen the relevance of ELT in the increasingly digital workplace. They can also raise the quality of teaching learning activities, making it engaging and relating to real life

experiences. Highlighting the common use of ELT classroom, UNDP(2003) states:

> In recent years, there has been a grounds well of interest and how computers and internet can best be harnesshed to improve the effeciency and effectiveness of educatioon at all levels and in both formal and non-formal settings. But ICT are more than just these technologies: older technologies such as the telephone, radio and television. Although now given less attention, have a longer and reacher history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accesible and therefore most domonant delivery mechanism in both developed and developing countries. (p.5)

The selection and the use of ICT in ELT class depends on different factors such as, class size, class room management, electronic literacy of the teachers and students, subject area, avilability of the tools and so on. Considering these factors , the common types of ICT used in ELT are as follows:

a) Internet

Internet is a computer network that is made up of a huge number of networks world wide. Internet can be used as a medium of language ,learning through e-mail www(world wide web), text audio and video conferencing.From the point of view of technology, we can define the Internet as a network of computers. In fact, there is something more to it. At this point, Teeler and Gray (2000, p. 1) define;

> The Internet is a network of people and information, linked together by telephone lines which are connected to computers. In fact, more than

100,000 independent networks – public and private – are currently connected to form this vast global communications system. This is the 'road' of the information superhighway. (p.1)

It means more than a limited materials, it is considered to be a sourceful site to get knowledge from authentic sources by visiting the internet. Internet is the largest computer network in the world, connecting millions of computers. The term refers to a network as a group of two or more computer systems linked together.Regarding teaching and learning, it can be very useful site for both students and teachers. Many software are also available in the internet that students can use free of cost which help students practice their language skills on their own pace. Similarly, the teacher can send assignments to their students through e-mails and can also take online exams.

In the early days, most people had just used the internet to search for information. But today's internet is a constantly evolving tool that not only contains an amazing variety of information, but also provides new ways of accessing, interacting and connecting with people and content. As a result, new terms are constantly appearing and new technologies are introduced.

b) Facebook

Facebook was developed on February 4, 2004, by a 19-year-old sophomore Harvard student named Mark Zukerbergwith his roommate and college friend of Harvard University .It is a social networking service that was originally designed for the use of college age students, and operated under restriction to keep it so. As Rosen (2007, p.17) explains that the name Facebook originates from "the small photo albums that colleges once gave to incoming freshmen and faculty to help them cope with meeting so many new people". The college age demographic restriction only lasted for two years until 2006, when its founders decided to make it open to the public, so long as a person has a valid email address and the computer skills necessary to create a profile.

Similarly, it allows registered users to create profiles, upload photos, video and send messsages to keep in touch. As stated by Wu and Hsu (2011), "specific and meaningful feedback from others play an important role of the participants' motivation and engagement towardthe Facebook page (as cited by Simpson, n.d). In general, Facebook may be used as an additional pedagogical resource to ensure higher levels of learner motivation and success in an ELT classroom.

Correspondingly, it has heavily influenced the world today and ELT has no exception to it. Everyday students visit their facebook accounts and do any other activities on the web. Meanwhile, students can get benefitted from the facebook group page where students as well as teachers can post and share course related information like assignments, notices, and other materials. There are hundred of ELT facebook groups such as IATEFL (International Association of Teachers' of English for Foreign Language), TESOL (Teachers' of English to the Speakers of Other Language) and so on from which teachers as well as the students can access to update information for their teaching learning activities.

c) Weblog

We are in the digital era where knowledge is taken as a powerful weapon to explore the world .So, virtually every individual living in this age is looking for information that will help to improve the quality and standard of his/her life. And internet provides the platform where people can find the solution of their problems within a second. Blogs are online journals that serve to bridge the gap between the demand for information and the rate at which information is supplied. There is a blog for every subject area and topic. There is no topic that you are looking for which you will not find a blog dedicated to providing information on that topic. Therefore, blogs help to fill the huge gaps between the demand and supply of information. Blogging has become increasingly popular, especially in the realm of education as they are great way to share

information and generate discussion.In the present day world, blogs are widely seen as a part of English language teaching.

In this regard,Eastment (2005) states;

> Blogs can be fascinating, or utterly tedious. They can be elegant or clunky, informed or bigoted. Often they are not checked for spelling or grammar. Some teachers loathe blogs for their poor or non-standard English; others love their authenticity and liveliness. But like them or loathe them, blogs are a fact of contemporary life. The 'blogosphere' is here to stay (p.358).

As stated above, blogs have become a part of education and, as a result, they are taking a greater part in research literature.It can be a new techniques to help and teach students, and gain experience with various forms of social media. Setting up a course, blog doesn't have to be complicated. Educators can use a free platform such as blogspot, wordpress, or tumblr to host the blog. Nowadays, blogs can also display photos and some people are using them with audio and even video.To this support, the teacher could encourage students to visit blog frequently. Likewise, S/he should respond to students' posts quickly, writing a short comment related to the content. S/he should also ask questions about what the learner writes to create stimulus for writing. Writing to the blog could be required, and it may form part of the class assessment. Students should be encouraged to post their writing homework on the blog instead of only giving it to the teacher.

d) E-mail

Electronic mail, better known as e-mail, is the transmission of messages and files via a computer network. E-mail has become a very important way of exchanging messages and files between co-workers, students and teachers,

friends and family. Similarly, Email is one of the fundamental internet technologies, a tool used by nearly every person with an internet connection. It allows people to, at no cost; send a letter of unlimited length to one person – or many people at once. It arrives almost instantly, and they can reply straight away. Setting up your own email account will allow us to communicate with people we know in ways we never thought possible.Email is a fantastic way to stay in touch with people. It is fast and easy to email someone on the other side of the world so do on the other side of the room. You may get your email account through the same people who provide your internet service - or you may sign up to one of the dedicated email providers, such as Hotmail, Gmail, or Yahoo!.As we know, E-mail is a web tool useful to share ideas among teachers and students even from distant. So does,it is one of the frequently used tools in ELT.

e) You tube

Videos are very powerful way of delivering a message on the internet and are becoming more and more popular by users. You tube videos can be used in an ELT classroom for various aspects of English to enhance vocabulary, accents, pronunciations, voice modulation and many more. It can be used in teaching learning as a means to convey the instructional materials to reach the objectives more easily. In this regard, Angrand (2012) states that the video helps students to explore main ideas, organize ideas, choose of right words to create sentences and paragraph, produce grammatically correct sentences and use mechanic (punctuation and spelling) in writing. YouTube is an effective ICT in helping the students to write in English.

