

CHAPTER – ONE

INTRODUCTION

This is a research entitled ‘Access of e-widgets for the Learners of English: A case of Private Boarding and Government Aided Schools in Sindhuli District’. This research consists of five chapters; Introduction, Review of related literature and theoretical/conceptual framework, Methods and procedures of the study, Results and discussion, and Summary, conclusions and implications.

In the introduction part, general background/context, statement of the problem, rationale of the study, objectives of the study and operational definitions of the key terms come under the study. Review of related literature and theoretical/conceptual framework are included in second chapter. In the third chapter, the methods and procedures of the study incorporates research design, study population, sampling procedure, data collection tools, data collection procedure, data analysis and interpretation procedure and other related components. Likewise, Result and discussion and Summary, conclusion and implication are included in the second last and in the last chapter respectively.

1.1. General Background/Context

Primarily, language is a means of communication. Among the other means of communication as olfactory, gustatory, tactile, etc., it is the most developed, powerful and distinctive feature of we human beings because of which we seems superior to all the species on the earth. Without language, activities like meditations, rituals, prayers, etc. would not have enjoyed. But this only is not enough in this era. Each and every sector is modernized with modern technologies. Among them, IT is one of the most

remarkable developments in the history of the 21st century. It is needless to say, pedagogy also highly affected by information technology. IT is used massively in English Language for the pedagogical purpose. When students use the technology in ELL, it can help to develop active learning.

Regarding the information technology essentially in second language acquisition (SLA), Chapelle (2001, p. 1) says:

As we enter the twenty first century, everyday language is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguists, particularly for those concerned with facts of second language acquisition (SLA).

From the above definition we can say that, technology is a powerful tool which allows the access of students to online environment of international communication. Furthermore, IT also has become a helpful tool for the learners of English to become autonomous and their learning process is also promoted through technology. We can assume that, students are far more ahead in using e-widgets than the teachers doing. Because they are familiar with IT even they are too young to use it. It means they are in extreme exposure of IT from their young age.

Hence, from the description above, it can be deduced that there are many types of technology and e-widgets such as, computer, fax, e-mail, and other websites which are useful for the learners to promote their English. They can get benefit from e-widgets by means of hardware apparatus and software engine. So, technology and e-widgets are most important for ELL in the context of Nepal.

1.1.1. Students of Private and Government aided schools

Students simply refer to school children who are enrolled at academic institution for the study. Generally, Schools are the places and students are the central element for teaching learning process where teachers teach and students learn.

Nowadays, schools are taken as workshops where students are involved in different activities to gain as expected results. On the basis of ownership, they are of two types:

a. Government Aided Schools

Government aided schools are the education institutions that are owned by the private management. But the rules and regulations followed here are same as that of the private schools under the rules and policies of the government. The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules. The structure of fee, PTA fund, etc will be collected from the students according to the rules formulated by the government. Even the recruitment of faculties here will depend on the norms as per the government schools.

b. Private Schools

Private schools are also the education institutions where the students obtain education under the supervision of a teacher. These institutions are fully owned and controlled by the private management. Since these institutions are not government funded they should have limitations in the usage of financial components. The fee structure for the students may vary greatly from that of the government institutions. These schools create their own curriculum and organize examinations for evaluating the students' competency. Since there are limitations, more attention will be given themselves to improve their studies.

1.1.2. Status of Private boarding and Government aided Schools

-) Government aided schools are owned by the public management but the rules and regulations followed here are as per the government norms where the private schools are fully owned by the private management.
-) Admission to government schools is open to all students without any specific criteria whereas in private boarding schools the admission will be based on specific criterion.
-) The curriculum, fee structure, etc in government aided school will be according to the decision of government whereas in private boarding schools all those things are controlled by the management governing it.

Although they are the two different types of institutions, they are the place undergoing education and owned by their management, their work nature, their curriculum, etc. differ in many aspects. In the context of Nepal, regarding management and administration, private boarding schools are comparatively well facilitated except some of government aided schools. This is one of the major distinctions for decades.

1.2. Statement of the Problem

In a real practice, learners of English feel difficulty to use e-widgets in ELL. The students depend mostly on the books and notes but, they do not use e-widgets to larger extent. In this context, the continuous use of e-widgets can strength them on content and overall development. So, they can help in providing the authentic knowledge and motivating the students in ELL process. This research tries to find out how is the access of e-widgets in students and what sorts of e-widgets they have been using in comparison with private and government aided schools.

1.3. Rationale of the Study

Access of e-widgets in English language learning is very important as well as challenging job in the context of Nepal. Most of the students are not in access of e-widgets because of lack of internet service. E-widgets can help students to find out the authentic materials as well as different learning techniques which help to develop the students' interest towards the learning activity by visiting the different websites of universities and blogs of the professionals of the world from the internet resources. The major concern of this study is to investigate how the students of both schools use various e-widgets in ELL. i. e. this study is focused on access of e-widgets in ELL.

1.4. Objectives of the Study

The objectives of the study were as follows:

- a. To find out variation in the use of e-widgets in ELL between the students of private and government aided schools.
- b. To find out the alternative ways for access of e-widgets in ELL.
- c. To list out some pedagogical implications of e-widgets in ELT.

1.5. Research Hypothesis

This research will be conducted to seek answers of the following questions:

- a. Are students interested in the use of e-widgets in ELL process?
- b. Which website do they log on most to get different ELL materials?
- c. Do they feel any difficulty while using e-widgets in ELL?
- d. What is the usefulness of e-widgets for students in ELL?
- e. What are the problems in access of e-widgets?
- f. What is the condition of access to e-widgets in the both schools?

1.6. Significance of the Study

This study proposal is on ‘Access of e-widgets for the Learners of English: A case of Private Boarding and Government Aided Schools in Sindhuli District’. The e-widgets are authentic gadgets for the students in English language learning to find out the materials to involve in the activities actively. This study will be beneficial for the students as well as teachers who are interested in it. The e-widgets are useful to provide the authentic knowledge to the students in English language learning. IT helps the teachers by providing different methods for the classroom situation.

1.7. Delimitations of the Study

The delimitations of this study were as follows:

- a. This study is delimited 60 respondents.
- b. It is delimited to secondary level students.
- c. It is delimited to open-ended and close-ended questions.
- d. It is delimited to 5 private boarding and 5 government-aided secondary schools of Sindhuli district.

1.8. Operational Definitions of the Key Terms

- a. **Access:** Connection with a computer or to the internet
- b. **E-widgets:** e-widgets are electronic materials such as, computer, websites etc. for classroom purpose
- c. **Gadgets:** mechanical devices or tools, especially ingenious
- d. **Widget:** An application, or a gadget of an interface, that enables a user to perform a function or access a service

CHAPTER – TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section is divided into four other sub-heading. The first part is review of theoretical literature which sheds light on empirical studies so far carried out on the related topics. The second part is review of related empirical literature. Third is implication of the review of the study which presents relationship between reviewed works and the present one. The fourth is conceptual frameworks which summarize the whole process to be followed for the selected topic.

