

Use of ICT Tools in English Classroom: Teachers' Narrative

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

**Submitted by
Pabitra Neupane**

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

2023

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Declaration

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

Date: 04/12/2022

.....

Pabitra Neupane

Recommendation for Acceptance

This is to certify that **Ms. Pabitra Neupane** has completed her M.Ed. thesis entitled **Use of ICT Tools in English Classroom: Teachers' Narrative** under my guidance and supervision.

I recommend and forward her thesis to the Department of English Education for acceptance.

Date: 05/12/2022

.....

Dr. Purna Bahadur Kadel (Supervisor)

Reader

Department of English Education

Faculty of Education

T.U. Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following

Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Ram Ekwāl Singh

.....

Reader

Expert

Department of English Education

Tribhuvan University, Kirtipur

Dr. Purna Bahadur Kadel (Supervisor)

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 20/ 4/ 2021

Evaluation and Approval

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

Signature

Dr. Gopal Prasad Pandey (Supervisor)

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Chandreshwar Mishra

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Expert

Dr. Purna Bahadur Kadel (Supervisor)

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 14/02/2023

Dedication

Affectionately

Dedicated to

My parents who have devoted their whole life to make me

What I am today.

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Abstract

This research study entitled **Use of ICT Tools in English Classroom: Teachers' Narrative** was conducted to explore teachers' use of ICT in teaching English language and to examine the challenges faced by ELT teachers on using ICT in classroom. I used narrative inquiry as a research design under qualitative research approach. The population of the research included all the secondary level English teachers of Gorkha district. In addition, four secondary level English teachers were selected as the sample for this study. Non –random purposive sampling procedure was used to carry out this research. I conducted in depth- interview to elicit the required data. Moreover, the data were analysed and interpreted using thematic approach. From the analysis and interpretation of the data, it was found that ELT teachers were benefitted from the use of ICT tools and it has created child friendly atmosphere in the classroom. Likewise, it was found that use of ICT tools in the English classroom has increased the collaboration and co-operation among the students. However, it shows that due to the lack of sufficient knowledge and skills, support from the school administration, financial problem, load shedding problem and poor connectivity of internet, implementation of ICT seems to be challenging.

The present study consists of five chapter, the first chapter deals with the introduction of the study, along with the background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitation of the study and definition of the key terms. The second chapter consists of review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter consist of methods and procedure of the study which covers design and methods of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis and interpretation of data, Finally, the fifth chapter incorporates the findings and conclusion of the study followed by some policy, practice and further related implications based on the study. At the end reference and appendices are included.

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List of Abbreviation / Acronym

ELT	:	English Language Teaching
ETC	:	Et cetera
ICT	:	Information Communication and Technology
IT	:	Information Technology
MOE	:	Ministry of Education
NCF	:	National Curriculum Framework
SSDP	:	School Sector Development Plan
SSRP	:	School Sector Reform Plan
STT	:	Student Talking Time
T.U	:	Tribhuvan University
TTT	:	Teacher Talking Time

Chapter I

Introduction

This is a study on **Use of ICT Tools in English Classroom: Teachers' Narrative**. This chapter incorporates background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definitions of the key terms

Background of the Study

Information and communication technology (ICT) refers to technologies that provide access to information through telecommunication. It includes the internet, wireless networks, cell phones, broadcasting technologies (radio and television) telephony and other communication. According to Daniels (2002), Information and communication technology is considered to be one of the basic building blocks of modern society. However, globalization has brought an immense changes in every aspects of human life as well as in the field of Education. The use of ICT in education lends itself to more student – centred setting. But within the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this important will continue to grow and develop in the 21st century.

Harmer (2007) emphasizes that teachers should encourage learners to find appropriate activities through using technology in order to be successful in language learning. It means that teacher plays a very important role to apply various sorts of technology inside the classroom. Similarly, Yadav (2011) says that Blogging is a helpful technique supporting the professional development of English language teacher through collaborative learning and helps in building networks among English language teachers. ICT help to share professional ideas and views among English language teacher through internet. Patel (2013) emphasizes that the application of technology has considerably changed English language methods. It provides so many alternatives as making teaching interesting and more productive. In traditional classroom, teachers stand in front of the learners and give lecture, explanation and

instruction through using black board and whiteboard. These methods must be changed concerning the development of technologies.

Arifah (2014) says that the use of internet increase learners' motivation. Learners can learn meaningfully when technology is use in the process of learning through using computer and internet. To support this, Arifah, (2014) states that the usage of multimedia text in classroom assists learners become familiar with vocabulary and language structure. The use of print, film, and internet gives learners the chances to collect information and offers them different materials for the analyses and interpretation of both language and contexts. ICT ensure greater access to and participation in the means of communication for all cultures and social groups Thapliya (2014).

The rapid development of science and technology such as multimedia technology has offered a better tool to explore the new teaching method (Pun, 2014). The twenty – first century is the age of globalization and information technologies. The Use of multimedia technology has created a favourable context for reforming and exploring English language models in the new age. Thus technological innovation should go hand with the growth of the English and change the way in which we communicate. In fact, growth of internet has facilitated the growth of English language. As a result, there is also the diversity of context in terms of learner's age, nationality, and background that has become an important features of English language teaching today.

According to Akhtar (2016), use of modern technological tool has led the rise of ICT. Nowadays, ICT is being used in a number of fields like health, entertainment, games and sports, transportation and educational industries. Within a single click, we can get exchange a lots of information of the world due to the use of ICT. The field of education is not untouched by the ICT. Now we cannot imagine education without the use of information communication technology. It has made exchange of thoughts, ideas, experience and feelings easier. Communication and the information are at the very heart of the educational process, ICT has played an educational role in formal and non – formal setting, in progress provided by governmental agencies, public and private educational institutions for profit corporation and non – profit groups and secular and religious communities. Again, Akhtar (2016) the modern age is termed as

the era of knowledge explosion. This explosion has become possible due to the progress of science and technology. Each and every aspect of human life has changed due to the effects of science and technology.

Alkamel (2018) asserts that the integration of ICT in teaching and learning is considered to be a medium in which a variety of approaches and pedagogical philosophies may be implemented. However, ICT as a teaching aid is more complicated in that it demands more specific skills from the teachers. The development of ICT electronic mail, internet, multimedia, possibilities to use collaborative platforms, undoubtedly, influences the process of using them in everyday classroom teaching and learning. ICT no longer serves to be a simple additional means but it is an indispensable part of the modern and contemporary learning environment. The application of ICT gives more opportunities to for communication between poor learners. They can exchange information in real time, they can participate in blog discussion, work in teams on different projects, exchange emails, and search for information .ICT presents a powerful learning environment for learners in the classroom, That means ICT provides quality learning materials and creating autonomy of learning .Along with academic excellence students must have English communicative skills for their prosperous future, and they can share their work which can promote cultural diversity, have positive motivational effects and raise self – esteem.

Language teaching and learning is considered to be a complex process. To make such complexity easier well advanced teaching aids should be available. Alkamel and Chouthaiwale (2018) states that the recent and great development of the internet led to a technical revolution in all field of our life and teaching and learning. In concrete term ICT can enhance teaching and learning through its dynamic, interactive and engaging content; and it provide real opportunities for individualized instruction. Information and communication technology (ICT) has become integral part of English Language Teaching (ELT) to meet the needs of the present day world. It has brought significant changes in the traditional lecturing methods. Pokharel (2019) states that ICT- based learning can provide vast opportunities for students to enhance and promote competence on an international scale. ICT is used to create independent and collaborative learning environment in which students can learn more

effectively. KC (2019) states that, English language is found as the dominant one in recent days and gaining its importance rapidly. English language learners are not based on textbooks for their learning outcomes, rather they are based on various ICT tools. In the initial day students were totally dependent on teachers for their learning. But nowadays, they were directed toward self – learning through ICT. Therefore, the use of ICT can be implied in learning for better learning.

Similarly, according to Mofareh (2019) the use of modern technology in English language teaching has become indispensable , especially in the wake of unprecedented development across numerous fields and discipline.it is essential that the education sector keep a space of the global technological revolution by adapting modern technological means such as computerization , multi – media devices , mobile phones , audio / visual effects application , and social media , to optimize English language instruction and equip with classroom language learners in a systematic and advanced way. The internet provides easy, immediate, and virtually unlimited access to software, application, and a host of ancillary platforms and materials which can expedite English teaching and learning. Moreover, many such programmes are designed to promote effective English teaching and increasing understanding and attainment of English language skills.

Statement of the Problem

English language is considered as an important language. In the context of Nepal English language is taught and learnt as a foreign language. English has become the window to the world. In the context of global exchange, the role of ICT has become inevitable in the 21st century. The use of ICT has become essential in every day classroom teaching and learning. Its use gives a chance to teacher as well as learners to increase the quality of education. The advancement of ICT makes the whole world into global village. ICT is playing a significant role in bringing so many changes in the field of English language teaching and learning. However, in the recent day language teaching is fascinated by the modern technological tools like computer, internet, mobile etc. ICT is use to provide authentic materials to learners. So ICT tools support the students in expanding their speaking, listening, reading, and writing skills. Nowadays ICT can be used as a meaningful medium in the classroom to

motivate the students in learning. The access of technology encourages the teachers to put them into the practice.