The real advantage of using YouTube in teaching English is that it offers authentic examples of everyday English used by everyday people. The teacher can use it as a tool for improving their listening and speaking, reading and writing skills. The teacher can select a part of the movie appropriate to the level of the students and s/he can show those movie clippings to the students. For the

first time, s/he can mute the volume and ask students to watch the movie attentively.Later, s/he can ask the students to watch the movie once again and this time s/he can ask students to frame the dialogues of the movie clippings simultaneously. This will improve their speaking skills. Another activity to enhance their speaking skills can be: these teachers can show a selected part of the movie to the students and further ask them to narrate rest of the story of the movie or the climax of the movie. This will add to their creativity as well as their speech.

f) Skype

Skype is a telecommunication software application that allows users to make voice and video calls, sends and receives instant messages, and share files.Similarly, it is a proprietary voice-over-Internet Protocol service and software application. The service allows users to communicate with peers by voice, video, and instant messaging over the Internet. Phone calls may be placed to recipients on the traditional telephone networks. Calls to other users within the Skype service are free of charge, while calls to landline telephones and mobile phones are charged via a debit-based user account system. Skype has also become popular for its additional features including file transfer, and videoconferencing.It is an extremely good piece of software, carefully engineered, user friendly and efficient at the same time.

In this regard, using Skype provides unlimited possibilities for the teachers and students to collaborate with each other anywhere in the world. It provides immense opportunities for the students in a foreign language class to connect with classes in other countries to practice their language skills. Through Skype, the teachers can provide mentoring or homework to the learners. The Students can read, present, or perform for other students and also collaborate with other students on writing or research projects. They can also participate in professional development activities within or outside the school district.

g) Twitter

Twitter is defined as a micro-blogging tool where there is users' option to receive and send extremely brief content or tweets with others. Or, in layman's terms, it is a way to share thoughts and ideas in 140 characters or fewer. Similarly, Carpenter and Krutka (2014) definetwitter as one such Social networking service, enabling users to write brief text updates of one hundred and forty characters publicly on the web. Twitter's social infrastructure has been adapted for the purpose of learning with some studies asserting that it facilitates personalized and just-in-time forms of learning.It is termed as a gift of technology, a social networking application that helps in improving students' English to a greater extent. As an online education technology tool, twitter's impact on engaging students in learning concept is unlimited.

The teacher can use a dozen of activities for using an online education technology tool to engage students in classroom activities to develop a better understanding of concepts. The teacher can select any genre for the story and begin the activity with a story opener which is tweeted to the students for contribution to the story line. Once all twitter network participants have contributed to the development of the story line, the teacher can analyze their work. This involves editing, story structure, creative writing, and proper use of grammar. The teacher can ask the students to select a word of the week and tweet it around the network requesting synonyms, homonyms, and antonyms of the word. Once all responses are received, the teacher can check them for accuracy and develop a link of the difficult words for strengthening the vocabulary of the students.

2.1.4 Practices of ICT in ELT Context

Nowadays, ICT could be seen almost in all fields of life, including in education. In education, computer technology has become so essential that the government put ICT as one of the curriculum in education. The utilization of ICT in education has recently started to appeal the potential and significant

progress in language learning. It has become a major issue in education throughout the world and has been used from pre-school to university that could facilitate students and teachers in teaching and learning process. ICT has been publicized as potentially powerful enabling tools for educational change and reform.

The use of computers in education is not a new phenomenon. In the 1970's, its promoters claimed that it would transform and save education (Lockard& Abrams, 1994). Likewise, they state that the late 1980's saw a growing shift towards computer integration which emphasized the curriculum and not the tool. Its proponents felt that students would learn new skills as they needed them in order to make the computer work for them. The computer could now be viewed more as a partner as opposed to a competitor and could be treated in a more natural manner. The 1990's saw a heightened focus on increasing the use of computer technology in the classroom, and not just by the evangelists. Growing attention and pressure to implement technology in education is coming from many directions, including parents and the business sector, not just departments of education.

The Nepalese government approaches to give importance of ICT in education during the last ten years that has been changing, depending upon which political party governs. The government has made a commitment and has passed 'National information law 2067' to launch the e-governance in the country. It is to support computer literacy of citizens and to adopt digital technology in education which is a highly respected beginning for launching of technology facilitated or e-class pedagogy in teaching. 'Open learning exchange, E-path (OLE Nepal) is an example of endeavors that the government has made for the integration of ICT in ELT. Nepal: E-Pustakalaya is an electronic library, a repository of reference materials for the students consisting of full text documents, images, audio, video clips and software that are relevant for students.

Most of the parts of Nepal are using integrated educational technologies and this is filtering into the English language classroom. The use of multimodal technology in language studies is cost effective and highly stimulating way to achieve the goal of acquiring a second language. However, researches show that teachers have widely varying responses in the name of digitalization. The school and colleges have been insulting a couple of digital e- learning tools comprising communication devices or application consisting of radio, television as well as newer digital technologies such as, computers, multimedia projectors, audio equipment, mobile phones, interactive whiteboards and printers. This is of course a good sign and a positive step. However, we cannot be satisfied with it. In spite, every ELT culture throughout the country should be equipped with at least couple of laptops, multimedia projectors, network computers and printers so that ELT activities can better be carried out to the notion of students' centeredness.

2.1.5 Digital Divide in Nepalese ELT Culture

The digital divide is a social issue referring to the different amount of information between those who have access to the internet and those who do not have access to it. In other words, digital divide refers to the growing gap between the under privileged members of society, especially the poor, rural elderly and handicapped position of the population who do not have access to computers and the internet and the wealthy, middle class and young living in urban and sub urban areas who have access. The term has become popular among concerned parties such as scholars, policy makers and advocacy groups in the late 1960s. Since then, it has become an emerging phenomenon to be studied relating to education around the world. In this regard, Harmer (2002) states that:

If you work into some classroom around the world, you will see fixed data projectors, interactive whiteboards, built- in speakers for audio materials that is delivered directly from a computer hard disk and computers with

round –the –clock internet access. Whenever teachers want their students to find anything out, they can get them to use a search engine like goggle and the result can be shown to the whole class on the interactive white boards (p.64).

