

**USE OF ICT TOOLS IN TEACHING ENGLISH
AT
SECONDARY LEVEL SCHOOLS**

**A Thesis Submitted to the Department of English Education in Partial Fulfilment
for Master's Degree in English Education**

**Submitted by
Dipa Chemjong Limbu**

**Dhankuta Multiple Campus, Dhankuta
Department of English Education
Faculty of Education
Tribhuvan University
2023**

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Department of English Education

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Declaration

I hereby declare that this thesis is original and has been prepared exclusively and for the academic purpose. I am responsible for any issue concerning ethical consideration and plagiarism.

Date: 2023/05/02

Dipa Chemjong Limbu

Recommendation for Acceptance

This is to certify that miss Dipa Chemjong Limbu has prepared this thesis entitled **Use of ICT in English Teaching at Secondary Level Schools** under my guidance and supervision.

I recommend the thesis for acceptance.

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Evaluation and Approval

Dedication

My parents who devoted their entire life to me and my respected teachers who supports me.

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Abstract

This thesis is in title **Using ICT Tools in Teaching English at Secondary Level Schools**. The purpose of the study is to identify and analyze the problems faced by teachers in teaching while using ICT tools at secondary level in Choubise Rural Municipality and also to find causes of such arising problems and explore the status of ICT tools in schools. The design of the study was qualitative. However, both qualitative and quantitative data were used to conduct this study. In total, four schools were selected for sample by purposeful sampling method. From those schools four senior English teachers who taught secondary level and used ICT tools while teaching were selected. Questionnaire, interviews and observation checklist were used as tools to collect data. The researcher used thematic and descriptive analysis for analyzing and interpreting of data collected from questionnaire and depth interview. Quantitative data which were collected from observation checklist were presented in figure and table. It was found that the main problems faced by the teachers while using ICT in teaching are lack of training, lack of equipment and resource, large volume of students, lack of electricity, lack of confidence and lack of knowledge. The main causes of arousing those problems are economic factors, teacher factors and pedagogical factors.

This study has been divided into five different chapters. The first chapter deals with general background of the study, objective the study, statement of the problems, research question and delimitation of the study. The second chapter deals with the review of related literature, conceptual framework and the implication of the study. The third chapter consists of the methodology under which source of data, sampling procedures, research tools, process of data collection and ethical consideration. The fourth chapter deals with the finding and analysis of collected data. And the fifth chapter deals with the summary, conclusion and recommendation of the research/study. The selected schools and data collection tools have been included in appendices.

List of Abbreviations

DEO	District Education Office
ELT	English Language Teaching
EFL	English as Foreign Language
ICT	Information Communication Technology
IBM	International Business Machines
IDI	Internet Data Integration
ISP	Internet Service Provider
IT	Information Technologies
MOE	Ministry of Education
MP	Master Plan
NCF:	National Curriculum Framework
NELTA	Nepal English Language Teachers' Association
NT	Nepal Telecom
OLE	Open Learning Exchange
SSRP	School Sector Reform Plan
SSDP:	School Sector Development Plan
SSRP:	School Sector Reform Plan
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
VDC	Village Development Committee

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CHAPTER 1: INTRODUCTION

Background of the Study

It is believed that the use of ICT in education is very effective. Several scholars suggest that ICT has an important part of education (Bransford, 2000). Up to date technology offers many methods of enhancing classroom teaching and learning. Dawes (2001), stated that new technologies have the potential to keep education across the curriculum and deliver opportunities for efficient teacher-student communication in ways not possible before. On the basis of statement mentioned above, we can say that ICT really help to make learning effective.

According to Ghavifekr et al. (2016), in their paper entitled ' Teaching and learning ICT tools: issues and challenges from teachers' perception state, "Due to ICT's importance in society as well as in the future education, identifying the possible challenges to integrate these technologies in school would be an important step in improving the quality of teaching and learning"(P.38). Balanskat et al. (2006), argue that although teachers appear acknowledge the value of ICT in schools, they continue encountering obstacles during the processes of adopting these technologies into their teaching and learning.

Schwartz and Schmid (2012), conclude "Technology can significantly improve learning environments, but only when properly implemented that is, improving pedagogy"(p.28). Kozma and Vota. (2014), stated that the challenges related to infrastructure, maintenance, contents and teacher training etc. are challenging in the adoption and implementation of technology or ICTs in developing countries.

Karki (2019), stated that the internet was first introduced into Nepal in 1993 in a venture of the Royal Nepal Academy of science and Technology. The internet came into the picture in mid July 1995 when Mercantile Communications started with dial up e-mail service in 1997, the telecommunications regulation was floated with the formation of Nepal Telecom Authority. The first step in officially promulgating ICT policy dates back to 1997 when the Ministry of Science and Technology applied for a grant policy formulation and ICIMOD was awarded to lead. Cellular telephone service was launched by telecommunication corporation in 1999. The first IT policy was rolled out in 2000. In 2003, with the Prime Minister as the official chair high level committee for information

and technology was formed. The use of ICT in school education has mandatory (Ministry of education, 2013). Dhakal et al. article 'Assessment of education curricula in Nepal: an ICT perspective' conclude that there are not many teacher education programs that have focused safe and responsible use of ICT in their teacher education curricula in Nepal. Bransford et al. (2000), caution that the positive impact of technology does not come automatically; much depends on how teachers use ICT in their classes. Robert. B article entitled 'Technology and classroom practices: An International study' conclude that teachers are using ICT to change their role from that of primary source of information to one who provides students with structure and advice, monitors their progress, and assess their accomplishments. Although the number of teachers around the world who are integrating technology into their classroom may still be small, these cases provide a basic model for how teachers can start to use computers in their teaching. Duderstadt (2002), states:

Technology has profound impacts on teaching, freeing the classroom from the constraints of space and time, and supplementing the learning of students through access to original source material. As a result, higher education has experienced significant changes from teaching to administration and management process.

Furthermore, Saljo (2010), advocates that technologies do not only support learning but also change how we learn and how we come to interpret learning. In conclusion we can say that ICT help to make teaching effective, it can bring significant changes in teaching. According to Young (2003), the process of adoption of ICT is not a single step, but it is ongoing and continuous step that fully support teaching and learning and information resources. Dudeney (2010), noted that national ICT policies can serve several crucial functions. They provide a rationale, a set of goals, and vision of how education systems run if ICT is integrated into teaching and learning process, they are beneficial to students, teachers and the general populations of a given country

In 2016 report, Nepal's IDI ranking is 139th out of 175 members. It improved by one position in 2017. Nepal not only ranks low but also fails to make any progress compared to the year before. ICT in education is comparatively a new phenomenon as evident from the fact that a report produced by Development of Science Technology. Nepal makes no mention of "computers" use in learning. There are so many IT policy has been reformed for integrating ICT tools in learning. ICT MP (2013), states "ICT and

computer education courses have been offered in general as well as technical education, for example National Center for Educational Development, has been providing training to the teacher through national radio and FM" (p.10). SSRP MOE (2009), has implemented some of the programs related to ICT in education. They are: one laptop per child, pilot project in selected 26 schools of six districts; lab model project in some schools and internet connectivity to District office education and schools and computer labs with internet connection from local ISP.

Under the matching grant schemes (2007 to 2010), District Education Office [DEO] provided two computers and one printer to 3038 schools. Similarly, DEO provided with internet connectivity to 85 secondary schools conducting distance education programs. Under the formative research project under the Education for All program, 2004-2009, MOE provided 62 schools with one computer and one printer. Besides, some NGOs, trusts and individuals have been provided computers and other accessories to some school and basic computer training to teachers. According to Master Plan ICT policy (2010), during the fiscal year 2067/68, the government of Nepal has supported for ICT related infrastructure and internet connectivity to 785 schools. Similarly, to improve educational management and delivery system, the ministry of education has provided some additional ICT related equipment to all District Education Officers and launched website by each District Education Office.

Human resource is one of the fundamental requirements for the development and use of the ICT in education. There is a need of qualified and skilled human resources for the use of ICT as a tool to enhance the teaching and learning process. ICT teachers are highly trained human resource in school. In addition to their role as ICT teacher, they will also play a role in training of their colleagues and in supporting the use of ICT for school, administration and information management. So the knowledge is necessary to teach the ICT subjects, ICT teachers will also be trained in basic computer maintenance order to provide the first level of support for the maintenance of computers in their schools. In Nepal there are so many policies and practices that are reformed to integrate ICT tools with education but still these policies are not well practiced. Teachers have lack of knowledge and training to use ICT in teaching. So that teachers faced many problems to use ICT tools in teaching. Therefore, it has been felt necessary to study the problems faced by teachers to use ICT tools in teaching at secondary level which helps to get a better picture of the situation and to identify means and ways to improve the using ICT

tools in teaching. According to these information, I can say that Nepal has brought so many ICT related policies and tried to integrate it with education. But the main problem is the policies are not well practiced and implemented.

Nepal has developed and implemented numbers of policies and programs provision that heavily emphasizes on ICT on education, like national IT policy (2010,2015), 10th plan (2002-2007), interim plan (TYIP, 2007-2010, 2010-2013), SSRP (2009-2015), The implementation of the information and communication and technology in education master plan (2013-2017) has increased access to computers and the internet in schools, which allows for the scaling up of the use of ICT in school education. The recent educational plan SSDP (2016-2023), considers the use of ICT in education as one of the strategies to achieve the broader goals of education. To achieve this goal, the government of Nepal is working to ensure access to quality basic education for all and to develop work and job market relevant education. With the expanding role of information and communication technology in all areas of life. (SSDP,2016-2023). The government of Nepal, Ministry of education through NCF has introduced ICT as a subject as well as ICT as tool for instruction in school education. In education, computer was first utilized for publication of SLC result in 1981 in collaboration with national computer center. After restoration of multiparty democracy system in the country, new curriculum 1992 was implemented, this provisioned the access to those who were willing to learn computer science as a subject from the list of optional subject, to be started in grade 9 and to be terminated in SLC examination. Nowadays, the internet has accessed in most of the districts and rural sides of Nepal. For example, Sahidbhumi Rural Municipality, Chhathar Jorpaati Rural Municipality, Choubise Rural municipality etc.

Choubise Rural municipality is located in the south –eastern region of Dhankuta district. Its area is 147.6 square km and total population is 19,283. This municipality has formed by merging seven former VDC and located its office at Rajarani Bazar of Dhankuta district considering center points for its eight wards. There are 10 secondary schools in Choubise Rural Municipality. Use of ICT is in initial stage, therefore there are certainly some problems of using ICT in Choubise. This research tries to find out these problems.

