

TEACHERS' PRACTICES OF ICT USE IN TEACHING ENGLISH SPEAKING
SKILLS: A CASE OF A SECONDARY SCHOOL IN NEPAL

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AN ABSTRACT

of the dissertation of *Uttam Sing Rai* for the degree of *Master of Philosophy in English Language Education* presented on 16 December 2024 entitled *Teachers' Practices of ICT Use in Teaching English Speaking Skills: A Case of a Secondary School in Nepal*.

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In this 21st century, ICT tools have become a crucial platform for sharing thoughts and ideas and teaching and learning speaking skills in the English language. This dissertation explored English language teachers' ICT-based practices in enhancing the speaking skills of the learners in the classroom. A case study was adopted to meet the intent of the purpose of the study. Interviews and observation were used as the main data generation strategies in the study.

This study explored ICT-based practices adopted by English language teachers in enhancing students' speaking ability. The findings of the study exhibit that ICT tools were used to demonstrate pictures and images, and videos through YouTube and the internet. The findings further stated that the teachers use ICT tools to engage the students in interactions and discussions.

The findings of the study further exhibit that teachers used ICT tools to simplify and define word meanings and engage students to search for the meanings of difficult and unfamiliar vocabulary. The students increase their vocabulary through Google Search and digital dictionary because Google Search and digital dictionary provides multiple meanings with examples of vocabulary.

The findings of the study display that integration of ICT tools such as smart phones and YouTube enhanced students' pronunciation because smart phones provided feedback and models to the students. The students got a chance to watch videos on YouTube that helped them to pronounce properly. The findings further explored that teachers used

Google and digital dictionaries because Google search and digital dictionaries helped the students search for phonemic transcription.

The integration of ICT tools played a crucial role in enhancing students' supra-segmental features. These ICT tools assisted the students in developing native-like intonation because the students got the chance to become familiar with various accents of the native English speakers through ICT tools. The study's findings further reveal that the integration of ICT tools created a meaningful environment that made the classroom interactive. ICT tools provide access to authentic and motivating materials such as videos, cartoons and pictures. Thus, they develop fluent English speaking skills.

The findings of the study might be implemented to help teachers enhance students' speaking skills through the use of ICT tools. Moreover, the findings of this study might be applied by the students to improve their speaking skills by integrating ICT tools while learning speaking skills.

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सोध सार

अंग्रेजी भाषा शिक्षामा दर्शनशास्त्रको स्नातकोत्तर डिग्रीको लागि उत्तम सिंह राईको सोध प्रबन्धको शिर्षक "अंग्रेजी बोलाई सीपको अध्यापनमा सूचना र संचार प्रविधीको प्रयोगमा शिक्षकहरुको अभ्यास: माध्यमिक विद्यालय, नेपालको मामला अध्ययन"१ पुस २०८१ मा प्रस्तुत गरिएको थियो।

.....
प्रा. हेमराज काफ्ले, पिएचडी
शोध निर्देशक

आजको २१ औं शताब्दीमा सूचना र संचार प्रविधी (आई.सी.टी.) को प्रयोग विचारप्रवाह र सन्देश आदनप्रदान गर्नको लागि मात्र नभई अंग्रेजी भाषामा बोल्नचाल गर्न, अंग्रेजी भाषाको सिपहरु सिकाउन र सिक्नको लागि पनि महत्वपूर्ण प्लेटफर्म निर्माण भएको छ। यो शोधप्रबन्ध विद्यार्थीहरुको अंग्रेजी बोलाई सीप वृद्धी गर्न माध्यमिक तहको अंग्रेजी भाषाको शिक्षकहरुले कक्षाकोठामा प्रयोग गरी रहेको सूचना र संचार प्रविधी (आई.सी.टी.) मा आधारित अभ्यासहरु अन्वेषण गर्न गरिएको हो। कक्षाकोठामा छात्रछात्राहरुको अंग्रेजी भाषाको बोलाई सीप बिकास गर्नको लागी अंग्रेजी भाषाको शिक्षकहरुले अध्यापन गर्दा उनिहरुले सूचना र संचार प्रविधी सम्वन्धी के कस्ता रणनितिहरु र अभ्यासहरु प्रयोग गर्दछन सोको पहिचान गर्नु र शिक्षकहरुले सूचना र संचार प्रविधिको प्रयोग गरी अंग्रेजी भाषाको बोलाई सीपको अध्यापन गर्दा बिधार्थीहरुको अंग्रेजी भाषाको बोलाई सिपलाई सूचना र संचार प्रविधिको प्रयोगले कसरी बिकास गर्छ भनेर अन्वेषण गर्नु थियो। अध्ययनको उद्देश्यहरु प्राप्त गर्नको लागि एक मामला अध्ययनलाई ढाँचाको रुपमा अपनाइएको छ।

यस अध्ययनमा अन्तरवार्ताहरु र अवलोकनलाई मुख्य सडकलन उपकरणको रुपमा प्रयोग गरिएको छ। यस अध्ययनमा विद्यार्थीहरुको अंग्रेजी भाषाको बोलाई सिपको बिकास गर्न शिक्षकहरुले अपनाएको सूचना र संचार प्रविधीमा आधारित अभ्यासहरुको अन्वेषण गरिएको छ। अध्ययनको नतिजाले युट्युव र इन्टरनेट मार्फत तस्विरहरु र भिडियोहरु प्रदर्शन गरी बिधार्थीहरुको अंग्रेजी बोलाई सिपको बिकास गर्न शिक्षकहरुले सूचना र संचार प्रविधीको प्रयोग गर्ने गरेको देखाएको छ। विधार्थीहरुलाई अन्तरक्रिया र छलफलमा संलग्न गराउन शिक्षकहरुले सूचना र संचार प्रविधीको प्रयोग गर्ने गरेको समेत निष्कर्षहरुले देखाएको छ।

अध्ययनको नतिजाहरूले थप के पनि देखाएको छ भने शिक्षकहरूले अंग्रेजी शब्दहरूको अर्थ सरल तरिकाले बिधार्थीहरूलाई सिकाउन र परिभाषित गर्न सूचना र संचार प्रविधीको प्रयोग गरेको पाइएको छ। विधार्थीहरूले गाह्रो र अपरिचित अंग्रेजी शब्दावलीहरूको अर्थ खोज्नको लागि पनि यसको प्रयोग गरेको भेटिएको छ। विधार्थीहरूले गुगल र डिजिटल शब्दकोश मार्फत शब्दावलीको उदाहरणहरू सहित धेरै अर्थहरू खोजी गर्ने गरेको पाइएको छ जसले सिकाइमा विधार्थीहरूको शिक्षकहरूसँगको निरभर्तालाई घटाएको देखाएको छ।

अध्ययनको नतिजाले स्मार्टफोनहरू र युट्युव जस्ता सूचना र संचार प्रविधीको प्रयोगले बिधार्थीहरूको अंग्रेजी उच्चारणमा सुधार भएको देखाएको छ। किन भने स्मार्ट फोनले विधार्थीहरूलाई उच्चारणको नमुनाहरू प्रदान गर्दछ। बिधार्थीहरूले ठिकसँग अंग्रेजी उच्चारण गर्न मद्दत गर्ने युट्युवमा भिडियोहरू हेर्ने मौका पाए जसले गर्दा उनिहरूको अंग्रेजी उच्चारण पहिलेको भन्दा सुधार भएको पाइयो। खोजहरूले थप अन्वेषण यो पनि गर्यो की अंग्रेजी भाषाको शिक्षकहरूले गुगल र डिजिटल शब्दकोशहरू अंग्रेजी भाषाको उच्चारण सुधार गर्नमा प्रयोग गरेको पाइयो। गुगलखोज र डिजिटल शब्दकोशहरूले विधार्थीहरूलाई फोनेमिक ट्रान्सक्रिप्शन खोज्न मद्दत गर्यो र फोनेमिक ट्रान्सक्रिप्शनले विधार्थीहरूलाई अंग्रेजी भाषाको शब्दहरू र वाक्यहरू राम्रोसँग उच्चारण गर्नमा मद्दत गर्यो।

सूचना र संचार प्रविधीको प्रयोगले बिधार्थीहरूको सुप्रा-सेगमेन्टल फिचरहरू (स्वर, शब्दांश, आदी) उच्चारणमा सुधार ल्याउनमा महत्वपूर्ण भूमिका खेलेको देखाएको छ। सूचना र संचार प्रविधीको प्रयोगले विधार्थीहरूलाई अंग्रेजी मातृभाषाको बक्ताको जस्तै सुप्रासेमेन्टल फिचर (स्वर, शब्दांश, आदी) को विकास गर्न मद्दत गरेको भेटियो। किन भने बिधार्थीहरूले सूचना र संचार प्रविधीको प्रयोग मार्फत अंग्रेजी मातृभाषाको वक्ताहरूको अंग्रेजी बोलाई र तिनिहरूको उच्चारणहरूसँग परिचित हुने मौका पाए। यस अध्ययनको निष्कर्षहरूले थप खुलासा यो पनि गरेको पाइयो की अंग्रेजी भाषाको बोलाई सीप अध्यापनमा सूचना र संचार प्रविधीको प्रयोगले एक अर्थपूर्ण वातावरणको सिर्जना गर्यो जसले कक्षाकोठालाई अन्तरक्रियात्मक बनायो। सूचना र प्रविधिको साधनहरू जस्तै भिडियो, कार्टून आदीले बिधार्थीहरूलाई अंग्रेजी भाषाको बोलाई सिप सिक्नमा उत्प्रेरणा प्रदान गरेको पाइयो।

सूचना र संचार प्रविधिको प्रयोग मार्फत अध्यापन गरी बिधार्थीहरूको अंग्रेजी भाषाको बोलाई सीप बिकास गर्नको लागि यस अध्ययनको निष्कर्षहरूलाई अंग्रेजी भाषाको शिक्षकहरूले कार्यान्वयन गर्न सक्दछन। यस बाहेक, यस अध्ययनको निष्कर्षहरू विधार्थीहरूले अंग्रेजी बोलाई सीपहरू सिक्ने

क्रममा सूचना र संचार प्रविधिको प्रयोग गरेर उनिहरुको अंग्रेजी बोल्ने सीप सुधार गर्न प्रयोग गर्न
सक्छन्।

.....

उत्तम सिंह राई
उपाधि उम्मेदवार

१ पुस २०८१

This dissertation entitled *Teachers' Practices of ICT Use in Teaching English Speaking Skills: A Case of a Secondary School in Nepal* was presented by *Uttam Sing Rai* on 16 December 2024.

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I understand that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

.....

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DEDICATION

This dissertation is dedicated to my late father Harka Raj Rai and mother Kalpana Devi Rai whose unwavering love and support have been the driving force behind my academic pursuit. Their encouragement and belief in me have been a constant source of inspiration for me.

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ABBREVIATIONS

DVD	Digital Versatile Disc
ELT	English Language Teaching
HLCIT	High Level Commission for Information Technology
IBM	Interactive Smart Board
ICT	Information and Communication Technology
IT	Information Technology
MoE	Ministry of Education
MPICTE	Master Plan for Information and Communication Technology in Education
TV	Television Broadcast

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CHAPTER I

INTRODUCTION

This study explores how students enhance their speaking skills through ICT usage. First, in this chapter, I have created my anecdote, which displays how I encountered this issue. Then, I linked literature with my anecdote to argue how ICT integration enhances students' English -speaking skills. This chapter also includes the rationale, problem statement, and research questions of the study.

Background

An incident that prompted me to carry out this study has been briefly articulated here. When I was in the second semester of my MPhil in the School of Education at Kathmandu University, my professors assigned me to prepare a research article for Applied Linguistics. I was supposed to undertake a study associated with ICT issues. So, I visited a few community schools located in Bhojpur municipality of Bhojpur district. I learned that most of the community secondary schools purchased and set up interactive smart boards desktops, Wi-Fi, and projectors in the classroom. Almost every English language teacher was found to possess a smart phone. English language teachers claimed that using ICT tools might play a vital role in enhancing students' language learning in the classroom. Therefore, they integrate ICT tools into teaching the English language in the classroom. With regard to this incident, this has been an interesting and striking issue to be explored.

What is Meant by ICT?

Information and Communication Technology (ICT) means all web-based and non-web-based technologies that allow the retrieval, collection, influence, and interchange of information or messages (Toomey, 2001). According to United Nations Development Program (UNDP) (2001), “ICTs are basically information handling tools—a varied set of goods, applications, services that are used to produce, store, and process, distribute, and exchange information” (p. 2). The term IT was first used to refer to the convergence of computer technology and communication technology in the early 1980s, and it was replaced by ICT in the 1980s, which placed greater emphasis on

communication aspects (Zin, as cited in Poudel, 2018). Thus, ICT is an advanced and extended form of (IT).

There are several types of ICT tools. However, ICT tools are mainly divided into two types: non web-based and web-based learning tools. Non web-based learning ICT tools are related to multimedia devices which allow students to record and listen to their speech. They include radio, television, films, language lab, overhead projector, mobile phone, computer/laptop, and smart TV. Web-based learning ICT tools are related tools that can be generally used for distance learning/ online education/e-learning. Some of the common web-based ICT tools include You Tube, E-mail, Blogs, social media, Skype, Google Meet, Zoom, Website, and video conference.

Defining Speaking Skills

Speaking is meant to utter words or articulate sounds with an ordinary voice or talk. Elaborating it, in other words, speaking refers to communicating vocally. Speaking skills are skills that involve using verbal and non-verbal symbols orally in different contexts, and these skills can be improved through learning language.

Why is Teaching Speaking a Problematic Issue in the Nepali Context?

Regarding the speaking issues in Nepali context, Adhikari (2010) highlights the views;

Speaking is not only outcome but a means as well that ultimately leads the students to achieve the outcome, i.e. communication. Against this background, developing speaking ability is the concern of the English language course prescribed for schools in Nepal. The course aims at developing students' communicative competence. That means to make the students able to communicate orally, and making them able to understand and use the language functions prescribed in the curriculum. However, speaking skill is theoretically well articulated in our courses but practically not realized in the classroom and everyday use. (p.1-2).

Adhikari (2010) further states, "As a result, our students are not as communicative and expressive in English as the courses expect them to be. They are poor at spoken English despite the efforts expended on getting mastery over this skill" (p.1-2).

There might be various reasons behind being the students poor at spoken English. In many cases, the teachers themselves are unable to supply their students with spoken input that is qualitatively and quantitatively rich. Next reason is that Nepal belongs to the expanding circle where English is not the language of everyday communication, nor is it the language of official transaction. That is to say, we are teaching English in a country where spoken activities are almost exclusively confined to the classroom (Adhikari, 2010). The large classes are another reason of being students poor at spoken English. The large classes are the reality of our situation. The class having 40/50 students seems commonplace in the community schools of Nepal. Similarly, wrong attitude of teachers, students, and administrators is another fact of being the students poor at spoken English. Speaking is the least practical skill in the classroom because of wrong attitude on the part of teachers and students (Adhikari, 2010).

ICT and Speaking Skills

The use of ICT allows the introduction of new methods and techniques. In addition, it is worth mentioning that over last few decades learning has gradually shifted from a teacher-centred to a student-centred approach (Sirghi, 2019). ICT tools are useful especially in developing foreign language communication skills, as they are motivating, always at hand and can provide additional linguistic practice (Chinnery, 2018 as cited in Sirghi, 2019).

Today, we can hardly imagine mastering speaking skills without using a particular type of ICT. The students need to improve their speaking skills before they develop reading and writing skills. However, developing the speaking skills of the student is one of the most challenging tasks in our classroom setting.

In these circumstances, the use of ICT can play a crucial role in increasing students' speaking skills. Moreover, the integration of ICT may have a great effect on students' speaking capacity in the English language. The integration of ICT may enhance learners' speaking skills if ICTs are put into practice inside as well as outside the classroom. The evidence of the studies reveals that fruitful interaction takes place between the teachers and the learners in an ICT-integrated classroom. Consequently, the students improve their speaking skills (Hayat, 2021).

The researchers have carried out several studies to explore the roles and influence of ICT practices in enhancing students' speaking skills. For example, Hayat (2021) carried out a study on how the use of ICTs enhances students' speaking skills in education. A study by Sherine et al. (2020) examined the effectiveness of Mobile Assisted Language Learning (MALL) on improving oral performance, and segmental and supra-segmental characteristics of pronunciation that increased students' skills in speaking. The findings of these studies indicated that integrating ICT might enhance learners' speaking ability. The integration of ICT may play a remarkable role in developing speakers' speaking capacity or oral performance inside and outside of the class (Hayat, 2021). Trainees' spoken language and their utterance can be crucially developed if the participants participate in the training program conducted by applying Mobile Assisted Language Learning (MALL) (Sherine et al., 2020). ICT video record reflection facilitated the learners to improve their oral capacity or performance from deficient to efficient (Zulhermindra & Hodiarni, 2020).

The literature mentioned in the above paragraph establishes that integrating ICTs may enhance students' speaking skills. Therefore, there is a further need for study on this issue. Though several researchers have already conducted several studies in this issue, I am going to explore further the same area because my study context differs from their study context.

Rationale of the Study

It was observed that the majority of English teachers believed that ICT-based practices and the integration of ICT play crucial roles in enhancing students' speaking skills into the classroom. For instance, fruitful interaction takes place between the teachers and the learners in an ICT-integrated classroom (Hayat, 2021). ICT tools are useful especially in developing foreign language communication skills, as they are motivating (Chinnery, 2018 as cited in Sirghi, 2019). Trainees' spoken language and their utterances can be crucially developed if the participants participate in the training program conducted by applying Mobile Assisted Language Learning (MALL) (Sherine et al., 2020). ICT video record reflection facilitated the learners to improve their oral capacity or performance from deficient to efficient (Zulhermindra & Hodiarni, 2020).

The evidence above reveals that the integration of ICT tools might contribute to enhancing students' speaking skills in the classroom.

However, the previous studies did not yield sufficient documents on this issue. Therefore, this in-depth study helps explore sufficient insight, which widens knowledge and theory associated with ICT usage. This study may contribute to developing a discourse that proper integration of ICT may enhance students' speaking proficiency. Moreover, this study may add additional innovation and insight into the existing body of knowledge in this field.

Statement of the Problem

In today's school education, with the rise of ICT tools, students and English language teachers are equipped with modern CIT tools such as laptops, computers, smart phones, the internet, social media, etc. Therefore, English language teachers from community schools are likely to integrate ICT tools to enhance students' English language in general and their speaking skills in particular. They believe that the integration of ICT accelerates learners' speaking ability. In this regard, Hayat (2021) states that integrating ICT plays a positive role in enhancing learners' speaking ability inside as well as outside the classroom.

In addition to this, not only English language teachers but also the students seem to integrate ICT tools as the strategies and instructional practices for developing speaking skills (vocabulary, pronunciation, supra-segmental features) inside and outside of the classroom. Saran et al. (2009) claim that mobile phones are remarkably conducive to improving students' pronunciation perfection. Madiyoh et al.(2018) also believe that watching movies influences students' speaking ability, so watching movies might be integrated as real instructional aids to teach speaking skills.

Thapaliya (2014) uncovers that most of the teachers were found to employ ICTs such as a tape recorder, a smart-phone, a desktop, TV and the internet as ICT practices. Acharya (2014) explores that smart phones, laptops, computers, and web tools like YouTube, and Facebook are consumed in language classrooms and the integration of ICTs impacts positively on ELT. The findings uncovered by Nepali researchers also exhibit that the use of ICT is celebrated in Nepali contexts. Almost all of the researchers

claim that the integration of ICT tools positively impacts English language teaching and learning.

In my experience, after interacting with teachers and observing several community schools in Bhojpur municipality, I noticed that community schools in Bhojpur municipality managed ICT tools such as a computer lab, Wi-Fi with high-speed internet, interactive smart board, and one laptop for each teacher. Moreover, I have found out that the government invested huge fund for ICT infrastructure in government schools of Bhojpur municipality. English language teachers who teach in community schools also advocate that using ICT tools accelerates students' speaking skills. So, they employ ICT tools to teach speaking skills in their school.

However, various unexplored realities exist regarding the integration of ICT tools for enhancing students' speaking skills in secondary community schools in Nepal. The evidence uncovered abroad and in the Nepali context is not enough. Moreover, various uncovered evidence or findings exist on how ICT integration impacts English language learning from students' perspectives and benefits .

The evidence also reveals that most of the studies have been conducted by adopting various methods in the urban settings of foreign countries. There is yet to undertake the study in community secondary schools of Nepal, especially in the Bhojpur district adopting a case study. Therefore, further study is required to explore ICT-based practices used by English language teachers to enhance learners' speaking skills and explore how ICT-based practices enhance students' vocabulary, pronunciation, supra-segmental features, and fluency in secondary community schools of Bhojpur district.

Purpose of the Study

The purpose of the study was to identify English language teachers' ICT-based strategies and practices of ICT usage in enhancing students' speaking skills in the classroom. to the study also explored how ICT-based practices enhance students' speaking skills.

Research Questions

The study was guided by the following research questions:

- a. What ICT-based strategies and practices do English language teachers use in enhancing students' speaking skills in the English language in the classroom?
- b. How do ICT-based practices enhance students' speaking skills?