2.1. Review of Theoretical Literature

Technology is a broad term that refers both artifacts created by human being, such as machine and methods used to create these artifacts. A specific definition for the word 'technology' is difficult to determine because technology can refer to materials object use to humanity, such as machine hardware but can also encompass broader themes including system, materials of organization and techniques. Technology covers broad area of our life.

Similarly Beard's (1992) says that technology constitutes the supreme instruction of modern progress. It has not been explored and defined in detail. Narrowly viewed, technology consists of the totality of existing laboratories, machine and processes already developed and mastered in operation. But it is far more than mere objective realities. Intimately linked in its origin and operation with pure science, even its most remote mathematical speculation, technology has a philosophy of nature and a method and attitude toward materials and work hence is a subjective force of

high tension. It embraces within its scope great constellation of ideas, some explored to apparent limits and others ever since the passed problem and emergent issues dimly understood. (as cited in Sharma, 2012, p. 19-20).

In this regard, e-widgets are influencing many aspects of modern living. Today, it is common to communicate by email, chat online and browse for information. So, e-widgets play a vital role to develop the knowledge of the students in ELL process.

2.1.1. Technology and English Language Learning (ELL)

Technology is a means of rapid development. It plays an increasing role in ELL. Dudney (2000, p.1) says "The internet and technology is the biggest means of communication that benefits for students of all age in the learning process. It is helpful for the English language learners in the teaching learning process. Software can be used to supplement class curriculum technology which provides the activities even text and quizzes for a class that can help students continue learning outside the classroom".

Internet as a form of technology provides many opportunities for students to learn and acquire new skills over the internet, keep up with credentials and improve their learning abilities. Dudney (ibid.) says, the internet is the biggest communication revolution since the advent of the printed book, yet up until not too long ago, it was a secretive field enjoyed and jealously guarded by a few selected individuals.

Nowadays, technology has been an important part of teaching and learning activities. There are so many opportunities for students to improve their learning abilities. Greenwood, J. (1990) says "America's return on this massive investment in classroom technology seems even more questionable when parents, policymakers, and educators look for evidence of the impact on student achievement. Supports of

educational technology continue to believe that technology will make a difference in academic achievement, but tend to rely on anecdotal evidence about students' motivation and their development of critical thinking skills to support this belief."

Recently, a growing number of researchers have published studies that provide substantial evidence that technology can play a positive role in academic achievement. Several organizations like the North central Educational Lab (NCREL) and the Centre for Applied Research in Educational Technology (CARET) are documenting research studies that link technology to increase in academic achievement. Similarly, computer and ELL go side by side for long time and contribute as a learning tool in SLL.

Thus, the usage of technology in the ELL the students learn basic skills reading, writing, listening and speaking better and faster. Students develop the technical skills required to use the internet for gathering information. The students who regularly use IT take more pride in their work; have greater confidence to develop their capability.

2.1.2. Computer Assisted Language Learning (CALL)

Computer assisted language learning (CALL) first appeared in early 1980s. CALL program requires learners to respond cues on the computer screen and involve tasks such as matching sentence, filling in gapped texts and doing multiple choice activities. Egbert (2005, p. 4) says, "CALL means learners learning language in any context with through and around computer technologies". In this regard computer assisted language learning helps the learners of English to provide their students with classroom opportunities to involve in collaborative interactions in various forms.

Computer can be used not only to display the materials but also to find out the resources of materials to exchange the ideas information and to engage the students in

online interaction and discussion. According to Blake (2008) recent advances in CALL empower students to be engaged in online activities with such computers application that provides the learning opportunities for the students as prescribed by various second language learning theories.

According to Levy (1997) "technological innovation have some relative stability after the 1990 with the advent of the internet, the www multimedia and a verity of communication technologies that after decades of experimentation, finally converged and provide the infrastructure to enable users to communicate with one another using integrated form of text, image and video while at a distance." Similarly, Hardisty and Windealt (1994) say, CALL is not universal panacea but simply another medium, powerful one, for promoting learning. It is the latest series of modern aids to language learning which began with the gramophone.

According to Warschauer (1999) computer assisted language learning has outgrown its usefulness as a construct for teaching and research. While these may have been found in the early days of the CALL, computers were used to perform structural drills. For Warschauer, the use of computer should not be framed as a special case but rather at an integrate aspect of language learning and language use. Computer Assisted Language Learning seems to be changing according to the change of technology and computer application. CALL is a tool that is designed to provide interactive learning materials. In CALL, students can work individually in pairs and groups or as a whole class. Each student within each group can interact in various ways with the computer the role of groups and the teacher. In the CALL students can involve in activities like writing, editing, commenting, reading etc. with greater interest.

Thus, from the descriptions above CALL task is influenced by behaviorism and structuralism. It focuses on the drills, practices, activities with the help of computer programs. Similarly, the computer is useful to give feedback and assessment to the students on their performance. CALL will be helpful to engage in various drills, practices, activities, games and puzzles with the help of internet and different activities are also available in the websites through the computer programme.

2.1.3. Introduction to the types of e-widgets

Concerning the word 'widget', it is originated from the word 'gadget'. This is in use from 1930s in alteration of the word 'gadget'. Gadgets are defined as mechanical devices or tools. Likewise, widgets are defined as application, or a gadget of an interface, that enables a user to perform a function or access a service.

E-widgets can be divided into synchronous or asynchronous tools. Synchronous tools denote to the tools happening or, existing and happening at the same time e.g. chat, witter, web-conferring etc. are synchronous tools and wiki, blogs, facebook, youtube, google etc. are asynchronous tools. These are importantly useful and meaningful to regularly update in one's existing competence via internet.

E-widgets involve the use of computer and other electronic devices e.g. modem routers, USB drivers, telephone line etc. Similarly, e-learning also involves in the using internet or internet logging into different websites and using the useful e- resources for e-widgets. The common types of e-widgets are computer/multimedia, TV, e-mail, internet, facebook, webpage, website, youtube, google, etc. These e-widgets will be helpful for the students in English language learning. They are briefly described here in the following points below.

2.1.3.1.Multimedia/Computer

Multimedia is one of the major widgets. Multimedia technology plays the important role in English language learning. So, sophisticated computers, multimedia and word processors have vertically contributed a lot for actual practice of language teaching. According to Levey, (1997), CALL is defined as the search for and study of application of the computer in language teaching and learning. The computer and multimedia technology are important in 21st century for ELL.

The learners will be able to improve their poor hand writing by using the computers. The teachers will translate the text and improve the grammatical problems by using the different components of computer and multimedia technology. These components are; sound card, speaker, CD ROM. These components require enough processing power and memory to accommodate multimedia programs.

2.1.3.2.Television and Videos (TV)

Television is one of the electronic resources for materials that a language teacher manages as an aid in the classroom to present audio-visual programs for the students to provide them with exposure to a real life situation of the target language used. Television is an important e-widgets tool for the students of all level and students. They can use TV to develop listening and speaking skills of learners.

2.1.3.3.Browser

A browser is a software application used to locate and display web pages. The most popular browsers are Netscape Navigator and Microsoft Internet Explorer. Both of these graphical browsers can display graphics as well as texts. Browser is the Client Sever that allows a user to display and interact with other learning documents.

