

CHAPTER ONE

INTRODUCTION

1.1 General Background

Generally speaking, teaching is a job of understanding and making others understand about the phenomena of the world. In the course of making others understand the mere quality of gathered knowledge of a teacher may not be enough. The way of expressing that knowledge also matters a lot. Furthermore, the natural way of expressing the knowledge in order to make others understand may not be adequate. A typical good teacher should take help of latest technology for gathering and expressing the knowledge in order to keep up with the pace of the world. For that he/she should be aware and updated towards the ever growing technology of the world. He/she can gather and express the knowledge with effortless ease and in short period of time using the latest technology of the world, if is aware of it.

1.1.1 Introduction to Teaching, Teachers and Teaching English

In layman's words, teaching is the activity of teacher in school; teacher is a person who teaches students in school or out of the school. And teaching English means making students fluent in speaking and writing in English with grammatically correct sentences.

1.1.1.1 Teaching

Teaching is a very productive and pious job. When a person knows or studies something, he/she ought to disseminate it to other persons in the form of teaching. It is teaching through which the knowledge of one generation is transferred to another. Teaching is the medium or channel through which the knowledge of Buddha, Einstein, Edison, etc. came to us. Teaching may not be end in itself;

sometimes it can be way showing also. The teacher may show the way to the students which is helpful for them throughout the journey.

Technically speaking, teaching is a noun form of verb 'teach'. 'Teaching' or 'to teach' means "to give lessons to students in a school, college, university, etc; to help somebody learn something by giving information about it".

(<http://www.oxfordadvancedlearnersdictionary.com>)

Ryan (2009), writes in his article 'Teaching' in Microsoft Encarta 2009:

Teaching is a systematic presentation of facts, ideas, skills, and techniques to students. Although human beings have survived and evolved as a species partly because of a capacity to share knowledge, teaching as a profession did not emerge until relatively recently. The societies of the ancient world that made substantial advances in knowledge and government, however, were those in which specially designated people assumed responsibility for educating the young.

1.1.1.2 Teachers

Generally, a teacher is a person who teaches (gives) something (knowledge) to the students. Teacher's job is to make his/her pupils know the things that they are unknown or interested in. Teacher him/herself knows the things first and then makes his/her students know. Sometimes teachers make their students do their job themselves providing them with the formula so that the students could learn and experience the strategies themselves.

Teacher is "a person whose job is teaching, especially in a school" (Oxford Advanced Learner's Dictionary 2000).

Teacher is “One who teaches or instructs; one whose business or occupation is to instruct others; an instructor; a tutor.” (<http://www.hyperdictionary.com>)

1.1.1.3 Teaching English

Any information that is related to anything or any phenomenon in this universe is knowledge. And the teaching is transformation of that knowledge to needy ones. And the person who does this job is called a teacher. Language is also a phenomenon which is inevitable to human beings. Human beings need language to express their emotions, ideas or feelings. There are several languages in the world. English is one of the most used languages in the world. It is taken as the international language of the world which functions as lingua franca. Language and teaching are interrelated things. One needs language to teach something and language itself can be taught. All the languages in this world are transferred to the generation further, directly or indirectly through teaching. Language is mastered in two ways i.e. acquiring and learning (teaching). When language is mastered through acquisition, it is taught to the little ones (children) subconsciously and when it is learned, it is taught by the teacher consciously. As other languages English is also mastered in two ways. In this case, the researcher dealt with the teaching aspect of language i.e. Teaching English or English Language Teaching (ELT).

1.1.1.4 Essential Qualities of Good (English Language) Teachers

“Good teaching isn’t about technique”. Good teachers are, “people who have some sort of connective capacity, who connect themselves to their students, their students to each other, and everyone to the subject being studied”. Palmer (1999, p. 27) as cited in (www.fltrp.com/newspic/download/dyjlm0508.ppt)

Along with other professions teaching also needs good skills. A teacher can only succeed when he is full of qualities and skills. Along with other languages English

language teaching is also a challenging job. The teacher who opts English language teaching as his profession possesses the following qualities:

a. Committed to the work

Focuses on educational needs of the students

Works with passion

Keen to uphold the university's (or the place where he/she teaches) values

Enthusiastic about work and about teaching

b. Encourages and appreciates diversity

Does not stereotype or speak negatively of others

Nurtures and encourages diversity

Seeks and encourages understanding of, and respect for, people of diverse backgrounds

c. Interacts and communicates respect

Communicates effectively with others

Encourages input from others, listening deeply and giving credit for their contributions

Acts with integrity

Provides a model of high ethical standards

Shows a caring attitude

d. Motivates students and co-workers

Encourages students to achieve their goals

Provides constructive feedback

Monitors progress of students and fosters their success

e. Brings a wide range of skills and talents to teaching

Teaching is clearly presented and stimulates high-order thinking skills

Presents difficult concepts comprehensibly

Brings appropriate evidence to the critique
Teaches memorably

f. Demonstrates leadership in teaching

Contributes to course design and structure
Contributes to publications on education
Evidence of self-development in an educational context
Demonstrates creativity in teaching strategies
Committed to professional development in education

g. Encourages an open and trusting learning environment

Creates a climate of trust
Encourages students to learn from mistakes
Helps students redefine failure as a learning experience
Encourages student questions and engagement in the learning process
Encourages student growth with appropriate behaviour-based feedback

h. Fosters critical thinking

Teaches students how to think, not what to think
Encourages students to organize, analyse and evaluate
Explores with probing questions
Discusses ideas in an organized way
Helps students to focus on key issues
Trains students in strategic thinking

i. Encourages creative work

Motivates students to create new ideas
Fosters innovation and new approaches

j. Emphasizes teamwork

Builds links at national and international levels in education

Encourages students to work in teams
Encourages collaborative learning

k. Seeks continually to improve teaching skills

Seeks to learn and incorporate new skills, and information teaching
Seeks feedback and criticism
Keeps up to date in specialty

l. Provides positive feedback

Listens to students and discovers their educational needs
Values students, never belittles
Provides constructive feedback
Helps and supports people to grow
Teaches students how to monitor their own progress

Source: (<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1079387/>)

In addition to all the above qualities a teacher should be resourceful in finding the variety of teaching aids and materials and using them as far as practicable.

1.1.1.5 General Teaching Aids and Materials Used by English Teachers

Teaching aids and materials are additional help for the teacher to present his / her lesson better. According to Sharma and Phyak (2006), “The term ‘teaching material’ or ‘teaching aids’ suggests in the first instance, things brought into the classroom, like wall charts, slides, films, etc. – something extra, which helps the teacher to do his/her job better” (p.298).

General teaching aids and materials used by English teacher are as follows:

a. Visual

Visual teaching aids are as follows:

i. Realia

- ii. Picture cards and word cards
 - iii. Pictures and photographs
 - iv. Posters, maps, charts, diagrams and drawings
 - v. Magazine cut-outs
 - vi. Pinmen pictures
 - vii. Models / Puppets
 - viii. OHP (Over Head projectors)
- b. Audio-visual

Audio-visual teaching aids are as follows:

- i. Films
- ii. TV
- iii. Video
- vi. Language laboratory
- v. Multimedia computer

- c. Audio

Audio teaching aids are as follows:

- i. Radio and radio broadcast
- ii. Tape recorder

Source: Sharma and Phyak. (2009, pp. 300-324)

In the case of Nepal, few of the above given teaching aids and materials are used practically in the field. Some new governmental and non-governmental organizations (programmes) are training teachers to use them in their classes. Slowly, the awareness about it is rising among the English teachers. Still some of the aids and materials like OHP, language laboratory, etc are only paper work for some of the teachers of Nepal who reside in remote areas.

1.1.2 Introduction to Literacy

The word 'literacy' has got two meanings that are general meaning and multi-dimensional meaning. Here is the description of both of the meanings of literacy.

1.1.2.1 General Meaning of Literacy

A very common definition of 'literacy' is the ability to read and write. The narrow meaning of literacy carries only two characteristics that are ability to 'read' and ability to 'write'. According to this concept, a person who is able to read and write is known as literate person. Literacy means, "the ability to read and write" (Oxford Advanced Learner's Dictionary 2000).

With other concepts of the world the meaning of the term 'literacy' is also getting widened. The dimensions of the word 'literacy' are increasing with the pace of the world.

1.1.2.2 Multi-dimensional Meaning of Literacy

As stated above, the meaning of literacy used to have a narrow meaning only, but with the change in the technology of the world, its meaning is also adding new dimensions to it. Nowadays, the mere abilities to read and write are not only the attributes that are attached to literacy. Literacy needs some additional attributes along with reading and writing. A modern literate person should be literate in reading, writing, using technology, using computers, using the internet, using communication technology, etc. Being literate means being able to use and experience the tools that help us to know and express better about the phenomena of the world. In the olden days reading and writing were only the options as such tools. But now a days there are a lot more. If we look at the modern classification of 'literacy', it occupies several aspects like, digital literacy, E-literacy (Electronic

literacy), computer literacy, etc. Here, in this research, the researcher focused on digital literacy for it matches with the nature of the research.

1.1.3 Introduction to Digital Literacy

Along with other forms of literacy a person should possess the knowledge of digital literacy also to exist in this swiftly growing technological world. Here is the meaning of digital literacy in detail.

1.1.3.1 Concept of Digital Literacy

In order to understand digital literacy we should understand ‘digital technology’ first.

Pandit (2009), writes in his article 'Digital Technology' in Microsoft Encarta 2009:

Digital Technology is study and development of devices that store and manipulate numbers. Digital devices can translate words and pictures into numbers for a computer to process and then translate the numbers back into pictures or words.

By contrast, analog technology is the study of devices that function without storing or using numbers. For example, an analog watch contains a complex mechanism of gears that produce the steady motion of its hands.

Although numbers may be painted on the face of the watch, the mechanism does not store or use those numbers to keep time. Inside a digital watch, electronic circuitry stores and manipulates numbers representing the time, and these are displayed on the face of the watch.

Now we can say that a person who is literate in digital technology is known as digitally literate person. Digital literacy means literacy of digital technology.

Digital literacy can be further discussed in much specific and technical language.

Digital literacy is the ability to locate, organize, understand, evaluate, and analyse information using digital technology. It involves a working knowledge of current high-technology, and an understanding of how it can be used. Digitally literate people can communicate and work more efficiently, especially with those who possess the same knowledge and skills.

Research around digital literacy is concerned with wider aspects associated with learning how to effectively find, use, summarize, evaluate, create, and communicate information while using digital technologies, not just being literate at using a computer.

Digital literacy encompasses computer hardware, software (particularly those used most frequently by businesses), the The Internet, cell phones, PDAs, and other digital devices. A person using these skills to interact with society may be called a digital citizen. (www.wikipedia.com)

1.1.3.2 Scope of Digital Technology

Digital technology has touched almost every sector of the world. Thus, several pages can be written to list out the scope of digital technology. Some of them are like communication, media, education, defense, research, business, medicine, etc. Among them the researcher used some of the selected fields which were in

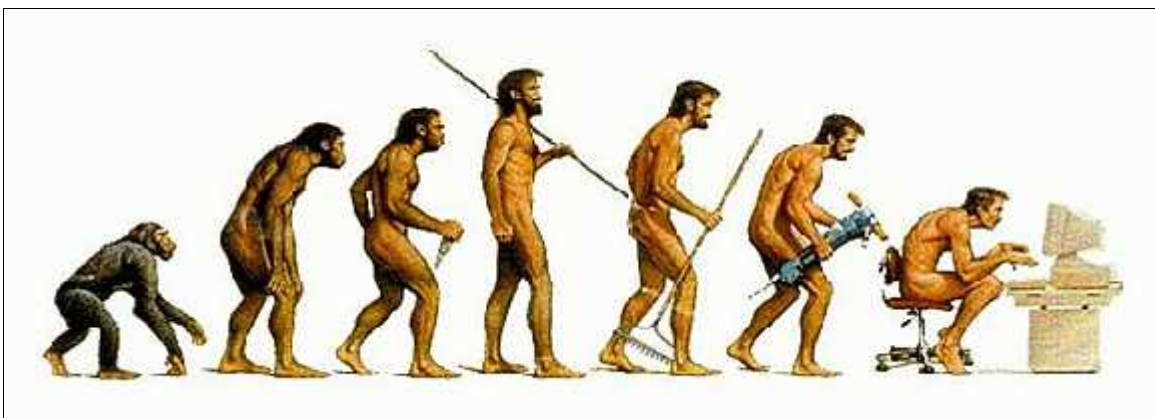
accordance with the theme of the research and our contemporary society. The researcher specially focused education, communication, media and research. The researcher subdivided the topics further into; radio, cassette player, CD/DVD player, computer, mobile phone, Internet, E-mail, OHP (old), modern multimedia computer projector, pen drive, because they are practicable for (English) teachers of our society.