Digital divide as a whole remains an enormous and complicated issue heavily interwoven with the issue of race, education and poverty. To overcome digital divide, what needs to happen and adopt in education is a considerable issue in our context. Regarding a huge digital divide, the government has initiated a number of efforts ahead. The establishment of Computer Association of Nepal (CAN) in 1992 and Internet use Group in 1997 is the most notable effort. Ministry of Education Nepal (2067) has also started to launch the advanced guru planning such as Interactive Digital Content Development (IDCD), ICT Human Resource Development (ICTHRD), ICT Human Infrastructure Development (ICTID and Internet Connectivity to the schools (ICT). The obstacle, however, is by no means insurmountable of broken down into specific task that must be accomplished.

2.2 Review of Empirical Literature

Though fewer studies have been conducted in this field in the context of Nepal, I have gone through some of the related literature which has some kind of linkage with my study.

Khanal (2008) conducted his research on "Attitudes of Higher Secondary Teachers towards the use of Computer and the Internet". The aim of the this research was to study the attitudes of higher secondary English teachers of Kathmandu valley and their perception on the basis of personal experience of using computer and internet by using questionnaire and interview tools. The data was collected from 100+ respondents. Analysis of data filled with the findings that majority of the teachers had positive attitudes towards computer

and the internet. All teachers need to have 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-saharan 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.

Joshi (2010) claimed out an experimental research entitled, "Effectiveness of using Technology in Teaching Short Stories in order to explore the effectiveness of technology in teaching short stories". The study aimed at exploring the effectiveness of technology in teaching short stories. The population of this study was the students of grade 12 studying at Shree Krishna Sanatak Campus Kailali, Darchula. Heused pre-test and post-test item to collect the data from participants. He has found that students learning with technology

did better than the students who did not use technology. He has also concluded that technology in language teaching is an essential means to achieve better outcomes.

Adhikari (2011) carried out research on "Believes of English Teachers' in using Multimedia in their Class". She concluded that the research study has found out the beliefs and challenges faced by English teacher in using multimedia technology in their language classes. The population of her study was the English language teachers teaching in Kathmandu valley using multimedia technology in their language classroom. She used a set of close ended and open ended questionnaire as the tools to elicit the data from the sample population to meet the objectives of the study. She concluded that the teachers used multimedia technology in their language classroom to expedite the rate and route of learning and to make teaching learning effective.

Bashyal (2015) in her research entitled "Role of Facebook in Improving English Language" aimed to identify teachers' and students' perception to the use of Facebook in ELT by using survey research design. To meet the objectives, she selected 30 Facebook students from MastersLevel at Central Department of English Education and used questionnaire as a main tool. The study found out that the Facebook has been beneficial tool to teach and learn English language as well; it has been an excellent tool for interactive learning and has significant role in distance teaching and learning.

Gosh (2015) has carried out a research on "Information Communication Technology clicks to a new Paradigm in English Language Teaching". The main purpose of this study was to explore the real practice of using ICT in English learning in Dhaka city. Fifty BBA major students from public and private schools of Dhaka city were selected randomly and surveyed on the basis of questionnaire. The major findings concluded that most of the student reported using email for academic purpose and they are acquainted to some

ICT tools for learning English through a common constraint of having the internet connection.

Poudel (2015), in his article on "ICT and Teachers Educators of English in Nepal" published on NELTA journal presents that the use of ICT is very beneficial for teachers and educators for effective delivery of information to the students for their professional development. Most of the teachers claimed that there had been no any professional initiatives for empowering them from the institutional level.

Ullah (2015) in his research on "Integrating ICT in Language Education Teachers Attitudes and Need Analysis" concluded that only teachers, mostly the private universities used ICT tools for language learning whereas majority of them did not know how to use ICT effectively. 67% percent of them did not have positive attitudes towards ICT. Regarding need analysis, 37% of the institution are not equipped with ICT tools and they do not have language lab in their college and integrating ICT disclose the teacher training and motivation are crucial to these process and government needs to allocate fund to equip instruction with ICT facilities.

Shahi (2016) carried out research on "Use of Technology in English Class" aimed to explore practice in use of technology class by English language teachers. He used survey research design and selected 30 English language teachers who used technology in their language class as the sample from 15 schools in Kathmandu Valley using non-random sampling. He used questionnaire as a tool and explored that technological tools are very useful and essential in English language class to develop the language skills in students and to develop their professional skills of the language teachers in secondary schools. The teachers were found to have positive view towards the use of technology such as, mobile, computer and the internet in language class.

2.3 Implications of the Review for the Study

Review of theoretical and empirical literature plays vital role for the accomplishment of any research. It provides insight about the objectives, research questions, methodological procedures and other important aspects of research. That is to say that, it helps researcher to bring clarity and focus in research problem, methodology and contextualize the findings.

I am also highly benefitted from the review of the literature in order to bring clarity and focus on research problems, to improve my methodologies, to expand the horizon of my knowledge related to my research area. And I was able to contextualize the findings after analyzing the collected data. To be specific, it made me informed about the use of ICT and different integral aspects of it. Similarly, the review of empirical literature helped me to develop the appropriate methodology.

In the process of reviewing theoretical literature, I had gone through different books, articles and journals. Similarly, I had reviewed much empirical literature which was very similar to my study. After reviewing the literature, I found some implications for the completion of my study.