It is not easy for all teachers to use ICT tools in the classroom because most of the teacher do not have access to the internet as well as they do not have skills to use ICT tool in proper way. So most of the teacher are not able to use ICT tools in classroom. In the context of Nepal, various policies and strategies have been made giving emphasis on use of ICT in education as an effective source of teaching and learning. Most of the provisions have clearly said that all the levels of government have to be more responsible for developing instructional materials, textbook, preparing capable human resources in the sector of using ICT. Similarly, many policies and provision have been made to provide ICT based education but these some policies have not been implemented properly due to the lack of ICT related human resources, lack of infrastructure, technological skills, finance and social awareness so teachers have problems to use ICT tools in teaching and learning.

As I have experienced that, nowadays with the innovation of modern technology most of the teachers use ICT tools in teaching and learning activities. While I was teaching at one of the private schools I used YouTube to teach them English stories. I found teaching through ICT attracts the attention of learner in the classroom activities. At first I played story through YouTube and asked students to listen and after that asked them to tell the major character and morals of the story. At last I found that most of the students were able to tell the major themes of the story. From this class students requested me to teach another text by using ICT tools like YouTube. At the same time, I came to realize that using ICT in the classroom is better than only lecturing. Thus, throughout this study I want to explore the teachers' perception on teaching English language through ICT.

Rationale of the Study

The use of ICT in language teaching make the act of teaching comfortable, easier, and faster. The ability to use ICT tools effectively to teach English language and handle various ICT tools purposefully has become an essential need for English language teacher. In the era of modern technology, the use of ICT helps the teacher directly and indirectly in teaching and learning. Using ICT and integrating it into

learning process can ensure effective learning. For effective integration of ICT in teaching and learning teachers are required to know how learning occurs. This study will be carried out aiming to find out the teachers' perception on teaching English language through ICT. So, this study will be beneficial for researcher, policy makers, teachers, students, experts, policy makers, curriculum designers, as well as those who want to conduct research in the areas of ICT. It is very significant to all the teachers to select and use the ICT based devices in their act of teaching. Similarly, all the persons who are involved in teaching profession will be benefited from this study. Moreover, it will be advantageous for language teacher to overcome the challenges that may occur during classroom activities.

Objective of the Study

The objectives of the study were stated as follows:

- To explore teachers', use of ICT in teaching English language.
- To examine the challenges faced by ELT teachers in using ICTs in classroom.
- To suggest some pedagogical implications.

Research Questions

This study addressed the following research questions:

- How does teacher perceive the use of ICT in teaching English language?
- What are the challenges faced by ELT teachers in using ICTS in classroom?
- What are the benefits of the use of ICT tool for ELT?
- To what extent do ELT teacher use ICT tools in the classroom?

Delimitation of the Study

In research, delimitation refers to those characteristic that limit the scope and define boundaries of the research data. It bounds the researchers not to go beyond the limited area of the study. Similarly, it provides the information of research design, population, sample sampling strategies, study area and data collection tools. This study focused mainly on the use of ICT tools in English classroom and the challenges faced by ELT teacher in implementation of ICT tools. Moreover, the design was

narrative in this research. I used non-random purposive sampling strategy for selecting sample from representative population. Likewise, the sample included four secondary level English teachers from four different public school of Gorkha district. To collect the required data, I employed open in –depth interview as my research tool. Eventually, I analysed the collected data descriptively and thematically.

Operational Definition of the Key Terms

The key terms used in this research study have been operationally defined in the following ways:

Information and communication technology. The term ICT, in this study means all ICT tool that used and accessible by English language teachers to facilitate English language teaching and learning.

Teacher. In this study teacher refers a person who helps students to acquire knowledge, skills, competence and virtue in formal and informal setting.

Teaching. Teaching is an act of delivering useful message to the learners in order to develop varieties of skills. Here, in this study the term ‘Teaching ‘means helping students to achieve the expected learning outcomes by using ICT.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter includes the review of related Theoretical Literature, Review of Empirical Literature, Implication of the Review for the study and Conceptual Framework.

Review of Related Theoretical Literature

Literature review is a process of reviewing published or unpublished but authorized related literatures, which helps the researcher to research in the depth of the subject matter and to prove the valid justification and authentication. Literature reviews gives an evidence to prove an issue and get recognition. Without reviewing others 'literature a research cannot be completed. Literature review is an essential task for any researcher to acquire theoretical knowledge about related topic. Literature review helps to provide knowledge about previous knowledge & facts established on a topic. With the help of literature review, the researcher identifies the gap between what is and what should be. It is not only important for bridging the present and past condition of the research work but also helps to overview a particular issue from the critical perspective as well. This sub – section includes the introduction of information and communication technology, history of ICT in Nepal, ICT based English language teaching and learning, ICT tools in teaching and learning English, benefits of ICT in teaching and learning and so on.

Information and communication technology. Information and communication technology refers to the diverse set of technological tools and resources used to communicate, to create, store, and manage information. So ICT include the various technologies such as computer, internet, wireless networks, cell phones, and software. Video – conferencing, social networking and other media applications. Nowadays, the use of ICT has become an integral part of everyday life for human beings. In this sense, Herselman and Britton, 2002 (as cited in Kinaanath, 2002) states that information and communication technologies are a networked system comprising data processing, storage and retrieval of information. Use of modern technological tools has led ICT. Now ICT is being used in a number of fields

like health, entertainment, games and sports, transportation, education and industries etc. Within a single click, we can get exchange a lots of information of the world due to the use of ICT. The field of education is not untouched by the ICT. Now we cannot imagine education without the use of information and communication technology. It has made exchange of thought, ideas, experiences and feeling easier.

It is true that the use of ICT has now become an integral part of everyday life of human beings. Kozma (2002), states that ICT is becoming the heart of preparing students and teachers for participation in the teaching and learning society. It means that nowadays ICT is taken as an effective tool in ELT. It is because with the help of ICT teaching and learning process becomes more interactive and student –centred, and students also got the chances of searching the things through ICT tools like mobile, computer, google etc. In this sense Punie, Zinnbauer and Cabrera (2006) as cited in Kinaanath (2013) argued that” it is difficult and may be impossible to imagine future learning environment that are not supported, in one way or another by IC’. (p.5). It means when information and communication technology is effectively use into teaching and learning the interaction between teacher and students becomes more in classroom activities.

Information and communication technology in Nepal. Nepal has been starting the ICT to process census data since 1992. Government of Nepal purchased the machine for further data processing in the Bureau of statistics and established a separate organization called Electronic Data Processing Centre (EDPC) in 1995. After six years, the EDPC converted into National Computer Centre (NCC).

Email and internet service were introduced in 1994 and 1995 respectively. Nepal’s first information technology (IT) policy was announced in (NPC, 2000). Recently the government of Nepal has formed a new body, High level commission for information technology (HLCLT), which is playing the role of facilitator between the private and public sector in the development of ICT in Nepal.

The MOE has implemented the programs related ICT in education such as one laptop per child (OLPC) pilot project in selected 26 schools of six districts (MOE, 2013). Similarly, Central Level Agencies under the MOE, five Regional Directors (REDs) and 75 District Education Offices (DEO) have lunched web sites. The DEO,

with the involvement of some NGOs has developed interactive digital learning materials for the students of grade 2 -6 in Nepali, mathematics, English and science subject.

Likewise, similar ICT Master Plan (2013-17) stated that, the Ministry of Education has endorsed the guidelines for the implementation of ICT in school education in Nepal. The institutional arrangement and other provision included in this guideline are also taken into consideration while finalizing this master plan. The main objective of this ICT master plan was to create ICT enabled learning environment in educational institutions and to expand the internet access to schools and other educational institutions and to enhance education system through the use of use of ICT. Its use in schools can help students in learning effectively. So that the entire stake holder should be responsible. It is crucial to ensure that ICT is used in relevant and appropriate way. ICT enabling learning environment is established with the institutional and professional capacity to maintain, update and use, applications and features. Government of Nepal, Ministry of Education, through National Curriculum Framework (NCF), has introduced ICT as a subject as well as tool for instruction in school education.

Similarly, IT policy (2067) stated that the expansion of the access of the internet to all schools also helpful for promoting coordination, collaboration with national and international institution to develop skilled human resources for continuous, relevant and quality education formulation and implementation of IT programs focusing on teachers, students and schools to develop competent human resources. However, many policies have been brought to make learning activities effective due to the lack of skilled manpower so it is difficult to apply in the real field.

The SSRP has envisioned implementing and expanding the ICT assisted teaching and learning process in all schools. The SSRP further argues that ICTs in education are an innovative and effective teaching and learning tool. ICTs do not only help the urban area students; they also help to remote area students through digital devices.

ICT based English language teaching and learning. English language teaching and learning methodologies has been changes over the last few decades,

moving from a traditional grammar translation method to move student centred methods such as Total Physical Response, Communicative Language Teaching (CAL) and Task –Based Learning (TBL) which are more popular among language teacher (Richards and Rodger , 2001).As the recent innovations, Mobile Assisted Language Learning (MALL), Computer Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL) and E-learning have been increasingly used in English language classroom (Holmes & Gardner, 2016) .

Technology has created opportunities and challenges to the teachers and learners to a great extent. In the context of developing countries, ICTs are often seen as an empowering tool which provides people with access to opportunities and choices that were not available, however e-devices for English language teaching and learning are still an emerging field in developing countries. (Duff, 2015). Teachers in the 21st century must have to integrate technologies to teach languages effectively in the classroom. So, ICT can be seen as empowering tools which provide people with access to opportunities and choices for grammar exercised and activities. James (2015, p. 36) states that technology is a way in which people use ideas of science to make task easier, faster, and available. Nowadays, some modern electronic devices such as computer, television, overhead projector, mobile phone, multimedia and web based applications have vital roles in language teaching because they help to teach language more effectively and appropriately.