Delimitation of the Study

My study is delimited to the ICT practices of the students and teachers in their classroom (teachers) and personal learning (students). The study further delimited the use of ICT-based practices and ICT tools to enhance vocabulary, pronunciation, fluency, and supra-segmental features.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature like journals, articles, books, publications, and reports give various information to researchers to form ideas. Literature also allows the researchers to have ideas for conducting the whole study. This chapter includes four parts: thematic, theoretical, empirical, and policy reviews. Thematic part covers the different themes like ICT, speaking skills and its components. The theoretical review covers Vygotsky's (1987) Social Constructivism Learning Theory as a part of a theoretical frame followed by policy reviews. After that, I reviewed some empirical studies, which helped me to generate a gap. At the end, I have explored the study gap and presented a conceptual framework in this chapter.

ICT-Based Practices and Speaking Skills

The term practice refers to exercise or trend related to a profession (Joshi, 2019). Thus, practice deals with the pedagogy of language teaching and learning. ICT- based practices employed by English language teachers may enhance learners' speaking skills. The teachers practice ICT when sufficient infrastructure is available (Cuban et al., 2001). ICT usage needs to be increased to enhance students' speaking skills (Joshi, 2019). ICT- based practices could increase students' words, syntax, and productive skills such as writing and speaking. ICT- related practices also permit the learners to learn the language in their way (Yunus et al., 2009). Several studies have already been carried out on these issues in Nepali contexts, which have been reviewed empirically here:

A study conducted by Joshi (2019) explored ICT based practices in language teaching and learning. The findings revealed that most English teachers often make PPT presentations and download or record videos on laptops. Nowadays, the maximum use of smart phones with various apps, much access to laptops, internet, and e-library have become common practices of ICT usage in ELT classrooms.

Similarly, Thapaliya (2014) uncovered that most of the teachers were found to employ ICTs such as tape recorders, smart phones, desktops, TV and the internet as ICT tools.

On the other hand, Acharya (2014) found that ICTs that include smart phones, laptops, computers and web tools like You-Tube, Facebook are consumed in language classrooms, and the integration of ICTs positively impacts ELT.

However, the practice of using ICT differs from teacher to teacher in English language teaching in the classroom. English teacher's practice of using ICT is also not enough in the classroom (Joshi, 2019). In addition to it, if teachers use ICT with creative and varied strategies, then it will promote students' oral performance. English language teachers' practices of using ICTs need to be varied and creative in order to enhance students' speaking skills in the English language.

The Speaking Skills

Speaking is a primary medium of communication. Speaking ability exists at the core of any ELT program of the schools that aims at making students able to communicate in English accurately, fluently and appropriately. Learning to speak in English is often equated with learning English as a whole (Adhikari, 2010). Focusing on its centrality to the language teaching program, Ur (2002 as cited in Adhikari, 2010) states, "speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language...many if not most foreign language learners are primarily interested in learning to speak" (p. 12). This skill expects the speakers to produce verbal and non-verbal symbols which is why it is also called productive skills (Chaney & Burk, 1998).

Speaking is essential because people use their speaking skills to communicate with each other. Brown (2004) mentions speaking as an oral interaction where participants must negotiate the meaning of ideas, feelings and emotions. In this case, the participant must understand the relationship between the ideas presented. Torkey (2006) states speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Based on the discussion above, it can be concluded that speaking is an important part of communication. The participants need to improve their speaking skills to communicate and get and give ideas and information to others.

In addition to this, speaking is primarily a productive skill because language is primarily manifested in speech. When a speaker speaks a language, they produce vocabulary, sounds, pronunciation, and supra-segmental features. Therefore, speaking can assist students in improving their vocabulary, grammar, pronunciation, and supra-segmental features. The learners can also express their feelings, desires, views, thoughts and emotions through speech.

Categories of Speaking Skills

Based on the desire of the speaker, Brown (2004) suggested six categories of speaking skills .

- a. Imitative Speaking: the speaker tries to reproduce someones' words, phrases, and sentences. The speaker attempts to copy the words, utterances, phrases and sentences of somebody in this speaking.
- b. Intensive speaking: The speaker attempts to produce brief sentences built to exhibit competence in the language, and the listener needs to be conscious of meaning for responding.
- c. Responding to speaking: The speaker is supposed to respond to questions. It includes greetings, very short conversations, requests, etc.
- d. Transactional speaking: The speaker speaks to transmit or interchange particular messages.
- e. Interpersonal speaking: The speaker attempts to maintain a social relationship like interview, discussion and conversation.
- f. Extensive speaking: The speakers make a speech themselves. It incorporates dramatic speeches by a single actor.

Components of Speaking

Components of speaking include accuracy, fluency, pronunciation and lexical resources. The students must pay attention to these components of speaking if they want to speak well. The components of speaking are discussed here:

Accuracy

It is the ability of the speakers to produce sentences grammatically correctly. It means to produce sentences with the right tenses, correct use of prepositions and word order. A good speaker must be able to produce words and sentences in the proper contexts.

Fluency

Harmer (2007) defined fluency as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include reasonably fast speaking and only a small number of pauses. These signs indicate that the speakers do not have to spend a lot of time searching for language items needed to express message. It means speaking needs skilfulness in speaking. A fluent speaker can produce sentences in a smooth and effortless way. Douglas (2007) argues that a fluent speaker can discuss without any effort. A speaker is a fluent speaker if native speakers comprehend and accept their speech in natural conversation.

Pronunciation

Harmer (2007) mentions pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to components of a grammar made up of the elements and the principles that determine how sounds vary and pattern in a language. There are two features of pronunciation: phonemes and supra-segmental features. In this way, pronunciation refers to the manner in which language is spoken with supra-segmental features such as intonation, stress, rhythm, juncture, and tempo. Moreover, it is a way in which a speaker utters a word or language.

Lexical resource

Harmer (2007) defines vocabulary as the appropriate diction which is used in communication. Without having sufficient vocabulary, one cannot communicate effectively or express his or her ideas in oral form. In this way, lexis refers to words in a language and the source indicates the varieties. Therefore, a lexical resource is related to the competence of vocabulary and meaning that the speaker uses in discussion.

Theoretical Framework

The theoretical framework is an important section of the study. It provides a conceptual image that facilitates comprehending things that may not be noticed directly.

Thus, it is crucial to mention theory in the study to explain the phenomena in question and enrich the discussion of this study. Moreover, it is the foundation of the study where the whole research process stands up. Therefore, Vygotsky's (1978) social constructivism is the theoretical ground of this study because this theory aligned with this study.

Social Constructivism Learning Theory

Social Constructivist learning theory was propounded by Vygotsky (1978), which suggests that every learner creates knowledge by organizing and linking ideas, arguments and concepts individually and socially. Someone needs to be involved in social interaction or discussion to construct knowledge and meaning. Readymade knowledge does not exist there as the realist philosophers such as Plato argued. Knowledge is always constructed when somebody interprets reality. It is not a "true" representation of the reality (Mechlova & Malcik, 2012).

In addition, in constructivist learning theory, ICTs are of prime significance in providing support to the learners' gaining knowledge for building meaning in their way. In this regard, Asiksoy and Ozdamli (2017) argue, "Information construction does not only happen with the learner interaction in their physical environments, but it is also constructed with the interactions in social and technological environments in an active way" (p.134 as cited in Sing, 2018). Therefore, somebody can best practice the proper integration of ICTs in constructivist learning theory (Hong & Lin, 2010 as cited in Sing, 2018) because the modern ICTs have sufficient potential to help learners create knowledge, think critically, build learner autonomy and learn collaboratively and interactively. Besides constructivist learning theory, other theories, such as behaviourism and cognitivism are frequently used in ICT-based learning.

However, constructivism is more useful for this issue because constructivist theory-based approaches focus on interaction and discussion. They are process-oriented, which emphasizes concluding by reasoning, creating a view and constructing critical thinking (Lou, 2005). In constructivist learning-based methodologies, knowledge is not imposed or transformed from the teachers to the students; rather, the students are encouraged to construct the knowledge involved in social interaction and discussion (Karagiorgi & Symeou, 2005). This study employed constructivism as the learning theory because it aimed to identify ICT-based practices and how ICTs enhance students'

speaking skills in language learning where the students, as participants, constructed meaning from their perspectives. The researcher did not create reality.

In addition to this, ICT creates learning platforms where the participants are involved in the interaction. The students are considered to enhance their speaking ability if they are involved in interaction. Social constructivism learning theory focuses on interaction and discussion. Therefore, this theory is more useful for this study.

Mediation through Technology

Mediation is the concept of social constructivism learning theory propounded by Vygotsky. This concept advocates that technology or tools can be used as the medium to learn a second language. In Vygotsky (1978), words, like words, tools and nonverbal signs, provide learners with ways to become more efficient in their adaptive and problem-solving efforts. Using computers to access practice and learn the second language (p.127). An individual does not establish a direct relationship with the world, but this relationship is mediated through the use of tools (Lantolf, 2001). Individuals, in collaboration with others, use tools to control the world according to their needs and in this sense, tools become mediators between the subjects and the objects.

Types of Mediators

Kozulin (1998) states that Vygotsky identified three kinds of mediators: material tools, psychological tools and other human beings. Regarding material tools, Kozulin (1998) claims that the material kind of tools, we can mention anything human beings invented to master nature, from wood sticks to lap top; the invention and use of material tools have transferred our way of thinking, which has different consequences for everyone.

The psychological tool plays the role of mediating the psychological process of human beings. Primitive humans used such tools as tying knots and counting fingers to mediate between their minds and the abstract world, and modern societies have transformed and upgraded these tools (Kozulin, 1998).

The third type of mediation is through an individual. Vygotsky (1978) uses this idea with an example: a child wants to grasp an object beyond his reach. In trying to do so, he points at it to establish a direct relationship with the object. His/her mother aids him/her in interpreting the pointing as indexing the desire to reach the object. In this case,

the mother has become a mediator who helps the child reach his/her goal (Kozulin, 1998).

The Zone of Proximal Development (ZPD)

The zone of proximal development was a key construct in Vygotsky's theory of learning and development. The zone of proximal development is defined as the space between what a learner can do without assistance and what a learner can do in collaboration with more capable peers. The idea is that individuals learn best when working together with others during collaboration, and it is through such collaborative endeavours with more skilled persons, learners learn and internalise new concepts, psychological tools and skills. Roosevelt (2008) holds that the main goal of education from the Vygotskian perspective is to keep learners in their ZPDs as often as possible by giving them interesting and culturally meaningful learning and problem-solving tasks that are slightly more difficult than what they do alone, such that they will need to work together with another, more competent peer to finish the task.

Scaffolding

Wells (1999) defined scaffolding as a way of operationalizing Vygotsky's (1987) concept of working in the zone of proximal development. He recognized three key features that give education scaffolding its character: a) the essentiality dialogic nature of the discourse in which knowledge is constructed; b) the significance of the kind of activity in which knowing is embedded and c) the role artefacts that mediate knowing. The major goal of scaffolding in teaching represents a view of the ZPD characteristics of transfer of responsibility for the task to the student. They emphasise the collaboration between the teachers and the learners in constructing knowledge and skills (Wells,1999).

Review of ICT- related Policies, Plans and Projects

If we go back to the history of ICT, Nepal introduced internet services in 1994 and the first (IT) policy of Nepal was made in 2000 (NIP, 2000). Currently, the Government of Nepal has established a new body, the High Level Commission for Information Technology (HLCIT), which facilitates between personal and community areas in the betterment of ICT in Nepal (MoE, 2013).

As mentioned above, since 2000, the Government of Nepal has introduced a range of policies for ICT in education. The first IT Policy, 2000 emphasized the extension of

distance education and social unification (National Planning Commission, 2003). Behind this, the National Curriculum Framework for School Education, 2005 focused on the use of ICT (a) as a tool to teach other subjects and (b) as an academic curriculum subject to equip the students with the skills required to succeed in the knowledge economy (MoES, 2007). The IT Policy of 2010 placed emphasis on the provision of the Internet for community schools (Ministry of Science & Technology [MoST], 2000).

The Master Plan for ICT in Education (MPICTE2013-2017) determined four components of the plan: (i) infrastructure (internet connectivity, multimedia classroom, virtual data, educational resource development of ICT sharing platforms), (ii) human resources development, (iii) of digital learning materials development (data centre and educational resource sharing platform., and (iv) enhancement of education system (connectivity among training centre, resource centre, and schools) (Ministry of Education [MoE], 2013). The plan emphasised the partnership approach and cooperation and collaboration for spreading equitable access and increasing the quality of education, including English language competence (Poudel, 2018). The latest official document, the School Sector Development Plan, 2016-23, also focused on a transformation of pedagogy to improve learning outcomes (MoE, 2016). Thus, the Government of Nepal seems to have introduced the planned strategies for integrating ICT policies into instructional activities in community secondary schools in rural Nepal. The schools seemed to begin to employ ICT in their school teaching and learning activities, including the English language with the aspiration of transforming education.

Review of Previous Studies

A study carried out by Aryani (2019), aimed at accomplishing the modern visual-audio device to develop students' oral proficiency. The findings demonstrated that advanced audio-visual brought certain improvements in the speaking skills of the students. Another study conducted by Farmanas (2018) examined the influence of programs of a computer system named Learn to Speak English to improve learners' knowledge in speaking and develop learners' desire for oral capacity through software. The findings exhibited that the programs, such as applications and apps extremely impacted both learners' oral performance and desire. The next study conducted by Saran et al. (2009) investigated the possible integration of smart mobile phones to support

students in receiving good utterances or pronunciation. The findings revealed that mobile phones were remarkably conducive to students' pronunciation perfection.

Similarly, another study in the same area conducted by Madiyoh et al. (2018) examined how watching movies affects students' speaking capability development. The findings revealed that watching movies influences students' speaking ability, so watching movies might be integrated as real instructional aids to teach speaking skills. All the evidence establishes that the integration of ICTs can enhance students' speaking skills. Hayat (2021) carried out a study on how the use of ICTs enhances students' speaking skills in education. He focused on the action of integrating ICTs in increasing learners' oral performance. He highlighted the influence and the positive findings of integrating ICTs to improve students' speaking skills. He explored that the integration of ICT played a positive role in enhancing learners' speaking ability inside as well as outside the classroom. Likewise, a study by Sherine et al. (2020) examined the effectiveness of Mobile Assisted Language Learning (MALL) on the improvement of oral performance, segmental and supra-segmental characteristics of pronunciation that increased students' skills in speaking. The findings showed that after participating in the training program through ICTs, participants' speaking skills, as well as pronunciation, were remarkably developed.

Several studies have already been carried out on these issues in Nepali contexts as well. A study by Adhikari (2010) emphasised factors that create problems for teaching speaking in the Nepali context. He explored ways to solve the problems which include having the students speak in and out of the classroom, promoting learner autonomy. Another study by Joshi (2019) explored ICT-based practices in language teaching and learning. The findings reveal at maximum, English teachers often make PPT presentations and download or record videos through laptops. These days, the maximum use of smart phones with various apps, access to laptops, the internet, and e-library have become common practices of ICT usage in ELT classrooms.

Thapaliya (2014) revealed that most of the teachers were found to employ ICTs such as tape recorders, smart phones, desktops, TV and the internet as ICT practices. Similarly, Acharya (2014) showed that ICTs that include smart phones, laptops,

computers and web tools like YouTube, and Facebook are consumed in the language classrooms and the integration of ICTs positively impacts ELT.

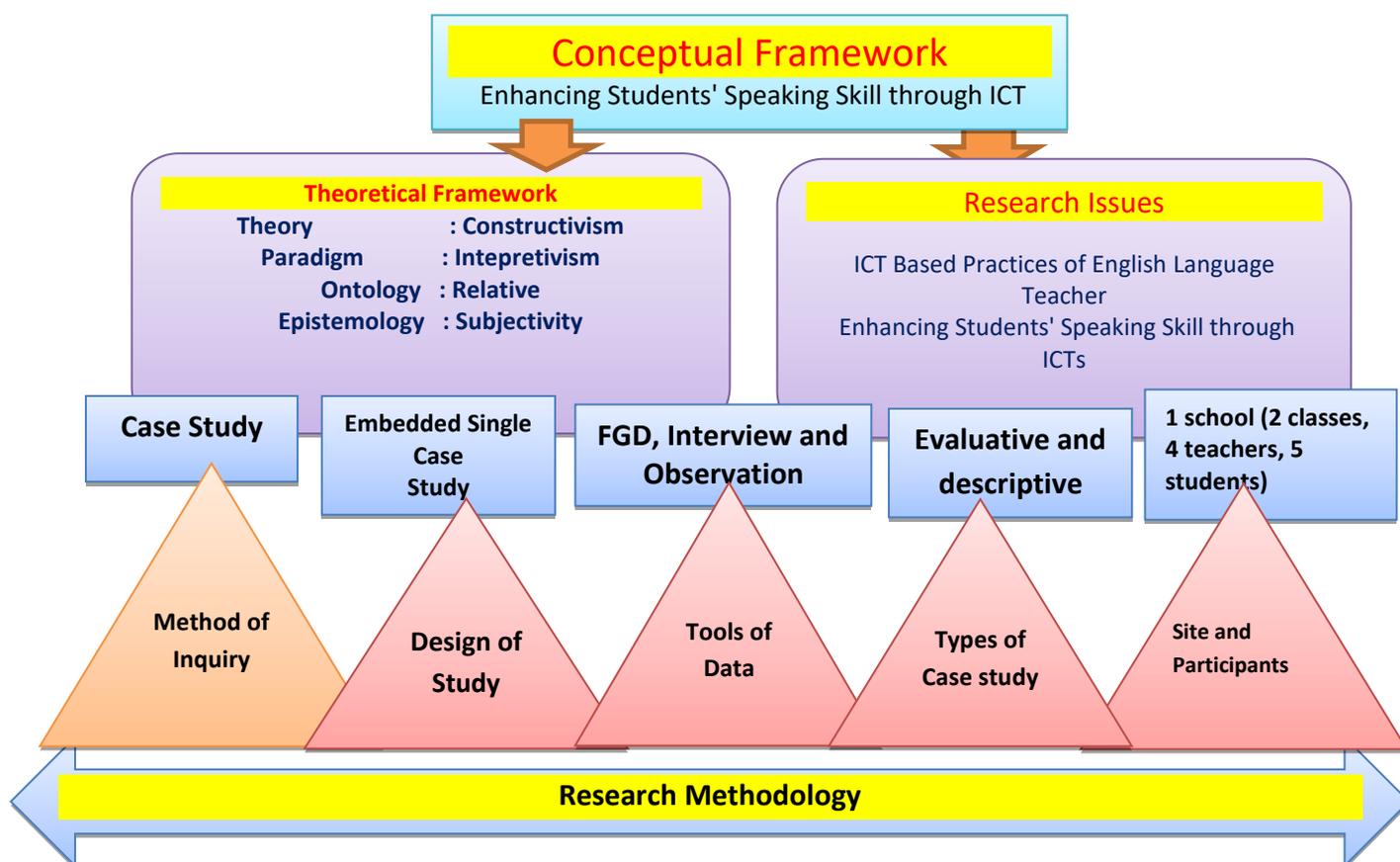
Research Gap

The review mentioned above revealed that several studies have already been conducted on ICT-based practices and integrating ICT in enhancing learners' speaking skills. The evidence also reveals that all studies have been conducted by adopting quantitative methods in urban settings of foreign countries. All of these studies focused on the effect of ICT that enhances students' public speaking, pronunciation and speech proficiency. However, these studies did not explore ICT-based practices. In addition, the studies did not explore ICT-based practices and integration of ICT tools in enhancing students' speaking skills in the Nepali context, especially in Bhojpur district.

Therefore, this study was conducted to explore ICT-based practices and the integration of ICT tools in a rural setting of a secondary community schools in the Bhojpur district. Furthermore, no studies were conducted on this issue in Bhojpur district.

Figure 1

Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter begins with a discussion of the philosophical considerations, which consist of ontology, epistemology, axiology, and study paradigm and moves further into detailing the adopted study approach, method of inquiry and study design. As a researcher, my ontology for this study is based on relativist ontology. Similarly, my epistemological standpoint is subjective and my axiology for this study is value-laden. This study stands on the interpretivist paradigm, which employs qualitative study methods. In this study, I adopted a case study as the method. Among different case studies, I adopted descriptive (providing a narrative account) and evaluative types of the case study. This chapter also discusses data generation strategies and the research field used in this study. The research area of this study is a community secondary school in Bhojpur municipality of Bhojpur district. In the end, the issues related to the ethical considerations and quality standards along with meaning-making process have been discussed.

Philosophical Considerations

Philosophy is the study of existence, reasons, knowledge, values, mind and language (Sellars, 1963). In other words, it is philosophy that studies and analyses the universe, existence, life, and truth. In this regard, Thami (2019) says "Philosophical considerations can be viewed as a set of basic beliefs and ideas that deal with principles of reality (ontology), knowledge (epistemology) and value (axiology). They are also the foundations for logical analysis of knowledge and meaning-making process in this study" (p.23).

Ontological Standpoint

Ontology is the branch of philosophy that refers to the nature of being about reality, truth and existence. Ontology forms the foundation of the study "Ontology is a formal specification of a perspective" (Smith, 2004, p. 2). There are two classes of ontology classified as realist and relativist; where former ontology suggests that there is a single truth, and it is not socially constructed but remains in the same state independently

of the observer's perception and influenced by natural rules where cause and effect happens on the other hand, more than one truth exists in the relativist ontology. They are socially created and uninfluenced by natural rules (Guba & Lincoln, 2005).