Statement of the Problem

Use of ICT in education has been considered as one of the strategies to achieve broader goals of education (ICT master plan 2013-2017). But many teachers feel difficulty to using it due to there may lack of infrastructure, awareness, training. It is necessary to investigate the problems for proper use of ICT tools in teaching. Although, government bring different policies to integrate the ICT tools with teaching, it still seems there are many problems. Such as in some schools, lack of infrastructure, lack of buildings equipment and lack of knowledge to use ICT and training. In Choubise Rural area there are eight secondary schools every schools and teachers used ICT while teaching but there are not any researches are conducted. I think in that area teachers also may face different problems while using ICT in teaching. So that I choose Choubise rural municipality and try to explore and analyze the problems faced by teachers of using ICT tools. Specially, the study tried to identify teachers' problem of using ICT tools in teaching at secondary level. And I also try to identify causes of arising such problems.

Research Questions

Research Questions means that type of question which helped the researchers to get the answer of his project or research. This question often addresses an issues or problem, which, through analysis and interpretation of data is answered in the study's question. This study had following research questions:

1. What is the status of ICT tools available in the secondary schools in Choubise Rural Municipality?
2. What are the major problems faced by the secondary English teachers while using ICT in teaching?
3. What are the major causes of those problems?

Objectives of the Study

Nowadays, most of the schools use ICT tools in teaching but there are many problems in using it. This study tried to study and analyze about these problems. The main objectives of the study were:

1. To explore the status of ICT tools available in the secondary schools in Choubise Rural Municipality?

2. To identify major problems faced by the English teachers while using ICT tools at secondary schools for teaching English.
3. To analyze major causes of the problems in their use of ICT tools at secondary level.
4. To suggest some pedagogical implications.

Significance of the Study

ICT is an essential part of teaching materials and school curricula. The teachers may face many problems while using ICT in teaching. Problem may arise due to lack of training, understanding and knowledge about the ICT tools. The study will contribute a lot in identifying teachers' problems to use ICT while teaching English. Thus the study is significant for the reason that it helps to provide information to the concern agencies, it reformed and improve of using ICT tools.

The significance of the study has been presented as follow;

1. This study will help to identify the problem faced by teachers to use ICT tools in teaching in Choubise.
2. This study will help to give suggestion for solution of these problems.
3. This study will help people to know the problem faced by the teachers while using ICT in teaching in rural areas.
4. This study will help to give information to the people who will be interested about how to use ICT in teaching.

Delimitations of the Study

Generally, the delimitation refers to the scope of the research. In other word delimitation refers to the boundaries which are set for the research by researcher. The limitation of the study was as follow:

1. The study is limited to the government school only.
2. The study is limited to Choubise Municipality.
3. The study is concerned only with classroom teaching problems while using ICT tools in teaching in grade nine and ten.
4. This study is limited to only those, teachers who used ICT while teaching English at secondary level.
5. This study is limited to only secondary senior English teachers only.

6. This study is limited to only four government school of Choubise Rural Municipality
7. This study is limited to secondary level only.

Operational Definitions of the Key Terms

Secondary Level: in this research 'Secondary level' means 9-12 grade in schools.

Government schools: In this research 'government schools' means those schools which are run by the government.

ICT tools: In this research ICT tools means the sets of technological tools and resources which are used to communicate create store and manage information. Such as computer, projector, laptop, cell phone, and the internet.

CHAPTER II: REVIEW OF RELATED LITERATURE

This Chapter reviews literature about ICT policy, research, reports and papers. Number of books, research reports and papers can be found that concern with ICT tools in Nepal Schooling. Review of some related literature is cited below.

Theoretical Literature Review

This sub chapter deals with different theoretical perspectives related history and definition of ICT tools.

Definition and Use of ICT Tools in Teaching

ICT stands for "information and Communication Technology". It refers to technologies that provide information through telecommunication. It includes any simple or sophisticated communication devices or applications like radio Television and network hardware software satellite system. Marcelle (2000), defined as ICT links to everything we are using in terms of technologies advancements. UNDP (2003) states that:

Basically information handing tools a varied set of goods application and services that are used to produce, store process distribute and exchange information. They include the old ICTs of radio Television and Telephone and the internet. These different tools are now able to work together and combine to form our networked world; a massive infrastructure of interconnected telephone service, standardized computing Hardware the internet radio and television which reaches into every corner of the Global. (p. 211-212).

George et al. (2003), stated ICT provides the help and complementary supports for both teachers and students where it involves effective learning with the help of the computers to serve the purpose of learning aids. According to Hermans et al. (2008) this approach allow students to be more organized and efficient meet the deadline and looking for information from various sources provided online to fulfil the task given to them. Grabe (2007), states technology integration nowadays has gone through innovations and transformed our societies that has totally changed the way people think work and live. Ghavifekr et al. (2016), states 'as part of this schools and other educational institutions which are supposed to prepare students to live in "knowledgeable society" need to consider ICT integration in their curriculum'. According to Jamieson et. al. (2013), the

use of technology in education contributes a lot in pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components.

In conclusion we can say that ICT refer to those kinds of tools which provide the information through telecommunication. For example, Radio, television, the internet and Mobile phones. ICT integration in teaching help teaching and learning process. Thus technology has become the knowledge transfer highway.

History of ICT in Nepal

According to Chapagain (2006), Mobile ICT have very short history in Nepal. The computer was introduced in Nepal when the IBM (1410) model was brought for the first time in 1971 census. In 1993 there was great news for the country that the Royal Nepal of Academy of science and technology and mercantile office system introduced internet in Nepal. The internet came into picture in mid-July 1995 when mercantile communication started with dial up email service. In 1997, the telecommunication regulation was floated with the formulation of Nepal Telecom Authority. The first step was officially promulgating ICT policy dates back to 1997 when the ministry of science and technology applied for a grant policy formulation and ICIMOD was awarded to lead. Cellular telephone service was launched by Nepal Tele communication Corporation in 1999. Ultimately in 2000, the government of Nepal brought out the IT policy (2000). One of the main provisions of this policy was to bring IT into educational institutions.

The use of internet has rapidly increased in the last decade. According to the record of Nepal telecommunication(NT) 0.26% of the total population used the internet in 2001. The record of internet user came to be 2.74 in mid-August 2010 and reached 7.93% in the early 2011. According to the article of Nepal telecom entitled 'Technology and Services for Internet in Nepal' (2019 march 12) the record of internet user came to be 63% of the total population and around 95.62% of people live within coverage area of the mobile tower. This shows that although the number of internet user is increasing immensely.

Open learning exchange (OLE) Nepal as a social organization was established in 2007 with the aim of increasing access to quality education through the integration of digital technology. (OLE 2017 September 1) stated that The OLE Nepal signed an agreement with the government of Nepal to execute the one laptop per child project in

two schools around Kathmandu. UNESCO (2014) reported that only 6% primary schools and 24% high schools in Nepal are connected to electricity and that make differences in use of ICT in school education.

ICT in Nepal's National Education Policy

A digital distribution of resource can support teaching and learning activities of teacher and students if they have access to technology. Alkins, Bjerede and Dede (2010) argued that, realize the need of society governments should make policy to unwire schools through a mobile broadband internet for teachers and students so that the teaching and learning would take place wherever they are.

According to MOE (2013), Four days, workshop for preparation of a master plan was organized in Kathmandu in 2010 with the support of UNESCO as a first attempt to integrate ICT in education. After the government of Nepal had prepared IT policy, 2010 SSRP 2009-2013 the government passed the final version of ICT master plan 2013. The master plan (2013-2017) on ICT education emphasized the need for ICT integration into school and higher education teacher training and vocational education. The School Sector Develop Plan (2016-23) stated that funding for equipping primary schools with ICT infrastructure is not available. Similarly, ICT policy (2015) stated the government intention to create public private partnership to provide ICT infrastructure in government school. ICT Master Plan (2013- 2017) has vision to ensure extensive use of ICT in education sector and contribute for access to and quality of education for all. Similarly, IT policy (2015) states:

Appreciate measure will be taken to facilitate and promote the integration of ICT within the entire Nepali education system to support administration, pedagogy, learning and research, with a view to improving the quality of education and training at all levels and enhancing access to education. (p.9)

In conclusion I can say that Nepal had brought so many policies such as MOE (2013), SSRP (2009-2013), ICT Master Plan (2013) policies and tried to integrate and introduce ICT in teaching. But due to gap between policy and its implementation the policies are not being success.

Impact of ICT on Teaching

Acharya (2014), journal entitled Use of ICT in ELT Nepal stated that ICT can be used to integrate the language skills such as learning speaking, reading and writing. It increases the efficiency of the system and make teachers and students more autonomous in teaching and learning process. Ibrahim (2010) states:

The ICT put forwards an influential base for efficient education. Now, we need the modern technologies for a better blended method of delivery to create teaching techniques to enhance the process of learning English language. ICTs are very motivating because they help the teachers to learn the language which is carefully designed to meet the prescribed goals. (p. 212).

Similarly, Hennessy et al. (2010) claimed:

Bringing ICT into the classroom can have a considerable impact on the practice of teacher when ICT is conceptualized as a tool that supports a real change in pedagogical approach. Not only do the teachers need to change their roles and class organization they also need to invest energy in themselves and their students in preparing introducing and managing new learning arrangements. (p. 45-46).

Turcano (2005), reviews a series of studies on ICT's impact on schools and conclude that the impact of ICT use on learning outcome is unclear. In contrast, Machin et al (2006), state that there is clear case for using ICT in teaching enhance the computer skills of student and the role of technology enhanced the learning.

In conclusion I can say that ICT has very positive impact to the learners. Using ICT while teaching make students are motivated towards learning, they feel enjoy while learning they are being active in learning. But if teachers do not pay attention properly to the students it may have negative impact in learning for example they are being distracted from learning.

Teachers' Perception to use ICT in Teaching

According to Boulton (1997), the term 'perception' as attitudes behavior self-beliefs and views that has developed toward anything. Teachers hold diverse perspective on the use of ICT in education teachers' perception are critical to the success or failure of ICT integration in education, (Apeanti,2014). According to Wang (2002), the teachers' perception on the use of ICT can be explained as the way in which teachers' regard

understand and interpret the use of technology in teaching and learning. It was reported that for education sector to achieve fundamental changes from classroom teaching practices, there is a need to examine the beliefs teachers hold about the use of ICT in teaching and learning in the mathematics classroom. (Hutchison & Reinking, 2011). Khokhar and Javid (2016), stated that teachers are bedeviled with challenges such as ICT devices being restricted to classroom teaching, as same way some teacher maintain that to use ICT in education more time is needed for instruction.

