

**Practices of ICT as Perceived by Teachers for Professional Development**

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

**Submitted by  
Srijana K.C.**

**Faculty of Education  
Tribhuvan University  
Kathmandu, Nepal  
2021**

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## **Declaration**

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

Date: 08-04-2021

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**Srijana K.C.**

## **Recommendation for Acceptance**

This is to certify that **Srijana K.C.** has completed her M. Ed. thesis entitled **Practices of ICT as Perceived by Teachers for Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 09-04-2021

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## **Recommendation for Evaluation**

This thesis has been recommended for evaluation from the following

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## **Dedication**

Dedicated to

My Parents, Siblings and Husband whose affection, love, encouragement make me  
able to get success.

Along with all hard working and respected Teachers

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Srijana K.C.



## **Abstract**

This research entitled “Practices of ICT as Perceived by Teachers for Professional Development” aims to identify the practices of secondary level English teacher towards the use of ICT for professional development. The present study was based on survey research design. For this purpose, forty different schools were selected through purposive non random sampling procedure. Data were collected using a set of questionnaire consisting of both close ended and open ended questions which was used as tools for collecting data. The collected data were analyzed statistically and descriptive. From the study, it has been found that teachers themselves as highly motivated to apply new method and techniques in practices of ICT for professional development. This research shows that ICT is essential for teacher professional development. Teachers used internet as a resource tool, to improve their language skills and aspect, to update themselves with the new knowledge in the field of ELT with the change of time and most importantly, they see improvement in their profession as well.

This study comprises five chapters. The first chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, de-limitations of the study, operational definitions of the key terms. The second chapter consists of review of related literature, review of empirical literature, implication of the review for the study and conceptual framework of the research. Likewise, the third chapter deals with the methods and procedures of the study. It includes design and method of the study, population sample and sampling strategy, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical consideration. Similarly the fourth chapter consists of analysis and interpretation of results. Fifth chapter consists of findings, conclusion and recommendation. Overall discussion is followed by references and appendices.

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## **Abbreviations**

CALL	Computer Assisted Language Learning
e.g.	Example
ELT	English Language Teaching
ELT	English Language Teaching
GPRS	General Packet Radio Services
i. e	That is
ICT	Information Communication Technology
IT	Information Technology
M. A.	Master of Arts
M. Ed	Master of Education
MS	Microsoft
OECD	Organization for Economic Co-operation and Development
OHP	Over Head Projector
PDA	Personal Digital Assistant
PISA	Programme for International Student Assessment
SABER	System Assessment and Benchmarking for Education Results
TPD	Teacher Professional Development
URL	Uniform Resource Locator
WAP	Wireless Application Protocol
WSIS	World Summit Information Society
WWW	World Wide Web

## **Chapter 1**

### **Introduction**

Twenty- first century is the age of information and communication technology (ICT). The way of updating oneself now is different from the way we upgraded in the past that is, one can develop his/her professionalism getting access to online resources via ICT. This study is on Practices of ICT as perceived by teachers for professional development. This section consists of background of the study, statement of the problem, objective of the study, research questions and significance of the study, delimitation of the study and operational definition of the key terms.

### **Background of the Study**

The recent era is regarded as the era of ICT. ICT is the hardware and software and all the technology we use to communicate with people. This includes computers and communication medium such as Internet, E-mail, websites as well as the way we manage information and data electronically. When in the field of education, the use of computer and Internet technology came into new forms like data creation, store, and share or transmit, exchange information etc., and then IT converted into ICT. ICT consist of the hardware, software and media for collection, storage, processing, transmission and presentation of information and related services (Karoline & Celine, 2016). Information communication technologies (ICT) at present are influencing every aspect of human life. They are playing salient roles in work places, business, education, and entertainment. Moreover, many people recognize ICTs as catalysts for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information communication technology (Ratheeswari, 2018).

In the context of Nepal, use of ICT in education sector is increasing day by day. Government schools are provided with ICT's to spread knowledge among the students because technology knowledge is being compulsory in the recent era. Information communication technologies are very much helpful for teachers as well as learners in teaching and learning process. Regarding English language teachers, ICT's is the source of information and knowledge through which they can grasp

knowledge for their respective field. ICT's is the tool for teachers to develop their profession.

Teacher is a person who delivers knowledge, skills and information to the students. To be an efficient teacher, one should have knowledge on different things. Only having command over subject matter and language system is not sufficient for successful teaching. Harmer (2008) states that a teacher needs to have knowledge in the language system, classroom equipment and stay up to date. The use of ICT in teaching-learning process is the need of an hour and teacher is expected to be traditional as well as innovative in his/her teaching learning process (Raval, 2014). So on (cited in Head and Tyler, 1997, p.4) Teaching is also a profession. If the education is to improve, teacher professionalism must increase because teachers are those critical persons who play direct and vital role to enhance the quality of education by means of teachings. Regarding English language teachers, they must be a professional. There are various ways to enhance English language teachers development. Richards and Farrel (2005) have given comprehensive activities for teacher's professional development. They are: trainings, workshops, self-monitoring, and teacher's support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research. Besides these activities, use of ICT cannot be an exception regarding English language teachers professional development. ICT is a vast resource of knowledge and information. Teachers can not only use the internet for findings resources for their classes but also supply their own materials, knowledge and ideas for other teachers via the ICT. For example, they can create homepages for the purpose of their lessons and put their materials online. ICT changes the role of teachers and the way they teach. IT helps teacher for their professional development and motivates the learners towards learning by providing various teaching learning materials. There may be the different attitude and practice of English teacher towards use of ICT for their professional development.

The reason behind the selection of this issue is that using ICT in language teaching and learning process is a new way of teaching for teachers. It is a new and innovative for both students and teachers. It is the demand of 21<sup>st</sup> century. Nowadays, teachers are using their experience, attitude and practice towards ICT tools in their



teaching and learning process and in their personal life. In my own experience, I have seen that teachers spend a lot of time with ICT tools inside and outside the classroom. They may have different attitude and practice about using ICT for their professional development. UP to now, there has not been much more research works in this area. No particular study has been carried out to find attitude and practice of teachers' on the use of ICT for their professional development and no any research touch the area of ICT. Therefore, I was interested to find out the beliefs of English teachers on the use of ICT for their professional development and it is important to study because it explores the English teacher's practice on the use of ICT for their professional development. It explores the new information in this area; it presents different views of English teachers. Similarly, it tries to add some extra information and opens the possibilities for further research and provides wealth of information related with ICT and enhance their professional development. Teachers can get number of benefit for the better environment of their teaching career and their professional development. Both teachers and students get opportunity to be familiar with new knowledge and burning issues which help them to update themselves with the change of time. So use of internet is necessary for English language teachers to build up their attitude and practice for professional development.

### **Statement of the Problem**

The fast growth and development of technology throughout the world seem to ensure that ICT will dominate in classrooms globally. Transformation of teaching and learning focuses on bringing changes in teaching mechanisms and developing learning strategies. The application of ICT in education has shifted a teacher's role to a facilitator rather than an instructor. E-learning, or a virtual learning environment, has created a shared working space and resources, easy access to recent information, promotion of collaborative learning, and developed different strategies for teaching and learning. Promotion of the internet has attracted the current generation of learners towards an online blackboard where they can have live interaction while sitting at various locations around the world. Learners can share ideas via audio-video chat or live chat. The global trend in the use of ICT forecasts that ICT will be an indispensable part of daily life.

Nowadays, ICT has become a motivating instrument to teachers and learners. There is no doubt that using ICT in education improves teachers' instructional process and helps in professional development. Different teachers may have different practices on the use of ICT for their professional development. While trying to get how teachers deal with the dimensions of teaching, it is necessary to examine their thinking process which underlines teacher's classroom actions with the help of ICT for professional development. Teaching is a personal activity. Teachers have different attitude about ICT education.

This study can help students by supporting their academic studies by providing some ideas, information and working as an authentic materials. Similarly, it will helpful for researchers, they can get the significant ideas and guidelines about their topic, it can help them to select appropriate research methodology and it can help them to learn to carryout survey design. In the same way it will be equally important and useful for almost all the people of the modern world who are interested to know about the ICT because it will provides a wealth of information about ICT.

### **Objectives of the Study**

This study had the following objectives

- a. To explore the practices of secondary level English teacher towards the use of ICT for professional development.
- b. To suggest some pedagogical implications.

### **Research Question**

This study was oriented to find out the answer of the following research question:

- a. What is the practice of ICT as perceived by teachers for professional development?

### **Significance of the Study**

This study reveals the practices of secondary level English language teachers towards using internet as perceived for their professional development. This study also looks how the English language teachers are connected with the internet and what types of benefits they are getting from the use of internet. So, this study will be significant to the teachers who are working in the field of ELT. It will be equally useful for the researchers who want to carry out the researches in the same topic. Similarly, it will be significant to teachers, educators as well as persons and organizations in the respective fields. Finally, the students and all the persons who are directly and indirectly involved in the teaching and learning program will be benefitted from this study.

### **Delimitations of the Study**

This study had the following limitations:

This study was limited to the use of ICT based resources for professional development through teacher experiences. Purposive sampling was the procedure used in this study. This study was limited within the 40 secondary level schools of Syangja district as sample. It was limited to questionnaire only as a tool to elicit the data. Likewise, it will be based on survey research design. It focused only in the use of ICT for professional development of the secondary level English teachers.

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

In this research, several key terms are used. Those key terms along with definition are cited below:

**Attitude:** Feeling or opinion about ICT or way of behaving that is caused by ICT

**Computer:** An electronic symbol manipulating system that is designed to accept automatically input data, store and process them to produce desired output step by step under the instruction provided by the stored program.

**Internet:** Internet is the large worldwide networks of computer that facilitates data communication services, file transfer, electronic mail, the World Wide Web (WWW) and newsgroup with the common protocols.

**Practice:** Used to describe what really happens as opposed to what teacher think will happen in the ICT based classroom.

**Professional Development:** The process of obtaining the skills, qualifications, and experience that allows one to make progress in his/her career.

**Websites:** It is a set of related web pages served from a single web domain. A website is hosted on at least one web server accessible via a Network such as the Internet or a private local area network through an Internet address known as a Uniform Resource Locator (URL). All publicly accessible websites collectively constitute the World Wide Web (WWW).

## Chapter 2

### Review of Related Literature

A review of literature is the process of collecting, selecting and reading books, journals, reports, abstracts, and other reference materials. A review of related literature is a must in research because it helps the researcher identify and define a research problem.

#### Review of Related Literature

This section consists of introduction to ICT, Importance of ICT for teacher's professional development, ICT in education, Types of ICT used in English Language Teaching and ICT for professional development

**Introduction to ICT.** This is the age of information and communication technology. The word 'ICT' refers to the various technological devices used to communicate and to create, store, disseminate and manage the information. It includes technologies like radio, television, telephone, computer and latest technologies like email, internet, wireless network, laptop, projectors, cell phones, satellites system and so on. The field of education has been affected by ICTs, which have undoubtedly affected teaching learning and research (Yusuf, 2005). Information and communication technology have been touted as a potentially powerful enabling tool for educational change and reform. A more pertinent role of information and communication technology is the transmitting, transferring, inculcating desirable goals and values through education that cannot be over emphasized. In an educational system, ICT is a driving force in the process of transferring of worthwhile goals from a teacher to learners (Kingsley, 2017). English language teaching is also one of those field where different sorts of new technologies are required. ICT is an umbrella term that includes any communication device or application, encompassing: radio, television, cell phone, computers network hardware and software satellite system and so on, as well as the various services and applications associated with them, such as video conferencing and distance learning.

Basri, Alandejani and Almadani (2018) Information and communication technology (ICT) has become an important source of innovation and improvement of efficiency for many sectors across the globe. In the education sector, particularly, the application of ICT has become a critical part of the learning process for university students both outside and inside the classroom setting. The government and other stakeholders in the education sector such as university management and researchers have invested millions of dollars to adopt ICT in the education system during the last two decades. Most universities that have fully adopted ICT have recorded immense advancement in the application of ICT for the improvement of learning methods, teaching, research, and development. It is, however, not clear what impact the ICT applications have on the performance and achievement of students. Davis and Tearle (1999) as cited in Yusuf (2005) ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change. The integration of information and communication technologies can help revitalize teachers and students. This can help to improve and develop the quality of education by providing curricular in different subject areas. To achieve teaching objectives, teachers need to be involved in collaborative projects and development of interventional change strategies, which would include teaching partnerships with ICT as a tool. The use of ICT will not only enhance learning environments but also prepare next generation for future lives and careers (Wheeler 2001).

ICTs play important role in teaching and learning process. The value of the ICT for English language teaching and learning is inevitable. ICT can affect the delivery of education and enable wider access so that learners can access the education regardless of time and geographical barriers. It can influence the way students are taught and how they can learn. It would provide the rich environment and motivation for teaching learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for learners and teachers.

**ICT in Education.** ICTs have been playing vital role in the present day's world. ICTs make possible to provide access to variety of learning resources

immediacy to provide authentic and up to date information access to online library, makes the learning meaningful, effective, long-lasting and more advance. Technology impacts not only in education but also on the ways and opportunities educators learn. Most of the teachers use ICT for their knowledge and attitude development because ICT helps to make them clear the difficult content, to learn easy and fast way, to get much information. To make education more reliable and effective ICTs tools like laptop, overheads projector, multimedia technologies plays important role (Hooker, 2009). Educational technology can influence teachers, students' achievement, increase integrative motivation and make it possible for accommodate information and enable learners to make connections to higher order thinking (Lemke & Coughlin, 1988).

