

**Use of ICT in English Language Teaching: A Case of Jumla District**

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

**Submitted by  
Shanti Acharya**

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

**2023**

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## Declaration

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

Date: 01/04/2023

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**Shanti Acharya**

### **Recommendation for Acceptance**

This is to certify that **Mrs. Shanti Acharya** has prepared this thesis entitled **Use of ICT in English language teaching: A case of Jumla District** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 02/04/2023

.....  
**Mr. Resham Acharya (Supervisor)**  
Department of English Education  
Central Department of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal

### Recommendation for Evaluation

This thesis proposal has been recommended for evaluation from the following  
**Research Guidance Committee:**

#### Signature

**Dr. Gopal Prasad Pandey**

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

**Dr. Renu Kumari Singh**

Lecturer

Department of English education

T.U, Kirtipur, Kathmandu

.....

Member

**Mr. Resham Acharya (Supervisor)**

Teaching Assistant

Department of English Education

T.U, Kirtipur, Kathmandu

.....

Member

Date: 27/01/2023

## Evaluation and Approval

This Thesis has been recommended for evaluation from the following  
**Research Guidance Committee:**

### Signature

**Dr. Gopal Prasad Pandey**

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

**Dr. Ram Ekwel Singh**

Reader

Department of English education

T.U, Kirtipur, Kathmandu

.....

Expert

**Mr. Resham Acharya (Supervisor)**

Teaching Assistant

Department of English Education

T.U, Kirtipur, Kathmandu

.....

Member

Date: 12/04/2023

## **Dedication**

Dedicated

To

My parents, who have dedicated their precious life to enlighten my life.

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**Shanti Acharya**



## Abstract

The present study entitled **Use of ICT in English Language Teaching: A Case of Jumla District**. The main objectives of this study were to investigate the use of ICT tools for teaching English and identify the problem faced by English teachers while using them in the classroom. To accomplish this study, I used qualitative descriptive research design. Eight teachers from Jumla district were observed to obtain the required information. This study followed observation diary and semi-structured interviews as the tools of primary data collection and some related documents were also reviewed. After data collection, they were transcribed coded thematically and analysed descriptively. The findings of the study showed that schools were practicing ICT based education and English teachers were interested in the use of ICT tools in English language teaching and learning class. It was also found that they were using ICT tools such as laptop, Audio, Video, digital picture, E-mail, Internet based services like Google, YouTube, Email, Mobile phone, Using Multimedia Projector for the classroom to make the classroom more effective. On the other hand, teachers were facing various problems related to time allotment, lack of training, technical support, confidence of teacher, attitude for the use of ICT tools in the classroom. But regarding the implementation of ICT, the findings showed that most of the government schools lacked sufficient ICT tools in the schools. Similarly, teachers rarely used ICT in the classroom.

This thesis has been divided into five different chapters. Chapter one is an introduction part. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two consists of review of the related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, the chapter three is methodology. It includes design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis, and interpretation procedures and ethical considerations; similarly, chapter four incorporates analysis of data and interpretation of results. Finally, chapter five deals with findings, conclusion and recommendations. The overall discussion is followed by references and appendices.

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### **List of Abbreviation and Acronyms**

ELT	:	English Language Teaching
ICT	:	Information Communication Technology
M.Ed	:	Master of Education
MoE	:	Ministry of Education
NELTA	:	Nepal English Language Teachers Association
OLE	:	Open Learning Exchange
Reg	:	Registration
T.U.	:	Tribhuvan University
UNDP	:	United Nation Department Programme
UNESCO	:	United Nation Educational, Scientific and Cultural Organizations

## **Chapter I**

### **Introduction**

This chapter consists the background of the study, statement of the problem, objectives of the study, research questions, significant of the study, delimitations of the study and definitions of the key term.

#### **Background of the Study**

Information and Communication Technology (ICT) is a modern concept in the field of education. It makes easy to understand new concept, knowledge, skill related to daily life circumstances. ICT is the buzz word in this 21<sup>st</sup> century. The human beings are found to be dependent on the ICTs for various purposes. It has created several changes in all aspects of society. It is also changing our expectations of what must be learnt in order to function in the new world. ICT refers to different kinds of technological tools which are used for sharing information, feelings, thoughts, views, critical potentialities, logical abilities between the people. Computer, internet, telephone, radio, television, video, DVD, satellite system and services such as Video conference, e-mail and blogs can be used as the means of tools and techniques.

ICT is an integral part of global education that makes the world digitalized. It becomes indispensable for the successful participation in the development process. They are not only tools for language learning but also a tool for individual and societal development. ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. At this present scenario, the world is divided into two parts: One is people having knowledge of ICTs and another people having zero knowledge of ICTs.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) "ICT can contributed to universal access to education, equality in education, the delivery of quality learning and teaching teacher's professional development and more efficient education management, governance and administration". UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion, quality are among the main challenges they can address.

ICT is the most important part of modern education system. It is highly beneficial for the improvement of students several skills and attitudes, electronic textbooks, email, instructional software, chat and distance learning programs are examples of ICT. It integrated co-teaching is a classroom in which a general education and a special education teacher jointly provide instruction to a class that has students with and without disabilities. Together both, teachers deliver instruction to all students employing a range of teaching strategies. ICT helps teachers to interact with students. It helps them in preparation their teaching, providing feedback ICT has become gradually more important to schools and universities. There are wide of research exists to explore and study the use of ICT in the process of learning and teaching in secondary schools.

In the context of Nepal, ICT plays a crucial role to enhance the teaching and learning process in the classroom and outside the classroom with the help of laptop different digital recording materials, mobile gadget, multimedia, projector, interactive white board, Facebook, YouTube, weblog, websites, email.

The Nepalese government approaches to the importance of ICT in education. It has been changing the tradition of traditional language teaching and learning activities depending on the changes of digitalized and technological innovations since last a decade. The government has passed the 'National information law 2067' to lunch the e-governance in the country. It is to support computer literacy of citizens and to adopt digital technology in education which is a positive beginning to the launching of technology facilitated or e-class pedagogy in teaching 'Open Learning Exchange (OLE Nepal) is an example of an endeavor that the government made for the integration of ICT in ELT.

Likewise, Ministry of Education (MOE) is encouraging the use of integrated educational technologies and this is a process into the English language classroom in most parts of Nepal. Similarly, we can see that some of the well facilitated government aided and private schools are integrating in the project-based education from the primary to secondary level which is one of the significant steps of bringing new technologies in instructing students in language learning activities.

The recent approaches to ELT are based on technologies. We are unable to run even our daily activities in the absence of these ICT technologies. Teachers can integrate technologies or use e-devices to develop authentic materials for better learning and teaching activities. At present, e-devices have impact in all aspects of life; so in the modern world of computer, the internet and the other e-forms become integral part in ELT (Gide, 2014, p. 29 as cited Poudel, 2018).

### **Statement of the Problem**

This research was focused on the existing teachers' problems and challenges in the ICT. Many teachers have been facing different difficulties in the ELT classroom while using different ICT related tools and websites. Most of the teachers have only its theoretical knowledge rather than practical knowledge. Teachers are taking ICT as a technique to teach the students in the classroom but they are in dilemma how to use ICT related tools in the classroom. Similarly, teacher does not have more potentiality in the internet, e-mail, projector, and computer. It shows that teachers have just traditional concept and they are not advanced in the modern technology in the ELT classroom. Moreover, teachers do not have sufficient ideas to prepare different ELT activities in the classroom. Even, there is no sustainability of ICT. It also means that the low and short scale durability in the ELT classroom. Likewise, many more teachers are in confusion how to use Microsoft word, excel, PowerPoint, for making the English language classroom lively and interesting. ICT tools are more integrated into both English curriculum and English pedagogical practice. Schools are also in back to invest in the ICT tools and activities because of fund and changing the norms and roles. It does not have equal concept of the teachers in the language classroom. So that my research will focus on investigate the ICT tools use in the teaching English class room while using the ICT tools and problems faced by English teacher while teaching English language.

Jumla is located in the mid-western development region. It is one of the tenth of districts the Karnali province of Nepal. This district has Jumla as its headquarters; an area of 2,531 square km. Chandannath is a municipality of Jumla district. A place where Nepali language was originates. It is far from the capital city of Nepal. There is a remote area where the lack of access in different things, such as infrastructure, electricity networking, ICT. But some of the urban areas in this area many kinds of

facilities are available. I wanted to carry out this study where are access, inclusion and quality in the case of teaching ELT. How to teach using ICT and if they use ICT what sorts of tools are used and when they should use. Similarly, what the problems and challenges are faced after using ICT in the classroom and how they solved it.

### **Objectives of the Study**

This research had the following objectives;

- To investigate the use of ICT tools in teaching English.
- To identify the problems faced by English teachers while using ICT in the classrooms.
- To suggest some pedagogical implications.

### **Research Questions**

The prime questions of this study were;

- What ICT tools are used by teachers in teaching English?
- What are the problems faced by English teachers while using ICT in the class room?

