

**Integrating Information and Communication  
Technologies (ICTs) in Learning English at Bachelor Level**

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

**Submitted by  
Sabina Thapa**

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

**2022**

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## **Declaration**

I hereby declare to the best of my knowledge that present research work has not yet been carried out by anyone anywhere, this is absolutely original.

Date: 19-10-2022

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### **Recommendation for Acceptance**

This is to certify that **Mrs. Sabina Thapa** has completed the research work of his M.Ed. thesis entitled **Integrating Information and Communication Technologies (ICTs) in Learning English as Bachelor Level** under my supervision and guidance. I recommend the thesis for acceptance.

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The proposal has been approved by the following Research Guidance committee:

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## **Dedication**

*Dedicated*  
*to*  
*my parents*  
*who have dedicated*  
*their precious life to enlighten me.*

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**Sabina Thapa**

## Abstract

The present study entitled **“Integrating Information and Communication Technologies (ICTs) in Learning English at Bachelor Level”** to find out the ICT tools used in learning English and to find out the perceptions regarding the use of ICT tools in learning English. To meet the objectives of this study, thirty students of B.Ed. level students and five teachers studying and teaching at the three different constituent campuses of T.U. were selected as a sample for this study following non-probability sampling procedure to secure their participation in this study. A set of close-ended questionnaire was used as the tool for data collection from the students. Interviews were also taken for collecting the perceptions of the teachers. The data were analyzed and interpreted statistically and descriptively. The result of the study revealed that most of the students use Mobile, Laptop, Desktop, Projector, YouTube, Google, Email, Facebook, Twitter, Television, Viber, Wiki, internet, Google meet, Zoom, blogs and different electronic softwares as tools of ICT while learning English. They also responded positively on the role of ICTs as crucial in learning English at bachelor level. They opined that the tools of ICT helps in learning English, making the learners engaged, active and autonomous and motivating the learners.

The present study consists of five chapters. 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, delimitations of the study and definition of the key terms. The second chapter consists of review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter is methodology and procedures consisting of research design, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. Furthermore, the fourth chapter is results and discussions consisting of the analysis and interpretation of the data. Moreover, the fifth chapter presents the findings, conclusions and implications related to the policy level, practice level and further research of the study on the basis of the findings. At the end, references and appendices are included.

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