Different types of technologies and electronic devices are applied in the field of ELT that help language teacher to make their professional life easy. Karries (2008, p.32) states that the major impact of the recent development in the teaching of foreign language can be seen in term of a learner – centred, motivation- based and activity oriented approach to language teaching supported by television, radio, and audio – visual aids. Technology in the classroom is a double – edged sword. Engaging modern students into so –called ‘digital natives’, for whom smart phones and social media are the way of life is a dire need of the society. At the same time, many of the modern electronic devices and software are introduced into the classroom to learn language more effectively. In this regard, Dash and Dash (2007, p. 32-33) view, that “electronic media can now bring real English to all our schools, however remote, if we provide them with the channels of distribution, students will learn real English in

school with much greater ease and eagerness through radio, television and other electronic devices”. So the use of ICT in teaching and learning process is the need of an hour and teacher is expected to be innovative and enthusiastic in his / her teaching learning process by integrating ICT.

ICT tools in teaching and learning English. The term “information and communication technology (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic media. (Alkamel & Chouthaiwale, 2008). In this regard ICT includes the various technologies such as radio, television, video, DVD, telephone, satellite systems, and computer and network hardware, and software, as well as the equipment and services associated with these technologies, such as video conferencing, email and blogs.

According to (Alkamel & Chouthaiwale, 2008) some of the ICT tools in English language teaching and learning are as follows:

Non web based learning tool

Radio and television. They are the most useful tools of language learning. Both of the instruments offer cheap access to rich progress. The immediacy of current affairs programs ensures that learners’ exposure to the language is up-to date and embedded in the real world of native speakers. TV is an important technological medium used by the language learners as it appears through eyes and ears. TV provides a full audio visual simulation, dynamic and attains a higher degree of realism.

Films. Films are the most powerful element in the hands of an intelligent and resourceful teacher. Films appeals the learners heighten their interest and held them in the retention of the learned materials. Films are profitably used to showcase the facts, actions, skills and background information.

Language web. Language lab is one of the modern technological teaching aids. Language lab has multi facets like students can listen to the audios and can understand the different accent used, and the students are able to speak and record

their voices. It is exclusively result oriented so it helps to enrich the English learning process. It creates an easy atmosphere than a traditional.

Overhead projector. It is also an important tool of information and communication technology. It is an alternative to chalk and talk. It allows the teachers to use images, diagrams and it reduces the work of the teacher by drawing it on the blackboard. By using OHPs more complicated sources can be brought into any classroom and it is easy to use, versatile and easy for the students to take notes from it.

Web based learning tool

Email. This is the most important ICT tool, so students can correspond with native speakers of the target language using email by creating a personal email account. They also provide revisions, feedback, suggestions for the betterment of every work and send them back to the students.

Blogs. A blog is a personal or professional journal frequently updated for public consumption. It is used for journal purpose writing, sharing photos, audio – visual materials. The blogs enable uploading and linking the files which is very much suited to serve as online personal journals for students.

Skype. This is also another important tool in the field of ELT. Every internet service has audio functions, and technological instruments like laptops with cameras. The students could communicate with their teachers and friends who are far away. Similarly, students could very well communicate with the speakers of native language and get their pronunciation checked. As a result, students can get the chances to improve their speaking well.

Mobile phone. Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. Students may verify the spelling, pronunciation and usage of the specific word they searched for. Likewise, similar though the mobile phones students can use short message system (SMS) to send queries to their teachers and get their doubts cleared.

IPODs. This is one of the multimedia devices, which enhance the learners to generate, deliver, and exchange texts, image, audio and videos scripts as per the requirement. The teachers send text message and the students can read and answer to them. Thus, IPOs give a chance to the learners of English to improve their listening, pronunciation, vocabulary, grammar and writing.

Benefits of using ICT tools in English language teaching. For the last two decades, the integration of ICT in education has been increasing concern in both developed and developing countries. The integration of ICTs impacts positively on the performance of learners. So, ICT provides language learners with the opportunity to use the language that they are learning in meaningful ways in accurate contexts. The use of ICTs in the ELT classroom encourages the learners to be independent and more active in the classroom activities. It develops the habit of self-learning among the learners. The use of ICT in language classroom increases the habit of collaboration and cooperation between the peers. Similarly, with the ICT- based tools and the constantly growing number of available educational resources language teachers are able to give individual and personalized guidance to the learners. ICT presents a powerful learning environment for learners in the classroom. The use of ICT increases the scope of teaching. It provides quality learning materials and creating autonomy of learning. Along with academic excellence students must have English communicative skills for their prosperous future. The use of ICT in ELT classroom helps to bridge gap between classroom and outside world and also makes the learners to be more creative.

The use of Information and communication technology in teaching and learning can have various sorts of advantages. Ammanni & Aparanjani (2016) presented some of the advantages of ICT in English language teaching that are as follows:

1. ICT can make students and teachers to work with current and authentic sources.
2. Moreover, it increases the learners' interaction, verbalization and involvement in group collaborative learning.
3. Learners become more innovative with the help of e-learning.

4. Likewise similar, it provides the information to the students which will be useful for them to compete with this competitive world.
5. By the way, it helps to get the required information within a fraction of second.
6. English lessons that incorporates multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn.
7. Students can learn independently.
8. With ICT pictorial description is available.

Challenges of using ICT in teaching and learning. ICT plays a significant role to make teaching and learning activities more meaningful. Though, it is one of the most efficient tool for advancing knowledge and skill, integrating ICT into teaching and learning is a complex process and that may encounter a number of difficulties. The development of Information and communication technology in government education is faced with many challenges. So far, ICTs have not been used as a way of acquiring new knowledge and skills in schools of Nepal due to inadequacy of curriculum, content and limited access to ICTs. Other challenges include inadequate funding, lack of basic infrastructure, lack of qualified personnel and lack of policy formulation and implementation. The major challenges in our context is the required physical infrastructure for implementing ICT. Dhital (2018) mentions that the following are the challenges facing in implementation of ICT in teaching and learning.

Lack of qualified teachers to teach ICT in schools. The demand for ICT learning has been increasing and the number of teachers who are trained to teach ICT cannot meet the demand. There are more students willing to be taught computing skills than there are teachers to transfer the skills.

Lack of electricity. Many schools are still not yet connected to electricity. Nepal being a developing country, the government has not been able to connect all parts of the country to the national electricity grid.

Policy related. Still the MOE has not come up clear policies implementation of ICT in classroom. The macro policy is there but it is equally important to transform

them into micro policies so that each school will get an opportunity to have ICT facilities for their children.

Lack of computers (Hardware and Software Resources). Computers are still very expensive. Most of the schools do not have basic ICT resources such as computers, computer software and additional hardware resources. Though lots of efforts are made by the government agencies, individuals, corporate organizations, NGOs to donate computers to as many schools as possible.

Curriculum related. Although Nepal has a system of continuous improvement in curriculum it cannot do so frequently because of the distribution of free textbooks in schools. So it should wait for at least five years in changing the curricula. The ICT will be coming in new shape every year but our curricula will be out of date by the time we install them based on existing efforts.

Sustainability. Twenty – two percent of the total education budget comes from multi – donor agencies. This is the only money the government has for development purposes. The danger is that the development project will not continue after the project are over. Thus the initiation of the government for ICT integration in education will follow the same suit.

Review of Related Empirical Literature

The literature review is an integral part of the research so it is taken as an important element in the field of research. A number of research has been carried out in the areas of ICT. However, no any researchers have been carried out research on teachers' perception on teaching English language through ICT. So this section is an attempt to review the related studies, articles and some previous theses which are reviewed as below.

Khanal (2008) conducted research on “attitudes of high secondary teachers towards the use of computer and internet”. The main objectives of the study were to find out the attitudes of high secondary English teachers of Kathmandu valley and their perception on the basis of their perspectives. The teachers teaching in Kathmandu valley was the population of his research study. The main tool for the

collection of data was questionnaire followed by semi-structured interview. The findings of the study showed that majority of the teachers have positive attitudes towards the use of computer and internet in the case of English language teaching.

K.C (2012) has carried out research on “use of internet for language learning”. The main objective of the study was to find out the use of internet for language learning. The descriptive survey method was used for this research. The main tool for the collection of data was questionnaire. Sample population were 40 students from M. ED first year of Sanothimi campus Bhaktapur. Finally, it was found that maximum teachers and learners are using internet for language learning as well as teaching. Especially, students are updating more in internet for their language as well as reading improvement and for entertainment too.

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

Similarly, Dhamala (2014) carried out research on “Secondary Level English teachers’ Practices and Perceptions on using e- devices in language class. The main objectives of this study was to find out secondary level English teachers’ practices and perception on using e- devices in language class. The sample size of the study included the thirty secondary level English teachers of fifteen different schools of Kathmandu valley. The sample was selected purposively. The main tool for data collection was questionnaire. It was found that nearly equal number of teachers used the devices like computer, mobile phone and software like email, internet, YouTube and so on. They viewed that those devices were very significant to enhance students’ access in learning and learning content.

Sharma (2017) has conducted research on” teachers’ perception on using computer applications in classrooms. The main objectives of his study was to find out

the teachers' perceptions on use of multiple computer applications in classroom based on language skills and aspects. He used survey as research design. The population of the study was thirty English teachers of secondary schools from Kathmandu valley. He used questionnaire as a tool of the research. He used non-random sampling procedures. It was found that majorities (97%) teachers were found involved in using computers in language teaching such as multimedia, blogs, internet, browser and so on.