According to the Adhikari (2021), research concluded that the perception of using ICT in teaching and learning activities in mathematics was positive. Similarly, Ghavifekr et al. research entitled Teaching and learning with ICT tools issue and challenges from teachers' perception concluded that teachers recognized the effectiveness of the extent of ICT tools in supporting classroom teaching and learning. But the barriers exist in integrating ICT in teaching such as lack of resource, time, and access the technical support.

After reviewing those research, I can conclude that teachers' have positive attitude towards the use of ICT in teaching. but teachers' need to face different problems such as lack of resources, time and access the technical support.

Commonly Used ICT Tools in Teaching

The ICT tools mean to digital infrastructure like computers, laptop, printers, scanners and radio. when the teachers used these tools in teaching for various reasons such as to make the teaching learning activity interesting.

According to journal of NELTA by Acharya (2015), entitled ICT / Web Tools in Teaching the common types of ICT tools used in the present day world are as follows:

1. Laptop

Laptop is an electronic device that is used to perform calculation at high speed. It plays crucial role in ICT based education. There are different sorts offline and online programmed and materials designed for teaching and learning purpose that can be displayed by using laptop.

2. Mobile Gadget

Mobile gadget is another significant tools of ICT. It is portable and multi-functional. It can be used for making calls, taking photographs, surfing internet.

3. Multimedia Projector

It is a tool of ICT that is used for displaying audio-visual materials on the screen. It deals with the sound, animation, video.

4. Internet

It has been heart of ICTs. It allows millions of resources in teaching/ learning English by using number of websites or web browsers. It allows operating varied application like facebook, twitter, youtube, zoom, and skype.

Similarly, Koech (2022) also states desktop, projector, digital camers, printer, photocopier tablets, pen drive and scanners as ICT tools.

In conclusion I can say that the digital infrastructure like laptop desktop computers, printers and scanners are known as ICT tools. Which help to make learning interesting and effective

Current Status of ICT Integration in Teaching

The ICT policy (2000), was the first government policy document which aimed to bring information technology into educational institution for various purpose including distance learning (Nepal telecommunication Authority, 2012). However, there was lack of clear education policy in ICT. The ICT in education master plan (2013), the first standard policy document, emphasized the integration of ICT in higher education and school teaching and learning but clearly stated the lack of funding for the project. (MOE, 2013). The school development plan 2016- 2023 also emphasizes the use of ICT education and its promotion to transform the traditional pedagogy to modern learning strategies but it also states the lack of funding for the project (MOE,2016). Despite the significant educational interferences, government education plans have struggled continuously. The schools are suffering from lack of exposure, low enrollment. Apart from bad teacher qualities the lack of morality and disenchantment with public education has led to political involvement with teacher appointment. (Carney, 2013). It depends on the step of government and the ministry of education of Nepal to initiate the ICT learning platform effectively in the policy implementation to which it can achieve to integrate ICT in the government schools in Nepal.

In conclusion I can said that government different policies such as MOE (2013), school development plan 2016 – 2023, IT policy to integrate ICT in teaching but lack of proper implementation of those policies are not being effective.

The Importance of ICT in the Classroom

ICTs are generally accepted as the modern instrument tool. Caves et al. (2009), investigated Turkish science teacher attitude towards ICT in education and conclude that ICTs help them to teach any content easily and effectively. Similarly, Kandasamy and Shah (2013), investigated knowledge attitudes and use of ICT among English as second language teachers in Malaysia, they conclude that ICT as valuable learning tool, they believed that ICTs help students to understand concepts in more effective ways. Thapaliya (2014), journal entitled "English Teachers perception and practices of information and communication Technologies in Kathmandu District Nepal" conclude that ICTs is inseparable from the teaching and learning activities because it facilitates the teaching and learning process. ICT's help to motivate students more creative analytic and constructive. According to Sharma (2016), the importance of ICT are

- To implement the principle of lifelong learning education.
- To increase a variety of educational services
- To promote equal opportunities to obtain education and information.
- To develop system of collection and discriminating educational information.
- To promote the cultural learning at school.
- To develop distance education with national contents.
- To promote technology literacy of all citizens.

In conclusion we can say that ICT has really great importance in education. It helps to increase a variety of educational service, it helps to update knowledge time to time, it helps to bring the world inside the classroom, it provides opportunity to self – learning and it makes teaching and learning effective.

ICT in Education in Nepal

According to UNESCO (2012), Up to 2012 only 24% secondary schools have electric power supply and 6% secondary schools were had internet connectivity. ICT related policies have developed since 2009 with SSRP which indicate that ICT is newly

developing concept in Nepal. Joshi and Ram (2016), states level of infrastructure and resources, training policies related to problems are high in Nepal. DOE (2010) provide two computers and one printer to 3038 schools. DOE (2012), provides with internet connectivity to 85 secondary schools conducting distance education programs. According to ICT master plan (2013), during the fiscal year 2066/67 and 2067/68, the government of Nepal has supported for ICT related infrastructure and internet connectivity to 785 schools. The information policy of Nepal (2000), aims to build a knowledge based society It has been framed with an objective of making ICTs accessible to the general public and provide employment in the ICT sector. Specific strategies are made framed to establish a knowledge based society and keeping the education sector abreast with the newest technology. Some of the strategy are;

- Computer education to be incorporated in the academic curriculum.
- ICT to be spread to the rural areas
- Availability and accessibility of ICT education to be enhanced.

According to the survey of UNESCO (2010), ICTs for education in India and South Asia, country studies Nepal is behind its regional neighbors in spending education. IT education specially. The policy addresses this issue and also emphasize distance learning. the government had been working toward inventing models specific to ICT education in collaborations with various international organizations. The media also played an important role in popularizing such initiatives. The ICT project (2000), was initiated to bridge the digital providing computer, connection and training to schools.

Similarly, to improve educational management and delivery system, the ministry of education has provided some additional ICT related equipment to all District Education Offices and lunched website by each district education office.

Benefits of Using ICT

Learning B. (2022), explored some benefits of using the ICT in the teaching and learning as it helps to reduce the burden on teachers, it helps to simplify information sharing, it increases student motivation, it improves IT literacy of students. According to Ojugo, et al (2015), ICT increase the knowledge, skill and achievement of the learners, it helps the professional development of teacher. According to Brunsferd et al. (2000), several studies have reviewed the literature on ICT and learning and have concluded that it has great potential to enhance student achievement and teacher training. Hikemeijer

(2023) point out that ICT enhances subject learning, ICT use develops ICT literacy and ICT capability, ICT encourages collaboration, ICT use motivates learning and ICT in education improves engagement and knowledge retention. According to Gillespie (2006), new technologies can be used to called information and interact with resources such as images and videos had to encourages communicate and collaboration. BECTA (2003), indicated that the success of integration of new technology into education varies from curriculum to curriculum, place to place and class to class depending on the ways in which it is applied. Here are some benefits of using ICT in teaching;

- Educational Resources for Teachers: Teachers can use ICT simply to explain complex structure instruction and guarantee that students understand them.
- Upgraded Classroom: Teachers may use ICT to build dynamic classroom make lesson more enjoyable.
- ICT in Education Promote Students' Engagement and Knowledge Retention: Students become more active and engaged in their work when ICT is integrated into lesson. Technologies allow for many ways to make it more engaged to teach some subjects in different ways.
- ICT Promotes E-Learning and Online Learning: The use of ICT in education allows students and teachers to experience new forms of learning.

Problem Faced by Teacher in Using ICT Tools

According to Haibbu, Clement et al. (2012), article entitled " difficulties faced by teachers in using ICT in teaching learning at technical and higher educational institution of Uganda" concludes the following problems of teachers

Software Problem

This was one of the major factors that made difficulties in use of ICT. There were unreliable and pirated software that had been frequently changed in the computer labs which were very difficult to use properly in teaching learning process.

Lack of Training

Most of the teachers lack proper knowledge to use ICT in teaching learning process because they did not get enough training opportunities.

Lack of Learning Equipment Resources

Most of the institutions had computer but the computers were very few and most of the time they were being used by students.

Lack of Skilled Personnel

It has been observed that the teachers were lacking in knowledge and skills and they were reluctant about to changes and incorporation of extra learning associated with computers into their teaching practices.

Lack of Confidence

One of the main problems that prevent teachers from using ICT in their teaching is lack of confidence. Due to fear of failure many teachers do not consider themselves to be well skilled in using ICT and feel anxious about using ICT in front of class.

Lack of Knowledge

Another problem which is directly related to teacher confidence is teachers lack of knowledge in integrating ICT into pedagogical practice.

Teachers Reductants to New Technology

One of problems in implementation of computers in teaching learning was teachers' acceptance which is in turn was influenced by their attitudes towards these media.

Similarly according to Ghaviker et al.(2016), the main problems faced by the teachers are:

Limited Accessibility and Network Connection

The main problem faced by the teachers are limited accessibility and network connection. Many researchers' studies indicate that lack of access prevent teachers from integrating new technologies into education. Empirica's (2006), European study found that lack of access is the largest barrier and different challenges to use ICT in teaching were reported by teachers.

School with Limited Technical Support

Without technical support teachers are not able to use ICT tools in teaching. in many schools there are not technical support. Without good technical support in the

classroom and whole school resource teacher cannot be expected to overcome the obstacles preventing them from using ICT. (Lewis, 2003).

Lack of Effective Training

According to Plagrim (2001), study that there were not enough training opportunities for teachers in using ICT in classroom environment.

Lack of Teacher's Competency

Another main problem faced by the teachers is lack of teacher's competency. They are not competent to use ICT tools in teaching which created different problems to use ICT in teaching.

Similarly, Newhouse (2002), found that many teachers lacked the knowledge and skills to use computers and were unenthusiastic about the changes and integration of supplementary learning associated with bringing computers into their teaching practices. Likewise, according to the Rana (2020), research entitled ICT Integration in Teaching and Learning Activities in Higher Education; A Case Study of Nepal's Teacher Education concludes the lack of clear education policy in ICT, strategic documental institutional plan the limited infrastructure, teachers' poor ICT knowledge and skills were major initials problems to integrate ICT in teaching.

After reviewing those studies, it seems that the teachers who used ICT in teaching faced different problems such as lack of effective training, limited accessibility, lack of teacher's competency, schools with limited technical support, lack of knowledge, lack of equipment, lack of knowledge. It seems using ICT in teaching is effective but because of those problems teacher couldn't use ICT in teaching. If the responsible systems solve these teachers' problems, then teachers can use ICT in teaching which makes the learning more effective.