### **Significance of the Study**

The outcomes of this study are useful for English teacher who are using ICT tools in English language teaching, and its needs and practices to carry out effective ELT activities in the context of Nepal. So, it is significant to the teacher who have been working in the field of ELT, curriculum designers, textbook writers, educational administrators, policy makers, teacher trainers and the prospective researchers who want to undertake researches in the area of technology in the ELT in the days to come it is equally fruitful for those who want to study further in this field in future. Thus, this research work is a cornerstone to the teachers who are using ICT tools in carrying out better ELT activities, the teacher, trainers and the teacher training institution too. Similarly, all the person who are directly or indirectly involved in teaching profession would also be benefited from this research study to get insights on practical usage of technology in ELT. In addition to this, the findings of the study help to identity the needs and practices of ICT and web tools in real field. Teachers will get the key



challenges and problems in the ELT activities in the classroom and try to overcome with the solutions. Therefore, it would have a great pragmatic value in the classroom in terms of ICT tools and applying the methods over there.

### **Delimitations of the Study**

A research work cannot cover the entire population, as well as the tools, and all aspects related to the area of the study. The study has limitations in terms of certain boundaries. In the same way this study had also some limitations.

- The research study was limited to teachers using ICT tools and problems faced by English teacher while using ICT in ELT classroom.
- The area of the study was limited to four community school and eight teachers of Jumla district.
- Classroom observation and interview were the main tools of data collection.
- The data was analyzed in terms of findings in the descriptive ways.

### **Operational Definition of the Key Terms**

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

**ICT:** In this study, ICT refers to a technology that functions for educating, changing and reforming of English language learning which can expand the teaching learning environment and increment in teaching and learning.

**ICT tools:** It refers to electronic and software-based tools that are used to send, receive and retrieve English language related materials for both teachers and students. For examples; Computer, Smartphone, Television, Blogs, Google search engine, Email and other related Websites.

**E-learning:** It is a learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom.

**Internet:** Internet is a computer network that is made up of a huge number of networks worldwide, the term refers as helping aids for teachers for practicing as well as teaching language skills on their own pace.

**Email:** The term email refers to text message and computer files exchanged through computer communication through internet or internet networks.

**Facebook:** Facebook is one of the online social networking sites, connecting people to share their ideas through uploading photos, videos and communicating with each other.

## **Chapter II**

### **Review of Related Literature and Conceptual Framework**

Every researcher needs to observe the fundamental background of the related subject and past studies. This part consists of the reviewed study and their implications in study. In regard to this study, provides information of previous research works and others related literature including theoretical and empirical literatures on use of ICT in ELT classroom. Moreover, I have number of books, articles on use of ICT in teaching which theoretical parts of this study are. It also helps to find research gap of certain research studies. In this section of this study, review for the theoretical literature review, review of empirical literature, implications of the study and conceptual framework of the study.

#### **Review of Related Theoretical Literature**

Review of related theoretical literature provides clear concepts about research work. It is the best way to find out the gap and problem explore new ideas from the existing theories and findings. More especially, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way.

**Information and communication technology.** The term ICT stands for information and communication technology. In a broader sense, ICT refers to different kinds of technologies tools which are used sharing information, feelings, thoughts, views, critical potentialities, logical abilities between the people. ICT is defined as a form of technology used for creating, displaying, storing, manipulating and exchanging information. More especially ICT refers to computer-based technologies including email websites, social networking sites for the purpose of English teaching learning process. ICT means the use of electronic devices and software application to convert, store, protect, process, transmit and retrieve information from anywhere, anytime.

ICT is a broad and comprehensive term, which comprises information technology and communication technology. It is computer-based management of data and ideas. ICT is currently used worldwide to describe new technologies which have become the compulsion these days. Even the traditional technologies such as: radio,

television and telephone are considered as ICT (Ibrahim, 2010). It means even from the very beginning there was the facilitation of technology to serve with communication and delivering message.

In a similar vein, according to United Nations Educational, Scientific and Cultural Organization (UNESCO), the ICT refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite system and computer and networking hardware and software as well as the equipment and services associated with these technologies, such as video conferencing e-mail and blogs (Mursund, 2005). This emphasizes that using of ICT appropriately help to expand education, and help to make teaching and learning effectively.

Adeya (2002) argues that ICT is an electronic means for capturing, processing, storing and disseminating information. In this regard, Waston and Waston (2011) state that technology has been identified as an innovative and exciting tool of instruction which shifts the paradigm to student centered learning that supports learners to understand topic better. Different types of activities are carried out with the help of ICT in the process of teaching and learning in order to provide more opportunities for teachers and students to work better in this information age. In addition, ICT works as supporting tools to traditional methods of teaching.

ICT in education improves engagement and knowledge retention when ICT is integrated into lesson; students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways. ICT helps teachers to interact with students. It helps them in preparation these teaching providing feedback and it also helps teacher to access with institutions and universities.

**ICT in English language teaching.** ICT is the technology required for information processing. According to Nikolova (2003) in (Scheinin, 2004) numerous suggest that computerized media and a multimedia environment can be helpful for learning foreign language vocabulary. However, the materials in the studies have mainly been commercial or teacher produced. Students authoring in computer-based

materials designed for foreign language has been shown to enhance vocabulary learning. It has been asserted that one-line debated is an excellent medium for generating social construction of knowledge (Fujike, 2004). According to Elia, (2007) "ICT plays a part in fostering intercultural competence", which is a part of learning a second or foreign language.

ICT provides varieties of different approaches as well as learning styles that reinforce the material delivered in other formats. Enjoyment is very much part of effective learning, thereby captivating learners, interest, increasing personal discovery, generating enthusiasm and the desire to learn thereby instilling and interest from within to improve the learner's motivation. Students love working with ICT and especially using ICT an instrument to aid in the development of their language skills. Using ICT attracts them because it is challenging, as it is a part of their everyday lives. Nevertheless, whenever students use ICT in the classroom. Undeniable improvement of language skills and strategies related to handling information and the language through which it is conveyed in the stage of searching, analyzing and processing information Jarvis (1998) believes that by integrating basic IT skills, in the EFL classroom, we are developing language skills and equipping learners with technology skills. The application of these technology skills go beyond the EFL classroom into the work place and subject specific studies at colleges and universities.

In education ICTs play vital role in facilitating teaching and learning. They have transformed classroom communication methods and modified instruction strategies. Also, ICTs have made teaching and learning interactive and collaborative instead of the traditional teacher-taking and students listening approach. ICTs empower teachers and learners transforming teaching and learning process from being highly teacher dominated to student centered, and that this transformation will result in increased learning gain for students, creating and allowing for opportunities for learners (Akhtar, 2018).

**Importance of ICT in education.** In the past only content was highly emphasized in teaching and learning. Even courses have been written around textbooks for many years. Teachers had to teach through chalk and talk method where learning content was given more priority. slowly, contemporary settings got pace in favoring curricula that promote competency and performance. And now, Curricula are

being started to emphasize on capabilities that how one can use information in his/her life. In this regard, Oliver (2000) argues that Contemporary ICT are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that makes sound use of the affordances of these technologies.

To enhance and streamline the developments in the ICT sector, the government of Nepal has formulated and ICT master plan (2013) to expand equitable access to education, to enhance the quality of education to reduce the digital device and to improve the service delivery system in education (ICT Master Plan, 2013). Similarly, the government recognizes that ICT has a big role to play in stimulation of national development, in particular modernization and globalization of the economy. In recognition of the need of ICT for the development process, the government has undertaken several initiatives to promote the development and application of ICT. By realizing the importance of ICT in education, The Ministry of Education has implements some of the programs related to ICT in education. They are one laptop per child (OLPC) pilot program/project in selected 26 schools of six districts, Lab model (computer sharing mechanism) project in some schools and internet connectively to District Education Office (DEOs) and schools (through matching fund to schools) and computer labs with inter connections from local ISPs. Similarly, Central Level Agencies under MOE, five Regional Directorates (REDs) and 75 District Education Offices have also launched their websites.

ICT has become a basic building block of a modern society within a short time. ICT plays a significant role to bring so many changes in the field of English language teaching too. No any technology has demerits in itself rather it depends upon it users. ICT does not have any demerits in it but the users are creating de merits. ICT has been used in ELT for many purposes. According to Isisag (2013), it has been used for the following purposes:

*As a means or way but not as an end. To gain maximum convenience, impacts and effectiveness and to hold students' attention and engage than in the materials. To facilitate better language, teaching and learning. Carrying out better ELT activities, creating motivation and communicative language*

*teaching in ELT. Matching learning autonomy and ELT more practical and goal oriented.*

Therefore, the utilization of ICT in education has recently started in appealing the potential and significant progress to language learning. Integration of ICT in education is considered as very important as it caters to the needs of diverse learners. The integration of information and communication technologies can help revitalize teacher and students. According to Zhao and Cziko (2001), three conditions are necessary for teachers to introduce ICT into their classrooms, teachers should believe that the use of technology will not cause any disturbances, and finally, teachers should believe that they have control over technology.

ICT can also be great tools for reaching various audiences and making lesson plans for students. Similarly, the study of Isisag (2013) supports to the statement that technology needs to be wise integrated and controlled in the classroom to create the most effective lesson plans and the organized delivery of it. The teachers most remain at the center with a clear framework for the successful integration of it, considering the needs and goals of education in modern days.

