

EXPERIENCES OF ENGLISH LANGUAGE TEACHERS IN USING ICT IN THE
CLASSROOMS: A NARRATIVE INQUIRY

Nanu Hada

A Dissertation

Submitted to

School of Education

In Partial Fulfillment of the Requirements for the Degree of Master of
Philosophy in English Language Education

Kathmandu University

Dhulikhel, Nepal

October, 2021

AN ABSTRACT

of the dissertation of Nanu Hada for the degree of Master of the Philosophy in English Language Education. Title: *Experiences of English Language Teachers in Using ICT in the Classrooms: A Narrative Inquiry* 3 October, 2021

Abstract Approved:.....

Prof. Laxman Gnawali, PhD

Dissertation Supervisor

We are in the era of Information Communication Technology (ICT) today. Almost everything is digitalized. Ordinary classes to big conferences are dependent on the online mode. One doesn't need to be at the place of a conference to present his/her research, everything can be presented and shared from the place where he or she is. It could be any part of the world. So, we are in such a time, then how can we separate technology from English language teaching? We must take this change as a positive transformation in this academic field. Teaching and learning activities are possible today just because of technology integration. Teaching English has flourished due to the use of ICT in teaching English. Those who have access to technology have progressed far more than those who don't have. Therefore, it is very essential to make use of technology in English language teaching and learning. At the beginning of this research I was confused about whether the community school teachers make use of ICT or not. If they make use of ICT, then how and in which way they use it. And I found the answers to my quest. The way they integrate ICT can be exemplary methods for the other English teachers too.

This study explored the experiences of using ICT in ELT in Secondary level English teachers of Bhaktapur. Using technology is challenging in community schools in comparison to private schools. I observed how community English teachers are

working in the present scenario. The main objective of my research was to explore how teachers of secondary level English teachers make maximum use of ICT in their teaching. My study is encircled to the experiences of two participant teachers teaching in two different community schools of Bhaktapur comparing along with my own experiences concerning technology use in English language teaching.

I used the narrative inquiry as a research method and the personal stories of my research participants for the information collection process. I chose two participants and maintained equal proportion through gender perspective that is one male and female. I collected information through the narratives of the participants. I went through different rounds of interviews and class observations to portray their stories in my research report.

The explanation of their words tell us how they are managing and are encouraged to use technology in English language class. I used motivation and constructivism theories along with TPACK framework to explain their stories. The use of technology has motivated them a lot to move forward in their teaching career. Also, they have been applying constructivism in their work.

Moreover, I have learned that if the teacher is technologically aware then he/she can motivate learners easily in the class and the teacher also gets plenty of opportunities to make his/her career better. The teacher can use their technical knowledge to teach any skill in the class arousing curiosity in the learners.

In a nutshell, through this study, it can be concluded that teaching is enhanced if the technology is integrated with English language teaching. A favorable environment and motivation, encouragement from seniors and colleagues encourage teachers to make their teaching effective in ICT friendly way.

.....
Nanu HadaDegree Candidate

3 October, 2021

© Copyright by Nanu Hada

2021

All Rights Reserved.

DECLARATION

I hereby declare that this dissertation has not been submitted for the candidature of any other degree to any University.

.....

3 October, 2021

Nanu Hada

Degree Candidate

DEDICATION

This work is profoundly dedicated to my family

and

to all the enthusiastic- English teachers teaching at the secondary level

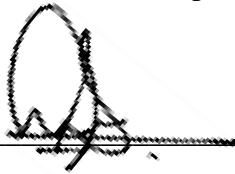
*Master of Philosophy in English Language Education dissertation of Nanu Hada
entitled Experiences of English Language Teachers in Using ICT in the Classrooms:
A Narrative Inquiry was Presented on 3 October, 2021.*

APPROVED

3 October, 2021

Prof. Laxman Gnawali, PhD

HoD/Dissertation Supervisor



3 October, 2021

Suman Laudari, PhD

External Examiner

3 October, 2021

Prof. Mahesh Nath Parajuli, PhD

Dean/Chair of Research Committee

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

3 October, 2021

Nanu Hada

Degree Candidate

ACKNOWLEDGEMENTS

First of all, I would like to extend my genuine gratitude to my research supervisor Prof. Laxman Gnawali, Ph.D., who guided me with his precious, noteworthy, and positive ideas. He has been my guru and counselor in the M. Phil study period. The study would not be accomplished without his diligent support, supervision, and encouragement throughout my research journey.

Similarly, I am indebted to all my professors and lecturers who helped me with their deep knowledge and beneficial feedback to bring my research report in a present form. I am thankful to Prof. Mahesh Nath Parajuli, Ph.D, Dean/Chair of Research Committee, School of Education, for valuable feedback. I am really thankful to Prof. Jai Raj Awasthi, Ph.D., for his positive words and encouragement. I would like to thank Prof. Balchandra Luitel, Ph.D. I am also thankful to Asst. Pro. Tikaram Poudel, Ph.D., for his creative ideas and moral support. I would also like to express my thankfulness to Dr. Suresh Gautum to implant inquisitive thoughts and give perspective to think like a researcher.

Likewise, I would like to thank all the members of the Research Committee for their worthy suggestions and recommendations. I also would like to thank all my friends and relatives from home and abroad for their kind co-operation. Especially, I want to thank Mr. Krishna Prasad Khatiwoda, Dr. Suman Laudari, and my colleagues Mr. Binod Duwadi, Hira Lal Moktan, Bipana Koirala as well as Prateet Baskota for their kind help.

I extend my gratitude to the research participants and school family to allow me to be there and continue my research. The research participants have been so cooperative as well as very open and frank to provide all sorts of information. I didn't

find any hesitation expressed by them while interviewing and in-class observation. I am so glad that I have chosen them as my research participants.

Last but not the least, my life partner Anand for his constant and untiring support, my little boy Anush to be such an understanding and gentle child. I am also thankful to my mother-in-law for her appreciative assistance and of course my parents along with my siblings from where I grew as a little sprout to a better person, I am gratified to them to sow a quality seed in me.

Nanu Hada, Degree Candidate

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS.....	iii
ABBREVIATIONS	vii
CHAPTER I	1
INTRODUCTION.....	1
Fascination towards Technology.....	1
ICT and English Language Teaching	2
Rationale of the Study.....	6
Statement of the Problem.....	7
Purpose of the Study.....	9
Research Question	9
Delimitations of the Study	9
Organization of the Study	10
Chapter Summary.....	10
CHAPTER II.....	12
LITERATURE REVIEW	12
What is ICT?	12
ICT and in English Language Teaching	13
Benefits of ICT in Language Teaching	15
Present Formal Education Structure in Nepal	16
The Situation of Nepal in International ICT Context	16
ICT Policy in Nepal.....	18
National Information Communication Technology Policy (2015)	18

ICT in Education Master Plan (2013-2017)	19
School Sector Development Plan (2016-2023)	20
Learning Theories and Implications for ICT in ELT	21
The Application of ICT in Constructivist Approach.....	22
ICT and Motivation	23
What is Motivation?	23
TPACK Model	24
Empirical Review	26
Research Gap.....	27
Conceptual Framework.....	28
Chapter Summary	29
CHAPTER III.....	31
RESEARCH METHODOLOGY	31
Philosophical Considerations	31
Ontology	31
Epistemology	32
Axiology	33
Interpretive Research Paradigm	33
Narrative Inquiry as a Research Method	35
Selection of Study Space and Participants	37
Participants of the study	37
Participants at a glance	37
Information Collection Techniques.....	44
Interview	44
Observation.....	45

Information Collection/Generation Procedure	45
Meaning Making	46
Quality Standards	47
Trustworthiness	48
Credibility	48
Transferability	49
Confirmability	49
Meaningfulness	49
Ethical Considerations	50
Chapter Summary	50
CHAPTER IV	52
PARTICIPANTS' PORTRAYALS	52
Mr. Kindness	52
Schooling Experience	53
Higher Study	54
His Initial Days of teaching	55
Turning Point Regarding Technology Use	55
Portrayal of Ms. Blissful	56
Schooling Experience	56
Higher Study	57
Her Initial Days of teaching	58
Turning Point Regarding Technology Use	59
Portrayal of Self	59
Schooling Experience	61
Higher Study	61

My Initial Days of teaching	62
Turning Point Regarding Technology Use	63
Essence of the Chapter	63
CHAPTER V	65
UNDERSTANDING AND EXPERIENCES TOWARDS USING ICT IN ENGLISH LANGUAGE TEACHING	65
The narration of Using ICT from Past to Present Day	65
Motivation towards the use of ICT in English Language teaching	71
Areas, Ways and Effectiveness of Using ICTs	75
Training and their knowledge to use ICT	79
Availability of Resources and their Accessibility	82
Importance of using ICTs	85
Challenges of Using ICT in English Language Teaching	88
Chapter Summary	94
CHAPTER VI	95
INSIGHTS, CONCLUSION AND REFLECTIONS	95
Key Insights.....	95
Conclusion.....	100
Reflection about Self	101
REFERENCE	104
APPENDIX-I INTERVIEWS QUESTIONS.....	113

ABBREVIATIONS

CALL: Computer-Aided Language Learning

CDs: Compact Disks

DLE: District Level Examination

EFA: Education for All

EGDI: E-government Development Index

ELE: English Language Education

ELT: English Language Teaching

EMP: Education Master Plan

GON: Government of Nepal

I.A. : Intermediate Level

ICT: Information Communication Technology

IDI: ICT Development Index

IT: Information Technology

ITU: International Telecommunication Union

KU: Kathmandu University

LED: light-emitting diode

MOE: Ministry of Education

NPA: National Plan of Action

PCL: Provisional Certificate Level

Ph.D: Doctor of Philosophy

SLC: School Leaving Certificate

SSDP: School Sector Development

SSRP: School Sector Reform Program

TPD: Teachers' Professional Development

UNDESA: United Nation's e-government survey

UNESCO: United Nations Education Scientific and Cultural Organization

UTS: University of Sydney

CHAPTER I

INTRODUCTION

This chapter presents an overall discussion on the journey towards exploring the use of Information Communication Technology (ICT) in English Language Teaching (ELT), the background information of ICT including my own reflection about the use of ICT in English language teaching. The statement of problem deals with the area that technology can be used in teaching and learning the English language. Then, I elucidate the intent of my research interrogations for carrying out this research study. At the end, I briefly present the delimitations of my study.

Fascination towards Technology

It is very important for the teachers to be technologically awakened to stand with audacious personality in this teaching profession. It's a good idea to learn technology for the teacher because as an English language teacher, I have realized the importance of technology very often. I have noticed the differences between using versus not using the technology. It makes a difference in teaching and learning both aspects.

After my schooling, I chose specialization in English and right after my I. Ed. I started teaching English in different private schools of Bhaktapur. At the beginning of my teaching career there was not much use of ICT in English language teaching. When I was a school-level student my English teachers used some cassettes for listening classes and I followed the same at the beginning of my teaching practices. Time flew so quickly soon there were more technological devices launched in the market. Then gradually Computers, Floppy disks, Compact dSisks and then Mobiles,

Pen Drives, Projectors and even these days there is the use of Smart Board and LED TVs. All those devices appeared one after another. As these devices covered the market, they also entered the teaching-learning field.

The time passed on, I completed my Bachelor Level Study. My fascination with ICT began as I felt ICT made me even a better English teacher. I could see how children are attached to those technological devices and their world. When I used to teach the Basic Level Students even those young learners had email and Facebook IDs. They feel difficult to do homework but enjoy chatting, commenting, and posting on social media. That made me feel that if I could use the same point as an advantage then that would help my teaching and I tried it. And the result was marvelous. My journey from using cassette player to Bluetooth devices today for listening activities, Modular TVs to Laptop, projector, LED TVs to Smart Board for audio-visual classes sets an example of how technology has become an essential part of language teaching. I started to cover better importance I became more technology-friendly. In the struggle of being ICT friendly, I remember the time when I used to take a big speaker, dragging to the classes. I used to take my laptop and a cable to join the laptop and speaker which can easily be replaced these days with a small Bluetooth device and a handy mobile. At the same time, my friends, teaching the same subject in different schools was facing various problems. Here, I would like to find out those problems and even provide solutions to them. So, I can help them with a simple mobile or pen drive along with a portable Bluetooth device that can help them with listening devices.

ICT and English Language Teaching

The use of ICT is mounting in our daily life. Everyone seems to be engrossed in the power of technology. Today, we can see mobile phones in every person's hand

from a child to an elderly person. Though it seemed to be an addiction they keep on learning something new at least every day. From the learning perspective, ICT can be taken as a positive tool to acquire knowledge and information.

Since the 1950s the concept of using computers in language has been conceived and was implemented as Behaviorist CALL (abbreviation for Computer-Aided Language Learning) in 1960-1970, which was based on the then dominated behaviorist theories of learning (Warschaver, 1996). It includes all the technological devices like computers, mobile phones, multimedia, televisions, and satellite systems. Blurton (1995) opines that ICT is an accepted acronym of the world's information communication technology. It is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. The term (ICT) was said to have been introduced in the early 1990s to replace that of Information Technology (IT) in recognition of the communicating abilities and facilities offered by computers. (Adesote & Fatoki, 2013). So, we come to connect with the vast ocean of knowledge related to the entire world with the use of ICT and English language teaching is not an exception. It has really become easier for teachers to teach English since the teacher can connect to plenty of teaching materials through the use of ICT. On the other hand, it is more comfortable and comprehensive to learn for the students when there is the use of computers and other modern tools and devices. Students get enthusiastic to learn and teachers get active to teach wherever there is the incorporation of ICT in English language teaching. The use of ICT has become more effective when there is an inclusion of the Internet in it. Wang and Vasquez (2012) state that the Internet has become an integral part of ELT practitioners and students of English as a second/foreign language after the development of Web 2.0 in 2000. The statement is really true to the present context.

Teaching in Nepal has become really challenging day by day as its scope and area is expanding. And teaching the English language is not an exception. It is a challenging and backbreaking job. This is a modern era and there is now an explosion of using ICT in the field of teaching and learning. So, only subject related knowledge is not sufficient, it is important for teacher to be updated with ICT operating knowledge.

Many students are engrossed its the power of the use of technology. In such conditions, if a teacher doesn't know how to integrate ICT in his/her teaching may put the identity of the teacher at risk as the learners may get de-motivated to learn as well, if there is no newness in teaching. That means I would like to focus especially on English teachers who need to be updated to bring out a brilliant result of teaching English, where the scenario is that many teachers are reluctant to use those technological devices in the classroom. They even can't organize listening classes for students. So, the English teachers face many difficulties incorporating ICT materials like a smart board, the internet, and projectors in their classroom.

First of all, the English teachers ought to be understand that the incorporation of ICT has a remarkable and tremendous advantage in English language teaching. It can bring a drastic change in their teaching style and help learners to make their learning achievement high. The studies have shown that there are significant differences that tend to find improvements with the use of technology (Dudeney & et.al. 2014). The change in teaching entirely depends on teachers themselves. We can see the changes to some extent even then it is not adequate.

The use of ICT in schools for teaching and learning is becoming important as this provides learners with access to abundant resources because teaching with limited teaching materials will not be sufficient for the students . In easy words, we can say

that it is definite that ICT plays a vital role in the change of every factor, so teaching and learning cannot remain far from it. In another word, we can say ICT is increasingly becoming a more and more powerful tool for education and economic development (Mbugua, 2015). That is why there has been a compulsory task to incorporate ICT in English language teaching.

The teacher's role is the most prominent in the course of making teaching effective and fruitful. So, the teachers themselves must be updated with the knowledge of recent changes and developments. They ought to realize how just simply applying the ICT tools English teaching can be convenient and how students can have more benefits in learning. However, there are many hindrances in the course of implementing ICT tools in English language teaching. The school and all other members of schools should be supportive and helpful in teaching otherwise only with the effort of a single teacher it is hard to change the whole teaching-learning system.

Literacy in Information and Communication Technologies (ICT) is fundamental to life in our modern technological society. To equip students with literateracy and make them lifelong learners and global citizens of the 21st century and updated with current knowledge we must successfully integrate ICT into both the English curriculum and English pedagogical practice. The given statement shows that integrating ICT tools in teaching is a vital thing to make students talented and updated. The online text is constantly built and corrected knowledge as per (Tagg, 2016). It can make learners' learning long-lasting and bring positive change in behavior that is what we call Education.

Chang (2012) says that integrating ICT tools in teaching can lead to increased students' learning competencies and increases the opportunities for communication. So this thought also reflects how it is important to incorporate ICT in teaching

English. ICT can enhance pupils' interaction, verbalization, and involvement in collaborative learning. Not only that but also access to ICT has enabled both teachers and students to go beyond the use of computer programs to the use of the Internet and web-based resources.

There is no doubt that incorporating ICT helps learners to grow better. It will have enough space to get in rooted and grow leaves and extend branches. These days students themselves are fond of ICT. In this context, if English is taught through ICT then students get more motivated and enthusiastic to learn it. Also, their interest skill and knowledge of IT can be utilized here. The problems should be identified and better solutions should be provided in the hand of English teachers so that they can integrate ICT in their teaching as well.

Rationale of the Study

ICT is not a new term in today's world and even it entered the field of teaching a long time ago in 1980s with the concept of Computer Assisted Language Learning programs. The use and integration speed seems very slow, as we can see, only a small number of schools and a very few number of teachers are implementing in their teaching. Computing in the education field was influenced by a storm in the 1990s and schools spent most of the funds on computers, networks, Internet access and digital technologies in the world (Halverson & Smith 2009). However, in Nepal, the opportunity is being utilized by a few of the schools and students (Acharya, 2016). And of course, the community schools which utilized the opportunity have shone in the dark like a diamond in the coal.

Using current Internet technology to support learning in the classroom is recently becoming much easier and much more feasible than it used to be. SSDP (School Sector Development Plan 2016-2023) identified ICT as a medium for

improving classroom delivery, increasing access to learning materials, and enhancing the efficiency of educational governance and management if a network of computers or workstations is available in a classroom. So, the above-given statement reveals that it is much easier to integrate ICT in teaching than at what points the teachers are feeling challenging to take technology into classrooms. Use of ICT is the best solution to every problem for English teachers as ICT can enhance learning in many ways. Information and Communication Technology (ICT) can complement, enrich and transform education for the better (UNESCO, 2016). So, taking the insights from such studies, the use of ICT must be extended to boost English Language teaching and learning.

Since there is a huge importance of using ICT in teaching the English language, my concern is whether the teachers are taking the advantage of using it in teaching or not. Exploring the ways the teachers use ICT to teach English in the classes would establish their current pedagogical practices in relation to ICT and help policy makers and teacher educators in planning and policies and implementing them. Such knowledge building also inform pre-service and in-service teachers to learn and adopt new and practical ways of using ICT in their own classes.

Statement of the Problem

I taught in private schools for more than ten years and entered into community school five years ago. When I was in private schools, there was a lot of ICT integration in English language teaching. In fact, my career bloomed after using ICT in English language teaching. Suddenly, after entering into public school I have found there is less use of ICT in English language teaching, So, I just wanted to explore if it was the same in other community schools too. Or they have taken any kind of initiation to incorporate ICT in ELT. Sharing the stories of the teachers who have

taken initiation can inspire other English teachers who are novice teachers or reluctant to use ICT before.

We are well familiar with how it is important to include ICT in Education. There is a new advent towards the use of ICT in Education. ICT can create a learner-centered environment as any kind of information that teachers and students want to, can be found in the internet (Harmer, 2007) and it also provide a lot of exposure to the learner when there is the use of ICT in English Language Education (ELE) as it gives a new dimension towards teaching the English language.

In contrast, English teachers in our country are trained in different teaching strategies but seem to need training on the use of ICT and its incorporation in ELT. teachers are not well prepared (Koirala et al., 2016). No doubt they are aware of the positive impact of the use of ICT in ELT but there have been many problems in the field it in the practical field. The problem might be diverse, it could be lack of training, educational policies, school environment, the economic condition of the school, understanding shown by the school principal and concerned people, or lack of equipment. With the growing use of ICT and the Internet in language classrooms, other countries are far more ahead of Nepal. However there are only 15% of internet users in Nepal and that is also centered in urban areas who rarely know the academic purpose using the ICT and Internet (Acharya, 2016). Hence, there is so much room to work out in this sector.

The importance of the use of ICT integration in education is manifold because it can expand the area of teaching English. ICT has changed the viewpoint that it has changed the whole definition of teaching and learning (Shamim & Aktaruzzaman, 2011, as cited in Rana 2016). So, this can be an issue to be discussed and shared by the teachers, policymakers, and concerned authorities. If importance is not given to

the ICT then there could be a serious problem. That is why ICT incorporation initiation in ELT is today's main concern.