I had reviewed Gosh (2015) who carried out a research to introduce the concept of ICT and focusing the real practice of using ICT in English language learning. I found out that most of the students are using email for academic purpose and ICT tools for learning through the internet connection. Similarly, I reviewed Ullah(2015) that helped me to prepare the questions in theuse of ICT tools for language learning. Similarly, Ibrahim's (2010) work prospected ICT as an effective tool 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's and Wamakote's (2010) study helped me to develop the tool for data collection. In the same way, I reviewedAdhikari (2011) which helped me to form the methodology of the study.
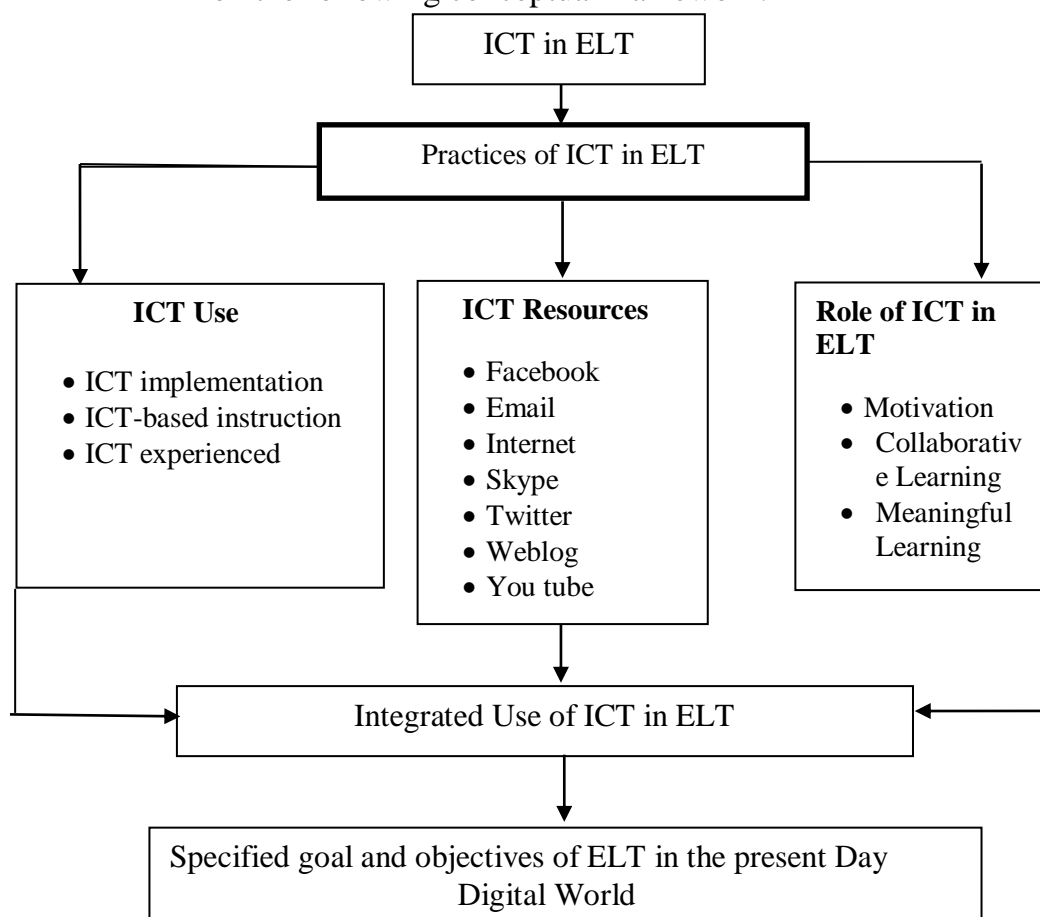
These reviews were highly implacable to my study. They provided me the theoretical foundation for this study and facilitated me to select appropriate research methodology. It helped me to make an appropriate sample size. Likewise, it helped me to select and design the appropriate research tools and sampling procedure. In the same way, from the above mentioned researches, I got information about actual findings of their studies. From this, I have noticed the fact that the previous researches missed the investigation regarding the use of ICT in ELT classroom at public school in Nepal.

Thus, the review of related theoretical and empirical literature helped me to ensure the professional knowledge of the study as well as to underpin how the findings of the study fitted into existing body of knowledge.

As this study tries to explore the use of ICT in ELT at secondary level,it is the first study carried out in the field of ICT use at public schools in the Department of English Education. None of the previous researches had thought about the spaces of the use of ICT in language learning at public school. All the researches are found to be in the periphery of laptop and computer as a device of ICT whichcould serve as a language learning tool. So, this study is distinct from the previous studies.

2.4 Conceptual Framework

A conceptual framework is not merely a collection of concepts rather, a construct in which each concept plays an integral role. According to Miles and Huberman (1994),a conceptual framework "lays out the key factors, constructs, or variables, and presumes relationships among them" (p. 440). It describes the way or process to conduct the actual research.It is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas.This research study entitled "Use of Information Communication and Technology in English Language Teaching at secondary Level" is based on the following conceptual framework.

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                        │   ICT in ELT    │
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                │      Practices of ICT in ELT     │
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│   ICT Use    │  │ ICT Resources│  │ Role of ICT  │
│              │  │              │  │ in ELT       │
│ • ICT        │  │ • Facebook   │  │              │
│   implementa-│  │ • Email      │  │ • Motivation │
│   tion       │  │ • Internet   │  │ • Collabora- │
│ • ICT-based  │  │ • Skype      │  │   tive       │
│   instruction│  │ • Twitter    │  │   Learning   │
│ • ICT        │  │ • Weblog     │  │ • Meaningful │
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            │ Specified goal and objectives│
            │ of ELT in the present Day    │
            │ Digital World                │
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CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

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.

3.1 Design of the Study

Research is a systematic and objective analysis which develops theories and principles about the existing facts. Best and Khan (2009, p. 17) define research as "the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, or theories resulting in predictions and possibly ultimate control of events". According to Kumar (2005, p.6), "Research is one of the ways of eliciting information and studying phenomena to find out the solution to the specific research problems". It means research is a rigorous plan of investigation. It helps to get detailed information about the investigation.

This study was designed to explore the use of ICT in ELT at secondary level.It was based ondescriptive design under qualitative research method.Descriptive research is most commonly used research in educational research. According to (Glass & Hopkins, 1984) descriptive research design is "a research design which involves gathering data that describe events and then organizes, tabulates, depicts and describes the data collection". So, descriptive research design can be either quantitative, qualitative or mixed one. It involves collection of quantitative information of data and describes the categorized information for describing the collected data.

Qualitative descriptive research is a term that is widely used to describe qualitative study of any social phenomena (Lamberts, 2012). The study is a comprehensive summarization of specific events experienced by individuals or

groups of individuals in every day terms. The term tends to draw from naturalistic inquiry which supports a commitment to study something in its natural state to the extent that is possible within the context of research arena.

To support this, descriptive research is applicable research design to find out the use of ICT in ELT classroom. Therefore, the selection of descriptiveresearch design under qualitative study for the investigation of detailed information was reliable for the research study.