In a qualitative study, the participants construct the truths. Relativists also argue that there is no objective world or truth; that means anything is subjective or relative. So, truth is also constructed by social beings (Guba & Lincoln, 1994). Therefore, as a researcher, my ontology for this study is based on relativist ontology. My participants created reality from their perspectives. The researcher did not create the reality, or the reality did not take place due to cause and effect.

My Epistemological Standpoint

Epistemology deals with the origin of gaining knowledge and the process of creating knowledge (Morehouse & Maykut, 2002). Epistemology is usually classified as objective and subjective. Objective epistemology suggests that knowledge is not interpreted; natural rules influence it, while subjective epistemology assumes that knowledge is constructed by individuals' interpretation (Rashid, et al. 2019).

As a researcher, my epistemological standpoint is subjective in this study. I made sense of the truth through the participants' point of view. I assumed that participants constructed the knowledge. The phenomenon was examined as the investigation continued. I generated knowledge through the worldview of my participants.

My Axiological Standpoint

Axiology is also a branch of philosophy which deals with value. Axiology is a science to study how people think and deal with the values (Richards, 2003, p.36, as cited in Thami, 2018). I valued perceptions, views, and understanding in this study while using ICT in ELT. Therefore, my study is value-laden.

Research Paradigm: Interpretivism

This study stands on the interpretivist paradigm, which employs qualitative study methods. The interpretivist paradigm permits the researcher to look at the universe from the participants' point of view (Greener, 2008). The interpretive paradigm assumes that human beings create knowledge and meaning when they come in contact with the world they explain (Orlikowski & Baroud, 1991). The interpretivist paradigm adopts relativist

ontology and subjectivist epistemology, where human beings create knowledge and meanings socially (Mckenna et al., 2011).

Case Study as Method of Inquiry

A case study is a qualitative inquiry method that aims to explore a phenomenon in a specific context (Baxter & Jack, 2008). In this study, the investigator attempts to examine an actual-moment development within its natural environment in which the researcher considers that environment creates a variation (Kaarbo & Beasley, 1999).

A case study is an in-depth investigation where the researcher investigates a well-defined case and interprets the environment in natural phenomena and processes occurring in natural development. The researcher does not separate the phenomenon from its context. Rather, it is investigated in relation to the context (Rashid et al., 2019).

A case study is considered to be an empirical study activity in which data is gathered from various resources and tools. A case study investigates a unique event or action as the case in a natural context (Yin, 2009). In the case study method, the researcher aims to carry out an intensive study on a specific case. The specific case can be an individual, group, institute, or community (Rashid et al., 2019).

In this study, I adopted a case study as the method. It was an in-depth study of how the integration of ICTs enhances students' speaking skills. This study has undertaken the issue that existed in a natural setting. Among different case studies, I adopted descriptive (providing a narrative account) and evaluative types of the case study.

Design of the Study

Yin (2009) mentioned four designs for the case study. They include single, embedded single, multiple and embedded multiple case designs. Among these four case study designs, I adopted the embedded single design of the case study. In this design, the researcher included more than one unit of analysis. For instance, a whole school (Shree Biddhoday Secondary School, Bhojpur) was a unit which embedded subunits such as classes 9 and 10, four English language teachers, and five students. Each unit required data collection instruments such as interviews, observations, etc. (Yin, 2009).

Case Selection

This study took place in a secondary community school in Bhojpur municipality of the Bhojpur district. Purposively, I selected this school that had managed ICT tools in

every classroom to teach the English language. Furthermore, I selected this school as a case because the school had been running classes through ICT tools for over five years. Before sorting out this school as the case, I visited almost fourteen community schools and observed their ICT management in Bhojpur municipality of the Bhojpur district. During the school visit, several schools were discovered to have managed computers, internet and other ICT tools.

However, other secondary community schools in Bhojpur municipality did not manage the classrooms with well-equipped ICT tools like this school. This school has managed every classroom with well-equipped ICT tools such as computers, Interactive smart boards, Projectors, and Computer Units. I also discovered that this school is connected to high-speed internet. The internet was connected to devices like Interactive Smart Boards and smart TVs in every classroom. Both Secondary English language teachers and students had access to high-speed internet at the school. Therefore, this school was selected as the case of the study.

Introduction to the Case

Shree Biddhoday Secondary School, Bhojpur is one of the oldest community schools in Bhojpur district. The school was founded by local people in 2008 B.S., and after one year, the Nepali people laid the foundation for democracy in Nepal. The school is located in the headquarters of Bhojpur district. At present, with more than 400 students and 40 teachers and four non-teaching staff, the school is currently running the classes from one to twelve grades. The school is a model community school in Bhojpur district. Thus, the school managed ICT tools better than other schools.

The school is receiving financial funds and technical support from three government entities: the Government of Nepal and NGOs. The school distributed laptops to every teacher, including secondary English language teachers. An Interactive Smart Board is used to teach the English language at the school. Due to well-managed ICT tools, location, dedicated English language teachers for using ICT in English language teaching, hardworking and enthusiastic students for English language learning, Shree Biddhoday Sec. School was sorted out as the case for the study.

Research Participants

In qualitative research, when samples are chosen in a deliberate manner, known as purposive sampling, it is helpful to get the most relevant and plentiful data (Yin,2011). Purposive sampling is used in order to access ' knowledgeable people', i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience (Cohen et al.,2007). Therefore, to gather my research data, I used the purposive sampling method because it helped me get the information I wanted to gather.

Purposive sampling is one of the most common sampling strategies in qualitative research, and it is used to get the group participants according to preselected criteria relevant to a particular research question, time and resources. Thus, I used purposive sampling to select the participants in this study. My study includes the headteacher, four secondary English language teachers, and five students of grades nine and ten from a community school who were engaged in teaching and learning the English language using ICT tools in the classroom.

I went to see the school and got permission from the school authority. I interacted with English language teachers and students and shared my purpose. I built rapport with the school authority before I discussed it with English language teachers and the students. After this, I chose four secondary English language teachers and five students engaged in teaching and learning the speaking skills of the English language through ICT usage. I got permission from English language teachers to observe their class. I presented the profiles of the participants who were selected as the major participants for my study.

Research Participants' Profile

As far as I know, the participants' profile describes individuals who participate in the study. Participants' profiles are a key part of the research process as they ensure that participants fit the purpose of the study. Therefore, the participants were the key persons who supplied me with the required information for my study. Since my study is in-depth and prolonged, I spent almost six months with them in the field. I observed 72 classes of four secondary English language teachers who taught English language in general speaking skills of English language in particular during six months. Besides observation

as the major tool for the study, I conducted interviews with the participants formally and informally. The participants have been introduced below:

Profile of English Language Teachers

Mrs Nabina is a female secondary English language teacher at Shree Biddhoday Secondary School, Bhojpur. She has been teaching English language to grades IX and X for 5 years, integrating ICT tools in the classroom. She was one of my interviewees. She supported my study by letting me observe her classes. I had several interviews with her formally and informally. She gave me valuable thoughts and insight into how ICT enhances students' speaking skills. I also observed her several English language classes.

Mr Kamal is a secondary English language teacher who has been teaching at Shree Biddhoday Secondary School, Bhojpur, for 11 years. He has an MA and one year B.Ed. in English from T.U. He teaches English to grades IX and XII, integrating ICT tools such as Laptop, Smart Phone, Interactive smart board, and audio/Video recorder, Wi-Fi and E-book and E-dictionary into the classroom. He has been teaching the English language and integrating ICT tools for five years. He was the key person at school because he provided technical help to other English language teachers with ICT tools. Most importantly, he enjoys using ICT tools to teach speaking skills in the English language. He was one of my interviewees, and I observed his several classes during six months.

Mr Pramod is a secondary English language teacher at Shree Biddhoday Secondary School, Bhojpur. He prefers to teach speaking skills in the English language by integrating ICT tools in the classroom. He has completed M.A. in English literature from TU and a one-year M.Ed. in English language Education from Kathmandu University (KU). He has 12 years of teaching experience in the English language. He has been teaching the English language to students from grades IX to XII at the school. In addition, he has been teaching English for three years, integrating ICT tools at the school. He was one of my interviewees and participants. I observed his several classes in the classroom for six months.

Mr Debendra is a secondary English language teacher at Shree Biddhoday Secondary School, Bhojpur. He is a young and energetic English language teacher. His qualifications are a B.Ed. in English language education and an MA in English literature.

He is a key teaching fellow at this school in ICT. He provides technical support to other English language teachers and staff in managing ICT. He teaches the English language from grades IX to XI, integrating ICT tools. I spent more time with him than other English language teachers. I observed more than 30 classes over months. He was my key participant as I interviewed him about his thoughts and experience in using ICT to enhance students' speaking skills of the English language formally and informally. He has been teaching English language integrating ICT tools for 5 years. During his stay, I found him a co-operative, highly qualified and trained English language teacher at the school.

Profile of the Students

Rekha is a female student who studies in grade -IX at Shree Biddhoday Secondary School, Bhojpur. She prefers to learn the English language using ICT tools in the classroom. She is a punctual and disciplined student at the school. She spoke English better than other students . I selected her as a participant after several conversations with her. Therefore, she was one of the key participants in my study. I selected her purposively. I interviewed her about her English language learning experiences using ICT. I almost spent six months with her at the school. I observed her class and discussed formally and informally for six months. I gathered valuable information from her in my study.

Sandip is a student who studies in grade-X at Shree Biddhoday Secondary School, Bhojpur. He was one of my participants in this study. After several conversations and getting familiar with him, I picked him up as a participant in the study from school. He was more curious about ICT while learning the English language in the classroom. He could speak English better. He shared his experience of how he improved his English with his conversation. According to him, he developed his speech with the help of the internet. I spent almost six months with him in the classroom. I observed his classroom ICT-based activities. We discussed this formally and informally for six months. I gathered crucial information from him for my study.

Anamol is a student of Shree Biddhoday Secondary School student, Bhojpur studying in grade-IX. He also prefers to learn the English language through ICT usage. He was one of the recognized students at the school for his active participation in ICT-based class activities. The reason behind picking him up as my participant was that he

spoke the English language better. I knew that he developed his English with the help of ICT with his effort. I talked to him informally before I selected him as my participant. I spent six months with him at the school. I observed his ICT-based classroom activities. We discussed this formally and informally for six months. I gathered crucial information from him for my study.

Asmita is a female student of Shree Biddhoday Secondary School, Bhojpur. She is in grade-IX. She prefers to speak English in and outside of the classroom. After several conversations with her, I knew that she was interested in developing the English language. She spoke English well. She told me how she developed her English during the conversations. According to her, she practiced speaking English herself by watching a short English film, English conversations on YouTube. I talked to her formally and informally before I selected her as my key participant in the study. I observed her in several ICT- based classroom activities at the school. She provided me with valuable information during six months.

Krishna is a student of Shree Biddhoday Secondary School, Bhojpur . He studies in grade-X. I picked him as a key participant in my study because he was an active English language learner. He had better English. He preferred to learn English with the support of ICT tools. I chose him as a participant after having conversations and discussions with him. He was a dedicated and disciplined student at the school. He was also one of the recognized students for being an active participant in extracurricular activities at the school. He provided me with valuable information during observation and conversations at the school.

Figure 2

Participants Detail

S. No.	Study Participant	Shree Biddhoday Secondary School	Total Number
1	English Language Teachers	4	4
2	Students	5	5
3	Headmaster	1	1
4	Total Participants		10

Data Collection Strategies

In the case of study, the researcher collects data by observing, studying records and documents, or interviewing in the study setting instead of using tools like questionnaires or test items (Creswell, 2012). As a researcher, I utilized structured and unstructured interviews, prolonged non-participant observation and focused group discussion (FGD) as study techniques and open-ended questions and field notes. Documents such as archives of official minutes, files, official publications and rules and regulations of the school were also consulted.

Observation

As a researcher, I applied observation as a major technique to gather information in a natural setting, which took place in the English language classroom of Shree Biddhoday Secondary School, Bhojpur. In addition, I employed prolonged non-participant observation to figure out the exploration of the study. I observed 72 classes taught by English language teachers to the students of grades IX and X, integrating ICT tools in the classroom. I noted down daily field notes of observed classes of four secondary English language teachers. Thus, I adopted prolonged non-participant observation in my study, which was helpful in learning how the integration of ICT enhanced students' speaking ability. I took Shree Biddhoday Secondary School, Bhojpur, as the major area (case) of observation and English language teachers, students from grades IX and X were other areas (sub-cases) of observation during the field visit. In addition to observation, informal interviews and group discussions were also used to gather information.

Interview

Besides prolonged non-participation observation as the major tool for gathering data, I made use of interviews in a natural setting to collect reliable information at the school. I interviewed four secondary English language teachers who were educated in speaking skills of the English language integrating ICT regularly. I also interviewed five students who studied in grades IX and X at Shree Biddhoday Secondary School, Bhojpur. Before holding the interview, I generated open-ended questions relevant to my study to

explore in-depth information from the participants. I asked them several probing questions during the interview .

Field Notes

I wrote down field notes on every visit to the field. I documented notes of events, observations, interviews, conversations and other major elements at the school. I used a separate note-book for the data gathering, and later, major things were again saved in the Word file on my laptop. Some images and videos were also taken during the field research process.

Data Analysis and Interpretation

Data analysis is a systematic process of segmenting the data into meaningful units. In addition, data analysis divides the data into different meaningful parts. There are no specific formulas to analyse the collected information in qualitative data. However, the data are interpreted according to the study questions, theories, and previous studies (Yin, 2011). Data analysis and interpretation involves familiarisation, coding, generating themes, and reviewing themes, defining and naming themes.

The data interpretation was done following the data that were gathered, considering themes about forty five contexts and the data itself. While coming to the analysis part, I found that several pieces of information were similar and connected to the relevant themes to create meaning . While doing so, the relevance of data and information was also carefully considered. I categorized the collected data systematically to understand more about the recorded data. I collected the data on each field visit and kept it on the record in a diary. Later, I recorded it in word files. I wrote daily reflections while collecting the data on each field visit. Each piece of data collected had a date, participants' names, and several aspects of the observation.

While doing observation, the data were collected with distinct contexts, which helped me comprehend that different contexts or issues that were present at different times. For example, ICT strategies employed by the teachers were categorized in one section so it could be added to the theme of the finding section.

After collecting data from students' interviews, each interview was translated from Nepali to English. Then, I prepared an initial rough draft of the interview. After preparing the rough draft, I revisited it and edited it as needed to prepare the final draft.

Each final draft was coded to generate themes. Following interviews with English language teachers, each interview was coded to generate themes. The data from observation was also coded to generate the themes. The whole data was categorized into six themes and forty sub-themes that were generated from the codes while interpreting the data.

At last, themes were defined and named. Each collected data had a date, participants' names and several aspects of observation. Similarly, pseudonyms were given to protect the identity of the participants. The data were analysed by interpreting the themes and linking them with the literature reviews. The findings from other studies and literature were also used to relate to the findings of my study.

Quality Standards

The quality standard is considered to be necessary for assessing the quality of a study. The quality standard presents trustworthiness and authenticity of the study. In this study, I employed trustworthiness and authenticity to ensure the quality standard of my research.

Trustworthiness

. Maintaining trustworthiness is an important issue in qualitative study. To maintain trustworthiness in this study, I gathered and explored sufficient information from the participants to confirm the findings. During the data collection process, I conducted frequent interviews, maintained field notes for data accuracy, and wrote reflections daily. In addition, the data was gathered from four secondary English language teachers, the headteacher and five students of Shree Biddhoday Secondary School, Bhojpur. I kept a record of the data gathered from the study site each day during and after the visit. I wrote reflections and prepared field notes after each day's observation and discussion in my notebook. Furthermore, I triangulated the data to ensure trustworthiness by asking the same question to the other English language teachers and the students. The data collection procedure was strictly followed, as explained in the methodology. The findings emerged from the data.

Authenticity

To maintain authenticity in my study, I quoted some of the participant's original voices. I took the participants' voices as the main tool of my study. I respected the participant's original identity.

Ethical Considerations

Study ethics are mainly concerned with correcting or preventing study misconduct in the activities of issues such as authorship and attribution of credit, rights of study trainees, sharing of data or materials, interacting with other researchers and their work, reporting and verification of data, handling of conflict of interest (Friedman, 1996, as cited in Poudel, 2018). I followed the guidelines of the School of Education (KU) to maintain study ethics. No participants, institutions, literature, cultural/pedagogical practices, or notions were blamed during the interpretation. Much caution has been taken to maintain the participants' views. I tried my best not to use biased language and followed *do no harm* strategy .

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings and the discussion of the whole study. While writing this chapter, I have attempted to reveal the findings based on the data obtained from the interviews, observations, field notes and discussions with the participants. The findings and discussion have been categorized from chapter –IV to chapter –VIII. Chapter IV covers ICT strategies/techniques and ICT practices adopted by English language teachers for teaching speaking skills. Chapter V includes the integration of ICT for teaching vocabulary. Similarly, Chapter VI consists of the use of ICT adopted by participants to enhance students' pronunciation. Likewise, chapter VI contains the use of ICT for enhancing students' supra-segmental features. The last chapter covers the integration of ICT to enhance students' fluent and accurate speaking. In every chapter, themes and sub-themes have been generated from the data. Then, I have organized themes and sub-themes based on code. Themes and sub-themes have been interpreted and discussed with participants' sharing. Pseudo names of the participants have been used in order to maintain anonymity and integrity. The findings of this chapter are based on the interviews, observations, field notes, and discussions with the participants.

English Language Teachers' ICT-Based Strategies/Techniques

This chapter deals with the first question of the study. I attempted to answer the first research question based on data obtained from the interviews, classroom observations, field notes, and discussions with participants. The chapter has been divided into two parts. The first part is related to ICT strategies and techniques, and the second part is concerned with the ICT practices adopted by English language teachers to teach speaking skills in the classroom. Significant findings were explored in this part during the interviews, observations, field notes, and discussions with the participants. The findings reveal that the participants were found to have used several ICT strategies or techniques to enhance students' speaking skills in the English language. Some of the ICT strategies or techniques have been discussed here.

Downloading English Conversations, Dramas, Songs, Films from YouTube

One of the English language teachers (Nabina) expressed her view regarding ICT strategies and techniques. She considers that the strategies deal with a plan that is intended to achieve the purpose. Techniques are classroom activities. That's why, strategies and techniques are related. She responded that various ICT strategies or techniques could be applied to enhance students' speaking skills. Downloading English conversations, dramas, songs, and films from YouTube and presenting them on the screen of Interactive Smart Board are ICT strategies and techniques applied in the classroom. The students watch films, dramas, and conversations on YouTube. They practice dialogue or conversation in pairs and groups after watching the drama or film on the screen. These are ICT techniques/strategies applied in the classroom. She argues:

The strategies deal with a plan that is intended to achieve the purpose.

Techniques are classroom activities. That's why strategies and techniques are related. I apply various strategies or techniques to enhance students' speaking skills, such as downloading English conversations, dramas, songs, films from YouTube and presenting them on the screen. The students watch them on YouTube and have discussions in groups. The students practice dialogue or conversation in pairs after watching the drama or film on the screen.

The information shared by Nabina reveals that downloading English conversations, dramas, songs, and English films from YouTube and displaying them on the screen is an ICT strategy/technique. She employs this to enhance students' speaking skills. In this connection, Madiyoh et al. (2018) believe that watching movies influences students' speaking ability, so watching movies might be integrated as real instructional aids to teach speaking skills. She believes that the students benefit from this strategy as they get the opportunity to watch films, dramas and have conversations. They get involved in group discussions and practice dialogue, which consequently leads to developing their speaking skill.

Describing Picture and Images on the Screen

Nabina further stated that describing pictures and images on the screen also comes under ICT strategies/techniques. And then, the students need to be encouraged to

describe the images or pictures exhibited on the screen. She responded that these strategies/techniques supported the students to improve their speaking skills. She states:

I display images and pictures on the screen of the Interactive Smart Board and encourage them to describe images and pictures. The students look at the images and pictures on the screen and describe them. It enhances their speaking ability.

Similarly, the next English language teacher Pramod, responded that he utilized ICT strategy/techniques such as describing the pictures on the screen, text analysis, and filling the gap in incomplete sentences. He opines that his students may develop their speaking ability while describing the pictures. He claims:

To enhance students' skills in the English language in my classroom, I apply describing pictures on the screen, text analysis, and filling gap of incomplete sentences techniques. The students develop their speaking ability while describing pictures.

The response of Nabina exhibits that describing pictures and images on an interactive smart board is said to have ICT strategies/techniques. She claims that this strategy helps students develop their speaking skills. Therefore, the students need to be encouraged to employ such types of ICT strategies or techniques while teaching speaking skills with the integration of ICT tools.

The response of Pramod also displays that a description of the pictures on the screen is a common ICT strategy/technique. Besides this, text analysis, and feeling gaps of incomplete sentences are also discovered as other ICT strategies/techniques employed by teachers to enhance students' speaking skills. He opines that his students may develop their speaking ability if they are engaged in describing the pictures displayed on a smart board.

