<center>**Chapter 1**</center>

<center>**Introduction**</center>

This chapter contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of the key terms.

Background of the Study

Information and communication technologies (ICTs) have been one of the basic needs of the modern society. In the 21st century, ICT has really played a significant role. Our lives are entirely touched by the tools of ICT. In this post-modern era, life without the connection of ICTs is really difficult to imagine. In each and every second of our lives, we are taking the pleasure of ICTs. Each and every sector has been touched by ICTs like education, health, business, banking and so on. ICT based education is being practised almost all over the world. In education, the purpose of ICTs is to familiarize students and teachers with the use and workings of computers, related social and ethical issues.It can empower both teachers and students. It transforms the both teaching as well as learning process. ICT has made the learning easier, accessible and modern. So, students are taking the full pleasure of ICTs these days. It empowers students to engage in the learning process and giving them an interest in their personal interest. By integrating ICTs into the classroom, students have the ability to learn more effectively, collaborate with each other, and explore the world around them.

During this pandemic outbreak, the tools of ICT are massively being used in teaching/ learning. The tools of ICT has made learning English easier. English is used as the foreign language in Nepal.The learners can learn English via using ICTs. They can learn English by taking different sorts of online classes or, they can also learn by downloading different e-books by using the tools of ICT. Different tools of ICT are being used in learning English like computer, mobile phone, multi-media projector, radio, television, internet (Facebook, Twitter, Viber, Skype, Zoom, Microsoft Teams, Adobe and so on). Bach, Haynes and Smith (2007) argues that technology is not just a driver for change, but also makes bold claims to be part of the solution to providing a quality educational experience in a mass higher education world.

ICTs such as television, radio, video and multimedia computer software are indispensable tools that teachers of English language can use to teach language skills and other aspects of English language. Multimedia computer software provides real life situations in learning and teaching of English language. They combine sounds, pictures and texts which draw the learners' attention or compel them to watch, listen and become engaged in the lesson. Similarly, the use of multimedia in classroom will provide the learners with opportunity for interacting with diverse texts that give students a solid background in the tasks and content English language courses designed to improve their proficiency in English and interaction with learning texts. Furthermore, since ICTs are now technology integral part of the curriculum, students learning English Language must become proficient in accessing and using electronic resources (Sharndama, 2013).

Education through ICT is a complex, multifaceted process involves technology. It helps in institutional readiness, teacher competencies and long-term financing among others. ICT addresses four broad issues on education: effectiveness, cost, equity and sustainability. It is the most powerful tool to attend educational opportunities. It is beneficial for those who are excluded from education due to cultural and social reason e.g. a person with disabilities, girls and women as well as persons who, because of cost or time constraints, are unable to enroll on campus (Patil, 2014).

Statement of the Problem

The purpose of this proposed study is to enlist the use ICT tools and to find out the perceptions regarding using ICT tools in learning English. The tools of ICT are generally used to produce, store, and exchange information.Nowadays, technologies have high extend of use and have a great impact on teaching and learning in school or college. In every colleges, there are at least some technological tools but they are enough for providing the needs of learning and teaching. Many studies have concluded that using ICTs in teaching English can make the learning interactive, effective and meaningful. The ICT tools makes the teaching learning effective (Kennewell, 2004; Jimoyiannis, 2012).ICT makes the learners independent, autonomous and motivated (Joshi & Poudel, 2019). The blending of ICTs can contribute for effective teaching and learning of English (Latha, 2014; Ammanni & Aparanjani, 2016). Recently, ICTs are getting popularity in the education system of

Nepal. The significance of ICTs in education have been realized in some plans and policies like SSRP (2009-2015), TYP (2011-2013), MPICTE (2013-2017), NICT Policy (2015), and SSDP (2016-2022). However, the plans and policies have not been satisfactorily implemented.

Many research studies have been carried out on ICT but few are on 'Integrating ICTs in learning English at Bachelor level.' Therefore, the researcher selected the title enlist the ICT tools used in learning English and to find out the perceptions regarding the use of ICT tools in learning English.

Objectives of the Study

The objectives of this study were as follows:

⟩ To enlist the ICT tools used in learning English.

⟩ To find out the perceptions regarding the use of ICT tools in learning English.

⟩ To suggest some pedagogical implications.

Research Questions

The questions of this study were as follows:

⟩ What are the ICT tools used by the learners in learning English at B.Ed. level?

⟩ What are the perceptions regarding the use of ICT tools in learning English?

Rationale of the Study

The use of ICT in teaching is very significant for the learning. The learners learn creatively via using the tools of ICT. The blending of ICTs in teaching and learning English is increasing rapidly in the developing countries like Nepal too. This pandemic outbreak of COVID- 19 has also changed our learning modes. So, our conventional, face to face learning mode has been changed into online mode and in this online mode of learning, the use of ICTs is mandatory. These days, we are learning most of the times via using the ICTs. Several studies have been conducted regarding the use of ICTs, and they have concluded that ICTs are useful in learning English. Many of the studies related to "ICTs and ELL" have been carried out in the context of the developed country, but little attention has been paid to base study in the context of developing country like Nepal. Therefore; the rationale of this research study will be that it will worthwhile to give some insights to educational policy makers, language planners, school administrators, teachers, and students; and to other

people who are concerned with the integrating ICTs in learning English through the evidence based research investigation.

Delimitations of the Study

The design of study wassurvey design under mixed method.The study was conducted at B.Ed. level at the three different constitute campuses of Tribhuvan University in Kathmandu valley.The study was bounded to the integrating ICTs in learning English.The study was bounded to the thirty students of three constitutional campuses of T.U.Close-ended questions were the tools of data collection. Open-ended questions were also made for the interview.

Definition of the Key Terms

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

ICT:ICT means information and communication technology. It refers to technological tools and resources which are employed to communicate, create, disseminate and manage information. It includes different tools as the source of ICT like radio, television, computer, internet and so on.

CALL:CALL stands for computer assisted language learning. Computer has become very important nowadays because it is very much accurate, fast and accomplish many tasks easily. CALL in this study refers to the use of computer in learning English. It refers to a variety of technological uses for learning English including sounds, video and online dictionaries. Nowadays, computer has become a more integrated part of language learning.

Learning English language: English is an international language that is spoken all over the world. It has been established as world language. Wherever you go, you need to use a common lingua franca for your adjustment and that is English. Most of the books are written by foreigners in English and if we do not have English, we cannot learn those books. Hence; learning English is a must.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter consists of the general overview of the related theoretical literature, empirical literature, implication of the review for the study and conceptual framework for this study.

Review of Related Theoretical Literature

The use of technologies such as ICTs and their effects are highly acknowledged in different theories and frameworks of teaching and learning. Adoption and implementation of technologies is immensely emphasized in constructivists' and constructivists' theories of learning (Kanuka & Anderson, 1999). The constructivist's views play vital role to evolve the ICT in teaching and learning field mostly focusing on collaboration, collective learning, mutual engagement, shared repertoire and joint enterprise, participation, cognitive apprenticeship, authenticity, coaching, multiple practice, articulation of learning skills and stories (McDougall, et al., 2010, p. 42). Constructivism is mainly concerned with theorizing and interpreting how knowledge is constructed. Technology-mediated learning is a popular epistemological position in constructivism (Kanuka & Anderson, 1999). The constructivists believe that 'communication technologies have the capacity to provide an interactive environment that can support the instructional methods required to facilitate constructivist principles' (p. 4). They accept that technology-mediated learning can improve access by removing time, place and situational barriers. The constructivist learning environment is supported by the technological tools such as ICTs which provide opportunities for learning interpersonal interaction and collaboration (Kanuka & Anderson, 1999).

Constructivism introduced by Seymour A. Papert in the 1980s is further development in cognitive constructivism proposed by Jean Piaget (Mackrell & Pratt, 2017). Constructivism emphasizes the learners' engagement in creating their own product in the learning environment supported by technological tools (Mackrell & Pratt, 2017). The constructivists give more focus on digital media and computer-based technologies for building knowledge structures (Ackermann, 2001). According to constructivist' theory, construction of knowledge takes place with the conscious engagement of the learners through their interaction with technologies.

Likewise, the technological pedagogical content knowledge (TPCK) framework of technology adoption stresses the development of competencies of technological, pedagogical and content knowledge of the teachers for effective teaching to take place (Mishra & Koehler, 2006). Technological and pedagogical content knowledge (TPCK) framework proposed by P. Mishra and M. J. Koehler in 2006 that emphasizes the teachers' competency for effective integration of technology in teaching. They argue that 'thoughtful pedagogical uses of technology require the development of a complex, situated form of knowledge called TPCK' (Mishra & Koehler, 2006, p. 1117). The framework, based on the constructivists' theory, requires a skillful intersection of technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) of the teachers for quality of teaching and learning.

Similarly, Bach, Haynes and Smith (2007) argued on how traditional approaches like lecturing are being changed by ICT. The constructivist approaches had already been well argued for prior to the online revolution, and an assessment is made of the ability of online resources and processes to contribute to these modern ideas. It is argued that the online environment is also making a significant impact on the traditional monologue of the lecture.