While emphasizing ICT use in education, the MoEN acknowledges that digital skills are one of the eight competencies of a qualified teacher. In the 'Teacher Competency Framework (2016)', it is stated that a professionally competent teacher is able to use ICT for effective teaching and learning (Government of Nepal Ministry of Education, 2016a). English teachers like using ICT in English language teaching because they know the importance and change between the use and no use of ICT. Then, what types of initiatives are they talking about, what are their stories, how do they narrate those experiences are the questioned to be addressed? Are these stories given enough importance in the ELT sector and given much space, and are the gaps to be filled up? ICT in education has been identified as an innovative and effective means of teaching and learning (ICT Master Plan, 2013-2017). Are they really being used in the real context or not.

Purpose of the Study

This study aimed at exploring the experiences of English Teachers in the use of ICT in English language classrooms.

Research Question

How do English teachers of community schools narrate their experiences of the use of ICT in English language teaching?

Delimitations of the Study

The study concentrated on the use of ICT in English language teaching. It particularly collected the narratives of those teachers who love new ways and would like to teach English through technology. The study tried to explore their effective experiences of using ICT in English language teaching.

Organization of the Study

The dissertation has been divided into five different chapters. The first chapter has an introductory part of the dissertation which includes my own experience and fascination with technology use in English language teaching. The chapter covered my reflection and experiences that took place in my life, how technology can make language teaching effective as well as how it can change the life of an English teacher. Likewise, this chapter includes the statement of the problems, the purpose of the study, research questions, rationale of the study, and delimitations. The second chapter is the combination of reviews of different kinds of literature related to the dissertation itself. A literature review consists of various books, journals, policies, reports, and related theses that were studied and reviewed in it. It also includes ideas and theories related to ICT. The chapter presents the methodology used for the research in which different methods of data collection and techniques are described. The fourth chapter portrays narratives of the teachers using ICT in English language teaching, their experiences, their ways to use it, their source of inspiration, and many more. The last chapter is about the conclusion of the whole dissertation with reflective notes.

Chapter Summary

I grew up observing the vast technological changes. There were few televisions and landline phones in my childhood. My English teachers used cassette players for the listening activity so I adopted them when I became the teacher. But there was rapid change soon. Different technological gadgets were introduced in the market. I used a simple chalkboard to smart board in my teaching. Also, I used Cassette player to Bluetooth reading devices. These changes and adaptation to these techniques gave me new space and identity in the field of teaching English language

in my society while others are suffering simply not adopting these new trends. I found the use of technology was very effective. These opportunities were provided by the private schools where I worked. Then recently I joined the community school and a question came into my head whether the community school English teachers also use that technology in English language teaching or not. If yes how they have been using it? Are the stories behind using technology similar to mine or are they different? What sorts of problems they faced, what helped them, and how were they motivated? Was the school administration helpful for them? So, I decided to quench this thirst through research. Similarly, the study aimed at exploring the use of ICT in English Language teaching.

CHAPTER II

LITERATURE REVIEW

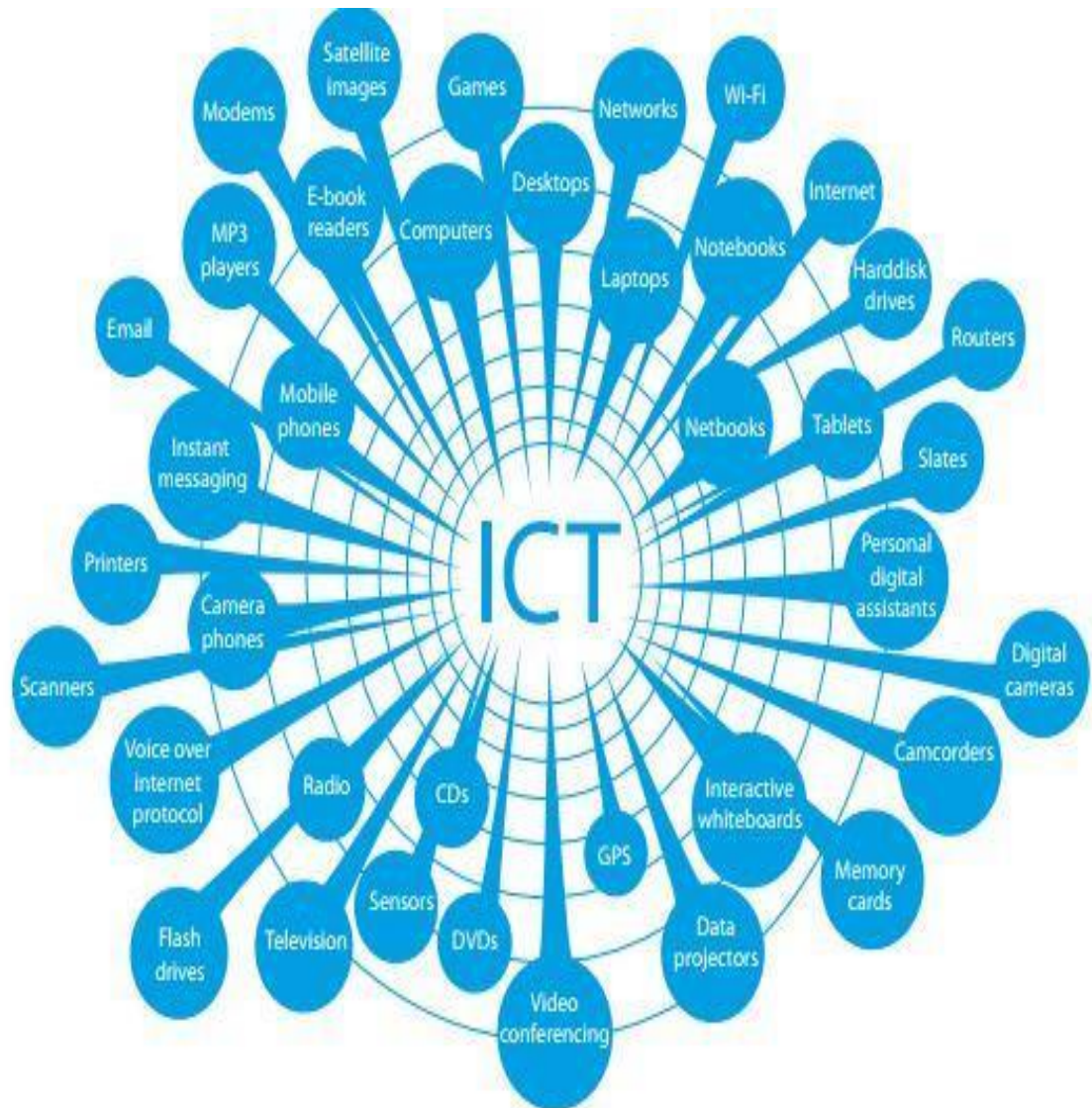
The major aim of this chapter is to present the review of the literature related to this study to carry out this research efficiently. This chapter consists of three major sections namely the thematic review, theoretical review, and empirical review. The section of the thematic review presents the themes related to this study. Similarly, the theoretical review discusses the theory, which provides the theoretical foundation for this study. Finally, the next section reviews empirical studies to create the space for the present study. This chapter concludes with the research gap and conceptual framework respectively.

What is ICT?

The term ICT, Information and Communication Technologies, embraces many technologies that enable us to receive information and communicate or exchange information with others (UNESCO, 2010). ICT is the use of different advanced means of communication i.e., use of telephone, mobile, computer, laptop, projector, email, and the Internet. And here the discussion is about how these means can be used in English Language teaching. ICT is a valuable tool to enrich teaching and learning. ICT supported as an important mode of instructional practice for the search of relevant educational materials and conducting evaluation and assessment (Jha, 2019). For the teachers, ICT is a professional resource, a way of classroom delivery, and a basis of effective and cherished text types. Whereas for students, ICT provides chances to communicate more effectively and to develop mastery skills including skills in critical literacy. It is a valuable tool for researching, composing,

responding, and viewing, and representing in English. ICT was considered as a major component in higher education of the online mode of instruction. Therefore, it is an effective tool of teaching.

The following figure can make us clear about the ICT tools and devices of ICT.



(Source: UNESCO, 2010)

ICT and in English Language Teaching

Teaching and learning are related to intellectuality. Our mental horizon expands through exposure to the vast knowledge that can be possible through ICT.

We can get knowledge through ICT in an interesting way. ICT not only makes lessons interesting but it also makes learning long-lasting or some impression may go for life long. But since we are human we must be aware of right and wrong things. Since the positive and negative impact depends upon our perception and use.

ICT when incorporated in teaching-learning helps the individual to be ready for life as the skills learned are applicable in day-to-day life. The idea has further been ratified in the same article of Adesote and Fatoki (2013). The growing use of technology in education has brought significant change in teaching and learning (Khatiwada, 2018). Pedagogical content knowledge as mentioned by Niess (2005) is indispensable to technology (Kocoblu, 2009). He further stresses that language teachers must be aware of the effective use of technology who can equip their students with the knowledge of technology. Teachers can facilitate learners to develop their skills and students can learn better when there is the use of technology in education. Nik Peachey is a freelance teacher trainer, writer, conference speaker and learning technology consultant in his book *Digital Tools for Teachers* suggested several digital tools for teachers who would like to adopt ICT in their teaching. According to him Newsella, a reading tool is a really marvellous tool for structuring students' reading development in an engaging way (Peachey, 2017). There are several other reading tools that we can use to make our classroom effective. Although the use of ICT by language teacher is still not widespread, the use of technology in the classroom is becoming increasingly important and will become a normal part of ELT practice in the coming years (Dudeny & Hockly, 2007). Henceforth, it is an inevitable to learn technological use for present day teachers.

Salehi and Salehi (2012) talked about challenges and barriers faced by English teachers regarding the use of ICT in English Education. They talked about the

usefulness of ICT in ELT. The integration of ICT in teaching and learning is not a method; rather it is a medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented (Garret, 1991 as cited in Salehi & Salehi). This statement shows that the effectiveness of ICT depends on how and why it is applied and integrated. It depends upon the English teacher that when and how they take the help of technology to teach their students. It is obvious that the teacher with the knowledge of ICT can better include technology in their English teaching and can bring better results.

Benefits of ICT in Language Teaching

Teaching and learning become effective and long-lasting using ICT. As we know that ICT can expose learners to a vast treasure of knowledge. It delivers knowledge to the students in such a way that shall never be forgotten. Even the games of ICT engage, motivate, and entertain,. They provide learning opportunities, some of which are identified by children themselves (Byron, 2008 as cited in Simmons & Hawkings, 2009). The same opportunities create better space for learning.

Aggarwal (1995 as cited in Rana, 2016) considers that there are multiple benefits of ICT in education, which makes education productive by changing the method of teaching. Some of the advantages of ICT for teaching-learning are used for personal benefits as they can extract information to understand and gain knowledge. As advocated by Aggrawal, the use of ICT helps the learners and the teachers by making their presentation powerful and understandable. The point which is highly debated is “equality and equity” in education that can be benefited as its use can be accessible to all the learners.

If ICT is used as a basis for interesting, meaningful, and communicative activities, it can effectively stimulate children’s skills in using both spoken and

written language. (Adams & Brindley, 2007). Hence, ICT can be used as a tool to motivate children towards learning. In the same way, Educational ICT software helps in simplifying difficult concepts making learning fun and easy. (Simkins et. al. 2003 as cited in Michael & et.al.). So, ICT brings joy in learning.

Present Formal Education Structure in Nepal

Every country has its own structure of Education. They may vary in different levels and structures. Nepal has also its own. It has gone through changes many times in course of change of time. The current official school education structure in Nepal is (8+4). It means it has two levels. The first level is called basic that is for eight years from grade 1 to grade 8 and the second one is four years of secondary school that is from grade 9 to 12. After the school education there are four years of bachelor's degree program, followed by two years of master's degree. Also, there are higher degree research programs like M.Phil. and Ph.D. (Government of Nepal Ministry of Education, 2013).

Furthermore, talking about a system of education control in Nepal, the main controlling body in education is the Ministry of Education (MOE). The function of MOE is to make available the policy direction for the management of both the school and higher education. Then, in the hierarchy, there comes the Department of Education (DOE). The function of this body is executing the agency of educational plans and programs introduced by the Ministry of Education. The DOE plans and manages events at the school level all over the nation (Government of Nepal Ministry of Education, 2013). In this way, the system of education mobilizes and goes onward in the whole of Nepal. The systems may be different in other countries but most of them have the ministry of Education as the central leading model.

The Situation of Nepal in International ICT Context

Nepal is a developing country and it is always hard for Nepal to move ahead in every field at a fast pace. Nevertheless, it is taking its own pace in the field of ICT use. Despite the challenges of its mountainous terrain, the landlocked nation has achieved a relatively high level of mobile access driven by the Government's efforts to improve connectivity and strengthen the ICT sector (ITU, 2018). Whereas the pace was even slower in the past. The ICT Development Index (IDI) was the first indicator considered to ascertain Nepal's telecommunication status. The International Telecommunication Union (ITU) computes the IDI every year as a benchmark to measure the indicators of the information society, digital divide and ICT performance across the globe. According to the latest IDI score, Nepal stands 140 out of 176 countries that the study included (ITU, 2017). Nepal dropped four positions from 2015 and one position from 2016. Therefore, the IDI is in a declining trend.

The next index considered is the United Nations' e-government survey to examine the penetration of ICT in different aspects of people's lives. The survey assesses the use of digital technologies for e-governance, e-participation and the digital interactions between government and people. The index suggests that Nepal falls in the 117th position out of 193 countries with a score of 0.4748 (UNDESA, 2018).

The statistics were quite different in the year 2016. Nepal was in 165th rank out of 168 countries, with a score of 0.2344 (UNDESA, 2016). The situation was completely different at that time. We can say that Nepal has improved a lot regarding ICT use and e-participation. It has changed from low level to medium level EGDI (e-government development index). Despite this, Nepal's rating implies that Nepal falls much behind its neighboring South Asian nations such as India, Sri Lanka, and Bangladesh in its e-readiness and e-participation index.

ICT Policy in Nepal

The policy is one of the important factors regarding the implicational part. It is very essential to address any issue in the policy to apply it in the real field. That is why the government of Nepal must adopt ICT in the Educational policy as it is the present requirement of the world. Nepal looks at it as a means of sustainable development that can lead Nepal to its pinnacle of development.

MOE (2013) under the ICT in Education Master Plan 2013-2017 mentioned that there has been considerable work done by “ Current National Plans on education. Education for All (EFA) National Plan of Action /NPA (2001-2015), Three Year Plan (2011-2013) and School Sector Reform Plan (SSRP) (2009-2015) have identified some of the strategies to ensure equitable access to education. The Government of Nepal (GoN) has introduced various interventions in order to achieve the goal of education in Nepal. Use of Information and Communication Technologies (ICT) in education has been considered as one of the strategies to achieve the broader goals of education ” (p. 6). It also shows that how important to use the ICT in teaching field.

The School Sector Reform Plan (SSRP) states that ‘ICT’ assisted teaching/learning will be implemented and expanded in all schools. However, those plans and policies do not include all the aspects of the comprehensive implication of ICT for teaching and learning. Now, some of the inevitable policies that must be reviewed to make a detailed study regarding paving a path towards ICT in Nepal are as follows: 1) National ICT policy, (2015) , 2) ICT in Education Master Plan, (2013-2017) and 3) School Sector Development Program, (2016-2022).

National Information Communication Technology Policy (2015)

Reviewing the document ‘The National ICT policy (Ministry of Information and Communication, 2015)’ the following ICT supporting matters were found. It states

that Appropriate measures will be taken to facilitate and promote the integration of ICTs within the entire Nepali educational system to support administration, pedagogy, learning, and research to improve the quality of education and training at all levels and enhance access to education.

It further states that nationwide E-Schools and other related initiatives will be formulated and launched to promote E-learning and E-Education as well as life-long learning. ICT capacities of tertiary-level educational institutions will also be enhanced in a way that helps improve broad learning outcomes. The document states that ICT will be infused into the entire Nepali educational system to support administrative activities and to enhance the activities of teaching and learning (e.g., p. 9). Moreover, the document also aims that at least 75 % of the population will have digital skills by the end of 2020, and by that time the entire population of Nepal would have access to the internet. The statement is really valuable in education. However, when that is considered against the ITU statistics discussed above in Section 2.10, it can be argued that much is yet to be done in the area of technology infrastructure to achieve those goals as ICT access is very limited. Nevertheless, to state that ICT will be integrated into all educational activities in schools and the tertiary level is significant as they align with the MOE's effort to integrate ICT into mainstream education. The other reason such statements are important is that they can be expected to create discussions and planning towards the directions of using technologies in education.

ICT in Education Master Plan (2013-2017)

In this research, while reviewing the literature, the ICT in Education Master Plan (2013-2017) (Government of Nepal Ministry of Education, 2013) was one of the key policy documents studied thoroughly. In this document, there are four components i.e., Development of Infrastructure including connectivity. Development

of Human Resources, Development of Digital Learning Materials, and Enhancement of Education system. (Government of Nepal Ministry of Education, 2013).

The program envisions ensuring extensive use of ICT in the education sector and contributing to access to quality of education for all. Studying the objectives found that the objectives are more ICT friendly. Like it has the objective to create ICT-enabled learning in educational institutions, in the second number to expand the internet access to schools and other educational institutions and to expand access to learning resources through education resource sharing platforms. (p.15). Thus, we can say that the plan is very ICT friendly and it really supports education sectors to be developed implementing ICT tools and methods.

School Sector Development Plan (2016-2023)

Reviewing the document School Sector Development Plan (SSDP) (Government of Nepal Ministry of Education, 2016b) found that it was a successor of the ICT in Education Master Plan (2013-2017) and continued the activities it initiated and implemented. SSDP (2016-2023) identified ICT as a medium for improving classroom delivery, increasing access to learning materials, and enhancing the efficiency of educational governance and management.

The plan has three key components: basic education aims to develop the physical, socio-emotional, cognitive, spiritual, and moral potential for all 4-12-year-old children by ensuring school readiness and universal access to quality basic education and to promote life skills and value-based education. The implementation of the Information and Communication Technology in Education Master Plan/ MOE 2013 has increased access to computers and the internet in schools, which allows for the scaling-up of the use of ICT in school education. This program also aims for strengthening the teaching-learning process, particularly in science, math, and

English, through increased access to and the use of ICT-based teaching and learning (p.30). Such programs encourages to make use of ICT in teaching.

It is further stated in the SSDP that embedding ICT in mainstream education will enhance the access to quality in education and give students technological skills to be globally competitive. For that, the MOE writes in SSDP (2016-2023) that it aims to set up the physical infrastructure required for technology use and offer professional development opportunities on technologies used by teachers to enable them to embed ICTs in teaching/learning activities.

Learning Theories and Implications for ICT in ELT

Different learning theories dominated different periods. Similarly, Constructivist and Behaviorist theories dominated the 20th century. Those theories obviously contributed to the organized teaching and learning process. Any sorts of research work can be well guided if we look at our works through some perspective and they are of course different theories. Learning theories provide us with conceptual frameworks of interpretation for the act of learning and show us where to look for solutions to our practical problems. The most important learning theories are Behaviorism and Constructivism.

Constructivists argue that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Constructivist learning theory has been used to study the impact of ICT on teaching and learning. It provides direction for research and implementation. The theory of constructive learning emphasizes the teachers' central role in academic curricula and suggests improvement according to the teachers' needs and interests (Woolfolk, 2006). This theory supports individual growth and enables the students to explore their learning potential. Though the teachers' role is important, here, the teacher plays the role of facilitator rather than a

source of knowledge. So, somehow learners themselves are taken as autonomous learning agents.

Despite the theorists' different definitions of learning, a majority agree that learning happens when experience leads to a constant change in the individual's knowledge or manner (Weiten, 2002). What is meant by 'experience' in this definition is 'the interaction of the person with his or her environment' (Woolfolk, 2006; 196). Piaget's constructivism (Vygotsky's socio-constructivism) asserts that learning is an active, constructive process. The learner is an information constructor. The learner actively constructs or creates his /her own subjective representations of objective reality; and new information is linked to prior knowledge, where existing schemata are always activated.

The Application of ICT in Constructivist Approach

Constructivism argues that learning is interactive. and It argues for the autonomy and active participation of the student. The learner is an information constructor and actively builds his/her own subjective representations of reality. New information is related to previous knowledge in terms of Schema development. Followers of constructivism include such names as Vygotsky, Piaget, Dewey, Vico, Rorty, and Bruner (Learning theories knowledge bare, 2009). They believe that the learners must be active themselves to learn.

Constructivism as a term covers a huge theoretical area. Constructivist learning theorists range from the individual cognitive and personal constructivism of Piaget to the social constructivism of Vygotsky. There are many other types of constructivism but there are certain ideas that all constructivists have in common. Tabber (2006) argues about the active construction of knowledge by the learner, where the knowledge is not passively received from the outside. Here the theory is

vastly different from behaviorism, which defines learning as an externally modified behavior. Learning according to constructivists is, therefore, something the learner does, not something that the learner is compelled to do.