2.1.3.4. World Wide Web (WWW)

The World Wide Web (www) is a system for accessing information on the internet. The web browser helps us to view the text stored on the internet. Through the webpage, people all over the world are available for viewing. Li and Hart (2002, as cited in Sharma, 2012, p. 360) state that from the viewpoint of English language instruction, an added advantage is the fact web documents, which cover a huge set of matters, are mostly written in English. Using the www students and teachers can search through millions of files around the world within minutes to access authentic materials.

2.1.3.5. YouTube

YouTube was founded by Chat Hurley, Steve Chen and Jawed Karim in 2005 in the US. Above 100 millions clips are watched a day. When Chad Hurley and Steve Chen began working in a garage in San Mateo 2004 to figure out an easy way to upload and share funny videos they had taken at a dinner party. They launched the user-friendly site in February (2005) and it has since become one of the most popular sites on the net. YouTube videos can be used in the ELL classroom for various purposes of English as to enhance vocabulary, accents, pronunciation, voice modulation and many more for improving the listening, speaking, reading, and writing skills.

2.1.3.6. E-book

E-book is also another type of e-widgets. One advantage of e-book is that we can get instant delivery from our web book shop to our e-book. E-book technology allows us entire library on our personal computer; a modern laptop can already hold more than three hundred books. E-books can also include links and other additional content to provide the broader knowledge for the learner of English.

2.1.3.7. Mobile Phone

Mobile phone is one of the most remarkable developments in the field of information technology. It can be used as a teaching technology. It is currently in practice in Bangladesh and other south Asian countries. The use of mobile phone as a learning tool has a wide variety of applications. The teachers can ask the students to make the photo documentary using the camera function on their mobile phone. The students and teachers can also find the dictionary, online books in mobile phone.

2.1.3.8. Facebook

Facebook is a social network that allows us to entertain in the world community. Facebook was founded by Mark Zuckerberg with his friends; Eduardo Saverin, Dustin Muscovit and Chris Hughes in 2004. Nowadays facebook is highly gaining popularity because of easy to operate, upload images, audio and video files, create own page, groups, update status etc. it can highly be benefited when a learner creates an account, enters to chat with the experts and follows links and other status shared by other. Messages also can be shared to entire added friends within a click.

2.1.3.9. Twitter

Twitter is a social network. This is also a one of the most popular social site in this modern age. One can get benefit when he/she creates an account and logs in this site. The learners can follow several links and resources shared by friends. It is also called a gift of technology, is a social networking application that could help in improving students' English to greater extent. The learners of English can select any genre for the story and begin the activity with a story opener which is tweeted to the students for contribution to the story line.

2.1.3.10. Chat

Chat is a form of interactive online communication that enables users to have a real time conversation with other people who are also online chatting or the internet can take place via websites. Chat was released to the entire facebook user on April 5, 2008. Learners can meet experts online and ask for the links to get access to required widgets. Experts can provide several links to go through messenger, facebook and so on.

The key feature of a blog is the comment function. Only the author of a blog can edit a post, but anyone who has permission to access the blog can comment on what the blogger has written, or on the comments of other readers. This makes a blog dynamic and ever changing, unlike a websites, which tends to remain in one constant state for an extended period of time.

2.1.3.11. Blogs

A blog is a synchronous tool to group e-widgets. It is a frequently updated website that often resembles an online. The information in the blog can be revised, edited, and updated frequently for the benefit of its users. We can create our blogs and keep updated information in them. The learners as well as teacher may visit blogs created by experts or, professors around the world. Any reader can make comments in comment box of the home page of the blog. We can create blog from website like <http://thenewtanuki.blogspot.com>, the class blogs the teacher and students have collaborative discussion e.g. Bee online <http://www/beeonline.blogspot.com> and the learner blog (it involves giving each students an individual blog: students have own personal online space).

Lewis (2009, p. 63) mention the following details about blogs:

A blogs is an electronic journal where readers post their thoughts and opinions on a regular basis. It is usually arranged in backwards chronological order, and readers focus on the latest post and read down until they reach the place they left the last time they logged on.

2.1.3.12. Internet

The internet is a computer network that is made up of huge number of networks worldwide. Internet will facilitate the communication service such as; e-mail, www etc. The students and teachers use the internet for the various purposes. Harmer (2007) suggests L₂ teachers to create their own websites on internet to provide different reading materials and exercises their students.

The students can search so many sites which publish online resources and authentic articles so as to enrich themselves. It comprises of these things: emails, blogs, social networks, googles, web quests and other resources form the internet. There are several websites that provides the e-widgets for the learners of English. For example,

<http://www.google.com>

<http://www.bbc.com.uk/worldservice/learningenglish>

<http://www.teachingenglish.org.uk/eltecs>

<http://www.jcmc.indian.education>

<http://www.languagetesting.info> etc.

2.1.3.13. Web Pages

Webpage is the location of information that is stored in the website. The www consists of huge collection of documents with related website that provides vast amount of information from the various websites.

2.1.3.14. Over Head Projector (OHP)

It is another kind of e-widgets used as an alternative to a chalkboard. It also displays written text or picture etc. i.e. transparencies. They can be written or, drawn by the teacher either at home or during the lesson and can be controlled what appears in the screen. The overhead projector also can be used to show the materials with various details and explanations and difficult words while maintaining the teachers' position facing the different problems in the classroom.

2.1.3.15. Smart-boards

Smart boards are Interactive whiteboards which are in replacement of traditional whiteboards or, flipcharts as they provide ways to show students everything as on computer's desktop. Smart boards help teacher to use student-centered approach to teach language arts. Students can use smart boards to improve reading, and learn grammar and writing. With smart boards, students can combine video, audio, web browsing and word processing to teach students interactively.

2.1.3.16. Mail (e-mail)

The e-mail is the abbreviation form of electronic mail which is one of the major features of internet. E-mail message can be electronically transmitted in a wide range through the various internet networks to the computers both locally and globally. Through the e-mail we can exchange clues, task, production and other related materials of the ELL. E-mail allows easy access of communication to people all over the world.

Talking about e-mail further, Lewis (2009, p. 40) mention:

E-mail is an asynchronous tool (partners do not have to be online at the same time to communicate). This has certain distinct advantages over chat, which is a

synchronous written communication tool (communication takes place in real time, like spoken communication). Chat requires a higher degree of fluency to be effective, and can be the challenge to lower-level language. In addition, e-mail communication is easier to organize for students. Since there is no need to arrange a specific time to be online to communicate with a partner, email projects can be flexibly scheduled and even conducted from on computer.

2.1.3.17. Google

Google was founded by Larry Page and Sergey Brin in 1998 in the USA billion search requests per day. To Google someone means to search for information about them on the net. It is the largest internet to search the engine in the word and is the latest and fastest growing company. It provides others services such as; news, e-mail, cartography, literature, free telephone and etc. can be found through google.

Google search consists of a series of localized websites. The site google.com, is the top most-visited websites in the world. Some of its features include a definition link for most searches including dictionary words, the number of results we got on our search, links to other searches (e.g. for words that google believes to be misspelled, it provides a link to search the results using its proposed spelling), and more.