The UNESCO Institute for Statistics, which is the United Nation's repository for statistics on education, science and technology, and culture and communication, is mandated to administer international data collections on the availability, use and impact of ICT in education. ICT integration in the classroom provides opportunities for students to learn and teachers to teach via vital skills of the twenty- first century. ICT improves pedagogical setting and help a teacher by making his teaching attractive for all level of students (Ratheeswari, 2018).

More than a decade later, the World Summit on the Information Society (WSIS), convened in 2003 and 2005, resulted in a clear commitment by governments to foster the achievement of an inclusive information society. To this end, the WSIS Plan of Action identified ten targets to be achieved by 2015 – two of which are related to education. These include Target 2: Connecting all primary and secondary schools to ICT, which is a precondition to Target 7: Adapting all primary and secondary school curricula to meet the challenges of the information society (Partnership on Measuring ICT for Development, 2011). The UIS plays a vital role in helping to benchmark country progress within the WSIS framework by collecting statistics and calculating internationally-comparable indicators related to ICT in education.

ICT is used by teachers in the classroom for imparting knowledge on the learners. ICT in education is more of teacher's and learners approach to ICT in which the learners are expect to gain some learning outcome at the ending of the use of ICT devices in teaching by the teachers, which will in the long run assists in national development through upgrade of manpower capacity as a result of the teaching

process. ICT for education involves organizing of workshop symposia and seminars for teacher's expert discussion and briefing of the government on possible steps, procedures and strategies to be taking, in the process of making ICT as a tool to be use in teaching and learning (Kingsley, 2017)

Information communication technologies at present are influencing every aspect of human life. They are playing salient roles in work places, business, education and entertainment. Moreover many people recognize ICTs as a catalyst for change in working condition, handling and exchanging information, teaching methods, learning approaches, scientific research and in accessing information communication technologies. In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21<sup>st</sup> century skills. ICT improves teaching and learning and its importance for teachers in performing their role of creators of pedagogical environment. ICT helps of a teacher to present his teaching attractively and able to learn for the learners at any level of educational programs (Ratheeswari, 2018)

For developing countries, the situation is even more challenging. The UIS has undertaken regional data collections in Latin America and the Caribbean and in a few selected Arab States that are intended to provide a comparative perspective of the integration and access to ICT in education, while the World Bank's System Assessment and Benchmarking for Education Results (SABER) initiative and the Inter-American Development Bank are currently focusing on a compilation of detailed information about technology policies in education, mostly from a qualitative perspective. Unfortunately, neither of these initiatives has yet produced a comprehensive global assessment.

**Importance of ICT for Teacher professional development.** ICT is a scientific, technological and engineering discipline and management technique. Bhattacharjee and Deb (2016) states ICT is a part of our lives for the last few decades affecting our society as well as individual life. ICT which is now broadly used in educational world. Teacher, Student, administrator and every people related to education are popularly used ICT. Teacher use ICT for making teaching learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching. So development and increase of skills and



competencies of teacher required knowledge of ICT and Science & Technology. In modern science and technological societies education demands more knowledge of teacher regarding ICT and skills to use ICT in teaching –learning process. The knowledge of ICT also required for pre-service teacher during their training programme, because this integrated technological knowledge helps a prospective teacher to know the world of technology in a better way by which it can be applied in future for the betterment of the students. Now – a day’s ICT’s are transforming schools and classrooms a new look by bringing in new curriculum based on real world problems, projects, providing tools for enhancing learning, providing teachers and students more facilities and opportunities for feedback. ICT also helps teachers, students and parents to come together. Continuous and Comprehensive Evaluation (CCE) helps students as well as teachers to use more technology for making teaching learning more attractive for the betterment of our future generation. Teachers must know the use of ICT in their subject areas to help the learners for learning more effectively.

According to Kalogiannakis (2010) ICT “changes fundamentally the teachers role, the use of ICT is becoming a part of everyday life in schools” (P. 4). Teachers need time to use ICT & gain the needed skills and competencies to integrate them successfully into their classroom. According to Donneli and Colleagues (2002), studies have shown that teachers need 3-6 years of sustained practice to integrate ICT fully into the classroom.

According to Iluobe (2013) state ICT can provide more flexible and effective ways for professional development for teachers, improve pre- and in-service teacher training, and connect teachers to the global teacher community. Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and modern technologies are demanding teachers to learn how to use these technologies in their teaching. While new technologies increase teachers' training needs, they also offer part of the solution. For successful technology integration, there needs to be a shift in pedagogical approaches and reform of teacher education programs. This study, therefore, investigated the use of ICT tools by teachers in their teaching and learning process.

Welch (2012) argues that “if professional development is not centered on the link between educators’ skills and knowledge and student learning, it cannot be said to be working” (p. 2). It is noted that effective ICT professional development should be linked to teacher learning and learners’ achievements; however, there is scant literature explaining how to measure the impact of ICT professional development in ICT pedagogical integration and student achievement. The literature points out that ICT professional development needs to change teachers’ beliefs and attitudes about ICT in order for them to integrate ICT into education.

The use of ICT is becoming a part of everyday life. It plays important role for teacher professional development. ICT demands improved quality of teaching and learning in Education to improve learner attainment. It offers greater opportunities to access learning, improve the quality of teaching, develop pedagogical innovation, confidence, develop skills and learning.

**Type of ICT used in English language teaching.** In the recent years, different modern technologies have been used in the field of English language teaching. Use of technologies aids, especially those related to computers has increasingly become a common feature of the L2 classroom. The information and communication technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations.

***Overhead projector (OHP).*** Overhead projector is a device that can project any written matter on a transparent sheet on the screen before students in the class. It projects an image of transparency into a large screen. According to Krishna swami and Krishna (2006, P.182), overhead projector is a useful alternative to chalkboard. Writings or pictures on transparencies are projected on a screen and it saves time by preparing the materials in advance. It makes teaching illuminative, illustrative and impressive. There is no doubt that the use of OHP is beneficial for both teacher and students for effective presentation. It helps the teacher to present classroom effective and lively to make the teacher independent and autonomous. It saves the great deals of teacher’s time used in drawing and writing in the class. It is simplest and cheapest of all projected materials. It can be easily used in large class. It encourages the teacher to plan his/her lesson. Photocopies of transparencies can be handed to the student if they need.

**Multimedia technology.** Multimedia Technology involves using sound, pictures and films in addition to a text on a screen. For Example Computer movies, televisions, interactive white boards and power points slide and so on. In Schmidt's (2008) views: The term "Multimedia" literally means various types of media, like radio clips and visuals that can be manipulated or integrated can be operationally be defined as the manipulation of computers to present verbal or visual information in an integrated form of texts, graphics, sound (as cited in Mukunda and Nimehchissalem, 2009, p.72). In multimedia technology students participate actively during teaching and learning in the classroom. It takes the class lively and interesting. Learners have high motivation and self-confidence. They receive an adequate amount of comprehensive input according to their need and interest.

**Computer assisted language learning (CALL).** Computer Assisted Language Learning is a technique of using the computer for language teaching purpose. There is the active participation of the learners. They involve in different activities and test themselves. It motivates and simulates the learners to use the language.

**Computer and internet.** The best of all possible worlds would be for computers and the internet to become part, and probably only a small part, of a thriving academy of motivated learners whose time in cyberspace is significantly exceeded by time spent reading, visiting interesting places and people, having fascinating conversations, helping their peers, developing their physical and artistic talents, and enjoying life. (Chapman 2011, p. 342) states that the internet plays a major role in the lives of young people today. Children and youngsters engage in online activities both inside and outside the Classroom (Septon – Green 2004). Harmer (2008) has given some uses of computers in language teaching. The computer can be used as a vital references tool, it can be used as teaching and testing instruments use to exchange emails, used to logon various websites and used as a word processor.

The use of Computers and Internet has been increasing in an extraordinary speed in teaching of English Language. Computers and Internet were initially used as the task marker for practicing any language skills, i.e. listening, speaking, reading and writing. The Internet is a network of networks. It connects millions of computers all over the world. Students can get information easily and quickly with the help of

Computers and Internet. Internet can be used as a medium of language learning through email, websites, text, audios and videos as well as the various services and applications associated with them, such as video conferencing and distance learning.

According to Daniels (2002), “ICTs have become within a very short time, one of the basic building blocks of modern society”. ICTs have the potential to accelerate, enrich and deepen skills to motivate and engage students, to help relate school experiences to work practices, create economic viability for tomorrow’s workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999 as well as cited in Yusuf, 2005). The integration of information and communication technologies can help revitalize teachers and students. This can help to improve and develop the quality of education by providing curricular in difficult subject areas. To achieve teaching objectives, teachers need to be involved in collaborative projects and development of intervention change strategies, which would include teaching partnerships with ICT as a tool. The use of ICT will not only enhance learning environments but also prepare next generation for future lives and careers (Wheeler, 2001).

Lim and Tay (2003) classified the ICT tools in five categories. They are:-

***Informative tools- internet, network virtual drive, intranet systems and homepage.*** Informative tools are applications that provide large amounts of information in various formats such as text, graphics, sound, or video. Informative tools can be regarded as a passive repository of information (Chen & Hsu, 1999). Examples include tools and information resources of the existing multimedia encyclopedia of the Internet. The Internet is a huge electronic database, and researchers consider the Internet as the most significant ICT tools in e-learning environments. Pew Internet & American Life Project did a survey in 2002 showed them three out of five children under the age of 18 and more than 78% of children between the ages of 12 and 17 lines. Key findings from this study are found in Levin & Arafeh (2002) shows that students rely on the internet to help them do their homework. In short, students consider the Internet as a virtual textbook, reference library, virtual tutor, learn to study shortcuts and virtual study groups (McNeely, 2005).

***Situating tools- CD-ROM.*** Situating tools is a system that lay the students in the environment where it involves a context and the occurrence of a situation. Examples of such systems include simulation, virtual reality and multi-user domain. Situating tools software tools such as CD-ROM. CD-ROM offers hypermedia application which gives better opportunities for teachers to enhance learning environment. Hypermedia application covers more than one of the following media such as text, audio, graphic images (still images), animation and video clips. Hypermedia applications are well integrated in the learning environment to enhance student autonomy and thinking (Cheung & Lim, 2000). A multimedia presentation topic will help students to conceptualize the ideas of the real world by integrating the theories in the practical application of real-world situations. It is to increase students' ability to use the conceptual tools of the discipline in authentic practice. (Phillips, 2004) Multimedia able to put the amazing array of resources on student and lecturer resources on teaching and student Icontrol. "Multimedia learning active learning to create a more dynamic, interactive, collaborative, and satisfying" (Supyian, 1996)

***Constructive tools- MS word, power point, front page and adobe photoshop.*** Constructive tool is a general purpose tool that can be used to manipulate information, construct their own knowledge or visualize students understanding. Construction tools such as Microsoft Word or PowerPoint has a strong impact in the educational environment and is widely used in most organizations in the form of memos, reports, letters, presentations, record routine information, giving businesses the most (McMahon, M. 1997.) In learning a second language, Microsoft Word manages to help students to make correct sentences and texts as well as modern word processors include spell checking and dictionaries and grammar checkers. Therefore, teachers can use the software to promote writing in the curriculum. PowerPoint is a presentation graphics program packaged as part of Microsoft Office for Windows or Macintosh. Although generally used for developing business presentations, it is also very advantageous in the context of increase creativity among students. While word processing program is the most common computer applications used, as a spreadsheet like Excel is just as important in teaching and learning of English. Students will be exposed to learning design and statistical data using the Excel program that can be automated through the formula.

***Communicative tools- E-mail and SMS.*** Communicative tools are systems that allow easy communication between teachers and students or between students outside the physical barrier classroom. (Chen, D., Hsu, JF, and Hung, D. 2000) It is including e-mail, electronic bulletin boards, chat, teleconference and electronic whiteboard. Synchronous communicative tools such as chat or video conference enable real-time communication while using the tools of communicative asynchronous (eg e-mail and electronic whiteboard) is a system in which exchange of messages between people are not 'live' but somehow delayed. Communicative tool most appropriate for activities requiring more time to think before responding. Utilization of electronic mail is increasing day by day. E-mail is the most commonly used on the Internet. It is easy to use as it is a primarily text-based system and simple communication tool for teachers and students that allow students to dominate class beyond physical barrier. (Chen, D., Hsu, JF, and Hung, D., 2000.)

***Collaborative tools- discussion boards.*** Collaboration tools of ICT is currently the focus of much interest and emerging as development of new tools that make online collaborative projects draw a realistic option for a distributed group work. Internet can be used for many collaborative activities such as meetings; discussions are taking place, working in the document, information dissemination, and other tasks. Interactive electronic whiteboard is not just used as tools for meeting and development, but recently became the most popular tool among teachers. Whiteboard is an electronic device that interfaces with the computer where the computer image is displayed on the board that can be manipulated interactively (Weiser and Jay, 1996). This tool is increasingly popular with teachers, when used in conjunction with a computer and a video projector that produces interactive learning community. Instead of having to crowd around one or two computers, interactive whiteboard not only display the materials, but also to respond to human interaction with computer commands and orders on a touch screen. In addition, these technologies provide impulsive information sharing, constructing knowledge and stimulate personal growth. Mona (2004). Other collaborative tools, such as E-mail messaging, Wireless Application Protocol (WAP) and General Packet Radio Services (GPRS) embedded in micro-browser equipped mobile phones or GPRS enabled handheld computers are other ICT tools that that can link students in different geographic locations exceeding the boundaries of class. In addition, the development of mobile phone and PDA

allows learners to exchange information in a short time simultaneously and asynchronously, and provides flexibility for one-one, one-to-many and many-to-many communication, especially for the online discussion forum. Lim and Lee (2002). In conclusion, a "learning is no longer seen as a solitary activity, but is described as taking place through social interaction with peers, mentors and experts" Kings (1998).