Tabber (2006) further states that learners have prior knowledge so they come to the learning situation with ideas about many things. These ideas are called schemas and teachers have to take them into consideration and make teaching relevant to these conceptual structures. He further adds that learners have their own individual ideas about reality and generate their own meaning structures to cope with everyday living. Additionally, he says that their ideas often contradict or clash with accepted scientific ideas or with school curricula and are culturally or socially conditioned. Furthermore, knowledge is described by those theorists as conceptual structures in the brain and it is possible to describe and model them. Besides that instructional design and teaching has to take the learner's prior knowledge into account if the educators want to achieve their educational aims and objectives. Also, they claim that the knowledge is both personal and individual and at the same time has a social dimension. Learners construct their conceptual schemes by interacting with the social world, in social settings, and within cultural and linguistic contexts.

ICT and Motivation

What is Motivation?

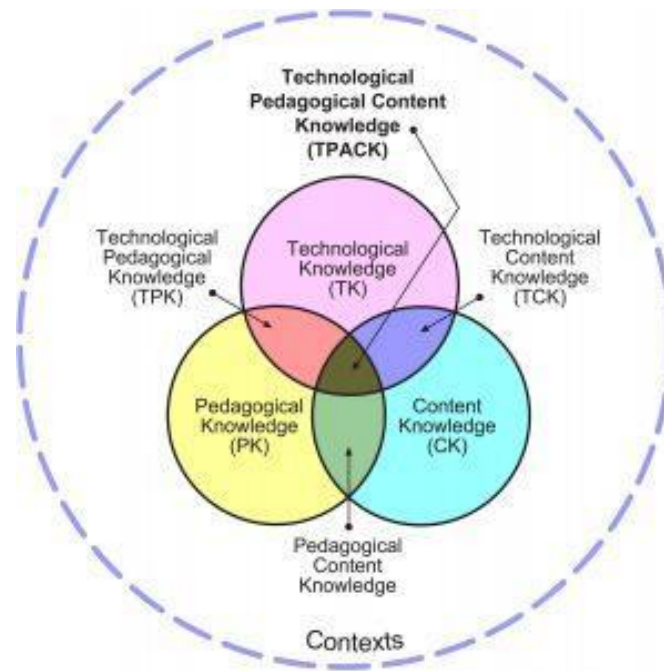
A single definition for the meaning of motivation is difficult to obtain. Nevertheless, there is a common divergence around a definition, which implies that motivation is some force that pushes individuals to make efforts to secure their needs. The term, motivation is derived from the Latin word, 'movere', which means 'to move'. Motivations cannot be viewed but can be known through manner. Motivation is an internal affair that excites us to do some work. It pushes us in specific directions

and keeps us engaged in specific activities (Elliott, 2000). We can do our work better when we are motivated.

Motivation can be divided into internal and external, according to its source. Internal motivation involves internal and personal factors such as needs, interests, curiosity, and pleasure (Woolfolk, 2001). External motivation implies students' participation in an activity to obtain an incentive or avoid punishment like marks, stickers, or the teachers' approval. A student is not considered really interested in the activity itself; rather in what he or she will benefit from this activity (Woolfolk, 2001). In my point of view using ICT is the desire of present day learners, when teacher use it in his/ her lesson students get motivated either intrinsically or extrinsically. They learn better when they find pleasure in it. On the other hand if teachers are also encouraged to make use of ICT in English language teaching, they can also make use of ICT in an effective way for English language teaching.

TPACK Model

TPACK (Technological Pedagogical Content Knowledge) is a new theoretical framework where there is a combination of all three types of knowledge. They are Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). The integration of these three forms of knowledge can play an essential role in today's education system. It is a successful combination for edition (educational technology). The combination can be shown in the following diagram.



©2012 by tpack.org

Punya Mishra and Matthew J. Koehler from Michigan State University developed TPACK to explain or guide effective edtech integration. Since its publication in 2006, TPACK has become one of the leading theoretical framework regarding edtech and edtech integration. The framework offers a productive approach to many of the dilemmas that teachers face in implementing educational technology (edtech) in their classrooms. Also, the TPACK framework outlines how content (what is being taught) and pedagogy (how the teacher imparts that content) must form the foundation for any effective edtech integration. This order is important because the technology being implemented must communicate the content and support the pedagogy in order to enhance students' learning experience.

The TPACK framework is useful for the ways in which it explicates the types of knowledge most needed in order to make technology integration successful in the classroom. Teachers simply need to understand that instructional practices are best shaped by content-driven, pedagogically sound, and technologically forward-thinking knowledge.

Empirical Review

Empirical review in the research is the most essential factor for finding out the research gap. I have reviewed some research works related to the use of ICT and language teaching. Whether you aspire to complete a research paper or dissertation, a research-based production project, or even a grant proposal for creative work, it's important that you be able to demonstrate your familiarity with existing work in the field. According to Cresswell (2011) literature review result of other studies fills the gap extending previous work and provides a framework to the research. That is why I have gone through some previous dissertations. I believe going through these works has strengthened my research further.

A study by Adhikari (2011) aimed at finding the effectiveness and difference of using computers in teaching vocabulary. It also attempted to evaluate the effectiveness and difference of using computers in teaching. The gap I saw here was he didn't mention the ways and the particular programs that have been used in his study. Though it was experimental, the result was not satisfactory. He could have mentioned multiple ways to use computers in vocabulary teaching.

Rana (2016) revealed in his study how perception and practices in the decision of integrating ICT matters in teaching and learning English. The gap I felt in the research was that the perception and practices were some vague aspects to find out and the results were also not very convincing to contribute in the field of language teaching.

Another study by Alharbi (2018) focused on how teaching-learning becomes fruitful through using ICT in various subjects. The gap that I found in this research was that this study is very vague since it includes all the subjects like math, science,

social, English, and so on. It would be more useful if he focused on only one subject and find out even the minor nooks and corners of the very subject.

Another research was by Khatiwada (2018). I found this dissertation much of my interest. As the dissertation was conducted through the Qualitative method following the narrative approach, it was exactly what I was looking for as my guidelines. This research was done only regarding online sources and related to writing skill. So, it didn't cover others as more of ICT aspects.

Laudari (2019) made a case study of teachers' educators in Nepal. It studied the digital practices of teacher educators. Digital practices are of course about ICT use that is why I can relate my study with this research. It was conducted at the teacher educator level, where I made a study at the secondary level.

After going through many works related to ICT in ELT, all of them are just focused on how ICT is important to enhance English language teaching but not focused on how the teachers are using it in the real field and why it seems they are reluctant to incorporate ICT in their teaching. Many of the earlier studies have shed light on importance only but have not mentioned how it could be more effective in the implicational part. After going through the literature review, I came to know that very few studies have been done in this field though it requires broad and deeper studies.

Research Gap

ICT is the subject of interest for everybody in the present world. Many educational research studies have been conducted connecting to the technology use or let's say ICT use in the world. Almost all the teachers, learners, and experts are influenced by the use of ICT as it has made their jobs easier and better. Those multiple advantages have lured all the researchers.

However, the impact of ICT seems slower in the pace. Even in Nepal there is the use of ICT in teaching and learning fields. The use has grown but there is still very less research has been carried out regarding ICT in Nepal. Khatiwoda (2018) mentioned that in the Nepali scenario, the education is still backward touching the muse of ICT and only a handful of research studies have been carried out to see the entire system of school education rather than the use of the Internet, a part of ICT in language teaching. So, it shows that still this area is researchable.

My attempt was to explore the stories of those English teachers who loved using ICT in their English language teaching. I wanted to find out how they got motivated and which aspects kept them working in this field with their untiring efforts. Besides, what strategies did they use to get students motivated towards learning English through ICT? So, I focused on collecting nattaives of the same expetiences of using ICT in English lanugage teaching.

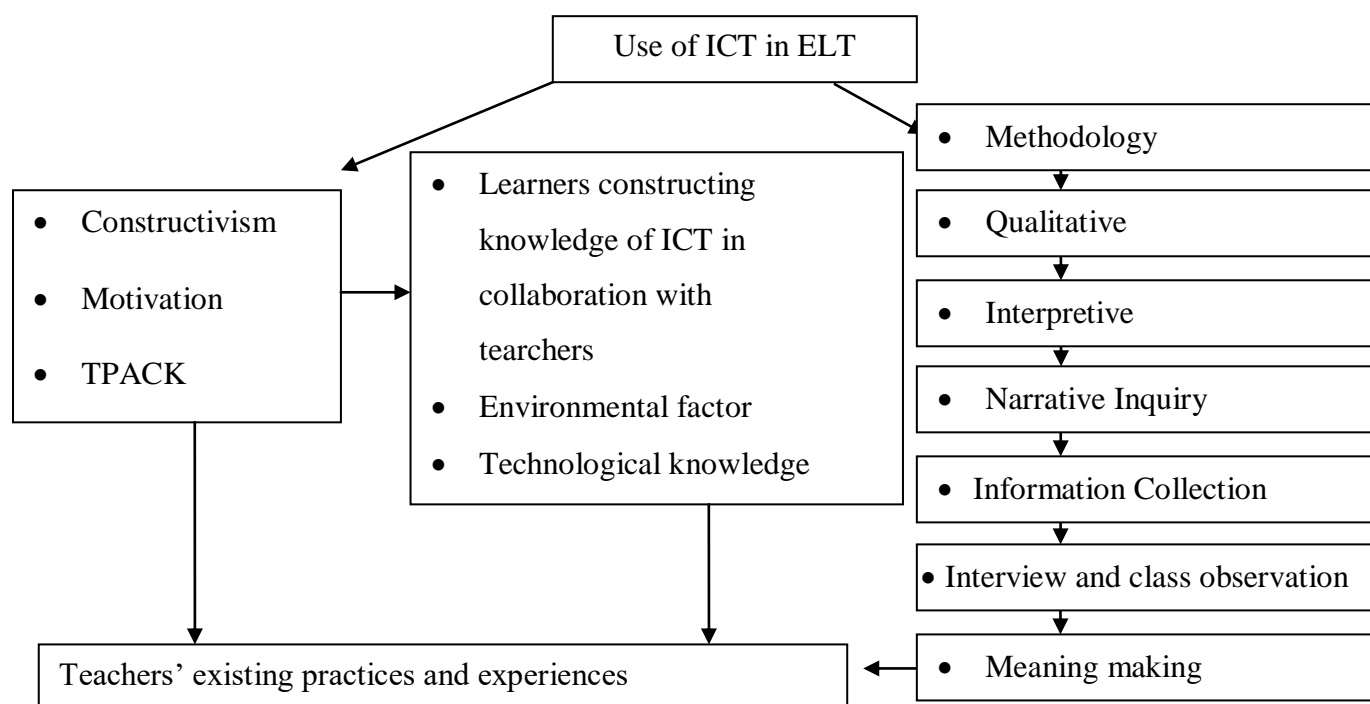
Conceptual Framework

Based on the research problem and research question, the given theoretical framework steered me towards my goal. It includes the use of ICT in English Language Teaching and the teachers' own way of using ICT tools and their own perspective towards using it.

The above-given framework assisted me throughout the journey of my research. It helped me to remain on the right track and make my research efficacious. The main theme was exploring the use of ICT in English language teaching and I minutely looked for different ways, effectiveness, and the aspects in which ICT was used. I especially inquired about the teachers' perception and their stories of using ICT in ELT. Likewise, I used two theoretical measures: constructivism and

motivation. Those two theoretical perspectives kept me on the right track throughout the journey.

Figure 1. Conceptual Framework of this Study



Chapter Summary

This chapter is the combination of the thematic, policy, theoretical and empirical studies done while carrying out the research. First of all, the term ICT and the devices related to it were explained as an introduction in this chapter. After that, there was some discussion on the Pedagogical Implication of ICT in English Language Teaching to show how it is important to include ICT in ELT. It is the only teacher who can transform teaching-learning activity with the use of ICT devices, internet connection, and different software programs. ICT can be used to teach all four skills, and grammar. So, the teacher with ICT knowledge can bring a radical change in the English Language teaching-learning field.

It is very crucial that there should be policies of any aspect before regulating and make effective implementation of those aspects. Somehow, the formulation and implementation of ICT policies in our nation seem to be in two different directions. Though the plan and policies are taking their own pace somehow the problem seemed underlying in the implementation phase. However, it is on its own path with its own speed. Slowly and steadily the changes are taking place.

Similarly, the journey of research continued through two theoretical standpoints. Through the eye of a constructivist, we can see that learning doesn't occur in isolation rather learning becomes better when there is interaction with its environment and society. And that interaction can be strong with the help of using ICT. Another theoretical perspective is motivation, which is about how learners are motivated towards learning. How can the learner's enthusiasm for learning can be captivated and only taken forward with the help of motivational tools? Finally, some empirical studies were analyzed to fill the research gap and develop the conceptual framework for my research.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I concisely present an overview of the paradigm, philosophical considerations, and my research method. Likewise, I mention about field or site of study, data analysis procedures and interpretation, quality standards and the ethical considerations for my research.

Philosophical Considerations

In my understanding, philosophy is an abstract idea and basic belief on the reality that informs my research. It impacts every aspect of my research process including selection of topic, constructions of research problems, questions and purpose, selection of paradigm, and approaches of the research (Creswell, 2011). In this research, I have used both subjective knowledge regarding the use of ICT in English Language Teaching. I have collected different stories of English teachers regarding the use of ICT in ELT of English teachers in two community schools of Bhaktapur.

Ontology

Ontology is a branch of philosophy that deals with the nature of existence and reality. If social behavior is governed by laws that can be seen as immutable or generalized are some of the key ontological issues. The ontology of my research is how English teachers make the best use of technological devices to teach the English Language. Ontology is the study of being or existence. In this case, it is the teacher's way of teaching and learning through the use of ICT. The existence and reality may differ from teacher to teacher. This thought is quite related to the thought of Guba and

Lincoln (1994). According to them, reality is subjective and is different from person to person.

As ontology focuses to see the realities, the realities differ from people to people. The realities are multiple and the multiple perceptions of participants are the realities in the qualitative inquiry. I explored my participants' perceptions and experiences of using ICT in English language teaching through the in-depth interview process and class observation. Also, I used their views, stories, and experiences without distorting them to capture reality.

Epistemology

Epistemology is the way of knowing reality. It shows the relationship between researchers and participants' worldviews. It is concerned with ways of knowing and learning about the social world and ways to know reality. In this research, knowledge is constructed and derived through interpretation, experience, and interaction. Interviewing English teachers is a kind of interaction that helps to generate new meaning about using ICT. I have faith in constructivism as my epistemic position to understand the nature of the reality of using ICT for teaching and learning in community schools of Bhaktapur. In my research, I have spent time with the English teachers and I believed that together we created and co-created knowledge by discussion.

The interpretivists believe that knowledge is contextual. That is to say that knowledge is not created in vacuum and isolation. Rather it is the social process created in the context. In my research work, there was multiple knowledge for the same subjective interest, the use of ICT. During the process, the knowledge of my research participants was duly valued, respected, and used to see the multiplicity of knowledge they have created with the context they have been living with. It is created

out of experiences, observations and interactions. To carry out this research, I interacted with my participants to create and explore the underlying knowledge they had about using ICT. Likewise, they got to know more ways of using it in course of using it more on the field as well as interacting with others.

Axiology

This is a theory of value that comes under the study of value.. It also deals with ethics, human values and value judgment. Axiology is a philosophy that is concerned with the truth or worth (Richards, 2003). He emphasizes that constructivism seeks to understand not the essence of the real world but the richness of the world that is socially determined. The value of the people is relative. Henceforth, I regard every participant as English teacher. The interpretation and analyzing process is upon underlying values, cultures, and contexts of the established value, theories, and knowledge available in the literature of English Language Teaching.

Through my research, I have tried to incorporate all those participants' ways of thinking with due respect. The values of my participants were clearly studied in filtering, processing, sorting, and analyzing data. Thus, this research emphasizes multiple values of teachers' initiation on the use of ICT in English language teaching. As the respondents are different from one another individually, culturally, ethnically, professionally, . the values they create are also different from one another. Cohen and Manion (2002) say that an individual creates, modifies, and interprets the world in which she/he finds himself/herself. So, the multi-layered realities of my participants were highly valued.

Interpretive Research Paradigm

I selected the interpretive research paradigm as my research paradigm. People who rely on the interpretive paradigm believe that reality is subjective and socially constructed. Additionally, it provides a systematic, factual, and accurate description of using ICT in English language teaching. According to Cohen, Manion and Morrison (2011), understanding the subjective world of human experience is the key point in the context of the interpretive paradigm. It is also a qualitative one because all the data collection is in the form of words. The interpretive paradigm here is the reflection of the real world of subjective knowledge and subjective reasons of the participants about their making the use of ICT tools in English language class.

The interpretive paradigm believes in multiple meanings and multiple realities. The social construction of realities is the basis for the interpretive paradigm. It is contextual in the sense that people generate realities based on the social setting and context.

Interpretive paradigm studies the distinctiveness of individuals, different opinions and attitudes (Cohen, Manion & Morrison, 2007). Interpretive inquiry, as in the case with all other forms of qualitative inquiry, focuses on understanding or interpreting the meanings, purposes, and intentions or interpretations people give to their own actions and interactions with others. Therefore, I used the basis of the interpretive paradigm to analyze the findings.

Creswell (2011) states that qualitative research explores the meaning of individuals or groups' attributes to a social or human problem. So, the use of interpretive research paradigm helped me to collect data from an individual level based on their subjective reality and level of understanding. This study focused on exploring the meaning of some subjective reality on the basis of an in-depth study,

where I relied on the participants' nature of understanding the use of the Internet in the EFL classroom.

Being based on interpretive paradigm, I used narrative inquiry for my research where the stories and narrations of the participants worked as sources of data. As I chose interpretive paradigm for narrating stories of teachers to make meaning in the context. I wrote and recorded the narratives of the teachers and interpreted them in accordance with Interpretivism.

Narrative Inquiry as a Research Method

Narrative Inquiry as a research method provides us an opportunity to explore participants' life experiences in a detailed and profound way. The story shared by the participants can be retold in a sequential order or into a proper frame in an alluring Way. People are always tellers of tales. They live surrounded by their stories and the stories of others; they see everything that happens to them through those stories and they try to live their lives as if they were recounting them" (Jean Paul Satre, 1964, as cited in Webster & Metrova, 2007). That means we have our own stories and whatever happens to us also turns into stories. Our life and the moments we live all are part of stories and we can retell that to others.

I listened to the different stories of English teachers regarding their experiences of using ICT in the field of English language teaching. It is said that, it is a set of human stories where experiences are mingled. Similarly, Cladinin (2006) states that human beings both live and tell stories about their living and those stories are the ways we create meaning in our lives. I explored stories of those English teachers who love using technology in their teaching. So, I made note of their experiences through their own words into the beautiful webs of stories knit in spectacular patterns.

Webster and Mertova (2007) state that narrative inquiry provides a rich framework for the researchers to investigate the human experience of the world depicted through the stories. Through this method, I also investigated the life experiences of my participants and how they grow their teaching and use of ICT in English language teaching. I inquired about their early stories of how they were taught in the past when they were students and how they have been teaching throughout their teaching period. I also reflected on my own journey of teaching experiences that has helped me to create or make meaning in this narrative research. Connelly and Cladinin (2016) stated that at least at once, a person engages in living, telling, retelling, and reliving stories, which explores his/her life's experiences. In another word, narrative knowledge is the process we understand the experience and generate knowledge' (Doyle, 1997, Elbaz-Luwisch, as cited in Barkhuizen, 2011). That is why I went through the narratives of the participants and tried to generate knowledge from them.

“Narrative inquiry brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of finding.” (Barkhuizen, Benson & Chick, 2014). I have used my data of research into story interpretation and meaning-making process. Narrative inquiry is a way of understanding and inquiring into experience through “collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus” (Clandinin & Connelly, 2000, p. 20). Finally, I came to know that it is not only a discussion but a whole process of the research where participants' experience is collected.

Selection of Study Space and Participants

Selection of the study area is vital in research. My study was limited to Bhaktapur city. I chose two community school EFL teachers in Bhaktapur city. I wanted to explore the experiences of the teachers in using ICT in ELT. So, I chose the participants from the schools where there is the facility of using ICT devices and the internet.

Participants of the study

Research participants are the fundamental constituents to further any research work. Most of the first-hand researches are done with the participants. They deliver the treasured information for the sake of carrying our own study. They are the source of information who contribute to establish and explore new knowledge. Research participants support research to go deeper in the level of thinking and help in the meaning-making process. Participants' valued information is essential for the researchers, so that they come up with new ideas and information which could be valuable for the wider range of society to explore more on the stated study.

Participants at a glance

Mr. Kindness: Mr. Kindness was the first research participant in my research. I didn't know him for a long time but for a year. Since he is very kind and cooperative I decided to give him the name of Mr. Kindness. He is a person with a great smile posing a pleasing personality. He is famous among his students and colleagues. I visited the school after visiting two other schools, the two previous schools were not suitable for my study. This was the third school. I came to know this school was good for my study as the teacher was using technology when I visited the school for the first time. My inclination came true as soon as I saw him. I recognized him as I met him a few months ago in TPD (Teachers Professional Development) training. A well-

known face bridges the gap. My face suddenly lit up and my spirit soared up high as I knew him as a friendly person. I felt that my research got sped up when I talked with him about my research interest.