In the context of Nepal, e-widgets are not properly used in every school because of lack of infrastructure and training about the use of IT. As English has turned into a universal language, its presence and value in the world has expanded enormously in the past decades. With the changing needs of time, technology is developing day by day. Thus, the recent trend in ELT has been affected by the technology i.e. e-widgets.

Since IT is growing so fast in Nepal and many new technologies by national and international companies is lunched. Needless to say, Nepalese people aspire to use it and it is so demanding in the present context. Some of the well-facilitated schools have the internet facilities as their language learning tools if not ADSL (Asynchronous Digital Subscriber Line) ones. It seems that most of the schools will have this facility soon in future. Similarly, Mahabir pun, the winner of Roman Magsese Award is also creating IT village in Nepal. E-commerce, IT education, e-medicine are the major attractions in his village named Nangi which is extensively remote part of Nepal. Low grade students are googling in Nangi village of Myagdi district. A great astonishment, all these are the signals of possible features to be achieved in the near future.

Even the government, with the assistance of some foreign countries is distributing laptops to poor ones in remote school regarding "one child one laptop policy'. It has already been initiated in some parts of the country. Though, it seems a small step, indeed, is a mile stone to fulfill this policy.

2.2. Review of Related Empirical Literature

In the department of English education, several researchers have carried out various researches related to other context and research practices from the innovative perspectives. This study is a quite new field of study in our local context. Though some researchers have been carried out on researches on related topics such as language used in mass media, , cyber culture in ELT, and so on, language used in e-mail, and so on, but this research on "Access of e-widgets in English Language learner of private and government aided schools" has not been carried out yet. Some works and researches related to this study can be observed as follows:

Sapkota (2004) carried out a research on "A study on the language used in e-mail and text message SMS." The main objective of his study was to find out the context in which English-Nepali code switching takes place. The findings of his study showed that the language used in e-mail, chat and SMS was informal, colloquial and grammatically incomplete in cyber café.

Khanal (2008) carried out research entitled on "Attitude of higher secondary English teacher towards the use of computer and the internet." The objective was to study the attitudes of higher secondary English teachers of Kathmandu and their perception based on personal characteristics, computer competence and availability of computer and internet. The findings showed that 25 % of the teacher has no access but majority of them showed interest to enhance teaching via computer and internet.

From the above description, the internet and computer help the students and teachers while teaching and learning about the rule of grammar and helps them to gain apprenticeship into new discourse communities. By using technology in language classroom the teachers and students can be able to find out the various methods and techniques about the ELT process.

Adhikari (2008) carried out research on "Effectiveness of using computer in teaching vocabulary." The objective of his study was to find out the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. The tools used in his study for data collection were prepared on the basis of our English grade nine prescribed for High School curriculum. He concluded his research study setting that using computer in presenting new vocabulary items was significantly effective way in EFL classroom.

Chaudary (2010) carried out a research on "Use of internet as a language learning tools." The objective of his study was to find out nature and variation of internet used by two groups; M. Ed. and M. A. students. The sampling size was 60 students, thirty students from M A and thirty from M. Ed. His study showed that 80% of M. Ed. students and 76.67% of M.A. students used internet as a language learning tools i.e. 3.33% of M.A. students exceeded than that of M. Ed. students.

From the above description what we can say is that, technology will be applicable in the field of teaching vocabulary. The current methods of teaching vocabulary do not help the learners to learn vocabulary with effortless and retain the words learnt in appropriate situation. Hence, e-widgets are important in teaching learning vocabulary.

Shrestha (2011) carried out a research on "Cyber culture in ELT: A reflection from Nepali fiction." It was carried out to present on analytical survey of cyber culture in the present day and to determine the different tools of cyber technology applicable in ELT. He concluded his study that among three post-modern novels such as; (A Parallel sky by Padmawoti Sing and Palpasacafe by Narayan Wagle have used Cyber culture immensely. But not in Socrates' Footsteps by Govinda Raj Bhattarai)

Shrestha (2012) carried out a research on "Use of online resources for English language teachers' professional development". The objective of his study was to identify the users of online resources of English lecturers for their professional development. He selected 54 English teachers of college from Kathmandu, Bhaktapur and Lalitpur. He concluded his study that majority lectures of those colleges didn't attain any online conference and did not suggest their learners to visit useful websites.

Sapkota (2015) carried out research on “Perception and Practice of e-resources by Novice and Experienced Teachers in ELT”. The objective of his study was to find out practices in use of e-resources among novice and experienced ELT Teachers. He concluded his study that 63.75% of the novice teachers and 69% of the experienced teachers do not practices in use of e-resources in ELT.

The present study is different from above reviewed researches because to my knowledge, there were some researches on the use of e-based materials by the teachers but nobody has carried out the research on the use of e-widgets by the students of private and government aided schools from Sindhuli district based on the several means of e-widgets in English language learning. So, this study is quite different apart from other researches carried out.

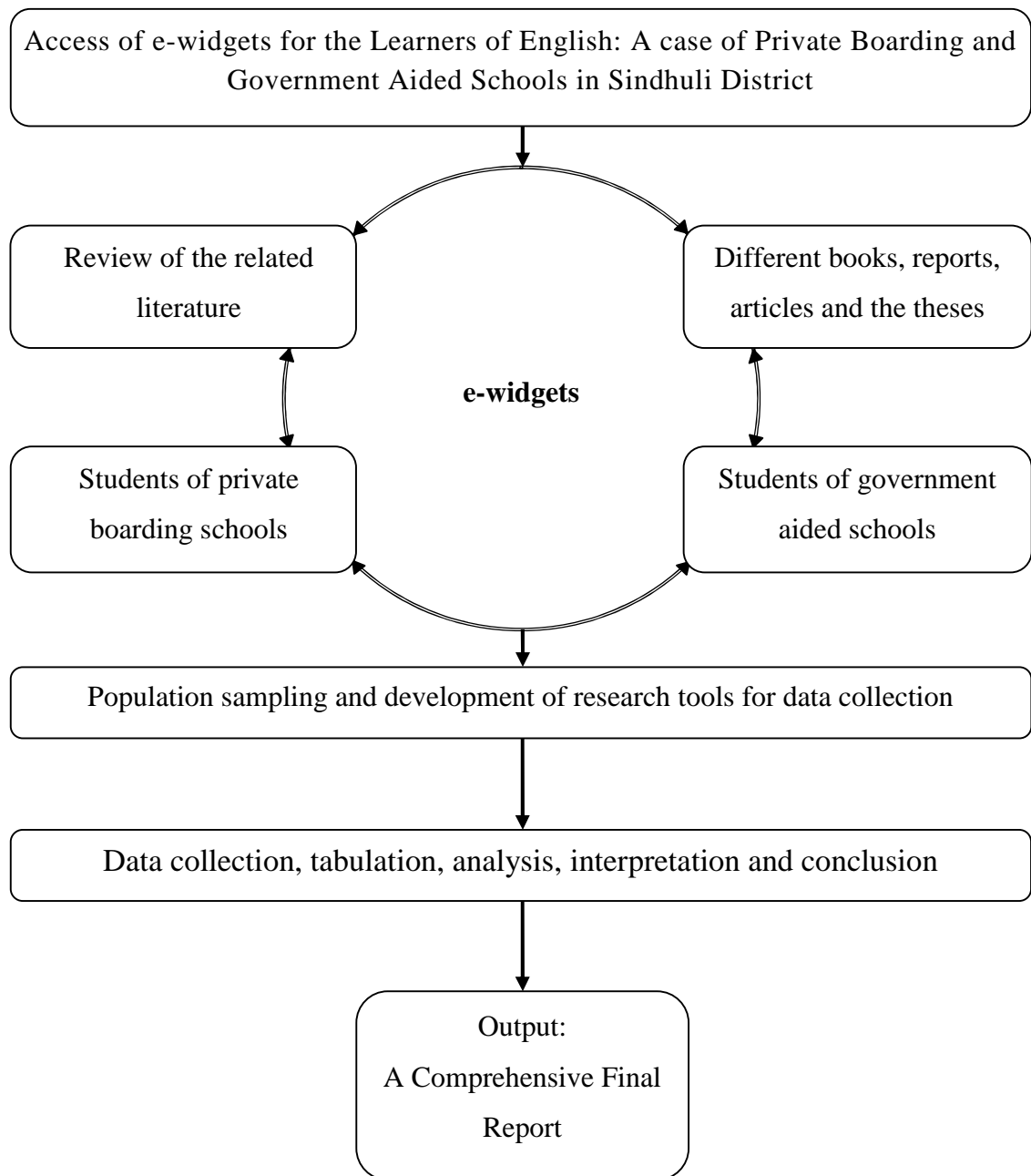
2.3. Implications of the Review for the Study

