

**TEACHERS' AND STUDENTS' PERCEPTIONS ON
DIGITAL DIVIDE IN ENGLISH LANGUAGE LEARNING**

A Thesis Submitted to the Department of English Education

In Partial Fulfilment of the Master of Education in English

The Department of English Education

Faculty of Education, Tribhuvan University

Kirtipur, Kathmandu, Nepal

Submitted by

Bidur Neupane

T.U. Reg. No: 9-2-21-255-2009

M.Ed. Fourth Semester

Exam Roll No: 280070/071

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Date of approval

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DECLARATION

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

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DEDICATION

Dedicated

to

**My parents who struggled throughout their life to make me what I am
today.**

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Bidur Neupane

ABSTRACT

This thesis entitled “Teachers and Students’ Perceptions on Digital Divide in English Language Learning” is an effort to document teachers’ and students’ perceptions on digital divide in English language learning. To achieve the objectives of this research, the researcher selected 10 teachers and 30 students of Tribhuvan University as a sample or informants of this study. This study employed non-random judgmental sampling procedure for selecting the sample for the study. The researcher used questionnaire as the tool of data collection. The researcher tabulated, analyzed, interpreted and then presented the findings. After analyzing and interpreting the data obtained from the informants, the researcher found that access to new technology determines the rate of learning performance; those learners who have the access to new technology can show high learning performance than others who don’t have the access. Therefore the digital divide should be bridged.

The study consists of five chapters. The first chapter contains introduction and background to digital divide, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. In the second chapter, related theoretical literature and empirical literature are reviewed and conceptual framework of the study has been developed along with the implications of the review of the study. The third chapter includes methods and procedures of the study which further contains design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter deals with analysis of data and interpretation of result. In the same way, the fifth chapter includes the findings, conclusion and recommendations on the basis of findings.

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List of Symbols and Abbreviations

DOE	Department of Education
ELT	English Language Teaching
ICT	Information Communication Technology
M.Ed	Masters of Education
MOE	Ministry of Education
NCED	National Centre for Educational Development
NTA	Nepal Telecommunication Authority
OCED	Organization for Economic Co-Operation and Development
OLPC	One Laptop per Child
P.	Percentage
REDs	Regional Directorates
R.N.	Respondent Numbers
SES	Socioeconomic Status
T.U.	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This study entitled **Teachers' and Students' Perceptions on Digital Divide in English Language Learning** is an effort to document teachers' and students' perceptions on digital divide in English language learning. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

1.1 Background of the Study

Digital Education in the present day world has significantly increasing importance since it makes the use of new technology to facilitate teaching and learning. The field of English language teaching cannot take its pace in this cyberspace without the help of new technology such as computer, mobile and access to internet.

For over a couple of decades, supporters of technology in education have talked about its potential benefits in transforming education. Digital learning is a learning facilitated by technology that gives students some element of control over time, place, path, and/or pace. The use of new technology in language learning or e-learning seems alike to distance language learning. There is a vast gap between those teachers and the students who do have the access to new technology, which is simply known as digital divide. Warschauer (2006, p. 147) states "Over the last decade, the term digital divide has been widely used to indicate unequal access to digital technology. However, there are in fact many forms of social and educational inequality related to technology access and use rather than a single divide." It means that digital divide emerged in the 1990s which refers to socio-economic and educational inequality created by unequal access to digital technology.

In Nepal, new technology is being used by some of the learners but not all teachers and learners have the access to new technology. This uneven access to new technology is known as digital divide. This study has become important to find out teachers' and students' perceptions on digital divide in English language learning in order to find out the relationship between new technology and the English language learning.

1.2 Statement of the Problem

New technology in this modern era has become the integral part of English language teaching; no teachers and learners of English language want to delimit themselves into the small horizon of chalk and talk method of language teaching and learning. Digital education has made English language teaching and learning more advanced and authentic. Digital education in the field of English language teaching has not only aroused positive things but also negatives ones such as educational inequalities, socio-economic differences and so on. Such differences and inequalities resulted by the unequal access to digital technology to the students/individuals is known as digital divide.

In the context of Nepal, not all English language learners have the access to new technology. There is uneven distribution of new technology in English language learning. This has created inequalities among the learners. This is known as digital divide in English language learning. Digital divide has made some learners, who have the access to new technology, stronger in learning and others weaker who don't have the access to new technology. In the context of Nepal, no researcher has conducted a research on digital divide. Therefore, I tried my best to find out teachers' and students' perceptions on digital divide or unequal access to new technology in English language learning.

1.3 Objectives of the Study

The main objectives of this study were as follows:

1. To document teachers' and students' perceptions on digital divide in English language learning.
2. To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Research Questions

The research questions of this study were as follows:

1. What are teachers' perceptions on digital divide in English language learning?
2. What are students' perceptions on digital divide in English language learning?

1.5 Significance of the Study

This study entitled "teachers' and students perceptions on digital divide in English language learning" will be valuable and significant to the entire field of English language teaching. In other words, this study will be important to the English language teaching (ELT) administrators to understand how digital divide of ELT can be bridged, the English language teachers will be benefited for they get the insights on digital education, digital divide, positive and negative consequences of new technology in the ELT classes. Likewise, the English language learners will be benefited by the study in which they themselves can try to get rid of digital divide in their language learning process. This study will be equally important to the researchers who want to carry out the researchers in the field of digital divide and English language learning.

1.6 Delimitations of the Study

No study and investigation is limitation free because of several problems such as economical and social and constraint of time. My study had the following delimitations:

- This study was bounded to document only teachers' and students' perceptions.
- Although there were so many data collection tools this study used questionnaire as the data collection tool.
- The study was confined within University Campus, Kirtipur and Sanothimi Campus, Bhaktapur.
- This study incorporated only 10 English language teachers of University Campus, Kirtipur and Sanothimi Campus, Bhaktapur and 30 M.Ed. students of English of University Campus, Kirtipur as the sample size of this study.
- Only non-random judgmental sampling procedure has been employed and so on.

1.7 Operational Definitions of Key Terms

Some frequently used terminologies in this study have been presented below with their explicit definition:

Digital divide: The term digital divide used in this study refers to socio-economic and educational inequalities created by the unequal access to new technology.

Digital Education: In my study, I have used the term digital education to refer to new technology such as computer and internet mediated education.

New Technology: Though the term new technology covers wide range in general, however, here I have used to indicate the forms of scientific innovations such as computer, World Wide Web and internet used by the students to learn the English language.

Perception: In this study, perception refers to the attitudes of English language teachers and M.Ed. level Students of English of Tribhuvan University on digital divide in English language learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The research to be valid and reliable needs to study the related books, articles and studies which provide a researcher with the knowledge on research gap. Literature review is a summary and critical analysis of research related to particular issues of the problem. This chapter includes review of related theoretical literature, review of related empirical literature, implications of the reviewed literature and conceptual framework.

2.1 Review of Related Theoretical Literature

The related theoretical knowledge helps any study and investigation to explore its horizon and methodology. Every study needs to review the related theoretical literature. This section includes the review of related theoretical literature of this study.

2.1.1 Digital Education

Digital education is the form of conveying knowledge and information with the help of new technology such as computer and internet to the students. Chapelle (2001, p.1) states, “As we enter the 21st century, everyday language use 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 facets of second language acquisition (SLA).” The use of new technology in language learning or e-learning seems alike to distance language learning. Undoubtedly, it has become a part of pedagogy. Digital education is also known as online learning or online education.

According to Kearsley (2000), online education or digital education is characterized by nine themes, including: collaboration, connectivity, student-

centeredness, unboundedness, community, exploration, shared knowledge, multisensory experience, and authenticity. It means that digital education provides students with some sort of liberation, collaboration and authenticity in language learning. However, Kearsley (ibid) suggests that learners must be actively engaged in meaningful tasks for effective learning to occur; students need to be active agent for their language learning.

Chapelle (2001, p.7) says, "Computers have become widely available to language teachers in the early 1980s". Furthermore he says "As a consequence, anyone concerned with second language teaching and learning in the 21st century needs to grasp the nature of the unique technology mediated tasks learners can engage in for language acquisition". According to him, in order to acquire language in this age of emergence of new technology we should be related with the new technology. White (2003, p. 1) states, "more traditional forms of distance learning that used print, audio and video materials are being supplemented by opportunities for interaction and collaboration online." The social and technological changes that promoted expansion are also transferring the nature of distance learning. They have resulted in new contexts for learning, new ways of learning and new roles and responsibilities for participants. It means that the use of digital technology in English language teaching has also changed the roles of the teachers and students from the traditional to modern and versatile or active one.

2.1.2 Advantages of new technologies in English Language Teaching

There are several advantages of using the forms of new technologies in the field of English language teaching (ELT). Shyamlee (2012) analyzes the following necessities of application of multimedia technology to English teaching: to cultivate students' interest in study, to promote students' communication capacity, to widen students' knowledge to gain an insightful understanding to western culture, to improve teaching effect, to improve interaction between teacher and student, creates a context for language teaching

and to provide flexibility to course content. In this way, new technology can help English language teaching and learning in many respects.

Nowadays teachers and learners show their interest to use new technology in the educational setting. According to Pim (2013) teachers have also begun to embrace children's interest in 'digital play', creating language learning opportunities through the use of computer games within an educational context. This is sometimes known as digital games-based learning. It means that new technology can be used to learn English language interestingly in the class. Rodinadze and Zarbazoi (2012) conclude that information technology provides an even greater avenue for interaction between teacher and students. At the English lessons different videos, exercises, games, listening drills may be done. Information technology makes learning English available to a wider range of learners as well. The learners who don't have the access to such opportunities are always backwarded and cannot progress high in their learning. This is the great effect of digital divide in learning.

2.1.3 Defining 'Digital Divide'

Digital divide refers to the inequalities and discrimination between the individuals created by the uneven access to new technology. Various scholars have defined the term 'digital divide' in various ways. Organization for Economic Co-Operation and Development (OECD, 2001, p.5) defines digital divide as "the gap between individuals, households, business and geographic areas at different socio-economic levels with regard both to their opportunities to access information and communication technologies, and to their use of the internet for a wide variety of purposes." According to this definition, education and language teaching are implicitly affected by digital divide. It also means that socio-economic and educational inequalities created by uneven access to new technology is called digital divide. According to Asian Development Bank (2002, p.1) the division of the world between those who have access to new information and communications technology and those who do not is known as

digital divide. This also means the division between the two pole *haves* and *have not* in terms of access to new technology.