Moreover, many recently developed approaches such as computer assisted language learning (CALL), computer supported collaborative learning (CSCL), and mobile assisted language learning (MALL) have expanded the exploitation of ICTs. This chapter consists of several sub-chapters. They are presented as follows;

Information and Communication Technologies. Information and communication technology (ICT) is an extended form of information technology (IT). It is similar to information technology (IT), but it focuses primarily on communication technologies. This includes the internet, wireless networks, cell phones and other communication mediums. ICT is an umbrella term. It includes any communication devices or applications like radio, television, cellular phones, computer, and satellite systems. It has significant impact on all aspects of human life.

Asabere and Enguah (2012) defined ICT as the tools, facilitates, processes, and equipment that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing, disseminating of information in all forms including voice, text, data, graphics and video. Some of the examples of ICTs; IWBs, computers, computer assisted language learning (CALL) software, office application (word, PowerPoint, drawing tools etc.), internet-websites

& downloadable software, commercial course book CD-ROMs, DVD players, mobile phones, electronic dictionaries, digital cameras and videos, DAT recorders, document cameras, data projectors. Similarly, Livingstone (2012) states that ICT includes technologies specific to the school environment (e.g. interactive whiteboards) or applications that are used across formal or informal boundaries (e.g. education games) and networked technologies.

Blurton (1999) opines that ICT is an accepted acronym of the word information communication technology. It is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information.

In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. For examples; people can communicate in real time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Social networking websites like Facebook allow users from all over the world to remain it in contact and communicate on a regular basis. Modern information and communication technologies have created a "global village", in which we can communicate with others across the world as if they were living next door (Latha, 2014).

According to UNDP (2005), ICTs are basically information-handling tools- a varied set of goals, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television, telephone, and the 'new' ICTs of computer, satellite, and wireless technology and the internet. The older technologies make fewer demands on user skills and are concerned to be 'skill independent', while the newer technologies are far more 'skill dependent' since the userneeds more education or training for their applications.

Commonly Used ICT Tools in Learning English. There is a long history of using teaching aids in teaching and learning English. ICTs play a crucial role while learning English. ICTs are needed while teaching/ learning English. On the basis of historical development, ICT tools can be grouped into two categories. They are; old ICT s and new ICTs. The innovation of the old ICTs is historically older than the new one. The old ICT devices such as radio, television, audio and video recording, traditional telephones have older analogue technologies (Kennewell, 2004). The new ICTs such as desktop and laptop computer, tablet, i-pad, interactive whiteboard, multimedia projector, on the other hand, have computer technology and data processing application with massive information handling capacity. Many of the research works have drawn the conclusion that ICTs can improve the effectiveness of teaching learning activities (Jimoyiannis, 2012). In English language teaching - learning too, ICTs can have dramatic effort for making the activity more resourceful, interactive and collaborative. Some of the most common ICT tools used in teaching and learning English are discussed below:

*Computer***.** Computer is an electronic device that is used to perform calculation at high speed. It plays a crucial role in ICT based education. There are different sorts of offline and online programs and materials especially designed for teaching and learning purpose that can be displayed by using computer.Computer assisted language learning (CALL) is one of the famous method of teaching and learning English; CALL is only possible via computer.

Mobile phone. Mobile phone plays significant role in learning English.Learners can search new words using dictionaries so that they enrich their vocabulary.

*Multi-media projector.*It is a tool of ICT that is used for displaying audio-visual materials on the screen. It deals with sound, animation, video, text and graphic for making effective presentation.

*Interactive whiteboard.*It is a modern display device that is used for presenting on the computer's desktop. It enables the use of ICT more integrated into the classroom.

*Television.*It is another tool of ICT but it has been quite conventional tool of ICT these days. It can be used for teaching learning purpose. It presents the content audio-visually.

*Radio.*It is an easily available and affordable tool of ICT.It is the useful tool of language learning.It is an audio aid.Through radio the teachers to make the students to listen the lecture.

Internet. It has been the heart of new ICTs. With internet students can learn English anywhere at any time and whenever they want.It includes facebook, twitter, viber, youtube, Wikipedia and so on.

Useof ICTs in Teaching and Learning. In this post-modern era, almost all sectors have been IT friendly and they are taking the full pleasure of ICT. Talking about its usage in education sector, there is the massive use of ICT. While talking about its usage in English language classrooms, it is massively being used either by teachers or learners. It has made learning easier than the previous time. We are getting different sorts of information in each and every seconds our lives citing the blessings of ICT. The modern pedagogy in this 21st century is the integration of the ICTs in teaching and learning activities. Several research studies have concluded that modern ICTs are very much effective for providing a platform for teaching and learning process and successful education system is incorporated by the ICTs so as to enhance the students' learning.

In this regard, Pun (2013) states, "with the spread and development of English around the world, it has become an important means of communication among the people of different cultures and languages. At present, the role and status of English in Nepal is higher than ever as it is a medium of instruction and curriculum in educational institutions. As a number of English learners are growing up, different teaching methods have been experimented to see the effectiveness of English teaching. The use of technology in the form of radio, films, television and tape recorder has been there for a long time."

Technology provides interaction between teachers and students provides comprehensible input and output, helps learner to develop teaching becomes more student-centered, promotes learners autonomy and increases learners' motivation to effectively learn a foreign language (Ahamadi, 2018).

The impact of ICT on language learning has been acknowledged globally such that the integration of ICT in language learning has become indispensable in today's teaching-learning environment. The effective teaching and learning of English has gone beyond the stereotypical to regimented/ tradition of mere classroom teaching

because of the emergence of various gadgets in information and communication technology (Latha, 2014).

Because of its interactive and dynamic nature, ICT has the stamina to meet the needs of the individual student by providing opportunities to direct their learning and to pursue information. With the usage of ICT, students can easily learn any subjects especially English. 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 everyday classroom teaching and learning. It gives a chance to teachers as well as students to increase the quality of education and meet the requirements set by the coeval knowledge society. ICT has become essential tool for education change and reform (Ammanni & Aparanjani, 2016).

The use of ICT tools has significant roles in making the learners more independent and autonomous. This works with the learners of any level. The learners are well motivated when they are provided with various materials that they need through the tools like webs, e-mails and multimedia and many more others (Joshi & Poudel, 2019).

The use of ICT in language teaching has countless benefits. The development in the use of ICT like language lab, videos, satellite, broadcast, videoconference and web seminars have support the richness and quality of education both on and off campus (Jayanthi and Kumar, 2016).

In the context of learning language, the ICT has an important role as the "media" enabling and enhancing the learning process, or that which creates a direct link between students and teacher even if they are present in different places. To make students learn the lesson with guidance, instruction, information or further explanation, language learning program can be created. The ICT in language learning can be used as a reference book as a computer can store unlimited lessons or references, which can be accessed accurately anytime, anywhere. The use of ICTs on ELT has been mentioned by Jayanthi and Kumar (2016).They are;

*Availability of materials.*ICTsare very stimulating because of the availability of the learning materials whether it is computer based in the web or on CDs; therefore, the student can learn at his own with very patient tutor. The availability of images, animation, audio, and video clips they help much more in presenting and practicing new language

Student Attitudes. ICTs have positive effects on student attitudes left more successful in school, were more motivated to learn and have self-confidence and self-esteem when using computer based instruction.

Autonomy. Students have the opportunity to choose the elements of language which they want to focus on meeting their leaning strategies or learning style.

Authenticity. ICT provides authentic learning environment because the learners can interact with others across the continent are very motivating to the learners.

Help Teachers. ICT helps the teachers to prepare, produce, store and retrieve their materials easily and swiftly. The availability of different rich texts, different topics and quizzes, exercises help teachers' time.

Student-centered. ICT helps the learner be exposed to language clockwise and definitely they help them to write and edit their work in order to publish a well published book.

ICTs in Self-Assessment. The examination generally test the reading and writing skills of the students, totally neglecting the listening and speaking skills which are indispensable skill for the learners in their future career.

ICT Based Education in Nepal. Nepal is a developing country and it is trying to catch up the trends of development slowly and gradually. Many challenges and problems are there while implementing ICT based education in Nepal like financial problems, problems with system, lack of qualified manpower in ICT, lack of physical infrastructure. Therefore, ICT based education is quite slow. In spite of these facts; the issues of ICTs and ICT based education are being addressed in different plans and policies; and at different universities and colleges in Nepal. Some of the plans and policies on ICT based education are discussed below:

Plans and Policies on ICT Based Education. The long term objective of education in Nepal is to integrate the country into the global community by providing quality of education for all. MOE (2013) declares, "Use of ICT in education has been considered as one of the strategies to achieve the broader goals of education." ICT in education has been addressed in various plans, policies and programs in Nepal though the strategies determined have not been effectively implemented and the objectives have not been fully achieved. Some of the important plans and policies that more or less targeted the development of ICT in education are;

(i) SSRP (2009-2015)   (ii) TYP (2011-2013),

(iii)MPICTE (2013-2017),   (iv) NICT Policy (2015)

 (v) SSDP (2016-2023)

*School Sector Reform Plan (2009-2015).*It was another important plan prepared by the Ministry of Education that aimed to reform the existing structure of school education, implement ICT assisted teaching and learning in all schools, provide an alternative mode of schooling through ICTs. The plan had emphasized on the development of the ICT infrastructure and training/ workshops for the professional development of the teachers.