Additionally, he told me that he is doing M.Phil from Pokhara University. My eyes sparkled with happiness knowing that he would easily understand my concern. Then I had consent from him for research. He took it very normally and easily agreed to help me further. Besides, as I showed curiosity regarding ICT, he showed me all the ICT rooms of the school and gave me some briefing about how English classes are run in the school. And we left promising to meet again to make a detailed study on the use of ICT in English language teaching relating to his narratives and experiences in the further days.

There was a little gap as there was Dashain vacation in between. I talked with him in the messenger. I started to talk with him with a very general matter for the formality then came to the point that I wanted his time for a short talk and wanted to see his ICT incorporated class. He soon agreed and invited me the very next day.

I went to the third school for class observation on 8th mangsir 2076. It was Wednesday. I chose this day because I had only a few classes at my school on this day. Requesting my vice principal for a few hours to escape I headed towards the third school. As I had his face book ID I had talked with him the previous day in messenger chat that I would visit his school on that day for class observation and a short talk. I just told it a short talk to keep things simple.

As I had not taken leave and had to manage many classes, I was in a hurry. I had to reach the destination on time and return within the time. Because of my haste or just a coincidence I just don't know what it was. My slipper was broken before I left my own school when I was to go for observation in another school. I took it as a

challenge and with a broken slipper came out of my school then went to a cobbler. It was already quarter to 2. Just 15 minutes was left. As I had a chat with Mr. Kindness the previous day. So, it was easy to catch him again. I just made a call and informed him that I was on the way. He told me that that was fine. He was making necessary arrangements in the class so I could take my time. His words made me comfortable. Quickly I got my shoes mended and moved towards school. It was near my own school so it took no time for me to reach the school. I was in a hurry. In the same hustle and bustle, I forgot to keep my bike stand and it turned on in front of the school. But there was very little scratch over there. Somehow I focused on my purpose and entered into the school. There I found the same English teacher who welcomed me with a great smile. All arrangements were completed; students were in a ready position with a pen and a notebook. The teacher was there with a power point presentation. First of all, he introduced me to his students. I also spoke a few words with them and told them that I wanted to learn how ICT incorporated classes are run. They just nodded their heads. But I could see their eagerness to learn something new. The excitement to be there in the ICT room was clearly visible on their face. They appeared in full mood to learn novel learning. Then the teacher ushered me to a corner seat.

Sitting at the corner chair I could observe the whole class. I could see four windows at four corners. The projector was hung in the ceiling and projecting in front of the class. The whiteboard was in front near the door. There were only twelve computers around the class except for a laptop. There was an easy and comfortable seat arrangement for students. Sufficient plugs and wire circulation. Everything was perfectly managed.

Then he introduced the topic. It was a writing class. The topic was ‘How to write a good paragraph?’ He went on changing the slides explaining the points regarding paragraph writing. He asked questions in the course of explaining the points and included students in the discussion. He realized the students’ necessity and used some Nepali expressions and chunks of language in the middle of his explanation to make his explanation more clear. Like ‘*Kasto hunu parcha ta concluding sentence?*’ the next one is ‘*Radhesyam le vanneki?*’

I felt that with the help of Power Point slides, it was really convenient for him to explain his points. He gave several examples of paragraphs on the slide which could be easy just because of Power Point presentation that means an aid of technology. Otherwise, he had to write everything on the board and it would take much more time and students might also feel bored. But in this class, I found that students were listening and taking part in the discussion with full interest. The teacher could also keep an eye on every student as he needn’t turn to the board and write. Everything was already prepared that’s why no one bothered neither students nor the teacher. He even assigned exercises and homework through the slide. I felt that technology is such a powerful means that made a teacher free from chalk and dust which could hardly be imagined before a few years back. I was so glad to be a part of that class that made me realize that even the public school has those facilities. A few years back only private schools owned that.

After completing the class he took me to a vacant room where there was no noise. There I provided some feedback as a compliment to his class for managing such a good class. He said that it was not so tough a task as he has to take his class whether I come for observation or not.

Then I started my interview with his consent. I used a recording device to record our conversation. It was a smooth and wonderful talk with him. He freely and comfortably answered all my questions. Finally, I thanked him. He made humor that he would have answered more sincerely if he knew that I would be that thankful. I replied with a gentle smile. Then I took leave with him once again thanking him for his support. Then, I went back to my school with a happy feeling of accomplishment of the task.

Ms. Blissful: My second research participant was Ms. Blissful. She was born out of the valley but has been living in the valley after her schooling. I met her for the first time in the fourth and the last school. I felt very comfortable meeting and talking with her as she was a female participant. Her soft and sweet nature made me cozy among the new faces and surroundings.

Ms. Blissful was brought up out of the valley and had worked in schools out there as well. She had joined my target school before three years only but very well attached to the school. She is well satisfied working out there as the Principal of the school is very decent. He himself is forward in terms of using ICT tools and programs. He had made a compulsion to use ICT in the school. So, she includes ICT in her English lessons.

When I went to the fourth school, fortunately, the school was also suitable for my study purpose. My expectation was met when I took a round ICT equipped classrooms at school. I went there though the Principal was not there. I saw Ms. Blissful for the first time. I was about to talk with her. A young boy came and handed a pen drive and told, “Ma’am, you left it in the class”. She thanked him and he went to his class. It was just a small incident at a first glance but enough clue before I asked anything to her or getting any type of description from her side. I could just sense that

there was an inclusion of technology in the English class. The guard had told me that she was an English teacher. After that, I asked her about ICT facilities in the school and requested to visit those ICT rooms. For my surprise, she informed me that every classroom contained a projector. It was really appreciable. It was my first experience to know that even a public school has such an ICT facility. Otherwise, I had seen such type classrooms in big private schools only.

Next, I went to see those classrooms. I found the same setting as she told me before. There was a projector and white curtains in each class. Though classrooms were a little bit narrow, it was enough for 25 to 30 students. Then she took me to the ICT room which contained 25 computers and a LED. It was in fine condition. Finally, she took me to a big hall where 50 to 60 people can be adjusted. It was a well-equipped hall. All the sound systems were managed. A projector was hung in the ceiling. A type of Auditorium let's say. On being asked when did they use the hall? She replied, "The hall was basically used for programs but whenever we need to run combined ICT incorporated classes, we run classes in the hall". I was impressed with the setting, arrangements of the hall. There seemed no problem would be there to run ICT incorporated classes. The hall was spacious enough. There was loud speaker, mike, projector and a laptop and required cables. After that, I asked about the Internet facility and she told me that there was free Wi-Fi flair. There was no problem regarding the use of technology since the Principal of the School himself is a technology enthusiast. He also uses and encourages other teachers to use technology in teaching. He himself is an English teacher and he likes to encourage other English teachers to move further. With that information, I concluded my meeting on that day. I took her number and e-mail address then returned.

On 12th Mangsir 2076, Thursday, I went to the fourth school for class observation and interview. This time, well managing my classes, I reached over there on time. It was exactly two. I had called her the previous day but she hadn't received my phone. We had a nice talk in our first meeting and had given all the school information but not receiving my phone made me a little bit sad. I kept calling even after I arrived at my school. Finally, she received it in the second period. I discussed the matter and reminded that I wanted to visit the school for observation. She was hesitating this time. I don't know why, maybe she was feeling nervous or something else about class observation. When I reached school, it was locked from outside and I looked for a watchman to open the gate. After peeping through the gate, a lady came near and asked my purpose of visit even without opening the gate. I told her I had visited the school before and had taken the time with the English teacher. She said she would inform first and come back again. In that situation, I made a call to the principal as I had the number. He told me that he was out of his workstation but I could meet and talk to the English teacher. He suggested that I talk to the next English teachers than that I had met last time. Despite this, I made a call to the previous teacher. Finally, she appeared at the gate and I could enter the school.

When I met her she was quite nervous this time and trying to avoid the situation. Then I asked her to be relaxed and take some rest and talked about some general matters. Slowly, she started to be comfortable, and immediately after that, she got pretty frank and soon got ready for class observation. She informed me that she is going to show an English movie to the students. She invited me to her class. The teacher entered the class with full confidence. Everything was ready as every classroom contained a projector. First of all the teacher introduced me to her students. Then I shared my purpose to be there. Sitting in a corner, I started to observe the

class. I found the class a little bit congested. The curtains were transparent so there was not much darkness required to use PowerPoint. Then she started informing them about the class. She informed me that she would show a movie called 'Charlie and Chocolate factory'. Before starting the movie she assigned some tasks to the students. Then the movie was shown. At some point, she would stop the movie and ask them some questions like 'What would happen next?' 'Will Charlie get a chance to eat chocolate and so on? The movie was shown for 30 to 35 minutes and they were assigned to write a summary of the movie and also were asked to predict what would happen next? As a whole, I found good use of ICT in this class.

After that, we went to the library for an interview. I felt a little awkward over there as there was noise. Another teacher was sitting in the corner, checking copies and even talking with a student. I could hear the noise of students playing outside. These things were hindering me from taking the interview. I asked if we could go to another room but there was no vacant room. Somehow I interviewed the teacher. I thanked her at last and asked for further help if required. I left the school.

Information Collection Techniques

For primary data, I used interview and class observation techniques. It was important for the interpretation of the information provided and getting the participant well. Likewise, I used some running notes of our every meeting. I used interview and observation to generate the data.

Interview

In narrative inquiry, an in-depth interview is a very important tool because it brings detail and depth knowledge from the participants. I was sure that this is the best tool in my research to elicit more narratives. As Richards (2003) believes, participating in interview is not the finding of answer rather it is a journey within the

journey. I used interview technique to collect the experiences of the participants in the form of narratives.

Observation

Observation is one of the techniques to find out the reality. What might be the real situation or actual state we have to observe the situation then only we come to know the truth. Likewise, in research, we can find the essence of our quest only through observation. We can find out the truth through observation in firsthand. Simply, observation refers an investigator the opportunity to collect 'live' information from naturally occurring social situations (Cohen et al. 2007). Hence, I used observation as one of the tools in my research.

Information Collection/Generation Procedure

Information collection/generation is one of the inevitable and important aspects of research. We must be selective in choosing the appropriate tool for data collection while conducting the research. If we select the inappropriate tool it may be difficult to get appropriate data. So, we must choose the right tool.

Therefore, before starting research I prepared the interview questions which could be tentatively asked or somehow could guide the interview. I improved these questions with the help of my respected supervisor and some colleagues. Then with the help of purposive sampling, I visited four community schools of Bhaktapur and chose two schools out of them as they seemed to be appropriate for my study. My concern was whether there was enough use of ICT or not. Is there internet facilities or not in the school? Luckily, I found two schools with those entire vacuums filled up.

I purposively selected two English teachers of two different community schools for the purpose of my research. Both of them were teaching English at the secondary level. Both of them were established English teachers with the interest of

using ICT in English Language Teaching. So, whatever the information, I could retrieve from interviewing them and from their class observation.

While taking the interview, I took their consent. They were fully ready to help us answer any question related to English Language Teaching and ICT incorporation in their teaching. Considering ethical matters, I assured them about no harm aspects. I maintain inclusiveness in gender as my participants were one male and another was female. So, both of them actively got involved in the activity I requested them for.

All the information that I collected was true and collected in the first hand that is why they were authentic. The stories they shared with me were recorded. Later, the recordings were transcribed and analyzed. All the recordings are kept safely.

Meaning Making

I followed all the steps and processes of research from formulating research guideline questions transcribing and analysis portions. First, I observed their classes, made running notes, and then interviewed them with help of guidelines that I had formulated beforehand. Later, those interviews were transcribed and then kept under different themes and were described. Sometimes the matters were sorted out and taken help of various theories as well.

I visited the target schools numerous times for the collection of data. In the first attempt, I just checked whether the school is appropriate for my research purpose or not. Then I met and talked with the respective schools. After that, I informed about the purpose of my visit. Next, I booked the time for observation and interview. The participants freely and frankly provided the time for the meeting. They happily shared their life experiences. I recorded all interviews and made a running note of our meetings and observations. Finally, the data were transcribed and analyzed. Before the analysis first of all I developed themes on the basis of transcriptions. I developed

themes on the periphery of the different theories like: Motivation, Constructivism and TPACK. To build up the main story I used Polkinghorne's analysis of narrative method. In the analysis of narratives, findings would be arranged around descriptions of themes that are common across collected stories like many other qualitative research studies do (Polkinghorne, 1995). So, I build up my themes around the narratives given by the participants.

Quality Standards

Maintaining quality standards in this research works refers to judging the quality of research work whether it makes the research stances apart from each other and makes them exceptional in their own way. Here, in this study, I have collected the experiences from the participants, and based on their input I drew the sketches of their stories. While portraying their picture I required establishing quality standards so that the readers have faith in my research. To be more precise, the quality standard refers to the way in which readers perceive the existence of the truth and the role of researchers. At this point, the way teachers use ICT in language teaching is to be believed and implemented in the classroom without a doubt. To maintain quality in research, every researcher has to meet the criteria such as theoretical underpinnings through and with certain parameters, empirical findings, appropriate methodological stances, and contribution to the practice and policy level (Silverman & Marvasti, 2008, as cited in Loh, 2013). For example, while deriving meaning from the information provided by my research participants about ICT use in English Language teaching, it is important to follow the standard of its quality.

Honestly, I tried to portray the picture as accurately as possible because I respected their stories about their use of ICT in ELT. I followed trustworthiness, credibility, and meaningfulness as my quality standards.

Trustworthiness

The word trustworthiness means the work of making research valuable and worthwhile from different angles. We can maintain the trustworthiness of the research through some simple ways, just like knowing how much the researcher has involved in the study, and how much information s/he collected, and in which deep level s/he has reached. I feel that if I spend a long time with the participants for a long period, then only I can capture the real story of the participants. What is their intended meaning and opinion can be understood with a deeper level of involvement. Thus, the stories, views and responses of my research participants were taken into account for the successful completion of my research. Hence, to maintain trustworthiness on Use of ICT in ELT, I intentionally paid proper attention especially to those criteria of quality standards.

Credibility

I have tried to maintain credibility. I selected the participants who use ICT in ELT. I selected those schools where there is a facility of ICT access. Writing of narratives as reflected notes ensured the required credibility and provided a record of meaning derived from the field- texts (Given, 2008) bringing the information solely from ICT updated teachers. To build credibility with the participants, I transcribed their interviews, constructed stories from the information they provided. I tried to construct the stories from the transcribed speech of participants in interviews. I also quoted some of their verbal responses directly to ensure the natural flow of the speech and experiences of teachers. The interpretive paradigm focuses on building the match or relation between the constructed realities of participants and those realities as represented by the evaluator and various stakeholders (Guba& Lincoln, 1988). I tried to analyze their constructed teaching concept and the ways they use ICT to understand

the real conditions and situations of the present context of ICT use in secondary level of public school.

Transferability

I maintained transferability by collecting descriptions for interpretation and stories of participants to take up the important part of writing to let other researchers value how my conclusions are transferable to other teachers in different contexts. For example, information received from the teachers who use ICT in English Language Teaching has to be transferred rationally for other novice teachers. In this context, this research can solely be transformed not only with my outputs but also awareness about teachers' effectiveness of using ICT in English Language Teaching.

Confirmability

I established confirmability through narrative transcriptions that were recorded and transcribed assuring with information and representing them from their explanations and narratives rooted in the contexts and persons (Guba & Lincoln, 1989). Finally, the narratives were confirmed to explore ICT used in the EFL classroom.

Meaningfulness

As my research is based on the narrative approach I was in the search of teachers' stories related to the ICT use and these stories and familiarities helped to make the meaning. Their meanings are contextually created. The stories and experiences of teachers' of using ICT in ELT provided contextual meaning. The hearers of the story finds it true because it was meaningful; and it was meaningful because it was true (Doan & Parry, 1994). So to say, meaningfulness is one of the essential aspects of narrative research because as a researcher from data collection to analysis, meaning occurs in the central position. Such meaningfully created

knowledge long last. In my research as well, meaning takes a significant position, therefore, my research can present meaningful stories based on real narration narrated by the participants.

Ethical Considerations

In Social Science study, ethics should be able to help researchers seize with the ethical predicaments they are likely to encounter by introducing them to important concepts, tools, principles, and methods that can be useful to resolving these dilemmas.

The possible quality and ethical standard I am going to incorporate in my research study is informed consent. Informed consent is so important that the 9th revision of the American Psychological Association Ethical Code has its own section, 8.02. It provides participants with sufficiently detailed information on the study so that they can make informed, voluntary, and rational decisions to participate. I believe that the participants have the right to know the purpose of the study, expected duration, and procedure of the study. As part of obtaining informed consent, a researcher must allow time for questions the participants might have. The answers should provide sufficient information without compromising the study. During my observation, I will make sure that none of my respondents would feel embarrassed or degraded as respect will be practiced all the time.

Chapter Summary

This chapter includes the methodological part of the research design. To carry out this research, I used the interpretive paradigm as my research is based on a narrative inquiry approach. The chapter consists of the research paradigm, research process, and source of data, site/field, procedure, methods, tools, techniques, data analysis and interpretation, and ethical standards of this research. The research site

was two schools of Bhaktapur, where stories were collected through interviews from the purposely sampled participants. Under ethical considerations, I had a consent letter from the university and no harm was done to my participants for the purpose of this research.

CHAPTER IV

PARTICIPANTS' PORTRAYALS

This chapter presents the stories collected from the research field. There were two participants namely Mr. Kindness and Ms. Blissful (Pseudonym). Both of the participants have different experiences. My first participant has a long experience of 15 years of English Language teaching whereas the second participant has only three years of teaching experience. Along with my participants, I have also portrayed myself recalling the self. I have also come across a long journey of English language teaching. It has been more than a decade, since my journey in the English language teaching started and still many more years to go.

This chapter presents my participants' narrative accounts produced through interviews. The stories of both participants began with their birthplace, schooling, higher studies, and their inspiration to join the teaching profession along with their initial teaching days to now. The participants were asked to focus on ICT while sharing their experiences. In what kind of environment they learned and got educated. How was the use of ICT in English Language Teaching when they were students and then in their initial days of teaching to till now. Both were English teachers. Though they have a different beginning, they have a similar way of teaching activities these days. I have portrayed their stories through their class observation, live and online interviews. To keep confidentiality, I have used pseudonyms in writing their stories.

Mr. Kindness

Mr. Kindness, my first participant was born in Bageshwori in Bhaktapur district. It is now under Changuanarayan Municipality. But at that time it used to be a

beautiful village, a way to go to Nagarkot, a picturesque hill station and tourist destination. Though it was the way to go to Nagarkot, it was a small village at that time without many facilities.

I was already acquainted with Mr. Kindness as we met in TPD (Teachers' Professional Development) secondary level training. We completed the first phase of TPD of secondary level together. But I was unknown about his school. So, when I visited the school for the first time, I was so happy to meet him as I already knew that he is a helpful and Sociable.

Schooling Experience

Mr. Kindness did his schooling in the same village of Bhaktapur which has turned into a municipality recently. He studied in private schools for some years and directly he joined grade VI in community school till SLC (School Leaving Certificate). He did his SLC from Shree Mahadev Secondary School. I inquired about the teaching style and technology integration in those classes. He replied ,

There was obviously, a traditional method at that time, we were taught English using the translations method or in Nepali medium. And regarding technology, there was no use of technology at all in junior classes but yes sometimes when I was in grade ten my English teacher used to bring cassette players into our class to make us listen to some audio clips. He used to bring some conversations to make us listen. It also took place rarely because at that time there was no use of listening and speaking. In fact, the concept of listening and speaking had not been developed at that time.

Then I kept asking some more about the reasons behind not using much technology in teaching English. He further added that *“At that time the teachers used to be from various study backgrounds. Teachers were from different faculties like*

humanities and commerce. They were unaware about new pedagogical knowledge and technology integration.” This showed that in the past there was no compulsion of doing Education to be a teacher which made teaching job juxtaposition of untrained teachers at that time.

Higher Study

Mr. Kindness joined PCL (Provisional Certificate Level) in Bhaktapur Multiple Campus, in Bhaktapur as it was convenient for him. At that time there was no +2 education. PCL used to be taken at a college level. He did I. A. and B. A. There he graduated in English Major and then went to Kathmandu for his Masters’ degree. He joined Masters’ level at Ratna Rajya Campus and did M. A. English from there. After their masters’ degree, he again did one year B. Ed. He liked teaching so much that is why he did B. Ed, he said. According to him, doing B. Ed is one of his turning points as he became aware of all the teaching techniques and methods. He was so wondered to know that teaching is a technical job after studying B. Ed. But regarding technology use in the higher study, he said-

There was only a cassette player and it was used by my teacher of ‘Reading between the Lines’. He used to bring a cassette player and make us listen to poems and dramas from there. Obviously, there was less technology integration in English language teaching but during masters, I used to search the audio- video materials myself on the computer. I would listen to texts from ‘The Reading between the Lines’. Also, I searched for movies and dramas on the internet and watched that at home.