Out of seven different studies reviewed they are to some extent related to my study. After reviewing this work I got lots of ideas regarding the technology and area of its use. But, the above mentioned studies are not enough themselves because; they can't provide the actual information about the access of e-widgets for English Language Learners of Private Boarding and Government Aided Schools in Sindhuli District'. So, I have proposed this research entitled 'Access of e-widgets for the Learners of English: A case of Private Boarding and Government Aided Schools in Sindhuli District'.

2.4. Conceptual Framework

The study on ‘Access of e-widgets for the Learners of English: A case of Private Boarding and Government Aided Schools in Sindhuli District’ will be based on following conceptual framework:

Figure No. 1



CHAPTER – THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

In this study, I used the survey design. This design enabled me to find out the condition of the access to the e-widgets in secondary level students of private boarding government aided schools from Sindhuli district in ELL. The research design, source of data, sampling procedure, tools of data collection, process of data collection and delimitation of the study were specified as follows:

3.1. Design and method of the Study

According to Nunan (ibid, p. 141), mainly the following steps are followed to carry out the survey research:

Step - 1: Define objectives (What do we want to find out?)

Step - 2: Identify target population (Who do we want to know about?)

Step - 3: Literature review (What have others said about the issue?)

Step - 4: Determine sample (How many subjects should we survey, and how do we identify these?)

Step - 5: Identify survey instrument (How will the data be collected: questionnaire/checklist?)

Step - 6: Design survey procedures (How will the data collection actually be carried out?)

Step - 7: Identify analytical procedures (How will the data be assembled and analyzed?)

Step - 8: Determine reporting procedures. (How will results be written up and presented?)

This research work was based on the above mentioned steps suggested by Nunan. This became the sole guidelines for the systematic completion of this research work. In this study, I collected required data from the students of private boarding and government aided schools as the primary sources of data and from the related theses and books as secondary sources of data. Informants were humbly requested to provide the data as naturally as possible. The raw data are analyzed and interpreted descriptively to derive findings.

3.2. Population and sample of the study or area/field of the study

The sample population for this study consisted of 60 students from private boarding and government aided schools of secondary level. I purposively selected 5 private boarding and 5 government aided from the Sindhuli district by using non-random sampling procedure as a research area of this study.

3.3. Sampling procedure

I purposively selected ten secondary schools including five private boarding five government aided schools from the Sindhuli district as a research area of the study. I purposively selected thirty informants from private boarding school and thirty from government aided schools by using non-random sampling procedure. Thus, the total population of my study was sixty. Non-random purposive sampling was my sampling procedure.

3.4. Data/Information Collection Tools

As tools of data collection, the questionnaire consisted of open-ended and close-ended questions both. Data were collected from the 60 secondary level students of private boarding and government aided schools from Sindhuli district.

3.5. Data/Information Collection Procedure

After the preparation of the questionnaire, I, myself visited all the 10 selected private boarding and government aided schools of the Sindhuli district to get information about their access of e-widgets. I requested the principle, students and concerned authorities for permission to carry out this study.

I purposively selected six students from a private boarding six students from a government aided school in a day and explained them about the purpose of the questionnaire prepared. Then, I gave them survey questionnaire and requested them to fill this questionnaire. It took 5 days to collect responses from all the responses from the total population of my study. All the answer sheets were marked accurately and systematically as far as possible. The collected data were analyzed and interpreted by using descriptive and statistical tools.

3.6. Data Analysis and Interpretation Procedure

The researcher collected data from 30 students of private boarding 30 students of government aided secondary level schools from Sindhuli district. The qualitative data were analyzed in a narrative way with description. Quantitative data were analyzed and interpreted with help of appropriate statistical tools, table, and graphical forms.

CHAPTER – FOUR

RESULTS AND DISCUSSION

This chapter deals with result and discussion/interpretation of collected data. The data were collected from 30 students of 5 private boarding and 30 students of 5 government aided secondary level school from Sindhuli district.

The data were collected using questionnaire (see appendix-1). Where altogether 15 open-ended as well as close-ended questions as questionnaire and they were thematically arranged to meet the objective of the study. The result and discussion of the collected data are presented under the single heading.

4.1. Results

On the basis of analysis and interpretation of the data and observation the major result of the study has been summarized as follows.

- a. The majority of the secondary level students of private boarding and government aided school of Sindhuli district have the concept of e-widgets in ELL.
- b. All the students of private boarding and government aided schools believed that e-widgets help them to motivate themselves and to provide the different ELL materials.
- c. This study shows that, 60% students of private boarding schools have common access in mobile phone, 87% in google, and 83% in multimedia out of 100% in ELL.

- d. Similarly, 80% students of government aided schools have common access in mobile phone, 63% in google, and 60% in multimedia out of 100% in ELL.
- e. It was found that, 3% students of private boarding schools have rare access in blogs, 7% in chat, 10% in webpage, 5% in smart-boards and 15% in e-book out of 100%.
- f. In the same way, 3% students of government aided schools have rare access in blogs, 10% in chat, 7% in webpage, 7% in smart boards, and 3% in e-book out of 100%.
- g. This study has shown that, 83% students of private boarding schools have classroom access in multimedia and 50% in OHP out of 100%.
- h. In the same way, 60% students of government aided school have classroom access in multimedia and 27% in OHP out of 100%.
- i. It was found that, 43% students of private boarding schools have access in e-mail, 53% in website, 3% in blog, 80% in internet, 10% in web page, 33% in youtube, 57% in twitter, and 87% in google out of 100%.
- j. Similarly, 33% students of government aided schools have access in e-mail, 17% in website, 3% in blog, 40% in internet, 7% in webpage, 17% in youtube, 47% in twitter, and 63% in google out of 100% for their personal activities.
- k. It was found that, most of students of private boarding as well as government aided schools have faced the different challenges in access

of e-widgets such as; load shedding, no hardware and software, no co-operation from parents and teachers, not having the adequate knowledge of the IT, lack of orientation and seminar on e-widgets, lack of electronic materials like computer, internet, OHP, e-book etc.