Teachers need to have the knowledge and skills of using technology before they can discover how to implement it. For Example- the use of the Internet, Computer, MS-Word and Word processing programs are essential for the teachers to learn and make students practice on them. They can exchange ideas, do assignments, interact with each other and give feedback through such technological networks. Some of the common technologies used in ELT classrooms are discussed briefly under the following sub-headings.

ICTs play important role in teaching and learning process. The value of the ICT for English language teaching and learning is undeniable. ICT can affect the delivery of education and enable wider access to the same; it will increase flexibility so that learners can access the education regardless of time and geographical barriers. It can influence the way students are taught and how they learn. It would provide the rich environment and motivation for teaching learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for learners and teachers.

**ICT for professional development.** A profession is a job, which requires specific training and regulated by certain standards. Regarding the teacher professional development (Brown, 2008) states, "There have been debated over the years and throughout the nation as to whether teachers are professionals as opposed to mere 'workers' and whether teaching is a profession and not just an occupation". Villegas further states, "Fortunately, the tendency over the last and few years has been to begin to accept teaching as a profession and consequently, the transformation from the teacher training to teachers' professional development" (p.36). Profession is a kind of job or occupation, which can only be well rewarded because of the difficulty in attaining it and the public good it brings. Professionalism requires prolong academic training and formal qualification and professional activities involve systematic knowledge and proficiency. Teachers are the professionals like doctors,

pilots, engineers, who require special skills to accomplish their particular job. Dhakal and Jamil (2005) supports this view and states, “Teachers, professors, doctors, engineers, lawyers etc. are regarded as professionals ...professional is who performs tasks involving not only skills and knowledge but also expertise” (p. 67). From the above-mentioned statements, profession is someone’s systematic and total involvement in particular having specialize knowledge and skill with some sort of innovation and this is required in the field of English. Wallace (ibid) has proposed five distinctive qualities of profession which include: a basis of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standards of conduct, and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

Latest innovation in the field of education is the integration of information communication technology in education. The educational institution, administrators and teachers should cope with the suddenly demand for information and skills, one cannot depend on only the same big blackboards, an overhead projector and video graphed concepts as either because the transaction of curriculum is poor or the tools used in its transition lack application and skill. Technological resources that are available for teaching and learning specially include computer hardware and software, in addition to the growing range of peripherals, which include video, CD-ROM and electronic communication media. (Thakral, 2015).

Turhan and Arikan (2009) states the more there appeared a change in the role of teachers and the methods of teaching, the more teachers try to keep up with the latest trends to freshen themselves for the sake of their own professional development. Ur defines teacher development as the means through which teachers learn about their profession by reflecting on their own classroom experiences. Defining teacher’s development as a process, Eraut articulates that teacher development should be seen as a natural process of professional growth in which a teacher gradually acquires confidence, new perspectives, new knowledge, and new methods by taking on new roles. Lange defines teacher’s development as something that can be done only by and only for oneself. Therefore, teacher’s development cannot be presented or managed by others. Rather, it is the teacher who decides which activities and/or resources



should be used and for how long it should last for his/her own development. Besides, it is again the teacher who has his/her own purposes for development.

The basis of teacher's development depends on teachers' experiences, perceptions and expectations. It is a self-reflective process as teachers utilize their experiences, perceptions and interactions for their professional development. In addition to being self-reflective, teacher's development is also continual. It can start at a very early stage at teachers' profession and can continue till retirement. Contrary to some common beliefs, not only novice teachers but also experienced teachers should have constant development. Here, it is stated that both novice and experienced teachers need constant teacher's development since the first year of teaching can be very stressful, and those difficult first years may even cause some new teachers to give up their profession. Likewise, experienced teachers feel the need for constant teacher's development as they sometimes face professional survival challenges in the later years of their career, due to a phenomenon known as 'burn-out.', which is a feeling of boredom, or loss of momentum. As a result, in such cases constant teacher's development can help forestall or solve the problems teachers have to deal with. As many changes occur in the field, teachers also have to adapt themselves to those changes in a fast manner.

Kohonen (2002) states positive aspects of this conception of professional development are first, that it values the teachers' expertise and their contributions to the institution. Second, because professional development experiences arise from the teachers' interests, the teachers are more likely to be committed to them, and the changes that emerge from these experiences are deep and long-lasting and can be transferred to broader contexts such as the language classroom, students' quality of learning, and language teachers' personal lives.

Mora, Trejo and Roux (2014) Professional development refers to the situation in which policy makers or people with higher authority in an educational setting such as ministries of education, school districts, or individual schools provide their teacher with opportunities to participate in activities that would assist them in enhancing their professional practice. The advantage of encouraging professional development in this way is that it may produce observable changes in a relatively short period of time.

ICT helps the teacher to update the knowledge skills to use the new digital tools and resources. ICT is one of the major factors for producing change in teachers' profession.

### **Review of Empirical Literature**

Past thesis, dissertation, findings of the research program etc. related to the topic are reviewed for the purpose of getting background knowledge and to support own research work. However, many researchers have been conducted in this area. I have reviewed some of the related literature.

Khanal (2008) conducted the research entitled, "Attitudes of Higher Secondary English Teachers towards the Use of Computer and the Internet". His aim was to find out the attitudes of higher secondary English language teachers towards the use of computer and internet for educational purpose in Kathmandu valley. The target population in this study was higher secondary English teachers of Kathmandu valley using descriptive and qualitative statistic were employed for analyzing the data of study. He used questionnaire as research tool. His major findings were: growing IT industry the world has created an interest towards the use of internet among the English language teachers of higher secondary schools in Kathmandu valley. Another finding was teachers' attitude towards the use of computer and the internet has been recognized as an important factor for implementing the technology in teaching and learning activities.

Chaudhary (2010) carried out research on "Use of the Internet as a language learning tool". The study was carried out to find out the exchange to which the students use the internet as a language learning tool, to find out nature and variation of the internet use by two groups of students and to list some pedagogical implications. Questionnaire was the research tool and the sample size was 80 students: 40 students from each group. His findings were that 80% of the M.Ed. and 76.67% of the M.A. students use the internet as a language learning tool and since the number of the internet users as a language learning tool in M.Ed. exceeded than that of M.A. by 3.33% , the study was significant.

Shrestha (2011) conducted the research entitled “Use of Online Resources for English Language Teachers’ Professional Development” and his aim was to identify the percentage of lectures of English they make use of online resources via Internet through various synchronous and asynchronous tools and to find out the usefulness of online resources for lecturers of English in their professional development. The study was carried out with lectures from three districts: Kathmandu, Bhaktapur and Lalitpur. He used questionnaire as research tool. He used non-random sampling procedure to select the lecturers of 9 colleges where he selected 54 lecturers as sampling units. His major findings were: majority of lecturers of English have the concept of professional development and online resources for professional development while the least numbers of lecturers of English have general concept regarding to ELTD since it was a new course introduced. It was found that 22.22% lectures of English use Internet daily, 44.45% use frequently, 22.22% occasionally and 11.11% use rarely.

K.C. (2012) conducted research on “Use of Internet for language learning”. He aimed to find out the use of the Internet for language learning. He selected Sanothimi Educational Campus, Bhaktapur as a research area. Research was carried out on the students of two classes M.Ed. 1<sup>st</sup> year and M.Ed. 2<sup>nd</sup> year English. Among two classes he selected 80 students using non random sampling procedure. He used questionnaire as a research tool. His major findings were: majority of students (i.e. 100%) has access to the internet of M.Ed. 1<sup>st</sup> year and 97.5% of the M.Ed. 2<sup>nd</sup> year students. It was found the majority of students use the internet for entertainment for chatting purpose while minority of students from both groups use the internet for reading news and making use of online resources.

Acharya (2013) conducted research on "Use of ICT and WEB Tools in English Language teaching". He conducted his research on 40 English teachers teaching in private school of Kathmandu valley with objective to identify the commonly used of ICT /web tools in ELT activities. The result revealed that the ICT tools such as mobile phone, laptop, multimedia projector and web tools like YouTube, Facebook, Wiki, email, blog are used in ELT. Similarly, the majority of the teachers used ICT /web tools to carry out general to language skills specific classroom activities and the tools were found to be very effective.

Rahman and Akter (2015) carried out research entitled "ICT periodism in the classroom: lesson learnt from English in action" has illustrated the factors affecting the use of ICT in the large scale which is mainly focused on the use of Audio in EIA classrooms during different quarter off the year. Findings shows that different nature and the pressure of the contents during different quarters of the year and the examination focused education system are the key factors that affect the use of ICT in English classes at the primary level. Digitalization of teacher professional development materials and the use of ICT in the classrooms are being considered as the means of ensuring quality teaching. There is evidence that highly motivated teachers are more likely to engage in professional development and implement innovative programs to increase student learning.

Sapkota (2015) carried out a research entitled "Perception and Practice of E-resources in ELT by Novice and Experienced teachers" to find out practices in the use of e-resources among ELT teachers and to explore Novice and experienced teachers perceptions towards the use of e- resources. The researcher used survey design by using non-random sampling procedure. The researcher had selected 20 novice teacher and 20 experienced secondary level teachers from Kathmandu as a population of the study. The researcher had used questionnaire (close- ended and open- ended) as a research tool. The study shows that the huge number of teachers do not practices in the use of e-resources in ELT process.

Imran and Imon (2017) examined the extend of ICT usage in the classroom, to perceived impact of technologies in teaching and learning and the possible factors that seem to hamper enhanced ICT use in secondary education. Data were collected from teachers focus discussion respectively. All the stake holders of education sector understand the benefits of ICT inclusion they are facing various problems in the implementation process. Recommend more time is needed to overcome the obstacles and to bring about behavioral changes among the teacher and students to a successful integration of ICT in secondary education in Bangladesh.

Maity and Mukherjee (2019) conducted the research entitled, "Impact off in-service Training on Teachers' attitude towards use of ICT in Teaching Learning". His aim was executed on 65 teachers who teach 9th and 10th grade students of the state aided schools of west Bengal, India. The study was conducted to find out the differences off

attitude of practicing teachers towards integration of ICT in classroom, before and after the short term training, provided under CSSTE scheme. A standardized likert instruments was used to collect relevant data. His major finding were: teachers have positive attitude towards using ICT but short term training fails to make any impact on their attitude towards utilizing the ICT resources in classroom teaching learning. Though the result is statically insignificant, but results revealed but training have positive impact on teachers, in terms of utilizing ICT resources belong to under graduate roval and arts stream, the use of ICT in teaching learning should be given higher level of weightage priority than current degree of emphasis.

Khan and Kuddu (2020) conducted the research investigated the secondary level English language teachers towards integration of ICT in communicative language, teaching and the factors inhibiting the use of it. To examine the attitude of teachers in using ICT in ELT, a quantitative research is designed with a close ended questionnaire to collect the data. The outcome of the research would provide significant information about the attitude of the teachers towards ICT integration in ELT and the challenges faced by them and hence, the study would help the policy makers and the teachers to enhance the effectiveness of using ICT in ELT.

From the above findings through review of articles and dissertations, it seems that this thesis is trying to find out something new especially in the field of attitude and practice of the secondary level English teachers towards the use of ICT as a resource for their professional development. This research is trying to discuss about ICT for professional development. It is also trying to discuss about attitude and practice of teachers towards the use of ICT for professional development.