Though there was not much use of technology in his college life, at least a hope was there as one of his English teachers used a cassette player. He himself used to search the materials in the computer that means there was the need for ICT

integration which he could feel. That was why he searched the materials and watched.

His Initial Days of teaching

After the completion of his B.Ed., he started to teach in primary school. Though it was an English medium school, there was no much use of technology over there. Technology was not developed at that time. Even the concept of listening and speaking was not there. Then, he entered a community school at Baghini Secondary School as a private source teacher and there was also no use of technology. In course of sharing the initial days of his teaching career, he told-

There was not much technology integration. The first thing we used was a cassette player at that time. And that was also brought in my initiation. I got them to listen to texts. Then gradually there was a computer but that was also not in school. I had a computer at my home and I used to search teaching materials over there on the computer.

It showed that he was the initiator to integrate ICT in English language teaching in his previous school. He brought the cassette player himself to the school and started using that.

Turning Point Regarding Technology Use

After that he joined the current school that is Rammandir Secondary School and this was his major turning point in his teaching career. He shared-

...Towards the technology use, joining the current school is my big turning point. I have got a suitable and favorable teaching environment here. The principal use technology himself and encourages us to use technology in the class. There are facilities for computers and projectors for teaching. So, my teaching profession could flourish only after joining my current school. Here

in this school, I can say, yes we do use technology in English language teaching.

According to him his teaching profession flourished after joining the present school. Here, the present school referred the school equipped with ICT provisions. He even talked about a supportive Principal who encouraged him to use ICT in his teaching.

Portrayal of Ms. Blissful

Ms. Blissful, my second participant was born in Okhaldhunga. According to her, she was born at Okhaldhunga but there for only a few years and her family shifted to Sunsari. She was brought at Sunsari. Then, they shifted to Kathmandu. She didn't stay long in a place because her father was a government officer in the Education sector so she went wherever her father was transferred. She said, *"I spent a long time in Ramechhap. It was a very remote place at that time. The roads were not pitched and I had to walk a long distance to reach school."* She spent her school life mostly in the village. She called it a remote place. It was difficult to accept that there would be the use of technology.

Schooling Experience

Ms. Blissful is originally from Okhaldhunga but she did her schooling and higher studies in different places as her father shifted to different places of Nepal. So, she started her school life in Ramechhap. Though it was a remote village she got a chance to study in a private school named 'Little Star'. She could study there up to grade eight. During this basic level study, she said that more or less there was the use of ICT in English Language Teaching. There was a great priority given for listening and speaking exams. Teachers used to bring cassettes-player and get them to practice for listening exercises given in the textbook. Even in grade eight exam, it used to be

called 'District Level Examination' and they had an exam on listening and speaking and they used to take it seriously. Later, she shifted her secondary schooling to a community school. Then she could no longer study in a private school at that time due to political problems. The priority for listening and speaking was even taken seriously in grades IX and X. She had a regular basis practice in listening and speaking at the Secondary Level. She said-

The school where we studied was a model school. So, all the facilities were available there. Teachers used to be very sincere and they paid due attention in listening and speaking. They used to bring a big cassette player in the class to make us practice listening exercises. My school was known as 'Mahendrodaya Secondary School at that time but now it is known as 'Manthali Secondary School'. The use of ICT in my school was fine according to the time because somehow there was the inclusion of ICTs.. I happened to touch the computer in grade six only when I came to Kathmandu at my aunt's home. My brothers used to study engineering and they would use computers at home. I wondered when I saw it for the first time and I pressed AAA and BBB. Since then I got familiar with the technology."

She said that she took computer classes after her S.L.C (School Leaving Certificate). She started to use the internet and computer after then. She did her +2 in the same school in Ramechhap. During her +2, some dramas were shown using a projector regarding technology use. Thereafter, she came to Kathmandu after completing her 12th grade.

Higher Study

Ms.Blissful came to Kathmandu for her higher studies. In her time higher studies started in Bachelors level only. So, as per this, she joined her Bachelor's

degree in Ratna Shiksha Campus, Koteshwor. The College is situated in the heart of our capital city Kathmandu. There were some signs of advancement. She said that there was an inclusion of ICT in English language class. As she was B. Ed. student she learned there how to present a presentation in PowerPoint and also how to make students present in the same way. So, there she learned somehow a way to integrate ICT in language teaching. As she was made to present in PowerPoint, she became more confident that she could use ICT in her class as well. But at that time, the teachers used to carry projectors in their hands as there was less availability of those devices. After her bachelor's degree, she joined M. A. English in Kwopa College at Bhaktapur. There she found the classrooms were equipped with multimedia. The projectors were there in every room. They were taught through power points movies, dramas, and so on as per the lesson needs. Hence, in her educational journey, she could observe the gradual growth of ICT use in English Language teaching.

Her Initial Days of teaching

Ms. Blissful has not so long experience of teaching. Her father and mother both belonged to the Education sector. She also started to get fascinated with education and teaching. She said, *"I link up my teaching profession with my parents. My mother is also a teacher and my father worked in government offices related to education. I have seen the same profession and followed the same."* She studied Education that is why she adopted the teaching profession. Regarding her initial days of teaching, she said that she voluntarily worked as a teacher in the same school where she studied in Ramechhap. That experience paved her path in the teaching profession. When she worked over there, she rarely used ICT in her teaching. She used only to search teaching materials herself. After that, she took a break from teaching and got involved in another educational program by USID. It was a short

project of nearly one and a half years. She completed that and then finally she joined the present school.

Turning Point Regarding Technology Use

Her turning point regarding the use of technology is also like that of Mr. Kindness. Her teaching strategies and use of technology in her language teaching suddenly went up to the height after that she joined the current school that is ‘Ganga Secondary School’(Pseudonym). This was her major turning point in her teaching career according to her. She found the most suitable environment where she could grow herself as an English teacher who could integrate technology in her teaching. She said,

I got the best teaching environment over here. In this school, all the classrooms are equipped with technology and our Principal also encourages us to use technology as much as possible in our teaching. He is our inspiration. So, joining this school is my turning point regarding using technology in the English Language.

She was extremely happy to join her current school as a teacher. She felt like she got the best school. Despite being a community school, there was the facility of all the technological equipments. She did her best as the environment helped her to do so.

Portrayal of Self

I would like to introduce myself as Nanu Hada in short which has been a little bit longer after my marriage that is Nanu Hada Pradhananga. I was born at Nasamana, in Bhaktapur, ward number 13. Now, it has been changed into ward number 3. It is the core area of Bhaktapur. My community was a typical Newari cultured community where educating girls was a new thing since the culture of sending girls started

smoothly from our generation only. In my parents' generation, girls didn't use to go school. It was a rare case.

As I know myself I was a shy-natured fourth daughter of my parents and fifth among all siblings. I have three elder sisters and one elder brother. Born in the middle-class family, I enjoyed my childhood as much as a middle-class family could afford. Being the youngest member of the family, I was the one who got much love, care and attention but I was never pampered.

There was less use of technological devices at home then. The first device was maybe the radio which my father used to listen to the news. He used to listen the news on Radio Nepal. I still remember the tune of radio Nepal “.....*Yo radio Nepal ho.....Ababata Samachar Sunnuhowas.*” Sometimes some patriotic songs were played like ‘Ratora Chandra Surya’ and sometimes folk songs like ‘KanchhilaiGhumaune Kathmandu Sahara’. Slowly and gradually there was the use of F.M. radios. Then, Black and white television sets. When TVs were not so common, we used to go to our neighbor's home to watch TV. I can clearly remember we used to go to watch the epic ‘Mahabharat’ at our neighbor's home. After that, there was the time when happiness was brought to our own home, a brand new black and white television set which was soon replaced by a color television set. Similarly, we had to struggle for the telephone as well. I can vividly remember when I went to my neighbor's home to telephone for the first time and I didn't know how to dial it. As we grew up we joined the telephone at our own home in my elder sister's initiation. She even sold her gold chain to bring a telephone line to our home. This was how the means of technology entered our home.. The computer was bought in my college life only. And I had my first laptop at my master's level, which I still have.

Schooling Experience

I did my schooling from my own home town Bhaktapur. I studied in community school from grade one to grade ten. I completed my SLC from Sharada Secondary School, Yalachhen Bhaktapur. During my school days, I was quite introverted and shy so I didn't have many friends.

“The teaching during my schooling was exposed to only chalk and talk methods. I can recollect those days when the English teacher used to give us a long list of words to mug up with Nepali equivalents. The particular word that I read in grade six was ‘q-u-i-c-k’ quick mane chhito’. Here I mean to focus on the translation method that was used. Regarding technology use, I can hardly remember the teacher using a cassette player in Basic Level which was called lower secondary level at that time. But yes, there was a use of the direct method in English language teaching at Secondary Level. Still, it was a lecture method and none of us took part in the discussion. In the name of technology, there was a cassette player. Our English teacher of secondary level used to bring a big cassette player in the class to get us to practice listening exercises of Our English since there was a provision of Listening and Speaking Test in the Examination.

Higher Study

I joined PCL (Provisional Certificate Level) in Sharada Campus which is also in Bhaktapur as there was a faculty of my choice. At that time there was no +2 education. PCL used to be taken at a college level. I did I.Ed. and B.Ed. from the same campus in Major English. Then I joined Sanothimi Campus for my Masters' degree. In my Masters' Degree, I specialized in Major English. I studied English Language Education intentionally as I wanted to become an English Teacher. In course of my higher study, here is my experience regarding the use of ICT:

“There was almost no use of technology even in the masters’ degree level. I was interested in technology myself that is why I had taken some basics and advanced level of computer classes. So I was aware of technology use. During the second year of my Masters’ Degree, one of the English language teacher made us present the topic. He brought his laptop to the class and told us we could use the laptop in the class for the presentation. By that time, fortunately, I had a computer at home. So, I prepared a Power Point presentation and I was the only one to present our presentation using a laptop and there were even no multimedia in the class. I learned to use multimedia for the first time again in Sharada campus when I went there for teaching practice. Since then, I have started using multimedia in English language teaching.

I got interested in technology at the right time and I explored it at the right time. I was not much exposed to the technology in my schooling or higher study because there wasn’t much availability of technological devices then. As time passed and new devices were introduced, I also got a chance to use them.

My Initial Days of teaching

After the completion of I.Ed., I started to teach in the Lower Secondary Level in a private school. Yes, it was English medium school. At the beginning of my teaching career, I took the help of the Chalk and Talk Method along with the Translation method. In the name of technology, I could also use only some cassettes in cassette players. In that particular school, Government Book was not followed up to grade VIII and I used to teach ‘New Nepal English Reader’. The book had a cassette player and I got my students to listen and practice that.

Turning Point Regarding Technology Use

After the completion of my Bachelor's Degree, During my Masters' Degree, I joined another private school where there was more technology use. As I mentioned earlier, I learned how to use multimedia during teaching practice. It was not difficult for me to use multimedia over there. I did my Masters' Degree dissertation also in 'Use of ICT'. But in the beginning, I couldn't use technology much in that school. But once I introduced technology there, not only the students but also my Principal and administrative people got impressed. I got promoted in my job for my new way of teaching.

My turning point was to join that private school and inclusion of technology in the English Classroom. My work was praised by my colleagues and Principal too. Then after entering into the community School, I am still carrying the same style and have used the technology in the classroom. In my current school, there is a separate ICT room where we can make use of multimedia with an Internet facility. In this way, the use of ICT in the English Language gave me a good place to go forward in my teaching career.

There are different twists and turns in our life. I crossed through many twisting and turnings. Among those turns, my initiations to use technology in English language teaching in a private school led me to the wider area. My today's achievement was triggered by those days.

Essence of the Chapter

As I went through the personal portrayal of the participants, I came to know more about the participants. I came to know how ICT played the role in their professional development as well as how their own personal background helped them to use ICT in their teaching. This analysis helped me to recognize the participants

from the root from where they grew. How big area we cover in the future, our root is always counted. If your root is on strong ground then you can spread well.

Similarly, I have found that my participants have their own gradual growth.. They could spread themselves personally and professionally as their roots are on safe ground. As I asked about their gradual history, they shared with me about it without any hesitance. However, my queries were mostly related to my topic and I didn't go out much.

In this chapter, I asked them about their schooling experience, higher study, their Initial days of teaching, and turning point regarding Technology use. Along with the participants' information sharing, I included my own information as well. I have tried to put myself in their place and compared our situations.

CHAPTER V

UNDERSTANDING AND EXPERIENCES TOWARDS USING ICT IN ENGLISH LANGUAGE TEACHING

This chapter explores the understanding of English language teachers towards using information communication technology to enhance of English language teaching and learning. To accomplish this work, I interviewed two participants who were teaching English at the Secondary level. Along with participants' experiences, I have also given my own experiences as input. This chapter is the recollection of the stories expressed by the research participants along with the theoretical stances and the analysis of what the participants told to address the need of the research.

The narration of Using ICT from Past to Present Day

My participants narrated their own journeys or stories regarding their experience of using ICT in English language teaching. Narrative inquiry is a way of understanding and inquiring into experience through “collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus” (Clandinin & Connelly, 2000, p. 20). In course of listening to their experiences I could build up their stories and I found that they are aware of the use of ICT in their teaching.. They are fascinated and amazed by the power of technology to impart knowledge. Technology made them competent and known teachers among their colleagues. They took the advantage of technology and made their classes effective. They motivated the learners towards learning with the help of that equipment and connected to the world of knowledge. If ICT is used as a basis for interesting, meaningful and communicative activities, it can effectively stimulate

children's skills in using both spoken and written language (Adams & Brindley, 2007). Hence, I am also enthralled with the whim of using technology from the beginning of my teaching career. In the past when I started teaching, there was only use of cassette player as a tool that could be used in English language teaching. I made good use of those cassettes and cassettes player. I used to take a cassette player once every week to get the students to practice listening comprehension exercises. A major principle of constructivism is that we construct our own understanding of the world in which we live. It comprises both behaviorist and cognitive ideals. Moreover, the constructivists state that learning is a process of constructing meaning. It is how people make sense of their experience (Caffarella & Merriam, 1999, p. 260). Different definitions were introduced regarding, interactivity as a concept in the study of teaching and learning. In this regard, significant importance is placed on theories of learning, their discussion and the studies based on the language of discourse in the classroom between the teacher and the students (Burns & Myhill, 2004). I found students enjoy themselves more on that day than on other days. They had interaction with friends while learning and making their project through ICT. They feel refreshed doing such activities and took part in the discussion well. Wilson (2003) postulates some fundamental versions for using ICT that it improves the learning of the students and allows access to make communication with peers, tutors, and admin. That made me think that using technology could help them more in learning English.

Mr. Kindness, my first research participant, a teacher in a community school, unfolded his story of experience regarding the inclusion of ICT in language teaching. He has been in the teaching profession for 15 years. At the beginning of the teaching, using ICT was not possible for him as there was no availability of resources in the school but as soon as he got aware of such use he himself bought a computer at home

and started making good use of that. A social constructivist view introduces the instructor as a facilitator (Penuel & Wertsch, 1995). He was a teacher so, obviously, his every effort and enthusiasm to grow professionally were depicted in his activities. That was why the computer he bought for his own personal purpose at home was also used to search materials for teaching.

I started teaching 15 years ago. When I started teaching, there was no availability of Internet and it was not possible to use such internet and computer. When I knew about the internet, I tried to use it but in my school, there was no availability of a computer and projector. So, I couldn't use it at that time. I had a computer at home and I used to collect the needed materials on my computer at home. And four years ago I came to this school. I found this school very ICT friendly. There were so many computers and the internet was also available and our head teacher was also motivated us to use ICT.y. Since then I have been using it regularly in my class as much as possible. We are in the 21st century, and we are teaching the students of the 21st century. So, we have to be updated, and I always like to be updated. t I have learned so many things from ICT and I make my students do so many activities in English class.

Like Mr. Kindness, I also have a long teaching experience of 15 to 17 years. Before 15 to 17 years, there was less use of the internet and technology. I still remember the use of a floppy disk to transfer data. Later on, CDs started to be common, and then we used pen drives. Internet was costly. There was the availability of internet neither at school nor at home. If we were to use the internet, we had to visit cyber. We used to go to cyber to check emails and used to pay money hourly. Later on, it started to be common. Now, we can use the internet at home and school easily. I can easily conduct ICT-friendly classes for my students. Nepal is taking its own pace

in the field of ICT use. Despite the challenges of its mountainous terrain, the landlocked nation has achieved a relatively high level of mobile access driven by the Government's efforts to improve connectivity and strengthen the ICT sector (ITU, 2018). These days we teachers also have Nroid mobiles in our hand which is also a powerful tool to teach English to the students. Nroid mobiles were just introduced 6-7 years back from now. In the past, when I started teaching, I even didn't have a mobile. At that time another English teacher from my own school used to have Nokia 1100 one more and another social teacher also had a mobile. They used to send funny SMS to each other but they never used the device in teaching. I mean, the use of mobile in teaching was something out of our imagination at that time. The same device turned out to be a powerful tool for teaching English as the mobile applications got advanced. The recording facility, music player, and other facilities provided more dimension. As the demand of time, I also bought mobile. Nepal has experienced unprecedented growth of mobile phone ownership and access to the internet, with the number of mobile phones in Nepal in 2018 outnumbering the total population of the country (Nepal Telecommunication Authority, 2019; Online Khabar, 2018). I bought Nokia mobile as my first mobile but couldn't use it in the class for teaching as there were fewer features. At present also I do not have the advanced one but Nroid mobile, which I can use for teaching. It has a Dictionary application, enough memory to record different listening texts, and the most important thing is I can use the Internet in it.

Another research participant is Ms. Blissful. She is a young lady having only three/ four years' experience in language teaching. In the present day, she teaches English to secondary level students in a community school. She seems modern and looks like a person of the present generation. She has joined her current job three

years before. She is really happy to join the present school as the school provides plenty of opportunities to use and explore knowledge in ICT. Technological tools have become an important part of the teaching-learning system in the digital age. These tools support a massive change in the teaching-learning process (Bates, 2015). Similarly, technological tools support information technology. Teachers are highly encouraged to use ICT in teaching. She doesn't have a much longer story to narrate but enough experience to share regarding present teaching experiences. Narrative inquiry is a way of understanding and inquiring into experience through "collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus" (Clandinin & Connelly, 2000, p. 20). I inquired and listen to her experience and I consider her very lucky in the sense she could use ICT in the starting days of her teaching. The best part is that she knows how to use ICT and the availability is also there. Otherwise, in the context of Nepal it is very difficult to get the availability of devices, and even if it is available the teachers may not know how to use that. A social constructivist view introduces the instructor as a facilitator (Penuel & Wertsch, 1995). Burns and Myhill (2004) have suggested some important features that interactive lessons offer i.e., mutual opportunities for discussion, which help children to develop independent voices during the discussion; appropriate direction and, patternisation when the teacher organizes language and skills to think collectively, environments that stimulate students participation, and raising students level of independence. She should have the quality to facilitate her students. That's why this is a very important combination. Teacher simply need to understand that instructional practices are best shaped by content-driven, pedagogically sound, and technologically forward-thikning knowledge (Kohler & at. al 2005a).

Two and half years ago, I came to this school. And when I entered this school, from the first day I started using ICT. Our school has all the required facilities for using ICT. There are projectors in every classroom, a big hall with a projector, a sound system, and also there is an e-library. There is good access to the internet. Our head teacher himself is an IT lover and he encourages us to use ICT in the class. So, since I joined this school, I found this school to be very ICT-friendly.

She further explained that the school provided all the facilities though she also has got her own laptop and whenever necessary she can use her own laptop too. But, mostly she doesn't need to do that because the school provides all the required ICT materials and facilities of the Internet as well. Recent trends in the evolution of digital technologies are facilitating technology use in education in Nepal (Laudari, 2019). When the accessibility grew the teachers also used those digital devices.

As Ms. Blissful explained, her school is ICT friendly and there is good access to the internet at her school. So is the case in my present school. This information showed that she did not struggle much as Mr. Kindness regarding ICT use. As she started the journey of teaching, she is granted all the facilities. Though she had her own personal laptop, she didn't use that in school as there was no need. Mr. Kindness was talking about using his computer to search materials for teaching at home. In this sense, Ms. Blissful got the right environment from the beginning.

I joined my current school five years back. My present school is a community school and before that, I used to teach in a private school. When I was in a private school I thought that only private schools have such facilities. But after entering into community school, I found that I was wrong. My present school also holds as many facilities regarding computers and ICT devices that my past private school used to

hold. I got trained how to operate those devices and make use of ICT devices in English language teaching. When I shifted my job from private to the community, I didn't have any problem making use of ICT devices. Similarly, technological tools support information technology. Teachers are highly encouraged to use ICT in teaching. I was trained then, so, as soon as I could see the availability, I used those devices in my teaching as well. According to Godwin-Jones (2015), technological advancement in 21st century is the minimum requirement for the language classroom whereas teaching requires technological assets . Otherwise, teaching remains incomplete. This is the 21st century and only technology can match up today's demand.