The Australian Institute for Social Research (2006) says that it is important to locate the digital divide in its wider social context, and to acknowledge it as reflecting underlying social and economic inequality, while having the potential to further entrench existing inequity and social exclusion. Wilson (2004, p. 300) defines the digital divide as “an inequality in access, distribution, and use of information and communication technologies between two or more populations.” Wilson (2004) moreover says that there are eight aspects of the digital divide: physical access, financial access, cognitive access, design access, content access, production access, institutional access, and political access. Acilar (2011, p.232) states that there are also philosophical and sociological sides of the digital divide. Because of a potential missed opportunity on the part of millions of people to obtain desirable jobs and enhance their lives by using computers and the Internet. It means that the term ‘digital divide’ has also philosophical and sociological effect because it backwards people from the technological opportunities.

According to Fuchs and Horak (2008) the digital divide refers to unequal patterns of material access to, usage capabilities of, and benefits from computer-based information- and communication technologies that are caused by certain stratification processes that produce classes of winners and losers of the information society, and participation in institutions governing Information Communication Technology (ICT) and society. Here digital divide has stratified people as winners and losers; those who have the access to new technology such as computer and internet can become the successful and can grasp opportunity and therefore they are considered as winners and others those who lack the access to new such technology are always backwarded from the opportunity and cannot succeed are called winners.

2.1.4 History of Digital Divide

There are so many technological innovations in this modern era. Not all individuals have the easy access to those technological advancements. This uneven access to new technology has created digital divide around the world. According to Boje and Dragulanescu (2003 as cited in Acilar, 2011, p. 232) the term digital divide was introduced by Larry Irving, Jr., former US Assistant Secretary of Commerce for Telecommunication and Communication in the mid-1990s in order to focus public attention on the existing gap in access to information services between those who can afford to purchase the computer hardware and software necessary to participate in the global information network, and low income families and communities who cannot. It means that in the late 1970s and through all of the 1980s, unequal access to computers, the internet, and other forms of communication technology were seen as distant problems of a space-aged 21st century.

Some of the socioeconomic opportunities that Information Communication Technology (ICT) can provide to developing countries according to Fong (2009 as cited in Acilar, 2011, p.234) are as follows:

Social equality (ICTs have the potential to reduce the disadvantages that may be associated with cultural barriers), social mobility, economic equality (bridging the digital divide may foster economic equality, educational potential, and earning potential), e-democracy, economic growth and innovations (ICTs can support long-term economic growth and facilitate innovativeness).

New technology provides various opportunities to the users and therefore socio-economic and educational differences or inequalities are emerged between the new technology using learners and others who don't have the access to new technology. The socio-economic inequalities created by the use of new technology have great impact in English language learning.

2.1.5 The Four Digital Divides

There are different types of digital divides because its impact has spread up education, business, and culture and so on. According to Keniston (2003, pp. 8-16) there is not one, there are three digital divides and emerging in many nations a fourth. According to him, the first divide is that which exists within every nation, industrialized or developing, between those who are rich, educated, and powerful, and those who are not. For example, income and education in the United States distinguish dramatically between those who own computers and those who do not, as between those who can access the Internet and those who cannot.

A second digital divide, according to Keniston (2003) is less often noted, which includes linguistic and cultural aspects. In many nations this divide separates those who speak English or another West European language from those who do not. But even in the United States, where well over 95 per cent of all inhabitants speak fluent English; there are large differences in access to ICTs among different ethnic and cultural groups. For example, in 1998, Asian American households (largely of South Asian or South Pacific Asian extraction) had 55 per cent computer ownership; White Americans had 52 per cent, while Americans of Hispanic origin had 25 per cent and Blacks 23 per cent respectively.

Keniston (ibid) states that the third digital divide follows inevitably from the first two: it is the growing digital gap between the rich and the poor nations. The 1999 United Nations Report on Human Development devotes much of a chapter to the widening gap between the information-rich nations of the North and the information-poor nations of the South. At one extreme are the United States and the 'Nordic' countries like Sweden, Germany, Finland, and Iceland, where household telephone connectivity is well over 90 per cent, computer saturation is over 50 per cent, and home-based Internet connectivity averages over 50 per cent. At the other extreme lies most of Africa, most of South America, South Asia, China, Indonesia, and so on, the 80 per cent of the world

where telephone connectivity is 3 per cent or less (less than 30 million/1 billion in India), home computer ownership is 1-2 per cent and Internet connectivity less than half of that.

To these three digital divides we can add, in countries like India and America, yet a fourth: the emergence of a new elite group, which can be called the digerati. By digerati Keniston (2008) means the beneficiaries of the enormous successful information technology industry and the other knowledge-based sectors of the economy such as biotechnology and pharmacology.

2.1.6 ICT in Education in Nepal

The need for ICT in education has been realized in Nepal. As a result, some policies have been identified and some activities related to ICT have been carried out. ICT and computer education courses have been offered in general as well as technical education. According to MOE (2013, p.9) National Centre for Educational Development (NCED) has been providing training to the teacher through National Radio and FM; Computer science has been taught as an optional subject in school (grades 9 to 12); Computer Engineering/Computer Science/ ICT programme in Bachelor's and Master's Levels are run by different colleges under various universities; various Training Institutes conduct technical education and vocational training courses in computer and ICT; Tribhuvan University has started Bachelor's in Education program in computer science (CSIT).

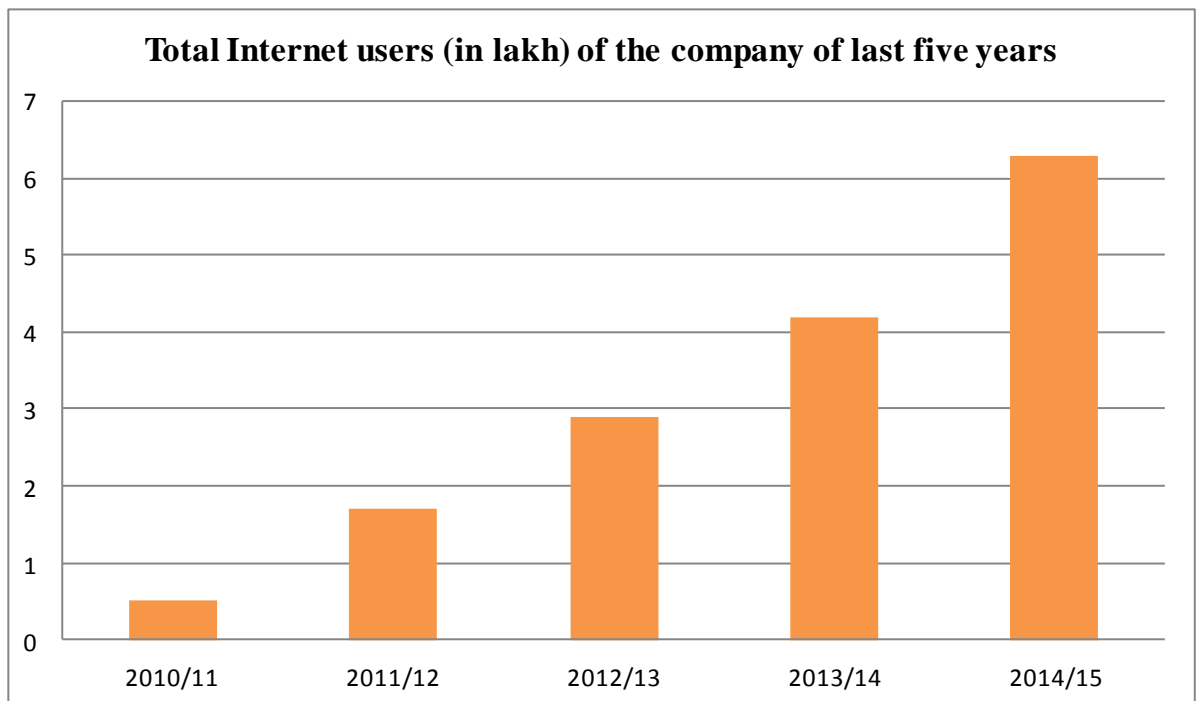
MOE (2013, p.10) further states that it has implemented some of the programs related to ICT in Education. They are: one Laptop per Child (OLPC) pilot project in selected 26 schools of six districts; Lab model (computer sharing mechanism) Project in some schools and Internet connectivity to District Education Offices (DEOs) and schools (through matching fund to schools) and computer labs with internet connection from local ISPs. Similarly, Central Level Agencies under MOE, five Regional Directorates (REDs) and 75 District Education Offices have launched their web sites. Department of Education

(DOE), with the involvement of some NGOs, has developed interactive digital learning materials for the students of grades 2 to 6 in Nepali, Mathematics, English and Science subjects.

According to Economic Survey of Nepal (2066/67&2067/68), during the fiscal year 2066/67 and 2067/68, the government of Nepal has supported for ICT related infrastructure and internet connectivity to 785 schools. Similarly, to improve educational management and delivery system, the Ministry of Education has provided some additional ICT related equipments to all District Education Offices and lunched website by each District Education Office.

The following bar graph presents the number of internet users in Nepal provided by Nepal Telecom.

Bar Graph 1
Total Internet Users



Source: Annual Report 2014-15 of Nepal Telecom

The bar graph exhibits the fact that the internet subscribers have been increasing day by day in Nepal which is one of the most important factors of digital dive in learning.

Poudel (2014) states that Nepal is ranked 157th in human development index and is ranked 137th in ICT development index in the world. It shows that Nepal has been crawling for her technological advancement. According to Nepal Telecommunication Authority (NTA), mobile and Internet penetration in Nepal has increased and reached 85.86 per cent and 29.78 per cent respectively based on data collected till the date of January, 2014. (ibid) the government of Nepal has allocated one billion Nepalese Rupees (USD 10.3 million) to provide its 8711 government-run secondary schools with computer and internet access. According to Economic Survey of Nepal (2012/13, p. 228), total internet subscribers within three fiscal years (2009/10-2012/13) have increased up to sixty-two lakh seventy-eight thousand nine hundred and thirty one from thirteen lakh fifty-nine thousand eight hundred and five.