- l. It was found that, 43% students of private boarding and 33% students of government aided schools have access in e-mail to share subject matter with friends.
- m. This study shows that, students of private boarding and students of government aided schools responded the usefulness of e-widgets are: updating the new authentic knowledge, materials, updating to the existing body of knowledge, familiarization with innovative learning, accessing to get lots of new learning materials in ELL.
- n. In Average, 43.53% students of private boarding and 33.36% students of government aided school are in the access of e-widgets. i. e. 56.47% students of private boarding and 66.64% students of government aided schools are not in access of e-widgets out of 100% each.

4.2. Discussion/Interpretation

This section deals with the discussion and interpretation of data which were collected from questionnaire from the selected sample. In this section, data are analyzed using descriptive approach and statistical tools such as; table and chart. So, this section includes the discussion and interpretation of data from 5 different perspectives regarding access to 17 e-widgets for the students of private boarding and government aided schools.

4.2.1. Access of e-widgets for students of private boarding schools

There were altogether 15 open-ended and close-ended questions related to this section. The obtained data are tabulated, analyzed and interpreted by using simple statistical tools under the following sub-headings.

4.2.1.1. Common in access of e-widgets for the students of private boarding schools

There were three questions related to this topic. The collected data were transcribed into the number and percentage in the following table.

Table No. 1

Common in access of e-widgets for students of the private boarding schools

S.N.	e-widgets	Total Stds.	Access Stds.	Access %	Not access %	Total
1	Mobile phone	30	36	60	40	100
2	Google	30	52	87	13	100
3	Facebook	30	55	92	8	100
4	Television	30	33	55	45	100

It is clear from the above table that, 60% students of private boarding have access in mobile phone, 87% in google 92% in facebook and 55% in television out of 100%. Out of 100%, among them, 40% are not in access of mobile phone, 13 % in google, 8% in facebook and 45% in television.

4.2.1.2. Rare in access of e-widgets for the students of private boarding schools

Five questions were related to this topic. The responses collected from the questionnaire were tabulated as in the following table.

Table No. 2

Rare in access of e-widgets for the students of private boarding schools

S.N.	e-widgets	Total Stds.	Access Stds.	Access %	Not access %	Total
1	Web page	30	3	10	90	100
2	Chat	30	2	7	93	100
3	Smart-boards	30	3	10	90	100
4	Blogs	30	1	3	97	100
5	e-book	30	2	7	93	100

Table no. 2 shows that 10% students of private boarding schools have rare in access of webpage, 7% in chat 10% smart-boards, 3% in blogs and 7% in e-book out of 100%. It shows that students of private boarding are rarely in access of above mentioned e-widgets.

4.2.1.3. Classroom in access of e-widgets for the students of private boarding schools

Two questions were related to which e-widgets they have been using in the classroom. The responses were transcribed in the following table.

Table No. 3

Classroom in access of e-widgets for the students of private boarding schools

S.N.	e-widgets	Total Stds.	Access Stds.	Access %	Not access %	Total
1	Multimedia	30	25	83	17	100
2	OHP	30	15	50	50	100

It is clear from the above table that, 83% students of private boarding are in the access of multimedia and 50% in OHP whereas 17% students of private boarding are not in access of multimedia and 50% in OHP for ELL classroom.

4.2.1.4. Personal activities in access of e-widgets for the students of private boarding school

Five questions regarding the access in personal activities. The collected responses were tabulated in number and percentages in the following table.

Table No. 4

Personal activities in access of e-widgets for the students of private boarding schools

S.N.	e-widgets	Total Stds.	Access Stds.	Access %	Not access %	Total
1	E-mail	30	13	43	57	100
2	Website	30	16	53	47	100
3	Mobile phone	30	18	60	40	100
4	Internet	30	24	80	20	100
5	Browser	30	6	20	80	100
6	You Tube	30	10	33	67	100
7	Twitter	30	17	57	43	100

The above mentioned table shows that 43% students of private boarding schools are in the access of e-mail for their personal activity, 53% in website, 60% in mobile phone, 80% in internet, 20% in browser, 33% in youtube and 57% in twitter out of 100% students. The data shows that most of the students of private boarding used internet and e-mail frequently for their personal activities.

4.2.1.5. Problem in access of e-widgets for the students of private boarding school

There were four questions asked regarding the problems faced by students of private boarding in ELL process. This study shows that, enough e-widgets and orientation are not available in the school.

4.2.2. Access of e-widgets for students of government aided schools

There were 5 questions related to this section. The collected data were tabulated, analyzed and interpreted by using simple statistical tools under the following sub-headings.

4.2.2.1. Common in access of e-widgets for students of government aided schools

There were seven questions related to this topic. The collected data were transcribed into the number and percentages in the following table.

Table No. 5

Common in access of e-widgets for the students of government aided schools

S.N.	e-widgets	Total Stds.	Access Stds.	Access %	Not access %	Total
1	Mobile phone	30	24	80	20	100
2	Google	30	19	63	37	100
3	Facebook	30	23	77	23	100
4	Television	30	19	63	37	100

It is clear from the above table that, 80% students of government aided schools are commonly access in mobile phone, 63% in google and 77% in facebook and 63% in television out of 100% in ELL. The data shows that most of the students of government aided school used mobile phone frequently.

4.2.2.2. Rare in access of e-widgets for students of government aided schools

Five questions were related to this topic. The collected responses were transcribed into the number and percentage in the following table.

Table No. 6

Rare in access of e-widgets for the students of government aided schools

S.N.	e-widgets	Total Stds.	Access Stds.	Access %	Not access %	Total
1	Blogs	30	1	3	97	100
2	Chat	30	3	10	90	100
3	Web page	30	2	7	93	100
4	Smart- board	30	2	7	93	100
5	E-book	30	1	3	97	100

From the table we can say that 3% students of government aided schools are in access of blogs, 10% in chat, 7% in web page as well as smart boards, and 3% in e-book out of 100% in ELL process. It shows that students of government aided schools rarely used above mention e-widgets.

4.2.2.3. Classroom in access of e-widgets for students of government aided schools

Two questions were related to which e-widgets they have been using in the classroom. The responses were transcribed in the following table.

Table No. 7

Classroom in access of e-widgets for the students of government aided school

S.N.	e-widgets	Total Stds.	Access Stds.	Access %	Not access %	Total
1	Computer	30	18	60	40	100
2	OHP	30	8	27	73	100

From the above table it is clear that, 60% students of government aided school used computer, 27% used OHP out of 100%. It shows that, students of government aided school mostly used computer then the other resources in ELL.

4.2.2.4. Personal activities in access of e-widgets for students of government aided schools

There were five questions were related to access of e-widgets in the personal activities. The responses were transcribed into the following table.