1.1.4 Changing World with Digital Technology

The present developed status of human being is due to its curious nature and evolution. Being curious, it discovered and invented everything that would help him/her feel comfortable. Passing every stage of human kind, now it is in the age of information (digital) technology. Human being is using the latest technology i.e. digital technology in every aspect of life whether it be communication, entertainment, education, etc. We are almost changing the complexion of the world with the digital technology at hand.

The following picture best expresses the evolution of human and changing world with digital technology:

Figure No. 1



Source: <http://constitutionclub.org/2011/05/07/6-common-misconceptions-about-evolution/>

1.1.5 Impact of Growing Digital Technology in Teaching

Digital technology has its impact in every sector of life and education/teaching is not an exception. Teaching is also getting influenced with the digital technology of the world. Now a days, we can see some teachers pioneering to teaching student with multimedia projector, computer and powerpoint presentation. Along with the swiftly growing needs of the world, the traditional style of teaching will not be able to keep up. On one side teaching needs some technological aids to meet the needs of the students of this age and on the other side the influence of hi-tech world is compelling and insisting the teaching world to get changed. As a result, there is a great impact of digital technology in teaching. Some of the examples that illustrate the impact of digital technology in teaching are the introduction of some teaching materials like animated software to teach students, powerpoint presentation with multimedia projector, digital board (in place of black/white board), etc.

1.1.6 Importance of Digital Literacy for (English) Teachers

Except in some of the remote areas of our country the students do possess many electronic or digital devices and networks like computer, TV, Internet, etc. in their home. And if we talk about communication, almost every home has got digital cell phone i.e. mobile except some rare exceptions. That is to say, almost every child in the country is used to with the digital technology. Often we can find some small kids who do not know language but know the functions of those digital gadgets at their homes. “We are teaching a generation of students who were raised in the digital age, and the Internet was built on an architecture that allows and even promotes cutting and pasting, file sharing, liking, and collaborating.”

(http://web.nmsu.edu/~jasheppa/courses/572_sp10/additional_readings/gurak_dui_n_technology.pdf)

We are teaching the students who were born with the technology of our (teacher's) age. But the pity is that neither teachers nor students are able to use that digital technology consciously in the field of education. It is a challenge for us (teachers) to understand the technology first and then use it to teach students. As in other aspects of life digital technology has great importance in the practice of teaching in order to keep up with the pace of the world and students. It is also essential for the teachers to make students understand better, saving time and money.

1.1.7 Future of (English Language) Teaching with Digital Technology

Digital technology is a thing which is of ever widening nature. It will keep on changing and being advanced with great pace. Along with that it will keep on influencing and changing each and every aspects of the world. And the teaching world will not be the exception. It also will be advanced in future with the use of advanced digital technology.

Tanguay (1997) writes about it in his article "English Teachers, Prepare Yourselves for the Digital Age" published in his personal website (<http://userpage.fu-berlin.de/~tanguay>). In his article, he forecasts for 'the future of English teaching' which are based on three hypotheses as follows:

1.1.7.1 That which can be digitized, will be digitized

Nicholas Negroponte in his book *Being Digital* draws a distinction between atoms and bits. A book, for instance, is composed of atoms whereas an E-mail is composed of bits. The difference between atoms and bits is that atoms take a long time to be sent from place to place and are relatively expensive to duplicate. Bits, on the other hand, can be sent around the world in a matter of seconds and cost nothing to duplicate. If you want to send a book from Berlin to New York, it will probably cost you about \$10 and will probably take about 7 days. If you want to send a digitized book from Berlin to New York, it will cost you nothing and will

get there in 5 seconds. For English teachers, the benefits are enormous. For the business world, the profit margins are unbelievable. This is why everything that can be digitized will be digitized.

1.1.7.2 English instruction can be almost fully digitized

What can be digitized and what cannot? Text, pictures, voice, and video can all be digitized. Text can be typed in, pictures can be scanned in, and voice and video can be recorded digitally. But this is not all. Interactive conversations can be digitized. Interactive environments, for instance, a classroom, a train station, or a business meeting can be digitized. Since English instruction consists primarily of text, pictures, voice, video, conversation, and interactive environments, English instruction can be almost fully digitized.

1.1.7.3 English instruction is more efficient when teachers use a digitized medium

- a. Digitalization increases student-centeredness
- b. Digitalization increases accessibility
- c. Digitalization removes geographical barriers and saves time
- d. Digitalization brings like minds together

He further suggests the following points for (English) teachers in order to prepare themselves for the digital age:

- a. Get access to a computer with an Internet connection.
- b. Learn how to search for information on the World Wide Web.
- c. Learn how to send and receive E-mail.
- d. Learn how to join and participate in news groups, and find colleagues with similar interests.
- e. Learn how to attach documents and other files to E-mail.
- f. Learn how to create, publish, and update a home page.
- g. Learn how to type with both hands without looking at the keyboard.

This is the glimpse of future of (English) teaching with only one component of digital technology i.e. (computer) Internet. But there are several other components which a teacher will need to know about in future.

Tanguay has mainly focused on the use of computer and the Internet but the researcher has included many other devices that English teacher needs to be literate in such as internet in mobile phone, use of pen drive, use of multimedia projector, etc.

1.2 Review of the Related Literature

The researcher has reviewed the following literature related to his research:

Limbu (2002) carried out a research on “Effects of Animated films on the Development of Spoken Fluency in the Young Children” to find out how far the animated films are effective in developing spoken fluency in the young children. She found that animated films serve as the high motivation factor to develop spoken fluency in the young children.

Adhikari (2008) conducted a research on “Effectiveness of Using Computers in Teaching Vocabulary”. His objective of the study was to find out the fundamental differences between using computer in teaching vocabulary and teaching vocabulary by traditional method. He found that using computer in teaching vocabulary was more effective than teaching vocabulary by traditional methods.

Khanal (2008) carried out his study on “Attitude of Higher Secondary English Teachers Towards the Use of Computer and the Internet”. His major objective of the study was to find out the attitudes of higher secondary English language teachers towards the use of computer and the Internet for educational purpose in Kathmandu Valley. He found out that the higher secondary English teachers have positive attitude towards the use of computer and the Internet for educational

purpose. He also found out that the major hindrance of teachers was the inaccessibility of computer and the Internet.

Adhikari (2009) carried out a research on “Use of Cassettes and CDs in Teaching Spelling and Pronunciation”. The objective of the study was to find out the usage of the electronic devices to teach spelling and pronunciation. He found out that cassette and CDs were more useful material in comparison to the teacher’s voice to teaching spelling and pronunciation.

Giri (2009) carried out a research on “Effectiveness of Teaching Pronunciation through Electronic Dictionary”. His objective was to find out the effectiveness of electronic dictionary in teaching pronunciation. He found that teaching pronunciation through electronic dictionary was better and more effective than teaching pronunciation without using it.

Gohiwar (2009) carried out a research on “Effectiveness of Using Powerpoint in Teaching English Tenses”. The objective of the research was to find out the effectiveness of using powerpoint in teaching English tenses. The researcher found that the use of powerpoint was more effective to facilitate the students to learn tenses than normal class situation.

Ojha (2009) conducted a research on “Language Planning in Education with Special Reference to ELT in Nepal”. His main objectives were to explore the position of the English language in educational planning in Nepal and to find out teachers’, head teachers’, guardians’ and educational planners’ views towards English in educational planning. He found great majority of the respondents who believed that language planning is necessary in education in Nepal. He also found the most of the respondents who think that the position given to the English language and the time and effort spent by the government to teach it is adequate, which means, people are satisfied with the measures taken by the government to promote ELT in Nepal.

Paneru (2009) conducted a research on “Use of Computer for Teaching English Grammar”. The objective of the research was to find out the effectiveness of using computer in teaching grammatical items. The researcher found that teaching grammar in computer was more fruitful than teaching without it.

Chaudhary (2010) carried out a research on “Use of Internet as a Language Learning Tool”. The objective of the study was to find out the extent to which the students use the Internet as a language learning tool. He found that majority of the students use the Internet as a language learning tool.

Richards (2010) wrote a book on “Professional Development for Language Teachers”. In his book he focused on nature of teacher education, self monitoring, teacher support groups, peer observation, teaching portfolios, peer coaching, team teaching, etc.

The researcher has studied the above researches which focused on technology used in English language teaching, people’s attitudes towards that technology, position of ELT in language planning in Nepal, etc. He also found books focusing on professional development of language teachers. But this research is differing from all of them in the sense that none of them focused on finding out the level of digital literacy of English language teachers which is the need of the day.

1.3 Objectives of the Study

- i. To find out the level of digital literacy of secondary and higher secondary English teachers in percentage.
- ii. To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

The study focused on finding the level of digital literacy of secondary and higher secondary level English teachers. It will be of significance for different people,

institutions, governmental and non-governmental organizations in many ways. The study will specially benefit English language teachers to be aware of digital literacy. Furthermore it will be beneficial for (English) syllabus/course designers, scholars of ELT, Ministry of Education and the students who have their interest on doing research on 'study of professional development of teachers' like this.

1.5 Definitions of Specific Terms

Acquiring (Acquisition): Developing the language skills in subconscious and natural way specially by children in their childhood.

Animated: Something or somebody arouse in activity or motion.

Attribute: A quality, property, or characteristic of somebody or something.

Bit: The smallest unit of information storable in computer or peripheral device expressed as 0 or 1. Eight bits make a bite, the common measure of memory or storage capacity.

Broadcast: Transmit radio signals.

Cell Phone: A portable telephone operated through a cellular network.

Circuitry: The components of an electric circuit.

Collaborating (Collaboration): Work together (here in our case on the Internet on some project).

Computer Literacy: Skill to operate a computer.

Critical thinking: Disciplined intellectual criticism that combines research, knowledge of historical context, and balanced judgement.

Cutting (Cut): To delete data in computer, often in order to insert it somewhere else.

Cyber: A roadside stall where people can use computer or the Internet to find out information, send E-mail, or engage in commercial transactions.

Digital Board: Electronic board which replaces black board or marker board, and which can be operated electronically for teaching and presenting different things.

Digital citizen: A person that participates in society using a certain amount of information technology.

Digital Technology: Technology in which data is processed, stored, transmitted, represented, or displayed in the form of numerical digits.

Digital: Processing, storing, transmitting, representing, or displaying data in the form of numerical digits, as in a digital computers.

Digitalization: The situation in which something is done or treated with digital technology.

Digitize: To change data into a digital form that can be easily read and processed by a computer.

Dimension: A feature of distinctive part of something, aspect.

Electronic dictionary: The dictionary which is operated through digital gadgets like computer, mobile, tab, etc.

E-literacy (Electronic Literacy): Literacy of people for operating digital gadgets.

E-mail ID: An address of a person on the internet which gives him/her identity as digital citizen and which can be used for sending and receiving electronic messages (e-mails).

Facebook: A social website on the internet which allows people to communicate and share opinions, snaps, videos, etc.

File sharing: Exchanging electronic data like digital photo, digital song, digital text, etc. on computers or on the internet.

Hi-5: A social website on the internet which allows people to communicate and share opinions, snaps, etc.

Home page: The opening page of an internet website.

Install: To load software onto a computer and make it ready to use.

Internet: A network that links computers all over the world by satellite and telephone connecting users with service networks such as E-mail and world wide web.

Language Laboratory: Room equipped with audio or multimedia equipment for use in learning languages.

Lingua franca: A language or mixture of languages used for communication by people who speak different first languages.

Microsoft Powerpoint: A programme developed by Microsoft company for presenting different slides digitally.

Mobile dictionary: A dictionary which could be installed in mobile (phone) and can be operated therein.

MS Excel (Microsoft Excel): A programme developed by Microsoft company for dealing with accounts digitally on computer.

MS Word (Microsoft Word): A programme developed by Microsoft company for dealing with documents digitally on computer.

Multimedia : Programme, software or hardware capable of using a wide variety of media such as photo, video, and music as well as text and numbers.

Offline: Not attached to or available through a central computer or computer network.

Online: Attached to or available through a central computer or computer network.

Paste: To place text, data or an image into a document electronically.

Pen drive/Flash drive: A data storage device that consists of a flash memory with an integrated with Universal Serial Bus.

Pinman picture: Pictures made with lines used for demonstrating different human postures and actions.

Projector: A piece of equipment for projecting the image of film onto the screen and for playing back recorded sound from the tracks on the film.

Realia: Objects from real life used in the classroom instruction by educators to improve students' understanding.

Scan: To convert some physical entity like image into electronic one. To make an automatic search of medium such as a magnetic disk or tape for data in anticipation of retrieving that data.

Skype: A social website on the internet which allows people to share opinions, snaps, videos, and specially communicate through voice and video chat.

Stereotype: To categorize individuals or groups according to an oversimplified standardized image or idea.