Using Authentic Materials for Speaking

Next English language teacher (Debendra), in an interview, answered that he mostly makes use of strategies/techniques such as E-books for textbook-based exercises, additional resources found on the net, video clips for providing models, simulated characters and recorded voice, and radio, voice recorder, smartphone as authentic materials to enhance students' speaking skills. He further responds that authentic materials could be put in an application to expose the students to real-life English use. He

also believes that such strategies or techniques can assist the students in developing their speaking skills in the English language in a natural way. He states:

For enhancing students' speaking skills in English language, I mostly make use of strategies such as the use of an E-book for textbook-based exercises, use of additional resources found on the net, video clips for providing models, simulated characters and recorded voice, radio, voice recorder, smartphone for authentic materials for speaking. We might apply authentic materials to expose the students to real-life English use. I believe such strategies can assist the students in developing their speaking ability in a natural way.

It was explored that employing authentic materials such as E-books for textbook-based exercises, additional resources found on the net, video clips for providing models, simulated characters and recorded voice, and radio, and voice recorder can be some other ICT strategy or techniques to enhance students' speaking skills. The participant claims that authentic materials could be applied to expose the students to real-life English use. Employing authentic materials as ICT strategies or techniques can assist students in developing their speaking skills naturally.

Using Audio/Video Materials on Multimedia Devices

Similarly, another English language teacher (Kamal) responded that he employs audio-video materials by projecting them onto multimedia devices offline. He considers that the video contained conversations between or among native speakers like participants that have been streamed on YouTube online. He considers that if online access is not possible, the downloaded context can be manifested as the ICT strategies/techniques. He believes that students should get acquainted with native English, which may help them develop their speaking skills in a native way. He believes:

I employ audio-video materials by projecting them on multimedia devices in offline mode. Similarly, the videos contained conversations between or among native speakers or native speakers like participants have been streamed on YouTube online. If online is not possible, the downloaded context can be shown. The students become familiar with native English, which may help them develop their speaking in a native way.

The response of Kamal displays that employing audio-video materials by projecting them on multimedia devices offline is the next ICT strategy/technique. English language teachers can utilize various ICT strategies/techniques based online and offline modes in the classroom. They can use videos containing conversations between or among native speakers or native speakers like participants have been streamed on YouTube online. If online is not possible, the downloaded context can be manifested as the ICT strategies/techniques. He believes that students should get acquainted with native English which may help them develop their speaking skills in a native way. In this connection, Aryani (2019) believes that advanced audio-visuals have brought certain improvements in the speaking skills of students.

Incorporating the Students to Interact with Messenger or Skype

During the interview, the next English language teacher Pramod, replied that he employs different ICT strategies or techniques to enhance students' speaking ability. He implements self-discovery and co-creative ICT techniques in which he incorporates the students to interact with the help of Messenger and Skype for speaking skills practice and listening drills. He believes interaction promotes students' speaking skills. In addition, he discovers a new way of using ICT tools and techniques on YouTube, Google, and different websites related to teaching strategies and techniques for ELT. He utters:

There are different techniques and strategies for teaching the English language through ICT. However, I employ self-discovery and co-creative techniques of teaching in which I involve my students in interacting with each other with the help of Messenger, and Skype for speaking practice and listening to the drills. Interaction promotes students' speaking habits. In addition, I discovered a new way of using ICT tools and techniques on YouTube, Google and other websites related to teaching strategies and techniques for ELT.

The overall responses of the participants above explore the significant findings about ICT strategies and techniques implemented by English language teachers. The findings reveal that English language teachers were observed to apply various ICT strategies and techniques to enhance their speaking skills. Some major ICT techniques and strategies teachers apply include downloading English conversations, dramas, songs, and films from YouTube; describing pictures and images on the screen, making use of

authentic materials for speaking; and making use of English conversations from native speakers.

The findings reveal that these ICT strategies/techniques employed by the teachers seem somehow similar. However, Pramod employs involving the students to interact with Messenger or Skype as an ICT strategy/technique. This ICT strategy/technique differs from ICT strategies/techniques adopted by other English language teachers. Pramod claims that involving the students interacting with Messenger or Skype accelerates students' speaking skills.

In this regard, Asiksoy and Ozdamli (2017) argue, “Information construction does not only happen with the learner interaction in their physical environments, it is also constructed with the interactions in social and technological environments in an active way” (p.134as cited in Sing, 2018). This fact also resembles Social Constructivist Learning theory propounded by Vygotsky (1987). This theory believes that technology is a medium that mediates between human beings to create interaction. The learners are believed to create knowledge when involved in social interaction.

English Language Teachers' ICT-Based Practices to Enhance Students' Speaking Skills

This is the second part of the first research question of the study. This part deals with ICT practices adopted by English language teachers to enhance students' speaking skills in the classroom. It was identified that English language teachers applied several ICT practices to increase students' speaking skills in the class room. The ICT practices practiced by the participants include preparing slides and presenting on PowerPoint, replacing books, markers and whiteboard with ICT tools, making use of E-textbooks, pictures, images and figures, letting the students use their gadgets, applying ICT tools such as the internet products, video conference and YouTube, using the Interactive Smart Board for multiple purposes. These ICT practices by English language teachers have been discussed here:

Preparing Slides on PowerPoint and Displaying them on the Interactive Smart Board

One of the English language teachers Nabina replied to a question related to ICT practices practiced by her for developing students' speaking skills. She mostly prepares slides on PowerPoint and displays slides on the screen of Interactive Smart Board. She downloads books, listens and reads texts, videos, images, drawings, songs, poems, and conversations from the internet and saves them on her pen drive. She brings them into the classroom and demonstrates them on the screen. She also collects instructional materials on her personal smart phone and shows them in the classroom. She claims:

ICT practices that I usually practice in the classroom are simple and common. I mostly start with a slide presentation. I prepare slides on PowerPoint, which are demonstrated on the screen. Apart from this, I download books, texts, videos, images, drawings, songs, poems, and conversations on my pen drive. I bring them into the classroom and present them on the Interactive Smart Board. I also collect the materials on my smart mobile and present them in the classroom. I sometimes use materials that directly connect internet sources such as Google Search, YouTube, and other apps.

The sharing of Nabina explores some common ICT practices to teach students' speaking skills in the classroom. The common ICT practices include preparing slides on PowerPoint and displaying them on the screen of an Interactive Smart Board; downloading books, texts, videos, images, drawings, songs, poems, and conversations from the internet and saving them on her pen drive; bringing materials into the classroom and demonstrating them on the screen; collecting instructional materials on her smart mobile and displaying them in the classroom.

Replacing Traditional Instructional Materials with Modern ICT Tools

Nabina further regards traditional instructional materials (chalk, duster, blackboard), which could be replaced by ICT tools such as PowerPoint, Interactive smart board, smart mobile, laptop, and pen drive. She rarely uses a paper book, duster, marker, and white board to teach speaking skills in the classroom. She uses ICT tools such as PowerPoint, Interactive smart board, smart mobile, laptop, and pen drive instead of

traditional instructional materials. She often visits YouTube and Google Search and uses authentic ICT materials such as English conversations, songs, and drama on the screen.

She states:

There are common ICT practices that I have been practicing to improve students' speaking skills. I use ICT tools to replace books, markers, and whiteboards. I use PowerPoint slides, images, pictures, and drawings. I also display conversations, videos, and texts. I use Interactive smart board, smart mobile, laptop, and pen drive in place of traditional instructional materials. I rarely use paper books, markers and whiteboard. I visit YouTube and Google Search and display authentic internet resources such as English conversations, songs, and dramas.

Likewise, the next English language teacher (Pramod) practices ICT practices like Nabina. He responds that he does not bring paper book, chalk, and duster into the class. He has replaced traditional instruction materials such as chalk, dusters, blackboards, and paper books with modern ICT tools, such as interactive smart boards, pen drives, and e-books. He practices all of these as the major ICT practice in the classroom. He also prepares PowerPoint and presents them on the Smart Board. Sometimes, he uses social sites such as facebook and Instar Gram to teach vocabulary as the ICT practices. He replies:

I do not use chalk, duster, black board and paper books in the classroom. I have replaced traditional materials such as chalkduster, blackboard and paper book with Interactive smart board, pen drive, and E-book. I also prepare PowerPoint slodes and present them on smart board. Sometimes, I use social sites such as facebook and Instar Gram to teach vocabulary.

Similarly, I observed the class of the next English language teacher Kamal, on 20 March 2023 regarding his ICT practices. He has replaced traditional instructional materials, chalk, duster and blackboard with modern ICT tools like an Interactive Smart Board, and pen drive. During the observation, I explored that he also had common ICT practices as other English language teachers did. His ICT practices include using the Interactive Smart Board and smart mobile to teach word meaning, gathering materials in his pen drive and using the pen drive as the major instructional tool, connecting the

internet to the screen of the Smart Board, visiting YouTube to display video, visiting website and Google Search.

As usual, I reached the school. I observed his ICT practices. He too, seemed to have common ICT practices as other English teachers did. He used an Interactive Smart Board. He used his mobile phone to teach word meaning. He did not bring books. He saved materials in his pen drive. The internet was connected to the screen of the interactive smart board. He browsed YouTube, website, and Google Search in the classroom. (Observation, 20 March 2023) .

Similarly, the next English language teacher Nabina in an interview replied to the question as earlier participants responded. She responded that she doesn't bring traditional materials such as marker, duster, and paper books. She uses e-books that she had already saved for future use in her pen drive. Thus, she uses e-books on the Interactive Smart Board as ICT practice in the classroom. She also operates a scanning device to display e-books' pictures and text. She shares:

I do not bring traditional materials such as markers, duster, and textbooks. I have already saved e-books in my pen drive. I come to the class and insert a pen drive into the Smart Board that displays e-book. We have a scanning machine connected to the device. So, I operate the scanning machine to display paper books' material such as pictures and text.

The evidence shows that there is a huge paradigm shift in teaching and learning materials in the classroom. The teachers seemed to replace their traditional instructional materials with modern ICT tools to teach students' speaking skills. They were found using ICT tools such as smart mobile, interactive smart board, PowerPoint slides, and pen drive that replaced chalk, duster, markers, and blackboard in the classroom. In this regard, Thapaliya (2014) uncovered that most of the teachers were found to employ ICTs such as tape recorders, smart phones, desktops, TVs, and the internet in the place of tradition materials as ICT practices. English language teachers were identified to have shifted from traditional instructional material to modern ICT tools, which can be called paradigm shift in ELT.

In this way, the use of ICT tools caused a paradigm shift in the professional life of English language teachers. The use of ICT tools created a new learning environment to

teach the English language. The use of ICT tools may lead to teachers from non-digital leaning to digital learning contexts. With the use of ICT tools, English language teachers are teaching the English language in digital classrooms.

Thus, ICT tools cause a paradigm shift in the professional life of students. The use of ICT tools provides the path for digital learning. It is available around the clock a day, without pressure to fulfil the deadlines, students are able to run their courses and agendas according to their daily routines. This technology of teaching resulted in a rapidly changing culture in the school system. Students get access to worldwide information approved by prominent universities. With the arrival of a paradigm of smart education, technology and Internet connection have produced a learning environment that has expanded participation in smaller towns and promoted learning in all parts of society. The future thus belongs to online learning

Letting Students Use their Personal Gadgets

Likewise, another English language teacher Kamal, in an interview, says in response to a query about his ICT practice that he has been practicing to teach speaking skills in the classroom. He responded that his ICT practices depend on parts of speech. He does not employ identical ICT practices. He has one kind of ICT practices to teach vocabulary, while he uses other types of ICT practice for pronunciation, and supra-segmental features. For vocabulary, he lets them use their gadget to discover the denotative and contextual meanings of certain words, terms, and phrases at their convenience through the online dictionary. He states:

For vocabulary, I let them use their gadgets to discover the denotative and contextual meanings of certain words, terms, and the phrases at their convenience through the online dictionaries, while I do not use the same ICT practice to teach pronunciation and supra-segmental features. Then, I assign them to make sentences that can be used in their day-to-day lives.

The response above reveals that ICT practices depend on parts of speech. English language teachers may not employ similar ICT practices. They may apply distinct ICT practices to teach vocabulary, pronunciation, and supra-segmental features. For instance, to teach students vocabulary, Kamal lets them use their gadgets to discover the denotative

and contextual meanings of certain words, terms, and phrases at their convenience through the online dictionaries.

Using Internet Products, Video Conferences and YouTube

The next English language teacher Pramod, in an interview, replied to a question about ICT practice, which he has been practicing for teaching speaking skills in the classroom. He responded that audio-visual practice for speaking skills enhancement can be used as ICT practice at the schools. Moreover, he states that he generally uses ICT tools such as internet products, video conferences, YouTube, etc., depending on context as ICT practice to enhance students' speaking skills. The most important way he does is to engage them in interactive activities of speaking in the real context. He believes:

I apply audio-visual practice for listening and speaking skills enhancement. Visual materials displayed on the screen of the Smart Board can also be used for writing and speaking skills development in ELT. In order to improve students' speaking skills in the English language in the classroom, I generally use ICT tools such as internet products, video conferences, YouTube, etc, depending on context. The most important thing I do is to engage them in interactive activities that involve speaking in a real context. I believe that the interactive activities promote students' speaking skills.

The data above makes it clear that all English language teachers follow the similar ICT practices to enhance students' speaking skill. However, one of the teachers Pramod, argues that the most important way is to engage them in interactive activities of speaking in the real context through internet products. Integrating ICT tools increases the interactive activities of speaking in the real context, which promotes students' speaking skills.

To express this fact in another way, ICT tools become a mediator to engage the students in interactive speaking activities in the real context. This fact also resembles the concept of mediation through the notion of social constructivism learning theory propounded by Vygotsky. This concept advocates that tools can be used as the medium to learn a second language. In Vygotsky's (1978), words, "Tools provide the learners with ways to become more efficient in their adaptive and problem-solving efforts. Using computers to access practice and learn the second language" (p.127). An individual does

not establish a direct relationship with the world, but this relationship is mediated through the use of tools (Lantolf , 2001).

Operating Interactive Smart Board for Multiple Purposes

English language teacher Nabina, in a short discussion, shared her ICT practice that she has been practising for over two years. She responded that she always operates an Interactive Smart Board for multiple purposes as the major ICT practice to teach speaking skills. She says in response to ICT practice that she has been operating an Interactive Smart Board for over two years. She uses Smart Board to display videos, YouTube, Google Search, and images to teach speaking skills. She further responded that she uses them to write text, drawing pictures, figures, displaying PowerPoint slides, and audio text. She doesn't need traditional materials such chalk, duster, and blackboard. So he does not bring chalk, duster and paper book. She just brings an extra pen drive where she collects required materials and inserts them into the Interactive smart board. She claims:

I have been operating an Interactive Smart Board for over two years to teach speaking skills for multiple purposes. It has multiple functions. I display YouTube videos, Google searches, and images to teach speaking skills. Furthermore, I use it for writing text, drawing pictures, figures, displaying PowerPoint slides, and playing audio text. I don't need traditional materials such chalk, duster, and blackboard. I just need an extra pen drive where I can collect the required materials and insert them into the Interactive Smart Board.

I identified a similar fact when I observed the class of English language teacher Debendra on 3, November, 2022. During observation, I explored that he operated an interactive smart board for multiple purposes as the major ICT practice. I saw that the Interactive Smart Board had several apps such as PC, Control Panel, Zoom, Recycle Bin, CLC media player, Adobe Reader, Firefox, and various personal files and folders on the display of the Interactive Smart Board. He touched on the apps of the screen and began to write there with a small pointed instrument, looking like a pencil. He did not bring books, markers, dusters, a CD/DVD, or a cassette player into the classroom. He could write whatever he wanted to write down in it. Thus, he could use Smart Board for multiple tasks while teaching speaking skills.

It was the third day. I observed him operate an Interactive Smart Board to teach speaking skills for multiple purposes. He did not bring books, markers, dusters, a CD/DVD, and a cassette player into the classroom. The Interactive Smart Board has several apps such as Source, Whiteboard, Screen Sharing, Files, and Apps. He touched on the options on the screen and began to write on it with a small pointed instrument that looked like a pencil. He could write whatever he wanted to write down. Then, he entered the screen of the Interactive Smart Board. Applications such as PC, Control Panel, Zoom, Recycle Bin, CLC media player, Adobe Reader, Firefox, and various personal files and folders appeared on the display of the Interactive Smart Board. (Observation, 3 November 2022).

Likewise, the headteacher S.N.Thakur, also opined a similar idea. I met him in his office and I offered a short interview in his office about ICT practice, which was being practiced by his English language teachers while teaching speaking skills at his school. He accepted my offer. So we had a short interview in his office. He replied to my query and stated that an Interactive Smart Board has been set on the wall of every classroom. All of our English language teachers operate the Interactive Smart Board as the main ICT tool to teach speaking skills in the classroom. He responds:

We have fixed an Interactive Smart Board on the wall in every classroom. We have also connected the internet to every interactive smart board. Our English teachers do not bring books. They downloaded e-books in their pen drive from the CDC. They use a pen drive. They are trained to operate interactive smart board.

From the overall responses and observations from the participants, some significant findings of ICT-based practices have been drawn. Though English language teachers practice various ICT-based practices to enhance students' speaking skills, they seem to employ common ICT- based practices to teach speaking skills at the school. For instance, English language teachers mostly use an Interactive Smart Board for multiple purposes as a common ICT tool. Besides using an Interactive Smart Board for multiple purposes as a common ICT tool, preparing slides and displaying them on PowerPoint slides is the next ICT-based practice.

The evidence also shows that the teachers seemed to replace their traditional instructional materials with modern ICT tools to teach students speaking skills. They

used ICT tools such as smart mobile, interactive smart board, PowerPoint, and pen drive that replaced chalk, duster, markers, and blackboard in the classroom. In this regard, Thapaliya (2014) uncovered that most teachers were found to employ ICTs such as tape recorder, smart phones, desktops, TVs, and the internet in place of traditional materials as ICT practices. English language teachers were identified to have shifted from traditional instructional material to modern ICT tools, which can be called a paradigm shift in ELT.

This fact reveals that the use of ICT tools caused a paradigm shift in the professional life of English language teachers. The use of ICT tools created a new learning environment to teach the English language. The use of ICT tools may lead to teachers from non-digital learning to digital learning contexts. With the use of ICT tools, English language teachers are teaching the English language in digital classrooms.

Chapter Summary

From the overall responses and observation of the participants, some significant findings of ICT strategies or techniques have been identified. Downloading English conversations, dramas, songs, and films from YouTube; describing pictures and images on the screen; using authentic materials for speaking; using audio/video materials on the multimedia device; incorporating the students to interact with Messenger or Skype; giving a description of pictures on the screen, and using texts were found the major ICT strategies or techniques implemented by English language teachers into the classroom to enhance students' speaking skills.

In addition, some significant findings were identified regarding ICT-based practices by English language teachers to increase students' speaking skills. Preparing PowerPoint slides and displaying them on Interactive Smart Board; replacing traditional instructional materials with modern ICT tools; replacing markers, dusters, and paper books with pen drives; letting the students use their gadgets; using the internet products, video conferences and YouTube; and operating Interactive Smart Board for multiple purposes have been identified as the major ICT-based practices by English language teachers to enhance students' speaking skills.

CHAPTER V
TEACHERS' ICT-BASED PRACTICES IN ENHANCING STUDENTS'
VOCABULARY

This chapter deals with findings and the discussion of how ICT-based practice enhances students' vocabulary. In this chapter, I have attempted to reveal the findings based on the data obtained from interviews, observations, field notes and discussions with the participants. In addition, I have attempted to explore the findings based on the second research question. This chapter is concerned with the question related to the vocabulary. This chapter also includes themes and sub-themes which I generated from data. The findings have been organized into themes and sub-themes based on data. I have interpreted and discussed the themes and sub-themes with the citation of participants' responses, observations, discussions, and field notes. Therefore, the findings of this chapter are based on interviews, observations, field notes, and discussions with the participants.

What ICT-Based Practices do English Language Teachers Employ to Teach Students' Vocabulary and How do they Enhance Students' Vocabulary?

This section concerns ICT-based practices employed by the participants to enhance students' vocabulary. In addition, this section deals with finding and discussing what ICT-based practices English language teachers employ and how these ICT-based practices enhance students' vocabulary. The findings have been presented based on the data obtained from interviews, observations, field notes, and discussions with the participants.

The findings have been organized into themes and sub-themes based on data, and themes and sub-themes have been interpreted and discussed with participants' citations. The findings reveal that the participants were identified to have employed various ICT-based practices to enhance students' vocabulary in the classroom that have been discussed here.

Mastering Word Meaning through the Use of Digital Dictionaries and Google Search

One of the findings, which included the kinds of ICT tools applied by both English language teachers and students to enhance students' vocabulary. Two types of ICT tools were found to be used by the participants in their practice to enhance students' vocabulary. One ICT tool was a digital dictionary, and the next was Google Search. The participants implemented the digital dictionary to search for word meaning more easily and faster. One of the English language teachers Nabina, responded that she uses a digital dictionary and Google Search to find meaning for words. She states:

The students can visit a digital dictionary and Google Search to search for word meanings by themselves. Therefore, a digital dictionary and Google Search support learners in promoting their autonomy in vocabulary learning. They do not depend on the teachers. They learn vocabulary with the help of the digital dictionaries and Google Searches.

The participants' responses above reveal that the students can search for the meanings of words through Google Search and digital dictionaries. This means that they do not depend on teachers. They learn word meanings and increase their vocabulary by themselves. Therefore, digital dictionaries and Google Searches promote students' learning autonomy in vocabulary.