*Third Year Plan (2011-2013).*Its aim was to use ICT to increase access to quality education, and it stressed the integration of ICT in all aspects of education. This plan had emphasized on the ICT integrated education for increasing the access to quality education.

Master Plan for ICT in Education (2013-2017). It determined four components of plan. They are; development of ICT infrastructure (internet connectivity, multimedia classroom, virtual data, education resource sharing platforms), development of human resources, development of digital learning materials (data center and educational resource sharing platform), and enhancement of education system (connectivity among training center, resource center and schools). The plan emphasized partnership approach, and cooperation and collaboration for expanding equitable access and enhancing the quality of education.

National Information and Communication Technology policy (2015). It has recommended altogether 41 objectives. Some of them are: (i) to empower and facilitate Nepal's participation in the Global Knowledge Society, (ii) to promote research and innovation on the role of ICT on the resilience of low-income communities amid potential environmental economic and social shocks, (iii) to create institutional capacity along infrastructure and human resource dimensions in public and private educational institutions including schools, colleges/ universities that offer ICT courses and use ICTs for pedagogical purposes, (iv) to create a conducive environment for increasing annual enrolment and output of students in key professional skills areas such as telecommunications/ electronics engineering, computer science/ IT, etc. and promote market driven skills development initiatives in ICT, (v) to deploy ICTs at all levels of Nepali education system in order to improve educational outcomes while expanding access to education and training facilities, (vi) to support local and indigenous content development as well as applications targeting

the capturing, archiving and dissemination of local and indigenous knowledge, content and information resources as well as the promotion of diverse linguistic and cultural heritage of Nepal, (vii) to facilitate the participation of youths and women in ICTs particularly in media and content development initiatives. It had focused on the use of ICT in different educational institutions for pedagogical purposes. It had also emphasized on the role of ICT in promoting research and improving educational outcomes.

School Sector Development Plan (2016-2023). It has identified the challenges of secondary school education and has targeted ICT based learning, e-resources and video production, computer literacy, development of portals and websites, e-libraries, interactive classes. It has also planned to equip all the secondary schools with ICT facilities, and to develop an overall plan and timeline for assimilating ICT in a systematic manner.

*ICTs in Universities.*The universities, with their constituent and affiliated campuses, are responsible for providing higher education. Different universities are also practising ICT and they are serving their education via the tools of ICT like MOODLE. Due to this ICT based education, students from the far can also get education by sitting at their own home. Open and distance learning (ODL) mode is one the newly developed innovation in the field of learning that fully utilizes the tools of ICT for providing education. Talking about Kathmandu University (KU), it has designed Environment Education and Sustainable Development (EESD) course to develop basic ICT skills. It has also run Computer Application in Mathematics Training (CAMT) and Computer Assisted Language Learning (CALL).It has also offered e-learning series based on MOODLE and web 2.5.

Talking about Tribhuvan University (TU), Open and Distance Education Centre (ODEC, TU) established in 2015, is a constituent independent academic organization of TU. The aim of ODEC is to provide access to quality higher education to mass people in Nepal through open and distance learning mode. It provides opportunity for gaining higher education in all subjects offered by TU in ODL mode of learning (ODEC, 2015). TU has started to run M. Ed. in English, Math, and Foundation of Education through ODL mode by utilizing the tools of ICT.

More recently, Nepal Open University (NOU) has been established with an aim to extend the access of higher education to mass people who are unreached to conventional higher/ tertiary education. It educates those unreached through ODL

mode by utilizing ICTs. It is providing education through three faculties. They are: Faculty of Management and Law, Faculty of Science Health & Technology, and Faculty of Social Sciences and Education (NOU, 2016).

Review of Empirical Literature

Each and every research work requires the knowledge from the previous studies to obtain the stipulated objectives and validate the study. This section is an attempt to review the related studies either national and international theses or journals. So, the researcher has gone through some of the related literature which has some kind of linkage with this study.

Ibrahim (2003) in his study titled "Information and communication technology in ELT" opines that information and communication technology should be exploited effectively to shift from teacher centered approach to the student centered approach in teaching or learning English. He opined that technology has created changes in all aspects of society.it is also changing our expectation of what student must learn in order to function in the new world. Similarly, he argues that the use of ICT in language learning teaching has countless benefits.

Pouezevara and Parajuli (2007) conducted a case study of a project to examine the effectiveness of ICT tools in bringing the better learning outcomes; and to identify the barriers and the drivers of a successful ICT integration. The name of the project was 'innovative ICT in education and its potential for reducing poverty in Asia and Pacific region' and was implemented by Research Triangle Institute (RIT). The project was concerned with the study of the use of video recording method in primary teacher training in the rural area of Nepal. In this study, interview and questionnaire were used as the tools of data collection. The study disclosed that video recording method improved the reputation of training, increased participation, and enhanced learning outcomes. Some major barriers were insufficient training for the trainees, lack of technical support, lack of training centers, and lack of associated tools.

Further, Ramorala (2010) carried out a study to explore the frequency of technology usage at schools; to provide on the challenges met by educators & learners while integrating technology into teaching and learning; and to describe the extent to which educators & learners have access to technology. A qualitative case study was conducted in technology rich senior secondary schools in the Tshwane North district, Gauteng province. Data were collected through semi-structured interviews with

office-based and school-based officials, focus group interviews with learners, lesson observation, and document analysis; and were analyzed and interpreted carefully. The findings of the study showed that there was the lack of ICT specialist teachers to teach students' computer skills, lack of teaching experience with ICTs, lack of support from the Department of Education, insufficient technological resources, and absence of desired integration of ICTs in the curriculum.

Furthermore, Asli, Berrado, Sendide and Darhmaoui (2012) carried out a research to investigate how ICT-based education could improve motivation & performance of the students, and to demonstrate the effect of the ICT resources on the scholastic performances of the students. The experimental research was conducted in the three middle schools- two of them located in Fez (large city), and one in Ifrane (small city). At each school, and at each level, the students were selected randomly into two groups so as to make experimental and control groups. They were taught by the same teacher; the same biology and geology course/ content using the ICTs to the experimental group and using traditional methods (non-ICT) to the control group during one semester. Both groups were evaluated using the same tests and compared conducting statistical analysis. The findings were that in Fez Middle School, the performance of the experimental group was far better with 85% confidence level for all level students. In Infrane, the third level experimental group was superior while other level students had the same confidence level. The conclusion was that ICT-based education had positive impact in students' performance, but the impact was not consistent in the schools with different socio-economic condition.

Moreover, Kolikant (2012) carried out a research in Israel to examine the attitudes of the students and their perceived behavior on (i) using the internet for school purposes, (ii) pattern of after school ICT use and learning, (iii) teacher's role, and (iv) desired role of ICT in schooling. In this study, semi-structured in-depth interviews were undertaken with 25 post-primary students, and those were audiotaped and were thematically analyzed. The findings of the students were that the students were positive towards internet use, it was perceived easy, interesting, and fun. However, they perceived that the classes were information focused and more teacher-centered. They had developed a type of frustration towards classes due to the low use of internet in school than they use it at home.

Furthermore, Acharya (2013) carried out a study to examine the commonly used ICT/ web tools in English language teaching and the use of such tools to run

effective classroom activities. The research was based on survey design. Altogether forty secondary/ higher secondary level English language teachers of institutional schools from Kathmandu valley were selected by the means of non-random purposive sampling method. A set of questionnaire having both close-ended and open-ended questions was prepared and was distributed to the teachers. The data were analyzed and interpreted descriptively and analytically. The study found that the ICT tools like mobile phone, laptop, multimedia projector; and the web tools like YouTube, Facebook, Wiki, Blog, and E-mail were used in ELT. The tools were found effective while teaching English language.

Similarly, Pandit (2013) carried out a study to find out the impacts of internet in learning English language. The study was carried out on the 25 students of grade eight in Rautahat district using action research design. The participants were selected by following random sampling procedure and test items were selected as the tool of the study. The finding of the study showed that internet had impact in students' learning of English. They used complex grammar structure in writing and submitted the assigned tasks quickly after using internet.

Ullah (2015) in his research on integrating ICT in language education teachers attitudes and need analysis concluded that only teachers, mostly the private universities use ICY tools for language learning majority of them do not know to use ICT effectively. Sixty-seven percent of them do not have positive attitudes towards ICT.Regarding need analysis,37 percent of the institution is not equipped with ICT tools and they do not have language lab in their college and integrating ICT disclose the teacher training and motivation are crucial to these process and government needs to allocate fund to equip instruction with ICT facilities.