Teaching aids : A device, resource, material that helps or assists teaching activity.

Tutor: A teacher who instructs an individual student or a small group of students.
A software which instructs students as a teacher.

Twitter : A social website on the internet which allows people to communicate and specially share opinions.

Web page or Website page: A document or information resource that is suitable for the World Wide Web and can be accessed through a web browser and displayed on a monitor or mobile device.

Website: A collection of related web pages containing images, videos or other digital assets.

(Source: Microsoft Encarta 2009 [DVD], Oxford Advanced Learner's Dictionary, 2000).

CHAPTER TWO

METHODOLOGY

This chapter briefly describes the methods and procedures adopted to carry out the research. The whole methodology that the researcher adopted throughout the research is given below:

2.1 Sources of Data

The researcher used both primary and secondary sources for the data collection. The researcher used the primary source for the collection of the data and secondary source for facilitating the research.

2.1.1 Primary Sources of Data

The researcher selected fifty two secondary and higher secondary level English teachers from Bhimdattanagar Municipality, Kanchanpur, Nepal as the primary sources of the data for the purpose of carrying out the research.

2.1.2 Secondary Sources of Data

Along with the primary sources, the researcher studied the books, thesis, articles, journals, dictionaries, encyclopedias, and visited various websites related to the research works in order to facilitate the study. Some of them were as follows: Best and Kahn (2008), Sharp (2002), Mangal and Mangal (2009), Richards (2010), Microsoft Encarta, Encyclopedia Britannica, NELTA Journals, Cambridge Journals, Oxford Journals, www.wikipedia.com and the syllabuses of secondary and higher secondary level for English.

2.2 Population of the Study

The population of the study were the secondary and higher secondary English teachers of Bhimdattanagar Municipality, Kanchanpur, Nepal. The general information about the respondents is as follows:

Information	Number
Total number of distributed questionnaires	52 (26 to Higher Secondary English teachers + 26 to Secondary English teachers)
Total number of responses collected	40 (20 Higher Secondary English teachers + 20 Secondary teachers)
Number of male respondents out of 40	36 (18 Higher Secondary English teachers + 18 Secondary teachers)
Number of female respondents out of 40	4 (2 Higher Secondary English teachers + 2 Secondary teachers)
Number of respondents who gave their fake identification out of 40	28
Number of respondents who gave their original identification out of 40	12

The researcher selected 52 higher secondary and secondary English teachers including male and female from the field. But out of them only 40 responded (correctly). Thus, the research is based on 40 respondents.

2.3 Sampling Procedure

The researcher selected the sampling population randomly. He considered the ratio of male – female, rural area – urban area and higher secondary level – lower secondary level while sampling the population as shown in the above table.

2.4 Tools for Data Collection

The researcher used only one tool i.e. questionnaire. There were 10 items in that questionnaire. The questions in the questionnaire were both open and close ended.

2.5 Process of Data Collection

The researcher followed the following processes while collecting data:

- The researcher selected the field for selecting the sample population.
- The researcher sampled the population for his study from the field.
- After that the researcher disseminated the prepared questionnaire to the sampled population and requested them to fill.
- At last, the researcher collected the responded questionnaires back.

2.6 Limitations of the Study

The limitations of the study were as follows:

- The study was limited to only one municipality i.e. Bhimdattanagar Municipality, Kanchanpur district.
- The study had only one tool i.e. questionnaire.
- The population of the study was limited to only 40 teachers.
- Only ten items (radio, cassette player, CD/DVD player, computer, internet, mobile, E-mail, OHP (traditional), modern multimedia computer projector and pen drive) were studied.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This section deals with the analysis and interpretation of the collected data from the primary sources. The main objective of the study was to find out the level of digital literacy of secondary and higher secondary English teachers. To fulfil this purpose, the researcher transcribed, coded, analysed, interpreted and then presented the gathered data descriptively as well as analytically using appropriate statistical, orthographic and para-orthographic tools.

3.1 Scheme to find out Digital Literacy

There were altogether ten categories of digital gadgets. Under each topic there was a key question which measured the level of digital literacy of the candidate. The categories of digital gadgets, key questions, multiple responses and the responses that qualify the digital literacy of the candidate were as follows:

Category of Gadgets	Key Question	Multiple Responses	Responses that qualify the digital literacy of the candidate
Radio	Your knowledge of operating radio is	a. Excellent b. Good c. Quite good d. Not very good. e. Very bad	a. Excellent b. Good c. Quite good
Cassette player	Your knowledge of operating cassette player is	a. Excellent b. Good c. Quite good d. Not very good. e. Very bad	a. Excellent b. Good c. Quite good

CD/DVD player	Your knowledge of operating CD/DVD player is	a. Excellent b. Good c. Quite good d. Not very good. e. Very bad	a. Excellent b. Good c. Quite good
Computer	How much knowledge do you have about operating computer?	a. Excellent b. Good c. Quite good d. Not very good. e. Very bad	a. Excellent b. Good c. Quite good
Internet	Do you have basic knowledge about operating internet?	a. Yes b. No	a. Yes
Mobile	Do you have a mobile set with SIM of some telecom company?	a. Yes b. No	a. Yes
E-mail	Do you have an E-mail account?	a. Yes b. No	a. Yes
OHP Traditional	Do you have basic knowledge of operation of traditional OHP?	a. Yes b. No	a. Yes
Modern Multimedia Computer Projector	Do you have basic knowledge of operation of Modern Multimedia Computer Projector?	a. Yes b. No	a. Yes
Pen drive/Flesh drive	Do you have a pen/flash drive?	a. Yes b. No	a. Yes

3.1.1 Digital Literacy of the Particular Respondent

For an individual, to be digitally literate, at least 70 percent of the above given questions (i.e. at least seven questions) should have been responded as given in the last column (**Responses that qualify the digital literacy of the candidate**) of the table given above.

3.1.2 Digital Literacy of the whole Population

The number of the digitally literate individuals out of the whole population would determine the percentage of the digital literacy of the whole population. For example, if 20 out of 40 respondents were found digitally literate, the digital literacy of the whole population would be 50%.

3.2 Category (Item) wise Analysis of the Responses

In this section the category wise number of responses of the teachers are given.

3.2.1 Radio

In this section responses of the teachers about their knowledge of radio and its use is given.

Table No. 1
The Responses of the Teachers About Radio

Radio	Number of responses out of 40						
	Yes	No	Excellent	Good	Quite good	Not very good	Very bad
Possession	40	0					
Degree of knowledge of operation			6	30	4	0	0
Use in classroom for teaching	0	40					

Radio is possessed by 40 out of 40 i.e. 100 per cent respondents. Out of them 6 respondents have excellent, 30 have good and 4 have quite good knowledge of operating radio. Out of the respondents who have excellent, good or quite good knowledge of operating radio none of them use radio in classroom teaching.

Table No. 2
Reasons for Not Using Radio in English Classroom Despite having Knowledge of its Operation

Reasons for not using radio in English classroom	Number of responses out of the respondents who do not use radio in English classroom despite having knowledge its operation			
	a.	b.	c.	d.
Number	0	29	8	3

Reasons:

- a. I don't use it because my school doesn't possess it.
- b. My school has a radio but I don't use it because it is time consuming and it is difficult to finish course in time.
- c. My school has a radio but I don't use it because I don't like it to use.
- d. Some other reason(s).

Out of the 40 respondents who do not use radio in classroom teaching, 29 gave reason 'b' 8 gave reason 'c' and 3 of the respondents gave some other reasons as follows:

- a. *It's complicated job.*
- b. *It is not useful.*
- c. *I think it's old technology to use.*

3.2.2 Cassette Player

In this section responses of the teachers about cassette player are given.

Table No. 3
The Responses of the Teachers about Cassette Player

Cassette player	Number of responses out of 40						
	Yes	No	Excellent	Good	Quite good	Not very good	Very bad
Possession	39	1					
Degree of knowledge of operation			4	28	8	0	0
Use in classroom for teaching	10	30					

Thirty nine out of 40 respondents possess cassette player and 1 of them do not. Out of them (all 40) 4 respondents have excellent, 28 have good and 8 have quite good knowledge of operating cassette player. Out of the respondents who have excellent, good or quite good knowledge of operating cassette player 10 use it in their classroom teaching and 30 do not.

Table No. 4
Use of Cassette Player for Teaching Skills of Language

Skills that are taught through cassette player	Number of responses out of the respondents who use radio for teaching language skills				
	Listening	Speaking	Reading	Writing	All
Numbers	10	0	0	3	0

Out of the 10 teachers who use cassette player in their classroom teaching, 10 use it for teaching listening skill and 3 used it for teaching writing skill.

Note: Some respondents gave multi answers as indicated in the questionnaire so, they are not mutually exclusive. Some of them overlap.

Table No. 5
Use of Cassette Player for Teaching Aspects of Language

Aspects that are taught through cassette player	Number of responses out of the respondents who use radio for teaching language aspects				
	Pronunciation and spelling	Vocabulary	Communicative function	Grammar	All
Numbers	4	1	9	0	0

Out of the 10 teachers who use cassette player in their classroom teaching, 4 use it for teaching pronunciation and spelling aspect, 1 uses it for teaching vocabulary aspect and 9 use it for teaching communicative function aspect.

Note: Some respondents gave multi answers as indicated in the questionnaire so, they are not mutually exclusive. Some of them overlap.

Table No. 6
Reasons for not Using Cassette Player in English Classroom Despite having Knowledge of its Operation

Reasons for not using cassette player in English classroom	Number of responses out of the respondents who do not use cassette player in English classroom despite having knowledge its operation			
	a.	b.	c.	d.
Number	0	13	16	1

Reasons:

- a. I don't use it because my school doesn't possess it.
- b. My school has a cassette player but I don't use it because it is time consuming and it is difficult to finish course in time.
- c. My school has a cassette player but I don't use it because I don't like it to use.
- d. Some other reason(s).

Out of the 30 respondents who do not use radio in classroom teaching, 13 gave reason 'b', 16 gave reason 'c' and 1 of the respondents gave some other reason as follows:

- a. *I think it's also old technology.*

3.2.3 CD/DVD Player

In this section responses of the teachers about CD/DVD player are given.

Table No. 7

The Responses of the Teachers about CD/DVD Player

CD/DVD player	Number of responses out of 40						
	Yes	No	Excellent	Good	Quite good	Not very good	Very bad
Possession	32	8					
Degree of knowledge of operation			3	21	7	9	0
Use in classroom for teaching	1	30					

Thirty two out of 40 respondents possess CD/DVD player and 8 of them do not. Out of them (all 40), 3 respondents have excellent, 21 have good, 7 have quite good and 9 have not very good knowledge of operating CD/DVD player. Out of the respondents who have excellent, good or quite good knowledge of operating CD/DVD player, 1 use it in classroom teaching and 30 others do not.

Table No. 8

Use of CD/DVD Player for Teaching Skills of Language

Skills that are taught through CD/DVD player	Number of responses out of the respondents who use CD/DVD player for teaching language skills				
	Listening	Speaking	Reading	Writing	All
Numbers	1	0	0	0	0

There is only one respondent who uses CD/DVD player in classroom. He uses it for teaching listening skill only.

Table No. 9

Use of CD/DVD Player for Teaching Aspects of Language

Aspects that are taught through CD/DVD player	Number of responses out of the respondents who use CD/DVD player for teaching language aspects				
	Pronunciation and spelling	Vocabulary	Communicative function	Grammar	All
Numbers	1	0	1	0	0

The respondent uses CD/DVD player for teaching pronunciation and spelling, and communicative function aspects.

Table No. 10
Reasons for not using CD/DVD Player in English Classroom Despite having Knowledge of its Operation

Reasons for not using CD/DVD player in English classroom	Number of responses out of the respondents who do not use CD/DVD player in English classroom despite having knowledge its operation			
	a.	b.	c.	d.
Number	3	16	7	4

Reasons:

- a. I don't use it because my school doesn't possess it.
- b. My school has a CD/DVD player but I don't use it because it is time consuming and it is difficult to finish course in time.
- c. My school has a CD/DVD player but I don't use it because I don't like it to use.
- d. Some other reason(s).

Out of the 30 respondents who do not use CD/DVD player in classroom teaching, 3 gave reason 'a', 16 gave reason 'b', 7 gave reason 'c' and 4 of the respondents gave some other reasons as follows:

- a. *I find difficult to use.*
- b. *I find it complicated to use in class.(2 people)*
- c. *Students are not that standard.*

3.2.4 Computer

In this section responses of the teachers about computer are given.