3.2 Population, Sample and Sampling Strategy

The population of this study included all the secondary level English teachers of Kathmandu valley of community schools. And the sample of this study included five English teachers. The five teachers were the ones whose classes I have observed. Similarly, the sample was selected by using purposive non – random sampling strategy.

3.3 Sources of Data

Both primary and the secondary sources of data were used for the collection of required information. The primary sources of data were five English teachers from five community schools of Kathmandu district. The primary sources were used to get the information of use of ICT in ELT classroom whereas secondary sources wereusedfor informing the theoretical part of the research.The secondary sources of the data Chhabra (2012), Ibrahim (201), UNESCO (2001), ICT Master Plan (2013), etc.

a) Primary Sources of Data

The fundamental bases of the study were the primary sources of data. Secondary level teachers of English education from public school were the primary sources of data. The data from primary sources were collected by administering semi structured interview and observation diary.

b) Secondary Sources of Data

I consulted different books, journals, theses, articles, visited some related websites as the secondary sources of data to collect more information for the accomplishment of this study. I consulted Gosh (2009), Ibrahim (2010), Isisag (2013), Tyler (2001), ICT Master Plan (2013) and UNDP (2003).

3.4 Data Collection Tools and Techniques

I used semi structuredinterview and classroom observation diary as the main tools for data collection. I thought classroom observation diary and interview as the best tools to get detailed information about the role and practices of ICT in the classroom.

3.5 Data Collection Procedures

I adopted the following stepwise methodological procedures to collect the required data.

At first, I visited the selected teachers of secondary level in public schools of Kathmandu valley and established the rapport with them. I informed about the processes, procedures and objectives of my study to the teachers. Then, I consulted and explained them about the purpose of the study and requested to take part in it. I assured them of the confidentiality in terms of ethics regarding the obtained information through the questionnaire, interview and observation. I conducted semi structured interview for teachers and observed the use of ICT in teaching and learning in the classroom. I requested them to answer the questions without any hesitation, fear and anxiety.I collected required information through interview and observation. At last, I thanked them heartily for their kind co-operation.

3.6 Data Analysis and Interpretation Procedure

The systematically collected data was analyzed by using appropriate tools and methods. At first, I transcribed the collected data which was gained through interview and observation. Then, the transcribed data was analyzed and interpreted descriptively. The analyzed data was presented thematically and descriptively.

3.7 Ethical Considerations

I adopted the ethical considerations to maintain the ethicality. At first, I informed the respondents about the purpose of the study andabout the confidentiality regarding the information of the respondents. Iassured them not to use the data for any other purpose except for the research study without permission of respondents. Likewise, I assured them about not manipulating the collected data, not to do any harm to informants while collecting data as wellas not to analyze data subjectively. Similarly, I guaranteedthem the attention on accuracy, honesty, truthfulness of data in research study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

The qualitative data collected by using interview and observation for the study were analyzed and interpreted to derive findings of the study. So, this chapter of the research includes the analysis and interpretation of the results.

4.1 Analysis and Interpretation of the Results

This chapter of my thesis is mainly concerned with the analysis and interpretation of the data gained through interview and observation diary. The collected data were analyzed and interpreted to explore the use of ICT in English language teaching and to assess the role of ICT in English language learning. The responses obtained from the respondents and observations were analyzed descriptively.

4.1.1 Use of ICT in English Language Teaching

The second objective of my research was to explore the use of ICT in English language classroom. For that, I used observation diary as a tool for collecting the data. In this section, the analysis of data gained from classroom observation is presented. I observed the classroom of the teachers. I adopted a naturalistic approach to study teachers' practice of ICTin the classroom. I wanted to explore the types of ICT they use in the classroom and how it motivates students towards learning. I observed what was actually happening in the classroom whether the teachers use ICTin the classroom or not. As a non-participant observer, I wanted to give myself a chance to observe the interaction in the classroom freely without influencing them. I planned what was going to be observed and had a clear purpose.

While observing the classes with the permission of teachers, I systematically recorded and wrote on the diary what I observed. I observed four lessons per teachers, total 20 lessons to be analyzed. Merriam (2002:101) argues that

observations are the major means of collecting data in qualitative research. She further says they offer a first-hand account of the situation under study and when combined with interviews and content analysis, allow for a holistic interpretation of the phenomenon being investigated. Classroom observation helped me to answer my research questions. The classroom observation helped me to actually see what the teachers were doing in the classroom. It took four weeks for classroom observation. The longer I stayed in the classroom, the more I became part of the classroom environment. The details of data presentation, analysis and interpretation have been presented under the following topics:

a. Use of ICT in the Classroom

To find out the use of ICT in ELT classroom, I observed the classes at secondary level. I have observed 20 classes of five teachers and among those, in 12 classes; they used ICT in the classroom. The following can be taken as the sample of a class observation.

One of the teachers entered the classroom with his laptop and projector in his hand. All the students stood up and said 'Good Morning Sir' then they sat down in their seats. The students seemed very excited to watch something in projector. Students were talking to each other excitingly with a whispering voice. Then the teacher talked about the content which was going to be presented through projector. That was a story from the Compulsory English text book 'The Recurring Dream'. The teacher has downloaded that video/ movie from Youtube. He connected the projector with his laptop and managed its focus on white board. Then, he instructed the students to watch movie carefully. It was a cloudy day because of which the classroom was slightly dark. All the students became silent and watched movie carefully. After that, the teacher asked some questions to the students. Regarding the story, most of the students answered correctly. They started to talk about the characters and scenes which they have seen in the movie. It was the first time I found students

that much excited towards learning and they got the idea of the story in an interesting way.

From the above observation of the classes, it has been found that the teachers mostly used email, internet and youtube videos for the sake of making classroom interesting and live. Moreover, it has been found that the teachers made use of ICT specifically for teaching stories and for different listening activities. It was also used for showing documentaries to the students which helped them in raising interest and curiosity in them.

b. Availability of the ICT in the Classroom

In the classroom availability of modern computers, internet, networking and resources within an increasingly diverse range of technologies is an essential part of learning and teaching in the 21st century for teachers and their students.The availability implies presence of ICT resources and accessibility means the degree to which these ICT resources are easily accessible by as many people as possible.Similarly, Mbwesa (2002) argues that, ICT constitutes an input in the students' learning process that should help produce better learning output. The availability of ICT resources can enhance learning by making education less dependent on differing teacher quality and by making education available at home throughout the day.