Causes Arousing Problems while Using ICT at Teaching

Although ICT has the potential to improve education system of a country to a great extent, it is not the case in the developing countries. (2020, digital learning network). ICT has positive impact in teaching and learning but teachers have faced different problems while using ICT in teaching. According to the article of digital learning network (2020), the main causes of problems faced by teacher while using ICT at teaching are;

Lack of Trained Teacher

There is dearth of dynamic teacher formally trained in ICT moreover there is hardly any quality training imparted on regular basis to teachers involved in ICT education.

Unfavorable Organizational Culture and Poor Attitude and Beliefs

Often in developing nations the educational organization and school management fail to perceive the importance and seriousness of the role of ICT in educational environment.

Shortage of Time

In schools, teachers are usually burdened with multiple task other than teaching.

Insufficient Fund

Appropriate and latest hardware and software facility availability determines the effective and efficient usage of technology. In developing countries technology implementation into education system is a difficult task as it requires a magnum of funds infrastructure and support facilities.

Challenges of Language and Content

A large proportion of the educational software produced in the world market in English. Majority of online contents is available in English. In developing countries English is not high.

Shortage of Equipment

There is lack of computes and computers related resource such as printers, scanners. In government school in rural areas the rate of computer per student is insufficient.

Lack of Technical Support

Rural schools face issues related to technical know-how, absence of ICT service centers, shortage of trained teacher personnel. Without onsite technical support much time and many may be lost due to technical breakdown.

Resource Related Issues and Internet

Rural schools usually face trouble with respect to availability of ICT related resource such as supporting, infrastructure, uninterrupted electricity and so on. Despite being an integral component of the ICT internet is lacking in most rural schools.

Similarly, Venkatesh et. al (2000), stated when teachers were presented with a new technology two key factors influenced their decision they were;

External Variable

In external variable Vankatesh included limited accessibility and network connection, school with limited ICT facilities, lack of effective training and limited time.

Perceived usefulness

It represents the degree to which they believe that using a particular technology would enhance their job performance. Work more quickly, job performance, effectiveness and useful have been identified as key elements to teachers' perceived usefulness.

It seems teachers need to face different problems using ICT while teaching. Those problems are aroused by different causes such as lack of trained teacher, unfavorable organization, shortage of time, insufficient funds, shortage of equipment, lack of technical support resources related issues and different internal and external issues. It seems that if responsible organization and school management shut out these problems, teachers didn't need to face different problems while using ICT at teaching.

Empirical Review

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles, reports and theses. Some of them are as follows:

Dixit (2009), conducted her paper entitled " the use of ICT in teacher training: Nepal experience stated the introduction of ICT in teacher training and the achievements made, this study main focus was to enhance professional capabilities of under SLC in service primary teachers. some of the lessons learnt are the following;

1. Needs assessment of the target group is very necessary it help the learners motivate in learning and make the program interesting and effective

2. Text/ lesson broadcasted through Radio and FM help clarify the content but face to face contact sessions is must when difficult or abstract concepts need more clarification. If the programs are broadcast through FM radio they will be accessible and learners friendly.
3. Women and disadvantaged population can benefit more from the Radio broadcasting as it is more accessible in remotes parts of the country.
4. Audio/ audio visual play in classroom / training hall is the trouble free way of teaching/ training. Interactive multimedia is the popular means of self-learning materials such as text, animation, images and sound. In this line, development of audio-visual materials should also be interactive as much as possible.

Haibbu and Clement (2012), article entitled ' difficulties faced by teachers in using ICT in teaching learning at technical and higher educational institution of Uganda' The main aimed of the study was finding out the difficulties faced by the teacher in using information technology and communication in classroom teaching learning in technical and higher educational institutions in Uganda. For this study, the researchers used descriptive method with quantitative analysis. This research concludes some difficulties of teachers in using ICT, they are:

1. Software problem
2. Lack of sufficient training
3. Lack of learning equipment tools and resources
4. Time limitation
5. Lack of confidence
6. Lack of knowledge

Similarly, Olaore and I.B (2014) claim:

The advantage of ICT on education overweighs the disadvantages of ICT, therefore it can be said that ICT has positive impact on education but nevertheless the manner in which the subject is taught has a larger effect then the more use of ICT i.e if the teacher does not adopt their methods in order to make best use of ICT, the purpose of using ICT becomes defeated also the attitude of the educational establishment also seems to have enable widespread and effective use of ICT in their schools, it becomes disadvantage (p. 156).

Sharma (2016), journal entitled ICT development in Nepal. The main objective of this research is to analyze current ICT development in Nepal and also find the gap in the sector of ICT between Nepal and different countries of the world. For this research quantitative analysis had done. This research concludes that:

Nepal is lagging behind than other developed countries in terms of ICT infrastructure. The country has been revising policies for better ICT implementation but the government is lagging behind in implementation ICT in its service delivery. The government has not able to implement e-government project like the national ID which have been blocking the development of other e-government services.

According to Maduabuchi (2016), paper entitled "ICT and the teaching of reading comprehension in English as a second language in secondary schools: problems and prospects" used descriptive survey research aimed at finding the problem and prospect of using ICT in the teaching of reading comprehension in secondary schools, conclude that

The problems of ICT in the teaching of reading comprehension it is reported that teacher found more difficult to control the class once a lesson is going on with ICT tools. Students become too excited when ICT was used and this caused problems to teachers in terms of class control.

Silviyounti paper entitled "EFL teachers' perception in their teaching to use or to reject". The main objective of the study was identifying EFL teachers' perception on the use of ICT in their teaching. This study used qualitative method survey and closed ended questionnaire based. This study conclude that ICT is important to be implemented as it can increase students' motivation, make learning more enjoyable and fun, interesting effective delivers.

International Journal of Innovative Research in Computer and Communication Engineering article entitled " opportunities and challenge to use ICT in Government School Education of Nepal (2018), this study mainly highlighted the challenges facing in use of ICT in government school education of Nepal. According to this research, the main challenges to use ICT in government school education of Nepal are as follows:

1. Lack of qualified teachers to teach ICT in school;
2. Lack of electricity

3. Policy related
4. Lack of computers
5. Financial Issues
6. Curricula related notion
7. Sustainability

International Journal of Innovative Research in Computer and Communication Engineering article (2018), by Dhital. H entitled 'Opportunities and Challenges to Use ICT in Government School Education of Nepal'. The main objective of this study was to identify how ICT can be used to enhance quality education of government schools in Nepal. This study concludes that:

In Nepal, the initiation for ICT in school education is progressing. The implementation of the in ICT in education master plan (2013-2017) has increased access to computer and the internet in schools, which allows for the scaling up of the use of ICT in school educational. The recent national education plan SSDP (2016-2023) integrates and focuses on use of ICT in government schools. This demonstrates the commitment on the part of the government. Until now the program is not in a stable position. The roadmap has been clear but the travel still takes long time.

Karki. (2019), article entitled " A Brief History of Public Education, Information and communication Technology and ICT in Public Education in Nepal". This article uses qualitative method. Main objective of this article is to understand the historical development of ICT, public education system and attempts being made to integrate ICT in public education, conclude that an enormous amount of funds have been poured into integrating ICT in education in public school with the obvious expectation of improved teaching and learning outcomes.

From the review of above literatures, it can be seen that when teachers use the ICT in teaching the learning and teaching are being more effective and efficient but while using the ICT teachers need to face different kinds of problems. Theses researches show different problems of teachers to use ICT while teaching in different country and different parts of Nepal. But there is not any research in Choubise Rural Municipality about the problem faced by the teachers in teaching while using ICT at secondary level so that my research is different from others

Implication of the Review for the Study

One of the important parts of the any research is reviewing of the related literature. It gives the researcher necessary theoretical back up related his/her study and leads him/her to go ahead in right path.

While reviewing the literature, I have gone through various theoretical works and empirical research studies. The above reviewed studies are to some extent related to my study. After reviewing these studies, I have gained many ideas regarding the process of research. For example, Haibbu, Clement and Almamun. (2012), study about Difficulties Faced by Teacher in Using ICT in Teaching Learning at Technical and Higher Educational Institution of Uganda has implication on present study in sense that this study reveals some difficulties of teachers like lack of software, sufficient training, learning equipment, time limitation. Moreover, I have gained ideas about formulating objective from their study.

Likewise, Thapaliya (2014), research works direct and indirect implication on this study, through the intensive study of affirmation and other related structure, the researcher will know the fact that previous research work missed the study on Problems Faced by Teachers in using ICT Tools in Teaching at Secondary Level.

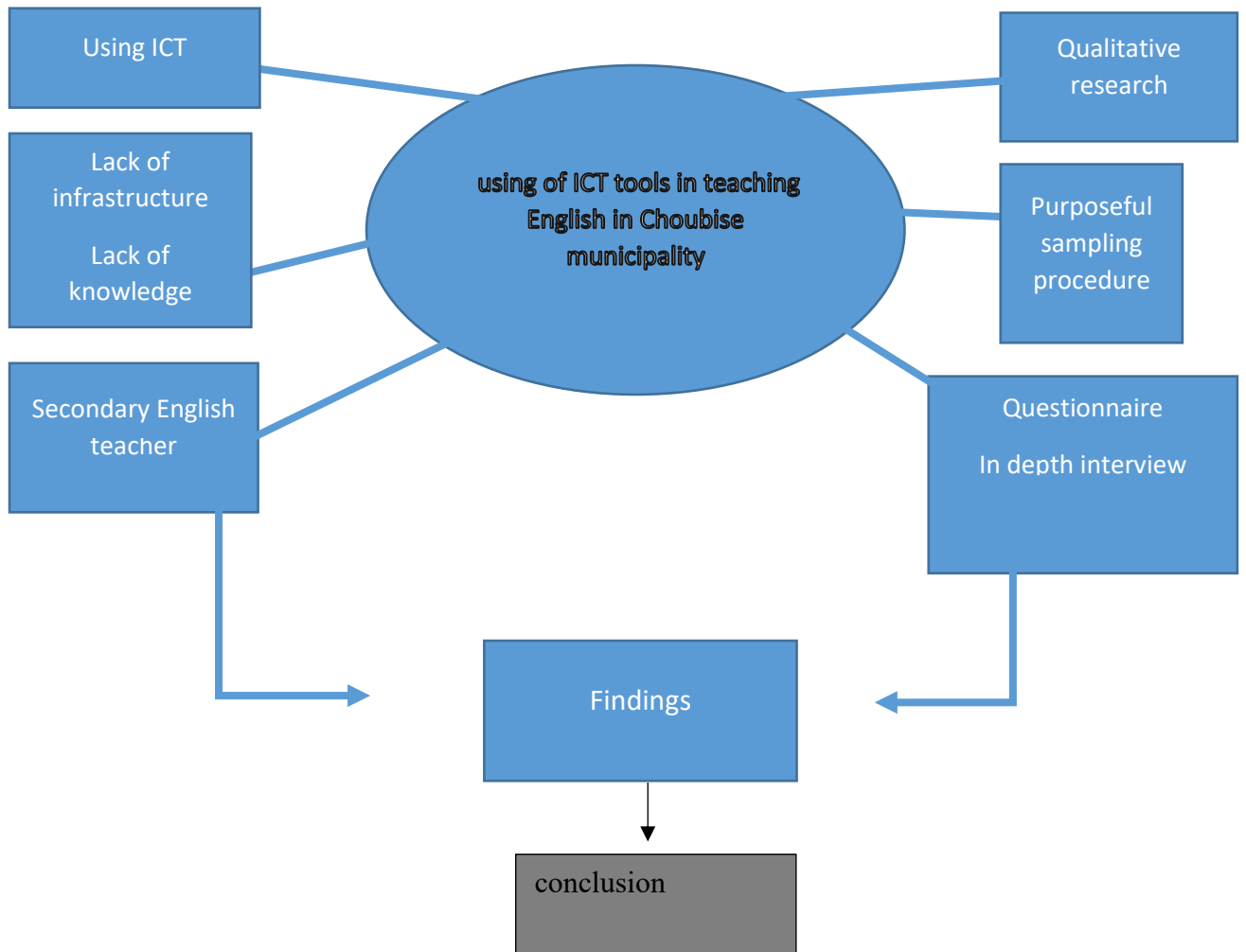
Though some of the above mention research studies are indirectly related to my research, it is unique in itself in the sense that no research has been carried to identify the present problems faced by teachers in using ICT tools in teaching at secondary level in Choubise municipality. Hence this research work is different from the above mentioned researches.