Albirini (2004) carried out a research to investigate EFL teacher perception regarding ICT. The researcher adopted the mixed- method research design.There were 326 Syrian high school English teachers selected using a random sampling procedure in this study. The finding of the study revealed that Syrian EFL teachers had positive attitude on the use of ICT in language teaching.

Further, Yadav (2016) carried out a study entitled "Students' perception on the use of online resources." The main objectives of the study were to find out the students' perception on the use of online resources in terms of website, Gmail, e-book, blogs, Facebook and find out the usefulness of online resources for students' academic development. The sample for this study was selected from four colleges and was

selected purposively. Questionnaire was used for collecting the data. The findings of the study showed that there were not a lot of resources and teachers' training available in those colleges. So, most of the students agreed that online resources were the most important source for learning.

Similarly, Rokaya (2018) carried out a research to explore the use of information and communication technology (ICT) for English language learning. The research was based on survey design. Altogether 40 students of Bachelor 1st year were selected from Kathmandu valley. They were selected from four different campuses constituent to TU. They were selected based on convenient sampling of non-probability sampling procedure. A set of questionnaire having close-ended questions were prepared and distributed to the students. The data were analyzed and interpreted in a descriptive way. The study found that students were positive towards the use of ICT in English language learning and were using it for learning English language.

Furthermore, Singh (2019) carried out a study to explore the access and uses of ICTs in English language teaching and learning at master level. The study was based on survey design. 30 respondents were selected from TU, Kirtipur in which 10 teachers were selected non-randomly and 20 students were selected from the third semester randomly. For collecting the data, a set of questionnaire including open-ended and close-ended questions was prepared and distributed to the respondents. The data were analyzed and interpreted statistically and descriptively. The findings of the study showed that both the teachers and students use ICTs for improving English language. They opined that ICT helps in English language learning process. All the teachers and students believed on the access of ICTs in ELT classroom at master level. Most of the teachers and students believed on the access of authentic ELT materials citing ICTs.

Similarly, Chauhan (2021) carried out a study to investigate the ICT tools used in learning English and to identify the roles of ICT tools in learning English at master level .The study was based on survey design following the mixed method. Forty students of M.Ed. fourth semester studying at TU, Kritipur were selected as a sample by following non-probability sampling procedure. For collecting the data, a set of questionnaire having both open ended and close ended questions was prepared as a tool for the study. The data were analyzed and interpreted statistically and descriptively. The findings of the study showed 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 master level. They opined that the tools of ICT helps in learning English, making the learners engaged, active and autonomous and motivating the learners.

The review of the empirical literature related how the researchers deal with their study in interpretation, analysis and findings as well as methodology part. Most of the above mentioned studies were about the access, impact and use ofICT tools for teaching/ learning English, the students' attitudes on using internet for school purpose/ learning and commonly used ICT tools in teaching English, and they are somehow related to the proposed study. However, none of the above mentioned studies covers the objectives of the proposed study completely. Therefore, the proposed study "Integrating ICTs in Learning English at Bachelor Level" is different form the above mentioned studies.

Implications of the Review

Literature review provides insight to a researcher to conduct a research successfully. It provides guidelines about the statement of problem, objectives of the study, research questions, and methodological procedures. It plays a significant role in accomplishing a research successfully. For this proposed study, both theoretical and empirical reviews have been done. The reviews of related literature have really broadened the researcher's mind by providing a concise understanding on ICT and learning English.

Different books, journals, articles, reports, policies and theses on ICT and English language teaching/ learning have been reviewed for this study. Many books, journals, articles, policies, and reports have been reviewed for theoretical literature. I reviewedKanuka & Anderson (1999) that was about the constructivists' theories of learning.Based on the review, I got some insights on constructivists' theories of learning and the use of technology in learning. I also found that how technology is helpful in constructing knowledge and how interactive learning is possible with the help of technological tools. Similarly, I reviewed Latha (2014) for getting the general background of ICT. Moreover, I reviewed Asabere & Enguah (2012) for defining the term 'ICT' clearly. Similarly, I reviewed UNDP (2004) for getting another definition of ICT. Moreover, I reviewed the books written by Kennewell (2004) and Jimoyiannis
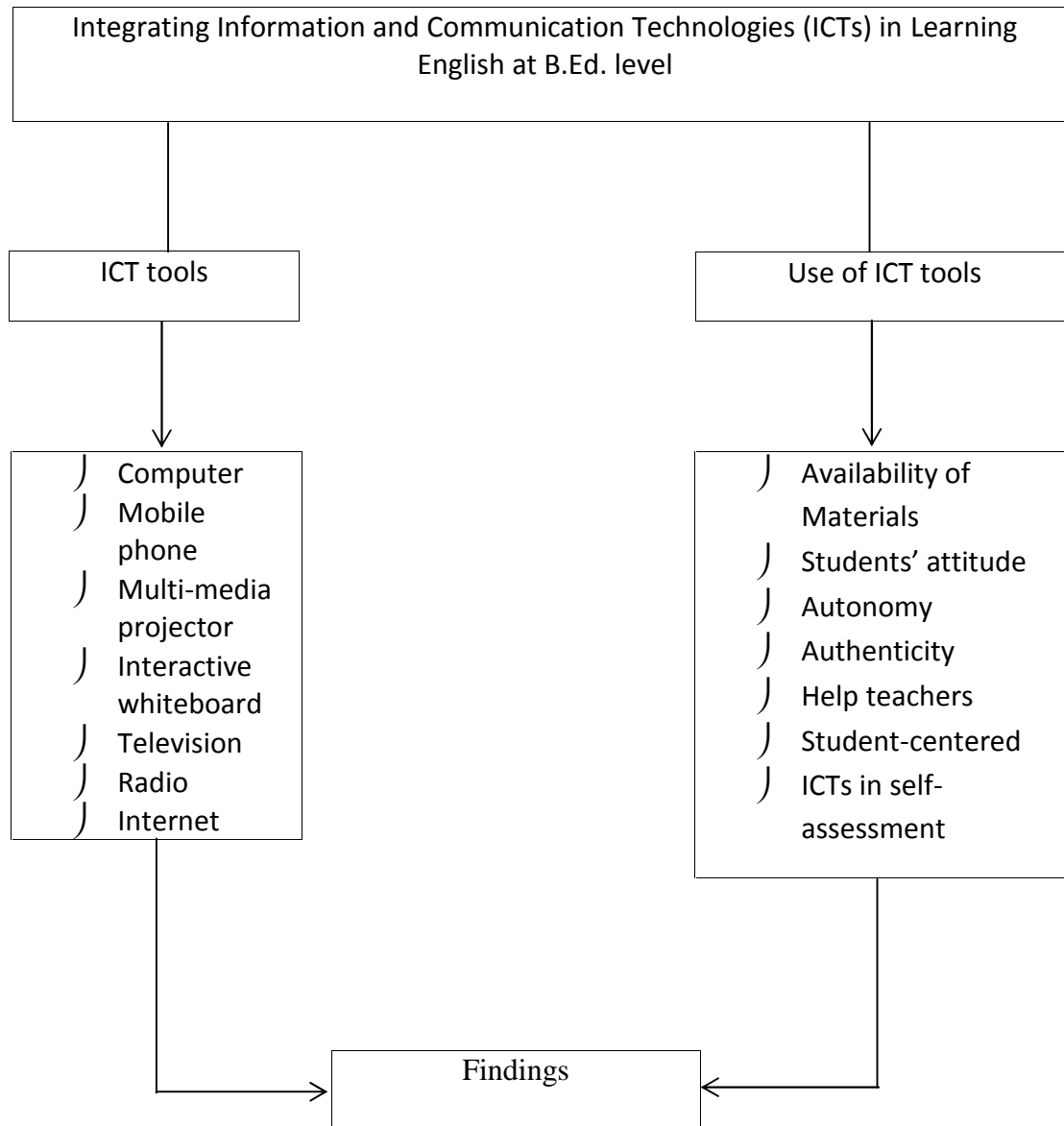
(2012) for getting ideas on the tools of ICT used in learning English. Similarly, I reviewed Aungston & Maya (2017) for getting the clear understanding about the role of ICT tools used in learning language. Moreover, I also reviewed some Nepalese plans and policies on ICT based education for having clear understanding about their plans and policies on ICT based education. The review of Master plan for ICT in Education (2011-2013) and National Information Communication & technology Policy (2015) mainly provided a well understanding to the researcher about the Nepalese plans and policies of ICT based education in Nepal. Similarly, the review of some universities (KU, TU & NOU) through their formal websites provided a clear guideline about the overview of ICT based education in universities.