2.1.7 Policies on ICT in Education

MOE (2013, p.10) states that there is an absence of consolidated ICT in Education policy in education in Nepal. In the context of Nepal, no separate ICT policies in education have ever been drafted. According to MOE (ibid) the IT Policy (2010), SRRP (2009-2015) and Three Year Plan 2011-1013 of the government of Nepal have provided some policy and strategy for the development and integration of ICT in education. For example, IT Policy (2010) has the following policy provisions: Expansion of access to the Internet to all schools; Coordination and collaboration with national and international institutions to develop skilled human resources for continuous, relevant and quality education. The School Sector Reform Plan (2009-14) further states that ICT assisted teaching and learning will be implemented and expanded in all schools. Similarly, it has also made a policy provision to develop ICT infrastructure in education and provide alternative modes of schooling through

the use of ICT. The three year plan (2011-2013) of government of Nepal has included the following policies related to ICT in Education: schools will be encouraged to use ICT in education to increase access to quality education in rural areas, digital divide will be reduced, and ICT will be integrated in all aspects of education.

MOE (2013) has drawn the following points to serve as guiding principles in developing the ICT in Education Master Plan:

- The first principle should be ICT for all students, meaning that the policy would act as an enabler to reduce the digital gap.
- The second principle should be emphasized the role and function of ICT in education as a teaching and learning tool that would also encourage for the utilization of all potential media and Technology.
- The third principle is to promote educational access and equity for all regardless of age, gender, ethnicity, disability or location.
- The fourth principle is to give emphasis on the use of ICT to increase efficiency and effectiveness of the management system in education. ICT will extensively be used to automatise and mechanise work processes such as the processing of official forms, timetable generation, management of information systems, lesson planning, financial management, and the maintenance of inventories.

All the above mentioned principles deal with the use of media and technology in the educational setting. According to the principles, new technology can help education from two perspectives; pedagogical and management.

2.2 Review of Related Empirical Literature

Every study or research needs the knowledge of previous studies which can help the research to find out the new things and methodology for the study and

clear the frontier of the study. Many researchers have already done researches in the field of digital education, digital divide and bridging the digital divide. The following section is an attempt to review the related studies and reports.

Kim (2000) conducted a research on “Students’ Attitudes and Perceptions towards Technology”. The main objective of this study was to synthesize previous studies and provide educators and administrators an overall picture of the students’ attitudes and concepts of technology. The sample size of this research was thirty-five students of grade K-12. The researcher used both random and non-random sampling procedure to draw samples for the study. Seven students were selected from random sampling procedure and twenty-eight students were selected from non-random sampling procedure. The researcher used the attitude scales as the tool for data collection. The finding of this study showed that gender was the most explanatory factor and also the most frequently used variable for studies on students’ attitudes toward technology. Boys rated higher than girls on the interest, consequences, curriculum and career scales, while girls viewed technology as an activity for both boys and girls alike.

Warschauer (2004) carried out a research entitled “Technology and Equity in Schooling: Deconstructing the Digital Divide”. The objective of this study was to compare the availability of, access to, and use of new technologies in a group of low- and high-socioeconomic status (SES) California high schools. The overall methodological approach in the study was that of a qualitative and the tools of data collection were observations, interviews, questionnaires, artifact collection. A sample of schools in low- and high-SES neighborhoods was selected to provide comparative data. Five low-SES schools were chosen from a broader list of partnership schools between the University of California and local school districts. A total of 64 teachers participated in the study. The finding of this study shows that the low-SES schools had a slightly better student-computer ratio on average than the high-SES schools.

Kshetri (2011) carried out a research entitled “Digital Literacy of Secondary and Higher Secondary Level Teachers”. His objective was to find out the level of digital literacy of secondary and higher secondary level English teachers in per centage. To achieve the objectives of the research, the researcher selected fifty two teachers as the sample size for the study from Bhimdattanagar municipality. The researcher used both primary and secondary sources for the data collection. This study used questionnaire as the tool for data collection. The finding of this study showed that the digital literacy of secondary and higher secondary level English teachers of Bhimdattanagar municipality, Kanchanpur was not satisfactory because of lack of technology access.

My research is different from the above mentioned ones in many respects. The main objective of my study is different from the objectives of the reviewed studies as it tries to find out teachers’ and students’ perceptions on impacts of English language learning. Likewise, my study is distinct in terms of population, sample size, sampling procedure and data collection tools. This study will be significant to study teachers’ and students’ perceptions on impacts of digital divide in English language learning and to provide appropriate pedagogical implications in the context of Nepal. None of the studies have made effort to find out the digital divide in the English language learning in Nepal.

The study conducted by Kshetri (2011) “digital literacy of secondary and higher secondary level teachers” studied the digital literacy of teachers. It did not deal with how access to new technology and no access to it in the English language learning make learning different. Likewise, other reviewed studies also did not study the digital divide in the English language learning. In this way, I found that a study on digital divide in the English language learning should be conducted in order to find out the positive and negative consequences of digital divide. Therefore, I am intended to study teachers’ and students’ perceptions on digital divide in English language learning.

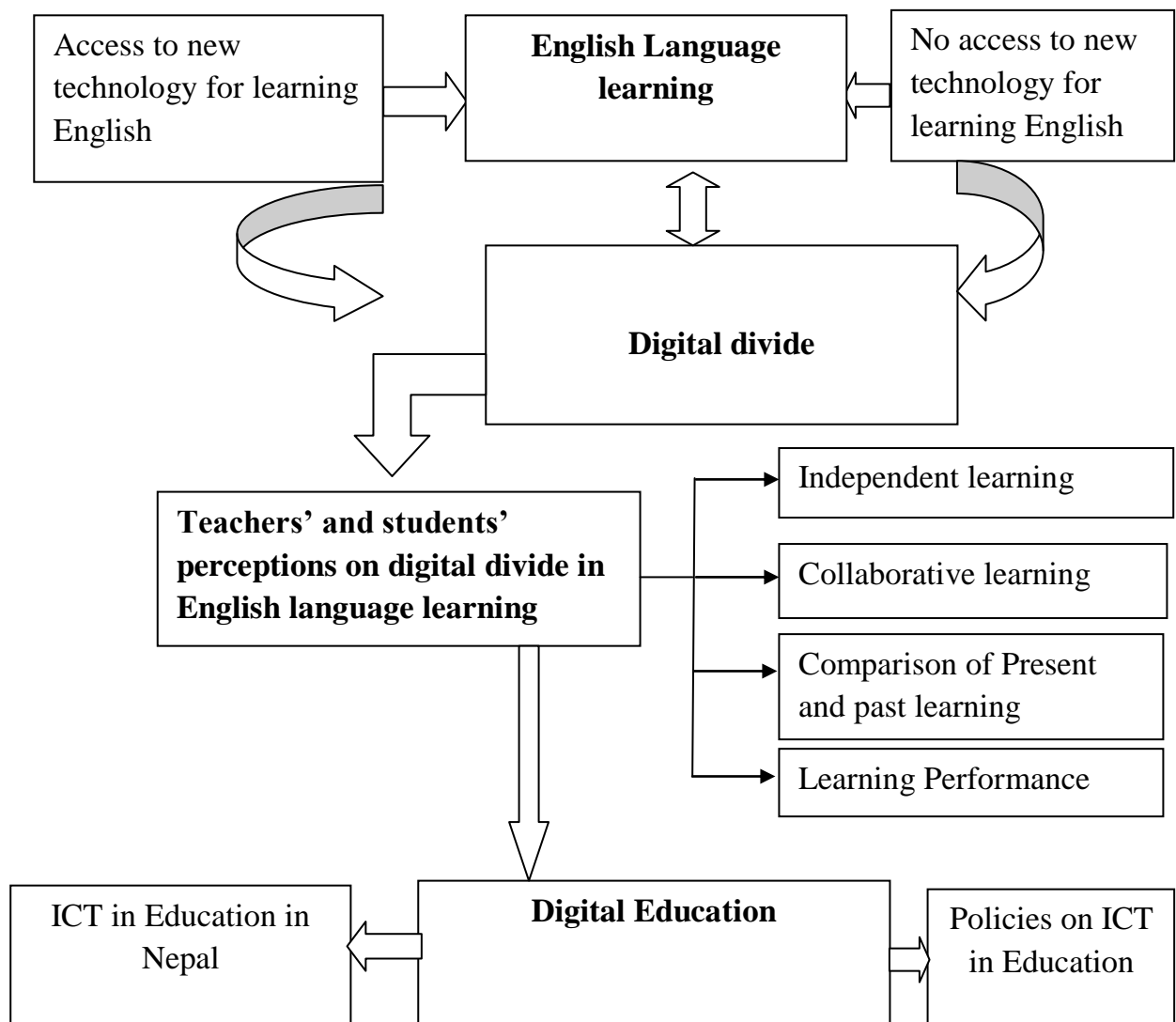
2.3 Implications of the Review of the Study

All the literature reviews which are mentioned above are concerned with the field of impacts of digital divide in English language learning. Review of these resources helped me to study on the use of digital technology and review section equally helped me to have clarity on the area of my study. Moreover, those resources provided me a lot of ideas about research design, methodology, and process because my research is also related to the same field. It is also important to examine and evaluate what has been said on a topic and what has not been said in the same field. The review studies helped me to make my research systematic and scientific.

The study conducted by Kshetri (2011) entitled “Digital Literacy of Secondary and Higher Secondary Level Teachers” helped me to select a research design and data collection tools for my study. Another literature review of my study entitled “Technology and Equity in Schooling: Deconstructing the Digital Divide” by Warschauer (2004) contributed to decide the objectives and scope for my research. The study conducted by Kim (2000) entitled “Students’ Attitudes and Perceptions towards Technology” helped me to decide on the sampling procedure and data collection tools along with the whole methodology of the study.

2.4 Conceptual framework

The conceptual framework of this study has been presented below:





Advantages of New technologies
in ELT

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The methodology of the study guides the whole study along with its scope. The following methodology was adopted in order to achieve the formulated objectives of this study. This chapter includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and ethical considerations.