Table No. 11

The Responses of the Teachers about Computer

Computer	Number of responses out of 40						
	Yes	No	Excellent	Good	Quite good	Not very good	Very bad
Personal Possession	27	13					
School Possession	38	2					
Knowledge of operation	13	27					
Degree of knowledge of operation			1	7	1	4	0

Out of the 40 respondents, 27 have computer in their home and 13 do not. Out of the 40 respondents 38 have computer in their schools and 2 of them do not. Again out of the same 40 respondents 13 have (general) knowledge about operating computer and 27 of them do not. Out of the respondents who have (general) knowledge of operating computer i.e. 13, 1 has excellent, 7 have good, 1 has quiet good and 4 have not very good knowledge of computer operation.

Nine respondents possessing excellent, good or quite good knowledge of computer operation have the following degree of knowledge about the different computer software:

a. Microsoft Office Word

Table No. 12

The Responses of the Teachers about Microsoft Office Word

Degree of knowledge of operation	Number of responses out of the respondents who have excellent, good or quite good knowledge of operation of computer				
	Excellent	Good	Quite good	Not very good	Very bad
Number	1	7	1	0	0

Out of 9 respondents, 1 has excellent, 7 have good and 1 has quite good knowledge of operating Microsoft Office Word.

b. Microsoft Powerpoint

Table No. 13

The Responses of the Teachers about Microsoft Powerpoint

Degree of knowledge of operation	Number of responses out of the respondents who have excellent, good or quite good knowledge of operation of computer				
	Excellent	Good	Quite good	Not very good	Very bad
Number	1	7	1	0	0

Out of 9 respondents, 1 has excellent, 7 have good and 1 has quite good knowledge of operating Microsoft powerpoint.

Out of those 9 respondents who have excellent, good or quite good knowledge of operating Microsoft powerpoint only one of them uses it in the classroom. He uses it for the following skills and aspects.

i. Use of Powerpoint for Teaching Skills of Language

Table No. 14

Use of Microsoft Powerpoint for Teaching Skills of Language

Skills that are taught through powerpoint	Number of responses out of the respondents who use powerpoint for teaching language skills				
	Listening	Speaking	Reading	Writing	All
Numbers	0	0	1	1	0

The only one user of Microsoft powerpoint in the classroom teaching uses it for teaching reading and writing skills.

ii. Use of Powerpoint for Teaching Aspects of Language

Table No. 15

Use of Powerpoint for Teaching Aspects of Language

Aspects that are taught through powerpoint	Number of responses out of the respondents who use powerpoint for teaching language aspects				
	Pronunciation and spelling	Vocabulary	Communicative function	Grammar	All
Numbers	0	0	1	1	0

He uses Microsoft powerpoint for teaching communicative function and grammar aspects.

c. Microsoft Excel

Table No. 16

The Responses of the Teachers about Microsoft Excel

Degree of knowledge of operation	Number of responses out of the respondents who have excellent, good or quite good knowledge of operation of computer				
	Excellent	Good	Quite good	Not very good	Very bad
Number	1	7	1	0	0

Similarly, out of 9 respondents, 1 has excellent, 7 have good and 1 has quite good knowledge of operating Microsoft Excel.

d. Offline Dictionary

Table No. 17

The Responses of the Teachers about Offline Dictionary

Degree of knowledge of operation	Number of responses out of the respondents who have excellent, good or quite good knowledge of operation of computer				
	Excellent	Good	Quite good	Not very good	Very bad
Number	1	7	1	0	0

In the same way, out of 9 respondents, 1 has excellent, 7 have good and 1 has quite good knowledge of operating offline dictionary.

e. Offline Encyclopedia

Table No. 18

The Responses of the Teachers about Offline Encyclopedia

Degree of knowledge of operation	Number of responses out of the respondents who have excellent, good or quite good knowledge of operation of computer				
	Excellent	Good	Quite good	Not very good	Very bad
Number	1	7	1	0	0

Likewise, out of 9 respondents, 1 has excellent, 7 have good and 1 has quite good knowledge of operating offline encyclopedia.

f. Typing Style

Table No. 19

The Responses of the Teachers about Typing Style

Typing Style	Number of responses out of number of respondents who have at least basic knowledge of computer operation	
	By looking on the key board	By looking on the monitor
Number	11	2

Out of 13 respondents who have at least basic/general knowledge about operating computer, 11 type on computer by looking on the key board. There are only 2 respondents out of those 13 who type on computers by looking on the monitor instead of keyboard.

g. Typing Speed

Table No. 20

The Responses of the Teacher about Typing Speed

Typing Speed	Number of responses out of number of respondents who have at least basic knowledge of computer operation					
	Below 10 words per min.	10 – 20 words per min.	20 – 30 words per min.	30 – 40 words per min.	Above 40 words per min.	Have not checked
Number	1	3	2	0	1	6

Out those 13 respondents who have basic/general knowledge about operating computer, 7 have checked their typing speed and 6 of them have not. Out of the 7 respondents who have checked their typing speed, 1 has typing speed below 10 words per minute, 3 have 10 to 20 words per minute, 2 have 20 to 30 words per minute, 1 has above 40 words per minute and none of them has typing speed of 30 to 40 words per minute.

3.2.5 Internet

In this section responses of the teachers about their use of the internet are given.

Table No. 21

The Responses of the Teachers about the Internet

Internet	Number of responses out of 40	
	Yes	No
Personal Possession (connection)	9	31
School Possession (connection)	20	20
Basic knowledge of operation	9	31

Out of the 40 respondents, 9 have connection of the internet in their homes and 31 do not. Out of those same 40 respondents, 20 have connection of the internet in

their schools and 20 do not. Again out of those 40 respondents, 9 have basic knowledge of the internet operation and 31 do not.

Further analysing the data it was found that the same 9 respondents who had excellent, good or quite good knowledge of operating computer have the basic knowledge of the internet operation.

There are 4 respondents who have (general) knowledge about computer operation but their degree of knowledge is not very good. The same respondents were found not to be having basic knowledge of the internet despite having (general) knowledge about computer operation.

Table No. 22
Reasons for not having Basic Knowledge of the Internet

Reasons for not having basic knowledge of the internet	Number of responses out of respondents who do not have basic knowledge of the internet					
	a.	b.	c.	d.	e.	f.
Number	3	2	8	1	4	13

Reasons:

- a. I don't need it.
- b. I don't like it.
- c. I think I am too old to learn it.
- d. It is waste of time.
- e. It doesn't help teaching.
- f. Some other reason(s).

Out of the 31 respondents who do not have basic knowledge of operating the internet, 3 gave reason 'a', 2 gave reason 'b', 8 gave reason 'c', 1 gave reason 'd', 4 gave reason 'e' and 13 gave some other reasons as follows:

- a. *I find it complicated to use.*
- b. *I can't afford it.(2 people)*

- c. *I am afraid of learning it now.*
- d. *I don't have time for that.*
- e. *I find it complicated.*
- f. *I don't have command in it.*
- g. *I don't have knowledge about that.(2 people)*
- h. *I can't manage time.*
- i. *I don't have time to learn it.*
- j. *I feel shy to learn it because I feel I can't learn it at this stage of my life.*
- k. *I can't manage time to learn it.*

3.2.6 Mobile

In this section responses of the teachers about mobile are given.

Table No. 24

The Responses of the Teachers about Mobile Possession

Mobile Possession with SIM of some telecom company	Number of responses out of 40	
	Yes	No
Number	40	0

Out of the 40 respondents all of them i.e. 100 per cent were found to be having mobile set with some SIM of some telecom company.

Table No. 25

Kind of Mobile Possessed by Respondents

Kinds of Mobile	Number of responses out of the respondents who possess mobile			
	Without multimedia facility	With multimedia but not GPRS facility	With multimedia and GPRS facility both	Any other kind
Number	18	6	16	0

a. Mobile Dictionary Installation

Table No. 26

Mobile Dictionary Installation

Mobile (offline) Dictionary Installation	Number of responses out of the respondents who have mobile with multimedia facility but not with GPRS facility	
	Yes	No
Number	0	6

Out of the respondents who have mobile of with multimedia facility but not GPRS, none of them has installed (offline) mobile dictionary like Oxford mini, Vikranta mobile dictionary, etc. in their mobile.

b. GPRS Connection

Table No. 27

GPRS Connection

GPRS Service Connection	Number of responses out of the respondents who have mobile with multimedia and GPRS facility both	
	Yes	No
Number	9	7

Out of the respondents who have mobile with multimedia and GPRS facility both, 9 have activated GPRS connection in their mobile and 7 have not.

c. Most use of Mobile in General

Table No. 28

Most use of Mobile in General

Most use of mobile in general	Number of responses out of members who have mobile set with SIM						
	Calling	Sending SMS	Internet surfing	Listening FM	Listening Music	All	For some other reason(s)
Number	37	13	2	1	3	0	0

Out of the 40 respondents who possess mobile of any kind with SIM of some telecom company, 37 use it the most for calling, 13 for sending SMS, 2 for the internet surfing, 1 for listening FM and 3 for listening music.

Note: Some respondents gave multi answers as indicated in the questionnaire so, they are not mutually exclusive. Some of them overlap.

3.2.7 E-mail

The responses of the 40 respondents about E-mail ID are as follows:

Table No. 29
Possession of E-mail ID

Possession of E-mail ID (account)	Number of responses out of 40	
	Yes	No
Number	9	31

Out of the 40 respondents, 9 have E-mail ID (account) and 31 do not.

Table No. 30
Use of E-mail ID

Use	Number of responses out of the respondents who have E-mail ID		
	Personal	Professional (for teaching)	Some other use(s)
Number	9	0	0

Out of the 9 respondents who have E-mail ID, all of them use it for personal use and none of them use it for professional or some other uses.

Table No. 31
Reasons for not having an E-mail ID

Reasons for not having an E-mail ID	Number of responses out of respondents who do not have an E-mail ID			
	a.	b.	c.	d.
Number	0	20	8	3

Reasons:

- a. I haven't heard about it.
- b. I have heard about it but I don't know how to create it.
- c. I have heard about it but I think I'm too old to use it.
- d. Some other reason(s).

Out of the 31 respondents who do not have E-mail ID, 20 gave reason 'b', 8 gave reason 'c', and 3 of them gave some other reasons as follows:

- a. *I'm not used to it.*
- b. *It is not necessary for me.*
- c. *It is waste of time.*

3.2.8 Traditional OHP (Over Head Projector)

The responses of the 40 respondents about Traditional OHP (Over Head Projector) are as follows:

Table No. 32
Traditional OHP (Over Head Projector)

OHP	Number of responses out of 40	
	Yes	No
School / College Possession	2	38
Basic knowledge of operation	9	31

Out of the 40 respondents, 2 have Traditional OHP in their schools or colleges and 38 do not. Again out of those 40 respondents, 9 have basic knowledge of OHP operation and 31 do not.

Table No. 33
Use of OHP in School / College for Teaching

Use of OHP in school / college for teaching	Number of responses out of respondents who have basic knowledge of operating OHP	
	Yes	No
Number	1	8

Out of those 9 respondents who have basic knowledge of operating OHP, 1 uses it in the classroom teaching and rest of the 8 do not.

Table No. 34

Use of OHP for Teaching Skills of Language

Skills that are taught through OHP	Number of responses out of the respondents who use OHP for teaching language skills				
	Listening	Speaking	Reading	Writing	All
Numbers	0	0	1	0	0

The only one user of the OHP in the classroom uses it for teaching reading skill only.

Table No. 35

Use of OHP for Teaching Aspects of Language

Aspects that are taught through OHP	Number of responses out of the respondents who use OHP for teaching language aspects				
	Pronunciation and spelling	Vocabulary	Communicative function	Grammar	All
Numbers	0	1	1	1	0

He uses it for teaching vocabulary, communicative function and grammar aspects of language.

Table No. 36

Reasons for not having Knowledge of Operating Traditional OHP

Reasons for not having knowledge of operating Traditional OHP	Number of responses out of the respondents who do not have knowledge of operating traditional OHP			
	a.	b.	c.	d.
Number	0	21	10	0

Reasons:

- a. I haven't heard about it.
- b. I have read about it but I have not seen it.
- c. I have seen it but I never got chance to operate it.
- d. Some other reason(s).

Out of the 31 respondents who do not have basic knowledge of operating OHP, 21 gave reason 'b' and 10 gave reason 'c'.

3.2.9 Modern Multimedia Computer Projector

The responses of the 40 respondents about modern multimedia computer projector are as follows:

Table No. 37

Modern Multimedia Computer Projector

Modern Multimedia Computer Projector	Number of responses out of 40	
	Yes	No
School Possession	4	36
Basic knowledge of operation	9	31

Out of the 40 respondents, 4 have multimedia computer projector in their schools or colleges and 36 do not. Similarly, out of the same 40 respondents 9 have basic knowledge of its operation and 31 do not.