Similarly, one of the students (Asmita) shares a similar experience. She responded that the use of ICT tools, such as smart mobile phones, internet, TV, etc., helps the learners enhance their vocabulary of the English language. She further says that a digital dictionary can be used for searching for word meanings. The digital dictionary also supports learning pronunciation, grammar, and words with examples. She also adds that she does not need support from the teachers to search for word meaning. She claims:

The use of ICT tools such as smart phones, the internet, TV, etc. helps us enhance our vocabulary in the English language. I also search for word meanings of vocabulary through the digital dictionaries and learn their pronunciation, grammar, and uses with examples. I do not depend on the teachers.

A similar fact was explored when I observed the class of the next English language teacher (Kamal) on 21, March, 2023. From his observation, it was noticed that

he first presented words with their meanings in a column. Then, the students were told to match words with their meanings. The students were also told to search for word meanings in a digital dictionary. The students searched for word meaning and their uses with examples in the digital dictionaries. The teacher also displayed images of words in Google Search. From this observation, we can conclude that digital dictionaries help students increase their vocabulary.

Today, I observed the class of English language teacher (Kamal). He taught vocabulary, operating an interactive smart board. He displayed word and their meaning in two columns and instructed to match words with their meanings. Then, the teacher instructed the students to search for word meanings in a digital dictionary. The students searched for word meaning and their uses with examples in the digital dictionaries. The teacher also displayed images with words in Google Search. (Observation, 21 March 2023).

Following the class observation, I organized group discussions with the students in the classroom. I asked the students, "Does a digital dictionary assist you in increasing your vocabulary?" One of the students (Asmita) replied to my question. She responded that a digital dictionary is her second English language teacher. She searches for the meaning of difficult words. She searches for word meaning because a digital dictionary displays the meaning of words with examples. Examples make it easier to understand the meaning. It also gives antonyms and synonyms of words, which makes the meaning easier to comprehend. She makes sentences using words for remembering again. She uses words while speaking English. In this way, a digital dictionary not only assists her in increasing her vocabulary but also promotes her learning freedom in vocabulary. She claims:

A digital dictionary is my second English language teacher. I search for the meaning of difficult words. The digital dictionary displays the meaning of words with examples. Examples make it easier to understand the meaning. It also gives antonyms and synonyms of words, which makes it easier for me to understand meaning. I make sentences using words to remember a long time. I use words while speaking English. In this way, a digital dictionary not only assists me in increasing my vocabulary but also promotes my learning freedom.

In the same way, one of the students (Sandip) in an interview, expressed his idea of how a digital dictionary promotes students' independence in vocabulary learning. He responded that he integrates ICT tools to increase his vocabulary while learning the English language. He stated that ICT tools such as smart mobile phones, interactive smart boards, internet, and computers can help the students increase their vocabulary of the English language. He moreover adds that a digital dictionary on a smart mobile phone can be displayed when searching for the meaning of difficult words. He does not need the support of English language teachers to search for word meanings. He states:

In my experience, ICT tools such as smart mobile phones, interactive smart boards, Internet, computers, etc., can be employed to increase my vocabulary of the English language. I search for the meaning of difficult words in the digital-dictionary of my smart mobile phone. I do not need the support of my English language teachers to search for word meanings. I search for the meaning of words in digital dictionaries.

In addition, the next English language teacher (Nabina) shared a similar experience in this connection. She stated that the students can strengthen their vocabulary through digital dictionaries. They can download a digital dictionary and use it whenever they need to know the meaning of words. She considers that the students can use the digital dictionary any time they require it. They do not need the support of English language teachers if they have digital dictionaries on their smart mobile phones. They comprehend the meaning of the words and their classification with examples. So they can use the words the next time they speak. She affirms:

In my experience, students can strengthen vocabulary through the use of digital dictionaries on their smart mobiles, which allows them to download digital dictionaries. They can visit digital dictionaries any time they need. They comprehend the meaning of the words and their classification with examples. They can use the words the next time while speaking.

It was noticed that Google Search is another easier ICT tool used by the participants to search for word meaning. It was discovered that the participants employed Google Search to master word meaning. Nabina replied to a query, and she affirmed that the students could visit Google Search to learn word meaning. She believes that the

students should not be dependent on their English language teachers. They learn vocabulary with the help of Google Search. They do not need the support of an English language teacher for searching and mastering word meanings. Therefore, Google Search promotes learner autonomy in vocabulary learning. She affirms:

The students can visit and Google search to seek and master word meaning. Therefore, Google Search assists students in promoting their learning autonomy in vocabulary learning. They should not depend on their English language teachers. They learn vocabulary with the help of Google Search.

A student (Krishna), in an interview, gave a similar idea of how digital dictionary dictionaries and Google Search assist students in seeking and learning word meaning. He stated that the integration of ICT tools such as interactive smart boards, smart mobile phones, and the internet can be utilized to enhance learners' vocabulary of the English language. Google Search provides examples of word meanings, and it displays how words are pronounced. He, in addition, responded that the students not only search word meaning but also they can remember words longer mastered through Google Search. They can search for word meanings without the help of their English language teachers. He states:

The use of ICT tools such as interactive smart boards, smart mobile phones, the internet etc, can be utilized to enhance my vocabulary of the English language. We can search for the meaning of difficult words on the internet and in digital dictionaries. We can remember words mastered through Google Search. Google Search provides examples of using words and displays how words are pronounced.

Likewise, the next student Asmita, expressed a similar opinion. She was asked how ICT aided her in increasing her vocabulary. She replied that images from Google Search helped her remember the meaning of the words. She can remember these words for a long time. She can use words learnt through Google Search while speaking English. In this way, Google search assists in increasing their vocabulary. She expresses:

I feel images from Google searches on the internet that help me remember the meaning of the words. I feel real-like images on the internet displayed by our

English language teachers. I can remember these words for a long time, and I use them when speaking English. In this way, I am increasing my vocabulary.

I noticed an identical fact when I observed the class of another English language teacher (Debendra) on 22, November, 2022. What I noticed during the observation was that he displayed the synonyms and antonyms of the various words from a digital dictionary and Google search. He searched for the synonyms of 'tolerance'. The synonyms of tolerance are *patience and resistance*. The antonyms of the same words are *intolerance and mindedness*. He instructed the students to seek the meaning of tolerance in a digital dictionary. Oxford English dictionary has already been downloaded and saved on the Interactive smart boards and smart mobile phones. He told the students to make sentences using the word 'tolerance'. The students attempted to make the sentences using words from the text. It was observed that the students could search antonyms and synonyms of words on Google search. In this way, Google search promotes students' autonomy.

Today, I have observed ... He has displayed the meaning, synonyms and antonyms of the various words in digital dictionaries and Google searches. He searched for the synonyms of 'tolerance'. The synonyms of tolerance are patience and resistance. The antonyms of the same words are intolerance and mindedness. He instructed students to search for the meaning of tolerance in a digital dictionary. Oxford English dictionary has already been downloaded and saved on the interactive smart boards and mobile phones. He instructed the students to make sentences using 'tolerance'. The students practiced developing sentences using words from the text. (Observation, 22 November 2022).

I identified the same fact when I observed the class of the next English language teacher (Prمود) on 30, March, 2023. During the observation, what I explored was that he told the students to find difficult words from paragraphs on the screen. The students pointed out difficult words. Then, the teacher told the students to search and identify words meaning on Google search. Google search displayed word meaning with examples. The Google search also displayed pictures of words. Then, the teacher instructed the students to make sentences using those words. The students tried to make

sentences using words. Thus, Google search helped them not only search for word meanings but also master word meanings.

Then, he instructed students to seek difficult words from paragraphs on the screen. The students pointed out words. The teacher told the students to search and identify words meaning on Google search. Google search displayed word meaning with examples. The Google search also displayed pictures of words. Then, he told the students to make sentences using words. The students tried to make sentences using words. Thus, Google search helped them not only to find out word meanings but also master words. (Observation, 30 March 2023).

During observation, I realized that Google search supports the students to enrich their vocabulary. They have learnt synonyms and antonyms of the various words through Google searches and digital dictionaries. The students do not depend on their English language teachers for word meanings. They can identify and learn word meanings, antonyms, and synonyms through Google searches and digital dictionaries. Therefore, Google searches and digital dictionaries promote learner autonomy.

Comprehending Word Meaning by Integrating YouTube

The participants used YouTube to create the context for the students to comprehend word meaning when I observed the class of an English language teacher (Debendra) on 13, November, 2022. What I spotted during the observation was that he visited YouTube and played the poem while a native speaker was reciting the poem. Then, he told the students to pick up some difficult words through the poem from YouTube. The students pointed out some complex words through the poem on YouTube. YouTube also displayed images and pictures of words. He got the students to read the poem on YouTube and complete the puzzle words. He displayed images and pictures on YouTube, which provided context for the students to comprehend the meaning of the words. As a result, the students could fill up the puzzle boxes with correct words.

I observed... He displayed a poem on the screen. He visited YouTube and played the poem while a native speaker was reciting it. The student was glad listening to the poem. The teacher told the students to pick up some difficult words. The students pointed out some complex words from the poem on YouTube. YouTube also displayed images and pictures of words. He instructed the students to read

the poem on YouTube and fill the puzzle boxes with the correct words. The students fill up the puzzle boxes. It was noted that images and pictures on YouTube provided context for the students to comprehend word meanings. (Observation, 13 November 2022).

The data above exhibits the fact that YouTube provides context for students to comprehend word meanings. It was identified that images and pictures of words can be displayed on YouTube, which creates context for students to comprehend word meanings. Consequently, the students can comprehend word meanings.

Creating Real-like Context to Predict Word Meaning through the Use of Videos

The next English language teacher (Nabina), in an interview, remarked that the video could be utilized to create real-like context, which contributes to predicting word meaning. As a result, the students can predict the meaning of words by watching videos. According to her experience, vocabulary can be taught effectively by integrating video into the classroom. The students can remember words for a long time if English language teachers integrate video to teach vocabulary. She further stated that the teachers can teach vocabulary by integrating images and pictures on the screen. If vocabulary is taught by integrating images, pictures and video, the students can remember vocabulary whenever they need to use it. She further stated that the natural context of video supports the students to predict word meaning, and then they learn words knowingly or unknowingly, which assists in developing their vocabulary. She argues:

In my experience, vocabulary can be taught effectively by integrating videos in the classroom. The students can remember words for a long time if an English teacher integrates video while teaching vocabulary. We can teach vocabulary by integrating images and pictures on the screen. The students can remember vocabulary whenever they need to use it. We can create real-like context on videos. The real-like contexts in videos help students predict the meaning of words. Consequently, the students can learn vocabulary knowingly and unknowingly.

The same English language teacher (Nabina) moreover added her experience. She stated that videos assist students in predicting the meaning of words. The students predict the meaning of words and sentences by watching speakers' movements and acting

on videos. The students also learn the cultural meaning of words such as slang, idioms on video, etc. She states:

The students watch speakers' movements and acting on videos. So, they predict the meaning of words and sentences. They also learn the cultural meaning of words, such as slangs, idioms and proverbs, on videos.

I explored an identical practice when I observed the class of the next English language teacher (Debendra) on 10, March, 2023. During observation, I noticed that he displayed a video for mastering word meaning. I also observed that video motivated the students to learn word meaning. What I further noticed during observation was that he inserted a pen drive into the device. A video about "Ocean Wave Energy" appeared on the screen. The students watched the video curiously. The students watched the ocean, moving water waves, water boards, water sheep, sea beaches, wind, etc, on video. The video created a real-like context. So, the students predicted the meaning of waves, water board, sheep, sea beaches and wind watching the video.

Today, I observed the same class by Debendra . He taught 'Ocean wave energy' to the students in the classroom. He inserted a pen drive into the device. A video about "Ocean Wave Energy" appeared on the screen. The students watched the video curiously. The students saw the ocean, moving water waves, water board, water sheep, sea beaches, wind, etc. on the video. The video created a real-like context. So, the students predicted the meaning of waves, water board, sheep, sea beaches and wind by watching a video. (Observation, 10 March 2023).

The findings reveal that video can create real-life context for mastering word meaning. The real-like context assists the students in predicting the meaning of vocabulary in the video. As a result, they acquire vocabulary.

Increasing Students' Vocabulary through English Conversations and Movies on YouTube

One of the students (Sandip) shared an idea about how English conversations on YouTube assist him in increasing his vocabulary. He mentioned that he watches English conversations on YouTube. Following watching and listening to a conversation, he attempts to use words from the conversation while speaking English. He considers that such activities help him increase his vocabulary. He shares:

I watch and listen to English conversations on YouTube in my leisure time at school. After watching and listening to conversations, I try to use words from the conversation while speaking English. Such activities help me increase my vocabulary.

English language teacher (Nabina) expressed a similar view over how English movies on YouTube help the students to predict word meaning. She replied that the students could speculate the meaning of the words while watching the movies on YouTube. She says that the students watch scenes and acts of actors and actress and their dialogue in English movies on YouTube. The acting and scenes in association with dialogues facilitate the learners to estimate word meaning. They can use these words in their speaking as well. In this way, English movies help learners enhance their vocabulary. She claims:

The students watch the scenes and acts of actors and actress and their dialogues in English movies from YouTube. They may encounter new words. They could speculate the meaning while watching the scenes and the acts of actors in the movie. They can use these words in their speaking as well.

The expression above shows that English movies on YouTube help students predict word meanings. The data also reveals that the students could speculate the meaning of the words while watching the movie on YouTube. Moreover, the students watch scenes and acts of actors and actress and their dialogue on English movies from YouTube. The acting and scenes in association with dialogues help the learners estimate the meaning of words. In this way, English movies help learners enhance their vocabulary.

Developing Students' Vocabulary through the Use of Social Media

One of the English language teachers (Nabina) expressed her idea about how social media contributes to increasing students' vocabulary. She responded that the students may increase their vocabulary by visiting social media such as Facebook, Messenger, Twitter, etc. The students read English words on social media. She further added that the students may write their comments in English words on Facebook. In this way, they increase the vocabulary while speaking English. They find English

everywhere on social media. Therefore, the students not only increase their vocabulary but also acquire speaking English with the help of social media. She argues:

The students visit social media sites such as Facebook, Twitter, and Messenger for a chat. They read English words on social media. They may write their comments in English words on Facebook. In this way, they increase the vocabulary while speaking English. They find English everywhere on social media. They learn to speak English unknowingly. That means they not only increase their vocabulary but also acquire speaking English on social media.

The response above explores that the students may increase their vocabulary by visiting social media such as Facebook, Messenger, Twitter, etc. The students happen to read English words on social media and write down their comments in English words on Facebook. In this way, they increase the vocabulary they use while speaking English. Therefore, the students not only increase their vocabulary but also enhance their speaking English on social media.

Growing Students' Vocabulary through E-media of Kathmandu Post

The same English language teacher (Nabina), in another interview, responded that English media in the Kathmandu post supports the students to grow their vocabulary. She added that the students might find new words in e-news and search for their meanings. As a result, English news supports the learners to increase their vocabulary. She claims:

The students visit and read e-news or English print media in the Kathmandu post. They visit various websites that also help the students increase their vocabulary. The students may find new words in e-news and search for their meanings.

The expressions of the participants make vivid that English media like the Kathmandu post supports the students in increasing their vocabulary. When the students visit e-news, they may find new words and search for their meanings. They can guess word meanings in the news. As a result, English news supports the learners in increasing their vocabulary.

Motivating the Students through Pictures on the Screen for Mastering Vocabulary

I discovered a fact when I observed the class of another English language teacher (Nabina) on 20, February, 2023. What I found during the observation was that pictures motivated the students to master word meanings. I detected that she was teaching unit 11,

entitled "Ethics and Morality". At first, an image was presented on the screen. Then, the students were instructed to look at the screen. The picture on the screen motivated the students to understand the word meanings. They stopped making noise and watched on the screen. Then, she displayed a reading text on the screen. She instructed us to replace the words and phrases in red in the sentences below with the correct words from the box. The students read the text and tried to replace words and phrases in the red in the sentences. The students finally replaced words and phrases with the help of images and pictures.

I observedShe was teaching unit 11, entitled "Ethics and Morality". At first, an image was displayed on the screen. Then, the students were told to look at the screen. The picture on the screen motivated the students to understand the word meanings. They stopped making noise and watched on the screen. Then, the teacher displayed a reading text on the screen. She instructed them to replace the words and phrases in red in the sentences below with the correct words from the box. The students read the text and tried to replace words and phrases in the red in the sentences. The students finally replaced words and phrases with the help of images and pictures. (Observation, 20 February 2023).

As indicated in the response above, pictures and images on the screen of the interactive smart board may motivate the students to learn word meaning. The students paid more attention to the lesson when the teacher associated words with images or pictures on the screen. This evidence justifies that the picture on the screen motivates the students to learn word meaning.

Moreover, the observation provides substantial evidence that ICT can positively affect students' enjoyment of learning vocabulary. The evidence shows that ICT can motivate students to learning vocabulary. The use of ICT may arouse students' interest in learning vocabulary. As a result, they increase their vocabulary by integrating ICT into the classroom.

Associating Words with their Meaning through Images on PowerPoint

I noticed another finding while pursuing the observation of the same teacher (Nabina) on 5, March, 2023. From the observation, I explored that images helped the students comprehend word meanings. I observed her class and noticed that she

introduced a few new words from the poem on PowerPoint. The new words were: *daffodils, breeze, twinkle, etc.* Then, she displayed images of daffodils, breeze and twinkle stars on the screen. The students comprehended the meaning of the words by watching the images on the screen. Then, she told the students to identify difficult words from the poem. The students searched for words from the poem and told the teacher. The teacher associated words with images on PowerPoint slides. The students learnt the meaning of the words by associating them with images. In this way, images on PowerPoint helped students learn word meanings. As a result, the students increased their vocabulary.

Today, the teacher introduced a few new words from the poem on PowerPoint slides. The new words were daffodils, breeze, twinkle ... etc. Then, she displayed images of daffodils, breeze and twinkle stars on PowerPoint slides. The teacher told the students to find out difficult words from the poem. The students searched for words from the poem and told the teacher. The teacher associated words with images on PowerPoint slides. The students learnt the meaning of the words by associating them with images. In this way, images on PowerPoint helped students learn word meanings. (Observation, 5 March 2023).

The field note above indicates that images displayed on PowerPoint contribute to comprehending word meaning. The findings reveal that associated words with images on PowerPoint slides support the students to anticipate word meaning. Consequently, the students learn the meaning of the words by associating them with images. Later, they use words while speaking English.

Chapter Summary

From the overall responses and observation of the participants, I explored significant findings of ICT-based practices employed by the teachers and how the integration of ICT tools contributes to increasing students' vocabulary. The findings include digital dictionaries and Google search to assist the students in searching for word meaning independently. Digital dictionaries support the students to master word meaning and promote their learning autonomy.

Google search provides the students to promote their autonomy; YouTube provides context to comprehend word meanings; creating a real-like context on video

contributes to predicting word meaning; English conversations on YouTube increase students' vocabulary; social media contributes to increasing vocabulary; E-media in the Kathmandu post contributes to growing students' vocabulary; English movies on YouTube help students speculate word meaning; and picture on the screen motivates the students to master vocabulary.

CHAPTER VI

TEACHERS' ICT-BASED PRACTICES TO ENHANCE STUDENTS' PRONUNCIATION

This chapter comprises the findings related to the second study question based on data obtained from interviews and observations. The second question was divided into vocabulary, pronunciation, supra-segmental features and fluency. But here, I have attempted to answer the questions related to what ICT-based practices the teachers employ to teach speaking skills and how the students enhance their pronunciation through the integration of ICT tools. In the process of gathering data on how ICT enhances students' pronunciation, I observed several classes of English language teachers sitting in the classroom. Finally, I generated themes and subthemes and interpreted them with citations to reveal the findings.

What ICT-Based Practices do English Language Teachers Employ to Teach Students' Pronunciation and How do they Enhance Students' Pronunciation?

During the interview and class observation, English language teachers and the students were found to integrate various ICT-based practices and ICT tools to enhance students' pronunciation in the classroom. The ICT-based practices and ICT tools have been presented here:

Enhancing Students' Pronunciation through the Use of Audios and Videos

English language teacher (Nabina) in her interview responded that ICT is very effective in enhancing students' pronunciation. She shared her experience of how the students strengthen their pronunciation through audio text. She believes audio text improves students' pronunciation. Because the students get a chance to listen to the native and non-native voices of English speakers in audio text, she believes:

In my experience, ICT is very effective for improving students' pronunciation. The reason is that the students get a chance to listen to the native voice and non-native voices of English speakers through audio text recorded on a smart mobile

phone or CDC. The students become familiar with varieties of English. So they can pronounce words and sentences differently.

She further shared her experience with audio text. She considers that ICT tools such as computer programs, CDC listening texts, conversations, and songs on a smart mobile phone functions as models for the students for pronunciation. So, she uses computer programs, CDC, English conversations and English songs as models for teaching pronunciation. She believes that the students develop their pronunciation by imitating models. She claims:

I use computer programs, CDC listening texts, conversations, and songs on a smart mobile phone as a model for teaching pronunciation. The students listen to audio texts on CDC and songs on smart mobile phones. They imitate them as the model. After imitating, they can develop their pronunciation.