3.1 Design of the Study

The researcher has employed survey research design in this study. Survey research is the most popular design in the research in social science including in the field of education. Survey is descriptive research which involves the collection of information from members of a group of students, teachers or other persons associated with the educational process and analysis of this information to illuminate important educational issues. Most survey is based on samples of a specified target population.

Survey research is the method of collecting information by asking a set of pre-formulated sequence in a structural questionnaire to a sample of individual so as to be representative of a defined population. I used survey research design because it provides authentic and reliable data to the research. In this study, my

chief objective was to document teachers and students' perceptions on digital divide in English language learning. Therefore, survey design was important for my study to collect factual data from the large sample size.

The eight steps of survey research which is presented by Nunan (1992, p.160) are as follows:

Step 1: Defining objectives: It is necessary to define the objectives in any research. The first task of researcher is to define objectives of the study. What does the researcher want to find out should be clearly mentioned in their research work at first.

Step 2: Identify the target population: This is the second step of survey research under which target population of the study should be defined.

Step 3: Literature review: Under this step, related literature should be reviewed. It helps to know about what other have said/ discovered in the particular area.

Step 4: Determine sample: The researcher needs to be clear about the population that we are going to survey and what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling or mixed sampling are also important.

Step 5: Identify survey instruments: Similarly, the researcher has to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedure: In this step, we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedure: The researcher needs to identify or mention appropriate data analytical procedure and the tools to analyze like statistical and descriptive tools.

Step 8: *Determine reporting procedure*: Finally, after analyzing data the researcher needs to prepare the report of the research. It can be written in narrative way with description.

On the basis of aforementioned procedures I have conducted my study employing the survey research design in order to collect the reliable and valid data from the large respondents.

3.2 Population, Sample and Sampling Strategy

The population of this study included English language teachers and M.Ed. Students of English. As a sample size of this study the researcher selected 10 English language teachers of University Campus, Kirtipur and Sanothimi Campus, Bhaktapur and 30 M.Ed. students of English of University Campus, Kirtipur, Kathmandu who have been using new technology to learn the English language. This has been done through purposive non-random sampling. The researcher tried to contact the respondents by visiting the University Campus, Kirtipur and Sanothimi Campus, Bhaktapur respectively.

3.3 Research Tools

Questionnaires were used as the tool for data collection in this research. The questions related to the topic were asked. Such questions were both open-ended and close-ended. Both open-ended and close-ended questions were asked to the teachers and the students.

3.4 Sources of Data

The sources of data for the study were both primary and secondary. The data collected from the defined sample size for the analysis are the primary sources. The secondary sources for this study are the books and journals or journal articles written in the field of digital divide. In this research, the textbooks such as Computer Applications in Second Language Acquisition by Chapelle, Understanding the Digital Divide by OECD, ICT in Education Master Plan by MOE are some of the secondary sources of data. The research reviewed the

available related literatures for the secondary sources and collected data from the field as the primary data for the study.

3.5 Data Collection Procedures

I employed systematic data collection procedures to collect the required data for my study. Firstly, I prepared two different sets of questionnaires for teachers and students. Then I visited the selected colleges and explained the purpose of the study. After that I took consent of the students and teachers. After getting consent, I selected 10 English language teachers of University Campus, Kirtipur and Sanothimi Campus, Bhaktapur and 30 M.Ed. students of third semester of the Department of English Education, TU, Kirtipur. Then, I distributed the questionnaires to them to collect data for the study. After the allocated time, I collected the distributed questionnaires from the teachers and students. Finally, I thanked them for taking part in my study.

3.6 Data Analysis Procedures

Survey researches are both qualitative and quantitative in nature. Being a survey research it has characteristics of both qualitative and quantitative analysis. In this study, I analyzed the raw data descriptively and statistically. Simple statistical tools such as measure of frequency and percentile have been used to record, analyze and interpret the data.

3.7 Ethical Considerations

While conducting the research the researcher has to maintain the ethical considerations to make the research ethical and establish a good rapport between the respondents and the researcher. At the time of conducting this research I tried my best to balance the codes and conduct of research. I informed the respondents about the area of my study and tried to convince them to give approval in order to participate in the study. I assured them that I do not disclose personal secrecy for my study. Similarly, I did not harm any

respondents and would use the information and facts received from them for the academic purpose only.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter includes the analysis and interpretation of collected data from the sample. The thorough analysis and interpretation of data is done in this section on teachers' and students' perceptions on digital divide in English language teaching.

4.1 Analysis of Data and Interpretation of Results

In this chapter, the data collected through questionnaire have been analyzed and interpreted through tabulation using the statistical tools such as percentile. The data also have been analyzed in descriptive way from the responses provided to the open-ended questions.

The following are the headlines into which the whole analysis and interpretation of data has been done:

- A. Teachers' perceptions on Digital divide in English language learning

B. Students' perceptions on Digital divide in English language learning

4.1.1 Teachers' Perceptions on Digital Divide in English Language Learning

This section includes 10 English language teachers' perceptions on digital divide in English language learning. Different parameters and sub-titles were prepared on the questionnaire to obtain data from the teachers. Both close-ended and open-ended questions were asked to the teachers to receive their perceptions. The following sections include analysis and interpretation of close-ended and open-ended questions which were asked to the teachers.

4.1.1.1 Analysis of Close-Ended Questions Asked to the Teachers

The teachers were asked 10 close-ended questions in order to find out their perceptions on digital divide in English language learning. The analysis and interpretation of data obtained from the close-ended questions is presented below.

I. Technology Use

The teachers were asked 4 close-ended questions in order to know the trend of using new technology in English language learning classes and its consequences on students. This parameter includes different sub-titles. The following sections include the analysis and interpretation of data obtained from the teachers on different sub-titles.

a) Frequency of Technology Use

I asked the question 'How often do you use new technology to teach in English language classes?' to the teachers. The responses of the teachers on this

question have been well presented in the table below followed by analysis and interpretation.

Table 1
Frequency of Technology Use

S.N.	Question	Alternatives							
		Always		Sometimes		Never		No Access	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
1.	How often do you use new technology to teach in your classes?	-	-	6	60	-	-	4	40

(Note: R.N. = Respondent Numbers, P= Percentage)

The data presented in the above table reveals that out of 10 teachers, 60 per cent teachers responded that they sometimes use new technology while teaching in the English classes, 40 per cent teachers said that they have no access to new technology in the institutions.

Thus, English language teachers have been using new technology in the classroom. This also shows that some of the educational institutions don't have the access to new technology. Because of uneven access to new technology in the schools and universities, students have been facing problems in learning English as responded by the teachers and the students.

b) Motivation in Using New Technology

The teachers were asked one close-ended question in order to find out their perceptions on to what extent their English language learners are motivated to learn with the help of new technology. The data obtained from the teachers has been tabulated, analyzed and interpreted below.

Table 2
Motivation in Using New Technology

S.N.	Questions	Alternatives							
2.	Are your students motivated to learn in new technology	Yes, of course		No, they are disinterested		Teachers don't motivate ...		They lack the access	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		7	70	-	-	-	-	3	30

(Note: R.N. = Respondent Numbers, P= Percentage)

The above tabulation of data obtained from the teachers shows that out of 10 teachers, 70 per cent responded that their students are motivated to learn through new technology mediated English language learning , 30 per cent teachers informed that their students lack the access to new technology.

Therefore, most of the students are motivated to learn in new technology mediated English language learning classes. The use of new technology in the classes arouses motivation on students and their learning performance enhances.

c) Technology and Socio-Economic Status

The likert scale ‘Use of new technology determines socio-economic status and it has one to one relation in English language learning’ was asked to the teachers. The responses obtained from the teachers on this likert scale have been tabulated, analyzed and interpreted below.

Table 3
Technology and Socio-Economic Status

S.N.	Questions	Alternatives			
3.	Use of new technology determines socio-	Agree	Strongly agree	Disagree	Strongly disagree

	economic status ...	R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		4	40	6	60	-	-	-	-

(Note: R.N. = Respondent Numbers, P= Percentage)

The data presented in the table above shows that out of 10 teachers, 40 per cent agreed and 60 per cent teachers strongly agreed that use of new technology determines socio-economic status and it has effect in learning.

Thus, use of new technology has one to one relation with language learning. The access to new technology in English language learning has become the determinant factor for deciding the language learning performance.

d) Opportunity of Technology Use

The teachers were asked one close-ended question in order to know to whom new technology provides the opportunity. The responses provided by the teachers have been presented below in the table along with the analysis and interpretation of data.

Table 4
Opportunity of Technology Use

S.N.	Questions	Alternatives							
4.	New technology provides plenty of opportunity for....	Learners		Teachers		Parents		Teachers & learners	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		-	-	-	-	-	-	10	100

(Note: R.N. = Respondent Numbers, P= Percentage)

The data presented above depicts that out of 10 teachers, cent per cent responded that new technology provides plenty of opportunity for teachers and

learners. As I am informed that new technology provides plenty of opportunity for both English language teachers and learners.

To sum up, both teachers and English language learners can make use of new technology. When both of them lack the access to new technology, the English language teaching and learning cannot become effective.

II. Independent Learning

I asked 4 close-ended questions to receive teachers' perceptions on the role of new technology in promoting English language learners' self learning or independent learning. The following sections include the analysis and interpretation of the responses obtained from the teachers.

a. Role of New Technology

The teachers were asked one close-ended question 'How do you perceive the role of new technology in English language classes?' The responses of the teachers have been analyzed in the next page.

Table 5
Role of new technology

S.N.	Questions	Alternatives							
		It cultivates students' interest		Promotes students' communication capacity		Improves interaction between teacher and students		All of above	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
1.	How do you perceive the role of new technology in English language classes?	2	20	-	-	1	10	7	70

(Note: R.N. = Respondent Numbers, P= Percentage)

The data obtained from the teachers show that out of 10 teachers, 70 per cent responded that new technology motivates students to learn, develops interaction between students and the teachers, 20 per cent teachers replied that new technology cultivates interest to the English language learners and 10 per cent teachers informed that new technology promotes students' interaction while learning English.

Therefore, new technology is a good means for promoting English language learners' independent learning. Most of the teachers believe that new technology develops interaction between the students and teachers while learning English

b. Importance of New Technology

The teachers were asked one close-ended question in order to document their perceptions on importance of new technology in English language learning. The responses obtained from the teachers have been tabulated in the next page.