Similarly, Dahal (2018) carried out the research on "teachers' use of ICT tool in teaching English". The main objectives of the study were to find out the teachers' use of ICT in English language teaching in terms of their access and applicability in teaching of English and to analyse the use of ICT in teaching aspects and skills of English. She used ethnographic research as a research design. The population of the study includes all the secondary level English teachers of Kathmandu valley, where five teachers were selected as a sample of the study by purposive non –random sampling procedures. She has used interview as a tool to collect the data from the teachers. The finding of the study showed that the teachers use online dictionary, mobile phones, and social networking sites, Computer, email, and internet as the ICT tools in the classroom.

Pokharel (2019) has conducted a research on "students' perception on the use of ICT in developing English language writing skills". The main objective of the study was to find out students' perception towards the use of ICT in learning English language writing. To fulfil the objectives of the study she has used survey as a research design. The population of the study was thirty students of faculty of English education of Tribhuvan University, where she has used purposive – non-random sampling procedures. Questionnaire as a research tool to collect the data from the students. The findings of the study showed that students of masters' level expressed their positive perception to the use of ICT in developing English writing skills for their professional development and improving learning activities.

Implication of the Study

Literature review is an essential of the entire research process. The most important function of literature review is to ensure the researcher to read widely

around the subject / area in which he/she is interested to carry research in. Literature review helps me to examine and evaluate what has been done before and what should be done for the further research. Review of literature is beneficial for researcher to update with research process and methodological tools. To be specific, I have reviewed different articles, research work and books which are related to my research study. After reviewing of such kinds of things I got information on to select appropriate research methodology, selection of appropriate research design, sampling procedures, and sample size of the study.

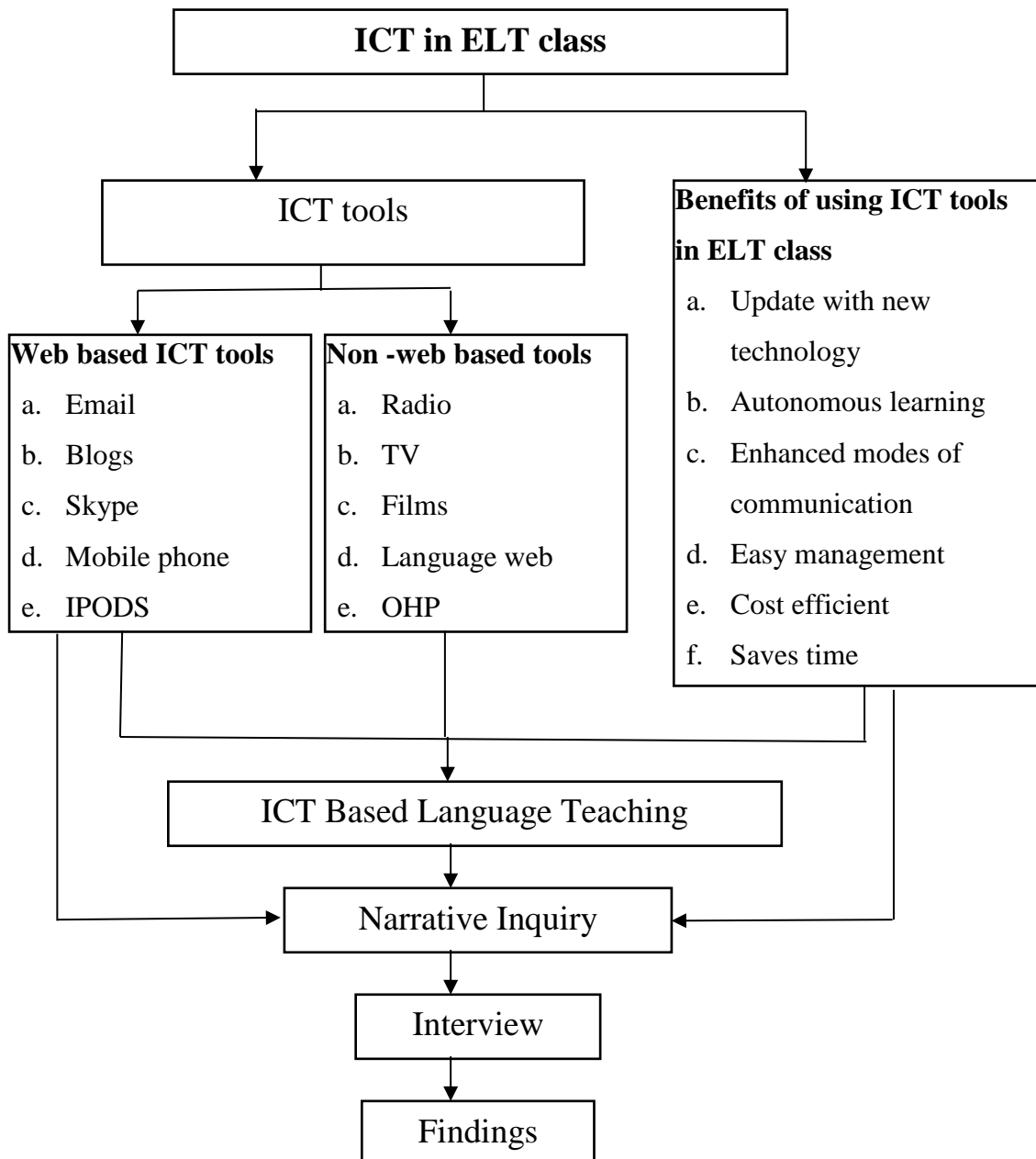
I reviewed the research work of Khanal (2008). The study of Khanal helped me to select and design the appropriate research tool and sampling procedures. Similarly, from the study of KC (2012) I learned about research process and methodological tools. Likewise, similar, the study of Pandit (2013) helped me to set the theoretical ideas and the methodological steps. Similarly, from the study of Dhamala (2014) I got the information of e- learning devices in ELT and methodology to be adopted while carrying out research. The study of Sharma (2017) I got the ideas on how to prepare research tool. Similarly, from the study of Dahal (2018) I learned various sorts of ICT tools that is used in teaching English. The study of Pokharel (2019) helped me how to conduct survey research and prepare data collection tools.

These reviews were really beneficial this study. These reviews provided theoretical foundation to the researcher to select appropriate research methodology. From the review of both theoretical and empirical research, the researcher gathered significant ideas to conduct the research in a systematic way. It also helped the researcher to explore the objectives of the research, formulate the research questions, methodology and research design. Theoretical review helped the researcher to define Information and communication technology, Information and communication technology in Nepal, benefits of using ICT in ELT class and challenges of using ICT in teaching and learning. In the same way, from the above mentioned studies, the researcher got information about actual findings of their studies.

The researcher has reviewed many previous research study but no any researcher has carried out research on teachers' perception on teaching English language through ICT.

Conceptual Framework

Conceptual framework is the foundation upon which research is based. It is the plan of specific frame on which whole study is established in diagram. After the intensive study of various theories and empirical research, I come up with the following conceptual framework which is presented in given diagrams.



Chapter III

Research Methodology

This chapter deals with research methodology. This section mainly includes the design and methods of the study, population, sample and sampling strategy, data collection tools and technique, sources of data, data collection procedures, data analysis and interpretations procedures and ethical considerations.

Methods and Design of the Study

Research is a systematic investigation of new knowledge. It is the search of knowledge. Research is a systematic procedure of gathering data or information and analysis of the data for advancement of knowledge. Research design is taken as a roadmap of research which helps us to guide in every steps of research. I have adopted qualitative research method in narrative inquiry research design was used to complete this study.

Narrative inquiry is a research design which is used to gathers data in a form of storytelling. It is a qualitative methodology. In this regard, narrative inquiry is the interdisciplinary study of the various activities involved in generating and analysing stories of life experience. According to Clandinin and Connelly (2000, p. 20) “Narrative inquiry is a way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus.” It means in a narrative inquiry design data were collected in the form of stories, poetic inquiry and images. Similarly, Creswell (2012, p. 502) states that in narrative inquiry the researcher describes the lives of individual experiences. So, narrative inquiry design focuses on the life experiences of participants and provide model for teaching and learning.

Population, Sample and Sampling Strategy

The population of this study included the secondary level English language teachers of Gorkha district of public school. Among them only Four secondary level English language teachers were selected out of whole population. Similarly, purposive non-random sampling procedures has followed in this study.

Data Collection Tools and Techniques

Tools are the means to collect data. Tools help the researcher to collect, organize, analyse, visualize and publicize research output in order to fulfil the objectives of this study. To carry out this research, researcher used interview as a research tool to collect the data. Researcher used interview and written narratives as the best tool to select the participants who are involved in real contexts of using ICT. In this way, the researcher gathered first hand data.

Sources of Data

In order to carry out this research the researcher used both primary and secondary sources of data for gathering necessary information regarding my research topic.

Primary sources. When the researcher collects data from the real sources to the research needs then it is known as primary sources. As a primary source of data, the researcher used in -depth interview with the English language teachers who are teaching at secondary level.

Secondary sources. The secondary sources of data were collected by various books, articles, journals and related books, previous study available in printed form or online and website etc. as the secondary sources for this study.

Data Collection Procedures

To collect an authentic required data for this study, the researcher followed the step wise methodological procedures. Data collection methods can generate different types of data. At first the researcher, selected the participants according to the objectives of the study and visited the selected teachers of Gorkha district and established rapport with them. Similarly, she has informed them about the purpose of study, and requested them to take part in it. She also assured them of the confidentiality in term of the ethics of research regarding the information obtained through interview. Then, the researcher, conducted the open –ended interview with the participants and kept the record of the interview. At last, the researcher thanked them heartily for their precious time and co-operation.