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

On the basis of the above mentioned theoretical perspective I, as a researcher, have also developed some insights going thoroughly the existing body of literature significant to my present study. After reviewing different researches and related works to my topic, I got many fruitful ideas for my research work. From Khanal (2008), a concept regarding the attitudes of teachers towards the use of computer and internet was built. Similarly, from Chaudhary (2010), I found M.A. and M.Ed. students used internet as a language learning tool which encouraged me to find the

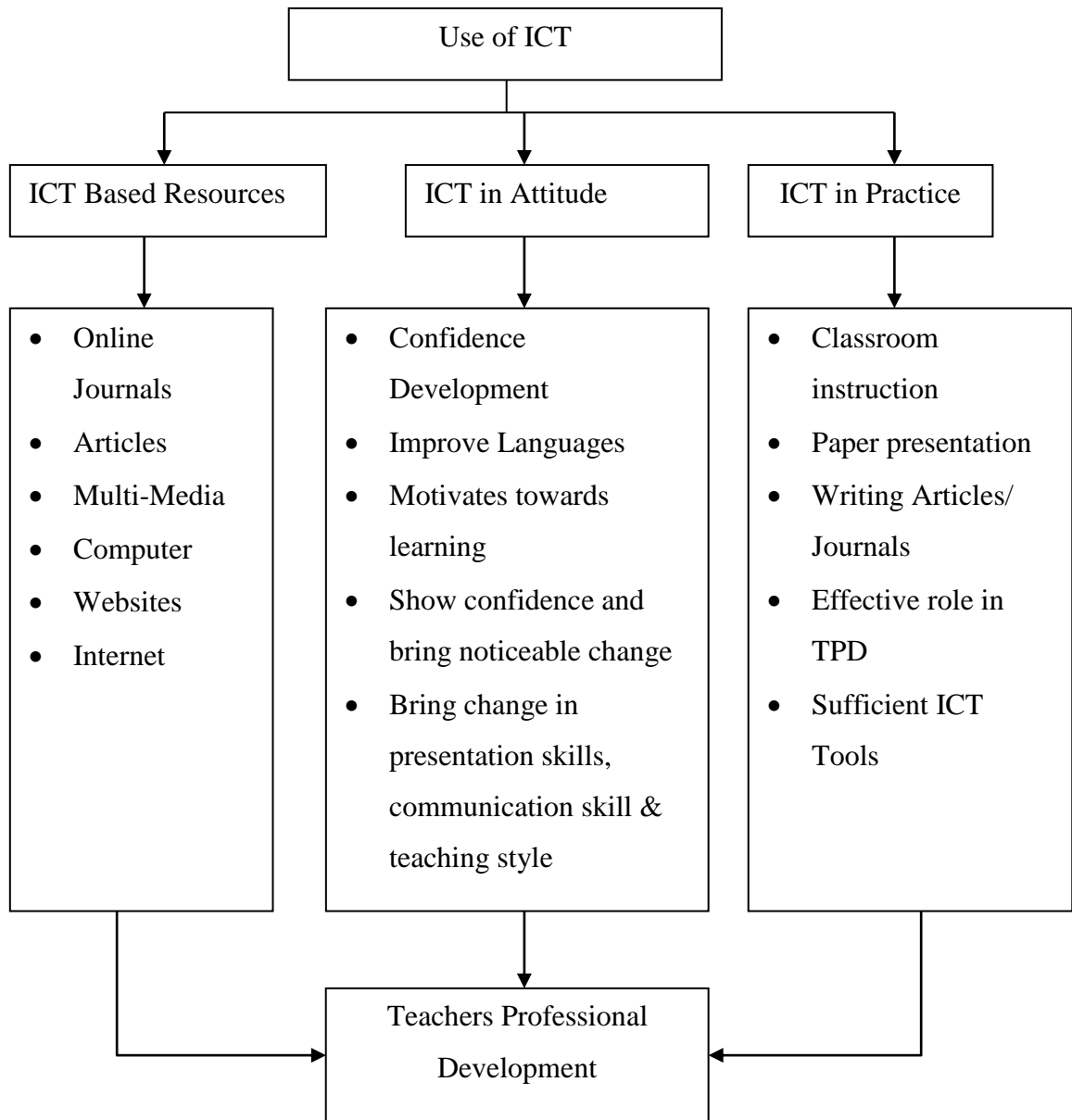
possibility of applicability of same thing in teachers. Furthermore, research conducted by Shrestha (2012) was the base of my study. The research conceptualized me the attitudes of English teachers towards the use of Internet which was the benchmark for my study. This study encouraged me to do research on the attitude of English teachers of secondary level of Syangja district regarding the use of internet for professional development. It developed curiosity regarding the access of secondary level English teachers to Internet, and the purpose they use for. In the similar vein, developing sample questionnaires, ideas doing analysis of those questionnaires, and ideas for sorting out finding was grasped by Shrestha (2012).

In addition to the practice implications, research study has also revealed implications for future research. All the researches, which are mentioned above, were conducted in the field of use of ICT and teacher's professional development. My research is also related to the same field. The review of the literatures provided the following implications:

- Researchers can find out the areas of researches which are still untouched and
- Theoretical basis to conduct my research.
- Enable me to contextualize the study.

## Conceptual Framework

A conceptual framework is very important component of a research. It is the plan or frame on which the very study is established. The conceptual framework to conduct this research can be dramatically shown as:



## **Chapter 3**

### **Methods and Procedures of the Study**

Methodology and procedures are the vital elements of a research study. If any research works follows appropriate methodology and procedures, it will obtain its objectives easily. Appropriate methodology helps the researchers to go in a right path in his/her research work. This chapter includes design and method of the study, population sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. To achieve the set of objectives of the study the following methodologies have been adopted.

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

This study was based on survey research design. Survey research is the most popular design of research in the field of education. It is mainly carried out to find out people's attitudes, opinions and the specified behaviors on certain issues, phenomenon, events and situation.

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research (Singleton & Straits, 2009). In the same way, Bukaliya (2012, p.77) states that survey research is the method of collecting information by asking a set of pre-formulated questions in predetermined sequences in structured questionnaires to a sample of individual.

On the basis of above mentioned definitions of survey research, a conclusion can be drawn. Survey research design can be employed in number of sectors; no matters the study is small or larger scale. It is used to gather data at a single point of



time from a sample and the findings are generally liable to the whole study population.

My study is based on survey research design where the numbers of the English teachers of the secondary level of Syangja was selected as the population of the study. The data was collected from primary source in this research works, basically I used questionnaires as a main tool in order to find out the English teacher's practices ICT as perceived by teachers for professional development. I asked pre-formulated questions to the secondary school English teachers in pre-determined place of Syangja district. Furthermore, through survey research, a great deal of information can be obtained by studying large population. It was studied in small group and the findings were generalized in a large group of population. Similarly, it is easier than other research because in this research data was collected only at a single point of time aiming to obtain an overview of an issues, phenomenon, event or situations. Therefore, I selected this design in my study.

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

The populations of this study were the English language teachers teaching to the secondary level students and the sample consisted of only 40 secondary level English language teachers working in Syangja district. 40 different schools which run secondary level classes in Syangja district and 1 teacher from each school were selected through purposive non random sampling procedure.

### **Data Collection Tools and Techniques**

A set of questionnaire was used as the research tool for data collection; which contained both open ended and closed ended questions. There were 20 closed ended and 5 open ended questions.

### **Data Collection Procedures**

I collected the data from the primary source with the help of questionnaire. For this purpose, I adopted the following procedures.

At first, I went to the selected schools, talked to the authority and built up rapport with teachers who were available at those schools and/or talked via email to those who were not currently available. Then, I consulted teachers and explained them the purpose of the research and requested him/her to take part in it. I assured them of the confidentiality in terms of the ethics of research regarding the information obtained through questionnaire. After that, I handed over the questionnaire and/or sent the questionnaire via email. Finally, I collected the questionnaire and thanked the informants and school authority for their cooperation.

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

Primary data was processed and tabulated. They were analyzed by descriptive way as mentioned above in the research design. The data was qualitative as well as quantitative which are processed by the statistical program. Bar diagram and percentage method was used to describe and analyzed the attitudes of teachers towards the use of ICT for professional development.

### **Ethical Considerations**

I had maintained ethical consideration throughout the research activities. Before conducting research, formal approval was obtained from concerned authority of the study area by submitting an official letter from university. I took verbal permission from the local authority and mentioned the respondent confidently during and after data collection.

## Chapter 4

### Analysis and Interpretation of Results

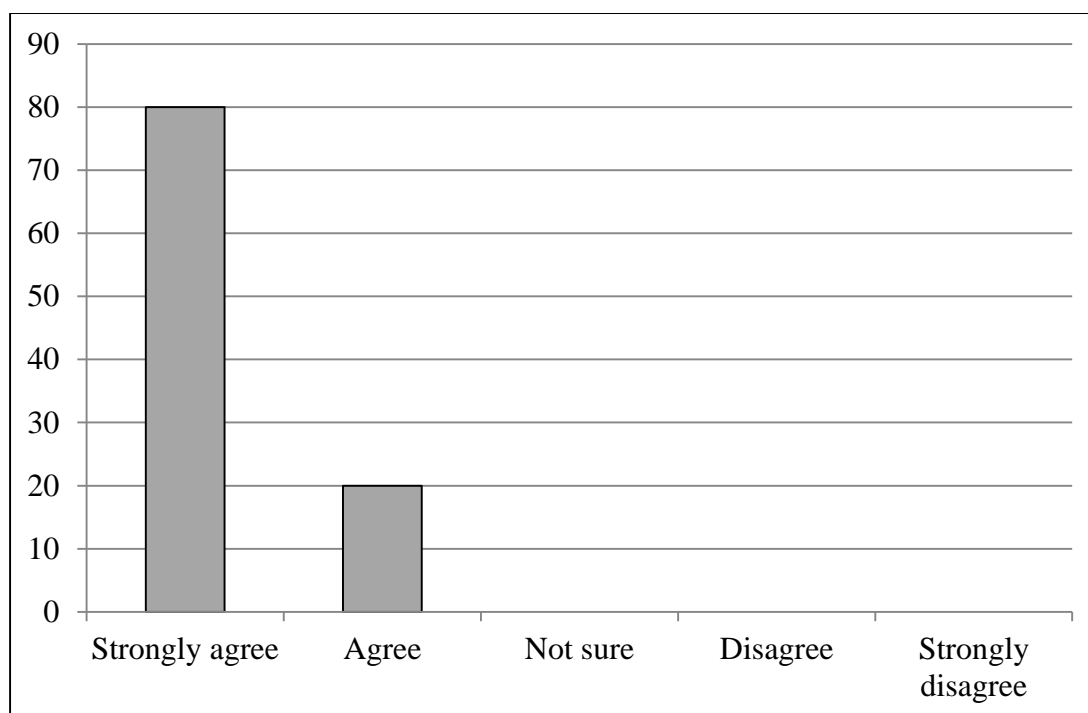
This chapter is mainly concerned with the analysis and interpretation of the collected data. The data were analyzed, tabulated and interpreted to identify practices of ICT as perceived by teachers for professional development. I have presented, analyzed and interpreted the data obtained from primary source in this chapter. I have collected data from the forty secondary level teachers of Syangja district as the respondents and used questionnaire as a tool to collect the data.

The data obtained from the respondents are analyzed and interpreted in two sections. This sub-sections presents analysis of data and interpretation of results, which have been broadly presented in two themes: Attitudes and practices.

#### Analysis of Data and Interpretation of Results Related to Attitudes

Attitude refers to the evaluation or feeling towards a person, ideas or object. Some thought of teachers towards use of ICTs for professional development are as follows:-

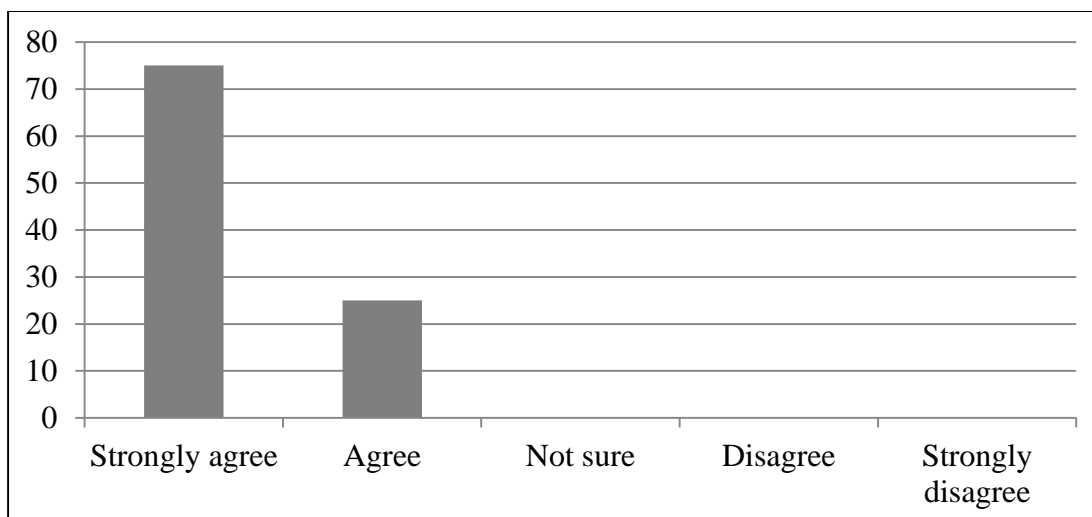
**Importance of integrating ICTs in English classroom.** The purpose of this section is to find out teachers perception towards the importance of integrating ICT in English Language classrooms. Regarding this, teachers were given a statement “It is fruitful and effective for teaching and learning using ICT in English language classroom” and their responses have been presented as:



**Figure 1: Importance of integrating ICTs in English language classroom**

From the above figure, it is clear that out of the 40 respondents 80% of the respondents strongly agreed, 20% agreed and none of the respondents were not-sure and disagreed. Since majority of the respondents strongly agreed with the statement. I am in position to conclude that the teachers are aware of the fact that it is fruitful to integrate technology in English Language classroom because an innovative teacher should integrate ICTs in teaching. It seems integrated ICTs in learning develops language skills and aspects of English.

