

**DIGITAL LITERACY OF SECONDARY AND HIGHER
SECONDARY LEVEL ENGLISH TEACHERS**

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

**Submitted by
Dhan Bahadur Kshetri**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2011**

**DIGITAL LITERACY OF SECONDARY AND HIGHER
SECONDARY LEVEL ENGLISH TEACHERS**

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

**Submitted by
Dhan Bahadur Kshetri**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2011**

**T.U. Reg. No.: 9-2-329-284-2003
Second Year Examination
Roll No. : 280418/066**

**Date of Approval of the Thesis
Proposal : 2067-02-03
Date of Submission : 2068-08-04**

DECLARATION

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

Date: 2068-08-03

Dhan Bahadur Kshetri

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Dhan Bahadur Kshetri** has prepared this thesis entitled “**Digital Literacy of Secondary and Higher Secondary Level English Teachers**” under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

Mrs. Hima Rawal (Guide)

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following 'Research Guidance Committee'.

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Chairperson

Mrs. Madhu Neupane

Lecturer

Department of English Education

T.U., Kirtipur

Member

Mrs. Hima Rawal (Guide)

Lecturer

Department of English Education

T.U., Kirtipur

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee:

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Chairperson

Mr. Raj Narayan Ray Yadav

Reader

Department of English Education

T.U., Kirtipur

Member

Mrs. Hima Rawal (Guide)

Lecturer

Department of English Education

T.U., Kirtipur

Member

Date:

DEDICATION

Dedicated to
My Parents

ACKNOWLEDGEMENTS

My sincere gratitude goes to **Mrs. Hima Rawal**, Lecturer, Department of English Education, T.U., Kritipur, for imparting her encouraging and ever learning nature to all of us as a teacher and thesis guide.

I will ever be grateful to **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education, Chairperson, English and Other Foreign Languages Education, Subject Committee, T.U., Kritipur for teaching us 'patience' along with the academic theories.

I would like to thank **Prof. Dr. Jai Raj Awasthi** for teaching us the 'quest for knowledge' along with ELT. I will ever be indebted to his word 'READ' with great emphasis which he used to say while encouraging us in class.

I would like to thank **Mr. Raj Narayan Ray Yadav**, Reader, Central Department of English Education for his constructive suggestions for this work.

I will never forget the experience and help provided by **Prof. Dr. Govinda Raj Bhattra**, **Prof. Dr. Tirth Raj Khaniya**, **Prof. Dr. Anjana Bhattarai**, **Dr. Bal Mukunda Bhandari**, **Dr. Tapasi Bhattacharya**, **Dr. Anju Giri**, **Dr. Laxmi Bahadur Maharjan**, **Mr. Vishnu Sing Rai**, **Mr. Prem Bahadur Phyak**, **Mr. Bhes Raj Pokhrel**, **Mrs. Madhu Naupane**, **Mrs. Saraswati Dawadi**, and other members of the Department of English Education for their guidance, kind co-operation and valuable suggestions.

I would like to acknowledge the help provided by the secondary and higher secondary level English teachers of Bhimdattanagar Municipality, Kanchanpur who provided me with the data.

Finally, I would like to appreciate **Mr. Rajiv Maharjan** for setting the drafts patiently as I suggested and **Mrs. Madhavi Khanal** for providing books and needy suggestions from the library.

Dhan Bahadur Kshetri

ABSTRACT

The thesis entitled “Digital Literacy of Secondary and Higher Secondary Level English Teachers” is an attempt to find out the level of digital literacy of secondary and higher secondary level English teachers of Bhimdattanagar municipality, Kanchanpur district. It also aims to generalise the findings throughout the country and suggest some pedagogical implications. To achieve the objectives of the research, the researcher selected fifty two teachers (keeping the equal distribution of secondary – higher secondary level, male – female respondents, rural – urban area) from Bhimdattanagar municipality. 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. The researcher disseminated the prepared questionnaire to the sampled population and collected them back. Only forty out of fifty two respondents responded (correctly). 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. After analysing and interpreting the data, the researcher found out that the digital literacy of secondary and higher secondary level English teachers of Bhimdattanagar municipality, Kanchanpur is not satisfactory.

The study consists of four chapters: Introduction, Methodology, Analysis and Interpretation and Findings and Recommendations. The first chapter contains introduction to teaching, teachers and teaching English, introduction to literacy, introduction to digital literacy, changing world with digital technology, impact of growing digital technology in teaching, importance of digital literacy for (English) teachers, future of (English language) teaching with digital technology, review of the related literature, objectives of the study, significance of the study and definitions of specific terms. The second chapter deals with the methodology which further contains the sources of data, tools for data collection, population of the study, sampling procedure, process of data collection and limitations of the study. The third chapter deals with the analysis and interpretation of the data obtained from the field. And the fourth chapter includes findings of the study and some recommendations on the basis of those findings.