Table 6
Importance of New Technology

S.N.	Questions	Alternatives											
		2.	In what ways the access to digital technology are important for English language learning?	New technology imposes information to the learners.	New technology makes knowledge accessible.	It helps learners to be motivated to learn.	New technology and English language learning are not inter-related	R.N.	P.	R.N.	P.	R.N.	P.
-	-							9	90	1	10	-	-

(Note: R.N. = Respondent Numbers, P= Percentage)

While answering the above mentioned question, out of 10 teachers, 90 per cent replied that new technology makes knowledge accessible from any location and 10 per cent teachers responded that it helps the learners to be motivated to learn.

On the basis of the responses provided by the teachers, I have made an interpretation that new technology makes knowledge and content accessible from any corner of the world in English language learning situations and makes the learners independent.

c. Comparison between Technology Using and Other Learners

I asked one close-ended question to the teachers in order to find out their perceptions on the differences between the learners who use new technology and who do not use it in learning. The data obtained from the teachers have been tabulated in the next page.

Table 7

Comparison between Technology Using and Other Learners

S.N.	Questions	Alternatives
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3.	What sorts of differences and inequalities have you noticed between the learners who use new technology and who don't use it to learn English?	Learners using technology can show high learning performance		There are no difference		New technology accelerates the pace of English language learning.		It does not accelerate the pace of English language learning.	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		10	100	-	-	-	-	-	-

(Note: R.N. = Respondent Numbers, P= Percentage)

The above tabulation of data shows that out of 10 teachers, cent per cent responded that English language learners who use new technology can show high learning performance than others who do not use it.

In a nutshell, the access to new technology is important in language learning because learners who use new technology can show high learning performance than others who don't use it.

d. New Technology Mediated Classes versus No New Technology Mediated Classes

The teachers were asked another close-ended question 'In what ways new technology mediated English language learning classes and no new technology mediated English language learning classes vary?' The data obtained from the teachers have been presented in the next page.

Table 8

New Technology Mediated Classes versus No New Technology Mediated Classes

S.N.	Questions	Alternatives							
4.	New technology mediated classes versus no new technology mediated classes	Rate of learning performance		Self learning		Motivation		All of above	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		-	-	4	40	-	-	6	60

(Note: R.N. = Respondent Numbers, P= Percentage)

The data presented above reveal that out of 10 teachers, 60 per cent responded that new technology mediated classes and other English language classes where new technology are not used vary in terms various things like performance, self-learning and motivation and 40 per cent responded that new technology mediated and no new technology mediated English language classes vary in terms of motivation only.

Thus, the use of new technology in language learning situations enhances rate of learning performances, self learning and motivation.

III. Bridging the Digital Divide

The teachers were asked 2 close-ended questions in order to find out their perceptions on the way of bridging the existing digital divide in the field of English language learning. The analysis and interpretation of data obtained from the teachers have been presented in the next pages.

a. Ways of Bridging the Digital Divide

One close-ended question was asked to the teachers in order to find out their perceptions on the ways of bridging the digital divide. The data obtained from the teachers have been presented below.

Table 9

Ways of Bridging the Digital Divide

S.N.	Questions	Alternatives							
1.	What should be done to bridge the gap and inequalities created by the use of new technology in English language learning?	Government should provide an equitable technological access		Parents and teachers should encourage the learners to use new technology		Learners should try to learn English language with the help of new technology.		All of the above	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		-	-	-	-	-	-	10	100

(Note: R.N. = Respondent Numbers, P= Percentage)

The data obtained from the teachers show that out of 10 teachers, cent per cent responded that all stakeholders like teacher, learners and the parents all should be responsible to lessen the problems of uneven access to new technology in English language learning.

It means that not a single effort is sufficient for bridging or minimizing the digital divide existed in the field of language learning. All the stakeholders like government, educational institutions, teachers and learners should make collective efforts to minimize the digital divide and make the equitable access to new technology.

b. Responsibility of Bridging the Digital Divide

The teachers were asked another close-ended question ‘Who do you think are responsible to bridge the gap and inequalities created by the use of new technology in English language learning?’ The responses provided by the teachers have been presented in the table below.

Table 10

Responsibility of Bridging the Digital Divide

S.N.	Questions	Alternatives							
2.	Who do you think are responsible to bridge the digital divide?	Parents		Learners & teachers		Government		All of the above	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		-	-	-	-	-	-	10	100

(Note: R.N. = Respondent Numbers, P= Percentage)

The above presentation of data reveals that out of 10 teachers, cent per cent responded that all (parents, teachers, learners and government) are responsible to bridge the digital divide. In other words, all the stakeholders like parents, teachers, educational institutions and the government sector should play an active role to bridge the digital gap in English language learning.

In a nutshell, government should provide an equitable technological access, parents and teachers should encourage the learners to use new technology and learners should try to learn the English language with the help of new technology for bridging the digital divide. I found that the collective efforts of all the stakeholders are required to minimize the problem ‘digital divide’ in English language learning.

4.1.1.2 Analysis of Open-Ended Questions Asked to the Teachers

The teachers were asked 5 open-ended questions in order to document their perceptions on digital divide in English language learning. The following sections include the analysis and interpretation of the data obtained from the teachers on the different parameters.

I. Technology for Promoting Independent Learning

The teachers were asked one open-ended question in order to find out their perceptions on the role of new technology for promoting English language learners' independent learning. Among 10 teachers, 8 teachers provided a common response that the use of new technology in English language learning promotes independent learning of the learners. The other distinct responses provided by the teachers have been presented below.

T₂ replied:

“This has been the best friend of such learners.”

T₅ responded:

Of course, the technology gives an opportunity through self-directed assumptions. Learners learn in isolation however they develop a sense of automaticity in learning.

Therefore, new technology is essential and beneficial for promoting self-directed and autonomous learning.

II. Changes in Learning Performance from Past to Present due to Technology Use

The teachers were asked one open-ended question in order to find out their perceptions on how new technology has made difference in the past and present English language learning of their students. I found most of the responses of

the teachers similar. Majority of the teachers (i.e. 70 per cent) responded that in the past learners used to depend only upon the textbooks but nowadays they can get learning materials from the internet. In addition to the common responses, I found some other different responses of the teachers. They have been presented below.

T₁ responded:

Time saving, access to whole library by internet, teaching and learning much more effective are some changes brought by new technology on English language learners.

T₂ replied:

Such learners have highly improved in learning at least in terms of performance, speech, skills and socialization.

T₇ informed:

It has helped in autonomous learning of the learners.

Thus, new technology has become an integral part of English language learning in the sense that it facilitates in promoting independent and autonomous learning and developing interactive learning styles of the learners and.

III. Problems in Learning due to Digital Divide

The teachers were asked three open-ended questions in order to know their perceptions on the problems of digital divide in English language learning. The following sections deal with the analysis of the data obtained from the teachers into different sub-titles.

a. Problems of Learners

In order to find out teachers' perceptions on the problems of their learners due to lack of new technology, they were asked one open-ended question. Majority

of the teachers (i.e. 8 teachers out of 10) provided a common type of response. They replied that the learners who don't use new technology to learn English face many problems such as problems in understanding the text, unavailability of learning materials and so on. Some of the different responses provided by the teachers have been mentioned below.

T₁ responded:

That would have made difference in language learning.

Similarly, T₄ responded:

Obviously, such learners are found facing many more challenges in learning English.

So, the English language learners who do not have the access to new technology have to face many problems like unavailability of learning materials, lack of communication with the teachers and friends. They also have been facing several challenges in learning English due to lack of technological access.

b. The Problems Learners Face

I asked one open-ended question to the teachers in order to find out their perceptions on what problems the English language learners have been facing because of digital divide. While responding to the question a common response was provided by the majority of the teachers (i.e. 80 per cent) that their learners have been facing problems in autonomous learning because of lack of new technology such as computer and internet. Other responses provided by the teachers have been presented below.

T₁ informed

The problems my learners have been facing in English language learning because of digital divide are lacking better learning, motivation, self-learning, etc.

T₅ responded:

In my personal opinion, the most burning problems in the unequal distribution or access to new technology are lack of technological skills and less exposure on digital devices.

Thus, the learners who do not use computer and internet cannot take charge of their learning themselves and have to depend upon others i.e. teachers. They lack motivation in learning and self-directed learning.

c. Responding to the Learners' Problems

The teachers were asked open-ended question in order to find out how they respond to their students when the students ask questions via e-mail and internet. A common type of response was provided by the majority of the teachers (i.e. 7 teachers out of 10) that their students often ask questions from e-mail and they respond them positively. Some other different responses provided by the teachers have been presented below.

T₂ responded:

Yes, they do. I respond them as demanded by the situation. It is good interaction.

T₇ informed:

Most of the students don't have the access to new technology to interact with teachers and friends.

Similarly, T₅ responded:

Definitely, I respond them to use the technology as far as practicable way. Sometimes I give directions and guidelines to them to operate digital technology.

In a nutshell, the English language learners who have the access to new technology often interact with the teachers in order to quench their queries. But some students even in the higher level i.e. M.Ed. level do not have the access to new technology and they lack self-learning, the access to learning materials and cannot interact with their teachers while learning.

4.1.2 Students' perceptions on digital divide in English language learning

The following section of this study includes the students' perception on digital divide in English language learning. Different parameters like independent learning and present and past learning were set in the questionnaire to collect students' perceptions on digital divide. The following section is the analysis and interpretation of the data received from close-ended and open-ended questions on the basis of the parameters.

4.1.2.1 Analysis of Close-Ended Questions Asked to the Students

The students were asked 14 close-ended questions in order to find out their perceptions on digital divide in English language learning. The analysis and interpretation of data obtained from the students has been made into different parameters and sub-titles. The following sections consist of the analysis and interpretation of responses provided by the students on the close-ended questions.

I. Technology Usage

This section of the study deals with students' situation about technology use in English language learning. Three close-ended questions were asked to the students about this parameter. The summary of the result has been presented in the following sections.

a. Using New Technology

The students were asked one close-ended question in order to find out whether they use or don't use new technology while learning English. The responses provided by the students have been presented below and the analysis also has been made.