**Commonly used ICT tools in ELT classroom.** ICT is an Umbrella terms that includes any communication devices or application encompassing: radio, television, internet, email, e-books, webinar, mobile gadget, laptop, multimedia projector, digital recording, audio-recording Facebook, weblog, email, YouTube, Skype, twitter, satellite system and so on, as well as the various services and applications associated with them, such as, video conferencing and distance digitalization. Some of the commonly used ICT tools in ELT classes are discussed below:

**Internet.** Internet is a computer network that is made up of a huge number of networks worldwide. The term refers as helping aids for teachers of practicing as well as teaching language skills on their own pace. Internet can be used as a medium of language, learning through email, www, text audio and video conferencing from the point of view of technology; we can define the internet as a network of computer. In fact there is something more to it. At this point, Teeler and Gray (2000, p. 1)

The internet is a network of people and information, linked together by telephone lines which is connected to computers. In fact, more than 10,000

independent networks-public and private are currently connected to form this vast global communications system. It refers to a network as a group of two or more computer system linked together.

**Facebook.** Facebook is one of the online social networking sites, connecting people to share their ideas through uploading photos, videos and communicating with each other. Rosen (2007, p. 17) explain that the name Facebook originates from "the small photo albums that colleges once gave to incoming freshmen and faculty to help them cope with meeting so many new people." Everyday students visit their Facebook accounts and do any other activities on the web.

**Audio visual aids.** In the 21<sup>st</sup> century the use of Audio-visual Aids has become inevitable. It has started a new genre in the field of teaching and learning language. A part from traditional teachers must adopt the topical and innovative teaching techniques.

**E-Books.** An e-book is an electronic version of a traditional print book that can be read by using a personal or by using an e-books reader like iPods and Kindle. E-books also used to improve that teaching and learning skills in the classroom. In E-books teachers and students can add images into graphics, posters, video and audio. Learner can share E-books with their friends. E-books strengthen students' note making skills, the knowledge of English grammar and application skills.

**YouTube.** YouTube is a global online video sharing and social media platform headquartered in San Bruno, California. It was launched on February 14, 2005, by Steve Chen, Chad Hurley, and Jawed Karim. It is owned by Google, and is the second most visited website, after Google Search. YouTube has more than 2.5 billion monthly users who collectively watch more than one billion hours of videos each day. As of May 2019, videos were being uploaded at a rate of more than 500 hours of content per minute.

The term 'YouTube' refers as the useful ICT for teachers to create their own video blogging, live streams and subscribe to educational videos for teaching English language. YouTube is an effective ICT in helping the students to write in English.



***E-mail.*** Electronic mail (email or e-mail) is a method of exchanging messages (mail) between people using electronic devices. Email was thus conceived as the electronic (digital) version of, or counterpart to, mail, at a time when "mail" meant only physical mail (hence e-mail). Email later became a ubiquitous (very widely used) communication medium, to the point that in current use, an email address is often treated as a basic and necessary part of many processes in business, commerce, government, education, entertainment, and other spheres of daily life in most countries.

The term e-mail refers to text messages and computer files exchanged through computer communication through internet or internet works.

***Mobile phone.*** Mobile phone has also become very essential tools for learning a language. It is a mini computer in everyone's pocket. Mobile phones function in many ways like the addition of texting, e-mail, function etc. As computers do. In mobile phone assisted language learning we can find portability, social interactivity, community, individuality and immediacy.

***Film projector.*** Film projector refers to acquired knowledge through films has a lasting effect. We can project some educational films, dramas etc. This can develop the listening and speaking skills of the students.

**Status and challenges of using ICT.** Education for everyone as modern economic, social political and technological requirements demand that all members of society have a minimum level of basic education. The need for continuous access to information and knowledge makes education lifelong to help individuals, families, work places and communities to adopt economic and societal changes, and to keep the door open to those who have dropped out along the way.

As Nepalese secondary school might have many constant and challenges for the use of ICT. Such constant and challenges may hinder learning and learners' motivation and skills, concentration, cognitive processing, independent learning, critical thinking and teamwork. As Kozama (2002) has conducted research in Turkey by where the focus on Information and Communication Technology (ICT) usage which is the indicator of diffusion.

Teachers in government schools were found slightly poorer levels of access, both at home and at school. When compared with teachers in independent schools. The most problematic area of access overall was in technical support which when coupled with the reportedly low and variable levels of ICT skills among teachers that would represent a major impediment to successful and satisfactory participation in ICT mediated study for many teachers. The use of ICT in schools/university not only improves classroom teaching learning process but also provides the facility of e-learning. E-learning has rendered convenience of online learning to thousands of learners who cannot avail the benefits of higher education due to several constraints. Such as: time, cost, geographical location, age etc. It means ICT has enhanced distance learning. The teaching community now seems to be able to reach remote area and learners are able to access qualitative learning environment from anywhere and at any time. Therefore, it is important that teachers or trainers should be encouraged to adopt ICT in their school and university.

### **Review of Empirical Literature**

Empirical literature review refers to the reverence of related literature to the topic which is carried out earlier by the senior researcher, students and organization. It is a main foundation of research work and hints for conducting new research which provides theoretical as well as practical knowledge on a particular topic or research. Different researchers have been carried out research in this field have gone through some of the related literature which has some kind of linkage with my study.

Khanal (2008) conducted his research on "Attitudes of Higher Secondary Teachers towards the use of Computer and the Internet." The aim of this research was to study the attitudes of higher secondary English teachers of Kathmandu valley and their perception on the basis of personal experience of using computer and internet by using questionnaire and interview tools. The data was collected from 100+ respondents. Analysis of data filled with the findings that majority of the teachers had positive attitudes towards computer and the internet. All teachers need to have increasing computer and internet access in the future.

Hennessy, Harrison and Wamakote (2010) in their article entitle "Teacher factors influencing classroom use of ICT in sub-sharan Africa" synthesized the

research literature on teachers' use of information and communication technology in primary and secondary school in sub-Saharan Africa, with a particular emphasis on improving the quality of subject teaching and learning. Their focus was on internal factors of influencing on teachers' use or lack of use of technology in the classroom. Their discussion attended to perceptions and beliefs about ICT and their motivating effects, technological literacy, confidence levels and pedagogical expertise related to technological use and the role of teachers' education. Finally, they identified a need for teachers and teacher educators to integrate ICT into subject teaching and learning using contemporary pedagogical approaches.

Ibrahim (2010) in his article, entitled "Information and Communication Technology in ELT" opines that information communication technology should be exploited effectively to shift from teacher centered approach to the student-centered approach in teaching or learning English. He opined that technology has created changes in all aspects of society. It is also changing our expectation of what student must learn in order to function in the new world. Similarly, he argues that the use of ICT in language teaching has countless benefits.

Adhikari (2011) carried out research on "Beliefs of English teachers' in using multi-media in their class." The main objective of the research was to using multimedia in their classroom. She conducted the research study has find out the beliefs and challenges faced by English teacher in using multimedia technology in their language classes. The population of her study was forty (40) English language teachers teaching in Kathmandu valley. She used a set of close ended and open-ended questionnaire as the tools to elicit the data from the sample population to meet the objectives of the study. She concluded that the teachers used multimedia technology in their language classroom to expedite the rate and route of learning and to make teaching learning effective.

Pandit (2013) carried out research on "The impact of Internet in language learning in ELT". The study aimed to find out the impacts of internet in learning English language." The study was carried out on the 25 students of grade eight in Rautahat district using action research design. The participants were selected by following random sampling procedure and test items were selected as the tool of the study. The finding of the study showed that the internet had impact in students'

learning of English. They used Complex grammar structure in writing and submitted the assigned tasks quickly after using internet.

Gosh (2015) has carried out research on "Information Communication Technology clicks to a new paradigm in English Language Teaching. "The main purpose of this study was to explore the real practice of using ICT in English learning in Dhaka city. 50 BBA major students from public and private schools of Dhaka city were selected randomly and surveyed on the basis of a questionnaire. The major finding concluded that most of the students, beliefs and attitudes of teachers reported using email for academic purposes and they are acquainted with some ICT tools for learning English through a common constraint of having an internet connection.

Poudel (2018) in his article on "Integrating ICTs in ELT Language teaching". His objectives were to find out the ELT teachers' perceptions on integrating ICTs in the classroom and to identify the challenges faced by the English language teacher. Teacher's perceptions, strategies and challenge addressing the ICTs tools in the English language classroom. This research was based on as a survey study among the 40 English teachers in Syanja district. He used quantitative research with questionnaire and interview. From the research, he found that about 88.66-% of the total teachers presented positive attitude in the ICT, 63.33% teachers were satisfied by using ICT in their profession. From this article, I have reviewed that integrating ICTs in the ELT classroom have become inseparable in both developed and developing country. The researcher has also discussed about how the teachers have been integrating ICT in the classroom and what difficulties they have been facing in English language classes.

Singh (2019) carried out research on "Use of ICT in English language teaching at Master level". The objectives of the research were to explore the access and uses of ICTs in English language teaching and learning at master level and the study was based on survey research design 30 respondents 10 teachers and 20 students were selected using convenient non-random sampling from M.Ed. teachers and their semester students T.U., Kirtipur. A set of questionnaires consisting of both close ended and open-ended questions was used a data collection tool. The data were analyzed and interpreted statistically and descriptive the study related that the teacher and students have positive beliefs for ICTs access and uses but the condition of all

useful access to ICTs use at master level in poor and need to be concluded that teachers and students have positive attitudes on ICTs access and uses in the sense that most of them agreed that ICTs are a useful tool for language teaching and learning.