I went to four schools for class observation. Through the observation of the classes, it has been found that most of the schools did not have sufficient ICT in the classroom. There was lack of physical resources almost in every school. Lack of equipment in every class, unequipped or unorganized laboratory, limited access to internet, electricity problem has seen almost in every school. But in one school, there was projector in every classroom. It seemed really organized and well equipped classroom with high internet speed. Available ICT are also only for teachers because students do not have access to them. Students did not get chance to use ICT themselves in school as they did not have enough computers for all the students in the classroom. Because of

insufficient classrooms equipment's, students needed to wait for a long time to get a class where their teacher used ICT to teach them.

c. Students' Motivation and Participation

I observed 20 classes where teachers used ICT in 12 classes. So, I got chance to observe both classes; classes with ICT based instruction and classes without ICT. Through the observation of both classes, it has been found that students were more active and participatory in different class works than the classes without ICT. By using ICT, it was easy to motivate students towards lesson for the teacher. They did activities actively and learnt better. But in traditional classes, they were not that much motivated and participated actively. Classroom was noisy and most of the time theteacher asked them to 'Keep Quite'. So, using ICT makes classroom environment learner friendly and it makes lesson more enjoyable through some exciting classroom activities. Students loved to see visualizing the topics and they did not feel bore during the lesson. It was found that students enjoyed participating in various activities through ICT in classroom activities. Such types of participation increased more when teachers used pictures, colorful slides, animation or video related to the topic in the classroom.

The use of ICT is expressed in the curriculum but some teachers are not incorporating ICT because they believe it is challenging too for them. However, different studies describe several positive outcomes of including ICT in the classroom. These outcomes indicate that ICT promotes creativity, curiosity, motivation and an interest to deepen the knowledge in the current topic. Therefore, teachers should incorporate ICT since it provides independent and personalized learning, but also a more collaborative and interactive learning.

4.1.2Role of ICT in English Language Learning

In the context of the global exchange, the role of ICT has become inevitable in the 21st century. The use of ICT has become essential for teaching and learning in the classroom. Similarly, FissehaMikre (2011) argue thatICT in education can be in the form of E-learning which is the use of computer and internet to deliver materials for learning.

Several studies reveal that students using ICT facilities show higher learning gains than those who do not use it. In this section, the analysis of data drawn from the interviews with the teachers is presented. I interviewed five secondary level English teachers of the government school in Kathmandu Valley. The data presentation, analysis and interpretation have been done under the following sub-topics:

a. ICT Fosters Learning

There is a great value in incorporating new technology in education as the integral part of teaching and learning.ICT helps to develop social skills which make students able to communicate to each other. In the same way, it helps introvert or shy students to communicate in a more convenient environment like a chatting room, forum, and discussion group and so on. By using ICT in the classroom, teachers can easily use images to teach and improve the retentive memory of students. The technology in this era has been grown up, not only from the point of view but also from the point of efficiency. The major emphasis of ICT infusion in pedagogy should be such that it tends to improve learning, motivate and engage learners, promote collaboration, foster enquiry and exploration, and create a new learner centered learning culture.

In addition, Date (2014) argues that, ICT allow learners to foster the four 'Cs' communication, creativity, collaboration and critical thinking.What I first found out when interviewed the teachers was that most of the teachers said that

ICT fosters learning of the students. Similarly, ICT is key reference which helped both teachers and students to search teaching learning materials.

In the response of question related to the impact of ICTon students learning, one of the teachers said:

I think the use of ICT fosters learning 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 practices which help them to grow academically.

Similar sound was echoed in another interview:

I thinkthe use of ICT definitely helps in fostering the students' learning in ELT if it is used for academic purpose. Use of ICT in classroom helps students to get authentic materials which help them to learn better. It playsa 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 classroom full of visual world.

During the interview, almost all of the teachers said that ICT plays 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. As a result, students actively take part in classroom activities which helps to improve their learning achievement. So, by analyzing the above responses, it can be claimed that ICT foster students' learning.

b. ICT for Effective Learning

In the present day world,ICT are making dynamic changes in the society. We are surrounded by the technical devices and social media. They are influencing all the aspects of life. Impact of ICT can be seen in educational sector, economical sector, and cultural sector. The influences are felt more and more at

schools and colleges. ICT provide both students and teachers with more opportunities in adapting learning and teaching to individual needs. Society is forcing schools to use ICT in academic way in the classrooms.

Tinio (2002) says thatICT is considered at present as a potential tool that provides educational opportunities in both formal and non-formal ways. In the teaching-learning process, ICT 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.

Regarding the role of ICT for learning, one of the teachers said:

ICT helps to learn better in the classroom and outside the classroom. It helps in effective teaching learning. Students can get information about multiple genres by using materials from the Internet. They can have experience of 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, definitely, it will make learning more effective.

Similarly, another teacher said:

I have been using ICT for two years in my classroom and it helps me to make student better understand about the content. So, I think the use of ICT helps in creating more effective classroom atmosphere for learning because the proper use of ICT helps in creating appropriate learning environment by facilitating the students' learning. The use of ICT for educational purpose helps in motivating the students in learning, delivering the content in an easier way to the students, and helping them to have clear understanding of the subject matter.

While analyzing their views, almost all of the respondents said that the use of ICT makes learning more effective in the classroom. They believe that ICT

creates lively environment in the classroom which helps students to learn better in a realistic way. In this regard, Yusuf (2005), states that, the use of ICT enhances the students to more active and engaging in the lesson. Similarly, it helps students to learn more effectively as well as it helps students to find related knowledge and information for learning.

c. ICT for Motivating Students Towards Learning

Motivation has been one of the most effecting factors for language learning. It is a desire that causes a person to act positively towards learning. Similarly, it is an internal process that makes a person move towards a goal. It cannot be directly measured and observed rather it can only be inferred by observing a person's behavior. Generally, there are two types of motivation; intrinsic and extrinsic. In this regard,Pintrich (2003)argues that,intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. Extrinsic motivation is the desire to do or achieve something not for the enjoyment of the thing itself, but because doing so leads to a certain result.