Table No. 36

Use of Modern Multimedia Computer Projector in School / College for Teaching

Use of Modern Multimedia Computer Projector in school / college for teaching	Number of responses out of respondents who have basic knowledge of operating OHP	
	Yes	No
Number	1	8

Out of those 9 respondents who have basic knowledge of operating modern multimedia computer projector one of them use it in classroom teaching and 8 do not.

Table No. 37
Use of Modern Multimedia Computer Projector for Teaching
Skills of Language

Skills that are taught through Modern Multimedia computer projector	Number of responses out of the respondents who use Modern Multimedia computer projector for teaching language skills				
	Listening	Speaking	Reading	Writing	All
Numbers	0	0	1	1	0

The only one user of modern multimedia computer projector uses it for teaching reading and writing skills.

Table No. 38
Use of Modern Multimedia Computer Projector for Teaching
Aspects of Language

Aspects that are taught through Modern Multimedia computer projector	Number of responses out of the respondents who use Modern Multimedia computer projector for teaching language aspects				
	Pronunciation and spelling	Vocabulary	Communicative function	Grammar	All
Numbers	0	0	1	1	0

Similarly, the only user of modern multimedia computer projector uses it for teaching communicative function and grammar aspects.

Further analysing the data it was found that the user of the multimedia projector and the user of Microsoft powerpoint in the classroom teaching are same.

Table No. 39
Reasons for not having Knowledge of Operating Modern Multimedia
Computer Projector

Reasons for not having knowledge of operating Modern Multimedia Computer Projector	Number of responses out of the respondents who do not have knowledge of operating Modern Multimedia Computer Projector			
	a.	b.	c.	d.
Number	0	17	12	2

Reasons:

- a. I haven't heard about it.
- b. I have read about it but I have not seen it.
- c. I have seen it but I never got chance to operate it.
- d. Some other reason(s).

Out of the 31 respondents who do not have basic knowledge of operating modern multimedia computer projector, 17 gave reason 'b' and 12 gave reason 'c', and 2 gave some other reasons as follows:

- a. *I don't know much about it.*
- b. *I don't have good knowledge about it.*

3.2.10 Pen Drive / Flash Drive

The responses of the 40 respondents about Pen Drive/Flash Drive are as follows:

Table No. 40
Possession Pen Drive/Flash Drive

Possession	Number of responses out of 40	
	Yes	No
Number	19	21

Out of the 40 respondents, 19 have pen drive but 21 do not.

Table No. 41
Use of Pen Drive

Use of Pen drive	Number of responses out respondents who possess pen drive	
	Yes	No
Number	9	10

Out of those 19 respondents who have pen drive, 9 use it but 10 do not.

Table No. 42
Reasons for not having (Possessing) Pen Drive

Reasons for not having Pen Drive	Number of responses out of the respondents who do not possess Pen drive				
	a.	b.	c.	d.	e.
Number	0	0	0	10	11

Reasons:

- a. I haven't heard about it.
- b. I have heard about it but I haven't seen it.
- c. I know to use it but I don't afford it.
- d. I fear using technology like that. (*Fear of losing data*)
- e. Some other reason(s).

Out of the 21 respondents who do not have pen drive, 10 gave reason 'b', and 11 of them gave some other reasons as follows:

- a. *I can't use that because I don't know to use it.*
- b. *I don't have knowledge of computer operation.*
- c. *I can't use that.*
- d. *I am not able to use that.*
- e. *I don't know how to use it.*
- f. *I don't have knowledge about computer.*
- g. *I don't have knowledge about that.*
- h. *Because I don't have knowledge to operate it.*
- i. *I don't believe it to be safe to carry data.*
- j. *I don't know to use it.*
- k. *I feel it difficult to use that.*

3.3 Individual Analysis of the Responses

Individual Analysis of the responses is as follows:

Table No. 43

Individual Analysis of the Responses

Items People	Radi o	C. Player	CD/D VD Player	Com-puter	Inte -rnet	Mo b-ile	E- ma il	O H P	MMC Proje-ctor	Pen Drive	Total No. of items	Total no. of literate people
1											10	People who are literate in 10 (100 per cent) items = 9 (22.5 per cent)
2											10	
3											10	
4											10	
5											10	
6											10	
7											10	
8											10	
9											10	
10											5	
11											5	People who are literate in 5 (50 per cent) items = 10 (25 per cent)
12											5	
13											5	
14											5	
15											5	
16											5	
17											5	
18											5	
19											5	
20											4	
21											4	People who are literate in 4 (40 per cent) items = 12 (30 per cent)
22											4	
23											4	
24											4	
25											4	
26											4	
27											4	
28											4	
29											4	
30											4	
31											4	

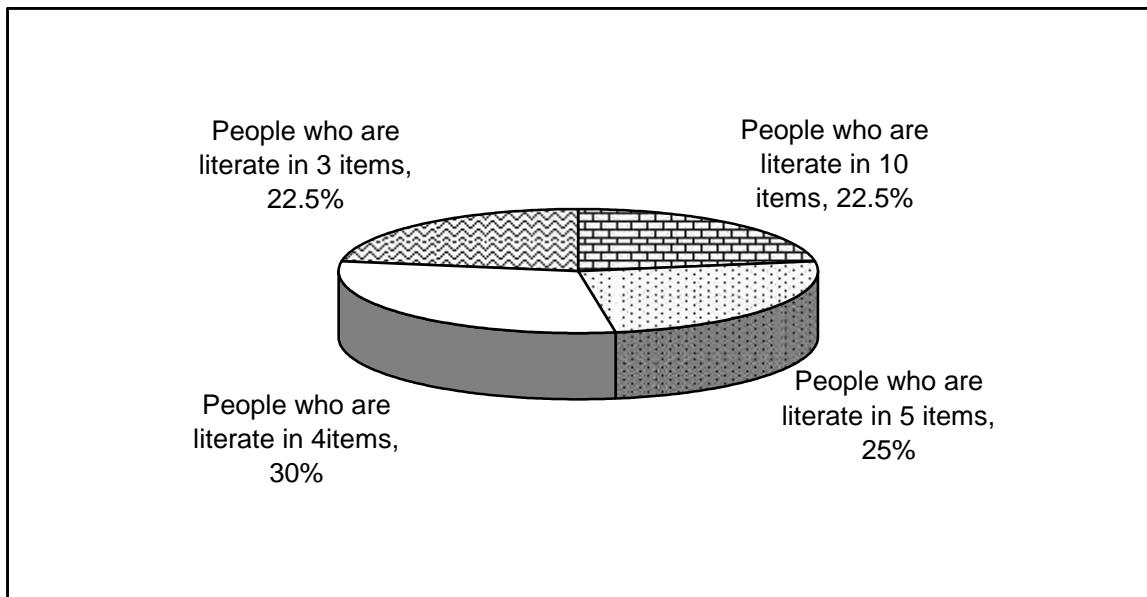
32												3	People who are literate in 3 (30 per cent) items = 9 (22.5 per cent)
33												3	
34												3	
35												3	
36												3	
37												3	
38												3	
39												3	
40												3	

Note: indicates the literacy of particular individual in particular item.

Out of 40 respondents 9 (i.e. 22.5 per cent) people were literate in all 10 (i.e. 100 per cent) items, 10 (i.e. 25 per cent) people were literate in 5 (i.e. 50 per cent) items, 12 (i.e. 30 per cent) people were literate in 4 (i.e. 40 per cent) items and 9 (i.e. 22.5 per cent) were literate in 3 (i.e. 30 per cent) items.

It can be expressed in the pie-chart as follows:

Figure No. 2



From the given table and pie-chart we can observe that only 9 (i.e. 22.5 per cent) of the 40 respondents were literate in at least 7 (i.e. 70 per cent) items/questions out of 10.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of analysis and interpretation of data the following findings and recommendations are given.

4.1 Findings

The following findings have been derived on the basis of analysis and interpretation of data:

4.1.1 Specific Item wise Findings

On the basis of the observed data, the following specific item wise findings were found:

4.1.1.1 Findings about Radio

1. All 40 respondents have radio in their homes, 6 of them have excellent, 30 of them have good, 4 of them have quite good knowledge about operating it but none of them uses that in classroom teaching.
2. Out of 40 respondents who do not use radio in classroom teaching, 29 (the most) gave the following cause for not using it:
 - a. *My school has a radio but I don't use it because it is time consuming and it is difficult to finish course in time.*

4.1.1.2 Findings about Cassette Player

1. Out of the 40 respondents, 39 possess cassette player in their home and one does not. Out of them 4 have excellent, 28 have good and 8 have quite good knowledge of its operation. Again out of them 10 use it in the classroom teaching while 30 do not.
2. Sixteen (the most) out of the 30 respondents who do not use cassette player in the classroom teaching gave the following cause for not using it:

- a. *My school has a cassette player but I don't use it because it is time consuming and it is difficult to finish course in time.*

4.1.1.3 Findings about CD/DVD Player

1. Out of the 40 respondents 32 possess CD/DVD player in their home and 8 do not. Out of them 3 have excellent, 21 have good, 7 have quite good and 9 have not very good knowledge of its operation. Out of them 31 respondents who have excellent, good or quite good knowledge of its operation, 1 uses it in classroom teaching while 30 do not.
2. Out of those 30 respondents who do not use CD/DVD player in classroom teaching, 16 (the most) gave the following reason for not using it:
 - a. *My school has a CD/DVD player but I don't use it because it is time consuming and it is difficult to finish course in time.*

4.1.1.4 Findings about Computer

1. Out of the 40 respondents, 27 have computers in their homes and 13 do not. Out of the same 40 respondents 38 have computers in their schools and 2 do not. Again out of those 40 respondents 13 have basic/general knowledge of operation of computer but 27 do not.
2. Out of the 13 respondents who have basic/general knowledge of operation of computer, 1 has excellent, 7 have good, 1 has quite good and 4 have not very good knowledge of its operation.
3. Out of those 9 respondents who have excellent, good or quite good knowledge of computer operation and Microsoft powerpoint, only one uses it for classroom teaching.
4. Out of those 13 respondents who have basic/general knowledge of operation of computer, 11 type on computer by looking on the keyboard and only 2 by looking on the monitor.

5. Out of those 13 respondents who have basic/general knowledge of operation of computer, 1 has typing speed of below 10 words per minute, 3 have of 10 to 20 words per minute, 2 have of 20 to 30 words per minute, 1 has of above 40 words per minute and 6 have not checked their speed.

4.1.1.5 Findings about the Internet

1. Out of the 40 respondents, 9 have connection of the internet in their homes and 31 do not. Out of those same 40 respondents, 20 have connection of the internet in their schools and 20 do not. Again out of those 40 respondents, 9 have basic knowledge of the internet operation and 31 do not.
2. Out of the 31 respondents who do not have basic knowledge of operation of the internet 13 (the most) gave some other reasons (out of the questionnaire) for it as follows:
 - a. *I find it complicated to use.*
 - b. *I can't afford it.(2 people)*
 - c. *I am afraid of learning it now.*
 - d. *I don't have time for that.*
 - e. *I find it complicated.*
 - f. *I don't have command of it.*
 - g. *I don't have knowledge about that.(2 people)*
 - h. *I can't manage time.*
 - i. *I don't have time to learn it.*
 - j. *I feel shy to learn it because I feel I can't learn it at this stage of my life.*
 - k. *I can't manage time to learn it.*

4.1.1.6 Findings about Mobile

1. Out of the 40 respondents all of them i.e. 100 per cent were found to be having mobile set with some SIM of some telecom company.

2. Out of the respondents who have mobile with multimedia facility but not GPRS i.e. 6, none of them has installed (offline) mobile dictionary like Oxford mini, Vikranta mobile dictionary, etc. in their mobile sets.
3. Out of the respondents who have mobile with multimedia and GPRS facility both, 9 have activated GPRS connection in their mobile sets and 7 have not.
4. Out of 40 respondents who have mobile set of any kind with SIM of some telecom company, 37 use it the most for calling, 13 for sending SMS, 2 for internet surfing, 1 for listening FM and 3 for listening music.

4.1.1.7 Findings about E-mail

1. Out of the 40 respondents, 9 possess E-mail ID (account) and 31 do not.
2. Out of the 9 respondents who have E-mail ID, all of them use it for personal use and none of them use it for professional (teaching) or some other uses.
3. Out of the 31 respondents who do not possess E-mail ID, 20 (the most) do not use it because though they have heard about it but they do not know how to create it.