Data Analysis and Interpretations Procedures

After the collection of data, the researcher needs to analyse and interpret the data descriptively. In other words, the narrative were first views holistically and then analysed thematically. Similarly collected data were transcribing and categorize into various themes. The theme was analyse descriptively.

Ethical Considerations

Ethics is the moral or normative part of any study. So, ethical consideration refers to the moral values that researcher has follow during the research process. To carry out any research the researcher need to follow different sorts of code of conduct which is an essential aspect in research. Therefore, for maintaining the ethics, the researcher would always respect self –esteem and dignity of the research participants. To maintain the ethical consideration, at first the researcher elaborated the whole things related to the study to the head teacher. After that the researcher make respondent clear about the purpose of her study. Then the researcher built trust with them that the collected data / opinions were collected solely used for research purpose and not any information and their opinions were disclosed at any time, at any cost or any time.

Chapter IV

Results and Discussion

This chapter is about the analysis and interpretations of the collected data. This study has incorporated the qualitative data so the data has been analysed and interpreted descriptively in terms of the ICT tools used in the English classroom. This chapter presents the details of analysis and interpretation of data under different sub headings.

The researcher used thematic approach to determine what stories were told and what stories revealed about each individual's teachers and what kinds of challenges they faced during the use of ICTs. Similarly, their access of ICTs, applicability of ICTs in the use was examined. On the other words, the narratives were first viewed holistically and then analysed thematically. Thus, the researcher carried out the following major themes.

1. Exploring teachers' perception on the use of ICT in ELT
2. Teachers' experiences of Using ICT
3. Effectiveness of teaching English through ICT
4. Benefits of teaching English through ICT
5. Students' behavioural changes by using ICT
6. Present status of using ICT
7. Challenges of implementing ICT

Background of the Participants

In order to undertake the study, the researcher collected the data from four different English language teachers of four different school of Gorkha district who are belonging to different government school of Gorkha district. The background information of researcher's four respondents is given below one by one:

Teacher A:

Teacher A is first respondent of my research study. A is pseudo name of real respondent. He is an English teacher who has been teaching in Bheemodaya Secondary school for 8 years.

Teacher B:

Teacher B is another respondent of my research questions. B is also pseudo name of my real respondent. He is secondary level English teacher of Durbar secondary school. He has been teaching in this school for 10 years.

Teacher C:

Another respondent name is C. C is pseudo name of my real respondent. He is secondary level English teacher of Shree Devijal Kumari Secondary School. He has been teaching in this school for 12 years.

Teacher D:

D is fourth respondent of my research questions. D is pseudo name of my respondent. She has been teaching at Shree Dharapani Secondary School for 5 years.

The primary data were collected by applying qualitative approach among four different English language teachers of four different schools in order to find out the teachers' perception on teaching English language through ICT. The researcher also used the secondary sources that included research materials published in research reports, articles and websites and newspaper to gain a broader understanding on this search topic.

By analysing the data, the researcher has come up with following themes:

Exploring Teachers' Perceptions on the Use of ICT in ELT Classroom

The first objectives of my research was to explore the teachers' use of ICT in teaching English language through ICT. Exploring teachers' perceived importance of ICT use means the understanding of importance of ICT for teachers in teaching

English language. It can be defined as teachers' conceptions or uses to different set of technological tools and resources (ICT) and how they feel with its use and importance for their teaching process. Opining Alkamel and Chouthaiwale (2018) mentions the exploring of ICT in education lends itself to more student centred learning setting along with more important continuing to grow vast knowledge and development in the 21st century. Therefore, ICTs explorations for teaching English becomes significantly very important. Throughout the discussion with my research participants, I came to know that teachers have been greatly assisted by ICTs use and their perceptions to its uses is taken as an important source to English language learning.

In this part, the researcher has presented the experiences of the research participants on using ICTs in teaching English language at secondary level. Their own voice and meaning to their lived experiences are showed. Similarly, how they got inspired and motivated towards ICT uses in education.

Following major sub themes were emerged from the participant's stories:

Teachers' experience on Using ICTs. Nowadays, classroom is experienced with various electronic devices and technology. ICT is found to be used massively in teaching and learning of English language. It means different device of ICT is used for English teaching and learning. Opining the similar view one of my respondent mentions that ICT act as a necessary equipment which provides learners' more opportunity using a personal computer and internet. Thus, it can be assumed as ICT can be benefitted in English language teaching as well as learning. Throughout the discussion with my research participants, I came to know that ICT has manifested them with ease and innovative learning environment. The participants' own description of their experiences of using ICT revealed the different sorts of ICT use for English language teaching. They articulated that they chose various ICT to increase to their students' academic achievement. In the following section, the researcher has examined the participants' experiences on the use of ICT tools inside and outside the classroom.

Respondent A shared,

Mostly, I used my cell phone, laptop and smart board to teach English language as per the requirement of the text. I also make lesson plan on power point to collect different sources and present them inside the classroom via projector. He further stated that, I used cell phone for conducting google classroom for providing the students homework and notes while teaching.

The above saying by his indicated that he uses different sorts of ICTs in teaching English language. Similarly, he shared that the uses of ICTs helped him in great extend in teaching English language. Moreover, he stated that various sorts of ICTs assist for widening the quality of education. As a result, he has positive views on the use of different sorts of ICTs in teaching English language. He also stated that use of ICT in the classroom not only benefitted him, student also got benefits. So he strongly believed that the maximum use of ICTs makes ELT classroom more effective and amusing.

Similarly, an interview with my second participant, I found same interpretation like respondent A. When I inquired him about the sorts of ICTs experiences while teaching English language, he shared that he also uses laptop, computer, google and cell phone for observing and providing academic language learning outcome. He shared that ICT, the latest tool, can increase the motivation of the students. It enables to have successful and effective English language teaching. He stated that he has started to use ICTs (cell phones) for getting the solution of language skills and aspects. Moreover, she mentioned that when he used ICTs in the classroom to he found the performance of the student was outstanding.

He shared,

I used different sorts of ICTs for making lesson easier and clear. The ICTs like mobile phone, OHP and computer arouse curiosity up on the student in learning English language and making them competent and confidence learner.

Thus, his experience supported to the previous experiences as ICTs use (respondent A). He realized that the more the ICTs used in the classroom the better the student's involvement in the learning would be increase. Like other participant, respondent B shared that different sorts of ICTs experience assist greatly him in teaching English language.

Respondent C articulated,

ICTs for me is beneficial one in the sense that it has assisted me for teaching because it supported me to motivate the students towards learning and develops the habit of self-learning up on the students. It also supported me to teach them pronunciation and vocabulary.

The another participant D also shared as similar as respondent A. She also has positive attitude towards the use of ICTs in her teaching. She has benefited a lot by using the ICTs tools. She shared that when I have not used any ICTs tool in my class students seems to in active and I need to speak a lot but now it has reduced the teacher's talking time and increase the student's talking time.

By analysing their stories, it can be said that all the participants have positive views up on ICTs and its uses in the language teaching. The use of different ICTs has supported them in teaching difficult topic in easy way and solving problematic matter for teaching English language.

Effectiveness of Teaching English through ICT

A significant theme that emerged from the data is that their stories reflected the strong sense of effectiveness of ICT use in teaching and learning language. When I inquired them, I found that these teachers teaching has been supported by ICTs uses. For them, ICTs is very effective and innovative tools in teaching English language in meaningful way. Pradeep (respondent A) shared that when I started to apply ICTs in the classroom my role in the classroom is just the facilitator and students learns completely depend on ICT rather than attempting themselves. ICTs uses are effective and helpful for various purpose. Similarly, he articulated that ICTs uses have reduce

the burden and monotonous environment of the classes and breaks the chain of traditional way of teaching and provide the new innovative teaching strategies.

Respondent A shared that the effectiveness of ICTs for me is greater in the sense as by using mobile phones and other ICTs, it has supported me to motivate the students in teaching. Similarly, it also helped me to improved communication skills upon the students and helped me to understand the level of the students.

Respondent A shared,

ICTs has noticeable effectiveness in the quality and quantity of teaching learning process. It helps me to interact with students and provide feedback to them and helped me to improve the student's academic performance in the classroom. Respondent B replied that ICTs helps in language classroom both for the teacher as well as students. For student's ICTs helps to be self-learner and creative. Similarly, for teacher it helps to apply the student centred techniques in the classroom. In order to improve the student's English language learning, they get assisted through different ICTs engines for vocabulary and grammar improvements. Likewise, all four language skills listening, speaking, reading and writing are also improved with the assistance of ICTs uses.

In the following excerpt, respondent B shared,

Since five years ago, I have used ICTs as my teaching aids in my classroom. Specially, I used my mobile phone, laptop and you tube in my class to make them clear about the concept of the topic. Before that I just used textbook and traditional way of teaching not used sufficient teaching aids in the classroom. But when I applied the ICTs uses for educational purposes I found drastic change up on the performance of my student. Nowadays in most of the time I used power point to show the slides. I use ICTs for teaching and getting different ideas from the internet sources.

From his illustration we can concluded that in the previous time he did not apply and ICTs in the classroom but later he got known to ICTs usage and it has

favoured him for getting huge ideas due to its effectiveness and usefulness. His articulation was strongly supported by the ideas suggested by Al- Kamel (2018) who mentions that ICT improves various aspects of the teaching learning process.

Similarly, respondent C shared that ICTs can be effective tools for English language teaching. He also shared as similar as the above mentioned earlier participant that ICTs helps to encourages the student independent, and self – directed learning. It provides quality learning materials and creating autonomy of learning. It also helps the student to take responsibility of their learning instead of depending up on the teacher.