Chuan and Dornyei (2007) claim that motivation is a key factor in determining the success or failure in foreign language learning.Further, he added motivation is important considering that the students with high motivation can achieve more learning in the specific foreign language than brighter students with lack of motivation. Therefore, the aspects of motivation should be seen as one of the more important elements to consider when conducting studies on second or foreign language learning. The use of ICT in the classroom promotes individualization of schoolwork, curiosity, motivation and an interest to expand the knowledge in the current topic.

While taking views from the teachers regarding the role of ICT to motivate students towards learning, one of the teachers said:

Of course, the appropriate use of ICT motivates students towards their learning as it attracts the students' attention for learning. If the teacher utilizes a variety of ICT tools for teaching different subject matters, the students easily get motivated towards their learning. Students can search learning materials themselves which make them independent learners. Some kinds of group work activities can be done by using ICT which promotes collaborative learning.

Similarly, one of the female teachers said:

I have been using ICT from one year and when I teach through ICT, students seem more active and curious about the topic. They seem happy as well. So, I believe that the Use of ICT highly motivates students towards learning by using visual aids in the classroom. It improves students' achievements by raising their motivation and it can improve students' as well as teachers' attitudes towards learning.

In the same way, another teacher said:

Naturally, students are interested and curious to know and practice the exercises through ICT. It provides students with varieties in learning that address the multiple intelligences of the students. When I use ICT in the classroom, students pay attention to the topic. They are motivated to watch different stories, movies and participate actively. I think ICT makes classroom environment appropriate to learn collaboratively as well as individually and encourage them to learn many things.

While interpreting their voice, it can be assumed that, the appropriate use of ICTin the classroom encourages students' collaboration, deepens learning process, inspire creative thinking, increase motivation, and boosts independency. Similarly, it provides independent and personalized learning, and also a more collaborative and interactive learning. In this regard,FrydrychovaKlimova&Poulova (2014) argue that ICT can increase

students'motivation by promoting cooperation among the learners which may lead to a more collaborative and interactive learning environment.

d. Experiences of Using ICT: Before and After

The traditional classroom teaching can be supported by various electronic devices and technology. ICT is of massive use in teaching and learning of English language that caters to the students' learning. It helps teachers and students to generate lots of creative and practical ideas to create a learner-friendly environment. Lam and Lawerence (2002) argued that the tradition of ELT has been radically changed with the notable use of technology and the use of ICT in teaching which not only gives learners the opportunity to control their own learning process but also provides them with ready access to vast amount of information over which the teacher has no power to control.

Regarding the changes ICT brought in the classroom, one of the teachers said:

I have found many changes at present ELT classroom in comparison to the past. The use of ICT tools is really facilitative, especially, for ELT classroom for both the teacher and the students. That is to say, the use of ICT helped me in various ways from pedagogical point of view. Most importantly, its use has positive effect on my students for learning the subject matter related to English subject. In the past, the students seemed to be passive listeners but now, they actively take part in learning with ICT

Similarly, another teacher shared his experience as:

Before using ICT in the classroom, it was difficult to teach some aspects of language in the classroom. Like teaching stories, describing places, it was very difficult make student understand. But now, by showing videos, it is very easy and effective for me to teach such texts. ICT has played crucial role in different things in my ELT classroom. It has helped in student centered learning including high motivation on students. Students are practice- based due to

learning activities through ICT. My students are successful to have information about the areas which are beyond the classroom context.

By analyzing the above mentioned experiences regarding the using ICT in classroom, it can be claimed that the use of ICT has helped them in a positive way to teach text effectively. It has increased students' participation in different classroom works. In the same way, by the help of different videos, pictures, audios, it has become easy to deliver content appropriately, effectively in an interesting way.

e.   Suggestions for Integrating ICT in the Classroom Effectively

While interviewing the teachers, I asked them about the suggestions they want to suggest others for effective implementation of ICT in the classroom. In the response of the question different teachers presents their suggestions in a different way. Some of their responses are presented below:

The effectiveness ICT depends on the way it is used. The main thing is that ICT should be used for academic purpose by students and teachers. In order to make effective use of ICT tools both the teachers and students are equally responsible. Teacher as a facilitator and as a guide should have due level of expertise in using these ICT tools. They should be trained and updated for integrating ICT in ELT classroom. Moreover, the teacher should guide, suggest and motivate students to use these tools for enhancing their academic aspects.

Similarly, another teacher said:

ICT should be used as a supportive material for ELT. While using ICT, we should not forget the curriculum and its objectives. In internet, there are lots of materials and contents. So, we should select materials according to the level of students.

In the same way, another teacher said:

Teacher should use ICT to deliver their content in order to make the classroom teaching and learning effective. But teacher should not be the slave of ICT. In the same way, government also should pay attention to the modernization of the world and should try to build classrooms where ICT can be used easily.

In the same regard, another teacher said:

ICT should be continued in ELT classroom for practice based knowledge. It should be used for classroom interaction such as, for group work, pair works and so on. It can be more beneficial to teach linguistic items using it as authentic materials.

The above responses of teachers interpret that teachers should use ICT in the classroom to make classroom learning lively and fruitful. Teachers should encourage students to use ICT in the classroom. Similarly, teachers should select the materials from internet by analyzing the level of the students. ICT should be used only as a supportive tool to teach but teachers should not be slave of the ICT. In the same way, government should provide training to the teachers to makeappropriate and effective use of ICT in classroom.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists of findings, conclusion and some applicable recommendations in policy level, practice level and for further research.

5.1 Findings

On the basis of the analysis of data and interpretation of data, the findings were derived. The study was aimed at exploring the use of ICTin English language teaching and to assess the role of ICT in English language learning. The following findings in the use of ICT in the classroom and the role of ICT for students' learning have been outlined.

5.1.1 Teachers' Use of ICT in English Language Teaching

i. According to the demand of the content, teachers used ICT in the classroom.

ii. Regarding the use of ICT, teachers used E-mail, internet, and youtube videos in the classroom.

iii. Regarding the availability of the ICT,most of the schools did not have sufficient ICT in the classroom.

iv. Only teachers had access to use ICT and students did not have access to the ICT in the classroom.

v. ICT used by teachers in the classroom motivated students towards learning than that of traditional classrooms.

vi. It was found that students enjoyed participating in various activities through ICT in classroom activities.