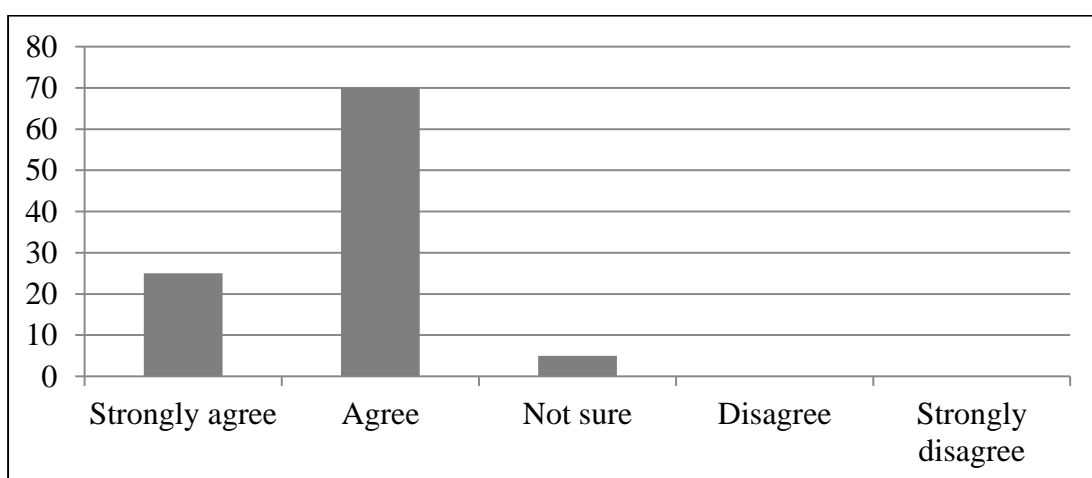
**ICTs for teacher professional development.** The purpose of this section is to find out teacher perception towards ICT for teacher professional development. Regarding this, the teachers were given the statement “ICT helps to develop our knowledge and makes easy for professional development” and their responses have been presented as follows:



**Figure 2: ICTs for teacher professional development**

From the above figure, it is clear that 75% strongly agreed, 25% agreed and none of the respondents told they were not sure and disagreed. From the above figure I concluded that ICT is one of the current applications of technology in teacher's professional development.

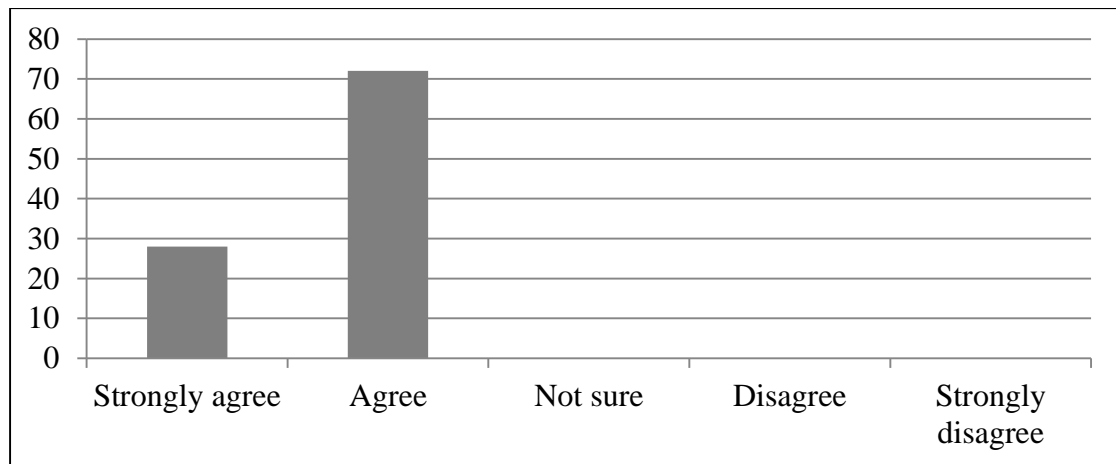
**Benefits of using ICTs for teacher professional development.** The purpose of this section is to find out teachers perceptions towards the benefits of using ICT for teacher professional development in English language classrooms. Regarding this, the teachers were given a statement "ICT helps to provide better educational content, models and simulations of effective teaching" and their responses have been presented as follows:



**Figure 3: Benefits of using ICTs for teacher professional development**

From the above figure it is clear that 25% strongly agreed, 70% agreed, 5% said that they were not sure about the benefits of using ICT for professional development and none of the respondents disagreed. The data showed that ICT enhances the initial preparation by providing good teaching and training materials, simulators and feedback.

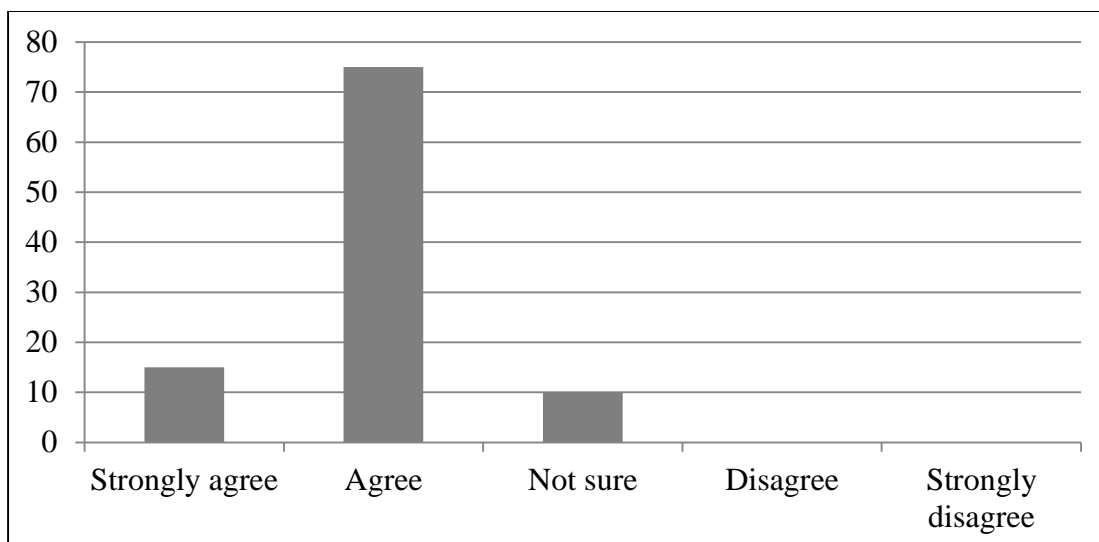
**ICTs make teacher's life easier and more efficient.** The purpose of this section is to find out teachers' perceptions towards using ICT to make teachers' life easier and more efficient in English language classrooms. Regarding this, the teachers were given a statement "Using ICT makes life easier and more efficient by providing teaching methods, learning principles, teaching activities, learning guidelines" and their responses have been presented as follows:



**Figure 4: ICTs make teacher's life easier and more efficient**

From the above figure, 18% strongly agreed, 72% agreed, none of the respondents were not sure, disagreed and strongly disagreed with the statement. It indicates that majority of the teacher have the opinion that ICT helps to improve teacher life easier and more efficient. So I came to the conclusion that using ICT helps to find different techniques, teaching skills and ideas for professional development.

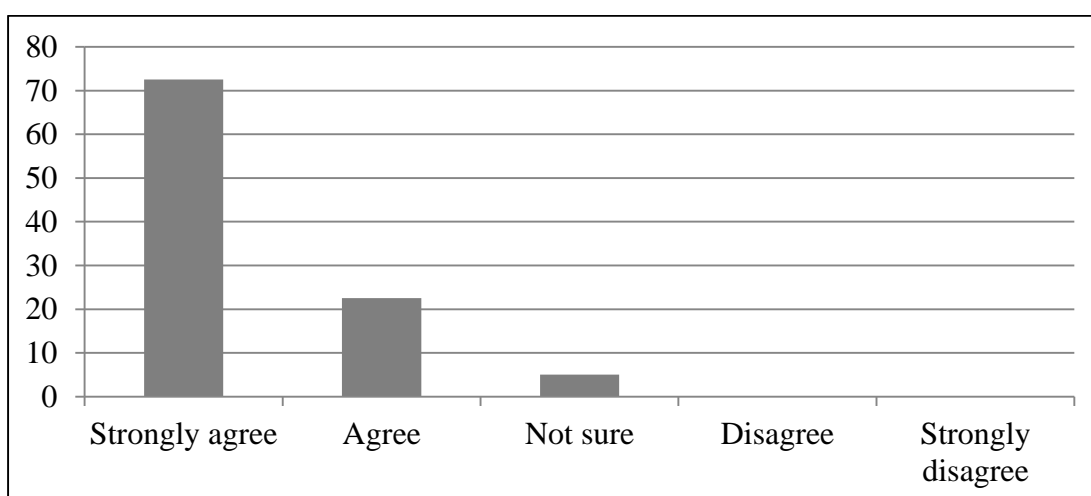
**ICTs for finding appropriate materials.** The purpose of this section is to find out teachers' perceptions towards using ICT resources for finding appropriate materials in English language classrooms. Regarding this, the teachers were given a statement "ICT helps to find out appropriate materials for teaching" and their responses have been presented as follows:



**Figure 5: ICTs for finding appropriate materials**

From the above figure 15% respondents strongly agreed, 75% agreed, 10% were not sure and none of the respondents were disagreed and strongly disagreed with the given statement. It indicates that majority of the teachers have the opinion that ICTs resources are useful for making teaching materials needy and appropriate. I concluded that many teachers use ICT as an appropriate material for professional development.

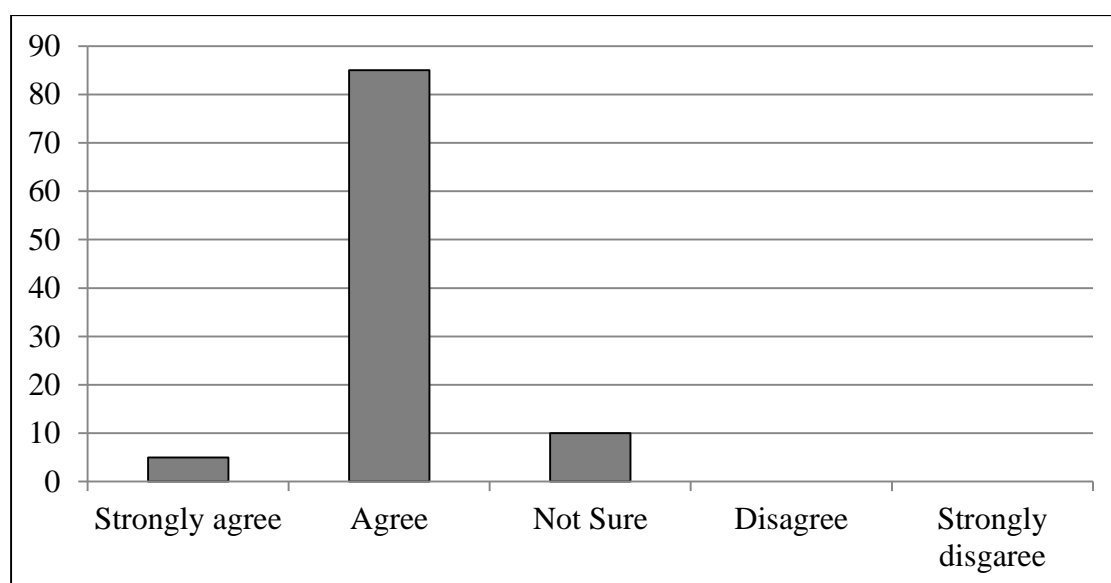
**ICTs for increasing knowledge and building teacher's confidence.** The purpose of this section is to find out ICTs for increasing knowledge and building teacher's confidence in English language classroom. Regarding this, the teachers were given a statement "ICT helps to increase knowledge and makes confidence after the use of ICT" and their responses have been presented as follows:



**Figure 6: ICTs for increasing knowledge and building teacher's confidence**

From the above figure 6, it is clear that 72.5% respondents strongly agreed with the above mentioned statement, 22.5% agreed, 5% were not sure and none of the respondents were disagreed and strongly disagreed about finding any improvement for his/her professional development after the use of ICT. I found that English teacher of Syangja district had improvement for their professional development after the use of ICT.

**Teacher’s capacity helps to integrate ICTs knowledge in teaching.** The purpose of this section is to find out teachers’ perception towards the Teacher’s capacity helps to integrate ICTs knowledge in teaching. Regarding this the teachers were given a statement that “Teacher’s capacity helps to integrate ICTs knowledge in teaching”. Their responses have been presented as:

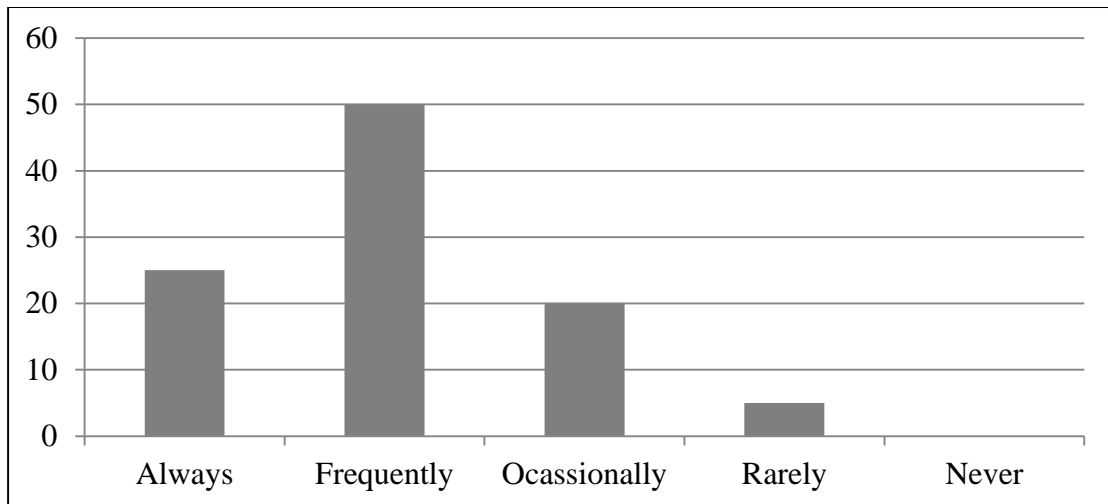


**Figure 7: Teacher’s capacity helps to integrate ICTs knowledge in teaching**

From the above figure, it is clear that 5% teachers were strongly agreed, 85% agreed, 10% of the respondents were sure; none of them were disagreed and strongly disagreed about ICTs knowledge helps to integrate teachers' capacity.