Respondent D also shared same as respondent A. ICT usage is effective in English language teaching as it provides meaningful insight for effective teaching. Meanwhile, ICTs uses favour teacher to apply student- centred method to use it according to the interest of the students. ICTs uses create motivational interest up on the students. Thus, they help student to become autonomous and self – learner.

Moreover, the participants story reflected that ICTs helps the teacher to communicate with student as well as it improves effectively and grammatical aspects. Thus, it can be assumed that ICTs is effective one in regard to its potentiality as it provides student sources of knowledge through various ICTs search engines. We can see the clear evidence of in Amit's follows up interview where he mentioned that he felt ICTs best, all four skills of language learning (listening, speaking, reading and writing).

Similarly, the teacher narratives revealed that ICTs is effective in accessing them to digital information, promoting collaborative learning in distance learning environment, offering them opportunity to develop critical thinking skills of the student, facilitating them creative teaching environment and improve the quality of teaching learning activities. Similarly, ICTs can enhance the quality of education in several ways by increasing learner motivation and engagement, by facilitating the acquisition of basic skills. ICT tools are transformational when used appropriately and promote the shift to a student – centred environment. Thus, the participant teacher's story provided insight for understanding the effective uses of ICTs in teaching English language.

Benefits of Teaching ELT through ICT

Information and communication technology (ICT) is a modern concept of teaching using technology in the field of education. It is a modern way of transferring information by using different devices related to interaction with students and transfer the intended knowledge from teacher to learners using the modern technologies. Internet, computer, information procedures etc. are required to make this process success. The 21st century is taken as the era of science and technology. There is not any field where science and technology is not used. It is the cry of the days to integrate ICT in English language teaching. Similarly, in the case of English language teaching ICT is used as a tool, for example while making assignment, collecting data, and documentation, communicating and conducting research. Moreover, it should be used as a medium for teaching and learning, the medium through which teachers can teach and learners can learn. The use of ICT tools in language teaching arouse the interest and increase the attention of learners towards learning. Therefore, use of ICT in brings the newness in teaching and learning activities. Throughout the discussion with my research participants, I came to know that the more the ICT tools use in the class, the better the classroom environment will be interesting. From this not only students get benefitted teacher also have a lot of benefit.

Beneficial aspects is the most important theme, which I developed throughout the discussion with them. When I inquired their view, all the participant provided the positive benefits of ICTs uses in teaching English language.

ICTs plays a crucial role in teaching English. Supporting this, Alkamel 7 chouthaiwale (2018) mentions that ICTs has become beneficial for teaching an English language in the hands of creative and knowledgeable language teachers and students.

During the interview, respondent Articulated that ICT acts as beneficial one. Regarding this, he opined that is has supported him in his English teaching by being experienced, in taking lectures through overhead projector.

Respondent A replied that, there are a number of benefits like, increasing the students' participation in all classroom activities and reduces the classroom effort of teaching inside the classroom and so on.

He shared,

Obviously, ICTs for me was really beneficial. I have started using ICTs since 4 years. When I applied the ICTs tools in my class I found that my classroom really seems to be more interesting and effective. It also brought classroom more colourful. I used tape recorder to teach listening skills with that I have better experienced that ICTs uses and enhances the listening power of students and they can do almost all tasks related to listening modules. It helped to communicate with student efficiently. At, this time, I can say that obviously, ICTs is beneficial one in teaching English.

He further provided the additional explanation of benefits of ICTs uses as it promotes the critical thinking abilities and self-learning habits of the students. They might completely depend on ICT rather than attempting themselves. He presented that he used cell phone for conducting google classroom for providing homework and notes.

Second respondent replied that, ICT helps to teach better in and outside the classroom. So, it does, it assists in effective teaching environment. In the narrative, he mentioned that ICT promotes the students' active participation and participatory attitudes. It also provides the opportunity to develop the students' vocabulary by doing my activities. Moreover, he mentioned as similar to respondent A that ICTs has helped him to communicate with students efficiently. He mentioned that students' vocabulary power is enhanced through online vocabulary games. He also mentioned that listening, speaking, reading and writing skills can be equally developed through ICT tools. The tools like computer, power point, interactive whiteboard, etc. can help to develop the language skills. More importantly, what I think is the use of ICT benefits in creating more teaching learning environment, clear understanding of the content. (Respondent B).

Respondent C replied that ICTs helps to motivate the students. He mentioned that the use of ICTs tools in the classroom provides an opportunity to bring variation in teaching. Moreover, he also mentioned as similar to respondent A that ICTs helped to make the student more creative and innovative. It also developed the confidence of the student and promoted the achievement of the students. In the data, he shared that ICTs uses has assisted him to create the interactive learning environment and it developed the curiosity in students. He shared as similar to respondent A that the use of ICTs developed the language skills in students. He further provided the additional benefits of ICTs as it has helped him in motivating the students, enhancing the creative skills up on the students.

Similarly, respondent D replied that ICTs has boosted the learning and knowledge of the students.so does, it has made them to get easy access to global knowledge and learning better. Similarly, it makes learner competent enough in learning English. She articulated that for me ICT is beneficial one in the sense that is has assisted me for teaching and exploring the world. I use my mobile phone and laptop for teaching pronunciation and check the difficult word meaning.

Overall, it is helpful in teaching language skills and aspects (listening, speaking, reading and writing as well as vocabulary, pronunciation)

From the illustration, I came to know that ICTs uses benefits teachers as well as students in teaching and learning activities. All the participants mentioned that they are supported by ICTs while teaching. They further pointed out that ICTs are more effective and innovative tools that increase the interest and participation of students in teaching learning activities. ICT has provided lots of facilities to English language teachers and students. ICT has brought great changes in the field of teaching and learning activities. In the 21st century ICT tools has been an effective means of teaching which helps both for the teachers and students. Nowadays, it is used as an alternative means of learning even in the great pandemic like covid- 19. So in the recent days using ICT tools are beneficial for teacher as well as students.

Students' Behavioral Changes by Using ICT

The stories reported by secondary level English language teachers revealed their experiences to different changes brought up the ICTs uses up on their students. When I inquired their view, they responded that changes are the key factors which are brought up by the ICTs uses. In respondent to the question, “what sorts of behaviour changes did you find in your students after the use of ICT in your English classroom? Respondent A replied that I found some behaviour changes up on my students. Students' have become self – learners and they can enhance their learning with the help of different kinds of ICTs facilities. He shared that student become independent and they can learn collaboratively with their peers. They search the things that they feel difficult themselves. He further provided the additional explanations on changes brought up as students nowadays seems actively participating in learning with the help of ICTs.

In this respect, he mentioned that there have been various changes at present English language teaching classroom in comparison to the past. He argued, nowadays he found student's active and well involvement in classroom activities. Similarly, he found vast differences up on the behaviour of the student in present in comparison to the past.

Respondent A articulated,

ICTs has brought many changes in my teaching process and behaviour of my students. The performance of my student after the use of ICT in my ELT classroom is really outstanding. They learn by helping and supporting each other in groups. Similarly, even the shy and weak students have performed better than previous years.

According to his illustration, it was worth mentioning that the integration of ICTs into teaching and learning processes contributes to increase the interaction and reception of information. It means that the use of ICTs in educational setting, by itself acts as a motivator for bringing change in its fields. In nutshell, ICTs by their nature are tools that encourage and supports independent and active learning.

The data above mentioned clearly shows that ICTs experience to student's attitude on changes brought up by ICTs uses are worthwhile and benefits students now and then too.

Similarly, respondent C replied that ICT has brought great changes on the performance (behaviour) of students and that also supported him in teaching English. His teaching experience by ICTs uses has brought the changes that he got assisted to upon himself with other people. Similarly, he believed that ICTs supported him in applying new techniques and strategies in teaching in the classroom. As a result, students are able to interact with friends and teachers. In his experience, it is clear that ICTs helped him in better communication with students and developed confidence, independent habits to do any tasks and speak up to improving their pronunciation and vocabulary. Likely he shared that he got his student more frankly in speaking with him and their friends. He also shared that he found his students more creative and innovative in learning process.

Respondent D replied that, ICTs uses has played the significant roles to her student in learning English. She shared that ICTs supported and has brought the changes like update with new trend and technology, and self – learner in her students.

Respondent D shared,

Obviously, I found some behaviour changes upon my students. Similarly, ICTs brings world to them. It has brought their grammatical correctness and updated them with the recent technology. Meanwhile, information can be in great in according to their wish at any cost. It has helped them to learn when they feel any difficulty in learning. ICTs helped them in getting new ideas and assists them in easier for communication too.

Her views further stated that ICTs brings various changes in education process and behaviour of students. ICTs brings the positive changes upon the student's behaviour. It also changes the characteristics of problems and learning tasks of students. Therefore, it can be assumed that ICTs uses and experiences brings positive changes in teaching and learning process and mediator of all round learning

development. The data clearly shows that students can go beyond learning constraints and get access to various sorts of facilities of learning globally.

Present Status of Use of ICT in ELT

In the recent days ICTs plays a significant role in the field of teaching and learning process. It has changed the shift of teaching methods. It is the most important part of modern education system and makes easy to understand the new concepts, knowledge, skills related to daily life circumstances. New technology challenges the traditional concepts and ensure new concepts in teaching learning process. So the use of ICTs in learning has typical role for student's motivation and learning.

In the response to the question, "what are the present status of ICT in English?"