4.1.1.8 Findings about Traditional OHP

1. Out of the 40 respondents, 2 have Traditional OHP in their schools or colleges and 38 do not.
2. Out of those 40 respondents, 9 have basic knowledge of OHP operation and 31 do not.
3. And out of those 9 respondents who have basic knowledge of operating OHP, 1 uses it for classroom teaching and rest of the 8 do not.
4. Out of those 31 respondents who do not have basic knowledge of OHP operation, 21 (the most) do not use because of the following reason:
 - a. *I have read about it but I have not seen it.*

4.1.1.9 Findings about Modern Multimedia Computer Projector

1. Out of the 40 respondents, 4 have multimedia computer projector in their schools or colleges and 36 do not.
2. Out of the same 40 respondents 9 have basic knowledge of its operation and 31 do not.
3. Out of those 9 respondents who have basic knowledge of operating modern multimedia computer projector one of them use it in classroom teaching and 8 do not.
4. Out of the 31 respondents who do not have basic knowledge of operating modern multimedia computer projector, 17 (the most) do not use it because of the following reason:
 - a. *I have read about it but I have not seen it.*

4.1.1.10 Findings about Pen Drive

1. Out of the 40 respondents, 19 have pen drive but 21 do not.
2. Out of 19 respondents who have pen drive, 9 use it but 10 do not.
3. Out of the 21 respondents who do not have pen drive, 11 (the most) do not use because of some other reasons (out of the questionnaire) as follows:
 - a. *I can't use that because I don't know to use it.*
 - b. *I don't have knowledge of computer operation.*
 - c. *I can't use that.*
 - d. *I am not able to use that.*
 - e. *I don't know how to use it.*
 - f. *I don't have knowledge about computer.*
 - g. *I don't have knowledge about that.*
 - h. *Because I don't have knowledge to operate it.*
 - i. *I don't believe it to be safe to carry data.*
 - j. *I don't know to use it.*
 - k. *I feel it difficult to use that.*

4.1.2 General Findings

The general findings of the study are as follows:

1. Out of 40 respondents, 9 (i.e. 22.5 per cent) were literate in all 10 (i.e. 100 per cent) items.
2. Out of 40 respondents, 10 (i.e. 25 per cent) were literate in 5 (i.e. 50 per cent) items.
3. Out of 40 respondents, 12 (i.e. 30 per cent) were literate in 4 (i.e. 40 per cent) items.
4. Out of 40 respondents, 9 (i.e. 22.5 per cent) were literate in 3 (i.e. 30 per cent) items.
5. Only 9 i.e. 22.5 per cent of the 40 respondents were literate in at least 7 i.e. 70 per cent questions out of 10.
6. Finally, it is found that the **Digital Literacy of Secondary and Higher Secondary Level English Teachers** of Bhimdattanagar Municipality of Kanchanpur district is **22.5 per cent** .

4.2 Recommendations

On the basis of analysis of the findings, the following points have been recommended:

4.2.1 Specific Item wise Recommendations

On the basis of the observed findings following item wise, specific points are recommended:

4.2.1.1 Recommendation about Radio

1. Radio is wireless, portable and handy gadget to use in the classroom. It can really be very useful in teaching the aspects and skills of English language in remote and hilly areas. Thus, it should be encouraged to be used in the classroom.

4.2.1.2 Recommendation about Cassette Player

1. Cassette player is also a handy and portable device which can be effective in classroom teaching especially in remote areas. It is recommended and prescribed by SLC and HSEB Board for the secondary and higher secondary curriculum of Nepal. Thus, it should be made compulsory to be used in the classrooms.

4.2.1.3 Recommendation about CD/DVD Player

1. CD/DVD player is one of the latest technologies. It should be encouraged to be used in the classroom for effective and impressive teaching. (e.g. For teaching the novel Great Gatsby one can use CD/DVD player to show the film in the class.)

4.2.1.4 Recommendations about Computer

1. Computer is one of the new dimensions of the world. It is not possible to escape it in this hi-tech world. Teachers should be trained for computer operation and they should be encouraged to use it in the classroom teaching to keep up with the pace of the world.
2. Typing is going to take the place of writing with hand in some days. Thus, teachers should be encouraged to learn to type on computer.

4.2.1.5 Recommendations about the Internet

1. The internet is one of the latest communicative networks of the world. It has influenced the whole world in short period of time. Teachers should be encouraged to get basic training of the internet operation and they should be encouraged to get the internet connection in their homes.
2. For institutions like school getting connected to the world is the most important thing. Thus, schools should be compelled to get connections of the internet.

4.2.1.6 Recommendations about Mobile

1. The teachers should be encouraged to install offline dictionaries and activate GPRS internet services in their mobile to facilitate their teaching and learning knowledge.
2. They should be encouraged to use the internet service in mobile because mobile is very handy and portable gadget which can be effective tool for teachers.

4.2.1.7 Recommendations about E-mail

1. Gradually the word *citizen* is being replaced by the word *netizen*, which means citizen of the net (internet). Thus, teachers should be encouraged to use the internet and have (create) at least an E-mail ID for them.
2. The teachers who possess E-mail ID and use it only for personal use should be encouraged to use it for professional (teaching) activity also.

4.2.1.8 Recommendations about traditional OHP

1. Teachers should be encouraged to know the operation of OHP which had covered one of the eras of teaching through projection. They should be encouraged to know the mechanics of OHP.
2. Though traditional OHP is old technology, it can be very useful in some of the remotest areas of our country where there are no computers. Thus, concerned authorities should make it available in remote areas of our country where there is no reach of computer technology.
3. The concerned authorities and organizations should make some arrangements for teachers of remote areas to train them about operating OHP.

4.2.1.9 Recommendations about Modern Multimedia Computer Projector

1. Modern multimedia computer projector is one of the most promising gadgets in the modern era of teaching. The concerned authority should

make this gadget available in every schools and colleges as far as practicable.

2. The teachers should learn using modern multimedia computer projector.
3. The people who have basic knowledge about its operation should be encouraged to use it in the classroom teaching.

4.2.1.10 Recommendations about Pen Drive

1. Teachers should be made literate about the useful gadgets like pen drive.
2. They should be encouraged to use technology like that.

4.2.2 General Recommendations

1. Since the **Digital Literacy of Secondary and Higher Secondary Level English Teachers** of Bhimdattanagar Municipality, Kanchanpur district is only **22.5 per cent**, some measures should be taken by concerned authorities to increase it.
2. The result of the research should be generalized throughout the country to take some essential steps.
3. The Government of Nepal (especially Ministry of Education) should consider the (generalized) minimum level of digital literacy of teachers i.e. 22.5% throughout the country and make some plans to increase it because with this level of digital literacy teachers will not be able to cope with the students of future.
4. We study and adopt different (English) educational theories of foreign countries in our courses. The rest of the world is being digitized very quickly along with educational sector. So, we also should increase the digital literacy of our teachers to keep up with the rest of the world.
5. Education is the main pillar of country's development. To strengthen this pillar the government should have some other nationwide researches like this and make future plans to improve the problematic areas.

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APPENDIX I
Questionnaire

Please tick () the right response(s).

General instruction: *Generally you have to tick only one option but sometimes you may have to tick more than one depending on the nature of the question. You will be notified if you have to tick more than one category in advance through a symbol () and a note in brackets.*

A. Radio:

1. Do you have a radio?

- a. Yes b. No

2. Your knowledge of operating radio is

- a. Excellent b. Good c. Quite good
d. Not very good e. Very bad

i. If your knowledge of operating radio is excellent, good or quite good, then answer the following question(s) or respond to the following statement(s):

a) Do you use a radio in your English classroom?

- a. Yes b. No

If you use radio in your English classroom please respond to the following statements:

I use radio for teaching following skill(s) in the classroom. (You may tick more than one option if you need)

- a. Listening b. Speaking c. Reading
d. Writing e. All

I use radio for teaching the following aspect(s) in the classroom: (You may tick more than one option if you need).

- a. Pronunciation and spelling b. Vocabulary
c. Communicative functions d. Grammar e. All

If you don't use radio in your English classroom despite you have knowledge of operating it then please answer the following question:

Why don't you use radio in your English classroom?

- a. I don't use it because my school doesn't possess it.
b. My school has a radio but I don't use it because it is time consuming and it is difficult to finish course in time.

- c. My school has a radio but I don't use it because I don't like it to use.
- d. My school has a radio but I don't use it for some other reason that is

.....

B. Cassette player:

1. Do you have a cassette player?

- a. Yes
- b. No

2. Your knowledge about operating cassette player is

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. Very bad

i. If your knowledge about operating cassette player is excellent, good or quite good, then answer the following question(s) or respond to the following statement(s):

a) Do you use cassette player in your English classroom?

- a. Yes
- b. No

If you use cassette player in your English classroom please respond to the following statements:

I use cassette player for teaching the following skill(s) in the classroom.

You may tick more than one option if you need

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use cassette player for teaching the following aspect(s) in the classroom.

You may tick more than one option if you need

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you don't use cassette player in your English classroom despite you have knowledge of operating it then please answer the following question:

Why don't you use cassette player in your English classroom?

- a. I don't use it because my school doesn't possess it.
- b. My school has a cassette player but I don't use it because it is time consuming and it is difficult to finish course in time.
- c. My school has a cassette player but I don't use it because I don't like it to use.
- d. My school has a cassette player but I don't use it for some other reason that is

.....

C. CD/DVD player:

1. Do you have a CD/DVD player in your home?

- a. Yes b. No

2. Your knowledge about operating CD/DVD player is

- a. Excellent b. Good c. Quite good
d. Not very good e. Very bad

i. If your knowledge about operating CD/DVD player is excellent, good or quite good, please answer the following question(s) or respond to the following statement(s):

a) Do you use CD/DVD player in your English classroom?

- a. Yes b. No

If you use CD/DVD player in your English classroom please respond to the following statements:

I use CD/DVD player for teaching the following skill(s) in the classroom.

(You may tick more than one option if you need)

- a. Listening b. Speaking c. Reading
d. Writing e. All

I use CD/DVD player for teaching the following aspect(s) in the classroom.

(You may tick more than one option if you need)

- a. Pronunciation and spelling b. Vocabulary
c. Communicative function d. Grammar e. All

If you don't use CD/DVD player in your English classroom despite you have knowledge of operating it then please answer the following question:

Why don't you use CD/DVD player in your English classroom?

- a. I don't use it because my school doesn't possess it.
b. My school has a CD/DVD player but I don't use it because it is time consuming and it is difficult to finish course in time.
c. My school has a CD/DVD player but I don't use it because I don't like it to use.

d. My school has a CD/DVD player but I don't use it for some other reason that is

.....

D. Computer

1. Do you have a computer in your home?

- a. Yes
- b. No

If you have computer(s) in your home, what is its (their) kind?

- a. Desktop
- b. Laptop
- c. Both
- d. Some other kind of that is

2. Does your school / college have a computer(s)?

- a. Yes
- b. No

If your school / college has computer, what is its kind?

- a. Desktop(s)
- b. Laptop(s)
- c. Both
- d. Some other kind(s) of that is/are

3. Do you have knowledge about operating computer?

- a. Yes
- b. No

i. If you have knowledge about operating computer please respond to the following questions or statements:

a) How much knowledge do you have about operating computer?

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. Not at all

If you have at least basic knowledge in operating computer, please respond to the following statements:

Microsoft Office Word

I have knowledge about Microsoft Office Word.

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. No

If you have excellent, good or quite good knowledge about Microsoft Office Word, what do you use it for?

- a. For personal use only
- b. Along with personal use I use it for preparing hand outs for teaching English in class.
- c. I use it for some other purpose that is

Microsoft Office PowerPoint

I have knowledge about Microsoft Office PowerPoint.

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. No

If you have excellent, good or quite good knowledge about Microsoft Office PowerPoint, what do you use it for?

- a. For personal use only
- b. Along with personal use I use it for teaching English in class.
- c. I use it for some other purpose that is

.....
If you use Microsoft PowerPoint for teaching in class, please respond to the following statements:

I use it for teaching following skill(s) in the classroom. (You may tick more than one option if you need)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use it for teaching following aspect(s) in the classroom. (You may tick more than one option if you need)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

Microsoft Excel

I have knowledge about Microsoft Excel.

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. No

If you have excellent, good or quite good knowledge about Microsoft Excel, what do you use it for?

- a. For personal use only

b. Along with personal use I use it for preparing accounts of my class, studies, teaching, preparing results, etc.

c. I use it for some other purpose that is
.....

Offline Dictionary

I haveknowledge of operating offline dictionary like OALD Compass, Encarta Dictionary, etc.

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. No

If you have excellent, good or quiet good knowledge about operating offline dictionaries like OALD Compass, Encarta Dictionary, etc., what do you use it for?

- a. For personal use only.
- b. For professional use only as source for finding out materials for teaching and finding out meaning of words.
- c. For both of the above
- d. I use it for some other purpose that is
.....

Offline Encyclopedia

I have knowledge about operating offline encyclopedia like Encarta Encyclopedia, Encyclopedia Britannica, etc.

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. No

If you have excellent, good or quiet good knowledge about operating offline dictionaries like Encarta Encyclopedia, Encyclopedia Britannica etc., what do you use if for?

- a. For personal use only.