Table No. 8

Personal activities in access of e-widgets for the students of government aided schools

S.N.	e-widgets	Total Stds.	Access Stds.	Access %	Not access %	Total
1	E-mail	30	10	33	67	100
2	WWW	30	5	17	83	100
3	Browser	30	4	13	87	100
4	Internet	30	12	40	60	100
5	Television	30	19	63	37	100
6	You Tube	30	5	17	83	100
7	Twitter	30	14	47	53	100
8	Google	30	19	63	37	100

In the given table, 33% students of government aided school are in access of e-mail, 17% in website, 13% in browser, 40% in internet, 63% in television, 17% in youtube, 47% in twitter and 63% in google out of 100%. This studies shows that students of government aided school are frequently in access of google and television then others e-widgets for personal activities.

4.2.2.5. Problems in access of e-widgets for students of government aided schools

There were four questions regarding the problems faced by students of government aided schools in ELL process. This study shows that, enough e-widgets and orientation on them are not available in the government aided school.

4.2.3. Comparison between the students of private boarding and government aided schools on the basis of access of e-widgets

The comparison between the students of both types of schools on the basis of access of e-widgets can be tabulated as follow.

Table No. 9

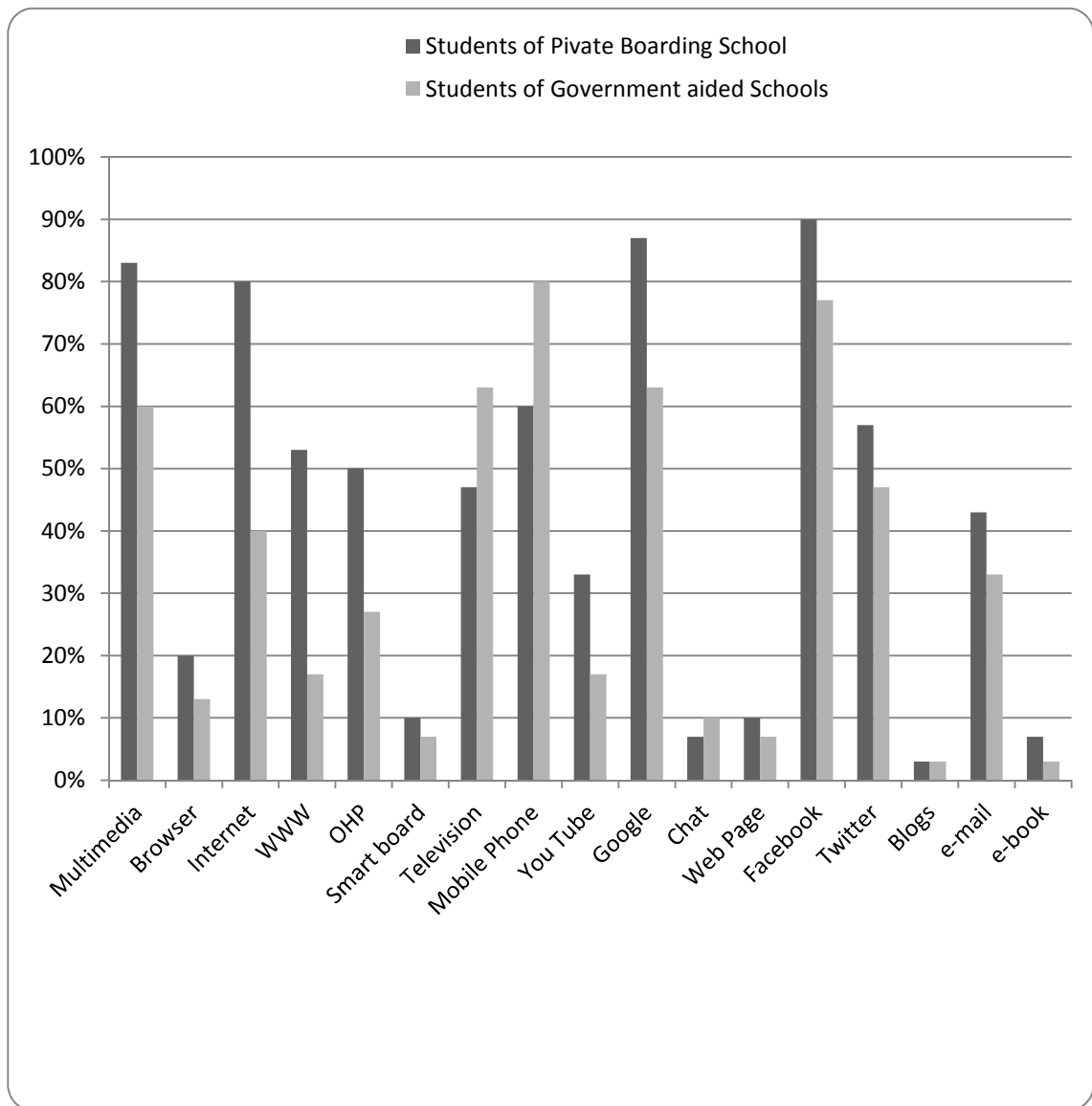
Comparison between the students of private boarding and government aided schools on the basis of access of e-widgets

S.N.	E-widgets	Access to the students private boarding schools		Access to the students of Government aided Schools	
		In No.	In %	In No.	In %
1	Multimedia	25	83	18	60
2	Browser	6	20	4	13
3	Internet	24	80	12	40
4	WWW	16	53	5	17
5	OHP	15	50	8	27
6	Smart board	3	10	2	7
7	Television	14	47	19	63
8	Mobile Phone	18	60	24	80
9	Youtube	10	33	5	17
10	Google	26	87	19	63
11	Chat	2	7	3	10
12	Web page	3	10	2	7
13	Facebook	27	90	23	77
14	Twitter	17	57	14	47
15	Blogs	1	3	1	3
16	e-mail	13	43	10	33
17	e-book	2	7	1	3
Total		222	740	170	567
Average		13.06	43.53%	10	33.36%

For a pictorial view, the above tabulated data can be presented in various charts and diagrams. For the distinct distinction of the access of e-widgets of the both private boarding and government aided schools, the data can be presented in the following bar-graph.

Figure No. 2

Comparison between the students of private boarding and government aided schools on the basis of access of e-widgets



From the above table, it is clear that the access of e-widgets in government aided school exceeded only on television and mobile phone; otherwise the access of e-widgets for students of private boarding is comparatively far better than that of the students of government aided school. The access of e-widgets for students of private boarding is better doesn't mean it is better in all the cases. It is comparatively better only if compared with government aided schools of Sindhuli district i.e. it not enough in relation with this modern time period. Because the average access of e-widgets to the students of private boarding is only 43.53% on the other hand the average access of e-widgets to the students of government aided schools is only 33.36% out of 100% each. For the academic purpose, especially for English language learning, this status of access of e-widgets must be up-graded and must be well managed.

It is clear from the above diagram that, 83% students of private boarding and on the other hand 60% students of government aided school are in the access of multimedia out of 100%. Similarly 20% students of private boarding and 13% students of government aided school are in the access of browser out of 100%. Likewise 80% students of private boarding and 40% students of government aided school are in the access of internet out of 100%. Similarly, 53% students of private boarding and 17% students of government aided school are in the access of www out of 100%. Likewise, 50% students of private boarding and 27% students of government aided school are in the access of OHP out of 100%.