Some journal articles and theses (national and international) have been reviewed for empirical literature. Different scholars carried out their studies with different objectives and different methodologies.I had reviewed Pandit (2013) who carried out research to find out the impact of internet in learning English language. I had found out the impact of internet in learning English. Similarly, I reviewed Rokaya (2018) that helped me in selecting the appropriate research design. Furthermore, I reviewed Singh (2019) who carried out a study to explore the access and uses of ICTs in ELTAL at master level that helped the researcher to find out the access of ICTs in ELT classrooms. Similarly, I reviewed Chauhan (2021) who carried out a study to investigate the ICT tools and identify the roles of ICT tools in learning English at master level that helped the researcher to find out the probable ICT tools and their roles at B.Ed. level as well.

These reviews have been beneficial to the proposed study. They provided theoretical foundation to the researcher for selecting appropriate methodology, sampling and tools for the proposed study. From these review, I got actual information about their findings and noticed about the missed investigations as well. Many studies were carried out on the "Use of ICT in ELT at Master Level" but very few have been carried out on "Integrating ICTs in Learning English at B.Ed. Level." Therefore; this study is different from them and will carry out its findings on it.

Conceptual Framework

The conceptual framework of this proposed study is dramatically presented below:

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┌──────────────────────────────────────────────────────────────────────┐
│   Integrating Information and Communication Technologies (ICTs) in     │
│                    Learning English at B.Ed. level                     │
└──────────────────────────────────────────────────────────────────────┘
            │                                            │
            ▼                                            ▼
┌───────────────────────┐                   ┌───────────────────────┐
│       ICT tools        │                   │     Use of ICT tools   │
└───────────────────────┘                   └───────────────────────┘
            │                                            │
            ▼                                            ▼
┌───────────────────────┐                   ┌───────────────────────┐
│ ) Computer            │                   │ ) Availability of     │
│ ) Mobile              │                   │   Materials           │
│   phone               │                   │ ) Students' attitude  │
│ ) Multi-media         │                   │ ) Autonomy            │
│   projector           │                   │ ) Authenticity        │
│ ) Interactive         │                   │ ) Help teachers       │
│   whiteboard          │                   │ ) Student-centered    │
│ ) Television          │                   │ ) ICTs in self-       │
│ ) Radio               │                   │   assessment          │
│ ) Internet            │                   │                       │
└───────────────────────┘                   └───────────────────────┘
            │                                            │
            └──────────────┐          ┌─────────────────┘
                           ▼          ▼
                   ┌───────────────────────┐
                   │        Findings        │
                   └───────────────────────┘
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Chapter 3

Methods and Procedures

This chapter consists of research design, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Research Design

Under mixed method, survey research was conducted to find out the perceptions, attitudes, opinions, thoughts, and practices. It helped the researcher to obtain the quantitative data from the primary source. Survey is an efficient method for systematically collecting data from a broad spectrum of individuals and education setting. According to Creswell (2012), "Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population." Similarly, according to Lavrakas (2008), "Survey research is a systematic set of methods used to gather information to generate knowledge and to help make decisions."

I conducted survey research design to achieve the objectives of the study. Survey is the most commonly used method of research in the field of educational research. Icollected the opinion and attitude of respondents via close-ended.Ialso interviewed some participants by using some open-ended questions. This method was also helpful for the researcher to meet the objectives of the study. So, the study was based on survey design to collect the in-depth information about the ICT tools used in learning English and the perceptions regarding the use of ICT tools in learning English.

Research Tools

A set of close-ended questions was constructed to acquire the stipulated information from the respondents. I also interviewed some participants by using some open-ended questions. All questions will be prepared focusing on the use and perceptions of ICT in English language learning.

Sources of Data

Thirty B.Ed. level students and five teachers studying and teaching at different three constitute campuses of T.U. will be the primary source of data in this study. Therefore, primary data will be collected through survey questionnaire and interview.

Secondary data will be collected via relevant theses, articles, journals, books, and online sources.

Data Collection Procedures

In order to collect the authentic data, I followed stepwise procedures. First of all, I selected the participants randomly.Then, I visited those selected B.Ed. level students and established good rapport with them.Then, I informed them about the process and objectives of the study.Then, I requested them for their participation. I also assured their confidentiality in terms of ethics regarding the obtained information through questions.After that, I distributed the questions to them. Likewise, I asked them to write the answers without having any hesitations, fear and anxiety.Then, the questions collected from the participants. Finally, the participants were thanked for their kind support. But I informed the selected teachers for interview and took their interview as per their timing.

Data Analysis Procedures

The achieved data were analyzed and interpreted statistically and descriptively. The data from the close-ended questions were calculated statistically and tabulated. And, the data from the open-ended interview were transcribed and described thematically.

Ethical Considerations

Ethical aspects play an important role while conducting a research. So, I should be conscious about the ethical aspects while conducting research. To maintain the ethical consideration, I adopted varied ethical considerations. First of allI informed the respondents about the purpose of the study.Then, I conducted the research by taking consent from the participants. Then after, Iensured to keep the responses of the respondents confidentiality. Moreover, I ensured that the achieved data will not be used for any other purposes except this study without taking consent from the participants. I also maintained privacy, trustworthiness, objectivity, openness and credibility in the research.

Chapter 4

Results and Discussions

This chapter deals with analysis and interpretation of the data. The collected information from the informants were analyzed and interpreted to investigate the ICT tools used in learning English and to find out the role of ICT tools in learning English at Bachelor level. The data were elicited by using questionnaire including close-ended and open-ended questions.

ICT Tools Used by the Learners at Bachelor Level

This section deals with the ICT tools used by the learners at Bachelor level. Some close-ended questions were used in order to find out the ICT tools used by the learners. The collected responses from the students are analyzed in the following sub-headings. They are:

ICT tools used in learning English. Regarding the ICT tools used in learning English, the students were asked about the tools of ICT that they used the most in learning English. The percentage of their responses are presented in the given table.

Table 1

ICT tools used in learning English

Categories	Responses	
	No of Students	**Percentage**
Google	-	-
You Tube	30	100%
Email	-	-
Weblogs	-	-

The table 1 shows that 100% students were using You Tube as the tool for learning English. It can be said that all students were using the You Tube massively as a tool for learning English.

ICT tools for online classes of English. Regarding ICT tools used for the online classes of English, the students were asked about the tools of ICT they used for taking their online classes. The percentage of their responses are presented in the given table.

Table 2

ICT tools for online classes of English

Categories	Responses	
	No of Students	**Percentage**
Zoom platform	29	96.66%
Microsoft Teams	1	3.33%
Google Meet	-	-
Webex Meet	-	-
Adobe Connect	-	-

The given table shows that 99.66% students were taking their online classes of English via zoom platform. Similarly, 33.33% students were taking their online classes of English by using Microsoft teams. It can be said that most of the students were using zoom as a tool for taking their online classes of English.

ICT tools for interacting with friends and teachers. Regarding this, the students were asked about the commonly used tools of ICT that they used for interacting with their friends and teachers. The percentage of their responses are presented in the given table.

Table 3

ICT tools for interacting with friends and teachers

Categories	Responses	
	No of Students	**Percentage**
Facebook	27	90%
WhatsApp	2	6.66%
Viber	-	-
Instagram	1	3.33%
Imo	-	-
Twitter	-	-
Skype	-	-

The above given table shows that 90% students were using Facebook for interacting with their friends and teachers from their home. Similarly, 6.66% students were using WhatsApp for interacting with their friends and teachers from their home. And only 3.33% students were using Instagram for interacting with their friends and

teachers from their home. It can be said that most of the students were using Facebook as a tool for interacting with their friends and teachers from their home.

ICT tools in operation. The students were asked about the tools that they felt easier to be operated. The percentage of their responses are presented in the given table.

Table 4

ICT tools in operation

Categories	Responses	
	No of Students	**Percentage**
Mobile gadget	30	100%
Laptop	-	-
Computer	-	-
Projector	-	-

The given table shows that 100% students felt easier to operate mobile gadget. From the given data, it can be said that there was massive use of mobile gadget as the tool for learning English as the students feel easier to operate it.

Students' Views on the Use of ICTs in Learning English at Bachelor Level

This section deals with the students' views on the use of ICTs in learning English at Bachelor level. Some close-ended questions were used in order to find out the students' views on the use of ICTs. The collected responses from the students are analyzed in the following sub-headings. They are:

ICTs as a part of curriculum or supplementary material. Regarding this, the students were asked whether they used the tools of ICT as a part of curriculum or supplementary material in learning English. The percentage of their responses are presented in the given table.

Table 5

ICTs as a part of curriculum or supplementary material

Categories	Responses	
	No of Students	**Percentage**
As a part of curriculum	4	13.33%
As a supplementary material	26	86.66%

This table shows that 13.33% students used ICTs as a part of curriculum and 86.66% students use ICTs as supplementary material. It means ICTs were mostly being used as supplementary material in learning English.

Authentic accessibility of ELT materials. This third item was asked to the students regarding the accessibility of authentic ELT materials found on internet and their usefulness in learning English. The percentage of their responses are presented in the following table.