Dawadi and Shakya (2020) carried out the study entitled "ICT Implementation and Infrastructure Deployment Approach for Rural Nepal." The main objectives of the study were to analyze ICT implementation for Rural Nepal and to assess infrastructure development approach to Rural Nepal. Descriptive and analytical research design was used in this study. Sample was taken from six village rural development different parts of Nepal as the sample of the study. Dawadi and Shakya reported some major challenges for implementing ICT in education, such as lack of skilled workforce, unreliable and costly internet facility, low level of ICT literacy in rural communities, high hill and mountains, lack of hydropower in the countryside and low power solar energy and lack of security for ICT infrastructure in Nepal.

Chauhan (2021) carried out research on "Use of Information and Communication Technologies in Learning English at Master Level". The study aimed to investigate the ICT tools used in learning English and to identify the roles of ICT tools in learning English. The populations of his study were 40 students of M.Ed. fourth semester studying at T.U., Kirtipur he applying the non- random purposive sampling procedure to secure their participation in this study. A set of questionnaires having both open ended and closed ended questionnaire was used as the tools for data collection. The data were analysed and interpreted statistically and descriptively. His study found that most of the students uses mobile, Laptop, Desktop, Projector, YouTube, Email, Facebook, Google meet, Zoom, blogs and different electronic software's as a tool of ICT while learning English. His study also found that the tools of ICT help in learning English, making the learners engaged, active and autonomous and motivating the learners.

Khatri (2022) carried out a research study entitle "Attitudes and Practices of Teachers towards the use of ICT for their Professional Development". The study aimed to identify and analyze the attitudes and practices of the secondary level English teachers towards the use of ICT as a resource for their professional development. Her study was based on survey research design. The population of her study was all the teachers teaching to the secondary level students. Sample consisted

of 41 secondary level teachers working in Triyuga municipality of Udayapur. questionnaire and observation were data collection tools and techniques. Both primary and secondary sources are used to collect the data. This study found that secondary level English teachers of Udayapur district found improvement in their professional development after the use of online resources via internet.

The research works reviewed above are concerned with finding out effectiveness, beliefs and attitudes toward technology ELT. The above mentioned most of the researchers talk about "Use of ICT in ELT in master level and secondary level in Kathmandu valley" none of the researchers carried out research on "Use of ICT in the case of Jumla district". Therefore, the study is different from the above-mentioned research.

### **Implications of Review for the Study**

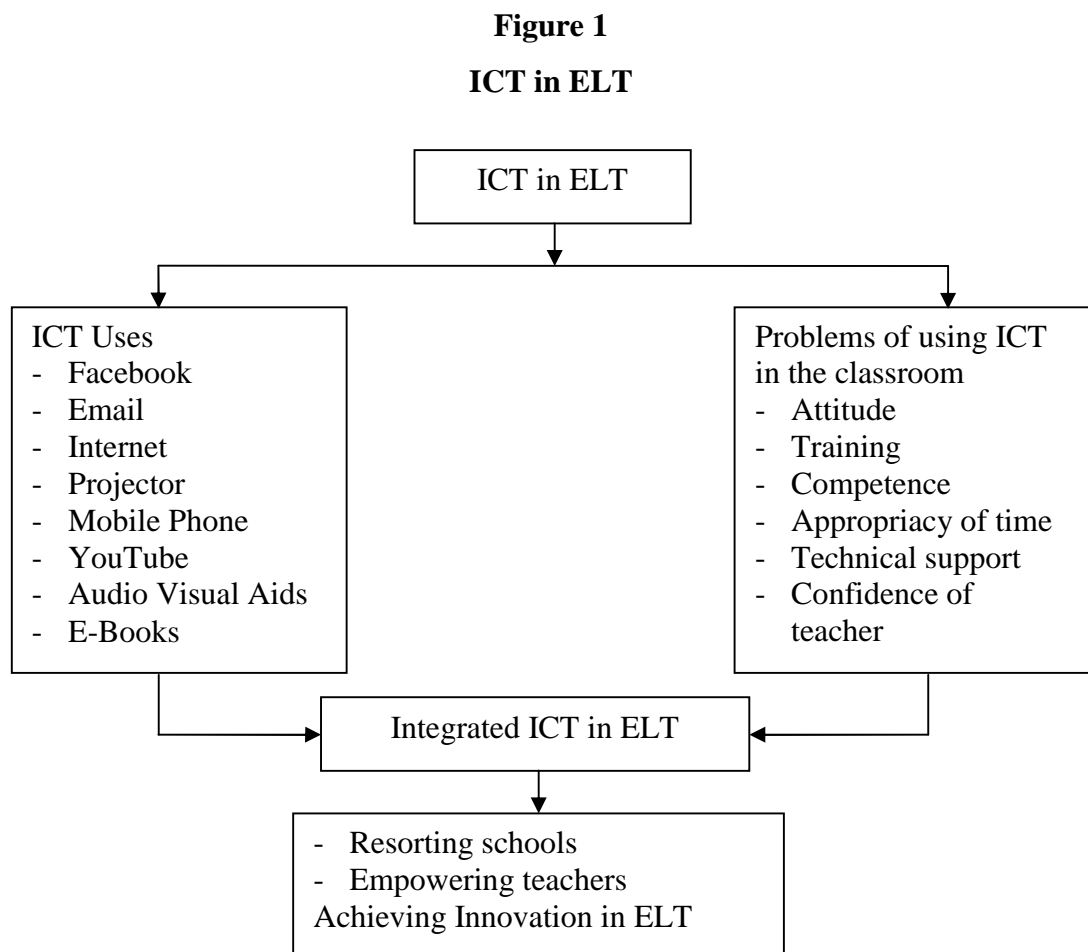
By the review of theoretical and empirical literature, got the significant ideas, information and guideline about use of ICT in secondary school in literature review, our central focus is to examine and evaluate what has been studied before on the topic and establish the relevance of this information to our research. I found some of the related research works in the department of English education. I went through those words and got some ideas about my topic. This review of the study may obtain from the variety of the sources including books, journals and articles. This entire source helps to bring the clarity of my research work. I have lots of ideas from the research studies conducted by different researches and their findings really help to be more curious.

Similarly, the review of empirical literature helped me to develop the conceptual framework and clarity and focus to the research problems. I had review Khanal (2008) who carried out research to introduce the concept of ICT and focusing the real practice of using ICT in English language learning. I had found out the beliefs and challenges faced by English teacher in using multimedia technology in their language classes. Similarly, Joshi (2016) supports me to get the ideas on ICT, moreover Ibrahims (2010) worked prospected ICT as an effective tool to shift from teacher center approach to the student center approach in teaching and learning English and it helped me to form the conceptual framework. In the same way, I had

reviewed Adhikari (2011) which helped me to form the methodology of the study. Likewise, Singh (2019) helped me to take the ideas and information regarding research tools and data analysis procedures. Similarly, after reviewing them, I came to understand the procedures of the research. Last but not least I updated myself with research process, design and methodological tools which are very beneficial to my research work.

### Conceptual Framework

It is a road map that the research was applied in the research work. Thus, it is considered the theoretical mental image of the researcher towards the proposed research. It explains the relationship and effects among the variables. The framework of this research is diagrammatically presented in the following ways:



### **Chapter III**

#### **Methods and Procedures**

In this chapter includes research design and method, population and sampling procedures, tools for data collection and procedures for data collection, data analysis and interpretations procedures and ethical considerations.

#### **Design and Method of the Study**

Research is a systematic and objective analysis which develops theories and principles about the existing facts. According to Kumar (2005, P.6) "Research in one of the ways of eliciting information and studying phenomena to find out the solution to the specific research problems." It means research is a rigorous plan of investigation. It helps to gate detailed information about the investigation.

This study was designed to explore the use of ICT in ELT at secondary level. It was based on descriptive research under qualitative research method. Descriptive research is most commonly used research in educational research. According to Glass and Hopking 1984) descriptive research design is "a research design which involves gathering data that describe events and then organizes, tabulates, depicts and describes the data collection". So, descriptive research design can be either quantitative, qualitative or mixed one. It involves collection of quantitative information of data and describes the categorized information for describing the collected data.

Qualitative descriptive research is a term that is widely used to describe qualitative study of any social phenomena (Lamberts, 2012). The study is a comprehensive summarization of specific events experienced by individuals or groups of individuals in every day terms. The term tends to draw from naturalistic inquiry which support a commitment to study something in its natural state to the extent that is possible within the context of research area.

To support this, descriptive research is applicable research design to find out the use of ICT in ELT classroom. Therefore, the selection of descriptive research



design under qualitative study for the investigation of detailed information reliable for the research study.

### **Population, Sample and Sampling Strategy**

The population of this study included all the secondary English teachers of Jumla District. And the sample of this study included eight English teachers. The eight teachers were the ones whose classes I observed and take interview with them. Similarly, the sample was selected by using purposive non random sampling strategy.

### **Source of Data**

Both primary and secondary sources were used for getting required data.

**Primary sources.** The fundamental bases of the study were the primary sources of data. Primary data were collected from the secondary level of English teachers from Jumla district. I had taken 4 schools and 8 teachers from the selected schools, the data from primary sources were collected by administering semi-structure interview and observation diary.