Motivation towards the use of ICT in English Language teaching

Motivation is something that is required in each and every field to do any task either self- motivation or shown or given by somebody else. It is also a kind of inspiration to do some task. Motivation can be divided into internal and external, according to its source. Internal motivation involves internal and personal factors, such as needs, interests, curiosity and pleasure (Woolfolk, 2001). That is why some are self-motivated while others need to be driven by others towards adaptation of some new works or ideas. Intrinsic motivation is something that comes as our inner interest and teachers' interest is the must to bring any pedagogical change in the field of teaching and learning. One must be interested in the work to complete it successfully. To adopt a new thing there must be enthusiasm towards it. Teachers must be versatile to adopt newness in their teaching. Integrating ICT in English language teaching provides newness in the field of teaching and learning. Examining my participants' understanding of ICT integration in their teaching activities is mostly

because of their interest. Through this study, I have found that teachers perceive digital technology as a positive teaching tool.

The concept of motive brings the concept of ‘to motivate’ and ‘motivation’. Motivation is defined as ‘of people acting with their own wishes and desires to perform a specific purpose. My first participant shared that he himself was interested and influenced to integrate ICT in English language teaching.

Regarding motivation of using ICT my participants shared their experiences. On being asked ‘Who inspired you to use ICT in ELT’ Mr. Kindness replied.

There was no use of computers in school,. I had heard much about it. Then I bought it at home. Whenever I need the problems or lessons needed, I often come home and search for a solution on my personal computer and go to school and teach my students. Another motivation for me is that this is the 21st century and we must meet the present demand. This type of self-motivation keeps thriving inside my mind.

So, whatever he shared above is something that came from his inner heart. He was self-motivated to do that. We must say that to be a versatile teacher one must be self-motivated. Here, it seemed that she was self-motivated, which means internal motivation. According to Woolfolk (2001), Internal motivation involves internal and personal factors such as needs, interests, curiosity and pleasure. Another factor he shared about is a suitable environment. His principal and colleagues helped/ encouraged him to use ICT in his instructional activities. This one seemed something external drive or motivation as external motivation implies students’ participation in an activity to obtain an incentive or avoid punishment.. A student is not considered interested in the activity itself; rather in what he or she will benefit from this activity

(Woolfolk, 2001). Komis and Jimoyiannis's (2007) study of teachers' beliefs about ICT in education suggested that it is essential to motivate teachers and develop their awareness of ICT

as a need of modern society. Here are his words that expressed the same underlying meaning:

Since I joined this school, due to the availability of computers, projector and Internet, I got more energized. In addition to this, the head teacher was also motivated on the use of ICT and I started using it. Not only that but some of my colleagues also agreed in using ICT and I learned some techniques with other colleagues. We got the idea of using ICT by sharing knowledge among each other as the head teacher made a compulsion to use ICT in teaching. The principal shared this idea of organizing a workshop which benefited a lot.

Regarding motivation towards using ICT, firstly I am also motivated myself. From the beginning of my teaching career, I was always interested to incorporate ICT in ELT. In the past, I made use of Cassette players. Now, I use mobile and Bluetooth reader devices. Not only was the self-motivation but there was also constant support by the institutions where I worked and also my family who supported me in my job. Initially I was self-motivated but luckily the schools where I worked also added the energy to move forward. I get several opportunities to work in different private schools. Most of them had the good facility of using ICT devices. In the first school, the vice principal himself was a computer teacher and I learned so much technical knowledge from him. Though I learned the technological aspect, I used that knowledge in the English language as much as I could. If ICT is used as a basis for interesting, meaningful, and communicative activities, it can effectively stimulate children's skills in using both spoken and written language (Adams & Brindley,

2007). It is a true fact that one could not implement ICT in English Teaching without learning the technical aspect of it.

Then I went to another school where my colleagues taught me so much. I didn't use my laptop until one of my colleagues allowed me to use his laptop. I learned how to use a laptop from him. Then, the school principal also supported me a lot when I discussed the idea of using ICT in English language teaching. The school even provided some economic help to buy a laptop. I bought a new laptop to complete my masters' degree dissertation. This is also the result of motivations shown by my colleagues and the head teacher. In the current school, my principal is ICT friendly and also encourages using ICT in English language teaching. That's why I am really lucky in the case of motivation. I have been motivated to use ICT by many people in my teaching career. In a nutshell, it was both intrinsic and extrinsic motivation that paved my path towards the use of technology in English language teaching. Had I not been interested, it could be hard to enforce me to use. Had there not been facilities and support available, I could not have used. I am lucky enough in that sense. I had a desire to grow and I got space to expand myself. Whatever the initial days, I had used the devices according to time and availability and I extended the use as the availability grew. Recent trends in the evolution of digital technologies are facilitating technology use in education in Nepal (Laudari, 2019). When the accessibility grew, the teachers also used those digital devices. Another participant Ms. Blissful is also motivated since she has joined the present school and started using ICT in teaching English. She shares-

Our Principal is very advanced in using ICT. Because of him, we are motivated and learning new things. We have an e-library and in all classes, there is internet access. We can use the internet very easily. Despite the

precarious situation of Nepal, we have better situations in our school in case of the use of the internet. On the other hand, if some new technology is introduced and if we hear that and if one of the colleagues knows about it then we share about it. Recently our school bought a new speaker but none knew how to operate the remote control of it. All of us were puzzled and one of the teachers somehow learned it and then he shared it with all of us.

So, here whatever instances given by Ms. Blissful, the environment of school, Principal, other administrative staffs and teacher colleagues motivated her to use ICT. It is said that the right tool teaches you the task. Recent trends in the evolution of digital technologies are facilitating technology use in education in Nepal (Laudari, 2019). So, she got the environment and tools. That is the major reason behind to get motivated towards using technology in the English Class. I can link her situation with mine. Yes, the time was different, there were fewer ICT devices when I started teaching but I was encouraged and supported by the school administration and my colleagues regarding the use of ICT. I learned basic use from the institution but my knowledge of using ICT sharpened by my colleagues and the administrative personnel of the schools where I worked. Hence, I am very thankful to them for the motivation and encouragement they provided me.

Areas, Ways and Effectiveness of Using ICTs

The area where ICT can be used is unlimited. The scope and utility is really wide. If ICT is used as a basis for interesting, meaningful and communicative activities, it can effectively stimulate children's skills in using both spoken and written language (Adams & Brindley, 2007). However, instead of focusing on one particular area or only one corner, I asked them about their comfort zone. In which area they mostly used ICT either teaching language skills, aspects or grammar. I

inquired what they had been doing. On being asked in what areas they mostly use ICT while teaching English language, Mr. Kindness Said:

Ahh... I use sometimes, I use my mobile phone also, I download something on my mobile and while conducting listening skills also we make some recordings on mobile and we play in class using speakers.

So, with this particular expression, he used his mobile as an ICT device and he used it in Listening skills. Nepal has experienced unprecedented growth of mobile phone ownership and access to the internet, with the number of mobile phones in Nepal in 2018 outnumbering the total population of the country (Nepal Telecommunication Authority, 2019; Online Khabar, 2018). Recording something and getting the students to listen and do activities based on it could be very interesting tasks to the students instead of always listening to the natural voice of the teacher. Hence, we must say that ICT has given that space which helps teachers to make class interesting and effective. If ICT is used as a basis for interesting, meaningful and communicative activities, it can effectively stimulate children's skills in using both spoken and written language (Adams & Brindley, 2007). On the other hand, it is a joyful class for students where fun learning can be fostered. With the growing use of technology in Education, it has brought significant change in teaching and learning (Khatiwada, 2018). He further adds:

Ahh..... I look for the material that I need to use in my class. It depends on which subject, sorry which topics, I am teaching, and generally I look for the meaning of the words. And sometimes if I find some ideas while teaching poems, I look for a simplified version of the poem on the internet, on the computer. Yes, Ah... I exactly don't remember the particular topic or lesson. But mostly while teaching poem, I have found ICT very useful. Sometime it is

really difficult to teach ideas of the poems in the class and ICT helps us to teach poetry easily. When I have to tell them something about the poet, I show some videos of the poet, and the poems are also recited. We can find the poem recitation on the internet. I just download the recitation of the poem and play in the ICT room and some poems are explained by other teachers, and such virtual classes also make them understand the poem.

From this expression what I can say is that there is no particular area or way he uses ICT in his teaching. He uses ICT for teaching vocabulary on one side and he uses it for teaching poem and reading comprehension on the other side. So, all the aspects and areas of language teaching are covered by ICT. ICT when incorporated in teaching-learning helps the individual to be ready for life as the skills learned are applicable in day-to-day life. This idea has further been ratified in the article of Adesote and Fatoki (2013). The teachers love to surf the internet whenever and whatever topic they are going to teach.

The other participant's Ms. Beautiful shared the areas she uses ICT in the following way:

For example, if I am teaching a poem, just for the rhyme and just to read, I show the video. If in the video, the reader, the poem in the correct way is reading that one, students also copy that, . It depends on which skill we are teaching.

Hence, both of the participants didn't use technology for the particular skill instead according to the nature of the lesson they used ICT as more as possible. Both of them were encouraged by their principals as well. A major principle of constructivism is that we construct our own understanding of the world in which we live. It comprises of both behaviorist and cognitive ideals. Moreover, the

constructivists state “learning is a process of constructing meaning; it is how people make sense of their experience” (Caffarella & Merriam, 1999, p. 260). They used their own way and let the students construct their own meaning. McCormick (2004) described two ways of collaborating through network technologies. From the cognitive constructivist point of view, learners bring ideas from peer collaboration and construct their thoughts. From the social constructivist perspective or situated view, learners do not look for personal creation but for joint creation. Here, learners make their joint effort to learn.

If I need to talk about myself, I also use technology usually for all the skills rather than focusing only on one. If I need to teach listening skills then I use my mobile and Bluetooth reader to play audio in the class. Sometimes I use my laptop and the speaker for listening. I have downloaded all the listening materials from the CDC library on the laptop of the school. Whenever I need to conduct a listening class, I take my students to the ICT room and get them to do the listening tasks. While teaching speaking skills, I use my mobile to record their speech. Then I get them to listen and ask them if they could improve. I even upload the recorded speech on social media if it is brilliant. Through social media, they can receive several comments and they get plenty of room to improve.

Then if I need to teach reading like poem, I take them to the ICT room and I show all the backgrounds of poets and poems using multimedia. Nowadays, different recitations are found in various animated forms. We can simply download and show them. Not only this, we can even find interpretations of the poem which is easy to understand and attractive as well. Such materials bring variety to our teaching and a new flavor to it. If we teach this way the students are also attracted and it will be easy to fulfill our teaching objectives. Then comes writing skill. I make the least use of

technology. In teaching writing, multimedia can be used to display different examples. I especially use multimedia to teach instruction writing. . Before teaching instructions, we can show them several videos on it with subtitles. They can read subtitles, listen to the instruction, and at the same time they can watch the video as well. So, there is a great opportunity to learn while using ICT in instruction writing. If I need to teach instruction writing, I will show them a video of making food like an omelet with subtitles. The students will get an opportunity to learn step by step how to make an omelet and recognize every ingredient. In this way, I make use of ICT in English language teaching. I use virtual classes produced by CEHRD (Center for Human Resource Development, Sanothimi as Mr. Kindness was talking). I am one of the teachers to teach and record my classes there but I am not a single English teacher neither I taught all the lessons. I taught there and I knew about the classes. I downloaded the same classes and showed that to my students. My students were benefited from those classes. I also encouraged them to watch these classes repeatedly at home as well to improve their English. Most of the students replied positively that they got a lot of benefit from it. These classes are also an example of using technology. Not only me, but any teacher who can use technology can also take these classes to their own class if there is availability and enthusiasm to use technology.

Training and their knowledge to use ICT

This is the 21st century so every field is ruled by digitalization. It is a hot cake for everybody to talk about the matter. Training and knowledge about ICT have become one of the must-have qualities for the teacher. Even the government of Nepal focuses on teachers' training and expanding knowledge of teachers regarding digital use. To continue ICT use in education, MOE listed digital skills as one of the eight competencies of qualified teachers in the 'Teacher competency Framework-2016'

The thought behind this motive is stated that a professionally competent teacher could use ICTs effective teaching and learning (Government of Nepal Ministry of Education, 2016). Where trainings are the most important quality to adopt ICT, on the other hand, teachers' attitude, beliefs and skills are also important to establish technological practices in pedagogical activities. Teaching requires sound knowledge to adopt various teaching approaches. Due to advancements in science and technology, classrooms today have been more dynamic and technocratic (Richards, 2002). Teachers should be technologically updated either through training or self-effort.

As I talked with my participants I came to know that the both of them are very self-motivated and passionate about using ICT in their pedagogical practices. Though Mr. Kindness doesn't have formal training related to the use of technology he has learned on their own and from their colleagues. As he said:

I have not taken any formal classes on the use of ICT. I have just learnt the use of ICT from colleagues and some on my own.

Talking about Ms. Blissful, she has taken the training on ICT use. She knows the basics of computer programs and how to operate them through training. She had those training, not from the purpose of teaching though she knows how to operate those ICT devices on her own and through training. Used effectively, technology can play a role in stimulating curiosity and interest and in facilitating and sustaining purposeful engagement' (Arnone, Chauncey & McKenna 2011). She also informed me that her colleagues at her school are very helpful and updated. Whenever she requires help she immediately gets that from her colleagues. Not only that, whenever they got to know something new on ICT use they share that knowledge with each

other. So, using ICT in her school is common and convenient. When I asked her whether she had taken any formal course for ICT use, she replied-

ICT use? I took the basics computer class but at that time I didn't realize that it would be helpful for teaching. So, it is not for the teaching purpose, but definitely I have taken computer classes, I know how to use PowerPoint, Word files and how to use computers. That is what I learned from the computer institute.

Through this conversation, I came to know that first of all, the teacher himself or herself must be eager towards novel interventions in instructional practices. On the other hand, even the basic training on technology can help to enhance language teaching. Teaching requires sound knowledge to adopt various teaching approaches. Due to advancement in science and technology, the classrooms today have been more dynamic and technocratic (Richards, 2002). Teachers should be technologically updated either through training or self effort. Additionally, if they have required competencies to teach with ICTs, and they would definitely integrate technologies in teaching and learning. Mostly, teachers can become digitally proficient, they get ample opportunities to use technology and they can enhance their digital skill. Hence, teachers must be trained on technology use especially focusing pedagogical use of Technology. I can believe that digital incorporation in teaching can make the magic happen in the teaching. That's why English Language teachers must expand their digital knowledge. Both of the participants seemed lack in the specific training but they have the basic knowledge of operating those technologies. The advent of new technologies requires teachers to develop new forms of knowledge that connect the affordances (and constraints) of these new technologies to the transformation of content and pedagogy. Early research on TPACK focused on establishing and

developing the underlying conceptual framework (Koehler & Mishra, 2005a, 2005b; Mishra & Koehler, 2006). As per the requirement of present day technological knowledge helps to deliver content knowledge along with pedagogical knowledge.

Only having content and pedagogical knowledge is not sufficient so far.

I have also taken only basic computer training about the formal training of using ICT but as I shared before I have learnt much more about ICT use from my colleagues and seniors. As the time passes there have been great technological changes. In the beginning I did a computer course right after my intermediate study. Then I kept learning with my colleagues and seniors. I also learnt about many technological devices myself but most of the use I have learnt from my circle and surrounding. I must say wherever I worked I have found good and learned colleagues who helped me to learn to use technological devices. Then I just used the same knowledge in English language teaching. To sharpen and encourage the use of ICT in the class the further compulsory trainings to all the English teacher is necessary so how they can enhance the present situation. If further trainings are given they can escalate their practice of digital uses in English language teaching. According to TPACK model, Mishra, P., & Koehler, M. J. (2006) argue that we need to be looking beyond existing methodologies to develop newer techniques and approaches that recognize the pragmatic, applied and creative goals of teaching with technology. For this the modality of trainings should be changed. The traditional paper based trainings must be replaced with ICT mode based training. If teachers are given this type of training obviously they can bring the change in their classroom as well.

Availability of Resources and their Accessibility

The use of technology depends upon the availability of resources and their accessibility. According to Thomas (2016), integration of technology is possible after

having the technology accessible and available. It is an iteration process rather than the end state. So, technologies support a change and enable the students and the teachers to come and go to the things for change. It is very hard for a teacher to integrate ICT in language teaching if there is less availability of resources. That is why there must be the availability of digital resources for access to the teachers and students conveniently. To promote technology use in education, the Ministry of Education Nepal (MOE) implemented a five-year long ICT project called 'ICT in Education in 2013 (Government of Nepal Ministry of Education, 2013). The project aimed to address the issues of accessibility discrepancies in quality through the use of digital technologies. The effort of the Ministry of Education Nepal recently is to distribute 21 computers in 930 schools all over Nepal in community schools to run the computer lab. The program is run through the Nepal Telecommunication Office (Government of Nepal Ministry of Education, 2020).

Regarding my study area there were computer labs in the first and second schools too but not in much use and English teacher also state that they didn't use those labs very often that is why I moved to the third school where I found a good availability of ICT resources and wise use of it as well from the very beginning days. In the third school, there were three ICT rooms. One was of course a computer lab with 15 computers. In that lab there was a projector hung in the ceiling. A smartboard is fixed on the wall in front of the class. There was good wiring and enough multiple plugs as per the requirement. There was another room with an LED Television set and a sound system where audiovisual classes run smoothly. The next IT equipped room was a big and long room where there is a projector in the ceiling and a white curtain in front of the hall. Besides audio-visual class, teachers' meetings are also held in the

very room as my participant Mr. Kindness told me. Besides that, he has got his own laptop. He said that:

Yes, I have my own laptop. I use it at school also and at home also. School also has all those facilities like computers, projectors, and laptops but I feel comfortable with my own laptop. Ahh....I sometimes I use my mobile also, I download something on my mobile and while conducting listening skills also we make recordings on mobile and we play in class using speakers and use the internet so often. And there is internet aces at home and at schools both.

Talking about the fourth school, it was also well equipped with ICT devices and internet access. Perhaps this is the one that I have ever seen being a community school. It has a projector and white curtain in every classroom. So, taking an ICT integrated class in this school is very common and convenient. Besides that, there is a computer lab with 20 computers and a big hall with a projector, white curtain and sound system. According to my participants, the hall is used for different programs and combined classes. Though every classroom has a projector sometimes sections need to be merged at that time the hall is used. As my participant Ms. Blissful said, a good speed internet is available in the school and they are allowed to use the internet for academic purposes. As she informed me that the principal of the school is an IT lover and he promotes every teacher to use ICT then there is no problem at all. About availability, she says-

I have my own laptop, if required I use my laptop as well but our school provides us computers so I don't have to use my personal one. If necessary.....yes of course. Besides, our school is ICT-based. That is why we have laptops. Computers, internet.

So, behind the successful integration of ICT in English language teaching is possible in those two schools is the availability of resources and accessibility to use it. Like my participants, there is the availability of digital tools in the community school where I teach in the present time. There is a separate ICT room, Connection to Internet. Projectors, computers and laptops are there. Like my participants, I also don't need to use my personal laptop to teach in the class. I use my own mobile phone in teaching. May be some times to look up the meaning or sometimes connect with a Bluetooth device and get students to listen songs or sometimes for listening comprehension exercises. Sometimes I take some audiobooks to them so how they enjoy listening and learn English at the same time. I could play mobile in the class because there is a Bluetooth player otherwise it won't be audible. It shows that how it is important the availability of devices. The teacher can use and learn to use ICT devices if it is provided to them.

Importance of using ICTs

ICT provides several advantages both essential and combined, which contribute to broaden and designate the procedures used inside the classroom (Knennewell, 2007). So, there are many advantages of using ICT in the field of English Language teaching. It helps to make the classroom lively and interactive. It is believed that ICT plays a vital role in high-quality learning and teaching. With the advancement of technology, there is a new possibility to bring newness in instructional activities. According to Mbugua (2015), ICT is becoming a more and more powerful tool for education and economic development ..ICT creates a joyful environment in the classroom and gets students more engaged in tasks. It makes children think more creatively and makes them more interactive. On the other hand, ICT empowers the teacher with varieties of teaching techniques. It helps teachers to

develop many skills. According to Godwin-Jones (2015), technological advancement in the 21st century is the minimum requirement for the language classroom. Teaching requires technological assets in the 21st century; otherwise teaching remains incomplete. This is the 21st century and only technology can match up today's demand. According to my first participant Mr. Kindness:

When there is the use of ICT, I don't even need to motivate them because they also have realized the importance of using ICT in the present world. They might have seen people using ICT everywhere. So, they get excited and I don't need to tell more or motivate them.