- b. For professional use only as source for finding out materials for teaching and finding out meaning of words.
- c. For both of the above
- d. I use it for some other purpose that is
.....

b) How do you type?

- a. By looking on the keyboard.
- b. By looking on the monitor not by looking on the keyboard

c) What is your typing speed?

- a. Below 10 words per minute
- b. 10 – 20 words per minute
- c. 20 – 30 words per minute
- d. 30 – 40 words per minute
- e. Above 40 words per minute
- f. I have not checked it.

E. Internet

1. Do you have internet connection in your home?

- a. Yes
- b. No

2. Do you have internet connection in your school / college?

- a. Yes
- b. No

3. Do you have basic knowledge about operating internet?

- a. Yes
- b. No

i. If you have basic knowledge about operating internet, please answer the following questions:

Do you use it?

- a. Yes
- b. No

If you use internet, please answer the following questions:

Where do you use the internet most? (You may tick more than one option if you need)

- a. Cyber
- b. Home
- c. Mobile
- d. All

What do you use internet mostly for?

- a. For personal use only
- b. For professional use like finding out teaching materials, vocabulary, etc. only
- c. Both of the above
- d. I use it for some other purpose that is

.....

Which website(s) do you visit most?

.....

Do you have your account in social networking site(s) like Facebook, hi 5, twitter, Skype, etc.?

- a. Yes
- b. No

If yes, then on what social networking site(s) (e.g. Facebook, hi 5, Skype, Four Square, twitter, etc.)

Do you visit online Dictionaries like www. dictionary.com?

- a. Yes
- b. No

If yes, please respond to the following questions / statements:

What do you use it for?

- a. For personal use only
- b. For professional use only, like finding meaning and materials for teaching only
- c. Both of the above
- d. I use it for some other reason that is

.....

If you use online dictionaries for teaching, Please respond to the following statements or questions.

I teach following skill(s) through online dictionary. (You may tick more than one option if you need)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I teach following aspect(s) through online dictionary. (You may tick more than one option if you need)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

Do you visit online Encyclopedia like www.wikipedia.com?

- a. Yes
- b. No

If yes, please answer the following questions:

What do you use it for?

- a. For personal use only
- b. For professional use only, like finding meaning and materials for teaching
- c. Both of the above
- d. I use it for some other reason that is

.....

If you use online encyclopedia for teaching, Please respond to the following statements or questions.

I use online encyclopedia to teach the following skill(s). (You may tick more than one option if you need)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use online encyclopedia to teach the following aspect(s). (You may tick more than one option if you need)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you don't use internet despite you know how to use it, what is the reason?

- a. Because I don't have time
- b. Because I don't like to use it
- c. Because I don't afford it
- d. Despite I know to use internet I don't use for some other reason that is

.....

ii. If you don't have basic knowledge about internet, please give reason.

I don't have knowledge about operating internet because

- a. I don't need it
- b. I don't like it
- c. I think I am too old to learn it
- d. It is waste of time
- e. It doesn't help teaching
- f. of some other reason that is

.....

F. Mobile

1. Do you have a mobile set with SIM of some telecom company?

- a. Yes
- b. No

i. If you have a mobile set, what is its kind?

- a. Without multimedia facility
- b. With multimedia but not with internet (GPRS) facility
- c. With multimedia and internet (GPRS) facility both
- d. Some other kind that is

a) If you have mobile set with multimedia but not internet (GPRS) facility, please answer these questions:

Have you installed (offline) mobile dictionary (like Oxford Mini, Vikaranta Mobile Dictionary, etc.) in your mobile?

- a. Yes
- b. No

If you have installed such dictionary in your mobile what do you use it for?

- a. For personal use only
- b. For finding words and materials for teaching
- c. For both personal and professional use
- d. I don't use it
- e. I use for some other reason that is

.....

If you use offline mobile dictionary for teaching, please respond to the following question(s) or statement(s).

I use it for teaching following skill(s) in the classroom. (You may tick more than one option if you need.)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use it for teaching following aspect(s) in the classroom. (You may tick more than one option if you need.)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you haven't installed mobile dictionary in your mobile, what is the reason?

- a. Because I haven't heard about it.
- b. I have heard about it but I don't know how to install it in mobile.
- c. I have heard about it but I don't know how to use it.
- d. I don't use it for some other reasons that is

.....

b) If you have mobile set with both multimedia and internet (GPRS) facility, please answer these questions:

Have you activated internet (GPRS) service in your mobile from your mobile service provider?

- a. Yes
- b. No

If you have activated internet (GPRS) service in your mobile, do you use it?

- a. Yes
- b. No

If you use internet (GPRS) service in mobile, do you use it for your profession i.e. teaching English?

- a. Yes
- b. No

If you use internet (GPRS) service in your mobile for teaching English, what do you use it for?

I use it for teaching following skill(s) in the classroom. (You may tick more than one option if you need.)

- a. Finding meaning of difficult words spontaneously in class.
- b. Finding teaching materials in home.

- c. Demonstrating something in class spontaneously.
- d. All of the above
- e. I use it for some other reason that is

.....

If you have activated mobile internet service in your mobile and you don't use it, what is the reason?

- a. I don't know how to use it.
- b. I know how to use it but I don't like it.
- c. I don't use internet service in my mobile despite I have activated it because of some other reason that is

.....

ii. If you have a mobile set of any kind in general what do you use it for most? (You may tick more than one option if you need.)

- a. Calling
- b. Sending SMS
- c. Internet surfing
- d. Listening FM
- e. Listening music
- f. All
- g. For some other reasons that is

.....

iii. If you have a mobile set of any kind in general what do you use it for most except calling and sending SMS? (You may tick more than one option if you need.)

- a. Internet surfing
- b. Listening FM
- c. Listening music
- d. For some other reasons that is

.....

G. E-mail:

1. Do you have an e-mail account?

- a. Yes
- b. No

i. If yes, please answer these questions:

On which site do you have your e-mail ID(s)?

.....
(e.g. Yahoo.com, gmail.com, htm.com, etc.)

How often do you use your e-mail ID?

- a. Everyday
 - b. Sometimes only
 - c. Whenever I get chance
 - d. Never
 - e. My frequency to use e-mail is
- (eg. Once a day, twice a day, etc.)

What do you use e-mail mostly for?

- a. Personal use only
- b. Professional use, i.e. for teaching only like receiving and sending educational materials
- c. I use it for some other reasons that is

If you have an e-mail ID and you never use it, please give reason.

- a. I have forgotten to use it.
- b. I don't have time to use it.
- c. I think I am too old to use it.
- d. It doesn't help me.
- e. Some other reason that is

ii. If you don't have an e-mail ID please give reason.

I don't have an e-mail ID because

- a. I haven't heard about it
- b. I have heard about it but I don't know how to create it.
- c. I have heard about it but I think I am too old to use it.
- d. For some other reason that is

H. OHP (Over Head Projector) Traditional

1. Does your school have traditional OHP?

- a. Yes
- b. No

2. Do you know to operate traditional OHP?

- a. Yes
- b. No

i. If you know to operate traditional OHP, please answer these questions:

Do you use it in school / college for teaching?

- a. Yes
- b. No

If you use traditional OHP in school / college for teaching, please respond to the following question(s):

I use traditional OHP for teaching following skill(s) in classroom. (You may tick more than one option if you need.)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use traditional OHP for teaching following aspect(s) in classroom. (You may tick more than one option if you need.)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you know to operate traditional OHP, but don't use it in school, please give the reasons.

- a. My school doesn't have traditional OHP.
- b. My school has it but it is broken down.
- c. My school has it but it is too old fashioned.
- d. My school has it but it is too uneasy to use.
- e. My school has got it but I don't use it for some other reason that is

.....

3. If you don't know to operate traditional OHP what is the reason behind it?

- a. I haven't heard about it.
- b. I have read about it but I have not seen it.
- c. I have seen it but I never get chance to operate it.
- d. For some other reasons that is

.....

.....

I. Modern Multimedia Computer Projector

1. Does your school have Modern Computer Projector?

- a. Yes
- b. No

2. Do you know to operate Modern Compute Projector?

- a. Yes
- b. No

i. If you know to operate Computer Projector, please answer these questions:

Do you use it in school / college for teaching?

- a. Yes
- b. No

If you use Computer projector in school / college for teaching, please respond to the following statement(s) or question(s).

I use modern multimedia projector for teaching following skill(s) in classroom.

(You may tick more than one option if you need.)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use modern multimedia projector for teaching following aspect(s) in classroom.

(You may tick more than one option if you need.)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you know to operate Computer Projector, but don't use it in school, please give the reasons.

- a. My school doesn't have Computer projector.
- b. My school has it but it is broken down.
- c. My school has it but it is too complicated to use.
- d. My school has got it but I don't use it for some their reason that is

.....

3. If you don't know to operate Computer Projector what is the reason behind it?

- a. I haven't heard about it.
- b. I have read about it but I have not seen it.
- c. I have seen it but I never get chance to operate it
- d. For some other reasons that is

.....

J. Pen drive / Flash Drive

1. Do you have a pen/flash drive?

- a. Yes
- b. No

i. If yes please answer these questions:

Do you use it?

- a. Yes
- b. No

If you use it, what do you use it for the most?

- a. Personal use
- b. Professional use like carrying documents or handouts from school / college to home and vice versa.
- c. For some other reasons that is

.....

If you have pen drive and you don't use it, please give reasons.

- a. I don't know to use it despite I have it.
- b. I feel it complicated to use.
- c. I don't trust it.
- d. Some other reason that is

.....

ii. If you don't have pen drive / flash drive please give reasons (for not having it).

- a. I haven't heard about it.
- b. I have heard about it but I haven't seen it.
- c. I know to use it but I don't afford it
- d. I fear using technology like that.
- e. Some other reason that is

.....

“Thank you for your help.”

APPENDIX II **Questionnaire**

Please tick () the right response(s).

General instruction: *Generally you have to tick only one option but sometimes you may have to tick more than one depending on the nature of the question. You will be notified if you have to tick more than one category in advance through a symbol () and a note in brackets.*

A. Radio:

1. Do you have a radio?

- a. Yes
- b. No

2. Your knowledge of operating radio is

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. Very bad

i. If your knowledge of operating radio is excellent, good or quite good, then answer the following question(s) or respond to the following statement(s):

a) Do you use a radio in your English classroom?

- a. Yes
- b. No

If you use radio in your English classroom please respond to the following statements:

I use radio for teaching following skill(s) in the classroom. (You may tick more than one option if you need)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use radio for teaching the following aspect(s) in the classroom: (You may tick more than one option if you need).

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative functions
- d. Grammar
- e. All

If you don't use radio in your English classroom despite you have knowledge of operating it then please answer the following question:

Why don't you use radio in your English classroom?

- a. I don't use it because my school doesn't possess it.
- b. My school has a radio but I don't use it because it is time consuming and it is difficult to finish course in time.

- c. My school has a radio but I don't use it because I don't like it to use.
- d. My school has a radio but I don't use it for some other reason that is

.....

B. Cassette player:

1. Do you have a cassette player?

- a. Yes
- b. No

2. Your knowledge about operating cassette player is

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. Very bad

i. If your knowledge about operating cassette player is excellent, good or quite good, then answer the following question(s) or respond to the following statement(s):

a) Do you use cassette player in your English classroom?

- a. Yes
- b. No

If you use cassette player in your English classroom please respond to the following statements:

I use cassette player for teaching the following skill(s) in the classroom.

You may tick more than one option if you need

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use cassette player for teaching the following aspect(s) in the classroom.

You may tick more than one option if you need

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you don't use cassette player in your English classroom despite you have knowledge of operating it then please answer the following question:

Why don't you use cassette player in your English classroom?

- a. I don't use it because my school doesn't possess it.
- b. My school has a cassette player but I don't use it because it is time consuming and it is difficult to finish course in time.
- c. My school has a cassette player but I don't use it because I don't like it to use.
- d. My school has a cassette player but I don't use it for some other reason that is

.....

C. CD/DVD player:

1. Do you have a CD/DVD player in your home?

- a. Yes
- b. No

2. Your knowledge about operating CD/DVD player is

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. Very bad

i. If your knowledge about operating CD/DVD player is excellent, good or quite good, please answer the following question(s) or respond to the following statement(s):

a) Do you use CD/DVD player in your English classroom?

- a. Yes
- b. No

If you use CD/DVD player in your English classroom please respond to the following statements:

I use CD/DVD player for teaching the following skill(s) in the classroom.

You may tick more than one option if you need)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use CD/DVD player for teaching the following aspect(s) in the classroom.

You may tick more than one option if you need)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you don't use CD/DVD player in your English classroom despite you have knowledge of operating it then please answer the following question:

Why don't you use CD/DVD player in your English classroom?