**Secondary sources.** The secondary sources of data were various books, previous theses, web technology, internet and web journals, articles were taken from internet, web related topics from different websites [www.google.com](http://www.google.com).

### **Data Collection Procedures**

I adopted the following stepwise methodological procedures to collect the require data. At first, I visited the selected schools and teachers of secondary level of Jumla District and established the rapport with them. I had informed them about the processes and objectives of my study. Then, I consulted and explained them about the purpose of the study and request them to take part in it. I assured them confidentiality in terms of ethics regarding the obtained information throw the interview and classroom observation. I had conducted semi structure interview for teachers and observed the use of ICT in teaching and learning in the classroom and requested them to answer the questions without any hesitation, fear and anxiety. I had collected require information throw interview and observation. At last, I thanked them heartily for their kind co-operation.

### **Tools for Data Collection**

I used semi structured interview and classroom observation diary as the main tools for data collection. I think classroom observation diary and interview as the best tools to get detail information about the teacher use of ICT tools in the classroom.

### **Data Analysis and Interpretation Procedures**

The systematically data was collected and analyze by using appropriate tools and methods. At first, I transcribed the collected data, which was gained throw interview and observations. Then, the transcribed data was analyzed and interpreted descriptively, the analyses data was presented thematically and descriptively.

### **Ethical Considerations**

I adopted the following ethical considerations: At first, I took permission from the school administration and informed the respondents about the purpose of the study. Then I gave short information about my research to the respondent teachers, I built trust with respondents. I ensured to keep the responses of the respondents confidential. I ensured for not use data for any other purposes except for my study without permission of the respondents. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research.

## **Chapter IV**

### **Analysis and Interpretation of Data**

The qualitative data collected using interview, and observation for the study were analysed and interpreted to derive finding of the study. So, this chapter of the research includes the analysis and interpretation of the results.

#### **Analysis and Interpretation of the Results**

This chapter of my thesis is mainly concerned with the analysis and interpreted of the data were analysed and interpreted to investigate the use of ICT in English language teaching and to identify problems faced by English teacher while using ICT in the Classroom. The responses obtained from the respondents and observations were analysed descriptively.

**Use of ICT tools in teaching English.** The first objective of my research was to investigate the use of ICT tools in teaching English for that, I used observation diary as a tool for collecting the data. In this section, the analysis of data gained classroom observation is presented. I observed gained the classroom of the teachers. I adopted a naturalistic approach to study teachers' practice of ICT in the classroom and how it motivates Students towards learning. I observed what was actually happening in the classroom whether the teachers use ICT in the classroom or not. As a non-participant observer, I wanted to give myself a chance to observe the interaction in the classroom freely without influencing them. I planned what was going to be observed and I had a clear purpose.

While observing the classes with the permission' of teachers, I systematically wrote on the diary what I observed. I observed four classes /lessons per teachers, total 32 classes to be analysed. Classroom observation helped me to answer my research questions. The classroom observation helped to me actually sees what the teachers were doing in the classroom. I observed the class for three weeks. The longer I stayed in the classroom, the more I became part of the classroom environment. The details of data presentation analysis and interpretation have been presented under the following topics:

**Use of ICT in the classroom.** To find out the use of ICT in ELT classroom, I observed the class at secondary level. I have observed 32 classes of Eight teachers and among those, in 24 classes; they used ICT in the classroom. The following can be taken as the sample of a class observation.

One of the teachers entered the classroom with his laptop and projector in his hand. All students stood and said 'Good morning, sir!' He thanked them and let them to be seated in their own position. The students seemed very excited to watch something in projector. Students were talking to each other excitingly, with a whispering voice then the teacher talked about the content which was going to be presented through projector. That was a poem from the compulsory English text book 'I wondered lonely as a cloud'. The teacher had downloaded that video from YouTube. He connected the projector with his laptop and managed its focus on white board. Then, he instructed the students to watch video carefully; it was a cloudy day because of which the classroom was slightly dark. All the students become silent and watched video carefully. In this poem the teacher asked the students to listen and watch carefully. In this poem so many beautiful flowers, lakes, hill and trees showed the natural beauty. The daffodils are yellows (golden) flowers seen at a time. The poet easily engages and forgets their sorrows. After that, the teacher asked some questions to the students. Regarding the poem, most of the students answered correctly then started to talk. the pictures and scenes which they have seen in the poem/video. It was the first time I found students that much excited towards learning and they got the idea of the story in an interesting way.

From the above observation of the classes, it has been found that the teachers mostly used email, internet and YouTube videos for the sake of making the classroom interesting and live. Moreover, it has been found that the teachers made use of ICT especially for teaching poem, stories and for different listening activities. It was also used for showing in them documentaries to the students which helped them raising interest and curiosity in them.

Next day one of the teachers entered the classroom with his laptop and projector in his hand. All the students stood up and said 'Good morning, madam' then they sat down in their seats. The students seemed very excited to watch something in projector. Students were talking to each other and their face seems Charming. Then

the teacher talks about the content which was going to be presented through laptop. Her laptop displays the topic 'A Scary Secret of Two Sisters' that was a story from the compulsory English text book. That was a moral story. The teacher has downloaded the video/movie from YouTube. He connects the projector with his laptop and managed its focus on White board. Then, she instructed the students to watch movie carefully. All the students became silent and watched movie carefully. After that, the teacher asked some questions to the students. Regarding the story, most of the students answered correctly and started to talk about the characters and scenes which they have seen in the movie. It was the excited for the students to get the idea of the story in an interesting way. At last teacher asked them to submit assignment and email me tomorrow.

From the above observation of the classes, it has been found that the teachers mostly used email internet and YouTube videos, projector, Google for to sake of making classroom interesting and live. Moreover, it has been found that the teachers made use of ICT specifically for teaching stories, drama and poetry and for different listening activities.

**Availability of the ICT in the classroom.** The students seemed very excited to watch something in projector. Then the teacher talked about the content which was going to be presented through laptop. His laptop displays the topic " Documentary of Human Trafficking" with a beautiful snapshot of it and he checked out the audio connection cable. Before going to the video clip, he shared his idea in the following way;

*Human trafficking is one of the cross-cutting issues, Human trafficking means buying and selling humans, especially human trafficking is an illegal trade of human beings for different purposes. The majority of trafficking victims are women and children because of their marginalization in many societies and their limited economic resources.*

Obviously, it is counted as the major problems of Nepal such as illiteracy, poverty, unemployment. He tries to convey the key features of 'Human trafficking' in his voice. All the students were interested to get much more information for "Human trafficking." Their teacher requested them to watched video carefully. They were also

requested to watch the related YouTube videos at home. Finally, he played the documentary video with the help of YouTube. All the students were watching video interestingly and some of them were also expressing the sounds oops so sad while watching the video. Teacher asked some questions for students related the video student response the answer.

He operated her laptop connecting to multimedia equipment inside the classroom. He was surfed the internet browsing Google Chrome browser and entered a website name [www.bbc.co.uk](http://www.bbc.co.uk). He searched the key word 'One language' and it found language steamrollers. He clicked on the topic and played the 'Is the future one world, one language?' podcast to give the insight of language in the world. All of them were motivated to listen the podcast. They were requested to note down what they would listen at the moment. At the end of podcast, he had a brief description of it interacting with students.

After that, he jumped to the Microsoft PowerPoint presentation and all of them were requested to observe the given picture intensively. The previewed pictures were indicating to the formal debate programmed. There were three groups calling judge team, one group seemed to be opponent and another was getting stand up of the topic. Audience or their friends were standing nearby their team. He asked them to tell what the picture is and what is happening there. One of the students said that it is a programmed conducted at school and it must be a debate because there are two teams. Another student said, "one group leader is standing and seemed to be presenting his arguments on the topic and another team is listening at them with the discussion on the speech." After their stand points to the picture, he acclaimed that it is a picture of debate programmed and we are going to take the report of their speech. In a clear way he précised the description as below

*There has been a debate competition in New Horizon Higher Secondary school Pranisha Gupta is a master of ceremony. Juna and Lalita are the speaker in the final round of the debate on the topic using a single is better than multiple languages.*

There was a debate on the topic whether a single language use is better or multiple language use in our context. As an example, teacher presented YouTube video in the context of Nepal to make the concept of debate clear for the students.

It was really fascinating class for the students. It got an idea about how to debate and motivate students too.

There were ninety-six students sitting in the classroom. They seemed to be quite and patient for the classroom teaching and learning activities. It was the first day of this class and class teacher said, "We have a guest". He is here to conduct his research work. After his clue, he requested me to give short introduction and purpose of being here.

In the preceding class, he opened his laptop connecting it to the projector and. He displayed some pictures of greetings like one picture was showing a way of greeting joining their two hands together, another was touching feet of old man, and greeting and bow down to the old man via the PowerPoint presentation. At that time, he questioned to the students, what are they doing, and what the significance of it in our nation is. They were guessing that it was all about greetings because a boy was touching feet of old man. Their teacher also agreed with them and displays the next slide. Similarly, there was a picture of dressing such as Nepali Bhadgaunle hat (black hat), Daura-suruwal, Choli-Gunyu, dress of Sherpa, Limbu, Sunuwar, Tamang and Magar with the written caption. At the meantime he raised some questions like what looks like it, what we called it? What is the importance of it in Nepal? All of them shared that these all dresses belong to Nepali culture and identity.