Table 11

Using New Technology

S.N.	Questions	Alternatives							
		Yes		No		I don't have the access		I have the access but I don't use it	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
1.	Do you use new technology while learning English?	30	100	-	-	-	-	-	-

(Note: R.N. = Respondent Numbers, P= Percentage)

The data presented in the above table show that all the students responded that they use new technology to learn English.

This shows that English language learners of higher level i.e. M.Ed. use new technology for learning purpose. New technology in this cyberspace has become the best means of learning the English language.

b. Practice of Using New Technology

I asked one close-ended question in order to find out for how long they have been using new technology to learn English. The data obtained from the students have been presented in the next page along with the analysis of data.

Table 12

Practice of Using New Technology

S.N.	Questions	Alternatives							
		1 years		2 years		3 years		More than 4 years	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
2.	For how long you have been using new technology for learning English?	6	20	13	43.33	6	20	5	16.77

(Note: R.N. = Respondent Numbers, P= Percentage)

The above table shows that out of 30 students, 20 per cent responded that they have been using new technology for 1 year for learning English, 43.33 per cent students said that they have been using new technology for 2 years, 20 per cent students responded that they have been learning new technology for 3 years and 16.77 per cent students said that they have been using new technology for more than 4 years for learning.

This reveals that the trend of using new technology to learn the English language in higher level has increased. New technology has become the call of the day in the field of ELT.

c. Types of Technology Used

The students were asked one close-ended question in order to find out what forms of new technology they use while learning English. The data obtained

from the students and its analysis and interpretation have been presented in the next page.

Table 13
Types of Technology Used

S.N.	Questions	Alternatives							
3.	What types of new technology do you mostly use while learning English?	Computer and internet		World Wide Web		Mobile		Others	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		17	56.66	1	3.33	12	39.96	-	-

(Note: R.N. = Respondent Numbers, P= Percentage)

From the above table, it has been found that out of 30 students, 56.66 per cent responded that they use computer and internet to learn English, 39.96 per cent students said that they use mobile and 3.33 per cent students replied that they use World Wide Web to learn English.

To sum up, most of the students use computer and internet to learn English and some students also use mobile and other means of new technology to learn English.

II. Past and Present English Language Learning

The students were asked 3 close-ended questions and 3 open ended questions in order to find out the differences between past learning which was without new technology and the present learning which the students have been doing with

the help of new technology. The following sections include the analysis and interpretation of data obtained from the 3 close-ended questions.

a. Comparison between Present and Past Learning

I asked one close-ended in order to find out the present and past learning with and without the access to new technology in English language learning in the higher level. The data obtained from the students have been presented below followed by the analysis of the data.

Table 14
Comparison between Present and Past Learning

S.N.	Questions	Alternatives							
		1.	How do you contrast your past learning and present learning?	I used to depend on textbooks		New technology facilitated in independent learning		new technology has brought no changes	
R.N.	P.			R.N.	P.	R.N.	P.	R.N.	P.
5	16.66			21	70	-	-	4	13.32

(Note: R.N. = Respondent Numbers, P= Percentage)

From the above presentation of data it has been found that out of 30 students, 70 per cent responded that new technology in their present learning has facilitated independent learning and collaborative learning, 16.66 per cent students replied that they used to depend on textbooks which was insufficient and 13.32 per cent students informed that the use of new technology has brought the least noticeable changes in their learning.

Thus, the use of new technology in English language learning at present has brought progress and changes than in the past. New technology helps English language learners to overcome their problems.

b. Problems in Learning

The students were asked one close-ended question in order to find out what types of problems they faced in English language learning due to lack of access to new technology. The tabulation and analysis of data obtained from the students have been done below.

Table 15
Problems in Learning

S.N.	Questions	Alternatives							
		Pronunciation		Vocabulary		Grammar		Others	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
2.	In which aspect of learning English did you face problems in the past ...	14	46.66	11	36.6 3	2	6.66	3	9.99

(Note: R.N. = Respondent Numbers, P= Percentage)

The data presented above reveal that out of 30 students, 46.66 per cent responded that they faced problems in pronunciation, 36.63 per cent replied that they faced problem in vocabulary, 9.99 per cent students informed that they faced some other problems and 6.66 per cent students faced problems in grammar due to lack of new technology in their past.

Therefore, due to lack of technological access to English language learning students used to face problems mostly in learning pronunciation and vocabulary.

c. Inequalities between Technology Using and Other Learners

I asked one close-ended question to the students in order to find out the inequalities and differences between new technology using and other learners who don't use any means of new technology while learning English. I have tabulated and analyzed the responses obtained from the students in the next page.

Table 16

Inequalities between Technology Using and Other Learners

S.N.	Questions	Alternatives							
3.	Differences and inequalities between technology using and other learners	Technology use- high performance		There are no differences		New technology accelerates learning		It does not accelerate learning	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		21	69.93	1	3.33	8	26.64	-	-

(Note: R.N. = Respondent Numbers, P= Percentage)

From the above presentation of data it has been found that out of 30 students, 69.93 per cent responded that the English language learners who use new technology can show high learning performance than others who don't use it, 26.64 per cent students informed that new technology accelerates the pace of English language learning and 3.33 per cent students informed that there are no differences between the technology using learners and others who do not use it.

Therefore, use of new technology is a determinant factor of learning performance; the learners who use new technology can show high learning performance than others who do not use it.

III. Collaborative Learning

The students were asked four close-ended questions in order to find out their perceptions on how new technology in learning English has promoted collaborative learning. The analysis and interpretation of data obtained from the students have been presented into different sub-titles in the next pages.

a. Collaboration

The students were asked one likert scale ‘The use of new technology in English language learning brings collaboration among the learners and with the teachers as well’. The responses provided by the students have been tabulated and analyzed below.

Table 17

Collaboration

S.N.	Questions	Alternatives							
		Agree		Strongly Agree		Disagree		Strongly Disagree	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
1.	Use of new learning brings collaboration among the learners and with the teachers	17	56.61	12	39.96	-	-	1	3.33

(Note: R.N. = Respondent Numbers, P= Percentage)

The data tabulated above reveal that new technology in learning English brings collaborative learning. Out of 30 students, 56.61 per cent agreed, 39.96 per cent

students strongly agreed and 3.33 per cent students strongly disagreed the statement.

Depending upon the above data, I have made an interpretation that the use of new technology in English language learning brings collaboration among the learners and teachers.

b. Collaboration in Learning

I asked one close-ended question to the students in order to know with whom they collaborate while learning with the help of new technology. The tabulation and analysis of data obtained from the students have been done in the next page.

Table 18
Collaboration in Learning

S.N.	Questions	Alternatives							
		Friends		Teachers		Authors		Teachers & friends	
		R.N.	P.	R.N	P.	R.	P.	R.N.	P.
2.	With whom you collaborate while learning with the help of new technology?	4	13.32	1	3.33	1	3.33	24	79.92

(Note: R.N. = Respondent Numbers, P= Percentage)

The data shown above depict that out of 30 students, 79.92 per cent responded that they collaborate with teachers and friends while learning English with the help of new technology, 13.32 per cent students informed that they collaborate with friends, 3.33 per cent students responded that they collaborate with teachers and 3.33 Per cent students replied that they collaborate with the authors of textbooks.

In short, the use of new technology in learning English has brought collaboration among friends and teachers. Students can develop learning performance with the help of the interaction and guidance of the teachers.

c. Purpose of Collaboration

I asked one close-ended question to the students in order to find out for what purposes they use computer and internet while learning English. The data obtained from the students have been tabulated and analyzed in the next page.

Table 19
Purpose of Collaboration

S.N.	Questions	Alternatives							
3.	For what purpose do you use computer and internet while learning English?	Solving the problems		Asking questions to the teachers		Interacting with friends		All of above	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		13	43.29	-	-	2	6.66	15	49.95

(Note: R.N. = Respondent Numbers, P= Percentage)

The data presented in the above table show that out of 30 students, 49.95 per cent responded that they use computer and internet for the three purposes such as solving the problems from computer and internet, asking questions to the

teachers, interacting with friends, 43.29 per cent students informed that they use computer and internet for solving the problems and 6.66 per cent students replied that they use computer and internet to interact with friends about learning.

Therefore, students ask difficult questions to their friends and teachers and they build their rapport with them. This makes the language learning process effective and goal oriented.

d. Means of Interaction

The close-ended question ‘Which of the following means do you use while interacting with your friends and teachers to learn English?’ was asked to the students in order to find out which means of interaction they use in learning. The responses provided by the students have been tabulated and analyzed in the next page.

Table 20

Means of Interaction

S.N.	Questions	Alternatives							
		Messenger		Viber		E-mail		Others	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
4.	Which of the following means do you use while interacting with your friends and teachers to learn English?	4	13.32	4	13.32	22	73.26	-	-

(Note: R.N. = Respondent Numbers, P= Percentage)

The above tabulation of data depicts that out of 30 students, 73.26 per cent responded that they use e-mail while interacting with their friends and teachers

to learn English, 13.32 per cent students said that they use messenger and 13.32 per cent students replied that they use viber while interacting with friends and teachers to learn English.

Thus, most of the students use e-mail to interact and communicate with their friends and teachers because e-mail is used as the formal and easiest means of communication via internet.

IV. Independent learning

The students were asked 2 close-ended questions in order to find out their perceptions on how the use of new technology in their English language learning has helped them for independent learning. The tabulation, analysis and interpretation of data obtained from the students on different sub-titles have been presented in the next page.

a. Technology Mediated Classes versus Non Technology Mediated Classes

The students were asked ‘In what ways new technology mediated English language learning classes and no new technology mediated English language learning classes vary? The responses provided by the students have been presented in the table below and analysis also has been made.

Table 21
Technology Mediated Classes versus Non Technology Mediated Classes

S.N.	Questions	Alternatives
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1.	In what ways new technology mediated classes and no new technology mediated classes vary?	Independent learning		Rate of learning performance		Motivation		All of above	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		4	13.3 2	3	9.99	4	13. 32	19	63. 27

(Note: R.N. = Respondent Numbers, P= Percentage)

The data obtained from the students revealed that out of 30 students, 63.27 per cent responded that new technology mediated and no new technology mediated English language classes vary in terms of independent learning, motivation, rate of learning performance and so on, 13.32 per cent students responded that independent learning varies between the two types of English language classes, 13.32 per cent students said that motivation varies in the two types of classes and 9.99 per cent students responded that rate of learning performance is different between the two types of classes.