Similarly, another English language teacher (Kamal), in an interview, responded that effective pronunciation is usually based on exposure to standard utterances or conversations. According to him, in a Nepali classroom, it is hard to find an environment for standard pronouncing. He expressed his view that ICT becomes the true integration for enhancing students' pronunciation. He believes that authentic audio-video materials enhance students' pronunciation. He often uses authentic audio/video texts among the students, which helps them improve their pronunciation. He argues:

Effective pronunciation learning is based on exposure to standard utterances or conversations. In a Nepali classroom, it is hard to find an environment for conversation or speech with standard pronouncing. So, ICT becomes the true integration for the enhancement of students' pronunciation. I usually collect authentic audio-video materials and use them among students with proper facilitation.

The information gathered from the observation of Nabinaon 16, February, 2023 explored a similar fact. It was noticed that the conversation from the downloaded videos supported the students in pronouncing words and sentences properly. She brought up two different conversations on the downloaded videos by Nepali speakers and foreign speakers. She instructed the student to watch and listen to both. Some students responded after watching videos that they understood Nepali speakers but did not understand foreign

speakers. She repeated videos more than five times with foreign speakers. The students understood little after watching it several times. I observed that watching and listening to the conversation on videos facilitated their improvement in pronunciation.

Today, I went to the same class of the same teacher. I entered into a classroom before the teacher (Nabina). I sat back as usual. She came to the class 5 minutes late. She presented some more images and clues on the screen. She also presented examples on the screen. The students got excited in this class. She brought up two different conversations on the downloaded videos by Nepali speakers and foreign speakers. The student watched both. Some students told her that they understood Nepali speakers but did not understand foreign speakers. She repeated more than five times with foreign speakers. The students understood little after watching it several times. They practiced conversation, which helped them improve their pronunciation. (Observation, 16 Feb 2023).

Likewise, the next English language teacher (Pramod) shared a similar view. He believes that the integration of ICT plays an important role in enhancing students' pronunciation, since ICT tools provide students with authentic resources like speech, dialogues, and conversations in English in a plentiful manner. He states that YouTube, videos, listening materials, broadcasts, bogs, English songs, English movies, and short audios would help develop an exact native-like pronunciation. He believes:

The integration of ICT plays an important role in enhancing students' pronunciation since ICT tools provide students with authentic resources like speech, dialogues and conversations in English in a plentiful manner. The YouTube, videos, listening materials, broadcasts, bogs, English songs, English movies, and short audios would help develop exact native-like pronunciation.

As indicated in the response above, integrating audio/videos can be crucial ICT-based practice to enhance students' pronunciation. The findings reveal that ICT tools audios and videos are the most important ICT tools which provide students with authentic resources like speech, dialogues and conversations in English in a plentiful manner. To support this idea, Aryani (2019) states that advanced audio-visual have brought certain improvements in the speaking skills of the students. It was also indicated that videos, listening materials, broadcasts, bogs, English songs, English movies, and short audios

may provide an authentic model of pronunciation of the native speakers, which would help develop exact native-like pronunciation.

Providing Feedback Integrating Mobile Phones in Enhancing Students' Pronunciation

Teacher Nabina in an interview expressed the idea of using smart mobile phones. She stated that smart mobile phones could be used to record students' voices. In this way, mobile phones can be used to provide feedback to the students to enhance their pronunciation. She states:

The students' voices can be recorded on smart mobile phones and can be replayed . So they can get feedback on their pronunciation. As a result, they can improve pronunciation.

In addition, she responded that the integration of mobile phones is very effective in enhancing students' pronunciation. They get a chance to listen to the native and non-native voices of English speakers. The students can record their voices on a smart mobile phone. They get feedback through their recorded voices. They may get a chance to listen to their voice on smart mobile phones and develop their pronunciation. She further stated that she uses computer programs, CDS, listening texts, conversations, and songs as a model to the students on smart mobile phones. She gets the students to listen to the model and they imitate the model. After imitating the model, they can improve their pronunciation. She argues:

The integration of smart mobile phones is very effective in enhancing students' pronunciation because they get a chance to listen to the native and non-native voices of English speakers. I use a smart mobile phone, computer programs, CDC, listening texts, conversations and songs as a model to the students on mobile phones. The students listen to songs and listening texts as the model, and they imitate it. After imitating, they can improve their pronunciation. The students' voices can also be recorded on a smart mobile phone. They get feedback through recorded voices. They listen to their voices and can compare their voice with the voices of a native speaker and improve pronunciation.

The response of Nabina indicates that the integration of smart mobile phones is an effective practice in enhancing students' pronunciation. In this regard, Saran et al.

(2009) explore that mobile phones were remarkably conducive to students' pronunciation perfection. Moreover, the finding reveals that the students get acquainted with the native and non-native voices of English speakers. The students can record their voices on a smart mobile phone. They get feedback through their recorded voices. They may get a chance to listen to their voices on a smart mobile phone and develop their pronunciation. It was also explored that mobile phones, computer programs, CDS, listening text to the book, conversations, and songs can be effective ICT tools as a model. The findings further show that the students get a chance to listen to the model, and they can improve their pronunciation after imitating the model.

Enhancing Students' Pronunciation through the Use of YouTube

English language teacher Debendra, in an interview summarized that YouTube helps the students enhance their pronunciation. YouTube provides an authentic voice to the students, which they can imitate and improve their pronunciation. He further stated that English language teachers can bring authentic voices into the classroom and students can imitate voices. He states:

The use of ICT enhances students' pronunciation. With the help of ICT tools like YouTube, we can bring authentic voices into the classroom and students can imitate those voices.

The responses of Debendra display that YouTube help the students improve their pronunciation. YouTube is an effective ICT-based practice that provides an authentic voice to the students. It was found that they imitate and improve their pronunciation through YouTube.

Facilitating Students' Pronunciation through the Integration of Google search

A student (Sandip), in an interview, responded that Google search supported him in pronouncing English words and sentences. Google search facilitated him in learning how to pronounce words and sentences. He further stated that the students can see syllables and the symbols of the words in Google search. The symbol of syllables helps the students pronounce words. He claims:

In my view, ICT tools help me pronounce English words and sentences correctly. We can search and learn pronouncing words and sentences in Google search. Google search helps me pronounce English words and sentences. We listen to

audio and learn pronouncing words and sentences. We can see syllables and their symbols in the words on Google search. The symbol of syllables helps us pronounce words.

I observed the class of an English language teacher (Pramod) on 3, April, 2023. From observation, I noticed a similar fact in his class. I noted that he integrated Google search to teach homophones. He presented homophones such as cell/sell, fare/fair/ heal/heal, etc. on the screen. Then, he visited Google search, where he identified the meaning of these words. Google search displayed their pronunciation along with the meaning with various examples. The teacher then played the sound of these words. The students listened to the sound and watched examples with meanings. Then, he made the students practice to produce these words. He also made it clear that words may have the same pronunciation but different meanings. It was noticed that the students not only learnt to produce words but also to use words while speaking with the help of Google search. In this way, the observation revealed that Google search facilitates the students to learn homophones. Google search displayed pronouncing homophones with their meanings.

Today, I observed the class of the same teacher (Pramod). He taught homophones. He displayed homophones such as cell/sell, fare/fair/ heal/heal, etc. on the screen. Then, he visited Google search, where he identified the meanings of these words. Google search displayed their pronunciation along with the meaning with various examples. The teacher then played the sound of these words. The students listened to the sound and watched examples with meanings. Then, the students practised producing these words. They knew that homophonic words have the same pronunciation but different meanings. (Observation, 3 April 2023).

When the class was over, I discussed it with the English language teacher (Debendra). I asked him a question: "Does Google search help students improve their pronunciation? He replied that the students could visit Google search, which provides phonemic transcription. He further stated that his students are familiar with phonemic symbols. His students can pronounce words with the help of the phonemic symbols. Therefore, Google Search helps students improve their pronunciation. He states:

In my experience, Google search provides phonemic transcription of words. I had already taught symbols used for phonemic transcription. So, my students are familiar with phonemic symbols. My students can pronounce words with the help of phonemic symbols. Therefore, Google search helps students improve their pronunciation.

Similarly, I observed the class of Debendra on 5 March 2023 sitting on the backbench. I noticed that he used Google search to show phonemic transcriptions of the words. The students practised words to produce their correct pronunciation with their phonemic transcriptions. At the end of practice, the students could pronounce words with the help of phonemic transcriptions.

I reached the school on time. I entered into the same class of the same teacher. Debendra was teaching a poem. He visited Google search, which showed phonemic transcription of the words. The teacher pronounced words with the help of the phonemic transcription. The students listened to the teacher, and they also practiced correct pronunciation of words with the help of phonemic transcription. The class was over. (Observation, 5 March 2023).

The multiple responses of the participants reveal unique findings about how Google search enhances students' pronunciation. All the participants say that Google search facilitates the students' development of their pronunciation in various ways. Some of the participants claim that Google search provides phonemic transcription, while others believe that Google search provides homophones to the students. A few of them also believe that Google search displays the phonemic symbol of the words. Google search also provides the voices of native speakers about how words are pronounced. Overall, the findings exhibit that Google search is a crucial ICT-based practice adopted by the participants in enhancing their pronunciation. It assists the students in developing their pronunciation.

Developing Students' Pronunciation through the Use of Digital dictionaries

One of the students (Krishna) from grad-X expressed that the use of a digital dictionary supported him in pronouncing English words and sentences properly. He integrates a digital dictionary because he can search for and see pronouncing words in the digital dictionary. He further shared experiences and said that he can see phonemic

transcription of words in digital dictionaries, which facilitates him in producing words properly. He argues:

The use of a digital dictionary supports me in pronouncing English words and sentences properly. We can search for and learn how to pronounce words in a digital dictionary. Particularly, phonemic transcriptions and voice recordings of words can be seen and heard in digital dictionaries. We can easily understand the way of pronouncing words in a digital dictionary.

The next student (Rekha) from the same grade shared a similar fact. She shared that the use of a digital dictionary helped her pronounce English words and sentences properly. She stated that the digital dictionary supported her to develop pronunciation. She opined that she learned how to pronounce words in digital dictionaries. She believes that the students can easily understand how to pronounce words in a digital dictionary. She believes:

The use of a digital dictionary supports me in pronouncing English words and sentences properly. We can search for and see how to pronounce words in a digital dictionary. We can easily understand the way of pronouncing in a digital dictionary.

The next student (Anamol) from grade- X expressed a similar view regarding the use of a digital dictionary in enhancing students' pronunciation. He searches and sees the way of pronouncing words and sentences in a digital dictionary and practises pronouncing words and sentences as a digital-dictionary suggests. He states:

The use of a digital dictionary helps us pronounce words and sentences in English language properly. We search for way of pronouncing words and sentences in a digital dictionary, and we practise pronouncing words and sentences as a digital-dictionary suggests. We searched for and saw varieties of English pronunciation in the digital dictionary and tried to pronounce words and sentences correctly.

Likewise, the next English language teacher (Kamal) responded that the digital dictionary gives phonemic transcriptions of words. The students can practise producing words with correct pronunciation by being familiar with the phonemic transcriptions. He answered:

A digital dictionary gives a phonemic transcription of words. If the students are familiar with phonemic transcription, then they can practise producing word pronunciation.

Similarly, he further responded that a digital dictionary not only provides phonemic transcription but also provides a model of pronunciation. The students can develop their pronunciation by practising models. The digital dictionary also provides a variety of pronunciations. He states:

A digital dictionary can provide a model of the pronunciation of words. So the students can see and hear the model pronunciation of the given words. The students practise pronouncing words following the models. In this way, they improve pronunciation. Lastly, the digital dictionary provides a variety of pronunciation. The students get a chance to be familiar with a variety of English. And then they improve pronunciation.

The responses in an interview by English language teacher (Kamal) revealed that a digital dictionary is a useful ICT tool for practising and improving students' pronunciation in several ways. According to him, the students can get the feedback and improve their pronunciation. He responds:

He replied a digital dictionary is a useful ICT tool for practising and improving students' pronunciation in several ways. The students' pronunciation of words can be recorded and compared with the pronunciation of the digital dictionary. So the students get feedback and improve their pronunciation.

Likewise, I observed the class of next English language teacher (Kamal) on 26, March, 2023. The information obtained during the observation displayed a similar fact. It was noticed that he integrated a digital dictionary to teach the pronunciation of words. The teacher played words on the digital dictionary on his mobile phone. Then, the students also pronounced these words. The students could produce these words by listening to the poem on their mobile phone. In this way, digital dictionaries help students pronounce words properly.

Today, I observed the class of next English language teacher (Kamal). He played a poem on the mobile phone. The students listened to the poem. Then, the students were asked to imitate the poem. There were a few words that the students could

not pronounce properly. The teacher played the pronunciation of these words on a digital dictionary on his mobile phone. Then, the students also pronounced these words after listening to the words in the digital dictionary. (Observation, 26 March 2023).

The multiple responses of the participants reveal unique findings about how digital dictionary enhances students' pronunciation. All the participants claim that the digital dictionary facilitates the students' development of their pronunciation in various ways. A few participants claim that the digital dictionary provides phonemic transcription, while others believe that it provides feedback to the students. A few of them also believe that a digital dictionary works as a model for pronunciation. Moreover, it provides the voices of the native speakers of how words are pronounced. Over all, the findings exhibit that a digital dictionary is a crucial ICT tool adopted by the participants to enhance their pronunciation. It assists the students in developing their pronunciation well.

Developing Students' Pronunciation through English Films, Songs and Audios

One of the students (Asmita) from grade-X in an interview responded that English films, songs and audio texts help her develop their pronunciation. She responds:

The use of ICT tools such as English films, English news and English songs on TV helps us pronounce words and sentences of the English language. We can learn to pronounce words and sentences by watching and listening to English films, English news and English songs on TV and other ICT tools. We can learn to pronounce words by listening to audio text.

The responses indicated above explore the use of ICT tools such as English films, English news and English songs on TV help the students pronounce words and sentences of the English language. In this connection, Madiyoh et al. (2018) believe that watching movie influences students' speaking ability. So, watching movies might be integrated as real instructional aids to teach speaking skills. The responses also reveal that the students learn to pronounce words and sentences by watching and listening to English films, English news and English songs on TV and other ICT tools. They can also learn to pronounce words by listening to audio text.

Chapter Summary

The data obtained from interviews and observations explores some crucial and unique findings. The findings reveal that the participants integrated various ICT-based practices and ICT tools in enhancing students' pronunciation. The major findings include enhancing students' pronunciation through the use of audio and video; providing feedback integrating Mobile phone in enhancing students' pronunciation; enhancing students' pronunciation through the use of YouTube; facilitating students' pronunciation through the integration of Google search; developing students' pronunciation through the use of digital dictionary and developing students' pronunciation through English film, songs and audio.

The findings further exhibit that the participants integrate various ICT-based practices and ICT tools to enhance their pronunciation. ICT tools such as digital dictionary, Google search, mobile phone, YouTube and audio/video assist the students in developing their pronunciation effectively.

CHAPTER VII

TEACHERS' ICT-BASED PRACTICES IN ENHANCING STUDENTS' SUPRA-SEGMENTAL FEATURES

This chapter also comprises the findings related to the second study question based on data obtained from interviews and observations. The second question was divided into vocabulary, pronunciation, supra-segmental features and fluency. I have attempted to answer the questions related to what ICT-based practice English language teachers employ in enhancing students' supra-segmental features and how the students enhance their supra-segmental features by integrating ICT tools. In the process of gathering data on how ICT enhances students' supra-segmental features, I have generated themes and subthemes and interpreted them with citations to reveal the findings.

What ICT-Based Practices do English Language Teachers Employ to Teach Students' Supra-segmental Features and How do they Enhance Students' Supra-Segmental Features?

Here, I have attempted to answer the question mentioned above. The data obtained from the observation and interviews reveal that English language teachers integrate ICT tools in enhancing students' supra-segmental features. Moreover, English language teachers and students were found to have integrated various ICT-based practices and ICT tools to enhance students' supra-segmental features in the classroom. Some of them have been discussed below:

Improving Students' Supra-Segmental Features through YouTube

In an interview, one of the English language teachers (Nabina) opined that integrating ICT tools such as YouTube improves students' supra-segmental features. She stated that only native speakers of the English language could speak with correct supra-segmental features. Non-native speakers like Nepali students and teachers hardly speak with correct supra segmental features. She further responded that YouTube helps students to improve their supra-segmental features, particularly for non-native speakers. They get

a chance to listen to native speakers' voices on YouTube. So the students can improve their stress and intonation. She argues:

In my experience, only a native speaker of the English language can speak with correct supra-segmental features. The non-native speakers like Nepali students and teachers hardly speak with correct supra-segmental features. YouTube helps students improve their supra-segmental features because they get a chance to listen to native speakers on YouTube.

Similarly, next English language teacher (Debendra), in an interview expressed a similar fact. He expressed that YouTube provides authentic voice, and the use of authentic voices on YouTube makes the students familiar with supra-segmental features. They can imitate supra-segmental features and learn with the help of YouTube. The students can also compare and contrast their speaking with the authentic voices. He claims:

Using authentic voices on YouTube can familiarise the students with supra-segmental features. They can imitate those features and learn them with the help of YouTube. The students can also compare and contrast their speaking with the authentic voices.

Likewise, in an interview, next English language teacher (Prمود) shared a similar idea. He answered that English movies on YouTube help the students develop native-like intonation. He further responded that the use of YouTube while enhancing students' tone/intonation has immensely been fruitful. The students get real exposure to the native English through the use of ICT tools such as English movies on YouTube. The speeches by native people, dialogues, interaction and English movies found on the YouTube have been found to be much helpful resources to develop native-like intonation in students. He believes:

In my experience, the use of ICT while enhancing students' tone/intonation has immensely been fruitful since students get real exposure to native English. The speech by the native people, dialogues, interactions and English movies found on the YouTube has been found to be many helpful resources which develop native-like intonation in students.

The responses above reveal that English movies on YouTube help the students develop native-like intonation. The finding explores that the use of YouTube while enhancing students' tone/intonation has immensely been fruitful. The reason behind this is that the students get real exposure to native English through ICT tools such as English movies on YouTube. The speech by the native people, dialogues, interactions and English movies found on YouTube are much helpful resources that develop native-like intonation in students.

Learning the Cultural Meaning of Words such as Slangs, Idioms and Proverbs through YouTube

Next English language teacher (Nabina) expressed that the students learn the cultural meaning of words such as slangs, idioms and proverbs on YouTube. She further stated that YouTube is one of the important ICT tools in enhancing students' speaking ability. YouTube facilitates not only the development of students' vocabulary and pronunciation but also the improvement of their supra-segmental features. If the students can produce words and sentences with correct supra-segmental, then they can speak English well. In addition, she responded that the students have a chance to become familiar with various accents of native and non-native English speakers on YouTube. They also learn supra -segmental features. She claims:

In the case of ICT, I display videos on YouTube to improve my speaking skills. YouTube is the best strategy for enhancing students' speaking ability. The students have the chance to become familiar with various accents of the native and non-native English speakers. So, they also learn supra-segmental features. The students watch the speakers' movements and act on the video on YouTube. So, they predict the meanings of words and sentences. They also learn the cultural meanings of words, such as slangs, idioms and proverbs, through it.

As indicated in the responses above, it was explored that the students learn the cultural meaning of words such as slang, idioms and proverbs through the use of YouTube. She further stated that YouTube displays videos that are one of the important ICT-based practices and ICT tools in enhancing students' speaking ability. The video on YouTube facilitates to improve their supra-segmental features. If the students can produce words and sentences with correct supra-segmental features, then they can speak

English well. In addition, the finding also exhibits that the students get the chance to become familiar with various accents of native and non-native English speakers on YouTube.

Developing Students' Supra-Segmental through Videos

English language teacher (Kamal) responded that he prepares multimedia materials such as videos and interactive games. He further claimed that videos expose students to various supra-segmental features like intonation, stress and rhythm. Such materials can be used to provide models for students to imitate and practice supra-segmental features. He claims:

I prepare multimedia materials such as videos and interactive games. Videos provide students with exposure to a variety of supra-segmental features like intonation, stress and rhythm. Video is also used to provide models for students to imitate and practise.

I noticed a similar fact when I observed the class of English language teacher (Debendra) on 3, March 2023. What I noticed during the observation was that the video of the poem helped the students recite the poem with tone, intonation and stress. He displayed a video to teach the poem. The students were found to recite poems after watching the video.

He inserted a pen drive into an Interactive smart board. A poem entitled "I Wandered Lonely as a Cloud" appeared on the screen. The poem was composed by William Wordsworth. He showed images of the clouds in the sky. The images drew the students' attention to the poem. Then, he told the students to watch videos and listen to the poem. He displayed a video of the poem recited by a native speaker. The students watched the video and listened to the poem. The teacher repeated the poem several times. The teacher instructed them to recite the poem with intonation and stress. They tried to recite the poem. (Observation, 3 March 2023).

The responses of the participants reveal that video helped the students recite the poem with the correct tone, intonation and stress. They got a chance to listen to the native voice of the native speakers. The finding further indicates that the students become familiar with the native English. They heard poems with native stress, tone and

intonation. In this way, the video supported the students to produce supra-segmental features.

Producing Words with the Correct Stress through Google Search

One of the students (Sandip) from grade-X responded that Google search supported him in producing words and sentences with correct intonation, tone, stress, and syllables. He further stated that Google search guides him in producing words and sentences with correct stress and intonation. He claimed that the students can see and identify symbols of stressed and unstressed syllables in Google search, which guides them to produce words with correct stress. Therefore, Google search guides the students to produce words with the correct stress. He claims:

Google search supports us in producing words and sentences with correct intonation, tone, stress, and syllables. We can watch symbols or signs of intonation on Google search, which helps us produce sentences with correct intonation. We can see and identify symbols of stressed and unstressed syllables on it, which guides us in producing words with correct stress.