Finally, he animated the topic 'Our culture, Our identity' on the screen with the bold font. His intention was to give an example of culture and identity related example showing his prepared slides there. According to him "culture and identity has the relation of nail and skin". It comes together whenever we talk about culture and identity. A culture makes a unique identity among the people as we saw that Bhadgaunle hat belongs to Nepalese citizens and its identity is Nepali topi (hat). Nepali identity comes from Gunyu-Choli and Black hat and Daurasuruwal. It was assumed that culture is a part of identity in our society. It might be different in terms of customs, beliefs, art, way of life and social organizations. They are the backbone

of civilization and identity. Nowadays, due to western culture influence, we are neglecting our own culture and following it deliberately. For the exploring of our culture and identity, he requested them to prepare an essay of it based on the classroom if anyone need to support join our messenger group to discuss with them. Teacher finished the class.

Availability of the ICT tools in the classroom in the classroom availability of modern computers internet, networking and resources with-in an increasingly diverse range of technologies is an essential part of learning and teaching in the 21st century for teacher and their students. The availability and implies presence of ICT resources accessibility means the degree to which these ICT resources are easily accessible by as many people as possible. Similarly, Mbwesa (2002) argues that, ICT Constituents an input in the students' learning process that should help produce better learning output. The availability of ICT resources can enhance learning by making education less dependent on differing teacher quality and by making education available at home throughout the day.

I went to four schools for class observation. Through the observation of the class, it has been found that most of the schools does not have sufficient ICT tools in the classroom. There was lack of physical resources almost in every school. Lack of equipment in every class, unequipped or unorganized laboratory, and limited access to internet, electricity problem, and teacher's confidence problem has seen almost in every School.

**Students' motivation and participation.** I observed 32 classes where teachers used ICT tools in 24 classes. So, I got chance to observe both classes; classes with ICT based instruction and classes without ICT. Through the observation of both classes, it has been found that students were more active and participatory in different class works than the classes without using ICT. By using ICT tools, it was easy to motivate students towards lesson for the teacher. They did activities actively and learnt better. But in traditional classes, they were not that much motivated and participated actively. Classroom was noisy and most of the time the teacher asked them to 'keeps quiet. 'So, using ICT makes classroom environment learner friendly and it makes lesson more enjoyable through some exciting classroom activities. Students loved to see visualizing the topics and they did not feel bore during the



lesson. It was found that students enjoyed participating in various activities through ICT in classroom activities. Such types of participation increased more when teachers used pictures, colourful slides, animation or video related to the topic in the classroom.

The use of ICT is expressed in the curriculum but some teachers are not incorporating ICT because they believe it is challenging too for them. However, different studies describe several positive outcomes of including ICT in the classroom. These outcomes indicate that ICT promotes creativity, curiosity, motivation and an interest to deepen the knowledge in the current topic. Therefore, teacher should incorporate ICT since it provides independent and personalized learning, but also a more collaborative and interactive learning.

**Role of ICT in English language learning.** In the context of the global exchange, the role of ICT has become inevitable in the 21st Century. The use of ICT has become essential for teaching and learning in the classroom. Similarly, Fisseha Mikre (2011) argues that ICT in education can be in the form of E-learning which is the use of computer and internet to deliver materials for learning.

Several studies reveal that students using ICT facilities show higher learning gains than those who do not use it. In this section, the analysis of data drawn from the interviews with the teachers is presented. I interviewed eight secondary English teachers from Jumla District. The data level presentation, analysis and interpretation have been done under the following sub-topics.

***ICT fosters learning.*** There is a great value in incorporating new technology in education as the integral part of teaching and learning. ICT helps introvert or students to communicate in a more convenient environment like a chatting room, forum and discussion group and. By using ICT in the classroom teachers can easily use images to teach and improve the retentive memory of students. The major emphasis of ICT infusion in pedagogy should be such that it tends to improve learning, motivate and engage learners, promote collaboration, foster enquiry and exploration and create a new learner centered learning culture.

ICT allow learners to foster the four 'Cs' communication, creativity, collaboration and critical thinking. What I first found out when interviewed the

teachers was the most of the teachers said that ICT fosters learning of the student. Similarly, ICT is key reference which helped both teachers and students to search teaching learning materials.

In this section there is question related to that is "what do you think the use of ICT fosters or hinders learning in ELT Classroom?"

One of the respondents said;

*"I think the use of ICT fosters learning in ELT. Students can buffer the internet to get the reading materials. Similarly, they can get various exposures from the videos and audios by buffering YouTube if they are properly guided. Moreover, they can get the different model questions for practices which help them to grow academically.*

Similarly, sound was echoed in another interview:

*I think the use of ICT definitely helps in fostering the students' academic learning in ELT if it is used for purpose. Use of ICT in classroom helps students to get authentic materials which help them to learn better. It plays a vital role to arouse motivation towards learning and make them active learners. This helps them to learn better and better in an interesting way. It is also useful to make classroom full of visual world.*

During the interviews, almost all the teachers said that ICT plays positive role in students' learning. It helps students 'to expand their knowledge in the related field. In the Same way, it motivates students towards learning. As a result, students actively take part in classroom activities which helps to improve their learning achievement. So, by analysing the above responses, it can be claimed that CIT or ICT foster students' learning.

***ICT for motivating students towards learning.*** Motivation has been one of the most effective factors for language learning. It is a desire that causes a person to act positively towards learning. Similarly, it is an internal process that makes a person move towards a goal. Generally, there are two types of motivation, intrinsic and extrinsic.

The aspects of motivation should be seen as one of the more important elements to consider when conducting studies on second or foreign language learning. The use of ICT in the classroom promotes individualization of schoolwork, curiosity, motivation and an interest to expand the knowledge in the current topic.

While taking views from the teachers the question that is "How does the use of ICT motivate students towards their learning?" one of the teachers said.

*Of course, the appropriate use of ICT motivates students towards their learning as it attracts the students' attention for learning. If the teacher utilizes a variety of ICT tools for teaching different matters, the students easily get motivated towards their learning. Students can search materials themselves which make them independent learners. Some kind of group work activities can be done by Using ICT which promote Collaborative learning.*

Similarly, one of the female teachers said:

*I have been using ICT tools from one year and when I teach through ICT, students seem more active and curious about the topic, they seem happy as well. So, I believe that the use of ICT highly motivates student's achievements by raising their motivation and it can improve students' as well as teachers' attitudes towards learning by using visual aids in the classroom. It improves students achievements by raising their motivation and it can improve students.*

In the same way, another teacher said:

*Naturally, students are interested and curious to know and practice the exercises through ICT. It provides students with varieties in learning that address the multiple intelligences of the students. When I use ICT in the classroom, students pay attention to the topic. They are motivated to watch different stories, movies and participate actively. I think, ICT makes classroom environment to learn collaboratively as well as individually and encourage them to learn many things.*

While interpreting their voice, it can be assumed that the appropriate use of ICT in the classroom encourages students' collaboration deepens learning process,

inspire creative thinking, increase motivation. Similarly, it provides motivation and boosts independency and personalized learning, and also a more collaborative and interactive learning.

### **Problems Faced by English Teachers while using ICT Tools in the Classroom**

In this digital era ICT use in the classroom is important for giving teachers opportunities to teach and apply four skills (listening, speaking, reading and writing). The use of ICT in the classroom is very important in providing opportunities for students to learn to operate in an information age studying the obstacles to the use of ICT in educational institutions may assist educators to overcome these barriers and become successful technology adopters in the future: Regarding the question". What are the problems faced by English teachers while using ICT tools in the classroom?"

One of the teachers said:

*I think the major problems and challenge for using ICT faced in ELT classroom are lack of motivation from both teachers and students' side to use ICT, lack of proper training skills, lack of expert technical staff, poor administrative support, lack of ICT based resources.*

Similarly, another said:

*Lack of access, lack of technical support, lack of time, lack of inadequate of teacher's confidence financial problem, lack of knowledge, genuine software low speed of internet of ICT resources and unavailability of latest ICT equipment are the major problems for technology integration in the classroom.*

The data shows that the teachers faced several problems while using ICT tools in the classroom. Lack of proper training skills, poor administrative support, lack of accessibility, Lack of technical support, inadequate for teacher's confidence, lack of knowledge, lack of skill person, poor administrative support and lack of ICT based resources are the major problems of the classroom. One of the main problems using ICT in education is the lack of planning activities for teachers that can develop their

ICT capabilities. This is sometimes associated with a teacher's lack of confidence, competence and skills.