Similarly 10% students of private boarding and 7% students of government aided school are in the access of smart board out of 100%. This study shows that,

47% students of private boarding and 63% students of government aided school are in the access of television out of 100%. Likewise 60% students of private boarding and 80% students of government aided school are in the access of mobile phone out of 100%. Similarly 33% students of private boarding and 17% students of government aided school are in the access of youtube out of 100%. Likewise 87% students of private boarding and 65% students of government aided school are in the access of google out of 100% students. Likewise 7% students of private boarding and 10% students of government aided school are in the access of chat out of 100% students. Similarly 10% students of private boarding and 7% students of government aided school are in the access of webpage out of 100%. Likewise 90% students of private boarding and 77% students of government aided school are in the access of facebook out of 100% students. Similarly 57% students of private boarding and 47% students of government aided school are in the access of twitter out of 100% students. Similarly 3% students of private boarding as well as the students of government aided school are in the access of blogs out of 100%. 43% students of private boarding and 33 % students of government aided schools are in the access of e-mail out of 100%. 7% students of private boarding and 3 % students of government aided schools are in access of e-book out of 100% secondary level English language learner in Sindhuli district.

CHAPTER – FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1. Summary

This study is carried out on ‘Access of e-widgets for the Learners of English: A case of Private Boarding Government Aided schools in Sindhuli District’. There are different e-widgets that help the students in ELL process but I have presented only seventeen e-widgets. This study was what is the condition of access of these 17 e-widgets such as; computer/multimedia, browser, internet, www, OHP, smart-boards, television, mobile phone, youtube, google, chat, webpage, facebook, twitter, blogs, e-mail, e-book, and so on used by students of private boarding students and government aided school in ELL activities.

5.2. Conclusions

The conclusion of this study can be seen in the following points

-) 43.53% students of private boarding and 33.36% students of government aided schools are in access of e-widgets i.e. 56.47% students of private boarding and 66.64% students of government aided schools are not in access of e-widgets in ELL process out of 100%.
-) The access or usefulness of e-widgets for the students of private boarding schools in ELL in their own words "e-widgets are important because they help us to get authentic, updated knowledge as well as help to motivate ourselves towards the learning activity.
-) Similarly, the access or usefulness of e-widgets for the students of government aided schools in ELL in their own words "e-widgets are

used in ELL because; they help us to provide them authentic knowledge, to engage them in the learning activities and to develop their personal ability."

5.3. Implications/Recommendations

In fact present research is not complete study of access in e-widgets in ELL because it was limited to ten secondary schools (including 5 private boarding and 5 government aided) of Sindhuli district. On the basis of the findings derived from the analysis and interpretation of the data, the following recommendations for pedagogical implications are suggested below.

- a. All the students of private boarding and government aided schools should have access to internet and make use of e-widgets in ELL activity. The 21st century is the period of information technology and different technology provides various authentic knowledge and materials related to ELL.
- b. Some students of private boarding and government aided schools were found that they don't have idea about access in different e-widgets they need to provide guidelines for an access of e-widgets in ELL activities.
- c. All the students of private boarding and government aided schools should not use only books and guide they should make use of different e-widgets in ELL.
- d. Every student of private boarding and government aided school should learn to use internet as the sources of authentic materials in ELL by using various e-widgets.

5.4. Policy Level

This study is important for the policy level to find out the access of e-widgets in schools in the present context. Similarly, this study is helpful for students to use different e-widgets in ELL process. The government can launch the training for the access of e-widgets to find out the real condition of the schools. The curriculum designers and policy makers can be instructed from this study to find out the real practices of e-widgets and they can make the policy of the education according to the needs of students and community.

5.5. Practice Level

This study can be used in the practice level because the purpose of this study is to find out the access of e-widgets to the learners in ELL process. The students also get benefited from this study about how to use the technology and other e-resource in ELL. From the practices of e-widgets students can success to get the authentic knowledge and they can develop their technological knowledge. In this regard, this study is helpful for students in ELL process.

5.6. Further Research

This study is applicable for all the researchers. It has not covered all the area about the use of technology in ELL process. In this regard, the researcher can study the following related topics:

-) Use of e-widgets by higher secondary level students in ELL.
-) Importance of use of technology in ELL.
-) Use of e-widgets as a language learning tools.
-) Use of e-widgets in classroom learning.

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Appendix-1

Dear informant,

This research entitled ‘**Access of e-widgets for English Language Learners: A case of Private Boarding and Government Aided School in Sindhuli District**’ is carried out under the guidance of **Mr. Durga Prashad Niraula**, Head of Department of English Language Education, Siddhajyoti Education Campus, Phosretar, Sindhuli. I assure you that your responses will remain confidential and be used only for this research purpose. I look forward to getting your co-operation in completing these questionnaires to complete my research with the scheduled time frame.

Researcher

Surya Kumar Tamang

Siddhajyoti Education Campus, Kamalamai - 6, Sindhuli

Personal information of informant		
Name:	Sex:	Age:
School’s Name:	Qualification:	
School’s Address:	Type of school:	

Please complete the questionnaire with true information honestly as far as possible:

1. What do you mean by e-widgets?

.....

2. What kinds of e-widgets are you using in ELL?

.....

3. What do you think is the importance of e-widgets in ELL? How?
.....
.....
4. What is the usefulness of e-widgets for the students in ELL?
.....
.....
5. Do you believe in e-widgets to create motivation to students? If yes or no could you provide some reason?
.....
.....
6. What is the main purpose of using e-widgets in ELL?
.....
.....
7. Do you use e-mail to share subject matter with your friends?
.....
.....
8. Do you have access to internet?
a) Yes b) No
9. Among the students of private boarding and government aided school, who do you think use more e-widgets?
a) Private boarding schools b) Government aided schools
10. Have you ever used a computer, internet as ELL widget?
a) Yes b) No

11. Which of the e-widgets do you use in ELL process? Tick the best ones which you want to used in ELL.

- | | | |
|--|--|---|
| a. Multimedia <input type="checkbox"/> | g. Facebook <input type="checkbox"/> | m. E-mail <input type="checkbox"/> |
| b. Television <input type="checkbox"/> | h. Google <input type="checkbox"/> | n. Website <input type="checkbox"/> |
| c. Internet <input type="checkbox"/> | i. Mobile phone <input type="checkbox"/> | o. Blogs <input type="checkbox"/> |
| d. Twitter <input type="checkbox"/> | j. Smart-boards <input type="checkbox"/> | p. World Wide Web <input type="checkbox"/> |
| e. Chat <input type="checkbox"/> | k. E-book <input type="checkbox"/> | q. Overhead projectors <input type="checkbox"/> |
| f. Web Page <input type="checkbox"/> | l. YouTube <input type="checkbox"/> | |

12. Do you feel any difficulty while using e-widgets in ELL?

.....
.....

13. What are the challenges you have faced while using e-widgets in ELL?

.....
.....

14. Do you think e-widgets will help to get the authentic knowledge in English Language Learning? How?

.....
.....

15. Name any two websites if that you make use for ELL?

- a. <http://www.....>
- b. <http://www.....>

Thank you for your kind co-operation