- a. I don't use it because my school doesn't possess it.
- b. My school has a CD/DVD player but I don't use it because it is time consuming and it is difficult to finish course in time.
- c. My school has a CD/DVD player but I don't use it because I don't like it to use.

d. My school has a CD/DVD player but I don't use it for some other reason that is

.....

D. Computer

1. Do you have a computer in your home?

- a. Yes
- b. No

If you have computer(s) in your home, what is its (their) kind?

- a. Desktop
- b. Laptop
- c. Both
- d. Some other kind of that is

2. Does your school / college have a computer(s)?

- a. Yes
- b. No

If your school / college has computer, what is its kind?

- a. Desktop(s)
- b. Laptop(s)
- c. Both
- d. Some other kind(s) of that is/are

3. Do you have knowledge about operating computer?

- a. Yes
- b. No

i. If you have knowledge about operating computer please respond to the following questions or statements:

a) How much knowledge do you have about operating computer?

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. Not at all

If you have at least basic knowledge in operating computer, please respond to the following statements:

Microsoft Office Word

I have knowledge about Microsoft Office Word.

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. No

If you have excellent, good or quite good knowledge about Microsoft Office Word, what do you use it for?

- a. For personal use only
- b. Along with personal use I use it for preparing hand outs for teaching English in class.
- c. I use it for some other purpose that is

Microsoft Office PowerPoint

I have knowledge about Microsoft Office PowerPoint.

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. No

If you have excellent, good or quite good knowledge about Microsoft Office PowerPoint, what do you use it for?

- a. For personal use only
- b. Along with personal use I use it for teaching English in class.
- c. I use it for some other purpose that is

.....
If you use Microsoft PowerPoint for teaching in class, please respond to the following statements:

I use it for teaching following skill(s) in the classroom. (You may tick more than one option if you need)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use it for teaching following aspect(s) in the classroom. (You may tick more than one option if you need)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

Microsoft Excel

I have knowledge about Microsoft Excel.

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. No

If you have excellent, good or quite good knowledge about Microsoft Excel, what do you use it for?

- a. For personal use only

b. Along with personal use I use it for preparing accounts of my class, studies, teaching, preparing results, etc.

c. I use it for some other purpose that is

.....

Offline Dictionary

I haveknowledge of operating offline dictionary like OALD Compass, Encarta Dictionary, etc.

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. No

If you have excellent, good or quiet good knowledge about operating offline dictionaries like OALD Compass, Encarta Dictionary, etc., what do you use it for?

- a. For personal use only.
- b. For professional use only as source for finding out materials for teaching and finding out meaning of words.
- c. For both of the above
- d. I use it for some other purpose that is

.....

Offline Encyclopedia

I have knowledge about operating offline encyclopedia like Encarta Encyclopedia, Encyclopedia Britannica, etc.

- a. Excellent
- b. Good
- c. Quite good
- d. Not very good
- e. No

If you have excellent, good or quiet good knowledge about operating offline dictionaries like Encarta Encyclopedia, Encyclopedia Britannica etc., what do you use if for?

- a. For personal use only.

- b. For professional use only as source for finding out materials for teaching and finding out meaning of words.
- c. For both of the above
- d. I use it for some other purpose that is
.....

b) How do you type?

- a. By looking on the keyboard.
- b. By looking on the monitor not by looking on the keyboard

c) What is your typing speed?

- a. Below 10 words per minute
- b. 10 – 20 words per minute
- c. 20 – 30 words per minute
- d. 30 – 40 words per minute
- e. Above 40 words per minute
- f. I have not checked it.

E. Internet

1. Do you have internet connection in your home?

- a. Yes
- b. No

2. Do you have internet connection in your school / college?

- a. Yes
- b. No

3. Do you have basic knowledge about operating internet?

- a. Yes
- b. No

i. If you have basic knowledge about operating internet, please answer the following questions:

Do you use it?

- a. Yes
- b. No

If you use internet, please answer the following questions:

Where do you use the internet most? (You may tick more than one option if you need)

- a. Cyber
- b. Home
- c. Mobile
- d. All

What do you use internet mostly for?

- a. For personal use only
- b. For professional use like finding out teaching materials, vocabulary, etc. only
- c. Both of the above
- d. I use it for some other purpose that is

.....

Which website(s) do you visit most?

.....

Do you have your account in social networking site(s) like Facebook, hi 5, twitter, Skype, etc.?

- a. Yes
- b. No

If yes, then on what social networking site(s) (e.g. Facebook, hi 5, Skype, Four Square, twitter, etc.)

Do you visit online Dictionaries like www. dictionary.com?

a. Yes

b. No

If yes, please respond to the following questions / statements:

What do you use it for?

- a. For personal use only
- b. For professional use only, like finding meaning and materials for teaching only
- c. Both of the above
- d. I use it for some other reason that is

.....

If you use online dictionaries for teaching, Please respond to the following statements or questions.

I teach following skill(s) through online dictionary. (You may tick more than one option if you need)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I teach following aspect(s) through online dictionary. (You may tick more than one option if you need)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

Do you visit online Encyclopedia like www.wikipedia.com?

- a. Yes
- b. No

If yes, please answer the following questions:

What do you use it for?

- a. For personal use only
- b. For professional use only, like finding meaning and materials for teaching
- c. Both of the above
- d. I use it for some other reason that is

.....

If you use online encyclopedia for teaching, Please respond to the following statements or questions.

I use online encyclopedia to teach the following skill(s). (You may tick more than one option if you need)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use online encyclopedia to teach the following aspect(s). (You may tick more than one option if you need)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you don't use internet despite you know how to use it, what is the reason?

- a. Because I don't have time
- b. Because I don't like to use it
- c. Because I don't afford it
- d. Despite I know to use internet I don't use for some other reason that is

.....

ii. If you don't have basic knowledge about internet, please give reason.

I don't have knowledge about operating internet because

- a. I don't need it
- b. I don't like it
- c. I think I am too old to learn it
- d. It is waste of time
- e. It doesn't help teaching
- f. of some other reason that is

.....

F. Mobile

1. Do you have a mobile set with SIM of some telecom company?

- a. Yes
- b. No

i. If you have a mobile set, what is its kind?

- a. Without multimedia facility
- b. With multimedia but not with internet (GPRS) facility
- c. With multimedia and internet (GPRS) facility both
- d. Some other kind that is

a) If you have mobile set with multimedia but not internet (GPRS) facility, please answer these questions:

Have you installed (offline) mobile dictionary (like Oxford Mini, Vikaranta Mobile Dictionary, etc.) in your mobile?

- a. Yes
- b. No

If you have installed such dictionary in your mobile what do you use it for?

- a. For personal use only
- b. For finding words and materials for teaching
- c. For both personal and professional use
- d. I don't use it
- e. I use for some other reason that is

.....

If you use offline mobile dictionary for teaching, please respond to the following question(s) or statement(s).

I use it for teaching following skill(s) in the classroom. (You may tick more than one option if you need.)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use it for teaching following aspect(s) in the classroom. (You may tick more than one option if you need.)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you haven't installed mobile dictionary in your mobile, what is the reason?

- a. Because I haven't heard about it.
- b. I have heard about it but I don't know how to install it in mobile.
- c. I have heard about it but I don't know how to use it.
- d. I don't use it for some other reasons that is

.....

b) If you have mobile set with both multimedia and internet (GPRS) facility, please answer these questions:

Have you activated internet (GPRS) service in your mobile from your mobile service provider?

- a. Yes
- b. No

If you have activated internet (GPRS) service in your mobile, do you use it?

- a. Yes
- b. No

If you use internet (GPRS) service in mobile, do you use it for your profession i.e. teaching English?

- a. Yes
- b. No

If you use internet (GPRS) service in your mobile for teaching English, what do you use it for?

I use it for teaching following skill(s) in the classroom. (You may tick more than one option if you need.)

- a. Finding meaning of difficult words spontaneously in class.
- b. Finding teaching materials in home.

- c. Demonstrating something in class spontaneously.
- d. All of the above
- e. I use it for some other reason that is

.....

If you have activated mobile internet service in your mobile and you don't use it, what is the reason?

- a. I don't know how to use it.
- b. I know how to use it but I don't like it.
- c. I don't use internet service in my mobile despite I have activated it because of some other reason that is

.....

ii. If you have a mobile set of any kind in general what do you use it for most? (You may tick more than one option if you need.)

- a. Calling
- b. Sending SMS
- c. Internet surfing
- d. Listening FM
- e. Listening music
- f. All
- g. For some other reasons that is

.....

iii. If you have a mobile set of any kind in general what do you use it for most except calling and sending SMS? (You may tick more than one option if you need.)

- a. Internet surfing
- b. Listening FM
- c. Listening music
- d. For some other reasons that is

.....

G. E-mail:

1. Do you have an e-mail account?

- a. Yes
- b. No

i. If yes, please answer these questions:

On which site do you have your e-mail ID(s)?

.....
(e.g. Yahoo.com, gmail.com, htm.com, etc.)

How often do you use your e-mail ID?

- a. Everyday
 - b. Sometimes only
 - c. Whenever I get chance
 - d. Never
 - e. My frequency to use e-mail is
- (eg. Once a day, twice a day, etc.)

What do you use e-mail mostly for?

- a. Personal use only
- b. Professional use, i.e. for teaching only like receiving and sending educational materials
- c. I use it for some other reasons that is

If you have an e-mail ID and you never use it, please give reason.

- a. I have forgotten to use it.
- b. I don't have time to use it.
- c. I think I am too old to use it.
- d. It doesn't help me.
- e. Some other reason that is

ii. If you don't have an e-mail ID please give reason.

I don't have an e-mail ID because

- a. I haven't heard about it
- b. I have heard about it but I don't know how to create it.
- c. I have heard about it but I think I am too old to use it.
- d. For some other reason that is

H. OHP (Over Head Projector) Traditional

1. Does your school have traditional OHP?

- a. Yes
- b. No

2. Do you know to operate traditional OHP?

- a. Yes
- b. No

i. If you know to operate traditional OHP, please answer these questions:

Do you use it in school / college for teaching?

- a. Yes
- b. No

If you use traditional OHP in school / college for teaching, please respond to the following question(s):

I use traditional OHP for teaching following skill(s) in classroom. (You may tick more than one option if you need.)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use traditional OHP for teaching following aspect(s) in classroom. (You may tick more than one option if you need.)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you know to operate traditional OHP, but don't use it in school, please give the reasons.

- a. My school doesn't have traditional OHP.
- b. My school has it but it is broken down.
- c. My school has it but it is too old fashioned.
- d. My school has it but it is too uneasy to use.
- e. My school has got it but I don't use it for some other reason that is

.....

3. If you don't know to operate traditional OHP what is the reason behind it?

- a. I haven't heard about it.
- b. I have read about it but I have not seen it.
- c. I have seen it but I never get chance to operate it.
- d. For some other reasons that is

.....

.....

I. Modern Multimedia Computer Projector

1. Does your school have Modern Computer Projector?

- a. Yes
- b. No

2. Do you know to operate Modern Compute Projector?

- a. Yes
- b. No

i. If you know to operate Computer Projector, please answer these questions:

Do you use it in school / college for teaching?

- a. Yes
- b. No

If you use Computer projector in school / college for teaching, please respond to the following statement(s) or question(s).

I use modern multimedia projector for teaching following skill(s) in classroom.

(You may tick more than one option if you need.)

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All

I use modern multimedia projector for teaching following aspect(s) in classroom.

(You may tick more than one option if you need.)

- a. Pronunciation and spelling
- b. Vocabulary
- c. Communicative function
- d. Grammar
- e. All

If you know to operate Computer Projector, but don't use it in school, please give the reasons.

- a. My school doesn't have Computer projector.
- b. My school has it but it is broken down.
- c. My school has it but it is too complicated to use.
- d. My school has got it but I don't use it for some their reason that is

.....

3. If you don't know to operate Computer Projector what is the reason behind it?

- a. I haven't heard about it.
- b. I have read about it but I have not seen it.
- c. I have seen it but I never get chance to operate it
- d. For some other reasons that is

.....

J. Pen drive / Flash Drive

1. Do you have a pen/flash drive?

- a. Yes
- b. No

i. If yes please answer these questions:

Do you use it?

- a. Yes
- b. No

If you use it, what do you use it for the most?

- a. Personal use
- b. Professional use like carrying documents or handouts from school / college to home and vice versa.
- c. For some other reasons that is

.....

If you have pen drive and you don't use it, please give reasons.

- a. I don't know to use it despite I have it.
- b. I feel it complicated to use.
- c. I don't trust it.
- d. Some other reason that is

.....

ii. If you don't have pen drive / flash drive please give reasons (for not having it).

- a. I haven't heard about it.
- b. I have heard about it but I haven't seen it.
- c. I know to use it but I don't afford it
- d. I fear using technology like that.
- e. Some other reason that is

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“Thank you for your help.”