Table 6

Authentic accessibility of ELT materials

Categories	Responses	
	No of Students	**Percentage**
Agree	21	70%
Strongly Agree	8	26.66%
Neutral	-	-
Disagree	1	3.33%
Strongly Disagree	-	-

This table portrays that out of 30 students, 21 students (70%) agreed that authentic ELT materials found on internet were really useful for learning English. Similarly, 8 students (26.66%) showed their strong agreement to this statement. But, 1 student (2.5%) disagreed with this statement. The given data show that more than 90% students were showing their positive response that authentic ELT materials found on internet were really useful for learning English.

Application of ICT Tools inside and outside of the Classroom

Regarding the application of ICT tools used inside and outside of the classroom, some close-ended questions were used to get the information from the participants. The percentage of their responses are presented in the given table.

Table 7

Application of ICT tools

S.N.	Attributes	Number		Percentage		Remarks
		Yes	No	Yes	No	
1	Use of ICT tools in learning English	29	1	96.66	3.33	
2	Teachers' permission of using ICT tools	26	4	86.66	13.33	
3	Teachers' encouragement in using ICT tools	28	2	93.33	6.66	

This table presents that the responses of students on the use of ICT tools in learning English who said 'Yes' is 96.66% and the percentage for the response 'No' is 3.33. It can be said that almost all the students were using ICT tools in learning English. Similarly, the given table also shows that 26 students (86.66%) used ICT tools by having their teachers' permission while 4 students (13.33%) did not use ICTs in the classroom as they were not permitted by their teachers. The given data show that there was the use of ICTs by students in the classroom for learning English. Moreover, the table also presents that 93.33% students were being encouraged by their teachers in using ICT tools but only 6.66% students were not being encouraged by their teachers in using ICT tools. It can be stated that almost all the students were encouraged by their teachers so they were using the tools of ICT inside and outside of the classroom.

Roles of ICTs in Learning English at Bachelor Level

This section deals with the roles of ICTs in learning English at Bachelor level. Both close-ended and open-ended questions were used in order to identify the roles of ICTs in learning English at bachelor level. The collected responses from the close-ended questions are presented in the given table. They are:

Table 8

Roles of ICT Tools

S. N.	Attributes	Agree		Strongly Agree		Neural		Disagree		Strongly Disagree		Rem-arks
		No	%	No	%	No	%	No	%	No	%	
1	ICT tools for broadening students' knowledge	19	63.3	8	26.6	-	-	3	10	-	-	
2	ICT tools helpful in learning English	19	63.3	6	20	1	3.3	3	10	1	3.3	
3	Collaboration among the learners	17	56.6	8	26.6	-	-	3	10	2	6.6	
4	ICT tools for making the learners engaged and active	20	66.6	6	20	2	6.6	2	6.6	-	-	
5	ICTs for making the learners autonomous	15	50	10	33.3	1	3.3	3	10	1	3.3	
6	ICTs for motivating learners	18	60	8	26.6	1	3.3	3	10	-	-	
7	ICTs for meeting the global standard of education	19	63.3	9	30	-	-	2	6.6	-	-	

The students were asked to investigate that the use of ICTs broadens the students' knowledge in learning English or not. This table displays that 19 students (63.3%) agreed that the use of ICTs broadens the students' knowledge in learning English. Similarly, 8 students (26.6%) showed their strong agreement to this statement. But, 3 students (10%) disagreed with this statement. The given data show that more than 85% students showed their positive response that the use of ICTs broadens the students' knowledge in learning English.

Similarly, the students were asked whether the use of ICT tools is helpful in learning English or not. This table displays that 19 students (63.3%) agreed that the use of ICT tools is helpful in learning English. Similarly, 6 students (20%) showed their strong agreement to this statement. But, 1 student (3.3%) showed neutrality while 3 students (10%) disagreed with this statementand 1 student (3.3%) showed strong disagreement with this statement. The given data show that more than 80% students are showing their positive response that the use of ICT tools is helpful in learning English.

Similarly, the students were asked item was asked to investigate whether the use of ICT tools creates collaboration among the learners in language learning process or not. This table shows that 17 students (56.6%) agreed the blending of ICT tools creates collaboration among the learners in language learning process. Similarly, 8 students (26.6%) showed their strong agreement to this statement. Moreover, 3 students (10%) disagreed with this statement and 2 students (6.6%) showed their strong disagreement with this statement. The given data show that more than 80% students showed their positive response that the blending of ICT tools creates collaboration among the learners in language learning process.

Moreover, the students were asked whether the use of ICT tools makes the learners engaged and active or not while learning English. The given table shows that 66.6% students are agreed with that statement that the tools of ICT make the learners engaged and active while learning English. Similarly, 20% students showed their strong agreement on this statement. But 6.6%/ 6.6% students showed their neutrality and disagreement with this statement. Based on the data more than 85% students agreed with the statement so it can be said that the use of ICT tools really makes the learners engaged and active while learning English.

Similarly, the students were asked whether learning through ICTs helps students to be autonomous learner or not. The given table shows that 50% students agreed with the statement that learning through ICTs helped the students to be autonomous learner. Similarly, 33.3% students showed their strong agreement with the statement while 3.3% students showed neutrality. Moreover, 10% students showed their disagreement with this statement and only 3.3% students also showed their strong disagreement with this statement. It means it can be said that more

than80% students expressed their favorable response to this statement that that learning through ICTs helps the students to be autonomous learner.

Furthermore, the students were asked whether the use of ICT tools motivates the learners in learning English or not. The given table presents that 60% students showed their agreement to this statement that the use of ICT tools motivates the learners in learning English. Similarly, 26.6% students showed their strong agreement to this statement however only 3.3% students showed their neutrality to this statement and 10% students showed disagreement with this statement. It means it can be said that more than 85% students have positive response on this statement that the use of ICT tools motivates the learners in learning English.

Similarly, the students were asked whether the use of ICTs helps to meet the global standard of education or not in learning English. The given table shows that 63.3% students agreed with this statement that the use of ICTs helps to meet the global standard of education in learning English. Similarly, 30% students were strongly agreed with this statement however 6.6% students showed disagreement with this statement. It means it can be said that more than 90% students had favorable response on this statement that the use of ICTs helps to meet the global standard of education in learning English.

Enhancement of language learning process. Regarding the enhancement of language learning process, the students were asked to investigate whether the use of ICTs enhances the language learning process or not. The percentage of their responses are presented in the given table.

Table 9

Enhancement of language learning process

Categories	Responses	
	No of Students	**Percentage**
Yes	27	90%
No	3	10%

This table presents that the responses of students who said 'Yes' is 90% and 'No' is 10%. It means the use of ICT tools really enhances the language learning process for almost all students.

ICTs in learning English. Regarding this, the students were asked whether the tools of ICT help in learning English or not. The percentage of their responses are presented in the given table.

Table 10

ICTs in learning English

Categories	Responses	
	No of Students	**Percentage**
It helps in learning English	30	100%
It doesn't play any roles in learning English	-	-

The given table shows that 100% students opined that ICT helps in learning English but none of them opined that ICT does not play any roles in learning English.

Perception on the use of ICT tools in learning English at Bachelor level

Regarding the perception on the use of ICT tools used in learning English, some close-ended questions were used to get the information from the students. The percentage of their responses are presented in the given table.

Table 11

Perception on the use of ICT Tools

S. N.	Attributes	Agree		Strongly Agree		Neural		Disagree		Strongly Disagree		Rem-arks
		No	%	No	%	No	%	No	%	No	%	
1	ICT tools for making English language learning insightful	21	70	1	3.33	1	3.33	6	20	1	3.33	
2	ICT tools for providing authenticity to the learning of English	21	70	3	10	-	-	6	20	-	-	
3	ICT tools for making teaching and learning modern and pleasing	21	70	8	26.6	-	-	1	3.3	-	-	
4	ICT tools for creating learner centered classroom	15	50	11	36.6	2	6.6	2	6.6	-	-	

The students were asked to investigate that the use of ICT tools makes English language learning insightful or not. This table displays that 21 students (70%) agreed that the use of ICTs for making English language learning insightful. Similarly, 1 student (3.33%) showed their strong agreement to this statement. But, 1 student (3.33%) showed neutrality with this statement. And 20% students showed disagreement with this statement while 3.33% student showed strong disagreement with this statement. The given data show that more than 70% students were showing their positive response that the use of ICT tools for making English language learning insightful.

Similarly, the students were asked whether the use of ICT tools provides authenticity to learning of English or not. This table displays that 21 students (70%) agreed that the use of ICT tools for providing authenticity to the learning of English. Similarly, 3 students (10%) showed their strong agreement to this statement. But 6

students (20%) disagreed with this statement. The given data show that 80% students were showing their positive response that the use of ICT tools provides authenticity to the learning of English language.

Similarly, the students were asked whether the tools of ICT make the teaching and learning modern and pleasing or not. The given table shows that 70% students were agreed with the statement. Similarly, 26.6% students showed their strong agreement with the statement. Moreover, 3.3% students showed their disagreement with this statement. It means it can be said that more than 95% students had their favorable response to this statement that the tools of ICT make the teaching and learning modern and pleasing..