Conceptual Framework

On the basis of theoretical review in second chapter of this study, problems in using ICT tools at secondary level may lack of training, ICT infrastructure, knowledge of ICT. For the answer of the question "what are the problems?" questionnaire conducted and for the answer of the question " why are problems?" interview was conducted.

This research studied about problems of using ICT tools in English teaching at secondary level. This research used qualitative research design using purposeful sampling methods to select population and used questionnaire and in depth interview as data collection tools. The conceptual framework has been shown in the figure.

Conceptual Framework



CHAPTER III: METHODS AND PROCEDURES

This chapter describes detail about the design adopted in the study, sampling and its procedure, research tools, data collection and data analysis procedures. It also deals with ethical consideration applied in the study.

Research Design

A research design is a strategy for answering research question using empirical data. For this research I used qualitative research. Qualitative method is a systematic subjective approach used to describe life experience and give them meaning. According to Creswell (2012), qualitative research is a means for exploring and understanding the meaning individuals or group describe to a social human problem. The process of research in involve emerging questions and procedures; collecting data in the participants setting; analyzing the data inductively, building from particulars to general themes and making interpretation of the meaning of data. The final written report has a flexible writing structure.

Field of the Study

The area of the study was Dhankuta district's Choubise Municipality. This research concerned to find out problems of using ICT tools in Secondary English language teacher. There were so many researches conducting in Dhankuta district but only few of them were conducting in rural area so that I chose the rural area in Dhankuta. I chose only four secondary schools of Choubise municipality (See Appendix 1) because I need to submit this thesis in fix time due to the time boundary, I do not get chance to visit all schools.

Population and Sample

The population of the study was ICT user teachers who use ICT tools in teaching at secondary level. There were so many policies and plans are reformed to use ICT in education but still only few of teachers are using ICT tools in teaching. This study conducted in four schools of Choubise Municipality to identify the problems faced by the teachers to use ICT tools while teaching English. Nowadays, in many rural areas schools are also used ICT tools in teaching. While using the ICT tools teacher need to face

different problems but there is not any research conducted in this area so I chose Choubise rural municipality. Another reason to choose Choubise rural municipality was it is my hometown. In total four school selected from purposeful sampling method. From those four school, four teachers were selected who used ICT tools in teaching English at secondary level are selected as sample of the study. They were coded as teacher A, teacher B, teacher C and teacher D for their privacy.

Methods of the Study

This study includes qualitative and quantitative method. Shank (2002) defines qualitative research as " a form of systematic empirical inquiry into meaning". According to Anderson and Arsenault (1998), is a kind of inquiry exploring phenomenon in their natural setting. It uses multi method to interpret, understand and explain them. Creswell (2012), defined that qualitative research depends on the views of participants in the study. Employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data. (Creswell, 2003 p. 153). Hence this study, due to the nature of the problems and the research questions, employed a qualitative and quantitative approaches to investigate the case with the detail and intensive study of perspectives and experiences of those people involving in teaching and learning activities.

Source of Data

Both primary and secondary data were used in this study. Secondary data means those data which are collected by someone other than the primer user. Secondary data were used for the understanding of past research study related to this study that were mentioned in literature review. In this research different secondary data were used such as Chapagain (2006), Acharya (2004), DOE (2010), DOE (2012). The primary data means those data which has been generated by the researcher himself/herself through interview, questionnaire, observation. In this research primary data were collected through observation. Interview and observation. It was the main source of the analytical section of this study which carried out through different tools and techniques

Tools and Instrument of Data Collection

The collection tools refer to the method and instruments which used to gather data or information from various sources. Those tools can be qualitative or quantitative they

can be depending on nature of the research. Such as checklist, observation, interview questionnaire are some examples of data collection tools. For this research following tools and instruments were used for data collection. These tools models have been presented in Appendix II, III, IV, and V.

1. Questionnaire

Questionnaires is a research tool featuring a series of questions used to collect useful information from respondents. These questionnaires are open ended question where the respondents can answer their own word in as much or more detail as they desire. Questionnaires are popular research tools because they offer fast efficient and inexpensive means of gathering large amount of information from sizeable sample volumes. These tools are particularly effective for measuring subject behavior attitudes and opinions. The questionnaires had developed by the researcher with the help of supervisor.

In this questionnaire it includes 15 questions they are related to teachers' experience perspective and problems of teachers in Choubise Rural Municipality. The questionnaire was distributed to fill for two teachers who were junior on the basis of their work experience and who used ICT tools while teaching English at secondary level. The questionnaire was in appendix A. Another questionnaire which includes three question were distributed to the headmaster of every schools.

2. Interview

Interview are a good research tools. They allow researcher to gather rich information and draw more detailed conclusion than other research methods. An interview is a purposeful exchange of ideas the answering questions and communication between two or more persons. It helps to collect details information.

In this interview, two teachers who were senior on the basis of their experience were selected from two schools for interview. The open ended question was asked by the researcher. The interview questions were in appendix B. At the end of the interview section the respondent requested to comment on the questions that would not cover in interview.

3. Observation Checklist

Observation checklist is a list of things that an observer is going to look at when observing class. To find out the availability of ICT items in schools,

checklist Observation was used as data collection tools. Availability of ICT items were found out by asking to teachers or observing schools.

Data Collection Procedure

Data collection is the produce of collecting, measuring, analyzing accurate insights for research using standard validate technique. The researcher collected data using the following procedures:

1. First of all, I went to the selected schools with an official letter from the education department.
2. I got permission from the authority to consult the secondary English language teacher.
3. I concerned teachers and explain them about the purpose of my study.
4. I provided them with questionnaire to fill them up and ask to participate in interview.
5. Then, I collected require information with the help of interview questionnaire and class observation.

Data Analysis Procedure

Data analysis procedures refers to the systematic process of transforming raw data into useful and meaningful conclusion. In this research the participants asked for their perception, problems experience of using ICT tools in teaching. Interviews was lasted between 15 to 20 minutes and audiotaped. Audiotapes were subsequently transcribed verbatim and the corpus was ready for qualitative thematic analysis. Researcher highlighted quote and phrases from questionnaire that were significant for the study. The researcher also tested interview and questionnaire and looked for relationship within and across the data sources. The researcher integrated and refined the data until themes solidified. For quantitative data researcher asked head teachers numbers of available IT tools in school. questions and presented the quantitative data in numerical statistics.

Ethical Consideration

While collecting the data a researcher should follow some ethical consideration for the privacy of participants. First of all, I take permission later for collecting data. I go to collect the data. I respect for the dignity of research participants should be prioritized. I protect the privacy of research participants. I ensured research participants should not be

subjected to harm in any ways whatsoever. The protection of the privacy of research participants has to be ensured. I stated all the citation from which books I got secondary data.

CHAPTER IV: ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected. The raw data gathered from questionnaire and interviews were thematically analyzed. The raw data collected from observation checklist was presented through figure.

After observing schools, taking interviews and questionnaires I found out that every schools used ICT while teaching. Among them Punya Secondary school has well equipped with ICT tools. I also found out that Budhuk Secondary school also has two interactive boards, and some computers for students to use but in other schools, they did not have computers and interactive boards for students. In other two schools, Mangaladevi and Bajramai Secondary schools only had one/one computer which is only use for official works. I also found out every school had internet access in schools. In those sample schools every English teacher who taught at secondary level used ICT tools in teaching, two teachers used laptop and two used only cellphone as ICT tools in teaching.

Numbers of ICT Tools Available in School

I tried to find out what were the ICT tools are available in school. To find out this I prepared the checklist. I got the following data through the checklist which are presented below.

Shree Punya Secondary School

Shree Punya Secondary school is located in Rajarani Valley which is the center of Choubise Rural Municipality. It is situated 36 K.M northeast from Dharan city. In this school students can study from ECD to secondary education. There are different faculty are teaching for intermediate level such as science, commerce, hotel management and education. In this school there are 33 teachers and 350 students from class ECD to 12.

Table 1 Number of ICT Tools Available in Shree Punya Secondary School

Name of ICT Tools	Computer	Interactive Boards	Projectors	Laptop	Others	Training
Number	32	8	2	24		Basic

In this school there was ICT friendly environment in that school there were 32 computers, 8 interactive boards, 2 projectors and 24 laptops which were provided by school. There was good internet access. Teacher always teaching students through interactive boards. The English teacher also had some basic training to use ICT tools.

Shree Budhuk Secondary School

Shree budhuk secondary school is situated in Choubise rural municipality ward no. 7. It is 7.2 km far from Rajarani. It offers educational programmes from ECD to grade 12. In this school there were 24 teachers and 500 students.