Respondent A replied that, although teachers know that ICT aids on English language learning and teaching, due to the lack of the knowledge and accessibility it has been rarely found in application. Respondent B replied that uses of ICT at secondary level is not satisfactory due to the poor classroom management and ICT illiterate old English teachers. Respondent C replied that the present status of the ICT as language teaching at secondary level is the modern conception in the field of education. It makes easy to understand new concepts, knowledge, skill related to daily life circumstances. Education system has been affected by technology. New technology challenges the traditional conception and ensure new concept in teaching learning process etc. Respondent D shared same as the earlier participant. She shared that although different tools are available in school but due to the lack of skills many teachers are not implement the ICT tools in the langue classroom.

From the various responses of respondents, the researcher found different views regarding the status of ICT in English. Some respondents shared that there is a good status of ICT in their school but some respondents shared there is not good status of ICT in their school. Respondent A, B and D shared the same views. The current status of ICT use in their school is not good due to the lack of operating skills, access and availability of ICT tools and poor leadership of the school head teacher etc. Similarly, respondent C has different views rather than other respondent. Respondent C shared the present status of ICT in English is good in his school.

Challenges of Implementing ICT Tools

Teaching profession is really interesting as well as challenging in terms of its management. It does not have any absolute strategy, mythologies and techniques. It can be regarded as a best in a certain time and period. Later on, they do not suit when they try to address needs and expectations of students and innovative teaching technologies. According to the changing time and situation, teacher has to apply teaching materials and teaching methods to address students' learning in such situation.

Within sudden changes, teachers were compelled to embrace different ICT tools in their class. At the beginning, teacher as well as student both are unfamiliar with ICTs related tool and their application for academic purposes. They faced various problems and challenges like lack of proper operating skills and knowledge in using ICTs tools device application, lack of ICTs tools and device, irregularity of electricity power supply, financial problems, no school's administration supports etc. while using ICTs tools in the classroom. Regarding, this ICTs affordability and accessibility is found challenges in that context.

To clarify the above mentioned points, the responses of the respondents in my questions, "what are the challenges for teacher while implementing ICTs tools in English language classroom?" "Respondent A replied that physical environment of the classroom is not well set as it is in ICT. It takes longer time to set the devices. Internet speed is also weak and not accessible to entire classes. Respondent B replied that I have faced a lots of challenges while implementing ICT in my classroom. I have faced the challenges like load shedding, unstable internet connection, low speed internet, poor classroom management, lack of training, lack of support from the school, lack of time as we have to teach 6 periods per day. Similarly, respondent C replied that I have faced a lots of challenges like lack of genuine software, inadequate computer in the classroom, low speed of internet, and lack of motivation from teacher and students side to use ICT. Unavailability of latest ICT equipment, poor administrative support etc. likewise, respondent D shared as same as respondent A and B. she shared that I have faced the challenges like poor motivation from school administration, low speed of internet and load shedding problems etc.

There are numerous challenges for implementing ICTs tools for teacher in their classroom, due to the lack of efficient ICT tools, lack of ICT tools operating skills and knowledge, poor administration support, poor internet speed, financial problems, lack of proper management, lack of teacher's interest, lack of motivation.

Findings

I found the lived experiences of the teachers regarding use of ICT in English language classroom. On the basis of analysis and interpretation of data, the findings of the study were derived. This study aimed to explore teachers' use of ICT in teaching English language and challenges faced by them while implementing ICTs tools in teaching. After analysing and interpreting the data, this study has come up with following findings.

It was found that teachers use ICT tools for teaching English despite some limitations. Participants opined that TCT tools has helped them in several ways and has become an effective tool for teaching English. They have a common believed that ICT tools assisted them to increase the performance of their students. This showed that ICT tool helps teachers to teach English and they had positive attitudes regarding the use of ICT tools for teaching purpose.

The use and application of different sorts of ICT tools have replaced the traditional way of teaching. All the participants opined that ICT tools are an important tool for increasing knowledge, access to knowledge, accumulation of knowledge and evaluation of knowledge. The world wide spread pandemic has shown that ICT tools can be a tool to replace the physical presence of the teacher and student.

All the participant teachers responded that the use of ICT for teaching English is beneficial. They believed that using ICT tools for teaching English is very effective for improving the academic performance of the students. Moreover, ICT tools play crucial role in teaching English and keeps updating with latest knowledge and information as well as new methods and strategies of teaching. Thus, participants said ICT tools has several benefits and beneficial for teaching English.

ICT tools has noticeable effectiveness in the quality and quantity of teaching process. All the participants opined that ICT tools helps them to interact with students and provide feedback to the students to improve their academic performance in the classroom. It also helps the teacher to apply the student centred techniques in the classroom. Similarly, the participants' narrative revealed that ICT is an effective tool in accessing them in digital information, promoting collaborative teaching learning environment.

All the participants opined that ICT tools are useful tool to develop the skills; listening, speaking, reading and writing and aspects of language; grammar, vocabulary and pronunciation. They incorporated different audio and video, narrative speakers' lectures, conversations. YouTube videos, different blogs etc. to develop various skills and aspects of English language. They also agreed that students' vocabulary is enhanced by using different online and offline applications.

Regarding the challenges, the participants' stories revealed that they faced some challenges while using ICT tools. One of the common problem is operating skills. Similarly, internet access is costly. The findings revealed that teachers are facing some challenges while implementing ICT. Some of them are poor internet connection, load shedding problem, lack of support from school administration, lack of operating skills.

In nutshell, findings of the study showed that teacher perceived ICT tools as a useful tool for teaching English. They seemed to be familiar with various functions and application of various sorts of ICT tools. They believed that ICT tools as well as internet connectivity can be useful tool for teaching the language skills.

Chapter V

Conclusions and Recommendations

This chapter consists of, conclusions and some applicable recommendations related to policy and further research.

Conclusions

This research is concerned with exploring teachers' perception on teaching ELT through ICT and find out the challenges faced by the teacher while implementing ICTs tools. As qualitative design, the data were analysed and interpreted thematically. The results and findings have been analysed and interpreted carefully to draw appropriate conclusions to the study. One of the major conclusions of this study is that all the teachers use ICTs tools for teaching English effectively and they have positive perceptions towards its use though it has some limitations. This study revealed that all of them are using various sorts of ICTs tools for teaching English. The use of ICTs tools for teaching English is regarded as the beneficial one. ICTs tools are found to be the best devices to grasp the knowledge and information. They incorporated different features and applicants to develop language skills and aspects. As teachers are teaching from the use of different ICTs tool like projector, laptop, computer, it provides large amount of teaching and learning materials as well. Thus, it can be said that using different ICTs tools improve langue teaching and learning activities.

ICTs has become the part of instruction. It makes teaching accessible, effective, meaningful, qualitative and practical. It develops self – study habit and increase learners' autonomy. Thus, ICTs tool can effective tools for teaching English. However, ICTs tools facilities in teaching but teachers have been facing some challenges while using it for teaching purpose. Teachers are mostly affected by poor and slow network connection time constrains, operating skills and load shedding problems. Use of ICTs tools has encouraged and benefited teacher to present their course effectively in spite of some problems. Therefore, the concerned authorities should motivate teachers to use various sorts of ICTs tools in their classroom. Overall results indicated that all respondents have positive perceptions on teaching English

through ICT. However, they feel some difficulties. ICT tools serve as an effective teaching tool if it is properly used for some specific purposes. Thus, all the curriculum developers, syllabus designers and policy makers should consider the space of ICT assisted English language teaching in the present curriculum.

Implications

Based on the major findings of the study, following implications can be made.

Policy related. On the basis of the findings of the study, the following policy related implications can be made. Generally, the findings can be practical input to the organization such as open and distance education, ministry of education department of education, curriculum development centre and T.U.

One of the findings stated that majority of teachers use ICT tools for teaching English and had positive perceptions towards its use. Hence, curriculum designer, syllabus designer, education planner, materials developer should think about modern ICT tools such as projector, smart board, OHP etc. so that the teachers will have the opportunity to deal and use such tools for academic purposes.

Similarly, the study showed that all the teachers use various sorts of ICT tool for teaching English and they opened that ICTs tools are important and useful teaching tool which facilitates in teaching. The concerned authority needs to pay proper attention on formulating policy regarding the space on using ICT tools in language teaching and learning and minimize the problems encountered while using ICT tools.

Finally, the government of Nepal as well as school administration should launch new policy to the maximum utilization of ICT tools for teaching purpose to meet the specified goals.

Practice related. The use of ICT tools in English language class is major concern of the teacher and school family. If a teacher is well competent in the use of ICT tools and their applications, then the students have a golden opportunity of learning ICT based class without any distraction. For that teachers have to be trained skilful enough to operating ICT related tools and devices for academic purpose.

The findings showed that it is an urgent for the teachers to become ICT friendly which is one of the valuable strategies to address educational activities even in any pandemics and as a regular basis and teacher's professional development for enhancing teaching and learning activities in a holistic manner. Teachers have to use digital content instead of printed materials such as dictionary, video, picture audio etc. And teachers have to manage their time for each activity of class while implementing ICT tools in the lesson.

Similarly, English language teachers need to use a various ICT tools and apps like laptop, multimedia, power point presentation, and internet based tools such as google, you tube on teaching learning class in every lesson. They have to use real and simulative materials while delivering their lessons to the students.

Finally, ICT tools are beneficial and an effective tool despite its limitations. It means application of ICT tools in classroom can be fruitful tool if it is properly used in the classroom. Thus, teachers should be given ICT based training time and again for various purpose especially. Teaching purpose.