Furthermore, the students were asked whether the use of ICT tools creates the learner centered classroom environment or not. The given table presents that 50% students showed their agreement to this statement that the use of ICT tools creates the learner centered classroom environment. Similarly, 36.6% students showed their strong agreement to this statement however only 6.6% students showed their neutrality to this statement and 6.6% students showed disagreement with this statement. It means it can be said that more than 85% students showed positive response on this statement that the use of ICT tools creates the learner centered classroom environment.

Teachers' Perceptions on the use of ICTs at Bachelor level

Regarding the teachers' perceptions on the use of ICT tools used in learning English, some teachers teaching at the different colleges of Kathmandu valley were interviewed and the data based on their responses are presented thematically.

`**Practices of using ICTs.**Nowadays, classroom is practiced with various electronic devices and technology. ICTs are found to be used massively in teaching and learning of language. It means different sorts of ICT is used for English teaching.Jayanti and Kumar (2016) statedthat the use of ICT in language teaching has countless benefits. The development in the use of ICT like language lab, videos, satellite, broadcast, video conference and web seminar have supported the richness and quality of education both on and off campus. Thus; it can be assumed that ICT can be benefitted in English language teaching.

Teacher- A said, *"I use ICT for communication. It can be used mostly for the communication of language. Moreover, than other subjects speaking and listening skill enhances using by ICTs."*

The above saying by the respondent indicated that he used different sorts of ICTs for the communication purpose. He appreciated that ICTs are always helpful in gaining and expanding knowledge. He shared that various ICTs assist for enhancing student speaking and listening skill so she strongly believed that different ICT s are used for teaching English is always effective one.

Similarly, Teacher-C said:

> *Different sorts of ICTs are practiced while teaching English language. I use laptop, power point presentation and language related videos. He also told me that he has used ICTs (mobile phone) for getting the solution of different pronunciation and meaning. Moreover, he also mentioned that he was interested by using ICTs in ELT classroom in the following expert. He shared on the practices of ICTs. I use sometimes Laptop or Power point presentation and language related videos but not daily. I use mobile phone and digital dictionary for practicing student pronunciation.*

Similarly, the teacher- D said,*"I actually use ICTs in teaching English focusing upon the practical aspects rather than the theoretical perspective."*

By analyzing the all interviews, it can be said that all the participants are well practicing ICTs in their ELT classroom. All participants agreed for practicing ICTs and it is used in great extent. The use of different ICT has solved all kinds of problems matters for learning.

Challenges of ICTs. Challenges are the most important theme which I developed throughout the discussion with them when I inquired their views; all the participants expressed the challenges of ICT used in learning English.
The teacher- A said:

We have faced many challenges while implementing ICTs in our ELT classroom. Firstly, lack of internet, connectivity and every school; there is no access of internet. Secondly, school infrastructure is also another challenge and third is teachers are not trained. They cannot create and implement teaching material themselves.

From the data, it is clear that various problems that are the foremost reason for ICT uses at campus. He further mentioned that thereis no internet access of each and every schools and the teachers are not well trained with ICT. By analyzing his experience, it is clear that Nepalese education is effectively challenged to ICT uses for students and teacher due to various obstructions.
Moreover, the teacher- B opined:

Teaching through ICTs is very important however challenges are very prevalent. ICTs itself are challenging although its impacts are meaningful. He also shared that once I was using mobile phone in the classroom to show the vocabulary. I was called from office and made alert, it's so big challenge.

By analyzing her experience, it is clear that the use of ICT is not always supportive rather sometimes it is problematic one in use as well.
Similarly, another teacher who expressed as:

The affordability and accessibility of ICTs is found challenging. She expressed that I met teacher- C and she expressed that I found difficulties with ICTs just like adoption process is slowed due to various reasons like time limit, lack of internet connectivity, lack of ICT based classroom, both teacher and student are obstructed by this.I basically prefer to use ICT in the classroom. But I have taught four periods to prepare ICT based content for four classes. It

takes a lot of time which is really difficult for me. Furthermore, it is difficult to teach technology based classes because students lack devices.

From the interview of my participants, ICT has not supported. They added that ICT s uses while teaching and learning came up with some challenges as well. The participants have several problems that teachers encountered while using ICTs in present scenario. Therefore, this study acclaimed that attention of people to understand the participants' experience to ICT uses and how they are faced challenges for implementing ICT in teaching at school and college. When our interview was going on at different colleges, participants shared about lack of knowledge to operate ICTs, lack of time, sufficient learning experience.

Effectiveness of ICTs in teaching English.A significant theme that emerges from the data is their interview that reflected the strong sense of the effectiveness of ICTs in teaching English language. The data based on the interview with the participants have been presented below.

Teacher- A said:

We assumed that ICT helps students to be autonomous learner. In order to improve their English learning, students get assisted through different ICT engines for developing vocabulary and improving pronunciation skills. He also said that I basically use my mobile phone for searching new words using dictionary for enriching the vocabulary and also verifying the spelling and pronunciation and I also suggest to my students use digital dictionary for developing their vocabulary and pronunciation skills.

From his illustration, we can conclude that ICTs assist for improving vocabulary and pronunciation as well.

Furthermore, teacher- B said:

I strongly agreed that ICT helps to improve my classroom management and also helps the students to learn more effectively with the use of ICT. It improves my student conversation skills. I always show them YouTube videos. It helps students to develop the confidence to have better communication and to express their thoughts and ideas. Throughout the data, we concluded that the use of ICT is very effective in English language learning. ICTs help them for better communication as well as they can easily express their thoughts and ideas. The students can develop their self-confidence.

Similarly, teacher- C said:

ICT has much supported me because only lecture method is not suitable and appropriate enough. Just our objective is to give the practical education to the student. They have to face the competition of the new world according to their illustration. ICT makes the teaching and learning more effective. It avoids the traditional way of teaching. It provides practical education rather than the theoretical one. The students will be able to tackle the challenges in future and it helps the students for their career development in competitive market.

Furthermore, teacher- E said, *"ICT improves the students' all four language skills like listening, speaking, reading and writing."*

From the data, it can be concluded that ICT is effective in accessing them to digital information by promoting collaborative learning. It has positive impact on teaching and learning process. It makes the classroom dynamic and interactive. It makes the classroom modern.

Future impact of ICTs. Some of the excerpts of the teachers have been presented below as:

Teacher- A said:

We are hoping very much, we are just handling the communication technology to our growing requirements so curriculum is also supporting that and our country is also managing in that way. The government level policy has been made the Science and technology communication.

By analyzing his thought, we come to know that the government has focused technology based classroom and that should be applied in each and every campuses.

Similarly, teacher- B said, *"Students can be benefitted greatly while learning English by using ICTs. Every student should be familiar with ICTs in their classroom. She further mentions that students should be well known about the use of ICTs."*

Based on her talk, it can be concluded that ICTs have a very significant future impact in teaching and learning of English.

Furthermore, teacher- D said, *"Of course, there will be changings that might be a little bit slow but teaching without using ICTs will be impossible one day and all the students should be familiar with ICTs by using ICTs one day."*

Thus; it can be concluded that the use of ICT can be effective in the future if the students are accessed and practiced to it.

Chapter 5

Findings, Conclusions and Recommendations

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

Findings

On the basis of analysis and interpretation of data, the findings of the study have been derived. The study was aimed at finding out the ICT tools used in learning English and the perceptions regarding the use of ICT tools in learning English at bachelor level. The following findings on the ICT tools and the perceptions regarding the use of ICT tools in learning English at bachelor level have been given.

All the students said that they used the tools of ICT in learning English. Regarding the tools of ICT, almost all the students opined that they used Mobile, Laptop, Desktop, Projector, YouTube, Google, Email, Facebook, Twitter, Television, Viber, Wiki, internet, Google meet, Zoom, blogs and different electronic softwares as a tools of ICT while learning English.

Majority of students opined that they use ICTs as supplementary material in learning English. Most of the students responded that authentic ELT materials found on internet are really useful in learning English. Most of the students opined that their teachers permit them use the tools of ICT in the classrooms for learning English. 90% students responded that the use of ICTs broadens the students' knowledge in learning English. Most of the students opined on the tools of ICT as helpful in learning English. They said that the use of ICTs makes the learning of English easier, interesting, fruitful, practical and long-lasting.

All students said that they usedYouTube as a tool for learning English. Similarly, 96.6% students responded that they use zoom as a tool for taking their online classes of English. Most of the students (90%) opined that they use Facebook for interacting with their friends and teachers from their home. All students said that they feel easier to operate mobile gadget in learning English.

All the students responded that the use of ICTs helped them in learning English. All the students opined that the use of ICTs makes the learners engaged and active while learning English. All the students believed that the use of ICTs really enhances the language learning process. More than 80% students agreed that the use

of ICT tools creates collaboration among the learners in language learning process. 83.3% students said that learning through ICTs helps the learners to be autonomous. 86.6% students agreed with the statement that the use of ICTs motivates the learners in learning English and helps to meet the global standard of education in learning English. Almost all the students opined on the role of ICTs as crucial. The tools of ICT really facilitate in learning English.