**ICTs help to build manner and methods.** The purpose of this section is to find out teachers perceptions towards: can ICT helps to build manner and methods in English language classroom? Regarding this the teachers were given a statement “ICT helps to teach by using different methods and it changes the teaching style of teachers” and their responses have been presented as follows:

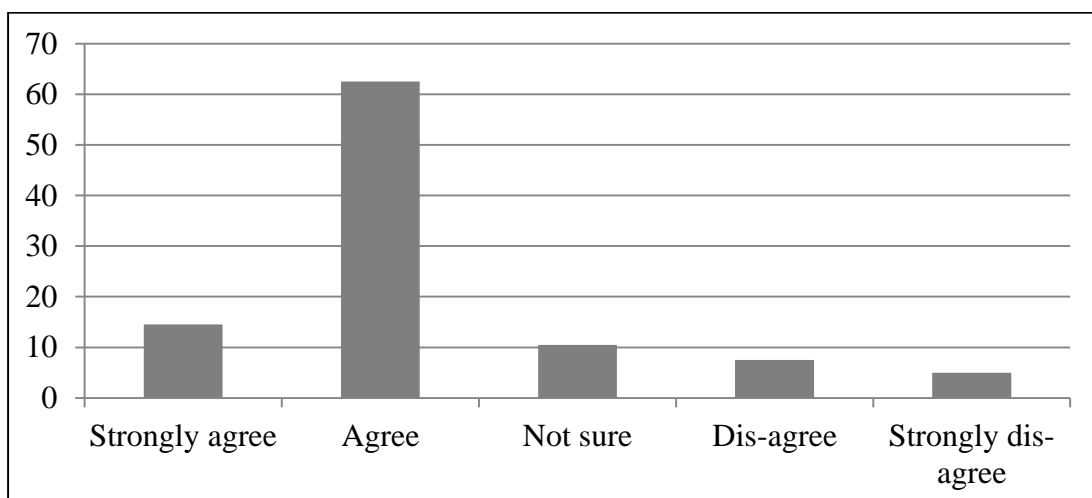




**Figure 8: ICTs help to build manner and methods**

From the above figure, it is clear that 25% respondents said that ICT helps to build manner and methods, 50% frequently, 20% occasionally, 5% rarely and none of the respondents never said that ICT helps to build manner and methods. I concluded that learning guidelines, methodology, teaching activities through ICTs helps to develop teacher's manner and methods.

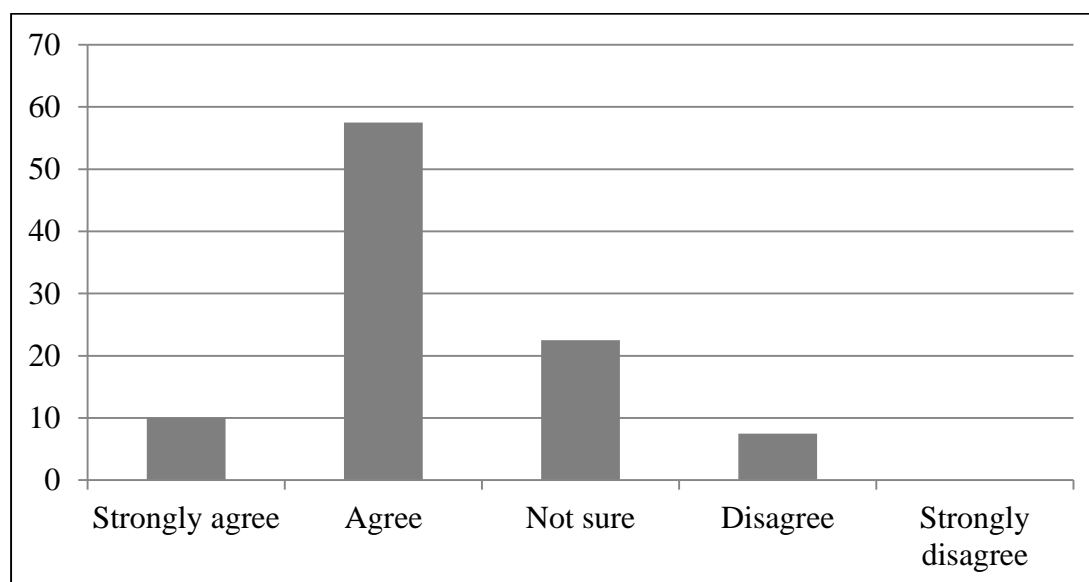
**ICTs has massive amount of useful information.** The purpose of this section is to find out teachers perceptions towards the ICT. It has massive amount of useful information. Regarding this teacher had given the statement regarding that ICT is effective in the mass also. Regarding this, teachers were given a statement "There is a massive amount of useful information in the ICT. Their responses have been presented as follows:



**Figure 9: ICTs has massive amount of useful information**

From the above figure it shows that 14.5% respondents strongly agreed and 62.5% respondents were agreed that it has massive amount of useful information. Similarly 10.5% of the respondents were not sure, 7.5% of them disagreed whereas 5% of them strongly disagreed. So, I came to know that there is availability of massive useful information on ICT which helps to develop teacher's profession.

**ICTs save both time and effort in English language teaching.** The purpose of this section is to find out teacher perceptions towards: Can ICT save time and effort in English language classroom? Regarding this, teachers were given a statement "ICTs helps to find out needy materials" and their responses have been presented as:



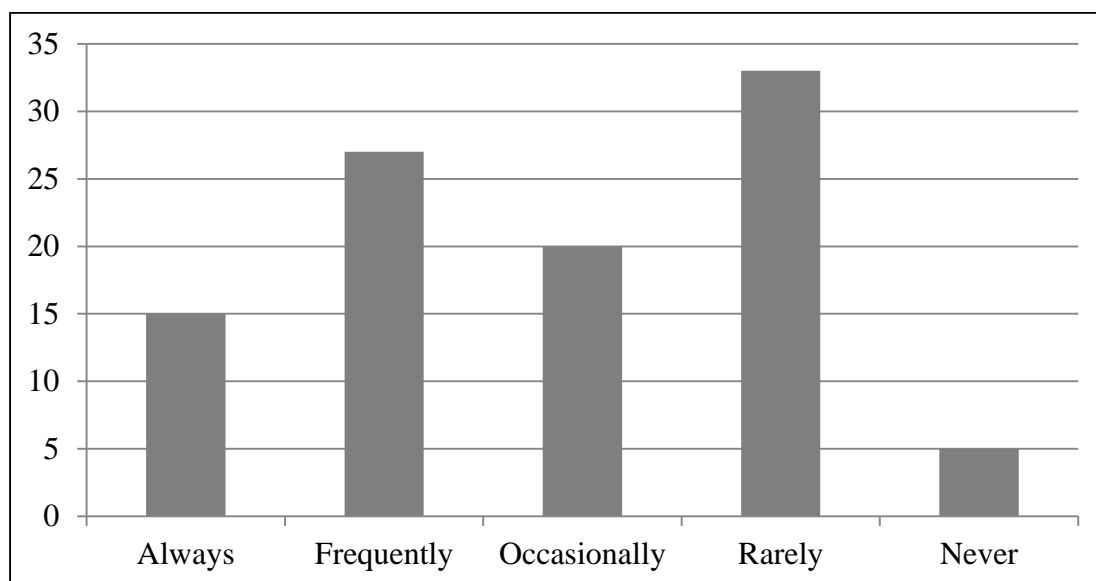
**Figure 10: ICTs save both time and effort in English language teaching**

From the above figure, it is clear that 10% respondents were strongly agreed, 57.5% agreed, 22.5% not sure, 7.5% disagreed and none of the respondents were strongly disagreed with the statement. Since majority of the respondents agreed with the statement. I concluded that ICTs helps to find out needy methods in few minutes and provides time to search different materials for career development.

### **Analysis of Data and Interpretation of Results Related to Practice**

Practicing ICTs in language teaching helps teachers to develop profession. Practice related statements are given below.

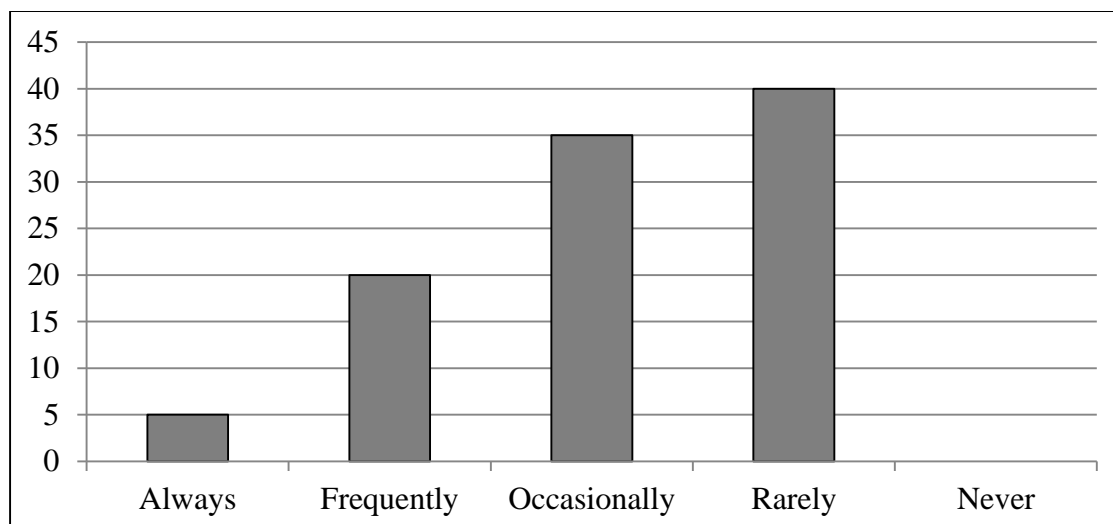
**Sharing of English language teaching ideas, methodologies, techniques and problems using ICTs.** The purpose of this section is to find out teachers' perceptions towards sharing of English language teaching ideas, methodologies, techniques and problems using ICT in English language classrooms. Regarding this, teachers were given a statement "We shared teaching ideas, methodologies, techniques and problems using ICT in meeting and training only" and their responses have been presented as follows:



**Figure 11: Sharing of English language teaching ideas, methodologies, techniques and problems using ICTS**

As the above figure shows, 15% of the respondents were always used ICT for sharing ELT ideas, methodologies, techniques and problem, 27% frequently, 20% occasionally, 33% rarely and 5% of respondents never used ICT. I concluded that most of the teachers shares teaching ideas, methodologies, techniques and problems only in meeting and training.

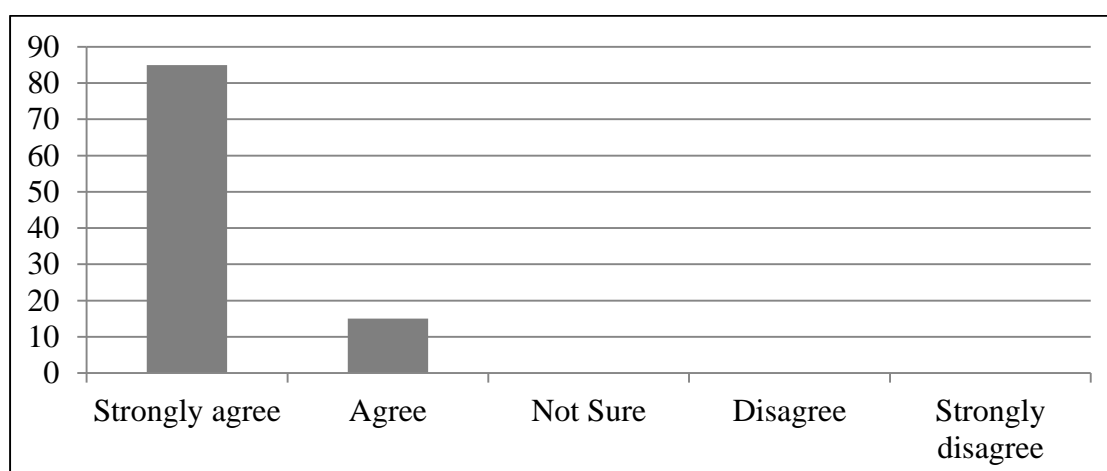
**Writing journals, articles and review regarding ICTs.** The purpose of this section is to find out teacher's perception towards writing journals, articles and review regarding ICTs. Regarding this, teachers were given a statement "we occasionally wrote journals, articles and review" and their responses have been presented below.