LIST OF CONTENTS

	Page
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>List of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>Abbreviations</i>	
CHAPTER ONE: INTRODUCTION	1-22
1.1 General Background	1
1.1.1 Introduction to Teaching, Teachers and Teaching English	1
1.1.2 Introduction to Literacy	8
1.1.3 Introduction to Digital Literacy	9
1.1.4 Changing World with Digital Technology	11
1.1.5 Impact of Growing Digital Technology in Teaching	12
1.1.6 Importance of Digital Literacy for (English) Teachers	12
1.1.7 Future of (English Language) Teaching with Digital Technology	13
1.2 Review of the Related Literature	15
1.3 Objectives of the Study	17
1.4 Significance of the Study	17
1.5 Definitions of Specific Terms	18
CHAPTER TWO: METHODOLOGY	23-25
2.1 Sources of Data	23
2.1.1 Primary Sources of Data	23

2.1.2	Secondary Sources of Data	23
2.2	Population of the Study	23
2.3	Sampling Procedure	24
2.4	Tools for Data Collection	24
2.5	Process of Data Collection	25
2.6	Limitations of the Study	25
CHAPTER THREE: ANALYSIS AND INTERPRETATION OF DATA		26-50
3.1	Scheme to find out Digital Literacy	26
3.1.1	Digital Literacy of the Particular Respondent	27
3.1.2	Digital Literacy of the Whole Population	28
3.2	Category (Item) wise Analysis of the Responses	28
3.2.1	Radio	28
3.2.2	Cassette Player	29
3.2.3	CD/DVD Player	31
3.2.4	Computer	33
3.2.5	Internet	38
3.2.6	Mobile	40
3.2.7	E-mail	42
3.2.8	Traditional OHP (Over Head Projector)	43
3.2.9	Modern Multimedia Computer Projector	45
3.2.10	Pen Drive / Flash Drive	47
3.3	Individual Analysis of the Responses	49
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS		51-59
4.1	Findings	51
4.2	Recommendations	56
REFERENCES		60-62
APPENDIX		

LIST OF TABLES

	Page
Table No. 1: The Responses of the Teachers About Radio	28
Table No. 2: Reasons for Not Using Radio in English Classroom Despite having Knowledge of its Operation	28
Table No. 3: The Responses of the Teachers about Cassette Player	29
Table No. 4: Use of Cassette Player for Teaching Skills of Language	30
Table No. 5: Use of Cassette Player for Teaching Aspects of Language	30
Table No. 6: Reasons for not Using Cassette Player in English Classroom Despite having Knowledge of its Operation	31
Table No. 7: The Responses of the Teachers about CD/DVD Player	32
Table No. 8: Use of CD/DVD Player for Teaching Skills of Language	32
Table No. 9: Use of CD/DVD Player for Teaching Aspects of Language	32
Table No. 10: Reasons for not using CD/DVD Player in English Classroom Despite having Knowledge of its Operation	33
Table No. 11: The Responses of the Teachers about Computer	34
Table No. 12: The Responses of the Teachers about Microsoft Office Word	34
Table No. 13: The Responses of the Teachers about Microsoft Powerpoint	35
Table No. 14: Use of Microsoft Powerpoint for Teaching Skills of Language	36
Table No. 15: Use of Powerpoint for Teaching Aspects of Language	36
Table No. 16: The Responses of the Teachers about Microsoft Excel	36
Table No. 17: The Responses of the Teachers about Offline Dictionary	36
Table No. 18: The Responses of the Teachers about Offline Encyclopedia	37
Table No. 19: The Responses of the Teachers about Typing Style	37
Table No. 20: The Responses of the Teacher about Typing Speed	38
Table No. 21: The Responses of the Teachers about the Internet	38
Table No. 22: Reasons for not having Basic Knowledge of the Internet	39
Table No. 24: The Responses of the Teachers about Mobile Possession	40

Table No. 25: Kind of Mobile Possessed by Respondents	40
Table No. 26: Mobile Dictionary Installation	41
Table No. 27: GPRS Connection	41
Table No. 28: Most use of Mobile in General	41
Table No. 29: Possession of E-mail ID	42
Table No. 30: Use of E-mail ID	42
Table No. 31: Reasons for not having an E-mail ID	42
Table No. 32: Traditional OHP (Over Head Projector)	43
Table No. 33: Use of OHP in School / College for Teaching	43
Table No. 34: Use of OHP for Teaching Skills of Language	44
Table No. 35: Use of OHP for Teaching Aspects of Language	44
Table No. 36: Reasons for not having Knowledge of Operating Traditional OHP	44
Table No. 37: Modern Multimedia Computer Projector	45
Table No. 36: Use of Modern Multimedia Computer Projector in School / College for Teaching	45
Table No. 37: Use of Modern Multimedia Computer Projector for Teaching Skills of Language	46
Table No. 38: Use of Modern Multimedia Computer Projector for Teaching Aspects of Language	46
Table No. 39: Reasons for not having Knowledge of Operating Modern Multimedia Computer Projector	47
Table No. 40: Possession Pen Drive/Flash Drive	47
Table No. 41: Use of Pen Drive	48
Table No. 42: Reasons for not having (Possessing) Pen Drive	48
Table No. 43: Individual Analysis of the Responses	49

ABBREVIATIONS

CD/DVD	:	Compact Disk/Digital Video Disk
E-mail	:	Electronic Mail
etc.	:	Etcetera
e.g.	:	For example
GPRS	:	General Pocket Radio Service
Hi-tech	:	Highly Technological
HSEB	:	Higher Secondary Education Board
i.e.	:	That is
MS	:	Microsoft
NPABSON	:	National Private and Boarding Schools' Organization of Nepal
OHP	:	Over Head Projector
PABSON	:	Private and Boarding Schools' Organization, Nepal.
PDA	:	Personal Digital Assistant
S.N.	:	Serial Number
SIM	:	Subscriber Identity Module
SLC	:	School Living Certificate
SMS	:	Short Message Service
WWW	:	World Wide Web