So, when we do not need students to motivate them towards learning and students themselves are interested then obviously the learning achievement will be high. If ICT is used as a basis for interesting, meaningful and communicative activities, it can effectively stimulate children's skills in both spoken and written language (Adams & Brindley, 2007). That is the reason all the English language teachers must be encouraged to use ICT in their teaching. Here, students are encouraged to learn on their own. I mean self-learning is fostered. ICT helps children to learn by themselves. They watch, analyze and visualize the truth. Tabber(2006) argues that the active construction of knowledge by the learner- knowledge is not passively received from the outside. Here, the theory is vastly different from behaviorism, which defines learning as an externally modified behavior. Learning according to constructivists is therefore something the learner does, not something that the learner is compelled to do. Constructivism asserts that learning is an active, constructive process. The learner is an information constructor, a major principle of constructivism is that we construct our own understanding of the world in which we live. It comprises of both behaviorist and cognitive ideals. Moreover, the

constructivists state “learning is a process of constructing meaning; it is how people make sense of their experience” (Caffarella & Merriam, 1999, p. 260). The learner actively constructs or creates his/her own subjective representations of objective reality. New information is linked to prior knowledge, existing schemata are always activated (Ackerman, 2001:5). On one hand, they don’t need to prepare a lesson once it is prepared. They just need to click some buttons and press some keys and everything will be displayed. The same importance is expressed by my second participant Ms. Blissful she shared:

It might take some time to make slides and search appropriate videos and audios for a time but once it is searched the teachers would feel easy later on. They don’t have to do more effort to engage students in the class. Once slides are prepared and some PDF files are found that are suitable for our lesson then they can be used and reused time and again. So, using ICT is easy for teachers and very beneficial for the students as they get a chance to go through authentic materials rather than teachers’ boring lectures.

Hence, I have found that the teachers using ICT in English language teaching are satisfied with the use of it. They have realized the importance of technology use and seemed committed to using it in the future as well. This will bring a change in the field of English Language teaching. Used effectively, technology can play a role in stimulating curiosity and interest and in facilitating and sustaining purposeful engagement’ (Arnone, Chauncey & McKenna 2011). Realizing this power of ICT we must change our present style of teaching and learning activities. We must move towards digitized teaching. Effective use of ICT by the teacher can offer greater interactivity at both a deep and surface level. We will explore the general use of ICT, but also its impact on interactivity within the classroom Alharbi (2014). The

same whim and power have been realized by the participants as I realized after listening to them. They shared their view that this is the 21st century and it is a compulsion to use ICT in the present world. There must be the inclusion of ICT in present teaching and learning practice.

Challenges of Using ICT in English Language Teaching

Teaching itself is a challenging job. We always need to revive teaching with innovative ideas. In case of bringing changes, using ICT is also a kind of novel and advanced notion. And we face some challenges in the initial phases. There could be many challenges as e insufficient setups and repairing the stuffs , power supply, teachers might not be comfortable using ICT tools, there may be lack of trainings for teachers to teach ICT in schools, inadequate internet access, students, parents and authorities may not be interested in using it, and there could be lack of initiative by the community leaders. But these challenges could never hinder if the teachers have an interest in implementing technology in teaching the English Language.

Integrating ICT into teaching and learning is complex process and one may encounter several difficulties. These difficulties are known as “challenges” (Schoepp, 2005). So, the teachers may also face many difficulties while using ICT in English Language Teaching. A challenge is defined as “any condition that makes it difficult to make progress or to achieve an objective: (Word Net, 1997, as cited in Schoepp, 2005. p.2.). One of the participants shared that she neither feel any difficulties from her side nor from the administration but from students’ side. She said:

When using or teaching through ICT then students were feeling eye problems. All the time they have to watch videos. And we cannot enter the class without preparation or without materials. Preparation may take time if we are

preparing for the first time. So, there are only such small problems otherwise we can make it if we put in a lot of effort even outside of school.

So, that is the positive and good part of her teaching that she doesn't feel much difficulty. She can run English language classes effectively through digital media if she puts a little bit more effort into preparation. That means she is happy working integrating digital media in her teaching. No work is there with a challenge. Challenge make us more strong to face the problems. In course of implementing ICT incorporated classes in our country seem difficult and challenging in many senses. May be the challenges are more in remote places of Nepal. But Bhaktapur city which is in the heart of Nepal or let's say Kathmandu Valley seems to have fewer challenges in case of availability but while implementing it, the teacher must consider the health issues of the students too. Here, my participants were really satisfied with what tools they have but only talked about the health issues that could be created by the use of ICT. Used effectively, technology can play a role in stimulating curiosity and interest and in facilitating and sustaining purposeful engagement' (Arnone, Chauncey & McKenna 2011). Realizing my own experience as well, the students being in the dark hall for a long time for the ICT incorporated class faced different eye problems. They often felt dizziness and headaches. This challenge reminded us to be limited with the use of ICT as well. Definitely, no doubt using ICT can motivate students to learn and enhance teaching and learning but the teacher must be careful with the limitation of use so how there wouldn't be negative impact on the students' health. They must feel healthy and motivated both.

ICT in Classroom Practice

I chose the third and the fourth schools for class observation. As I could see English teachers of those two schools were using ICT than those of first and second. I

went to the third school for class observation on 8th mangsir 2076. It was Wednesday. I chose this day because I had only a few classes at my school on this day. Requesting my vice-principal for a few hours' escape I headed towards the third school. As I had his facebook ID, I had a talk with him the previous day in messenger chat that I would visit his school on that day for class observation and a short talk. I just told it a short talk to keep things simple.

As I had not taken leave and managed only my classes, I was in a hurry. I had to reach the destination on time and return within the time. Because of my haste or just a co-incidence. I just don't know what was it I broke by slipper before I left my own school when I was to go for observation in another school. I took it as a challenge and with broken sipper I came out of my school then went to a cobbler. It was already quarter to 2 o'clock. Just 15 minutes left for when I promised to reach. As I had a chat with him previous day it was easy to catch him again. I just made a call and informed him that I was on the way. He told me that that's absolutely fine he was making necessary arrangements in the class I can take my time. His words made me comfortable. Quickly I got my shoes mended and moved towards school. It was near to my own school so it took no time to reach there though I was in hurry. In the same hustle and bustle I forgot to keep my bike stand and it over turned on in front of the school. But there was very less scratch over there. Somehow I focused on my purpose and entered into the school. There I found the same English teacher who welcomed me with a great smile. All arrangements were completed, students were in ready position with a pen and a note book. The teacher was there with a power point presentation. First of all he introduced me with his students. I also spoke few words with them and told them that I wanted to learn how ICT incorporated classes are run they just nodded their heads. But I could see their eagerness to learn something new.

The excitement to be there in ICT room. They appeared in full mood to learn novel leaning. Then the teacher ushered me to a corner seat.

Sitting at the corner chair I could observe whole around the class. I could see four windows at four corners. The projector was hung in the ceiling and projecting in front of the class. The white board was in front near by the door. There were only twelve computers around the class except a laptop. Easy and comfortable seat arrangement for students. Sufficient plugs and wire circulation. Everything was perfectly managed.

Then he introduced the topic, it was a writing class in fact. The topic was 'How to write a good paragraph?' He went on changing the slides explaining the points regarding paragraph writing. He asked questions in course of explaining the points and included students in discussion. He realized the students' necessity and used some Nepali expressions and chunk of language in the middle of his explanation to make his explanation more clear. Like 'Kastohunuparcha ta concluding sentence?' the next one is 'Radhesyam le vanneki?'

I felt that with help of power point slides, it was really convenient him to explain his points. He gave several examples of paragraphs on the slide which could be easy just because use of power point presentation that means an aid of technology. Otherwise he had to write everything on the board and it would take much more time and students might also feel bore but in this class I found that students were listening and taking part in the discussion with full interest. The teacher could also keep an eye to every students as he needn't turn to the board and write. Everything was already prepared that's why no bothering to neither students nor to the teacher. He even assign exercises and homework

through the slide. I felt that technology is such a powerful means that made a teacher free from chalk and duster which could hardly be imagined before few years. I was so glad to be a part of that class that made me realize that even the public school has those facilities. Few years back only private schools owned that.

What the teacher and students said, classroom layout

After completing the class he took me to a vacant room where there was no noise. There I provided some feedbacks as a compliment to his class. And managing such a good class. He said that it was not so tough tasks as he has to take his class whether I come for observation or not.

Then I started my interview with his consent. I used a recording device to record our conversation. It was a smooth and wonderful talk with him. He freely and comfortably answered all my questions. Finally, I gave him some chocolates as thank you. He made a humor that he would have answered more sincerely if he knew that he would get chocolate. I replied with a gentle smile. Then I took a leave with him once again thanking him for his support. Then went back to my school with a happy feeling of accomplishment of task.

In the same week on 12th Mangsir 2076, Thursday I went to the fourth school for class observation and interview. This time well managing my classes I reached over there on time. It was exactly two. I had called her previous day but she didn't receive my phone. We had a nice talk in our first meeting and given all the information about school but not receiving my phone made me a little bit sad. I kept calling even after arrived my school. Finally, she received it in the second period. I discussed about the matter and reminded that I wanted to visit school for observation. She was hesitating this time I don't know why may be she was feeling nervous or

something else about class observation. When I reached school it was locked from outside and looked for watchman to open the gate. After peeping through the gate, a lady came near and asked my purpose of visit even without opening the gate. I told her I had visited the school before and had taken the time with English teacher. She said she would inform first and come back again. In that situation I made call to the principal as I had number already, he told me that he is out of his work station but I can meet and talk to English teacher. He suggested me to talk to a next English teachers' name than that I met last time. Though I made call to previous teacher. Finally, she appeared at the gate and I could enter into the school.

When I met her she was quite nervous this time and trying to avoid the situation. Then I asked her to be relaxed and take some rest and talked about some general matter. Slowly, she started to be comfortable and immediately, after that she got pretty frank and soon got ready for class observation. She informed me that she in fact going to show an English movie to the students. She invited me to her class. The teacher entered into the class with full confident. Everything was ready as every classroom contained projector. First of all the teacher introduced me with her students. Then I shared my purpose to be there. Sitting on a corner I started to observe the class. I found the class a little bit congested. The curtains were transparent so there was not much darkness required to use PowerPoint. Then she starts informing them about the class. She informed that she would show a movie called 'Charlie and Chocolate factory'. Before starting the movie she assigned some tasks to the students. Then movie was shown. In some points she would stop movie and asked them some question like 'What would happen next?' 'Will Charlie get chance to eat chocolate and so on. The movie was shown for 30 to 35 minutes and they were assign to write

summary of the movie and also were asked to predict what would happen next? As a whole I found good use of ICT in this class.

After that we went to the library for interview. I felt a little awkward over there as there was noise. Another teacher was sitting in the corner was checking copies and even talking with a student. I could hear noise of students playing from outside. These things were really hindering me to take interview. I asked if we could go for another room but there was no any vacant room. Somehow I interviewed the teacher. Thanked her at last and asking further help if required I left the school.

Chapter Summary

This chapter focused on evaluating the data with regard to my research question which was associated with the use of ICT in English language teaching. I interpreted and examined the information collected through interviews of the participants and the various perspectives on the themes according to the research question which was the participants' true and original thoughts and practices they did during ICT incorporated classes.

CHAPTER VI

INSIGHTS, CONCLUSION AND REFLECTIONS

At this juncture, I drew insights from the participants' standpoint. Conclusions are based on the stories that were narrated by the speakers. The experiences, feelings and practices were shed light on the existing body of theory and knowledge. My quest for knowledge, ideas, stories, ways, feelings, experiences, views and realities were all explored based on site visit, observation, chats and interviews. I brought all those things within the frame of the research question and objective. Whatever contents were collected were thematically analyzed.

Key Insights

I drew the following insights to that respond to research objectives, purpose, and questions. My only purpose was to explore the use of ICT in the English language classroom. So, I explored the ways, experiences the English teachers who were using ICT to teach English, their own ways, and the knowledge they have.

Based on the data analysis, I found that the participant teachers who were from community schools were also technology-friendly and they had their own history of narratives. That made them more creative, active, and really inspiring teachers among their colleagues.

After listening to my participants and observing them intensely, I found both of my participants using ICT for teaching different language skills rather than using language aspects. Analyzing their descriptions and stories, I noticed that both of them focused mostly on audio-visual materials. They especially focused on listening and

speaking skills. As both of them talked more about audio–visual materials and they both brought recorded videos or uploaded videos of YouTube as their teaching materials,. They tried to get their students to listen and watch authentic materials. Another facet they talked about teaching English through ICT was teaching poetry. Both of them talked about teaching poetry. Teaching poetry is usually a challenging job for most of the teachers including me. ICT proved to be the best solution to this challenge. For instance, both of them told me that whenever they feel difficult to teach a poem they download a description, recitation and sometimes may be the background of the author to teach the very poetry. Mr. Kindness told me that he often downloaded the interpretation of the poem and got the students to watch it. Similarly, Ms. Blissful downloaded the oral version of the poems and got the students to listen to it. It would be easier for them to pronounce the rhymes and rhythm of the poem. Anyway, both of them were revealing that ICT is a great assisting tool to teach poetry in the class.

According to Mr. Kindness, he had a long experience of teaching and had seen a gradual growth of using ICT in the field of pedagogy. He had gone through different stages and that experience made him a better teacher. In the past there was no availability of technology. There was lack of resources at school. Even though, his love towards technology and passion towards English teaching and made him a teacher of the 21st century. His ideas and approaches were respected and framed into the right shapes when he got the appropriate environment and he could shine out there. He is a technology lover teacher. Even when there was no availability of internet and computer at schools, he explored ways to use it in teaching. When he came to know about the internet and computer, he bought a computer at home and took internet connection. And what just he did was he collected all the materials he needed according to the nature of his lessons and used them at school using his own

laptop. So, if teachers had a desire then no constraint could stop them from moving forward. And it had been four years that he had joined the current school where there was the availability of all kinds of ICT equipment and tools. His teaching took a good flow when he got school since the school and the school principal both were ICT friendly. So, he started using ICT regularly as much as possible in his class.

Besides, his self- motivation to integrate ICT, there had always been a support of his colleagues and school administration. He always received positive responses as well as encouragement from his fellows. He shared that he learned many techniques with his fellow friends who teach in the same school. When most of them were unaware much about the ICT use, the school organized a workshop on how ICT can be integrated into teaching and they got a lot of benefit from it. After the workshop, the head teacher made a kind of compulsion to incorporate ICT in the teaching.

As there was a compulsion to use ICT in teaching in his school, he tried different ways and means to make his English teaching effective by integrating ICT. He used computers, smartboards, projector, laptops and even his mobile phone to teach English. According to him he downloaded videos on his mobile and played in the class using a speaker. Other than downloading, he even used his mobile for recording as well. He found it useful to practice the listening skill. Except listening he used ICT in teaching literature, especially teaching poems. Sometimes he found it really difficult to teach ideas of poems in the class and ICT helped at that time. He downloaded interpretation, recitation and even the background of the poet. These items helped students to understand poetry easily. He even used many virtual classes videos to teach different topics of English and he found vast differences using or not using ICT tools in English language teaching. He especially gave an example of teaching pronunciation. It's really difficult for him to speak in a native tone. For the

remedy, he downloaded the conversation from YouTube and played it in the class. Then students watched, listened and they found it interesting. And it was a way that they started believing in him the way of pronouncing and try to pronounce correctly following the video. In this way, he mainly focused on listening and speaking while teaching through ICT.

While talking about another participant Ms. Blissful, she is a young, energetic, and having the knowledge of ICT. She told me that she used the internet 24-7, almost all the time. She has her mobile and personal laptop which she could use in her school. The school has got proportional means and resources of ICT as the school was awarded for the best public school in Nepal recently. So, adequate internet facility is there at school along with the availability of tools. That is why, from the very first day, she has been using ICT in the present school for about three years. And definitely, she had an internet connection at home as well. She told me that she used technology all the time. It showed that she herself was very curious and interested in using technologies and no doubt that it would be easy for her to integrate ICT in English language teaching. Besides that, she got a good environment at school to use ICT. On the other hand, she told me that her Principal is very advanced in using ICT and they learned many more things from him. She further told me that they have an e-library and internet access in all the classrooms. The Internet is free and can be used easily despite the poor condition of the internet connection system in the locality. They got a strong internet connection at school and she was really glad to tell that.

Regarding tools at school, they have computers, laptops, projectors, loud speakers, and even smart boards. These tools at school were in good condition and could be used any time by any teacher easily. As she was trained as well as habituated to use these tools, it's not a big deal for her to incorporate ICT in English language

teaching. Besides that, she told me that she shared a really good bonding with other colleagues in the school. All the teachers were very helpful and keep teaching if anything new happens. In another word, if she needed any assistance to integrate ICT technically, there were always helping hands. That is what is more important.

Whenever we do something new in teaching, some push from seniors and colleagues are supportive. So, she feels lucky that she is in that school and she can enjoy her classes in full-fledged. Here she used ICT without any interruption.

While talking about uses of ICT and English language teaching, she usually teaches English skills-wise. That is why she doesn't remember as a special class instead she enjoyed all the classes whenever she integrated ICT in English language teaching. She likes using ICT instead of describing and elaborating something. She calls ICT the best tool to skip long lectures or boring descriptions because students enjoy more on visuals rather than long descriptions. Her classes were especially based on videos, PowerPoint slides, and PDF files. She further said that once those materials were searched and saved then we can use those materials time and again. So, initially, it is time-consuming. We might need to spend a little bit more time outside of the classroom. She guaranteed that the classes could go wonderfully once the suitable materials were found. She used and encouraged others to use ICT because she found the vast difference in using and not using ICT in the English Language class. She even enjoyed using ICT for teaching literature as well. Especially, she remembered teaching poems. While teaching poems, the rhyme and rhythm could be taught easily if you got the audio and visual materials. Students could easily copy the recitation shown or displayed in the audio-visual. Going through all her descriptions what I have found is that she used more audio-visuals in her teaching regarding the use of ICT. It meant she also focused more on listening and speaking skills as Mr. Kindness.

In this way, I found lots of similarities between my two participants' ways of using ICT in English language teaching. Both of them were revealing various ways through which we can implement ICT in our classes as well. Their stories and experiences are beneficial to other English language teachers. If they haven't thought to integrate ICT in teaching or if they are seeking a way to implement it, those two stories can assist them to give a good start.

Conclusion

After a detailed study, elaborated interpretation and analysis of the research participants' viewpoints, narratives, and stories, I came to the conclusion that ICT is an integral part of English language teaching in present days. It has become a compulsion to the present generation. The use of ICT makes a better teaching and learning environment motivating the learners towards learning.

Going through the observations of the participants, I can come to conclude that it is a time of advanced technology and present-day's teachers cannot move forward without the assistance of ICT. The use of ICT is the demand of the present generation and teachers must go along with fulfilling the very demand. Moreover, the teachers can give their best when there is the involvement of their own desire, will-power or self-driven whim. Learning is related to experience and experience leads to a constant change in the individual's knowledge or manner. Another aspect may be the environment: availability of all the resources, tools and equipment. Such atmosphere itself encourages teachers to make use of those means and resources. Thirdly, there be a lot of push and it is said motivation from seniors and colleagues. Few positive words and a little bit of care, support, and sharing do a lot to make a difference. The teacher gets inspired to use new inventions and creations like IT.

After listening to my research participants, I found that they were aware of the power of technology in the teaching field. They realized that how could technology be a powerful tool to enhance English language teaching and learning. Analyzing all the stories, what I realized is that if there are the sources of motivation, right tools, and environments then English teaching could be flourished in a wide range. Most of us might think that incorporating ICT in English language teaching is time taking, challenging and demanding but the participants like Mr. Kindness and Mrs. Blishful had the willpower, that was boosted by their seniors and colleagues. On the basis of analysis I could say that their English teaching was in a really good pace. The steps that were taken by my participants in their schools are worthwhile and appreciable beating the thoughts like ICTs are only the property of private and exclusive schools. I found them hardworking and wholehearted towards the new trends and strategies.

As my research question was related to exploring the use of ICT in ELT, after visiting the field, interviewing participants and observing classes, I found them using ICT in developing all the language skills and language aspects. The uses of ICT that they were making was really pleasing.

In this way, I found that using ICT tools in English language teaching is beneficial to both teaching and learning. In present day it is crucial for English teachers to learn the skill of ICT to make their class effective and creative.

Reflection about Self

I completed my masters' degree many years back in 2012 but due to different hurdles in my life, despite my intense desire to do. M.Phil. Degree, I couldn't join the program. . After a long gap of 6 years my suppressed desire bloomed out in 2018. I managed to join M.Phil. Program of Kathmandu University, School of Education, Lalitpur, Hattiban. . My dream journey however turned out to be tough for me as I

needed to balance my family life, job and study. It was like rowing three boats at a time, and somehow I paddled across my journey. I chose this path as I believe that most of the tough paths lead to wonderful destinations. I kept on walking despite many aches in order to keep myself active and updated. Every day new knowledge emerges as learning is an uninterrupted process. We must keep on learning in our life in order to make it more meaningful.