**Figure 12: Writing journals, articles and review regarding ICTs**

From the figure, it is clear that 5% of the respondent always wrote article and review to share some ideas regarding ICT, similarly 20% frequently, 35% occasionally, 40% rarely and none of the respondent never wrote journals, articles and reviews to share some ideas regarding ICT. I concluded that few of the secondary level English teachers wrote journals articles and review to share some ideas regarding ICT for professional development

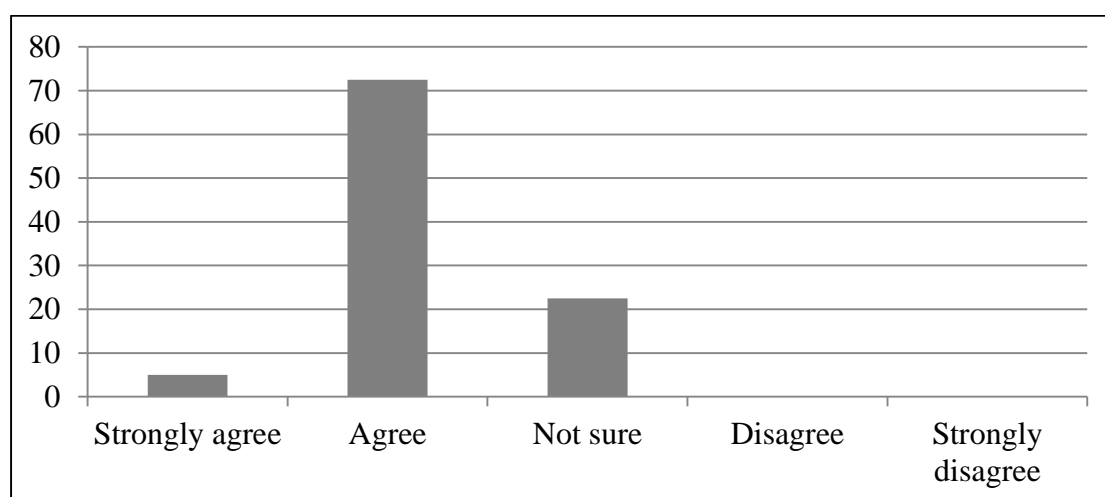
**Effectiveness of using ICTs for teaching English grammar.** The purpose of this section is to find out teacher perceptions towards the importance of integrating ICT for teaching English grammar. Regarding this, the teachers were given a statement “we feel easy to teach grammar through various technologies” and their responses have presented as follows:



**Figure 13: Effectiveness of using ICTs for teaching English grammar**

From the figure, it is clear that 85% of the respondents were strongly agreed, 15% agreed and none of the respondents were not sure and disagreed. I am in the position to conclude that the teachers feel easy to teach English grammar through ICTs which helps to develop teaching profession.

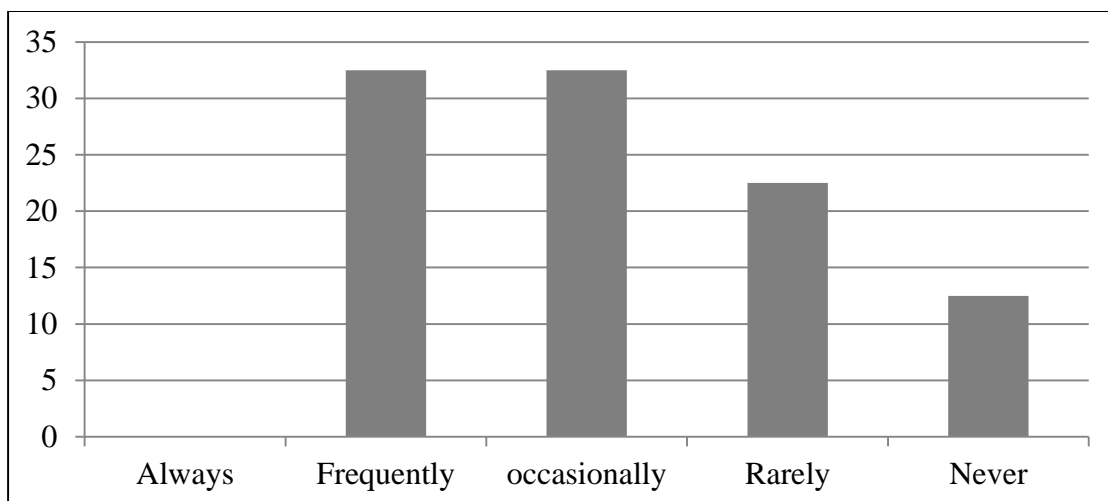
**Teachers get chance to update with new knowledge and burning issues in the teaching field.** The purpose of this section is to find out teacher perceptions towards teachers get chance to update with new knowledge and burning issues in teaching field. Regarding this, teachers were given a statement “ICT helps to learn effective and innovative knowledge which helps to teach effectively in English language classroom” and their responses have been presented as follows:



**Figure 14: Teachers get chance to update with new knowledge and burning issues in the teaching field**

From the above figure, it is clear that out of the 40 respondents 5% were strongly agreed, 72.5% agreed, 22.5% not sure and none of the respondents were disagreed and strongly disagreed. Since majority of the respondents were agreed with the statement. I concluded that ICTs is the main tool to update with knowledge, provide opportunity to develop the profession of teachers.

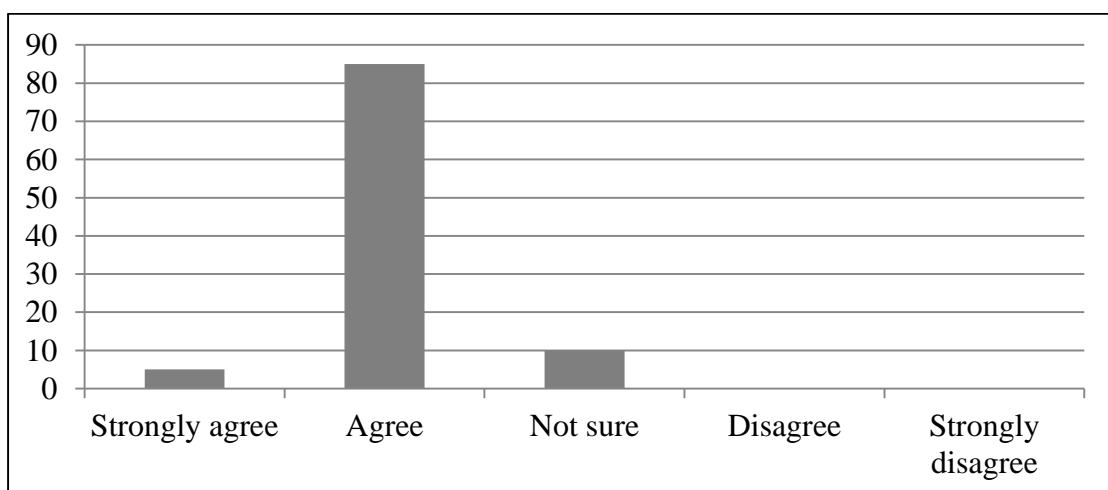
**Attend online conferences.** The purpose of this section is to find out teacher perceptions towards attend any on-line conferences. Regarding this, the teachers were given the statement “online conferences are effective to learn so, sometime we attend on-line conferences” and their responses have been presented as follows:



**Figure 15: Attend online conferences**

From the above figure, it is clear that none of the respondents always attended any on-line conferences, 32.5% frequently, 32.5% occasionally, 22.5% and 12.5% never attended any on-line conferences. I concluded that some of the respondents never attended on-line conferences because teachers thought that conferences are not taken seriously.

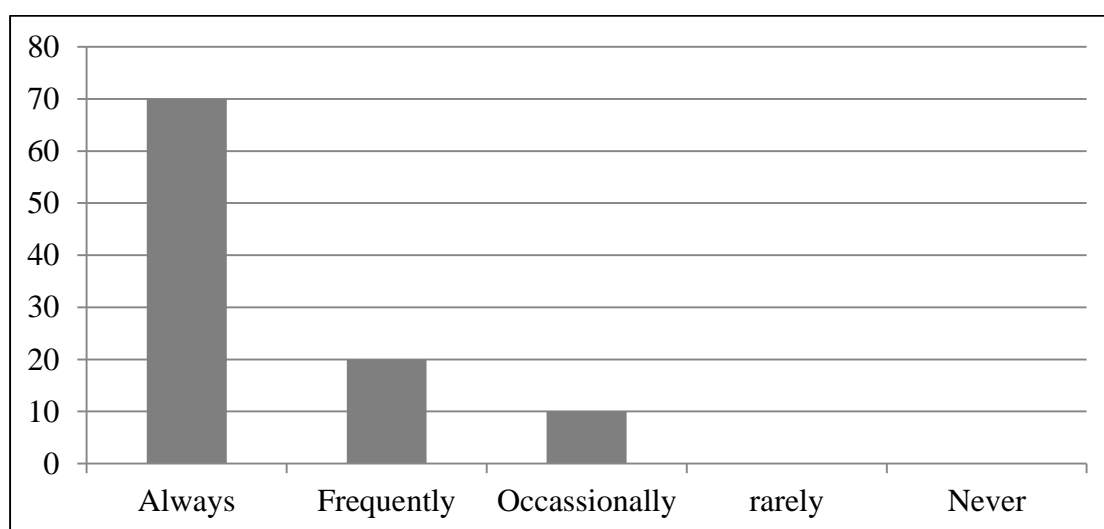
**Improvement in professional development after use of ICTs.** The purpose of this section is to find the improvement in professional development after use of ICT in English language classrooms. Regarding this, teachers were given a statement “ICT helps to increase knowledge and improve the skills of teachers” and their responses have been presented as:



**Figure 16: Improvement in professional development after use of ICTs**

From the above figure, it is clear that out of 40 respondents 5% were strongly agreed, 85% agreed, 10% not sure, none of the respondents were disagreed and strongly disagreed. I concluded that ICTs play vital role to achieve sound knowledge and to improve professional development.

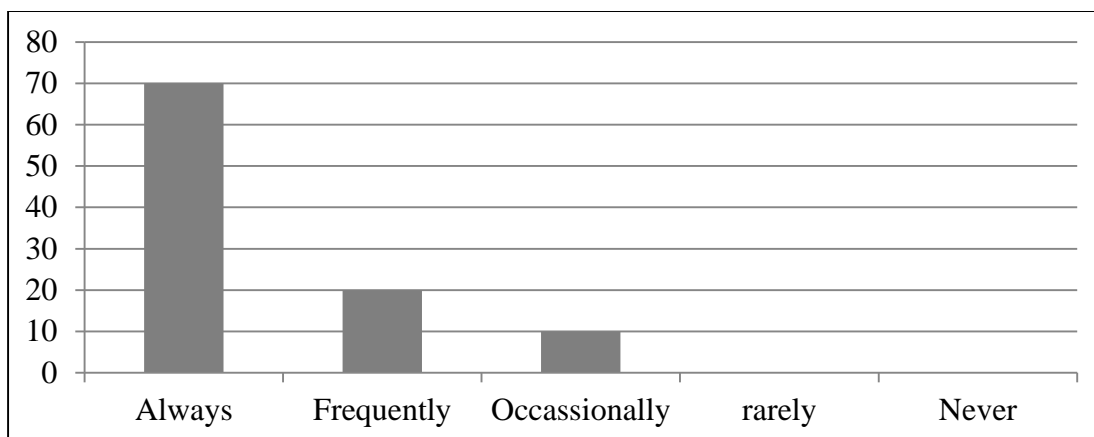
**Using ICTs for collecting information for teacher professional development.** The purpose of this section is to find out teachers perception towards: using websites for collecting information for teacher professional development. Regarding this, the teachers were given a statement that “ICTs is a main tool to collect information for teacher professional development” and their responses have been presented as follows:



**Figure 17: Using ICTs for collecting information for teacher professional development**

From the above figure, it is clear that 70% respondents always used ICTs for collecting information for teacher professional development. 20% frequently, 10% occasionally, none of the respondents were rarely and never used ICTs. I concluded that most of the teachers used ICTs for collecting information because ICTs help to find out ideas quickly, keywords, linguistic clues etc. for professional development.

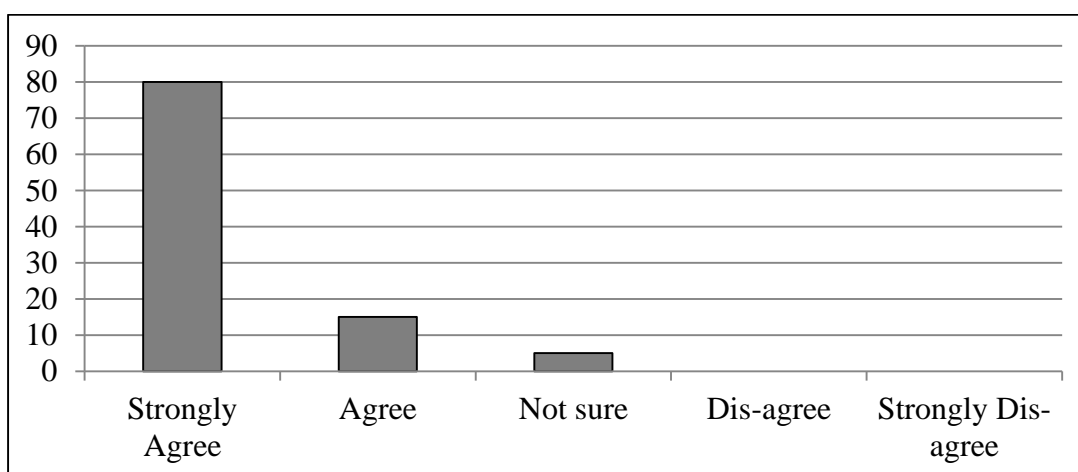
**Practices ICTs for English language teacher’s development.** The purpose of this section is to find out teachers perception towards the practices ICTs for English language teachers development. Regarding this, teachers were given a statement “21<sup>st</sup> century is an era of science and technology so, practices ICTs for English language teachers is fruitful” and their responses have been presented as follows:



**Figure 18: Practices ICTs for English language teacher's development**

From the above figure, it is clear that 70% respondents were practiced ICTs for English language development, 20% frequently, 10% occasionally and none of the respondents were rarely and never practiced ICTs. I concluded that 21<sup>st</sup> century academic study has been guided by the recent innovations so; teachers need to practice ICTs for English language development.