Table 2 Number of ICT Tools Available in Budhuk Secondary School

Name of ICT Tools	Computer	Interactive Boards	Projectors	Laptop	Others	Training
Number	24	2	1	Have personal		Basic

In this school there were 24 computers, 2 interactive boards, one projector. Most of the teacher had their own personal laptop. English teacher had some basic training to use ICT tools. There was also good access of internet.

Shree Mangaladevi Secondary School

Mangaladevi Secondary School situated in Choubise Rural Municipality ward no.5. It is approximately 11.9 KM away from Dhankuta. It offers educational programmed from ECD to 10.

Table 3 Number of ICT Tools Available in Mangaladevi Secondary School

Name of ICT Tools	Computer	Interactive Boards	Projectors	Laptop	Others	Training
Number	1	-	-	-		-

In this school there were 150 students and 13 teachers. There was good access of internet. In this school there was only one computer. Teachers used cell phone as ICT tools in teaching.

Shree Bajramai Secondary School

Shree Bajramai Secondary School is situated in Choubise Rural Municipality ward no. 5. It offers the educational program from ECD to 10.

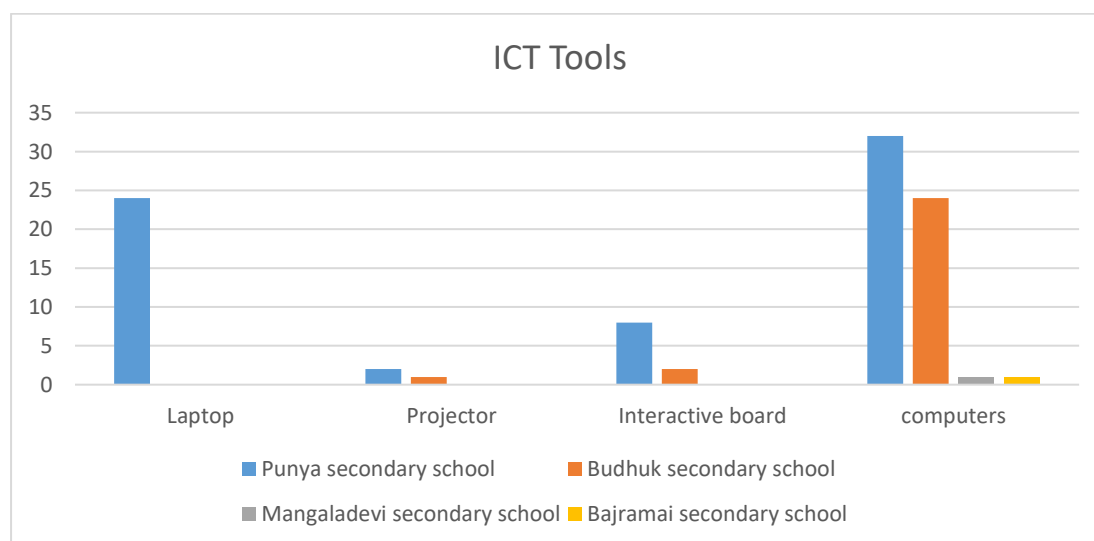
Table 4 Number of ICT Tools Available in Bajramai Secondary School

Name of ICT Tools	Computer	Interactive Boards	Projectors	Laptop	Others	Training
Number	1	-	-	-	-	-

In this school there were 17 teachers and 150 students. There is also good access of internet. There was only one computer. Teachers were used cell phone as ICT tools.

In conclusion I can say that two school had welly equipped with ICT tools and teacher also had some training to use ICT tools but other two schools did not have much ICT equipment.

Figure 1 Number of ICT Tools Available in Schools



Numbers of ICT tools available in schools have been presented in Figure 1 more clearly.

In the figure, the bar chart illustrates the numbers of ICT tools in four different schools; Shree Punya Secondary school, Shree Budhuk Secondary School, Shree Mangaladevi Secondary School and Shree Bajramai Secondary School.

According to this bar chart Punya school has highest number of ICT tools and it is well equipped in ICT tools. Budhuk school has some ICT tools but Mangaladevi and Bajramai only have one computer as ICT tools.

Teacher Perspective Towards the use ICT in Teaching

In this research I tried figure out the teacher perspective towards the use ICT in teaching. In the question why did you choose to use ICT in teaching 'D' teacher said, "ICT tools are the gifts of modern science and technology of 21st century. They have been inevitable parts in the field of education and they make accessible to all the required information in teaching and learning activities. So, I choose them in teaching."

In the same question another school's B teacher said, "students feel enjoy to learn, learning is not being monotonous and learning is being more effective".

After hearing those responses, we can say that every teacher had positive perspective towards the use of ICT tools in teaching. In another questions how effective are the using ICT tools in teaching English A teacher respond, "it was really helped to teach vocabulary and present the gist of the text."

In the same question teacher C said, "using ICT in teaching is very effective it helps teacher to teach actual pronunciation, help to discover different vocabulary and present the text more effectively."

In this research I found out that less or more every teacher used ICT in teaching. They were happy and willing to use ICT in teaching to make their teaching more effective but they had to face many problems. Such as lack of learning of equipment, lack of electricity, large volume of students.

In conclusion I can say that teachers have positive perspective towards the use of ICT in teaching. They also have willingness to use ICT in teaching but they can't use ICT in teaching because of different problems such as lack of learning equipment, lack of electricity, large volume of students.

Principal Perspective Towards the Use of ICT in Teaching

In this research I prepared questionnaire to fill for every principal of sample schools and every principal of these schools filled the questionnaire. In the question what are the main challenges to use ICT tools in school? Most of the principal fill the same challenges they are electricity, lack of equipment, internet, lack of trainable teacher. In the question how did you try to improve using ICT in school? One of the school principal fill the questionnaire by writing use of alternative source and available of cooperative learning. In the same question another school's another principal wrote by providing teachers' computer skill and investing on ICT tools. In another question what is your main move to make ICT friendly environment in school? One of the teacher principal filled out the questionnaire by writing establish computer lab with enough computers, providing free internet. In the same question another school's principal teacher wrote manage of ICT lab and establish cooperation among teachers.

After seeing those respond I found out that every principal had positive responses towards using of ICT in teaching. They were trying to solve teachers' problems of using ICT in teaching by providing alternative source, cooperative learning, providing teachers' computer skills and investing in ICT tools.

ICT Web Tools in ELT

In this section the question that had been designed, try to obtain information on which tools were mostly used by teachers in ELT. Regarding the utilization of different tools, resource and internet based activities many of the teachers had not even heard of some ICT tools names.

The data obtained from the participants have been analyzed in terms of the following criteria

- Impact of ICT web tools in ELT
- ICT roles to improve learning
- Significance of ICT in ELT

Impact of ICT Tools in ELT

To find out the impact of ICT tools in English language teaching, teachers were asked "how effective are the using ICT tools in teaching English?" in this question

teachers' were giving different responses. According to the D teacher, the effectiveness of ICT tools in teaching are;

ICT tools motivate students easily.

They offer the possibility to work autonomously or interact and collaborate with other.

ICT tools provide feedback on language performance in various tasks and exercises.

They help to save time in teaching and learning.

ICT tools promote language learning with fresh, authentic and motivating materials.

Learners can learn English language on their own way using ICT tools.

Teacher C said, "using ICT in teaching has both positive and negative impact as well. Students get chance to learn about more things, knowledge and skills are positive impacts and students may distract from learning, depend on ICT all the times are the negative impacts of ICT".

Based on these responds it can be concluded that ICT may have positive and negative impact in teaching English. ICT helps to motivate students, help to save time, promote language learning with authentic materials are the positive impact of ICT in teaching. but ICT don't have only positive impact in teaching it also has some negative impact such as students may distract from learning, if teacher do not pay attention to the students, they may start to play games online are the negative impact of ICT in learning.

ICT Roles to Improve learning

To find out the ICT roles to improve learning, teachers were asked, "how does using ICT tools in teaching help students to improve their learning?" in this question according to the teacher A " they feel joy and motivated, students learn effectively, learning will be permanent. Teacher C said "ICT are effective for English language learning which provide us all kind of materials that we need while teaching English."

Based on those responds it can be concluded that ICT has great role to improve learning. Through the ICT teacher can get the required information within a second by using internet and different websites. Nowadays, with the help of internet teacher can get any kind of required authentic materials and different teaching methods which help the teachers to make their teaching more interesting. By using internet students can learn

anything they do not need teacher to learn. They can learn any skill independently with the help of internet.

Significance of Using ICT Tools in Teaching

To find out the significance of ICT in ELT I asked the teachers " what are the significances of using ICT tools in teaching?" They presented different significances of the ICT tools in teaching. According to teacher B, "the teacher can search new information related to subject matter or content, he/she can explore new technique through ICT tools, he/she can store data and information in ICT tools, he/she can exchange ideas, thoughts and feelings using ICT tools, students themselves can search required information through ICT tools, language class can be interesting, attractive and effective while using ICT tools, learners can easily be motivated in availability of ICT tools and authentic teaching materials are found from ICT tools for teaching". On the same question teacher D said, " students feel enjoy to learn, learning will remain long lasting and students feel enthusiastic to learn".

After hearing those responses, I can conclude that ICT has really great significance in teaching. It helps to make teaching effective, establishing a more active collaboration of students and the simultaneous acquisition of technological knowledge.

Problems Faced by the Teachers

The responses I got from the questionnaire and depth interview were analyzed thematically. On the basis of that questionnaire and depth interview the problem faced by the teachers were;

Lack of Learning Equipment and Tools

It was found that most of the schools had only few computers and it was difficult to teach the whole students to teach by using these tools. Teacher B said " when we use computer while teaching students do not see the words and we don't have budget to bring interactive board which may create many problems to use ICT tools in teaching." In some school it found that teachers were using only cellphone as a ICT tools. Teacher C said " we have internet connection in school but we don't have computers while teaching if something need to show then we used our cellphone but it is hard to show one to one students and they didn't see at once in cellphone because it has small screen." These statements show that one of the biggest problem faced by the teacher in using ICT is lack

of learning equipment and tools. International Journal of Innovative Research in Computer and Communication Engineering article entitled 'Opportunities and Challenges to Use ICT in Government School Education of Nepal' (2012), also stated the main challenges faced by the teacher to use ICT in government schools was lack of computers. Likewise, Haibbu (2012), article entitled 'Difficulties Faced by Teachers in using ICT in Teaching Learning at Technical Educational Institution of Uganda' conclude lack of learning equipment tools and resources as a problems faced by teacher to use ICT while teaching. similarly, in my research I also found lack of learning equipment tools as one of the problem faced by the teacher to use ICT while teaching.