Further research related. This section is related with the further research. The study was limited to the four secondary level schools of Gorkha district. The purpose of this study was to explore teachers' use of ICT in teaching English language teaching through ICT and challenges faced by the teachers while implementing ICT tools in classroom. The findings of the study have been drawn based on the secondary level English teachers' responses of four different schools. Narrative inquiry was the design used for this study. There might be many more areas for further investigation and exploration. While doing thesis, I came across many ideas and topic to be investigated in this area. However, I have pointed out some areas as follows:

- This study was limited to Gorkha district. It would be more interesting to explore the challenges faced by secondary level teachers in ICT tools implementation out of other districts.
- Similarly, the researcher can explore the gap between policies and practices of ICT tools implementation in public schools of the country.

- Likewise, similar, the research can be conducted to explore the roles of ICT tools for effective teaching and learning activities.

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Appendices

Appendix I

Consent form

Dear respondents,

I would like to request to take part as one of my respondent in my research entitles'' **Use of ICT Tools in English Classroom: Teachers' Narrative**. This research will be carried out under the supervision of Dr. Purna Kandel, professor of Department of English Education, T.U Kirtipur. Your participant will not only help in my work but will definitely enrich my data and result. I assure that responses given by you will be exclusively used only for this research.

Researcher

Pabitra Neupane

M.Ed 4th semester

Tribhuvan University Campus, Kirtipur

Appendix II

- 2 Do you use ICT tools in your language classroom? If you use what sorts of ICT tools are you using mostly in your ELT classroom?
- 3 Do you think ICT can be useful for English language teaching? Please give me some of its uses.
- 4 What is your perception towards the use of ICT tools for teaching English?
- 5 Would you mind sharing your experiences of using ICT tools in your language classroom?
- 6 How ICT can be effective for English language teaching?
- 7 How ICT tools can help to develop language skills of the language learners?
- 8 Do you think that use of ICT enhances the vocabulary aspects of language learners, if so how?
- 9 Are you satisfied with the learning outcomes of students using the application of ICT in your class?
- 10 How is the present status of the use of ICT as language teaching at secondary level?
- 11 Do you think ICT can develop the learners' autonomy and critical thinking abilities of language learner? How?
- 12 What are the benefits of teaching ELT through ICT?
- 13 How is the performance of students after the use of ICT in your ELT classroom?
- 14 What are the challenges that you are facing while implementing ICT in your classroom?

Interview transcript

Teacher Pradeep (pseudo name)

Researcher: Good afternoon sir. I hope you are fine!

Respondent: Good afternoon miss. I am fine and hope you are also fine!

Researcher: I am also fine sir. Thank you. I would like to welcome you in this interview session for my thesis. I hope you will share your experiences openly, which makes my research worthy.

Respondent: Thank you miss. I will try my best to share my experience.

Researcher: Could you please share your educational background?

Respondent: It is me Pradeep (pseudo name) I am permanent resident of Gorkha district. I am from middle class family. My parents are educated so they always support and assist me. I have a master degree in education from Tribhuvan University. Now I am a secondary level permanent teacher of English.

Researcher: Oh, that's great. I appreciate your hard work.

Respondent: (Smiled)

Researcher: Well. How many years have spent in teaching profession?

Respondent: I have been teaching for 8 years.

Researcher: Do you know about ICT tools?

Respondent: Yes. I am familiar with some ICT tools.

Researcher: Is ICT tools being implemented in your school?

Respondent: Yes, our school has started to implement ICTs tools before 4 years ago.

Researcher: If your schools has implemented ICT tools, which tools are you mostly used in your English classroom?

Respondent: I have use laptop, computer, projector and mobile phone as the requirement of the text.

Researcher: Wow! That's sound great. For what purpose are you using these ICT tools in your English language classroom?

Respondent: I use ICT tools in English class make teaching learning effective as well as live. Through the ICT we can provide the native tone, accent and cultural flavour of the English language.

Researcher: How can ICT be effective for English language teaching?

Respondent: Using ICT in language classroom breaks the traditional way of teaching and provide the new innovative teaching strategies.

Researcher: If so, do you think ICT can help to develop language skills of language learner?

Respondent: Yes. Why not? Different sorts of materials can be collected by browsing the internet for developing different sorts of language skills.

Researcher: Do you think that use of ICT enhances the vocabulary power of language learner?

Respondent: Sure, Use of ICT definitely enhances the vocabulary power. During the application of ICT, they encounter with different terminologies frequently and will be habituated as an active vocabulary on them gradually.

Researcher: Are you satisfy with the learning outcome of students with the application of ICT in your class?

Respondent: Yes, as per my experience I am satisfied with its outcome, whereas, I am unable to use it daily due to the lack of physical environment of the classroom.

Researcher: Do you think ICT develops the learners' autonomy and critical thinking abilities of the learners?

Respondent: Yes, sure. It promotes the self-learning but might kill the creativity and critical thinking as they might completely depend on ICT rather than attempting themselves.

Researcher: Is ICT tools beneficial for teaching English?

Respondent: In my opinion, ICT tools are really beneficial for teaching English. it brings newness in the field of teaching and it makes classroom more interesting and effective. Similarly, it reduces the effort of teaching inside the classroom.

Researcher: Do you find any behaviour (performance) change on students after the use of ICT in your ELT classroom?

Respondent: Yes, I have found some changes on them. They perform actively in classroom activities and their curiosity grows automatically.

Researcher: Did you faced any challenges to implement ICT tools in your English classroom?

Respondent: Yes, miss. Why not? I have faced many challenges like physical environment of classroom is not well set as it is in TLC. It takes longer time to set the devices. Internet speed is also weak and not accessible to entire classes.

Researcher: Ok thank your sir for your precious time with cooperating with me

Respondent: (Smiled) ... no mention miss. It's my pleasure.

Researcher: Bye, tale care sir.

Respondent: Ok bye miss.

Interview Transcript

Researcher: Namaste sir! Your good name please sir?

Respondent: Namaste miss. I am Amit.

Researcher: How are you sir?

Respondent: I am fine miss and what about you miss?

Researcher: I am also fine sir. Thank you so much sir for your valuable time. I hope you will share your real experience sir.

Respondent: sure,

Researcher: Could you share your educational background sir?

Respondent: I am Amit. I am permanent secondary level English teacher of Shree Durbar Secondary School.

Researcher: well ... let's enter to our topic sir. Do you use any ICT tools in your English classroom sir?

Respondent: Yes miss, I use a lot of ICT tools during my teaching requirement of the course.

Researcher: Oh, if so sir. What sorts of ICT tools are available in your school? And which ones are you mostly used in your teaching English?

Respondent: Miss in my school ICT tools like computer, laptop, and projectors are available. I use my mobile phone too. But, mostly I use laptop and projector to teach as the requirement of the text.

Researcher: Oh! That sounds good sir. Do you think ICT can be useful for English language learning?

Respondent: Yes, miss I think ICT can be useful for English language learning. For English language learning, blogs and social network can help us to create group works. Similarly, in projecting and controlling images from a computer, digital whiteboard and interactive tables can be most useful and it allows us to learn English collaboratively. Etc. miss.

Researcher: Sir, do you think ICT tools are effective tools for English language teaching?

Respondent: Yes miss I think it is really an effective tool. ICT, the latest tool, can increase the motivation of the students and it enables it enables to have successful and effective English language teaching as it uses new language teaching methods.

Teachers plan their lessons accurately and teach the students accordingly in their classroom.

Researcher: Ok if so sir, how can ICT tools can help to develop language skills of language learners?

Respondent: Ok miss, listening speaking, reading and writing skills can be equally developed through ICT tools. The tools like computer, PowerPoint slide, interactive white board etc. can help to develop all the language skills.

Researcher: Sound good.... So you think use of ICT enhance the vocabulary power of the language learners?

Respondent: Yes, sure miss, I think use of ICT enhance the vocabulary aspects of language learners. It provides an opportunity to develop the students' vocabulary by doing many activities. They learn from visual display of word relationship. Learning of vocabulary can be possible from online vocabulary games.

Researcher: Do you think ICT can develop the learners' autonomy and critical thinking abilities of the learners? How?

Respondent: Yes. I think so miss. ICT can increase STT more than TTT. As they have digital classroom having information of whole world, they can work and think best even without the help of English teachers.

Researcher: How is the performance of students after the use of ICT in your ELT classroom?

Respondent: The performance of students after the use of ICT in my ELT classroom is really outstanding. They learn by helping and supporting each other in groups even the shy and weak students also have performed better than previous.

Researcher: well, is ICT tools beneficial for teaching English?

Respondent: I think ICT tools are really beneficial tool for me teaching English. It helps to promote the students' active participatory attitude and students learn collaboratively. It also enhances the creativity of students. Not only this, it also grown students' interest automatically.

Researcher: Okay if so sir, are you satisfied with the learning outcome of students using the application of ICT in your class?

Respondent: Yes. I am really very satisfied with the learning outcome of my students using the application of ICT in my class. Nowadays I found students' performance good in comparison to the past.

Researcher: well, if so, what is the present status of the use of ICT as language teaching at secondary level?

Respondent: Truly speaking, the present status of the use of ICT as language teaching at secondary level is not satisfactory due to the poor classroom management, and ICT illiterate old English teachers.

Researcher: Oh, do you face any challenges while implementing ICT tools in your classroom sir?

Respondent: Yes, why not miss. I have faced a lots of challenges like load shedding problem, unstable internet connection, low speed internet, poor classroom management, lack of training, lack of support from school administration and teacher staff and lack of time as I have to teach 6 periods per day etc. miss.

Researcher: Thank your sir for your active participation and your precious time to cooperative with me.

Respondent: Oh, no mention miss. It is my pleasure.

Researcher: Okay bye sir. Take care.

Respondent: Bye miss. Have a good time.