Thus, English language classes which are conducted with the new technology often promote independent learning, learning performance and arouse motivation in the learners.

b. New Technology and English Language Learning

The students were asked one close-ended question in order to find out the relation between new technology and English language learning. The responses provided by the students have been tabulated as below.

Table 22
New Technology and English Language Learning

S.N.	Questions	Alternatives
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2.	Which of the following is true about new technology and English language learning?	New technology imposes information to the learners.		New technology makes knowledge accessible from any location.		It helps some English language learners to be motivated to learn.		New technology and English language learning are not inter-related	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		1	3.33	24	79.92	5	16.65	-	-

(Note: R.N. = Respondent Numbers, P= Percentage)

The tabulation of data shows that out of 30 students, 79.92 per cent responded that new technology makes information and knowledge accessible from any location around the globe, 16.65 per cent students said that new technology helps some English language learners to be motivated to learn and 3.33 per cent students responded that new technology imposes information to the learners.

Therefore, new technology is important in English language learning because it makes content and knowledge accessible from any part of the world. The learners have become autonomous because of the use of new technology.

V. Bridging the Digital Divide

The students were asked 2 close-ended questions to document their perceptions for bridging the digital divide of English language learning in Nepal. The following sections deal with the analysis and interpretation of data on the basis of different sub-titles.

a. Ways of Bridging the Digital Divide

I asked one close-ended question to the students in order to document their perceptions on the ways of bridging the digital divide. The data obtained from the students have been tabulated and analyzed in the next page.

Table 23

Ways of Bridging the Digital Divide

S.N.	Questions	Alternatives
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1.	What should be done to bridge the gap and inequalities created by the use of new technology in English language learning?	Government should provide an equitable technological access		Parents and teachers should encourage the learners to use new technology.		Learners should try to learn English language with the help of new technology.		The educational institutions should take the initiation	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
		15	49.9 5	5	16. 65	7	23. 31	3	9.99

(Note: R.N. = Respondent Numbers, P= Percentage)

The above data obtained from the students reveal that out of 30 students, 49.95 per cent responded that government of Nepal should provide an equitable technological access to all English language learners, 23.31 per cent students replied that learners should try to learn English language with the help of new technology, 16.65 per cent students responded that parents and teachers should encourage the learners to use new technology and 9.99 per cent students said that the educational institutions should take the initiation for making learners able to use new technology in English language learning.

The above presentation and analysis of data obtained from the students show that not a single stakeholder can minimize the digital divide. Therefore, all the factors like parents, learners, teachers and the government are responsible for bridging the digital divide of language learning.

b. Responsible Sectors for Bridging the Digital Divide

The students were asked one close-ended question in order to find out students' perceptions on the responsible sectors for bridging the digital divide. The responses provided by the students have been tabulated and analyzed as below.

Table 24

Responsible Sectors for Bridging the Digital Divide

S.N.	Questions	Alternatives							
		Parents		Learners themselves		Teachers		Government donation	
		R.N.	P.	R.N.	P.	R.N.	P.	R.N.	P.
2.	Who do you think are responsible to bridge the gap and inequalities created by the use of new technology in English language learning?	1	3.33	16	53.28	-	-	13	43.29

(Note: R.N. = Respondent Numbers, P= Percentage)

The data presented above shows that out of 30 students, 53.28 per cent responded that learners themselves are responsible to bridge the gap and inequalities created by the use of new technology in English language learning, 43.29 per cent students said that government donation is responsible for bridging the digital divide, 3.33 per cent students replied that parents are responsible to bridge the digital divide of English language learning.

It shows that equal technological access to all the English language learners should be provided. In addition, English language learners themselves should try to use the available forms of new technology to learn English language learning for bridging the digital divide.

4.1.2.2 Analysis of Open-Ended Questions Asked to the Students

The students were asked 4 open-ended questions in order to find out their perceptions on different sub-titles. The analysis and interpretation of data obtained from the students have been done in the following sections into different parameters and sub-titles.

I. Past and Present Learning

I asked 3 open-ended questions to the students to find out their perceptions on the differences between their present which they have been doing with the help of new technology and past learning which was without any means of new technology. The responses provided by the students on their past and present learning have been analyzed below.

a. Changes in Learning Performance

The students were asked the question ‘what sort of changes or progress have you made in your present by the use of new technology in learning English?’ While responding to this question, majority of the students provided a common response that the use of new technology has brought confidence and provided source for learning. In addition, some other students provided the specific responses. They have been presented below.

S₁ responded:

New technology has advanced my vocabulary, improved my pronunciation and it has improved my writing skills.

S₄ responded:

No need to buy a lot of book because we can find it in internet, I can read anywhere with the help of internet in mobile and it saves our time.

Therefore, the use of new technology has brought many positive changes in language learners. It has enhanced comprehensive learning of the learners and made their learning innovative one.

b. Ways of Getting Learning Materials in the Past

The students were asked another open-ended question ‘how did you get learning materials in the past when you did not have the access to internet and computer?’ in order to find out how they used to get learning materials in the past. I found the similar type of responses of the students. Some of the responses have been mentioned below.

S₄ responded:

Only through teacher’s lecture and textbooks

S₅ responded:

I used to get learning materials from teacher’s lecture, books and notes in the past when I did not have the access to computer and internet.

In addition, other students also responded that they used to get learning materials from textbooks, teacher’s lecture, and notes and so on when they did not have the access to new technology. In this way, students used to depend only on textbooks and lectures when they did not have the access to new technology to learn English.

c. Ways of getting Learning materials in the Present

The students were asked another open-ended question in order to find out how they have been getting the learning materials now as they have the access to internet and computer. Out of 30 students, 93.24 per cent students replied a common answer that they often depend upon new technology like computer and internet to learn English. Likewise, other students also provide a similar type of responses. They have been presented in the next page.

S₃ responded:

Teachers and we exchange ideas through e-mail, we can search on internet, encyclopedia to get more information about the topic, we share knowledge among friends using mobile, etc.

S₆ replied:

Now, I am getting my learning materials through Google and slide from my teachers. We are getting teachers' mail in our mobile.

S₁₀ Informed:

I am getting learning materials mostly from the internet searching the related websites.

Thus, the use of new technology has helped in promoting independent learning and improving language skills and aspects like grammar and pronunciation. It is also found that English language learners who use new technology can show high learning performance than others who don't use it. In the past, students used to get learning materials from the books and teachers' lecture only when they did not have the access to new technology but in the present they are getting learning materials from the internet and websites as they have the access to new technology.

II. New Technology and Independent Learning

I asked another open-ended question to the students to find out how new technology has facilitated learners in their independent learning. Most of the students provided a common type of response that new technology has become a source of learning materials and even a tutor for promoting their independent learning. Some other distinct responses provided by the students have been mentioned below.

S₁ replied:

It has promoted my independent learning through making every material accessible.

S₇ responded:

We can study any time whenever we have free time, whenever we have problem of learning and we get information from the internet.

S₈ said:

New technology has facilitated me in promoting my independent learning with the help of Google, Wikipedia and search engines which help me in improving my language learning.

In a nutshell, the use of new technology has helped learners to become autonomous and independent learners. The learners can find the learning materials from the internet and this is helpful for them to get rid of monotonous classes.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes the findings of the study along with conclusion and recommendations. The conclusion of this research has been presented after analyzing and interpreting data and recommendations has been made for the policy related, practice related and further research related.

5.1 Findings

The findings are achievement of intended objectives of a research. They are the core elements which help to draw a conclusion and make recommendations for a study. This study entitled “Teachers’ and Students’ Perceptions on Digital Divide in English Language Learning” is an attempt to find out teachers’ and students’ perceptions on digital divide in the course of English language learning. I have recorded, tabulated and systematically analyzed the data obtained by the students in order to derive the findings of my study. The findings of this study are categorized into the following two different sections:

5.1.1 Teachers’ Perceptions on Digital Divide in English language learning

After systematically recording and analyzing the data obtained from the teachers I have derived the following findings of this study:

- a. Most of the English language teachers (i.e. 60 per cent) use new technology in their classes but some (i.e. 40 per cent) yet do not have the access.
- b. The English language learners are motivated to learn in new technology mediated English language learning classes.
- c. Likewise, 90 per cent teachers responded that new technology makes information and knowledge accessible from any location around the globe and promotes English language learners' independent learning.
- d. The teachers (100 per cent) responded that the uneven access to new technology has made difference in language learning.
- e. While responding to question about use of new technology and learning performance, 100 per cent teachers responded that English language learners who use new technology can show high learning performance than others who do not use it.
- f. All the teachers (100 per cent) informed that English language learners who do not have the access to new technology are facing many problems like unavailability of learning materials, lack of exposures, and lack of motivation and so on.
- g. The teachers responded that English language learners at present have improved their English language skills and socialization too because of use of new technology.
- h. According to the teachers all the stakeholders like parents, teachers, learners, educational institutions and the government sectors are responsible for bridging the digital divide of English language learning.

5.1.2 Students' Perceptions on Digital Divide in English language learning

Students' perceptions are as important as the perceptions of the teachers in this study because they have been facing the problems and challenges of digital divide in the course of English language learning. The following findings have

been derived on the basis of analysis and interpretation of data collected from students through questionnaire:

- a. All 30 (100 per cent respondents) English language learners of M.Ed. level of University Campus, Kirtipur use new technology such as computer and internet for learning English.
- b. It is found that most of the students (more than 80 per cent) have been using new technology for learning English for more than 2 years.
- c. Majority of the students (56.66 per cent) responded that they use computer and internet and one third of them responded that they use mobile while learning English.
- d. Regarding the independent and collaborative learning, 70 per cent students responded that new technology has facilitated in their collaborative and independent learning.
- e. The students responded that the use of new technology has helped them in developing their English language skills and aspects like listening, speaking, pronunciation and vocabulary in their present time.
- f. Majority of the students (46.66 per cent) replied that they had problems in pronunciation while they did not have the access to new technology in learning English.
- g. All 30 informants said that they used to get learning materials from the textbooks and teachers' lectures when they did not have the access to new technology in their past.
- h. In the same way, all the students (100 per cent) responded that they are getting learning materials from the internet, mobile, computer, World Wide Web and other means of new technology as they have the access to technology.
- i. Likewise, 69.93 per cent students responded that the English language learners who use new technology can show high learning performance than others who do not use it.