**Problems faced by teachers while using ICT in ELT.** In modern ELT pedagogy, teachers and learners aim to be able to teach and study whenever and wherever they want but in developing countries, teachers and the learners both have to survive with several issues because there is limited ICT based teacher training and skills, infrastructures, human resources, policies, motivation and support. To establish and continue ICT based teaching and learning the governments have to manage large investments in different areas like training infrastructure, preparing and designing digital learning materials, ICT based pedagogical support ICT facilitates all the teachers and learners but it is not free from numerous issue and challenges, which prevent teachers from implementing ICT in ELT classrooms. This theme was created to explore the teacher's barriers, which prevents them from integrating ICT in the ELT process. Respondents were asking about the challenges that they experienced while implementing ICT in language teaching is not problems free. There are unlimited challenges, which creates a big fence to implement ICT in teaching

***Lack of sufficient teacher training in ICT.*** To implement ICT in teaching, training for teachers is the major component without a trained teacher in ICT all the government's initiatives have not been effective. ICT related training helps to build the capacity of the teachers to implement ICT in the ELT process. It means lack of training to implement technology is one of the major problems which was narrated by the respondents. All the respondents said to that they had never been trained and some of them mentioned that they did not use ICT in their daily lessons due to lack of training.

One of the respondents commented:

*Formally, I did not receive any training related to integrating ICT in language teaching. I believed that the entire teacher might not have the same skills to develop digital materials and to search and select effective references through effective teaching methods. Many teachers use technology in their classes even though the improvement is not satisfactory. This happens because those teachers are not trained to implement ICT in the classroom.*

Similarly other respondents said: *We have computers in the school but many teachers are not trained so we don't use them properly. Only computer teachers and we 2 teachers used it.*

This statement proved that English teachers demanded more training in the use of technology but there are different problems to stop them from implementing. The integration of ICT related training based needed in the initial teacher development program. Many teachers are unknown about how to adopt current teaching methods through ICT in ELT process. Teachers do not have any skills to use them properly in their classroom teaching. They follow traditional style training helps to develop a positive attitude on the use of ICT in the classroom so it is the basic requirement after being positive and skilled, or competent the teacher knows himself/herself how to use it and practice through the help of the internet. Training provides multi facilitation for the teachers to implement ICT in daily classroom. ICT based teacher training is a burning issue in our country.

***Lack of infrastructure.*** Most of the respondents mentioned lack of infrastructure is one of the problems, which prevent teachers from using ICT in teaching. Developing of infrastructures is one of the basic pillars and the fundamental requirements to promote, ICT in education. ICT infrastructure mainly includes ICT equipment, internet connectivity, Multimedia classroom, virtual data centre and educational resource sharing platform. Some problems like lack of internet access, lack of sufficient ICT tools like: Computers, laptops, printer, lack of financial support for the school administration and lack of human resources.

One of the Respondents Mentioned;

*I am a rural area teacher. We have electricity facilities but we don't have sufficient computers and projectors in our school. Internet access is only a dream for us just like the dream. So, we cannot update with new materials that is why we feel difficult to implement ICT in our teaching.*

While analysis their views and class observation, lack of infrastructure is a burning issue because teachers are suffering from problem to implement ICT based teaching. Respondents disputed that if there were sufficient infrastructure, they would

identify ways to implement ICT in the proper way even if they have only basic skills by circulating the teachers who are more competent in ICT.

***Lack of financial supports.*** In every sector finance is supposed to be the most powerful aspect. Without good finance, we cannot run our plan properly. Most of the respondents mentioned that lack of financial support was one of the issues towards the implementation of ICT in classroom teaching.

One respondent commented:

*"We get limited financial supports so our school could not afford sufficient computers, projectors, photocopy machines, printers, scanner, tape recorders, laptops and different ICT rooms".*

ICT in the classrooms, ICT needs more funds to implement properly because ICT tools are more expensive, sometimes they do not work so we need to call technicians; they may create extra costs for school administration.

Similarly, another female respondent said: *ICT tools are expensive to buy and repair where the school incomes are less then, it comes as key problems.*

While analysis all the schools may not be financially strong sometimes available ICT equipment does not work for several months. If every school were financially strong or if they got sufficient financial support, they could afford enough ICT tools for the schools and solve the many problems. The financial support of the government is less and doing the same for all area schools however, rural areas schools need additional support.

***Lack of technical supports.*** Most of the respondents also mentioned that the lack of technical support was one of the major challenges towards successful implementation of ICT in classroom teaching. I also realized that many teachers prevent ICT in their teaching learning activities due to lack of technical support. Most of the school has limited ICT equipment and some of them were not working. There were not any technicians near the school and technicians were also being costly. In the time of class observation one of the respondents said, *"This projector has not*

*worked for two months. I have complained to the administration but they did not call the technician".*

In the context of our country, limited teachers have limited technical ideas to deal with technical problems. Therefore, limited technical knowledge does not work all the time. When ICT equipment like projector, laptop or printer did not work, they were forced to modify their teaching until that equipment was repaired. There are very few technicians in urban area, so the availability of few ICT technicians in rural areas has just been extra miles or it is beyond the reality. They should bring urban areas to repair which takes a very long time so teachers cannot implement ICT regularly in their teaching.

***Appropriacy of time.*** Many respondents commented lack of time and motivation for the studies are major barriers to implement ICT in teaching. One of the respondents commented that *"shortage of time is really the Problem for us because 45 minutes is given for a period and setting the equipment make take 10 to 15 minutes in the classroom."*

The above-mentioned narration indicates that lack of time and pressure of curriculum hinders the teachers to implement ICT in teaching. All the barriers are equally responsible to discourage the teacher in successful implementation of ICT in ELT. Lack of time is also one of them. In the class observation time, some teacher escaped ICT to finish their course on time. In the interview one of the respondents shares that 45-minute time is not sufficient to present materials and explain because four five minutes time is always lost to connect ware and they manage time in break time or after School.



## Chapter V

### Findings Conclusions and Recommendations

In this chapter, all the findings were based on the data obtained from classroom observation and interview. Similarly, based on the data analysis, this study made the conclusion and recommendations related to policy, practice and further research.

#### **Findings**

On the basis of the analysis of data and interpretation of data, the findings were derived. The study is aimed to investigate the use of ICT tools in English language teaching, and problems faced by English teachers while using ICT tools in the classroom. The following findings about the use of ICT tools in the teaching class and problems faced by English teachers while using let tools in the classroom have been outlined.

**Teachers' use of ICT tools in teaching English.** According to the demand of the content, teachers used ICT tools in the classroom. Regarding the use of ICT tools, teachers used E-mail, internet, mobile phone, speaker, YouTube videos, using laptop, multimedia in the classroom. Regarding the availability of the ICT, most of the schools did not have sufficient ICT in the classroom. Some of the teachers do not use ICT in the classroom. ICT used by teachers in the classroom motivated students towards learning then that of traditional classrooms. It was found that students enjoyed participating in various activities through ICT in classroom activities. All the teachers were found positive regarding the use of different ICT in the classroom. The use of ICT helped teachers to make their class livelier and interesting. Regarding the experience of using ICT, it was found that most of the teachers experience the use of ICT has helped in a positive way to teach text effectively. It has increased students' participation in different classroom works.

#### **Problems faced by English teachers while using ICT in the classroom.**

Lack of proper training, skills and poor administrative. Support and lack of ICT based resources are the major problems of using technology in the classroom. Majority of the teachers' perception is positive to use the ICT devices but the problems are lack of

ICT skills and sufficient knowledge. Even most of the teacher's does not know an idea to connect PowerPoint on laptop/ computing and preparing the slide to show on the screen. Majority of the teachers faced the infrastructure problems. Similarly, one of the main problems of using ICT in education is lack of planning ICT, activities for teachers that can develop their ICT capability. This is sometimes associated with the teacher's lack of confidence, competence and skills. Finally, the Study was also found the challenges related to the technological performance of ICT device in terms of its storage capacity, processing Speed, application support, input and output device support and its battery life.

### **Conclusions**

The present study was a descriptive qualitative study conducted to assess the use of ICT tools in English language learning and problems faced by English teachers while using ICT in the classroom. The study investigates the real situation that ICT plays a positive and important role in teaching language learning and educational achievement. Similarly, it revealed that sometimes, according to the demand of the topic, teachers use ICT in the classroom. Teachers can get knowledge through different medium but ICT is the best medium for them to get teaching learning materials easily which help them to expand their pedagogical knowledge. Almost all the teachers showed positive attitudes towards the role and use of ICT as well as problem faced by English teacher while using ICT for English learning. Similarly, they anticipated that ICT should be used appropriately in English teaching and learning. ICT making major differences in the teaching approaches and the ways students are learning. It helps to create learning environment more appropriate which makes students more active, collaborative, creative, integrative, and evaluative learners.

In other words, the use of ICTs helped teachers to make their classroom livelier and more interesting. ICTs made students active learners in the classroom and it has increased their participation in different class work. Using ICT to support English language learners pose challenges for teachers of how to exploit new and emerging technologies we as language teachers should consider new strategies in teaching but ICT, without correct strategies cannot help us for our purpose. So,

necessary training regarding the Use of ICT should be provided by the government and school administration.

### **Recommendations**

Based on the findings, I have provided policy related, practice related and further research related recommendations for the pedagogical implications are as follows:

**Policy related.** The findings of this study shows that use of ICT helps in both teaching and learning if it is used properly and systematically, In the schools, only teachers have access to computers, internet and projector that is also in a limited way. It might be due to the lack of sufficient ICT tools in the school. So, to make the use of ICT properly and systematically, concerned authorities and institution should conduct the seminars, workshops, training for both the teachers and students. At first, the government should provide the sufficient equipment's to the schools for the proper implementation of the ICT in the classroom. Similarly, institution of the government should provide the proper training regarding the use of ICT academically to both the teachers and the students. Government should invest to establish ICT labs in all school. Government should sufficient ICT tools in the school. ICT based learning should be included as a part of curriculum in the basic level of school.