Lack of Electricity

Lack of electricity was most common problem of all schools. Some school manage some alternative inventor but most of the school didn't manage it. Which created problem to implement ICT tools in teaching. English teacher B said, " while teaching the power was being cut which create problems into classes." Teacher C said, "in our school there is not manage of alternative inventor if electricity is being cut which create different kinds of problems while teaching." Teacher D said, "while using ICT in teaching lack of electricity is the main problem while teaching the power is cut and we don't have alternative inventor it hampers the learning and teaching." After hearing these respond I can conclude that lack of electricity is most common problem and biggest problem to use ICT in teaching. without providing the alternative inventor lack of electricity always hampers the use of ICT in teaching. In digital learning network article (2020), stated insufficient fund as main problem. Due to lack of funds in schools there is not appropriate and latest hardware and software facility and availability to usage of technology. Likewise, International Journal of Innovative Research in Computer and Communication Engineering article entitled 'Opportunities and Challenges to Use ICT in Government School Education of Nepal' (2012), stated the main challenges faced by the teacher to use ICT in government schools was lack of electricity. Similarly, in my study it is found the most common problem faced by the teachers are lack of electricity. Which create different problems to use ICT in teaching.

Large Volume of Students

It was found that all schools had large number of students but they don't have enough ICT tools. The lab where they had computers, that was also small when teacher

taught the students while using ICT they don't get chance to sit properly which create problem in teaching learning. Schools C and D use only cellphone and internet as ICT tools to teach students which also create problems. Teacher C said, "in our school there is more than 50 students in class 10, there is not ICT tools such as laptop, interactive board we used only cell phone as ICT tools while using it in teaching, it is not being effective because of large volume of students. We need to show them one by one which consume more time. Teacher D said, "there is only one computer in our school but we have access of internet we used only cell phone as ICT tools but it is not being effective there is large volume of students they don't get chance to see." Teacher B said, "we have different lap room and interactive boards but because of large volume of students they aren't fit in lab room they need to stand up for whole class." From these respond I can conclude that large volume of students is one of the main problems which is faced by teacher while using ICT at teaching. in this study it is found that in government schools there were large number of students but schools don't have sufficient ICT tools due to different problems such as lack of fund, lack infrastructure etc. which create problems to use ICT in teaching.

Teachers' Misconception about ICT Tools

While doing that research I found that some of the teacher thought using the ICT tools in teaching was waste of time. Teacher C said, "using ICT in teaching was time consuming it may distract learners from the study." Teacher D said, "using ICT in English is not necessary and useful it is useful for certain subjects such as computer science digital media etc." Teacher Bs said, "using ICT in teaching replace the role of teachers in the classroom." From that response we can say that some teachers have misconception about ICT tools. After hearing those responds I found out that many teachers' have misconception about the ICT tools. They think ICT will replace their place in classroom. They didn't understand the importance of ICT. ICT didn't replace their place but support their teaching and made the teaching learning activities more effective. They also stated using ICT in teaching is useful only in certain subject which was completely wrong they should understand integrating ICT in teaching help the learning and teaching to be more effective. Integrating ICT in teaching is effective for all the subjects not for only certain subjects.

Lack of Training

Most of the teachers had lack of the skill of using ICT in teaching learning process because they do not get enough training and opportunities. Teacher C said, " I don't take any training to use ICT tools in teaching I only use cell phone as ICT tools while using this I struggle with different problems such as navigating online platform, troubleshooting common problems." Teacher B said, " I only know the basic knowledge how to use ICT but I am not able to use ICT in teaching effectively. While using ICT tools in teaching students are not actively engage in the classroom." Teacher A said, " we don't use ICT consistently in teaching because students are not active while using ICT in teaching." after hearing those respond I found that teachers were used ICT in teaching but they don't have more training about how to use ICT in teaching due to this teacher were rarely seen using ICT in classroom. International Journal of Innovative Research in Computer and Communication Engineering article entitled 'Opportunities and Challenges to Use ICT in Government School Education of Nepal' (2012), stated the challenges faced by the teacher to use ICT in government schools was lack of qualified teachers to teach ICT in school. Likewise, Haibbu (2012), article entitled 'difficulties faced by teachers in using ICT in teaching learning at technical educational institution of Uganda' conclude lack of sufficient training as problems faced by the teacher to use ICT while teaching. similarly, in my study I also found lack of training as a problem faced by the teachers to use ICT while teaching. Teacher need to be train in the use of ICT. To use the ICT in teaching, teachers' need to some initial training to develop appropriate knowledge skills and attitudes. Without any appropriate skills and training if teachers' use ICT in teaching it may create confusion in students, students loose, interest in the subject matter.

Lack of Confidence

One of the problem that faced by teachers while using ICT in teaching was lack of confidence. Most of the teacher do not consider them as well skilled in using ICT and felt anxious about using ICT in front of class. Teachers use ICT in their teaching in an ineffective way. Teacher A said, "while using ICT in teaching sometimes I have problems to use online platform struggle to create engaging and interactive online learning activities." Teacher C said, "while using ICT, I faced different problems because I don't have training and I always anxious to use ICT in teaching." From those respond I found that lack of confidence prevents the teachers to use ICT while teaching. Haibbu (2012), also stated the main problem faced by the teacher was lack of confidence. Due to fear of

failure many teachers do not consider themselves to be well skilled in using ICT and felt anxious about using ICT in front of class. Similarly, in my research I also found lack of confidence as main problem faced by the teachers to use ICT while teaching, which limit teachers' ability to create effective and efficient teaching practices.

Haibbu (2012), stated the main problems faced by the teachers were software problem lack of sufficient training, lack of learning tools and resource, lack of skilled, lack of confidence, lack of knowledge. Likewise, in digital learning network article (2012), also stated limited accessibility and network connection, school with limited technical support, lack of effective training, limited time and lack of teachers' competency as problems faced by the teacher to use ICT while teaching. Similarly, in my research I found out the main problems faced by the teachers were lack of learning equipment, lack of electricity, lack of confidence, lack of training, teachers' misconception about ICT tools, large volume of students. Ghaviker et al. (2016), also stated teachers recognized the effectiveness of extent of ICT tools in supporting classroom teaching and learning but the barriers exist in integrating ICT in teaching such as lack of resource, times access and the technical support. teacher to use ICT while teaching. Similarly, in my research I found out the main problems faced by the teachers were lack of learning equipment, lack of electricity, lack of confidence, lack of training, teachers' misconception about ICT tools, large volume of students.

Factors Causing Problems

On the basis of respond I got from questionnaire and depth interview the main factors causing that problems are given below:

Teacher Factors

Teacher factors includes different factors which related to the teacher in using of ICT. The main causes arousing above mentioned problem is teacher factors. Teacher don't have the confidence to use ICT they afraid to use it. They had different anxiety while using the ICT. Teacher A said " I have some basic knowledge to use ICT but still while using ICT in teaching sometime I feel anxiety." It is found that the main cause of above mentioned problems' factors is teacher's factor. Teacher's factors include different problems such as teacher's attitude towards the use of technology, teacher's technical competence, teacher's confidence in using ICT, difficulty to learn and use some ICT software.

Economic Factors and Infrastructures

Economic factor is one of the main factor which affect the application of ICT in teaching. economic factors include the factors which are related to finance. It is found that most of the schools wants to have different ICT tools in schools but there is problem of budget allocation. School B principal says "we want our school also being well equipped in ICT but the main problem to use ICT is budget allocation." Inadequate computers in the classroom, low speed internet, lack of expert staff, lack of infrastructure and administrative support are the main economic factors to use ICT tools in school. After hearing this response, we can say that every schools have willingness to use ICT tools in school. But they have faced different financial problems.

Pedagogical Factors

Another main factors which is the cause of arousing above mentioned problem is pedagogical factors. Pedagogical factors include teacher motivation, teacher training, skill and method. Teacher C said " I only know using mobile as ICT tools but I don't know how to use other ICT tools in teaching." It is found that every school have at least one computer but teacher don't have proper knowledge and training to use ICT in teaching. Some teachers don't have motivation and willingness to learn about ICT which arouse problems to use ICT in teaching.

Digital learning network article (2020), stated lack of trained teacher, unfavorable organization culture and poor attitudes and beliefs, shortage of time, insufficient funds, challenges of language and content, shortage of equipment, lack of technical support, resources related issues and internet as factors of arousing problems faced by the teachers to use ICT while teaching. similarly, Venkatesh and Devis (2000), presented the main factors causing to face different problems to use ICT in teaching are divided in two factors external variable and perceived variable. In external variable it included limited accessibility and network connection, school with limited ICT facilities, lack of effective training, limited time. In perceived usefulness it includes work more quickly, job performance, increased productivity, effectiveness. But in my study I divided the factors in three factors they are teachers' factors, pedagogical factors, economical factors and infrastructure. Teachers' factors include teacher's anxiety to use ICT, attitude towards the use of ICT teacher's confidence knowledge. In pedagogical factors it included teachers' motivation and willingness to learn about ICT teachers' training. In economic factor and

infrastructure includes inadequate computers, lack of expert staff, lack of infrastructure and lack of administrative support.

CHAPTER V: SUMMARY, CONCLUSION AND RECOMMENDATION

This section of the research study deals with the conclusion and summary derived from the analysis of data and interpretation of the collected data from research. The major conclusion and recommendation also have been presented in this chapter.

Summary

The main purpose of this study is to identify and analyze the problems faced by the teachers in teaching English while using ICT tools at secondary level in Choubise Rural Municipality and also to find causes of arising such problems. For this research, I used mixed method. In the chapter 1, I put three objectives, explore the status of ICT tools in schools, identify the major problems faced by English teachers while using ICT tools at secondary schools analyze major cause of the problems in their use of ICT at secondary level. I set three research questions, what is the status of ICT tools available in the secondary schools in Choubise Rural Municipality? what were the major problems faced by the secondary English teacher while using ICT in teaching? and what were the major causes of such problems? In chapter two I reviewed the related literature. In chapter three I stated data collection tools and procedures. For this research I selected four schools by purposeful sampling method, and from those schools I choose four senior teachers on the basis of their experience. These all teachers were coded as teacher A, teacher B, Teacher C and teacher D. In this study I used both primary and secondary data. To collect the data, I used questionnaire, Interviews and observation checklist. Two junior teachers on the basis of their experience and every schools head teachers were given questionnaire to fill up, two teachers who were senior on the basis of their experience were taken interviews. In fourth chapter I analyzed the collected data. The raw data collected from questionnaire and interviews were analyzed thematically and descriptively and the data collected from observation checklist was presented in figure. In fifth chapter I presented the summary of research conclusion and recommendation.