Regarding the students' perception on the use of ICT tools, more than 70% students responded that ICT tools made English language learning insightful. Similarly, 80% students responded that ICT tools provide authenticity to the English language learning. Similarly, more than 95% students agreed with the statement that ICT tools made the teaching and learning of English modern and pleasing. Similarly, more than 85% students agreed with the statement that ICT tools create learner centered classroom environment.

Regarding the future impact, most of the teachers said that ICTs have positive as well as negative impact in learning English.Based on the interview with the teachers, all the teachers responded that they were being well known to the ICTs gradually and also using ICTs in the classroom day by day. Regarding the challenges regarding its implementation, most of the teachers responded that resource management regarding the ICTs is the prime challenge to the Nepal. Similarly, most of the teachers opined that the use of ICT tools makes the teaching insightful, effective and sustainable.

Conclusions

This research was concerned with finding out the ICT tools used in learning English and the perceptions regarding the use of ICT tools in learning English at bachelor level. As survey design was used following mixed method, the data were analyzed and interpreted statistically and descriptively. The results and findings have been analyzed and interpreted carefully to draw appropriate conclusions to this study. One of the major conclusion of this study is that most of the students and teachers use Mobile, Laptop, Desktop, Projector, You Tube, Google, Email, Facebook, Twitter, Television, Viber, Wiki, internet, Google meet, Zoom, blogs and different electronic softwares as a tools of ICT while learning English. The tools of ICT help the learners for presentation, discussion, collaboration, interaction and insightful learning.

Another conclusion is that almost all the teachers and students said that the role of ICT is very crucial in learning English. All the respondents responded positively on the role of ICTs in learning English. Of course, the life without ICTs in this 21st century can't be imagined. Likewise, learning English in this 21st century without ICTs can't be insightful because this is the age of science and technology so, education can be apart from this. It deals with novelty and for accepting the novelty, one should be familiar with ICTs. The tools of ICT also facilitate the learning of English language.

Implications

Based the major findings of the study, the implications related to policy, practice and further are presented.

Policy Related

On the basis of findings of this study, some policy related implications can be made. Generally, the findings of this study can be practical input to the organization such as open and distance learning centre (ODL), ministry of education (MOE), department of education (DOE), curriculum development centre (CDC), and T.U.

One of the findings states that majority of the students are using ICT tools as their supplementary materials. Hence, the curriculum designers, education planners and material developers should think about changing the existing curriculum and adopting ICT based pedagogical practices in the days to come as it's the dire need of the 21st century.

The study showed that most of the teachers and all the students use the tools of ICT in teaching and learning English and most of the teachers and students also opined that the use of ICTs helps in teaching and learning English. Therefore, the concerned authorities need to pay proper attention on ICT tools and its role while formulating the rules regarding English language teaching and learning (ELTAL). The constituent campuses of Tribhuvan University should also make its teachers and students aware about the tools of ICT and their roles in teaching and learning English.

Practice Related

On the basis of the findings of the study, some practice related implications can be made so that use of ICTs in learning English at bachelor level can be promoted. Only adaptation of ICT does not give sense to education, the main

challenging thing is its implementation and if the implementation is better, the learners and teachers can be benefitted.

One of the findings states that almost all the teachers and students are using the tools of ICT in teaching and learning English and they also opined that the role of ICT is crucial in teaching and learning English. Hence, this study gives an empirical evidence of ICT tools and their roles in teaching and learning English at bachelor level. This study can also be useful for the English language teachers, students, curriculum designers, textbook writers, other research workers, and to all others who are interested in ICT and ELTAL. Similarly, this study should be the guidelines for the teachers and students for modifying their teaching and learning activities by using ICTs.

Further Research Related

This section deals with the implication related to the further research. The study was limited to three constituent campuses of Tribhuvan University and this study was carried out in Kathmandu valley. The purpose of this study was enlist the ICT tools used in learning English and to find out the teachers' perception regarding the use of ICT tools in learning English. The findings of the study have been drawn based on the bachelor level students' response and teachers' response. Survey design was used for this study. Therefore, further research can be done to the whole bachelor level colleges of Nepal by following ethnographic design or other designs in other to get different findings from the current research and with having other objectives.

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Appendix

Dear Sir/ Madam,

This questionnaire for the participants have been prepared to draw data or information for my research work which is entitled as **Integrating Information and Communication Technologies (ICTs) in Learning English at Bachelor Level.** The study will be concluded under the supervision of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education, T.U., Kirtipur. This study attempts to enlist the ICT tools used in learning English and to find out perceptions regarding the use of ICT tools in learning English at bachelor level.

Tfcherefore, your kind co-operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. I kindly request you to express yourselves freely. I assure you that any of the information you provide will be kept confidential.

Thank you for your valuable time and support!

Researcher,

Sabina Thapa

M.Ed. 4th Semester, T.U.

APPENDIX

<div align="center">

Questionnaire for the Students

</div>

Name:

College:

Level:

Put the tick ( ) to the alternative that best indicates your response.

1.   Do you use any ICT tools in learning English? Why?

      a. Yes...

      b. No...

2.   Which one do you think is to easier to operate?

      a. Mobile gadget

      b. Computer

      c. Laptop

      d. Projector

3.   Do your teachers permit you using any kind of ICT tools in the classroom?

      a. Yes

      b. No

4.   Do you browse web for searching and downloading materials in learning English?

      a. Often

      b. Sometimes

      c. Never

5.   How do you use ICTs in learning English?

      a. As a part of curriculum

      b. As a supplementary material

6.   Do your teachers encourage you to use any ICT tools inside and outside the classroom for learning English?

      a. Yes

      b. No

7. Which tools of ICT do you use the most in learning English?

   a. Email

   b. You Tube

   c. Weblogs

   d. Google

8. I always take my online class of English via

   a. Zoom platform

   b. Microsoft Teams

   c. Adobe connect

   d. Webex Meet

   e. Google Meet

9. For learning or asking any sorts of my confusions, I always used to interact with my friends and teachers from my home as well via

   a. Facebook

   b. Instagram

   c. Twitter

   d. WhatsApp

   e. Imo

   f. Viber

   g. Skype

10. What do you think about the role of ICTs in learning English?

    a. It helps in learning English.

    b. It doesn't play any role in learning English.

    c. (List any other)..

11. The integration of ICT tools makes the learner engaged and active while learning English.

    a. Agree

    b. Disagree

    c. Neutral

    d. Strongly agree

    e. Strongly disagree

12. Learning through ICTs helps students to be autonomous learner.

    a. Agree

    b. Disagree

    c. Neutral

    d. Strongly agree

    e. Strongly disagree

13. The integration of ICT tools motivates the learners in learning English.

    a. Agree

    b. Disagree

    c. Neutral

    d. Strongly agree

    e. Strongly disagree

14. The integration of ICTs in learning English helps to meet the standard of global education so curriculum should address the role of ICTs.

    a. Agree

    b. Disagree

    c. Neutral

    d. Strongly agree

    e. Strongly disagree

15. The ICTs have broadened my knowledge in learning English.

    a. Agree

    b. Disagree

    c. Neutral

    d. Strongly agree

    e. Strongly disagree

16. Authentic ELT materials found on internet are really useful for English learning.

    a. Agree

    b. Disagree

    c. Neutral

    d. Strongly agree

    e. Strongly disagree

17.   Do you think that ICT is helpful in learning English?

      a. Agree

      b. Disagree

      c. Neutral

      d. Strongly agree

      e. Strongly disagree

18.   Do you think that the integration of ICT tools enhances the language learning
      process? How?
      a. Yes..
      b. No..

19.   The integration of ICT tools creates collaboration among the learners in
      language learning process.
      a. Agree

      b. Disagree

      c. Neutral

      d. Strongly agree

      e. Strongly disagree

20.   Overall, I believe that the role of ICT tools in learning is very crucial.
      a. Agree

      b. Disagree

      c. Neutral

      d. Strongly agree

      e. Strongly disagree

21.   Do you perceive that the use of ICT tools make English language learning
      insightful?
      a. Agree

      b. Disagree

      c. Neutral

      d. Strongly agree

      e. Strongly disagree

22. Do you use computer applications and other ICT related facilities in your classes or subjects at college?
   a. Yes
   b. No

23. Do you think that the use of ICT tools provide authenticity to the learning of English?
   a. Agree
   b. Disagree
   c. Neutral
   d. Strongly agree
   e. Strongly disagree

24. The use of ICT tools makes the classroom teaching and learning modern and pleasing.
   a. Agree
   b. Disagree
   c. Neutral
   d. Strongly agree
   e. Strongly disagree

25. Do you perceive that the use of ICT tools is helpful for creating the learner centered classroom teaching and learning environment?
   a. Agree
   b. Disagree
   c. Neutral
   d. Strongly agree
   e. Strongly disagree