**Practice related.** After analysing the research findings, I have drawn some recommendations in Practice related. I would like to suggest the teachers to conduct ICT based activities in the classroom. Similarly, the teachers are suggested to teach students about the proper use of ICT and its advantages and disadvantages. So that the students can make use of ICT on their own. Likewise, to motivate teachers towards ICT, a school administration should provide some rewards to the teachers who implement ICT in the classroom. Government should provide the sufficient equipment to the schools for the proper implementation of the ICTs in the classroom. There should be open and easy access to the internet in the school. Government should provide the proper training regarding the use of ICT academically to teachers.

**Further research related.** The present research was conducted to use of ICT tools in language and teachers practice of ICT in English language teaching and problem faced by English teacher while using ICT in classroom. It is complete study

according to the objectives of my study but it did not cover whole area of the study. So, another research can be conducted in the use of ICT in community schools and private schools. Similarly, the study was limited to Jumla district. So, similar kinds of study can be conducted in other places.

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## **Appendix I**

### **Interview Schedule**

1. How long have you been working as a Secondary teacher in ELT?
2. Do you Use ICT in your classroom? If yes, what sorts of common ICTs do you use in ELT classroom?
3. How do you use ICT tools in your classroom?
4. What are the problems faced by English teacher while using ICTS in the ELT classroom?
5. What do you think the use of ICT fosters or hinders learning in ELT classroom? How?
6. For what purposes can ICTs be used for English-language teaching?
7. What sorts of changes have ICT brought up into your ELT classroom?
8. How does the use of ICT motivate students towards their learning?



## Interview Transcription for Teacher I

Re : Good morning mam.

Te : Good morning.

Re : How are you mam ?

Te : I am okay what about you ?

Re : I am fine mam I am Shanti Acharya from Tribhuvan University, I take interview for my thesis paper, title of my thesis is "Use of ICT in English Language Teaching in ELT Classroom : A Case of Jumla District". Can I ask some question related to your teaching experience.

Te : Of course ! Why not?

Re : How long have you been working as a Secondary teacher in ELT ?

Te : I have working as a secondary teacher for two academic years.

Re : Do you use ICT tools in your classroom ? If yes, what sorts of common ICT tools do you use in ELT classroom ?

Te : Yes, I have been using ICT tools in my class. I have been using youtube, projector, email, google, facebook etc.

Re : What do you think the use of ICT fosters or hinders learning in ELT classroom ? How ?

Te : I think the use of ICT fosters learning in ELT classroom. In the sense that students get authentic resources and classroom will be full of visual world which can help the students to learn easily.

Re : For what purpose can ICTs be used for English language teaching ?

Te : To, motivate the students, collaborate and students, are familiar with pictures, audio, video so that, it brings visual world in the classroom as well as easily understand the topic also.

Re : What sort of changes have ICT brought up into your ELT classroom ?

Te : Use of ICT brings visual world in the classroom. Students are curious to learns so that creativity of the students, increases technological devices are used to facilities.

Re : How does the use of ICT motivate students towards their learning ?

Te : Use of ICT highly motivate students towards learning. It can remove borden through visual aid used by the teachers in the classroom.

Re : What are the problems faced by English teacher while using ICTs in the ELT classroom ?

Te : Lack of motivation from both teachers and students. Side to use ICT, lack of proper training skill, lack of infrastructure, lack of financial support, appropriacy of time and so on.

Re : Thank you so much mam for your valuable time.

Te : You are welcome.

## Interview Transcription for Teacher II

Re : Good afternoon sir !

Te : Good afternoon.

Re : Are you fine sir !

Te : Yes, I am fine, I think you are also fine.

Re : I am fine sir I am Shanti Acharya from Tribhuvan University, I take interview for my thesis paper, title of my thesis is "Use of ICT in English Language Teaching in ELT Classroom : A Case of Jumla District". Can I ask some question related to your teaching experience.

Te : Ok, no problem.

Re : How long have you been working as a Secondary teacher in ELT ?

Te : As a secondary teacher in ELT I have been working for about 15 years.

Re : Do you use ICT in your classroom ? If yes, what sorts of common ICTs do you use in the ELT classroom ?

Te : Yes, Rarely I use ICT in my classroom. I use youtube, facebook, speaker, email, projector, dictionary, e-book, e-library, mobile etc.

Re : How do you use ICT tools in your classroom ?

Te : To record keeping, lesson plan development, information presentation, search on the internet.

Re : What do you think the use of ICT fosters or hinders learning in ELT classroom ? How ?

Te : In our particular context many people even the teachers take ICT as hinders for learning. But I think ICT fosters learning in ELT classroom. Most of the ICT tools and internet are the English language. That's why students are giving language competence unknowingly.

Re : For what purposes can ICTs be used for English language teaching ?

Te : The main purpose of using ICTs to make the learning fruitful and to provide the students need based learning through videos.

Re : What sorts of changes have ICT brought up into your ELT classroom ?

Te : Initially students were less motivated towards ICT. But now they frequently use ICT. I search reading materials in google, write email, asking questions and active in listening and doing their activities.

- Re : How does the use of ICT motivate students towards their learning ?
- Te : Students enjoy learning with the use of ICT. ICT motivates students towards their learning as it attracts the students attention for learning some kind of group work activities can be done by using ICT which promote collaborative learning.
- Re : What are the problems faced by English teachers while using ICT tools in the classroom ?
- Te : I think the major problem and challenge for using ICT faced in ELT. Lack of access, lack of technical support lack of knowledge, lack of time, genuine software, low speed of internet of ICT resources and unavailability of latest ICT equipment.
- Re : Thank you sir for your kind information.
- Te : Thank you ! See you again.

## Appendix - II

### Model of classroom observation Checklist

Secondary level English language teachers were observed

S.N.	Using ICT Tools	How	Why
1	Mobile phone		
2	Computer		
3	Laptop		
4	Television		
5	You Tube		
6	Google		
7	E-mail		
8	Weblogs		
9	Facebook		
10	Audio-visual aids		
11	Twitter		
12	Projector		
13	Internet		
14	Digital Video recording		
15	E-Books		
16	Radio		

## **Classroom Observation I**

One of the teachers entered the classroom with his laptop and projector in his hand. All students stood and said 'Good morning sir' then they sat down in their seats. The Students seemed very excited to watch something in projector. Students were talking to each other excitingly, with a whispering voice then the teacher talk about the content which was going to be presented through projector. That was a poem from the compulsory English text book 'I wondered lonely as a cloud'. The teacher was downloaded that video from YouTube. He connected the projector with his laptop and managed its focus on white board. Then, he instructed the students to watch video carefully, it was a cloudy day because of which the classroom was slightly dark. All the students become silent and watched video carefully. In this poem the teacher asked the students' to listen and watch carefully. In this poem so many beautiful flowers, lakes, hill, trees are there it shows the natural beauty. The daffodils are yellows [golden) flowers they saw once a time. The poet easily engages and forgets their sorrows. After that, the teacher asked some questions to the students. Regarding the poem, most of the students answered correctly then started to talk. the pictures and scenes which they have seen in the poem/video. It was the first time I found students that much excited towards learning and they got the idea of the story in an interesting way.

From the above observation of the classes, it has been found that the teachers mostly, used email, internet and YouTube videos for the sake of making classroom interesting and live. Moreover, it has been found that the teachers made use of ICT especially for teaching poem, stories and for different listening activities. It was also used for. Showing in them documentaries to the students which helped them raising interest and curiosity in them.

## Classroom Observation II

It was a coldest day. In the early morning, the physical environment was getting unusually cold and peoples were seated near the fire. I greeted to the classroom participants and went to the last bench of the classroom. All the students greeted the class teacher saying "Good morning sir" he thanked them and led them to be seated in the own position. He operates her laptop connecting to multimedia equipment inside the classroom. He surfed the internet browsing Google Chrome browser and entered a website name [www.bbc.co.uk](http://www.bbc.co.uk). He searched the key word 'One language' and it found language steamrollers. He clicked on the topic and played the 'Is the future one world, one language?' podcast to give the insight of Language in the world. All of them were motivated to listen the podcast. They were requested to note down what they would listen at the moment. At the end of podcast. He had a brief description of it interacting with students.

After that he opened the Microsoft PowerPoint presentation and all of them were requested to observe the given picture intensively. The previewed pictures were indicating to the formal debate programmed. There were three groups calling judge team, one group seemed to be opponent and another was getting stand up of the topic. Teacher asked them to tell what the picture is and what is happening there. One student said that it is a program conducted at school and it must be a debated there are two teams. After their stand points to the pictures he acclaimed that it is a picture of debate program and we are going to take the report of their speech. In a clear way, teacher precised the description as below:

*There has a debate Competition in New Horizon Higher Secondary school  
Pranisha Gupta is a master of Ceremony. Juna and Lalita are the speaker in  
the final round of the debate on the topic Using a single is better than multiple  
languages..*

There was a debate on the topic whether a Single language use is better or multiple language use in our context. As an example, teacher presented YouTube video in the context of Nepal to make the concept of debate clear for the Students.

It was really fascinating class for the students. It got an idea about how to debate and motivate students too.