5.1.1 Role of ICT in Students' Language Learning

  i. All the teachers were found positive regarding the use of different ICT in the classroom.

  ii. It was found that the use of ICT helped to foster students' learning by providing them variety of learning materials.

  iii. The use of ICT helped teachers to make their classroom livelier and interesting.

  iv. The use of ICT in the classroom made students active and engaging in lesson which helped students for their learning.

  v. Regarding the students' motivation, it was found that ICT helped to motivate students.

  vi. ICT made students active learners in the classroom and it has increased their participation in different class works.

  vii. Regarding the experience of using ICT, it was found that most of the teachersexperience the use of ICT has helped in a positive way to teach text effectively. It has increased students' participation in different classroom works.

5.2 Conclusion

The present study was a descriptive qualitative study conducted to assess the role of ICT in English language learning and to explore the use of ICT in English language teaching.ICT play positive and important role in students' 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 ICT are the best medium for them to get teaching learning materials easily which help them to expand their pedagogical knowledge. Almost all the teachers showed positive attitudes towards the role and use of ICT for English language learning. Similarly, they anticipated that ICT should be usedappropriately in English teaching and learning. ICT are making major differences in the

teaching approaches and the ways students are learning. It helps to create learning environment more appropriate which makes students more active, collaborative, creative, integrative, and evaluative learner.

In other words, ICT is becoming more appropriate in the realization and implementation of the emerging pedagogy that gives greater responsibility of learning for students.Using ICT to support English language learners pose challenges for teachers of how to exploit new and emerging technologies. We as language teachers should consider new strategies in teaching but ICT, without correct strategies cannot help us for our purpose. So, necessary training regarding the use of ICT should be provided by the government and school administration.

5.3 Recommendations

Based on the findings, I have provided policy related, practice related and further research related recommendations for the pedagogical implication are as follows:

5.3.1 Policy Related

The findings of this study shows that use of ICT helps in both teaching and learning if it is used properly and systematically. In the schools, only teachers have access to computers, projector and the internet that is also in a limited way. It might be due to the lack of sufficient ICT tools in the school. So, to make the use of ICT properly and systematically, concerned authorities and institution should conduct the seminars, workshops, trainings for both the teachers and the students. At first, the government should provide the sufficient equipment's to the schools for the proper implementation of the ICT in the classroom. Similarly, institution or the government should provide the proper trainings regarding the use of ICT academically to both the teacher and the students.

5.3.2 Practice Related

After analyzing the research findings, I have drawn some recommendationsin practice level. I would like to suggest the teachers to conduct ICT based activities in the classroom. Similarly, the teachers are suggested to teach students about the proper use of ICT and its advantages and disadvantages so that the students can make use of ICT on their own. Likewise, to motivate teachers towards using ICT, a school administration should provide some rewards to the teachers who implement ICT in the classroom.

5.3.3 Further Research Related

The present research was conducted to find out the use of ICT in language learning and, teachers' practice of ICT in English language teaching. It is complete study according to the objectives of my study but it did not cover the whole area of the study. So, another research can be conductedin the use of ICT in community schools and private schools. Similarly, this study was limited to Kathmandu valley. So, similar kind of study can be conducted in other places.

APPENDIX I

INTERVIEW SCHEDULE

1. How many years have you been working as a secondary teacher in ELT?

2. Do you think the use of ICT helps to make the classroom effective for learning? If yes, in what ways?

3. What do you think the use of ICT fosters or hinders learning in ELT classroom? How?

4. How does the use of ICT motivate students towards their learning?

5. Do you use ICTs in your classroom? If yes,what sort of common ICTs do you use in ELT for what purpose? (Facebook, Youtube, email, Internet, Skype etc.)

6. What sort of changes have ICT brought up into your ELT classroom?

7. Could you please suggest your views for effective role of ICT integration in ELT classroom?

Transcription of Interview with Teacher A

Me: How many years have you been working as a secondary teacher in ELT?

Teacher:*I have been working as a secondary level English language teacher since 2068 B.S.*

Me: Do you use ICTs in your classroom? If yes,what sort of common ICTs do you use in ELT for what purpose?(Facebook, Youtube, email, Internet, Skype etc.).

Teacher*: Yes, I make use of ICTs in my classroom teaching, The most common ICT tools that I use are Youtube, Facebook and email. The main purpose behind using these tools is to help students understand and conceptualize the subject matter being taught and for providing information about curricular and extracurricular activities to the students.*

Me: What do you think the use of ICT fosters or hinders learning in ELT classroom? How?

Teacher: *In my opinion, the use of ICT definitely helps in fostering the students' learning in ELT classroom if it is used for academic purpose. However, the misuse of these tools tends to hinder the students' learning as it distracts the learners from their focus of area.*

Me: Do you think the use of ICT helps to make the classroom effective for learning? If yes, in what ways?

Teacher:*Of course, I think the use of ICT helps in creating more effective classroom atmosphere for learning because the proper use of ICT helps in creating appropriate learning environment by facilitating the students' learning. The use of ICT for educational purpose helps in motivating the students in learning, delivering the content in an easier*

way to the students, and helping them to have clear understanding of the subject matter.

Me: How does the use of ICT motivate students towards their learning?

Teacher:*Of course, the appropriate use of ICT motivates students towards their learning as it attracts the students' attention for learning. If the teacher utilizes a variety of ICT tools for teaching different subject matters the students easily get motivated towards their learning.*

Me: What sort of changes have ICT brought up into your ELT classroom?

Teacher:*I have found many changes at present ELT classroom in comparison to the past. The use of ICT tools is really facilitative especially for ELT classroom for both the teacher and students. That is to say, the use of ICT helped me in various ways from pedagogical point of view. Most importantly, it's use have positive effective on my students for learning the subject matters related to English subject. In the past the students seem to be passive listeners but now they actively take part in learning with ICT tools.*

Me: Could you please suggest your views for effective role of ICT integration in ELT classroom?

Teacher:*The effectiveness ICT depends on the way it is used. The main thing is that ICT should be used for academic purpose by students and teachers. In order to make effective use of ICT tools both the teachers and students are equally responsible. Teacher as a facilitator and as a guide should have due level of expertise in using these ICT tools. They should be trained and updated for integrating ICT in ELT classroom. Moreover, the teacher should guide, suggest and motivate students to use these tools for enhancing their academic aspects.*

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