As indicated in the response above, the findings reveal that Google search supports the students to produce words and sentences with correct intonation, tone, stress and syllable. It was explored that Google search guides the students to produce words and sentences with correct stress and intonation. Google search is an effective ICT tool as the students can see and identify symbols of stressed and unstressed syllables. Therefore, Google search helps the students produce words with the correct stress.

Identifying Stressed and Unstressed Syllables through Digital Dictionaries

Another student named (Asmita) from grade IX in an interaction, narrated that a digital dictionary helps us pronounce rising/falling tone, intonation, stress of the English language. She further responded that digital dictionaries on a smart mobile phone help her identify stressed and unstressed syllables. If she can identify stressed and unstressed syllables, then she can produce words with the correct stress. As a result, an English speaker can develop supra-segmental features. She believes:

The use of ICT tools such as smart mobile phones, the internet and TV help us produce rising/falling tone, intonation, and stress in the English language. We identify stressed syllables and unstressed syllables by watching the symbols of the

words in a digital dictionary. And then, we know how to produce words with stress.

The response above explores how a digital dictionary on a smartphone facilitates the students' identification of stressed and unstressed syllables. It was identified that if the students can identify stressed and unstressed syllables, then they can produce words with correct stress. As a result, they can enhance their supra-segmental features.

Producing Sentences with Correct Rising and Falling Tones through the Audio Recording

I discussed this with the next student named (Anamol) in the class. I queried him about how ICT tools enhance his intonation. He shared his experience in the interaction. He responded that he could speak English if he listened to English in an audio recorder continuously. He pays more attention to the text while listening. He learns to pronounce words and sentences properly after listening to English conversation or speech on an Interactive smart board. He also learns rising and falling tones by listening to the text. In his view, a person can speak better if he/she listens to English conversations more on an audio recorder and mobile. He argues:

I think, I can speak English if I listen to English on an ICT device like an audio recorder continuously. I pay more attention to the text while listening after listening to English conversation or speech on an Interactive smart board . I also learn rising and falling tones by listening to the text. In my view, a person can speak better if he/she listens to English conversation more on an audio recorder and Mobile.

My observation of an English language teacher (Nabina) on 22, February, 2023 also revealed a similar fact. What I noticed during the observation was that she integrated an audio recorder on smart mobile phones to identify stressed and unstressed words. I saw that the students attempted to identify stressed and unstressed words by listening to recorded audio on mobile phones. It was noted that she got the students to imitate stressed words after listening to the recording. The students kept on practicing the words by listening to the audio recording unless they could produce stressed words successfully. In addition, what I noticed during the observation was that audio on smart mobile phones not only helps the students to identify stressed and unstressed words but

also produces words with correct stress. Consequently, the students could produce words with the correct stress.

This creates a special rhythm in the spoken language of English. Then, she displayed some stressed words from the book as examples. Then, she displayed stressed words and unstressed words on audio recordings on smart mobile phones, which she had already recorded on the mobile phone. The students were asked to listen to the words in the sentences and identify stressed words and unstressed words. The students tried to identify stressed words. Some of the students could identify, but some of them could not. She played recording several times. The students were told to imitate stressed words after listening to the record. The students imitated the words unless they could pronounce stressed words successfully. (Observation, 22 February 2023).

What I noticed during the observation was that if the teacher presents stressed words and unstressed words on audio recordings on smart mobile phones and, they are asked to imitate, then they learn to pronounce the words with the correct stressed. Thus, recording audio on smart mobile phones helps the students produce stressed words.

Similarly the next student (Anamol) from grade IX expressed a similar view with other participants. He stated that the use of ICT tools such as smart mobile phones, the internet, and TV helps the students produce words and sentences in the English language with correct rising/falling tone, intonation, and stress properly. He expressed that an audio text helps the students produce words and sentences with correct intonation and stress. He further responded that the students listen to audio text on an audio recording and practise producing words and sentences with correct rising and falling tone, intonation and stress properly. The students listen to English conversation on the audio recorder and learn to produce rising/falling tones, intonation and stress. He argues:

The use of ICT tools such as smart mobile phones, the internet, TV, etc, helps us produce words and sentences of the English language with correct rising/falling tones, intonation, and stress. We listen to audio text on YouTube and practise producing words and sentences with correct rising and falling tones, intonation, and stress. We watch and listen to English conversations on YouTube and learn how to produce rising/falling tones, intonation, and stress.

As indicated in the response above, the use of ICT tools such as smart mobile phones, the internet, and TV helps the students produce words and sentences of the English language with correct rising/falling tone, intonation, and stress. Among ICT tools, an audio text is an effective tool that helps the students produce words and sentences with correct intonation and stress. The students can listen to the English conversations on an audio recorder and learn how to produce rising/falling tones, intonation, and stress.

Chapter Summary

Overall responses and discussion above explore remarkable findings on how the integration of ICT tools such as Google search, digital dictionary, videos, English movies on YouTube, and audio text on smart mobile phones play a crucial role in enhancing students' supra-segmental features. In this connection, Madiyoh et al. (2018) believe that watching movies influences students' speaking ability. So watching movies might be integrated as real instructional aids to teach speaking skills.

Furthermore, the integration of ICT tools such as the Internet, Google search, digital dictionary, videos, English movies on YouTube, and audio text on smart mobile phones support the students in developing their supra-segmental features. These ICT tools also assist the students in developing native-like intonation. The findings exhibit that both English language teachers and students were found to have adopted these ICT tools in enhancing students' supra-segmental features.

The major findings from this chapter include improving students' supra-segmental features through YouTube; learning the cultural meaning of words such as slangs, idioms and proverbs through YouTube; developing students' supra-segmental features through video; producing words with correct stress through Google search; identifying stressed and unstressed syllables through digital dictionary and producing sentences with correct rising and falling tones through the audio recorder.

CHAPTER VIII
TEACHERS' ICT-BASED PRACTICES IN ENHANCING STUDENTS' ACCURACY
AND FLUENCY IN ENGLISH LANGUAGE

This chapter also comprises the findings related to the second study question based on data obtained from interviews and observations. The second question was divided into vocabulary, pronunciation, supra-segmental features and fluency. But here, I have attempted to answer the questions related to what ICT-based practices English language teachers employ and how the students enhance their fluency and accuracy through the integration of ICT tools.

In the process of gathering data, English language teachers were found to have integrated ICT tools. It was identified that ICT tools such as Google search, digital dictionaries, audio text, videos, and smart mobile phones supported enhancing students' fluency and accuracy. Finally, I generated themes and subthemes and interpreted them with citations to reveal the findings.

What ICT-Based Practices do English Language Teachers Employ to Teach Students' Accuracy and Fluency and How do they Enhance Students' Fluent English?

This chapter comprises the findings related to the integration of ICT to enhance students' accuracy and fluency in the English language based on data obtained from interviews and observations. In addition, I have attempted to explore the findings of how the students enhance their accuracy and fluency through the integration of ICT tools in this chapter. Some findings have been identified, which have been discussed below:

Enhancing Students' Accuracy and Fluency through YouTube

In the process of gathering data during the study, several interviews were conducted to explore how the integration of ICT tools facilitates students to speak fluently and accurately. One of the English language teachers (Nabina) shared her experience. She responded that YouTube and would be very effective in improving students' accuracy and fluency in the English language, because students are exposed to

authentic English conversations on YouTube. The students watch and listen to authentic English conversations on YouTube and practise speaking. She further added that the students can watch and listen to videos, and conversations on YouTube and practise speaking English fluently and accurately. As a result, they become a fluent speaker. She shares:

In my experience, integrating YouTube is a very effective ICT-based practice, improving students' accuracy and fluency in the English language because students are exposed to authentic English conversations. They watch and listen to authentic English on YouTube and practise speaking English with accuracy and fluency. The students can watch and listen to videos, and conversations on YouTube and practise speaking English fluently and accurately.

Similarly, next English language teacher (Debendra) expressed a similar experience to Nabina. According to him, YouTube enhances students' accuracy and fluency in the English language. It will be very easy for the students to become familiar with the correct spelling, pronunciation, and sentence structure on YouTube. He further stated that the students get a chance to hear a variety of voices on YouTube. He argues:

YouTube enhances students' accuracy and fluency in the English language since they can learn English automatically. It will be easier for the students to become familiar with the correct spelling, pronunciation, and sentence structure. They get a chance to hear varieties of voices on YouTube and can make necessary corrections of performances made by themselves or their partners.

One of the female students (Rekha) from grade X also shared a similar experience. After interacting with her, I noted that she has better English. I asked her how she developed fluent speaking skills compared to others. She responded that she often watches English conversations on YouTube. She developed fluent English, unknowingly watching English conversations on YouTube. In this way, English conversations on YouTube help her develop fluent English. She claims:

ICT is an English teacher for me. I used to play games on my mom's mobile phone. I learnt how to visit YouTube on my mobile phone. My English teacher often visits YouTube and shows us English conversations in class. So, I also tried to visit English conversations on YouTube. Now, I often watch English

conversations on YouTube. In this way, I am learning to speak English unknowingly. Now, I can speak English fluently.

I discussed this with one of the students (Krishna) from grade X. I queried how he improved his English. He responded that his father used to watch English conversations on YouTube. His father told him that watching English conversations on YouTube improved his English. Thus, he also learnt to visit YouTube and watch English films, songs, speeches, and conversations on YouTube. The English conversations on YouTube helped him to improve his English. He also added that YouTube is the second English teacher that teaches him to speak English fluently. He claims:

I also knew that my father used to watch English conversations on YouTube daily. He told me that watching English conversation improved his English. Thus I often watch English films, songs, speeches, and conversations on YouTube, which helps me improve my English. In this way, YouTube has been my second English teacher, teaching me not only to speak English fluently but also to write in English.

I continued to observe several classes of the participants in the natural setting. I particularly focused on the observation of how ICT enhance students' fluent speech. I observed the class of the next teacher (Nabina) on 15, 2, 2023. During the observation, I noted that she displayed English conversation on YouTube. The conversation was presented as the model on the screen of an interactive smart board. I also noticed that the English conversations on YouTube aroused students' interest. The students were acquainted with the native speakers because it was a short clip of conversation between English people. At the end of the class, she got the students to have the same conversation on their own. Some pair tried their best. In this way, English conversations on YouTube not only arouse students' curiosity in speaking but also support the students in speaking accurately and fluently. (Observation, 15 February 2023).

I visited the same class of the same teacher (Nabina). She displayed English conversation on YouTube. The conversation was presented as the model on the screen of the Interactive smart board. The students seemed to be curious watching the conversation. Two native speakers were having conversations about their business. It was a short clip of a conversation between English people. She

repeated it three times. Then, she divided the students into pairs and gave roles from the conversation. She asked the students to have the same conversation in their own words. Some pairs tried their best.

What I detected from the observation and discussion is that YouTube is an effective ICT tool for the students. The findings reveal that the students are exposed to native English through YouTube. It was also explored that YouTube is the second English language teacher for the students. They watch English conversations, English films, and songs on YouTube and develop their speaking ability. Conversations with English speakers aroused students' interest towards speaking English. Therefore, the students participated actively in the conversation. Those who participated in having a conversation seemed to have developed their English.

The findings of the study point out that the students can improve their fluent speaking skills by using YouTube. English language teachers seem to integrate YouTube videos to teach speaking skills. They use YouTube videos to enhance students' speaking ability as ICT practice in the classroom. In this connection, Anggraini (2021) states that the use of YouTube videos can improve students' speaking skills. So English teachers are highly suggested using YouTube videos as the authentic materials.

Granting Instant Feedback to the Students by Integrating Online Dictionaries and Interactive quizzes

One of the English language teachers (Kamal) remarked that ICT allows for interactive language learning by adopting software, online dictionaries and quizzes to grant instant feedback. He further stated that these ICT tools allow the students to correct their mistakes and improve their accuracy. According to him, ICT tools provide authentic materials such as news articles, videos, and audio speech, which help students improve their fluency. He believes:

ICT allows for interactive language learning using digital tools like English language learning software, online dictionaries and interactive quizzes to give students instant feedback, allowing them to correct their mistakes and improve their accuracy. The next is providing students access to authentic materials such as news articles, videos, and audio speech. They help students improve their fluency by developing their listening and speaking skills.

As indicated in the response above, it was identified that ICT allows for interactive language learning by adopting software, online dictionaries and quizzes to grant instant feedback. These ICT tools allow the students to correct their mistakes and improve their accuracy. In addition, ICT tools provide authentic materials such as news articles, videos, and audio speech, which help students improve their fluency.

Improving Students' Accuracy and Fluency through Apps and Games

The next English language teacher (Pramod) mentioned that ICT tools have been a boon to EL teachers. He considered four skills and vocabulary could be developed through integrating ICT resources. He further responded that English practice apps and games for students' accuracy and fluency are free of cost resources that could be easily found and used for classroom purposes. He claimed that ICT has been a digital teacher by which students can learn English in self-paced autonomous mode anytime they want and need in different contexts. He claims:

As I have already mentioned that ICT tools have been a boon to ELT since every aspect, four skills and vocabulary can be developed through integrating ICT resources. English practice apps and games for students' accuracy and fluency are free of cost resources that can be easily found and used for classroom purposes. I think ICT has been a digital teacher by which students can learn English in self-paced autonomous mode anytime they want and need in different contexts.

The response claimed by Pramod reveals that ICT tools have been a boon to EL teachers. The reactions also exhibit that English apps and games for students' accuracy and fluency which are free of cost resources that could be easily found and used for classroom purposes. The apps and games found on the internet influence students' fluent speaking. The students enhance their oral speech freely. They should not depend on English language teachers to improve their speaking skills.

In this connection, Farmanas (2018) claims that the programs such as applications and apps extremely impact both learners' oral performance and desire. ICT has been a digital teacher by which students can learn English in self-paced autonomous mode anytime they want and need in different contexts.

Enhancing Students' Fluency through English Films and English Conversations

One of the students (Sandip) from grade X claimed that English films and English conversations on the internet help him speak English fluently. He further stated that he watches English films on TV, which facilitated to develop his fluent English. He also added that the use of ICT tools, such as English movies on TV, helps him to remove hesitation while speaking English. He claims:

The use of ICT tools such as English movies on TV helps me to remove hesitation while speaking English. I watch English conversations on the internet which helps me speak English language accurately and fluently. I watch English films on TV, which helps me develop fluent English.

The responses above reveal that English films help students speak English fluently. In this connection, Madiyoh et al. (2018) believe that watching movies influences students' speaking ability. So watching movies might be integrated as real instructional aids to teach speaking skills. The findings also show that the use of ICT tools, such as English movies on TV, helps the learners to remove hesitation while speaking English. Thus, English movies are integrated to develop students' fluent speech.

The next student Anamol from grade IX responded with a similar fact. According to him, the English conversations on YouTube help him to speak English fluently. He believes:

We listen to audio text on phone recording and we learn to pronounce words and sentences, which support me to produce accurately. We watch English conversations on YouTube and we learn to speak English fluently.

I kept on discussing with the participants. I discussed this with next student (Anamol) from grade X. I asked him if the use of ICT tools supports him to speak fluently and accurately. He responded that listening to English conversations on an audio recorder helps him to understand the meaning of words. He can speak English if he listens to English conversations on an audio recorder continuously. He pays more attention to the text while listening. Thus, a person can speak better if he/she listens to English conversations more on the audio recorder. He claims:

I receive and store vocabulary in my memory, which I can use for speaking. Listening audio recorder helps me understand the meaning of words. I think I can

... speak English if I listen to English on an ICT device like an audio recorder continuously. I pay more attention to the text while listening. After ... In my view, a person can speak better if he/she listens to English conversations more on an audio recorder/TV/ and Mobile.

As indicated in the responses above, the findings of the study exhibit that English conversations on audio recorder and English movies on TV or YouTube provide enough authentic exposure to the students.

One of the most significant challenges in learning to speak seems to speak fluently in Nepali contexts. To overcome this challenge, watching English films and listening to English conversations on an audio recording could be a significant ICT practice. Watching English films and listening to English conversations between native speakers can help the students develop their fluent English. By watching English films and listening to English conversations between or among native speakers' dialogue and intonation, the students may develop their pronunciation and speaking skills.

Getting Feedback through Smart Mobile Phones and Recording Devices

One of the English language teachers (Nabina) shared her experience of how students can get feedback through smart mobile phones or recording devices. The students can record their dialogues on their smart mobile phones and replay them. They get feedback through dialogues. They practise speaking English. They improve their speaking skills. As a result, they become a fluent speaker. She claims:

In my experience, the use of mobile phones is very effective in improving students' accuracy and fluency of the English language. Because the students can record their dialogues on smart mobile phones and replay them. They get feedback on smart mobile phones. They practise improving fluency and accuracy after listening to their dialogues on smart mobile phones or recording devices.

Similarly, one of the students (Asmita) from grade IX expressed a similar view. She stated that smart mobile phones supported her in developing fluent English. She further responded that mobile phones helped her to avoid hesitation while speaking English. If she doesn't feel hesitation, then she speaks fluently. She added that she can record her own dialogues on mobile phones and later she can replay them. Dialogues on phones provide feedback, which avoids her hesitations. She stated:

Smart mobile phones help me to avoid hesitation while speaking English. I can record my dialogues on my mobile phone and replay them. This practice avoids my hesitation while speaking English. If I don't feel hesitation, then I shall speak fluently.

The responses above show that smart mobile phones have been important ICT tools in enhancing students' speaking skills. The students can record their speech on it which facilitates them to avoid their hesitation while speaking English. Moreover, the responses explore that the students get feedback through the use of mobile phones. In this connection, Saran et al. (2009) explore that mobile phones were remarkably conducive to students' pronunciation perfection.

Thus, having dialogues recording enables the students to receive feedback on their speaking. The feedback can be self-assessed. The dialogues on a recording device provide the students not only with feedback but also with a chance to realize how much their speaking has improved. The students also get a lot of motivation to avoid hesitation. As a result, the students improve their speaking skills.

Enhancing Students' Fluency and Accuracy through Pictures/Images on Smart Board

During the process of data gathering, besides the several interviews, several classes from grades IX and X were observed to explore how the students improve their accuracy and fluency by integrating ICT tools and ICT-based practices. I observed the class of an English language teacher (Debendra) on 4, 11, 2022. What I noticed during the observation was that pictures on the Interactive Smart Board facilitated the students to speak English fluently. When the students attempted to describe the pictures, they improved their fluent English.

It was the fourth day when I observed the same class with an English language teacher (Debendra). He displayed the pictures on the screen and told the students to describe the pictures. The students described the pictures turn by turn. I noticed that the majority of the students attempted to speak English. I also noticed that describing pictures on the screen helped them to develop speaking skills. (Observation, 4 November 2022).

Similarly, the next English language teacher (Nabina) expressed a similar view. She stated that images/pictures on the screen motivate the students. They arouse their interests in speaking the English language. The pictures create an environment for speaking skills. She further stated that images/pictures on the screen make the classroom interactive. The students interact with each other in the classroom. According to her, the students learn to speak English more if the interaction takes place among the students. She believes:

In my view, images and pictures on the screen motivate the students. They arouse students' interest in speaking the English language. They create an environment for speaking. The images, pictures and videos on the screen, YouTube, and PowerPoint slides make the classroom interactive. They students interact with each other. The students learn to speak more if the interaction takes place in the classroom.

Likewise, I observed the class of the same teacher (Nabina) on 15, 2, 2023. I noticed that she integrated pictures into PowerPoint slides to teach speaking skills in the classroom. She inserted her pen drive into the Interactive Smart Board (IWB). Some pictures of games and sports appeared on PowerPoint. The students watched them and got excited. The students were asked to describe the pictures. The students tried to describe them. Some of them are described well.

The lesson was about games and sports. She inserted her pen drive into the Interactive Smart Board (IWB). A few pictures of games and sports appeared on PowerPoint. The students watched them and got excited. They were asked to describe the pictures. The students tried to describe. Some of them are described well. (Observation, 15 February 2023).

The responses reveal that the pictures on PowerPoint help the students improve their speaking skills. The participants claim that the students improve their speech if they are allowed to describe pictures on the screen because they are enthusiastic and encouraged to learn to speak English. The pictures encourage them to speak in a conducive environment. The students remove their shy. The pictures motivate the students to learn speaking skills. The students get a chance to be involved in meaningful learning. Thus, the students improve their fluent speaking.

Developing Students' Speaking through Cartoons on TV

I discussed this with a student (Anamol) from grade IX. I knew that he had better English than others during the discussion. I queried how he improved his English. He shared his experience of learning to speak English. He responded that he used to watch cartoons such as Tom and Jerry, and Papa Pig on TV. He learnt English at home, watching cartoons unconsciously. Cartoon on TV helped him to develop his English. He states:

I can speak English a little bit well. I used to watch cartoons such as Terms and Jerry, and Papa Pig on TV. So I learnt English at home. Actually speaking, my TV helped me to develop my English.

The responses above indicate that cartoons are a meaningful ICT practice that plays a vital role in enhancing students' speaking skills. Cartoons provide contexts and dialogues together. In addition, cartoons create real-life situations before the learners. Cartoons may assist the learners to receive word meanings, grammar and pronunciation. Cartoons are crucial tools because they give students a chance to see visual cues, gestures, and facial expressions. So, the students understand spoken language by watching facial expressions, visual cues, and gestures.