**ICTs motivates teachers in teaching for career development.** The purpose of this section is to find out teachers perceptions towards: ICTs motivates teachers in teaching for career development. Regarding this, teachers were given a statement “In this technological world ICTs is the key element to motivate teachers in teaching for career development” and their responses have been presented below:



**Figure 19: ICTs motivates teachers in teaching for career development**

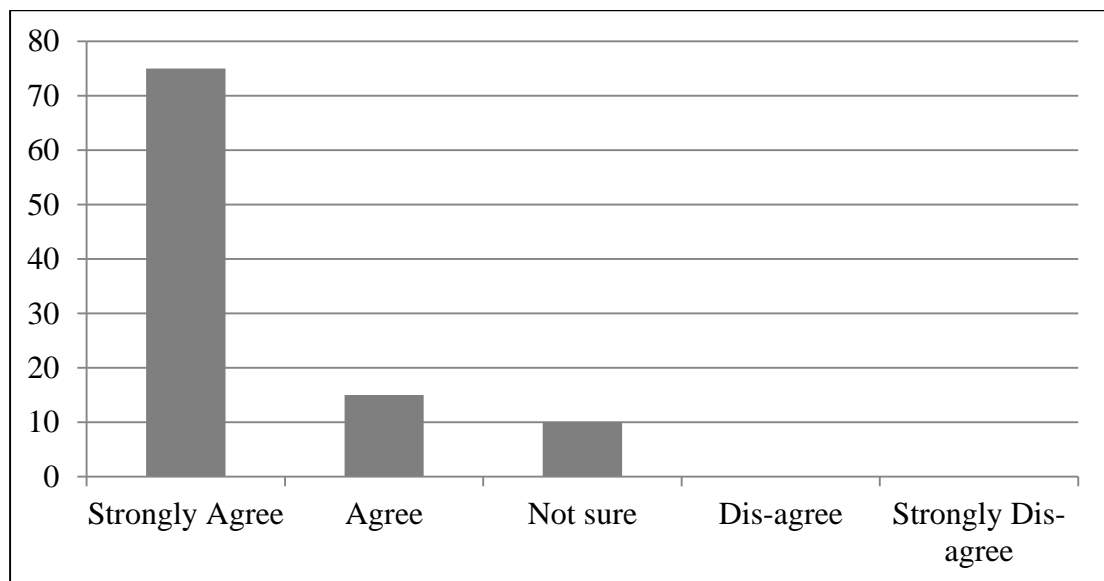
From the above figure, it is clear that 80% respondents were strongly agreed, 15% agreed, 5% not sure, none of the respondents were dis-agree and strongly dis-agreed. I



concluded that in this modern age ICTs motivates teachers in teaching for career development.

**Effective development of teacher’s skills through ICTs.** The purpose of this section is to find the effective development of teacher’s skills through ICTs.

Regarding this, teachers were given a statement “Through ICTs we can develop self-learning, creative writing, speaking and listening proficiency” and their responses have been presented as follows:



**Figure 20: Effective development of teacher’s skills through ICTs**

From the above figure, it is clear that out of 40 respondents 75% were strongly agreed, 15% agreed, 10% not sure, none of the respondents were dis-agreed and strongly dis-agreed. I concluded that ICTs helps for the effective development of teacher’s skills.

## Chapter 5

### Findings, Conclusion and Recommendation

This is the final chapter of the study. In this chapter, I have presented the major findings, conclusion on the basis of findings and provided some points of recommendations to the policy makers, practitioners and researchers.

#### Summary of Findings

From the analysis and interpretation of the information obtained, the major finding was most of the respondents have positive attitude towards the use of ICT for their professional development. Findings are categorized in two sections: Attitude and Practice.

#### Findings Related to Attitude

- The majority of the respondents (i.e. 80%) were aware of the fact that teachers had knowledge of ICT and it is fruitful to integrate technology in English language classroom.
- The majority of respondents (i.e. 75%) presented their view that positive attitude towards ICT for teacher practice in professional development.
- Majority of the respondents (i.e. 70%) agreed that there are number of benefits of using internet for teacher's professional development.
- Majority of the respondents (i.e.72%) agreed that using ICT can make a teacher's life easier and more efficient.
- The majority of the respondents (i.e.50%) presented their views that ICT helps to build manner and methods.
- Majority of the respondents (i.e. 75%) agreed ICTs for finding appropriate materials to develop teacher's profession.
- Most of the respondents (i.e. 72.5%) agreed ICTs for increasing knowledge and building teacher's confidence.
- Majority of the respondents (i.e. 85%) agreed with the statements that teacher's capacity helps to integrate ICTs knowledge in teaching for professional development.

- Majority of the respondents (i.e. 62.5%) agreed that ICTs has massive amount of useful information for teacher's professional development.
- Majority of the respondents (i.e. 57.5%) agreed to say that ICTs save both time and efforts in English language teaching.

### **Findings Related to Practices**

- Secondary level English teacher (i.e. 33%) rarely used ICT for sharing of ideas, methodologies, techniques and problems of English language teaching.
- Only few secondary level English teachers wrote journals, articles and reviews to share some ideas regarding ICT for their professional development.
- 85% English teachers strongly agreed towards effectiveness of using ICT for professional development while teaching English grammar.
- About the benefits for English teachers for using ICT most of the teachers (i.e. 72.5%) said they get chance to improve skills, know key concepts familiar with current innovations, life skills etc.
- Majority of the respondents (i.e. 32.5%) frequently, (i.e. 32.5%) occasionally attended online conferences for their professional development.
- Majority of the respondents (i.e.85%) agreed that improvement in professional development after use of ICT.
- Majority of the respondents (i.e.70%) always used ICTs for collecting information for teacher's professional development.
- Most of the respondents (i.e. 80%) always practiced ICTs for English language teacher's development.
- Majority of the respondents strongly agreed (i.e. 80%) that ICTs motivates teacher's in teaching for career development.

### **Conclusions**

In the present era ICT is regarded as best tool for taking information and knowledge. There are various ICT based technologies to practice and built up attitude in professional development. Nowadays, in the context of Nepal government has started providing computers and internet service in government schools. To find out whether secondary level English teachers of Syangja district are using ICT to increase

their knowledge to update themselves with the concurrent changes and innovations in ELT, to improve all skills & aspects regarding English for their professional or not. This study entitled ‘Practices of ICT as perceived by secondary level English teachers for professional development’ was conducted.

To accomplish this purpose, a sample of forty secondary level English language teachers teaching to the secondary level students in forty different schools of Syangja district was distributed questionnaire which contain both closed and open ended questions. The data collected from the respondents were analyzed both qualitatively and quantitatively. Most of the teachers shared their attitude and practice using ICT in teaching. It was also found that the experienced teachers i.e. teachers having experience of English of about 25 years are also trying to update themselves in different ICT tools. Most of the respondents have gone through the ICT tools: youtube.com, computer, laptops, radio, websites and projector to collect the relevant information and resources for their professional development. In fact, teachers are using ICT for improving their skills and aspects. Moreover, they are using ICT for making materials needy and appropriate, practicing and using ICTs for collecting information for teacher’s professional development and using ICT make their life easier and more efficient. Finally, it is found that secondary level English teachers of Syangja district found improvement in their professional development after the use of ICT.

### **Recommendations**

Being based on my findings, I have provided policy related, practice related and further research related recommendations for the pedagogical implications.

**Policy related.** Integrating ICT in teaching language develops skills and aspects of teachers. Regular supervision and monitoring from school administration and Ministry of Education should notice to develop teacher profession. Government of Nepal should manage particular budget for the teachers on the proper implementation of ICT in school level. ICT related workshop, trainings, seminars should be provided to the teachers by the government.

**Practice related.** My study showed integrating ICT helps to increase knowledge and teaching methods for teacher's professional development so teachers should be aware of the wider opportunities of ICT in education. Teachers need to be updated with the recent trends and innovations regarding ELT via IT. Collaboration with teachers' will help to gain ideas about innovative teaching methods and techniques to integrate ICT effectively in their classroom teaching. ICT is becoming current application of technology, increases knowledge, makes confidence and save time and effort to develop teaching profession.

Sharing teaching ideas, methodologies, techniques and problems using ICT only in meeting and training. Teacher's get chance to update with new knowledge, improvement in profession and practice through ICTs for English language development. While identified a number of influences affecting successful professional development programs, more research is required to understand the complexities of teacher's practices and how professional development can helps teacher's better serve their professional needs.

**Further research related.** Due to the de-limitations of my research I cannot include some areas in my research study. Since using ICT is effective for teachers to enhance their professional development, the areas which i couldn't incorporate here can be a matter of research to contribute more to existing knowledge regarding use of Internet for professional development. Further studies can be done by using advance statistical tools. For example, the future studies can use randomly statistical tools. This study is based on primary data. The further study can make much more comprehensive using experiments, case study, interviews, group discussion etc.

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## **Appendix**

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled "Practices of ICT as Perceived by Teachers for Professional Development" under the guidance of Resham Acharya, Teaching Assistant, Department of English Education, T.U. The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure that your responses will be completely anonymous.

### **Researcher**

Srijana K.C.

Contact No: 9846788202

E-mail: [chhetrisirju1994@gmail.com](mailto:chhetrisirju1994@gmail.com)

Department of English Education

T.U., Kirtipur, Kathmandu

## Pre-Survey Questionnaire

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled “Practices of ICT as Perceived by Teachers for Professional Development “under the guidance of Resham Acharya, Teaching Assistant, Department of English Education, T.U. The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure that your responses will be completely anonymous.

<b>Name:</b>	<b>Qualification:</b>
<b>Name of the institution:</b>	<b>Experience:</b>
<b>Address:</b>	<b>Contact No.:</b>

### SET "A"

Put a tick (✓) on the box next to the alternative that best indicates your response.

#### Question Related with Attitude

- Integration of ICTs is necessary for teacher’s professional development.  
a. Strongly agree       b. Agree       c. Not sure       d. Disagree   
e. Strongly disagree
- Is there a number of benefits of using ICT?  
a. Strongly agree       b. Agree       c. Not sure       d. Disagree   
e. Strongly disagree
- I use Internet to update myself in the new teaching learning world.  
a. Always       b. Frequently       c. Occasionally   
d. Rarely       e. Never
- Do you agree that worldwide knowledge helps to integrate the teachers’ capacity?  
a. Strongly agree       b. Agree       c. Not sure       d. Disagree   
e. Strongly disagree
- In fact, using ICT can make a teacher’s life easier and more efficient.  
a. Strongly agree       b. Agree       c. Not sure       d. Disagree   
e. strongly disagree

6. Do you agree that ICTs are helpful finding appropriate materials?  
a. Strongly agree       b. Agree       c. Not sure       d. Disagree   
e. Strongly disagree
7. I share my English language teaching ideas, methodologies, techniques and problems using ICT.  
a. Always       b. Frequently       c. Occasionally   
d. Rarely       e. Never
8. Do you agree that ICT knowledge helps to integrate the teacher's capacity?  
a. Strongly agree       b. Agree       c. Not sure       d. Disagree   
e. Strongly disagree
9. Using ICT can enhance teachers' professional development?  
a. Strongly agree       b. Agree       c. Not sure       d. Disagree   
e. Strongly disagree
10. How often teachers' share their ideas, methodologies, techniques and problems using ICT?  
a. Always       b. Frequently       c. Occasionally   
d. Rarely       e. Never

### **Question Related with Practice**

11. Have you ever attended any on-line conferences?  
a. Always       b. Frequently       c. Occasionally   
d. Rarely       e. Never
12. Do you agree that there is a massive amount of useful information on the Internet?  
a. Strongly agree       b. Agree       c. Not sure       d. Disagree   
e. Strongly disagree
13. Teachers get chance to update themselves with new knowledge and burning issues in their respective field with the help of ICT.  
a. Strongly agree       b. Agree       c. Not sure       d. Disagree   
e. Strongly disagree
14. How often you write journals, articles and reviews to share some ideas regarding ICT?  
a. Always       b. Frequently       c. Occasionally   
d. Rarely       e. Never

15. I try to practice ICTs for English language teacher development.
- a. Always       b. Frequently       c. Occasionally   
d. Rarely       e. Never
16. Do you find any improvement in professional development after the use of ICT?
- a. Strongly agree       b. Agree       c. Not sure       d. Disagree   
e. Strongly disagree
17. Can ICT help teacher to built-up attitude by using Internet?
- a. Always       b. Frequently       c. Occasionally   
d. Rarely       e. Never
18. Is it easy to use ICT in teaching process?
- a. Always       b. Frequently       c. Occasionally   
d. Rarely       e. Never
19. Can ICT brings qualitative difference in the manner and methods?
- a. Always       b. Frequently       c. Occasionally   
d. Rarely       e. Never
20. Using ICT in English language teaching can save time and effort?
- a. Always       b. Frequently       c. Occasionally   
d. Rarely       e. Never

**SET "B"**

Please provide the response in your own words for these questions:

1. In what ways do you think using Internet can enhance teachers' professional development?

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2. Have you gone through the websites related to your field for collecting information for your professional development? If yes, list down the web addresses.

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3. What sort of benefits an English teacher get from Internet for professional development?

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4. How ICT can be used in English language teaching?

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5. How ICT can be used to improve effectiveness in teaching and learning?

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Thank you for your participation.

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