- j. Almost all respondent students (96 per cent) agreed that the use of new technology in English language learning brings collaboration among the learners and with teachers as well.
- k. Majority of the students (79.92 per cent) informed that they often communicate and collaborate with their friends and teachers in course of learning English language.
- l. Majority of the students (73 per cent) responded that they e-mail while interacting with their friends and teachers to learn English.
- m. The informants informed that the use of new technology has promoted their independent learning because it has made information, learning materials and knowledge accessible from any location around the world
- n. All the students responded that the government should play an active role to bridge the gap and inequalities created by the use of new technology in English language learning.

5.2 Conclusion

The analysis and interpretation of data and the listing of findings of the study helped me to draw some conclusions of my study. Digital divide has become not only a problem but also blessings. English language learners who have the access to new technology are benefited; they can promote their independent learning and improve their language skills. Almost all the teachers and English language learners found that the use of new technology is beneficial for learning a language. According to them those English language learners who don't have the access to new technology while learning English are backwarded because they lack the access to learning materials and exposures too. Majority of the students and teachers responded that the English language learners who use new technology can show high learning performance than others who do not use it.

The use of new technology by the students has been increasing day by day to learn the English language. It is found that most of the students have been

using new technology for learning English for more than 2 years. Majority of the students responded that they use computer and internet and one third of them responded that they use mobile while learning English. It helps them for their collaborative learning, to promote independent learning, and to improve language skills and so on. It is found that most of the educational institutions use new technology but some of them yet do not have the access to new technology to conduct teaching and learning activities. Most of the students responded that the government should be responsible for bridging the digital divide and teachers responded that all the stakeholders like parents, teachers, learners and government sectors are responsible for it. The access to new technology determines the rate of learning performance; those learners who have the access to new technology can show high learning performance than others who don't have the access. Therefore, the digital divide should be bridged in the field of ELT for enabling all the learners for self-learning and independent learning.

5.3 Recommendations

Depending upon the findings and the conclusion of this study I have made the following three different areas related recommendations:

5.3.1 Policy Related

The findings of my study show that there is uneven access to new technology in the field of English language learning because of which those students who lack the access to new technology in learning show lower performance than others who use it for learning purpose. Therefore, government and the policy makers should make the policy for the even distribution of new technology for learning English in the higher level i.e. M.Ed. There should be the policies to encourage both the teachers and the learners to use new technology such as computer and internet for learning English language. It is recommended that the government should provide computer, internet and other new technologies for teaching and learning activities of English in the M.Ed. In addition to this,

there should be the policy of information communication technology (ICT) in English language teaching and learning.

5.3.2 Practice Related

Both the teachers and student should make maximum utilization of the available new technology for teaching and learning of the English language. The finding of my study shows that there is lack of readiness of educational institutions and the students to use new technology in the field of English language learning. Therefore, the teachers should encourage the students to use available new technology while learning English.

5.3.3 Further Research Related

A research is bounded in terms of its exploration, coverage and investigation. Therefore, some other researches are to be conducted to support, justify, falsify and update the already done studies. Therefore, on the basis of the findings of my study, several recommendations can be made for further researches which will complement the research undertaken in this field.

There are no researchers carried out in the field of teachers' and students' perceptions on digital divide in English language learning in the Department of English Education at Tribhuvan University. Thus, some other researchers or students can carry out further researches in this area. Some of the areas are as follows:

- a. Bridging the Digital Divide of English Language Learning
- b. Impact of Digital Divide in English Language Learning
- c. Causes and Consequences of Digital Divide in English Language Learning.

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Appendix I

Questionnaire for Teachers

Dear Sir/Madam,

This questionnaire has been prepared for the Thesis Writing on “Teachers’ and Students’ Perceptions on Digital Divide in English Language Learning” at the Department of English Education, Tribhuvan University, Kirtipur. The research will be conducted under the supervision of **Mr. Resham Acharya**, teaching assistant of Tribhuvan University for the partial fulfillment of Master of English Education. I hope that you will provide your reliable and authentic information for my study.

Researcher

Bidur Neupane

Department of English Education

Tribhuvan University

Teacher's Details

Name:

Teaching Level

Name of college:

I request you to go through the question and write unbiased and accurate responses as far as possible. The answers you provide will be used only for academic purpose. I will be indebted for your contribution.

1. How often do you use new technology to teach in English language classes?
 - a. Always
 - b. Sometimes
 - c. Never
 - d. Don't have the access

2. Are your students motivated to learn in new technology mediated English language learning classes?
 - a. Yes of course.

 - b. No, they are disinterested to use new technology in their English language learning.

7. How do you perceive the role of new technology for promoting independent learning of the English language learners

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8. What sorts of differences and inequalities have you noticed between the learners who use new technology and who don't use it to learn English?

- a. The English language learners who use new technology can show high learning performance than others who don't use it.
- b. There are no differences between the technology using language learners and others who don't use it.
- c. New technology accelerates the pace of English language learning.
- d. It does not accelerate the pace of English language learning.

9. In what ways new technology mediated English language learning classes and no new technology mediated English language learning classes vary?

- a. Rate of learning performance
- b. Self learning
- c. Motivation
- d. All of above

10. All students may not have the access of new technology. Have you ever noticed any problems to your English language learners who don't have the access of new technology?

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11. What sorts of problems your learners have been facing in English language learning because of digital divide (unequal distribution or access of new technology) in your view?

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12. Do your English language learners who use new technology ask you questions? How do you respond them?

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13. What sorts of changes you have noticed in learning performance of your English language learners in past and present because of the use of new technology in the present?

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14. What should be done to bridge the gap and inequalities created by the use of new technology in English language learning?

- a. Government of Nepal should provide an equitable technological access to all English language learners.
- b. Parents and teachers should encourage the learners to use new technology.
- c. Learners should try to learn English language with the help of new technology.
- d. The educational institutions should take the initiation for making learners able to use new technology in English language learning.

15. Who do you think are responsible to bridge the gap and inequalities created by the use of new technology in English language learning?

- a. Parents b. Learners themselves c. Teachers d. Government

Thank you very much for your cooperation.

Appendix II

Questionnaire for Students

Dear students,

This questionnaire has been prepared for the Thesis Writing on “Teachers’ and Students’ Perceptions on Digital Divide in English Language Learning” at the Department of English Education, Tribhuvan University, Kirtipur. The research will be conducted under the supervision of **Mr. Resham Acharya**, teaching assistant of Tribhuvan University for the partial fulfillment of Master of English Education. I hope that you will provide your reliable and authentic information for my study.

Researcher

Bidur Neupane

Department of English Education

Student's Details

Name:

Grade:

Name of the college:

I request you to go through the question and write unbiased and accurate responses as far as possible. The answers you provide will be used only for academic purpose. I will be indebted for your contribution.

1. Do you use new technology such as computer and internet while learning English?
 - a. Yes, sometimes
 - b. No, I don't use
 - c. I don't have the access
 - d. I have the access but don't use it

2. Since how long you have been using new technology for learning English?
 - a. 1 years
 - b. 2 years
 - c. 3 years
 - d. more than 4 years

3. What types of new technology do you mostly use while learning English Language?

- a. Computer and internet
- b. World Wide Web
- c. Mobile
- d. Others

4. How do you contrast your past learning (without new technology) and present learning (with the help of new technology)?

- a. I used to depend only on textbooks and it was sufficient.
- b. New technology in my present learning has facilitated in independent learning and collaborative learning.
- c. The use of new technology has brought no changes in my past and present learning.
- d. The use of new technology in learning English has brought least noticeable changes in my learning.

5. What sorts of changes or progress have you made in your present by the use of new technology in learning English? Mention some of them.

- a.
- b.
- c.

6. In which aspect of learning English did you face problems in the past due to lack of computer, internet and other forms of new technology?

- a. Pronunciation
- b. Vocabulary
- c. Grammar
- d. Others

7. How did you get learning materials in the past when you didn't have the access with internet and computer?

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8. How are you getting the learning materials now as you have the access of internet and computer?

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9. What sorts of differences and inequalities have you noticed between the learners who use new technology and who don't use it to learn English?

- a. The English language learners who use new technology can show high learning performance than others who don't use it.
- b. There are no differences between the technology using language learners and others who don't use it.
- c. New technology accelerates the pace of English language learning.
- d. It does not accelerate the pace of English language learning.

10. In what ways new technology mediated English language learning classes and no new technology mediated English language learning classes vary?

- a. Independent learning performance
- b. Rate of learning
- c. Motivation
- d. All of above

11. The use of new technology in English language learning brings collaboration among the learners and with the teachers as well.

- a. Agree
- b. Strongly agree

c. Disagree

d. Strongly disagree

12. With whom you collaborate while learning English with the help of new technology?

a. Friends

b. Teachers

c. Authors of textbooks

d. Teachers and friends

13. For what purpose do you use computer and internet while learning English?

a. Solving the problems from computer and internet

b. Asking questions to the teachers

c. Interacting with the friends about learning

d. All of above

14. Which of the following means do you use while interacting with your friends and teachers to learn English?

a. Messenger

b. Viber

c. E-mail

d. others

15. Which of the following is true about new technology and English language learning?

a. New technology imposes information to the learners.

b. New technology makes information and knowledge accessible from any location around the globe.

c. It helps some English language learners to be motivated to learn.

d. New technology and English language learning are not inter-related

16. In what ways new technology has facilitated you in promoting your independent learning?

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17. What should be done to bridge the gap and inequalities created by the use of new technology in English language learning?

- e. Government of Nepal should provide an equitable technological access to all English language learners.
- f. Parents and teachers should encourage the learners to use new technology.
- g. Learners should try to learn English language with the help of new technology.
- h. The educational institutions should take the initiation for making learners able to use new technology in English language learning.

18. Who do you think are responsible to bridge the gap and inequalities created by the use of new technology in English language learning?

- a. Parents
- b. Learners themselves
- c. Teachers
- d. Government's donation

Thank you very much for your cooperation.