Findings

This research is carried out to identify and analyze the causes and problems faced by the teachers in teaching English while using ICT at secondary level. For doing this research I collected the data through questionnaire, depth interview and observation

checklist. I choose four school of Choubise Rural Municipality for my research. From those school I choose senior secondary English teacher who used ICT in teaching. while doing this research I found out every schools had internet access among them two schools were welly equipped with ICT tools and two schools didn't have much ICT tools. All schools' teachers used ICT while teaching and teachers have positive attitude towards using ICT in teaching but they have to face different problems such as lack of equipment, lack of electricity, large volume of students, lack of confidence, teachers' misconception about ICT. the main causes of arousing such problems are teacher factor, economic factor and pedagogical factor. While doing this research I found out in some schools, schools and management committee tried to solve different problems which were faced by teachers while using ICT in teaching.

Conclusion

After analyzing the data, this study established that ICT played significant role to improve teaching and learning activities. But the finding shows while using ICT in teaching teacher need to face different challenges and problems. Such as there was lack of equipment, teachers had lack of confidence, teachers had lack of training, in schools there were large volume of students, lack of electricity. The factors causing behind those problems are economic, infrastructure, pedagogical and teacher factors.

In Choubise Rural municipality area most of the teachers used ICT tools while teaching and they had agreed that using ICT tools improve learning or I can say most of teachers had positive responses towards the using ICT tools while teaching. I also found some of the schools were well equipped with ICT tools. Four schools had internet. Some teachers only know laptop, projector and cell phone as ICT tools. Every teacher had willing to use ICT in their teaching but according to teacher responses the main challenges of using ICT tools in teaching were lack of equipment, lack of training, lack of confidence, lack of electricity and large volume of students. The main causes of those problems were teachers' factors, in teacher factor such as teachers' attitude towards the use of technology, teachers' technical competence, teachers' confidence in using ICT. Another factor is economic and infrastructure in economic factors and infrastructure it includes financial problem such as lack of budget, lack of resources, lack of infrastructure. Similarly, another factor to arouse the problems is pedagogical factors in pedagogical factors it includes teachers' motivation, teachers' training skills and method.

If the school and responsible system would pay attention on those problems and teachers are also being more active and started to learn the use of ICT with help the help of other teachers or cooperative ways then they can solve some half of the problems to use ICT while teaching.

Recommendation

Each and every conclusion obtained from the analysis and interpretation of the data, likewise, the recommendations have given below;

Practice Level Recommendations

- It was found out that most of teacher lack the skill to use computer, teacher should learn skills to use computer.
- It was found out that in some schools' ICT tools are available but due to teachers' laziness they are not learning to use ICT in that case teacher should be active to learn and operate about ICT tools.
- In some cases, it was found out that teacher have some misconception about the ICT tools they should understand the importance of ICT tools in teaching.

Policy Level Recommendations

- Bajramai Secondary School and Mangaladevi Secondary schools' common problems were lack of electricity so that the school and school management committee should take step to solve this problem and provide alternative inventor.
- Bajramai and Mangaladevi schools' teachers have lack of training to use ICT tools. The school should provide some opportunities to learnt about ICT tools.
- Budhuk Secondary School and Punya Secondary Schools have equipment but they didn't use it properly. The school should pay attention about it.
- Rural municipality should allocate ninety thousand budget every year for the development of ICT in every schools.
- Schools should bring their own policy to make ICT competence to their teacher.

Recommendation for Further Study

Government brings different policies and strategies to integrated ICT with teaching so I tried to figure out the challenges of secondary English teachers while using ICT in teaching. Due to time limitation I included only four secondary schools of

Choubise Rural Municipality and included only secondary English teacher who used ICT in teaching. Other researcher can do research in different subject teacher who used ICT in teaching.

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Appendices

Appendix I: Name of the Sample Schools

1. Budhuk secondary school
2. Bajramai secondary school
3. Mangaladevi secondary school
4. Punya secondary school

Appendix II: Questionnaire for the Teachers

Dear sir/madam,

The questionnaire has been prepared to explore present **using of ICT tools in teaching English at secondary level** in Choubise Rural Municipality. This research work is being carried out under the supervision of **Dr. Ambika Prasad Poudel**. Your cooperation is responding the questionnaire and your response will have great value in accomplishing my research. I appreciate your perception and assure you that your response will be completely anonymous. Please feel free to put your responses required by the questionnaire. I honestly assure you that the responses made by you will be used only for present study and will remain confidential.

Researcher

Dipa Chemjong Limbu

Personal details:

Name of school:

Name of teacher:

Qualification:

1. How would you describe your experience of using ICT tools in teaching?

.....

.....

2. What challenges did you face during your experience with ICT tools?

.....

.....

3. What are the main factors causing those challenges?

.....
.....

4. What do you think about using ICT tools in teaching?

.....
.....

5. What are the significances of using ICT tools in teaching?

.....
.....

6. Why did you choose to use ICT tools in teaching?

.....
.....

7. In what ways using ICT tools in teaching will be improved?

.....
.....

8. How effective are the using ICT tools in teaching English?

.....
.....

9. What are the factors that affect teachers to use ICT tools in teaching?

.....
.....

10. What kinds of proficiency teacher should have to use ICT tools in teaching?

.....
.....

11. How does using ICT tools in teaching help students to improve their learning?

.....
.....

12. How to use ICT tools in teaching are being more effective?

.....
.....

13. What kind of strategies are effective to use ICT tools in teaching?

.....
.....

Thanks for your kind corporation

Appendix III: Observation Checklist

ICT items	available	Not available	numbers
Computer			
Projector			
Interactive boards			
Internet			
Teachers' training			
Others			

Appendix IV: Questionnaire for the Principals

Dear sir/madam,

The questionnaire has been prepared to explore present **using of ICT tools in teaching English at secondary level** in Choubise Rural Municipality. This research work is being carried out under the supervision of **Dr. Ambika Prasad Poudel**. Your cooperation is responding the questionnaire and your response will have great value in accomplishing my research. I appreciate your perception and assure you that your response will be completely anonymous. Please feel free to put your responses required by the questionnaire. I honestly assure you that the responses made by you will be used only for present study and will remain confidential.

Researcher

Dipa Chemjong Limbu

Personal details:

Name of school:

Name of teacher:

Qualification:

- **What are the main challenges while using ICT tools in school?**

.....

- **How do you try to improve using ICT tools in school?**

.....

- **What are your main moves to make ICT friendly environment in school?**

.....

Appendix V: Interview Questionnaire for the Teachers

- 1. Please describe ICT tools.**
- 2. Which of these tools would you consider to use in teaching? Please explain.**
- 3. In which aspect using these tools are more effective in teaching?**
- 4. Which is more effective? Please elaborate.**
- 5. How to you use these tools more effectively in the classroom?**
- 6. What kinds of tools and environment are would you recommend be and not in school? Please provide justification for you answer.**
- 7. What's kind of problems should be improving in using ICT tools in teaching?
Why?**
- 8. What are the problems of using ICT tools in teaching?**
- 9. What are the causes of that problems?**
- 10. How did you overcome to these problems?**
- 11. After using ICT tools in teaching what's kind of effectiveness did you feel or see in students learning?**
- 12. What recommendations do you have for future efforts?**
- 13. Is there anything more would you like to add?**

Appendix VI: Samples of the Respondents' Response

QUESTIONNIRE

Dear sir/madam,

The questionnaire has been prepared to explore present **Problem Faced by Teacher in Using ICT Tools in Teaching English at Secondary Level** in Chaubise municipality. This research work is being carried out under the supervision of **Mr. Ambika Prasad Poudel** your corporation in responding the questionnaire and your responses will have a great value in accomplishing my research. I appreciate your perception and assure you that your response will be completely anonymous. Please feel free to put your responses required by the questionnaire. I honestly assure you that the responses made by you will be used only for present study and will remain confidential.

Researcher

Dipa chemjong limbu

Personal Details:

Name of School: *Punya Secondary School Chaubise-6, Rajaraj*

Name of Teacher:

Qualification: *B.Ed.*

Questions

1. How would you describe your experience of using ICT tools in teaching?

..... *should be used in the teaching*

..... *need more training*

..... School classrooms should be well equipped.

2. What challenges did you face during your experience with ICT tools?

..... Lack of ICT tool in the school and classrooms.

..... Lack of electricity and not have extra resources and internet.

..... Large volume of students in the classroom.

..... Classrooms are not well equipped.

3. What do you think about using ICT tools in teaching?

..... It is necessary in teaching.

4. What are the significances of using ICT tools in teaching?

..... It helps teacher to teach effectively.

..... Students will be motivated

..... Students enjoy the class

..... Learning will remain long lasting.

5. Why did you choose to use ICT tools in teaching?

..... Laptop

..... Mobile phone projector etc

6. In what ways using ICT tools in teaching will be improve?

- Well equipped classroom
- Internet- should be available

7. How effective are the using ICT tools in teaching English?

- to teach vocab
- to present- its subject matter
- to present- the gist- of the text-
- to practice exercises

8. What are the factors that affect teachers to use ICT tools in teaching?

- Motivation /willingness

9. What's kind of proficiency teacher should have to use ICT tools in teaching?

All kind of proficiency teacher

10. How does using ICT tools in teaching help students to improve their learning?

- They feel joy and motivated
- Teachers clearly present the matter and students learn effectively,
- Teachers can grant the hands out, so students no need to copy or write.
- Learning will be permanent.

11. How to using ICT tools in teaching are being more effective?

- by using it daily if possible
- Teachers should be positive and ready to use it.
- Classroom should well equipped.

12. What kind of strategies are effective to use ICT tools in teaching?

- School administration and SMC should ready to manage it.
- Teacher's training
- Establishment of ICT tools etc.

Thanks for your kind corporation

[Handwritten signature]

QUESTIONNAIRE

Dear sir/madam,

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Researcher

Dipa chemjong limbu

Personal Details:

Name of School: Shree Dhanuwa Devi mairi

Name of Teacher:

Qualification: B. Ed.

- **What are the main challenges to use ICT tools in school?**

Lack of electricity.

Lack of time

Lack of training # Lack of support
from the school. # appropriate training
in time.

- How did you try to improve using ICT tools in school?

Ensure teacher understand ~~how~~ about
ITC # Invest ICT tools.
teacher training in appropriate time

- What is your main move to make ICT friendly environment in school?

#

Thanks for your kind corporation