Promoting Students' Interaction and Discussion through Video Clips

I observed the class of one of the English language teachers (Debendra) on 20, November, 2022. I noticed that he integrated video clips to teach speaking skills in the classroom. I detected during observation that video clips supported the students to speak English fluently. I further noticed that the students showed their interest in video clips. The students actively participated in the discussions. Video clips got them to discuss in English. Those students who took part in the discussion, improved their speaking skills.

Today, I observed the classroom of a teacher (Debendra) in grade X. Video clips have been displayed from the story on the screen. The students showed their curiosity towards the videos. The teacher asked them to discuss it in a video. They actively participated in the discussion. They were trying to speak English in the classroom, though they looked poor in English. I feel that video clips help them to discuss things in English. (Observation, 20 November 2022).

I continued to observe the class of the same teacher (Debendra) on 14, 11, 2022. During the observation, I noticed that he played a video clip on the Interactive Smart Board. The video clips provided a native voice to the students. He displayed video clips from various alternative sources. The student watched the video curiously. They listened to the native language as well as watched native people. Then, the students attempted to speak English after watching video clips. Thus, video clips supported the students to speak fluently.

He displayed video clips from various alternative sources. The student watched video clips curiously. They listened to a native voice as well as watched native people. They seemed to understand English. They practise speaking English. (Observation, 14, November 2022).

I discussed this with the students in the group. One of the students (Anamol) explained his personal experience of how video clips assisted him in speaking fluently. He stated that video clips are helping to develop his English. Video clips create a meaningful environment. The students watch pictures, gestures, dialogues, and contexts. They also get a chance to listen to native voices. He claims:

I did not understand English at first. My teacher always brings video clips, which I watch daily. Now I can understand and speak in English. Video clips are helping to develop my English. I think video clips create a meaningful environment for us to speak English. We see pictures, gestures, mimes, and contexts in video clips and listen to native voices that help us speak English fluently.

Similarly, I discussed with the English language teacher (Debendra) following the class. He responded that the students actively participate in group discussions when I display video clips. He further stated that video clips create a meaningful environment for discussion and interaction among the students. Videos arouse students' interest. Consequently, the students are involved in the discussion and interaction. In this way, video helps the students to speak English. He argues:

My students actively participate in the group discussion when I present the lesson with videos on the screen. Videos make them discuss actively. Actually, videos create a meaningful environment for discussion and interaction among the students. Videos arouse students' interest. They are involved in the discussion and

interaction if I show them videos on the screen. Thus, videos help the students to speak English.

I observed the class of the next English language teacher (Pramod) on 27, 12, 2022. I noticed during the observation that videos motivated the students to participate in the discussion. It was also noticed that the students decreased their hesitation while speaking English. They developed their confidence level in speaking. I knew that videos created an environment for speaking. In this way, videos motivated the students to participate in the discussion .Furthermore, video supported the students in decreasing their hesitation and develop confidence to speak English.

Today, I observed the class of the next English language teacher (Pramod) sitting back on the bench. It was noticed that videos motivated the participants in the discussion. The students decreased their hesitation while speaking. They developed their confidence level. Videos created an environment to speak English. (Observation, 27 December 2022).

Similarly, I observed the class of next English language teacher (Nabina) on 23, 2, 2023. I noticed that she used video to teach speaking skills in the classroom. She displayed conversation as the model on video. She got the students to act out the conversations in three. The students exchanged conversations with a role. The video helped the students to exchange their conversations, which promoted their speaking skills.

Today, I observed Nabinas' class. She taught the speaking skills of unit 11. First, she created a situation with videos. The situation was that a youth club president is asking for its members' agreement to her plan to raise a fund. She asked the students to act out the conversation in three. Then, she also gave a model of conversation from the video. The students acted out the conversation in three. Again, she gave other situations. The students acted out using their own dialogues. In this way, the video helped the students to develop their speaking skills. (Observation, Feb-23, 2023).

I observed the class of the same teacher (Debendra) on 15, 3, 2023. I observed that he used videos in teaching prepositions such as next to, opposite, between, behind, in front of. The students watched the uses of ' next to, opposite, between, behind, in front of

' with figures on the video. They watched some examples of using these prepositions in the video. The figures in the video helped them understand the use of these prepositions. After watching the video, the students were divided into pairs. Each pair was asked to have a conversation with the clues. Each pair had a conversation based on the clues using prepositions. In this way, the figures and clues from the video prompted the students to have a conversation. As a result, the students could speak English fluently.

Today, I observed the class of the same teacher (Debendra). He taught the students the use of " next to, opposite, between, behind, in front of ". He presented a video including prepositions. An English teacher was showing examples of using prepositions in the video. The students watched the uses of ' next to, opposite, between, behind, in front of ' with figures on the video. They watched examples of the prepositions on the video. The figures on the video helped them use the prepositions. After watching the video, the students were divided into pairs. Each pair was asked to have a conversation based on the clues. Videos prompted the students to speak. (Observation, 15 March 2023).

As indicated in the multiple responses above, various findings were explored on how video supports the students in speaking fluently. The findings reveal that video motivates the students to participate in group discussions and interactions. It was found that the students develop their speaking skills through discussion and interaction based on videos. The finding also exhibits that videos create a meaningful environment.

The findings also show that videos provide exposure to the students. The students get the chance to become familiar with native speakers through videos. The findings also reveal that videos are an effective ICT-based practice in enhancing students' speaking skills. In this regard, Aryani (2019) claims that advanced audio-visual brought certain improvements in the speaking skills of the students.

The responses indicate that videos promote interaction among the students. This fact also resembles Vygotsky's (1987) Social Constructivist Learning theory. The theory states that the learners generate their knowledge if they are involved in social interaction. And technology is a mediator which mediates between people in creating interaction and discussion. Videos are the mediators that get the students involved in social interaction and discussion. As a result, they improve their speaking skills.

Chapter Summary

This whole chapter describes how the integration of ICT tools such as YouTube and the internet, smart mobile phone and recorder device, online dictionaries, English practice apps and games, English film and English conversation on the internet, pictures, video clips on Interactive smart board , Cartoon like Term and Jerry on TV and images on PowerPoint enhance students' speaking skills . The students get feedback through ICT tools and improve their speaking skills. In addition, images and video not only created an environment for speaking but also made the classroom interactive. The students were found to improve their speaking skills in the classroom, where more interaction takes place. The students developed their speaking skills because ICT tools like English conversations on You Tube arouse students' curiosity for speaking. ICT tools such as video provide exposure to the students for speaking. Video also motivated the students to speak English and at same time video prompted the students to have conversation. It was identified that more motivated students developed speaking skills than less motivated students.

CHAPTER IX

SUMMARY, CONCLUSION AND IMPLICATIONS

The major findings or outputs have been briefly explained in this chapter. I have presented the study's summary, conclusion and implications in this chapter. In the summary section, I summarize the whole study process, from creating my anecdote of how I encountered the issue to the final stage of drawing the conclusion. I explain the exploration of what ICT-based practices are and how the integration of ICT tools enhances students' speaking skills. This chapter also provides the crucial conclusion drawn regarding the implication of the findings for practice and policy levels.

Summary of the Study

While setting this study, I created my own anecdote, which displays how I encountered the issue of the study. I linked literature with the anecdote to create an argument about how the integration of ICT enhances students' speaking skills in the English language. After creating an anecdote and connecting it with literature to develop an argument, the study topic was finalized. I identified a statement of the problem and generated study questions as well. The literature has been reviewed thematically, theoretically and empirically. Then, I exhibited the research gap and presented the conceptual framework of the study.

After generating study questions and reviewing the literature, I chose my study methodology. Based on the study questions, I discussed the philosophical considerations, which consisted of ontology, epistemology, and axiology and study paradigm. I then detailed the adopted study approach, method of inquiry and study design.

Within a qualitative study approach, I used a case study as the study design. I adopted observation as the major tool for gathering data from the participants. I selected English language teachers and students as the key participants who used ICT-based practices and integrated ICT tools in teaching and learning speaking skills. Adding on, according to the need, interviews were also carried out with the participants. I explored ICT-based practices/strategies and how ICT enhance students' speaking skills, I adopted

multiple realities as ontology and explored subjectivity as epistemology. The issues related to the ethical considerations and quality standards, along with the meaning-making process, have been discussed.

I generated different themes based on data obtained from interviews and observations. The themes include English Language Teachers' ICT Strategies/techniques and ICT-based practices, ICT-based practices in enhancing students' vocabulary, students' pronunciation, supra-segmental features and students' accuracy and fluency of the English language with their sub-themes. Moreover, I mentioned explored findings under various themes and sub-themes of the study based on the study questions.

Conclusion

This study explores English language teachers' ICT-based practices and how students enhance their speaking skills through integrating ICT tools and practices. The findings of various studies undertaken earlier revealed that the students could develop their speaking skills through ICT-based practices and the integration of ICT tools while learning the English language. Therefore, a case study was carried out to explore the findings and shreds of evidence in a secondary community school of Bhojpur municipality.

The findings of the study reveal several ICT strategies used by English language teachers in the classroom. The English language teachers were found to have integrated ICT strategies or techniques in enhancing students' speaking skills. They seemed to employ various ICT strategies/techniques that include providing an opportunity for discussion and practice, encouraging the students to describe pictures and images on the screen, using authentic materials for speaking, using English conversations of native speakers, involving the students to interact with Messenger or Skype and describing pictures on PowerPoint slides.

In addition, presenting through slides on PowerPoint, replacing books, markers and whiteboards with a pen drive and interactive smart boards, using authentic voice as a model, playing videos contained with conversations, and applying audio-visual materials were found as the major ICT-based practices adopted by the English language teachers in enhancing students' speaking skills.

The findings of the study further exhibit that the English language teachers integrated ICT tools such as YouTube, digital dictionaries and Google search to define word meaning and search the meaning of vocabulary. Moreover, they adopted videos to create a real-life context and to predict the meaning of words. Thus, YouTube, digital dictionaries, videos, Google search and social media helped the students increase their vocabulary. As a result, the students increased their vocabulary that helped them in enhancing speaking skills.

The findings of the study also reveal that English language teachers seem to use various ICT-based practices in enhancing students' pronunciation in the classroom. Such ICT-based practices and the integration of ICT tools not only enhance students' vocabulary but also improve students' pronunciation. The students were found to improve their pronunciation through mobile phones because they provided feedback. The students got a chance to listen to audio and watch videos on YouTube and CDC. Such ICT tools seemed to help the students in improving their pronunciation properly. Google and digital dictionaries also assisted the students in pronouncing words and sentences because Google search and digital dictionaries helped the students to learn pronouncing words or sentences and phonemic transcription. The student can record their voices on smart mobiles and listen to it back in improving their pronunciation.

The integration of ICT tools such as the Internet, Google search, digital dictionaries, videos, English movies on YouTube, and audio texts on smart mobile phones play a crucial role in enhancing students' supra-segmental features. Furthermore, the integration of ICT tools such as the Internet, Google search, digital dictionaries, videos, English movies on YouTube, and audio texts on smart mobile phones provided students with exposure to a variety of supra-segmental features. These ICT tools also assisted the students to develop native-like intonation. Therefore, both the English language teachers and students were found to have adopted these ICT tools in enhancing students' supra-segmental features.

The findings of the study also revealed that integration of ICT tools such as YouTube and the internet, smart mobile phone and recorder devices, online dictionaries, English practice apps and games, English film and English conversation on internet, pictures, video clip on Interactive smart board, Cartoon of Term and Jerry on TV and

images on Power Point assisted the students to enhance their speaking skills. In this connection, Acharya (2014) showed that ICTs that include smart phones, laptops, computers and web tools like You-Tube, Facebook are consumed in language classroom and the integration of ICTs positively impacts ELT. Hayat (2021) further states that the integration of ICT plays a positive role in enhancing learners' speaking ability inside as well as outside the classroom.

There are several reasons behind it. One of them is that the students get feedback through ICT tools. Next, images and video not only created an environment for speaking but also made the classroom interactive. The integration of ICT tools promotes interaction in the classroom. Another reason is that ICT tools like English conversations on You Tube arouses students' curiosity for speaking and provide exposure to the students for speaking. Video also motivated the students to speak English and at same time, the video prompted the students to have a conversation. Therefore, the students developed their speaking skills through ICT tools.

Implications

The findings of the study might be implemented to help English language teachers enhance students' speaking skills through the use of ICT tools. Moreover, the findings of this study might be applied by the students to improve their speaking skills by integrating ICT tools while learning the English language. Similarly, the study might contribute to the authorities forming policy on how the use of ICT tools enhances students' speaking skills in community secondary schools of Nepal in rural settings. Accordingly, this study provides practitioners with information about the ICT strategies/ techniques they employ while teaching speaking skills through the integration of ICT tools. In addition, the study might provide valuable insights to English language teachers about what ICT practices they are required to follow to enhance students' speaking skills.

This study also gives reliable information to educational institutions, which should give intensive attention to their infrastructure by upgrading their ICT system. This study can bridge the gap in the literature by exploring ICT strategies/techniques and ICT practices employed by English language teachers to enhance students' speaking skills. This study also might be taken as a base for opening door for the similar studies in days

to come. Therefore, this study can contribute to further research about ICT tools that can be employed to enhance students' speaking skills.

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Appendix-I : My Observation Field Note and Its' Daily Reflection

Day One

(November-1, 2022)

(Kartik-15, 2079)

Rapport Building with Headmaster and Staff

It was the first day when I visited the school. I met with the headmaster and explained my purpose for visiting the school. I showed my proposal to him submitted to School of Education, Kathmandu University. I attempted to convince him. The headmaster called English teachers who have been teaching English Subject in various classes through ICTs. All of them were familiar with me. I clarified the reason of visiting the school. They assured me for supporting in my work.

Day Two

(November -2, 2022)

(Kartik-16, 2079)

Classroom Setting

It was the second day for me. I took consent from the class teachers and visited 9, 10, 11 and 12 classrooms. When I entered into the classroom I found that the classroom was well equipped with ICT devices such Interactive White Board, Internet Wi-Fi, Scanning machine and Electricity backup. The students were in formal uniform with tie and batch. They looked curious and happy. The furniture such as desks and benches seemed old and not students friendly. The Interactive White Board was set up just in front of the students so that all of the students could see on the screen. Wi-Fi was connected to the Interactive White Board. In short, the classroom was ICT friendly.

Day Three

(November -3, 2022)

(Kartik-17, 2079)

ICT Practices in the classroom employed by Secondary English language teachers

It was the third day. I entered into the class 11 and observed the classes of Compulsory English by English teacher D. B. Sir who have been teaching English

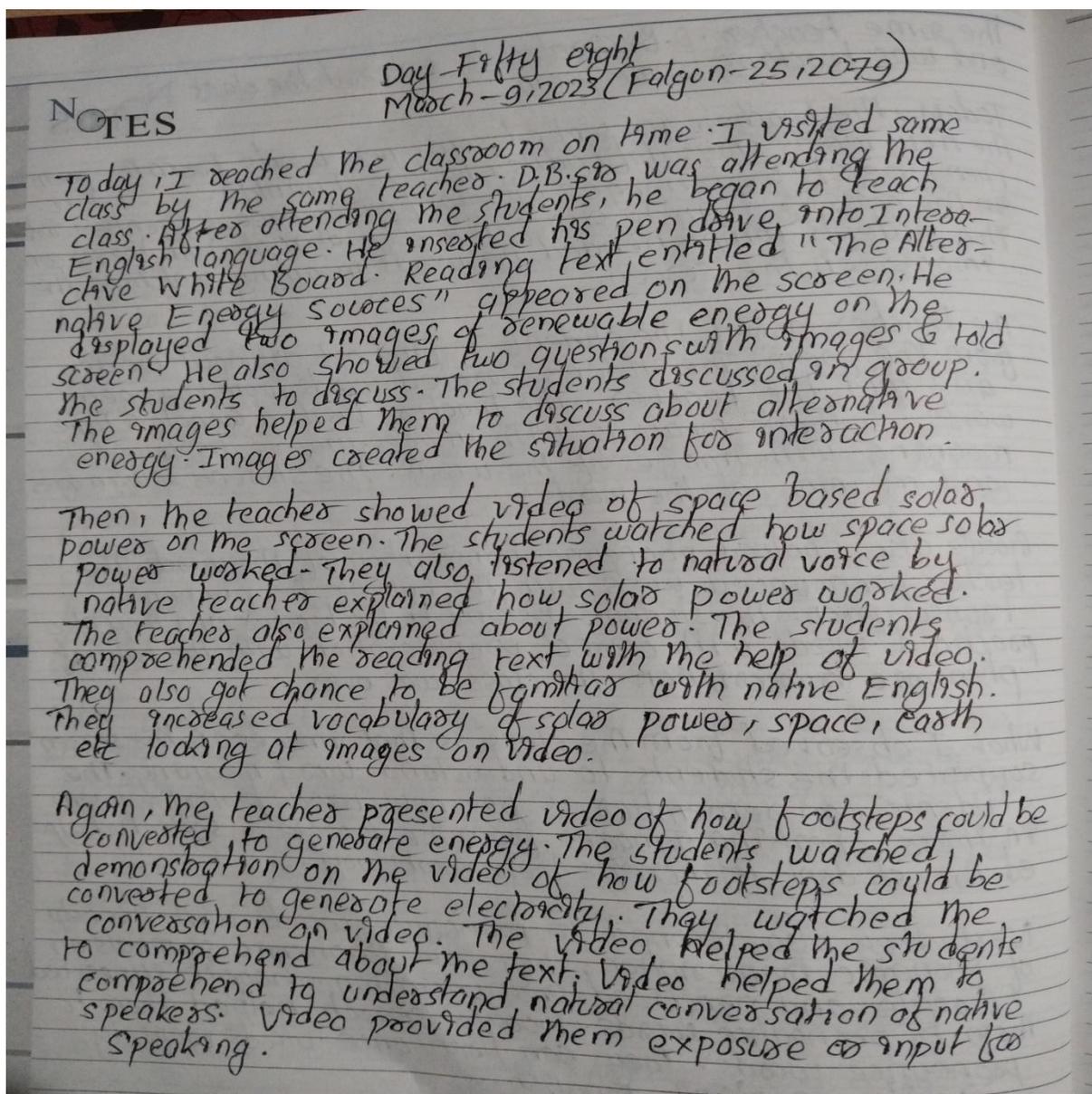
language by applying ICT tools. What I noticed that he has been applying Interactive smart Board for teaching English subject. He entered into the class and greeted the students. He did not bring books, marker, duster, CD/DVD, cassette player into the classroom. He pressed the power button of the Interactive White Board. The Interactive smart Board turned on later. I found that the Interactive White Board could be used for multiple purposes. It had many options such as source, White board, Screen Sharing, File and Apps. He touched on option of the screen and began to write there with a small pointed instrument looking like pencil. He could write there whatever he wanted to write down. So, he wrote there name of the school, subject, unit and date. He used his own fingers to erase the sentences. Then, he entered into the screen of the Interactive White Board. Applications such as PC, Control Panel, Zoom, and Recycle Bin, VLC media player, Adobe Reader XI Firefox and various personal files and folder appeared there on the display of the Interactive White Board. He clicked the PC where the screen displayed local disc (C). He clicked there and opened the file where he saved compulsory English books of grade IX, X and XI and XII. Then, he went into compulsory English of grade IX. He opened unit and asked his students to watch on the screen.

Appendix-II: Questions for Interview

1. How many years have you been working in ELT? Please tick (√) in the appropriate circle.
2. Do you use any ICT tools for the purpose of teaching English language in the class?
Please tick (√) in the box.
3. How long have you been using ICT technologies for your ELT classroom? Tick (√) in the circle.
4. Which ICT tools are available at your school? Tick (√) in the multiple options, if you use two or more options.
5. Which ICT tools do you use for the purpose of improving speaking skill of English language to the students in the classroom? Please tick (√) in the multiple boxes if you use two or more tools of the following tools.
6. What ICT strategies/techniques do you apply in teaching English language in your classroom?
7. What ICT strategies/techniques do you apply enhancing students' speaking skill of English language in your classroom?
8. What ICT practices do you follow/apply in teaching English language in your class classroom?
9. What ICT practices do you follow/adopt in improving students' speaking skill of English language in your classroom?
10. How does the integration/use of ICTs enhance students' vocabulary? Please elaborate it with your own teaching experience.
11. How does the integration/use of ICTs enhance students' pronunciation? Please elaborate it with your own teaching experience.
12. How does the integration of ICTs enhance students' supra-segmental features (tone/intonation/stress/syllable etc.) ? Please elaborate it with your own teaching experience.
13. How does the integration of ICTs enhance students' accuracy and fluency of English language? Please elaborate it with your own teaching experience.

Thank you!

Daily Written Field Note



An Interview of Participant

13. How does the integration/use of ICTs enhance students' accuracy and fluency of English language? Please elaborate it with your own teaching experience.

As I have already mentioned that ICT tools have been a boon to EFL since every aspects and four skills and vocabulary can be developed through integrating ICT resources. English practice apps and games for students' accuracy and fluency, which are free of cost resources can be easily found and used for classroom purposes. Digital dictionary and videos which are offline modes can be used by both teachers and students. I think ICT has been digital teacher by which students can learn English with self-paced, autonomous mode anytime they want and need in different context.

Research Site



ICT-Based Classroom