I was petrified at the beginning of classes as there were many new theories and emerging issues. A long gap created a sort of worries but gradually I got used to it. It was like a dream now completing many assignments, pressure of presentations, tension of research and a long ride alone at night from Gathaghar to Hattiban and vice versa. So, I was going through such a compact routine but enjoying that busy schedule. Though it was a hectic schedule I could feel that I was improving and learning new things each day, being nearer to the respected professors, lecturers and my dear colleagues. The knowledge I gained during the course, assignments and presentations are worthwhile. It will be useful to me throughout my teaching career. The time I spent with my colleagues made me sharpen and deepen knowledge.

Now, let me explain why and how I came to choose this topic for my research. I was attached to the whim of using ICT from the beginning. My masters' degree dissertation was also related to the same topic and I just wanted to explore some more on it. That is why I came to choose this topic. Also, I like to integrate ICT in my English Language class and my students enjoy that. Besides that my career bloomed after I adopted ICT in my English Language class. Furthermore, when my research lecturer asked me about my area of interest in the first semester class of M. Phil. Program, he told me that there is a lot of scope in this topic. It is a good topic for research. So I stucked to it since then. I kept on asking questions with my gurus all

the time about ICT and they gave the entire example about the same topic. I developed more interest in this topic and kept on searching materials on it. I selected the topic in the first semester and finally defended the proposal for research on the same title.

After defending the proposal, immediately I made a visit to the schools that I selected through purposive sampling. Initially, I was disappointed with the conditions of schools. later I found the appropriate one. Then, I started to collect and read many materials and previous dissertations related to the topic that made my ideas more clear. My seniors helped a lot by providing the materials. I had a great leap in the teaching profession with the help of ICT. So, I wanted to explore the stories of other English teachers as well. Before coming to public school, I used to work in the private school and availability of ICT tools and resources there were enough. I had a curiosity about what is the condition in the community school. How do the English teachers incorporate ICT in English teaching? What are the ways they use ICT? That is what I wanted to explore through their own narratives. And I felt that I am successful in finding what I wanted to seek in my research.

Through this study, I have learned many things. The ways of teaching government teachers have changed a lot. They have transformed traditional teaching by just integrating ICT in their classes. And the mechanism behind it is self-driven interest, availability of resources, appropriate environment and positive encouragement.

REFERENCE

- Acharya.S. (2016). Internet usage of teenagers in Nepal for educational purpose: An Analysis of Internet usage behavior of 15-17- year old students at selected schools in Kathmandu. Retrieved: from http://www.centrum3.at/fileadmin/downloads/VWA/Acharya_Internet_Nepal.pdf.
- Ackerman, E. (2001). Piaget's constructivism, Papert's constructionism: What's the difference? *Future of learning group publication*. Retrieved from: https://www.researchgate.net/publication/238495459_Piaget's_Constructivism_Papert's_Constructionism_What's_the_difference
- Adams, A. & Brindley, S (Eds.). (2007). *Teaching Secondary English with ICT*. Open University Press.
- Adesote, S.A., & Fatoki, O.R. (2013). *The Role of ICT in the Teaching and Learning of History in the 21st Century*, 8 (21) DOI: 10.5897/ERR2013.1617.ISSN1990- ©2013 Academic Journals _1.
- Alharbi, E. (2014). *A Study on the Use of ICT in Teaching in Secondary Schools in Kuwait* (Doctoral dissertation.[An Unpublished Doctoral dissertation]).
- Arnone, M.P. Chauncey S. & McKenna.H. (2011). *Curiosity, interest and engagement in technology-pervasive learning environments: A new research agenda*. *Educational Technology and Research Development*. 59(2):181-198. DOI:10.1007/s11423-011-9190-9
- Barkhuizen, G. (2011). Narrative Knowledging in *TESOL, Quarterly*, 45(3).391-414.
- Barkhuizen, G., Benson, P. & Chick, A. (2014). *Narrative inquiry in language teaching and learning research*. Routledge.

- Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning for a digital age*. Tony Bates Associates.
- Blurton, C. (1999). *New division in education: UNESCO'S world communication 1992-2000*. UNESCO, 41-61
- Burns, C. and Myhill, D. (2004) 'Interactive or Inactive? A consideration of the nature of interaction in whole class teaching', *Cambridge Journal of Education*, vol. 34, no. 1, pp.35-49..
- Caffarella, R. S., & Merriam, S. B. (1999). Perspectives on adult learning: Framing our research. Paper presented at the 40th Annual Adult Education. *Research Conference, 21-23 May*. Kansas State University.
- Chang, H.I. (2012). *The effect of Principal's technological leadership on teachers, Technological literacy and teaching effectiveness in Taiwanese literary and teaching effectiveness in Taiwanese elementary schools education technology of Society*, 15 (12 (2), 328-340
- Clandinin, D.J. (2006). Narrative Inquiry: A methodology for studying lived experience *Research studied in music Education*. Callaway Center
- Clandinin, D. J. and Connelly, F. M. (2000). *Narrative inquiry: Experience and story inqualitative research*. Jossey-Bass.
- Cohen, L. & Manion, L. (2002). *Research methods in Education*. Routledge.
- Cohen, L., Manion, L & Morrison, K. (2007). *Research methods in education* (6thed.). Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). Routledge Falmer.
- Creswell, J.W. (2011). *Research design: Qualitative and mixed methods approaches* (3rded.). Sage

- Doan, S., & Parry, A. (1994). *Story re-vision: Narrative therapy in the postmodern world.*: Guilford.
- Dudenev, G. & et.al. (2014). *Digital Literacies.* Routledge.
- Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). *Educational psychology: Effective teaching, effective learning (3rd ed.)*. McGraw-Hill College.
- Given, L. M. (Ed.). (2008). *The sage encyclopedia of qualitative research methods.* Sage Publications.
- Godwin-Jones, R. (2015). Emerging technologies, the evolving roles of language teachers: trained coders, local researchers, global citizens. *Language Learning & Technology, 19*(1), 10–22.
- Government of Nepal Ministry of Education. (2013). *Information and Communication Technology (ICT) in education: Master Plan 2013-2017*: Department of Information, Nepal Government.
- Government of Nepal, Ministry of Education. (2015). *Higher Education Policy-2015*. : Education Press. Retrieved from:
<http://www.moe.gov.np/article/691/higher-education-policy-2015.html>.
- Government of Nepal Ministry of Education. (2016a). *Teacher Competency Framework*. National Center for Educational Development, Retrieved from <http://nced.gov.np>.
- Government of Nepal Ministry of Education. (2016b). *School Sector Development Plan 2016-2022*): MOE.
- Government of Nepal Ministry of Education. (2013). *Information & Communication Technology (ICT) in education: Master Plan 2013-2017*:Department of Information, Nepal government.

- Government of Nepal Ministry of Education. (2016). *Teacher Competency Framework*. National Center for Educational Development.
Retrieved from <http://nced.gov.no>.
- Government of Nepal Ministry of Education. (2009). *School Sector Reform Plan 2009-2015*: Department of Information. Nepal Government.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage Publications.
- Guba, E. G., & Lincoln, Y. S. (1988). The countenances of fourth generation evaluation: Disconcertion, judgment, and negotiation. *Evaluation Studies Review*. Retrieved from: www.vcu.complex/doc.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*: Sage Publications.
- Halverson, R., & Smith, A. (2009) How new technologies have (and have not) changed teaching and learning in schools. *Journal of computing in Teachers Education, 46*
- ITU. (2017). *ICT Development Index 2017*.
Learning Theories Knowledgebase - Constructivism at Learning-Theories.com, [Online], Retrieved from:
<http://www.itu.int/net4/ITU-D/idi/2017/>
- Jha, A. (2019). *Integration of Information and Communication Technology in Open and Distanced Learning Programmes: An Interpretive Inquiry*. [An Unpublished M.Phil. dissertation]. Kathmandu University.

- Kennewell, S.H., Tanner, S.J. & Beauchamp, G. (2007). *Analyzing the use of interactive technology to implement interactive teaching*,
<https://doi.org/10.1111/j.1365-2729.2007.00244.x>
- Khatiwoda, K.P. (2018). *Online Engagement for Developing Writing in English Perspectives of Teachers and Learners*. [An Unpublished M.Phil. dissertation]. Kathmandu University.
- Komis, V., & Jimoyiannis, A. (2007). Examining teachers' beliefs about ICT in education: implications of a teacher preparation programme. *Teacher Development*, 11(2), 149-173. doi: 10.1080/13664530701414779
- Laudari, S. (2019). *Breaking Barriers: Exploring Digital Practices of Teacher Educators in Nepal*. [Unpublished Doctor of Philosophy Dissertation]. University of Technology Sydney.
- Loh, J. (2013). Inquiry into issues of trustworthiness and quality in narrative studies: A perspective: *The Qualitative Report*, 18(65), 1-15. Retrieved from: <http://www.nova.edu/ssss/QR18/Loh65.pdf>.
- Mbugua, S.N. & Ngugi, S., Joel, K., & Edward, T. (2015). Influence of Integration of Information Communication Technology on students' Academic Performance. *Journal of Education and Practice*, v6 n24 p7-13 2015
- Michael, F.M., Maithya, R., & Cheloti, S.K. (2006). *Influence of Teacher competency on Integration of ICT in Teaching and learning in public Secondary Schools in Machakos*. Journal of Education and E-learning Research.
- Ministry of Information and Communication. (2015). *National information and communication technology policy, 2015*. Retrieved from: <https://nta.gov.np/wp-content/uploads/2012/05/ICT-Policy-2012.pdf>.

- MOE. (2013). *Information and communication technology (ICT) in education: Master plan (2013:2014)*. Government of Nepal.
- Nepal Telecommunication Authority. (2019). *MIS Report, 17 November 2018 - 15 December, 2018*.
Retrieved from: <https://nta.gov.np/wpcontent/uploads/Mangsir-MIS-2075.pdf>
- Koehler, M. J., & Mishra, P. (2005a). Teachers learning technology by design. *Journal of Computing in Teacher Education*, 21(3), 94–102.
- Koehler, M. J., & Mishra, P. (2005b). What happens when teachers design educational technology? The development of technological pedagogical content knowledge. *Journal of Educational Computing Research*, 32(2), 131–152.
- McCormick, R. (2004). Collaboration: The Challenge of ICT. *International Journal of Technology and Design Education*, 14(2), 159-176. doi: 10.1023/B:ITDE.0000026495.10503.95
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
- Niess, M. L. (2005). Preparing teachers to teach science and mathematics with Technology: developing a technology pedagogical content knowledge. *Teaching and Teacher Education* 21, 509–523.
Retrieved from: http://onezoneheights.pbworks.com/f/Niess_M.pdf
- Penuel, W. R., & Wertsch, J. V. (1995). Vygotsky and identity formation: A sociocultural approach. *Educational Psychologist*, 30(2), 83-92.

- Polkinghorne, D. E. (1995). *Narrative Configuration in Qualitative Analysis*,
International Journal of Qualitative Studies in Education, 8:1 5-23, doi:
10.1080/095183990080103.
- Rana, D. (2016). *Perception and Practices of Principals' in the Decision of
Integrating ICT for Teaching and Learning*. [Unpublished Master's Degree
Dissertation]. Kathmandu University.
- Regmi, N. (2017). Expectations versus reality: A case of internet in Nepal. *The
Electronic Journal of Information Systems in Developing Countries*, 82(1), 1-
20.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. Palgrave Macmillan
- Richards, J.C. (2002). *Teachers' narrative inquiry as professional development*:
Cambridge University Press.
- Rosenkranz, W. (2011). Self-coherent optical OFDM: An interesting alternative to
direct or coherent detection. In *2011 13th International Conference on
Transparent Optical Networks* (pp. 1-4). IEEE.
- Saldaña, J. (2015). *Thinking Qualitatively, Methods of Mind*:
SAGE Publications.
- Salehi, H & Salehi, Z. (2012). *Integration of ICT in language teaching: Challenges
and barriers*: IACSIT Press.
- Schoepp, K. (2005). Barriers to technology integration in a technology-rich
environment. *Learning and Teaching in Higher Education: Gulf Perspectives*,
2(1), 1-24.
- Shields, R. (2011). ICT or I see tea? Modernity, technology and education in Nepal.
Globalisation, Societies and Education, 9(1), 85-97. doi:
10.1080/14767724.2010.513536

- Simmons, C., & Hawkins, C. (2009). *Teaching ICT*: Sage Publications.
- Taber, K.S. (2006). 'Beyond Constructivism: The Progressive Research
- Tagg, C. (2016). *Exploring Digital Communication*: Routledge.
- Retrieved from: TAPCK <https://www.schoology.com/blog/tpack-framework-explained>
- Thomas, S. (2016). *Future ready learning: Reimagining the role of technology in education* National Education Technology Plan.
- UNESCO. (2010). *ICT Transforming Education A Regional Guide*. UNESCO
- UNESCO Institute for Statistics. (2014). information and communication technology (ICT) in education in Asia: A comparative analysis of ICT integration and e-readiness in schools across Asia. Retrieved from UNESCO Open Access Repository: https://unesdoc.unesco.org/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_72f7cd04-a68b-4842-b51c-b545f4eff482?_=227374eng.pdf.
- UNESCO. (2016). *ICT in Education. France*: UNESCO.
- UNDESA. (2016). UN e-government knowledge data base. Retrieved from <https://publicadministration.un.org/egovkb/en-us/Data/Country-Information/id/120-Nepal>
- Wang, S., & Vasquez, C., (2012). Web 2.0 and Second Language Learning; What Does the Research Tell Us? *Journal of CALICO*. University of South Florida.
- Warschauer, M (1996). Computer assisted language learning: An introduction. In S. Fotos. (ed.) *Multimedia language teaching*,: Lagos International.
- Weiten, W. (2002). *Psychology: Themes & variations*, 5th edition, Belmont, CA: Wadsworth/ Thomson.

Wilson, J. (2003). The concept of education revisited. *Journal of Philosophy of Education*, 37(1), 101-108. Woolfolk, A.E (2006) *Educational Psychology*, 10th edition, Upper Saddle River, NS: Allyn & Bacon.

Woolfolk, A. E. (2001) *Educational psychology* (8 th Ed.) Allyn and Bacon.

Wester, L.&Mertova, P. (2007). *Using narrative inquiry as a research method: an Introduction to using critical event narrative analysis in research on learning and teaching*.Routledge

APPENDIX-I INTERVIEW QUESTIONS

Interview Questions

Introduction

I am NanuHada pursuing M.Phil Degree at Kathmandu University. I am going to make a research on 'USE OF ICT IN ENGLISH LANGUAGE TEACHING '. These interview questions have been prepared to complete the very research. This research is being carried under the supervision of Prof. Dr. LaxmanGnawali, Associate Dean of Kathmandu University, School of Education. This study is narrative and tries to find different stories of teachers regarding their experiences about of Using ICT in English Language teaching in Secondary level. I hope for your kind co-operation and contribution for this research. I assure you that all the answers you provided, will be confidential.

Section: I] Personal Information

Would you mind giving me your brief introduction? (including your name and address)

1. May I get your mobile number?
2. Do you have your email address? How often do you use it?
3. Do you have your own computer?
4. Do you use that in school for teaching?
5. In what sorts of lessons or skills do your use computer or internet?
6. Is there Internet access in your school?
7. Do you have Internet access at your home?
8. Do you surf internet, what sorts of information do you search?

Section II] IT Knowledge and IT use in Teaching English.

1. Have you ever taught English using a computer? Do you use any other?
Which devices do you use?
2. Have you ever taken a training course in ICT?
3. Do you really read about ICT?
4. Do you use ICT in English Language teaching?
5. How often do you use ICT in ELT?
6. When did you start using ICT in ELT?
7. Do you think it is helpful to learn or teach English through ICT?
8. How do you draw attention of students while taking ICT incorporated classes?
9. Can you give an example of your lesson teaching English through ICT?
10. What sorts of programs, applications or websites do you use for English
Language Teaching?
11. Are there any challenges using those programs in English language teaching?
12. Is there internet facility in your school?
13. What sorts of assistance or response do you get to use ICT in ELT?
14. Are you allowed to use mobile in your classroom in any condition?
15. Do you think your English has become better with the use of ICT?
16. Can ICT be your better tool for teaching English?
17. What do you prefer while teaching English using ICT to using printedbooks?
18. Do you suggest other English teachers to use ICT to teach English in the
class?
19. How do your students respond when you use ICT while teaching English?

20. Do you find any differences or similarities of student's behavior/ reaction while using

Career Oriented Questions

1. When did you start using ICT in ELT?
2. Can you remember the particular lesson that went best while incorporating ICT in ELT?
3. Whereas you might have felt some critical or different situation due to ICT inclusion can you please share such lesson? (Challenge)
4. Did you find any differences between using or not using ICT devices to teach English?
5. What were the responses of your students when you and ICT while teaching?
6. Has your school administration and colleagues been helpful towards your ICT incorporated teaching?
7. What sorts of activities did you conduct while teaching English with the help of ICT?
8. Which skills did you focus to teach through ICT?
9. How was the situation of availability of resources in your institution in the past and now?
10. How did you manage the classes with existing ICT tools and resources?

My Reflection on School Visit (Site)

It was before Dashain of 2076 and immediately after defending my proposal I visited four schools. The schools were situated in the center of Bhaktapur. But there were vast differences among those schools. First two schools were severely affected by earthquake 2072 and yet not renovated. It looked very timeworn and cracks were everywhere. The classes were being taken in the poorly built tin roofed TLCs (Temporary Learning Classes). I went there and met principals, inquired about ICT use, incorporation in English and ICT rooms. They were friendly enough showed me ICT rooms but for the surprise the rooms were filthy, dust was everywhere seemed that the rooms were not been used. On being asked how often have they been using those rooms? They answered sincerely that only sometimes. What I could observe in those rooms were, 10 to 15 computers, a projector, and a LED TV set. Somehow the class was enough for 20 30 students if they wanted to show enthusiasm but they were not much interested. They told me that the rooms were used for computer practical and sometimes English teachers showed movies that is all.

In the second school I met the headmaster and he told me that the previous English teacher left the school and new English teacher is not much aware about the school system. Though I requested him to show the ICT room. Same type of scenario I could observe as in the first school. The second one was even broken down severely than of the first one. Somehow they have managed a room for few computers and LED. Looking at the condition I came to conclude that those schools were not suitable schools for my study purpose.

Then I moved towards the third school. That school was quite different from the first two schools and found that the school was suitable for my study since the school was ICT friendly. I could already see a class was being carried out in the ICT room. I didn't know what was being shown but students were watching on the screen very willingly. I guessed that they must be watching a video. Then I enquired about an English teacher to a maid that I met over there. She gestured into the same room where I was showing my interest before. I knocked at the door. The teacher came out and asked about the purpose of my visit. He seemed very friendly. I felt very comfortable in front of him to present about my purpose of being there. Then he begged sorry with me and informed me that the bell was about to go he had to finish the class but will be back so soon.

I waited patiently. After few minutes he came back with a smile on his face and asked what he could do for me. He also informed me that he was also doing M. Phil. From another university. My eyes sparkled with happiness knowing that he would easily understand my concern. Then I asked about his previous class, then he informed me that it was part of their regular routine to take ICT incorporated class once a week. And this time he was showing them a movie for the purpose of movie review. After that I went on questioning on about the accessibility of ICT access in the school. Then he gradually the ICT rooms. There were three ICT rooms altogether. The first one was filled up with 22 computers. A laptop, a projector and a white curtain. Then second one was a room with LED TV. It was not so big but enough to adjust 30 to 35 students. The plugs and lines were well maintained. After that he took me to staffroom where there was also a projector and a white curtain. The last one was usually used for staff meeting but when other ICT rooms were not available the third one was also used as an alternative. He told me that all the machineries were

provided to the schools as donation by an institute. Only some were bought by school's internal source. Then I asked for his time for next visit for the class observation and interview. He favorably agreed and given time for next meeting. I got very joyous and return home that day.

The next day I went to the fourth school. Fortunately, the school was also suitable for my study purpose. My expectation was met when I took a round at school. I went there though the Principal was not there I met one of the English teacher of school. As I was about to talk to her, a young boy came and handed her a pen drive and told ma'am you left it in the class. She thanked him and he went. It was just a small incident but was an enough clue before I asked anything to her and before her description. I just came to know that there was inclusion of technology in the English class. After that I asked her about ICT facilities in the school and requested to visit those ICT rooms, for my surprise she informed me that every classroom contained a projector. It was really appreciable. It was my first experience to know that even a public school has such facility of ICT. Otherwise I saw such type classrooms in big private schools only.

Next I went to see those classrooms. I found the same what she told. There was projector and white curtains in the class. Though classrooms were little bit narrow, was enough for 25 to 30 students. Then she took me to ICT room it contained 25 computers and a LED. It was in fine condition. Finally, she took me to a big hall where 50 to 60 people can be adjusted. It was well equipped hall. All the sound system was managed. A projector was hung in the ceiling. A type of Auditorium let's say. On being asked when did they use the hall? She replied. The hall was basically used for programs but whenever they need to run combine ICT incorporated classes, they ran classes in the hall. I was impressed with the setting, arrangements of the hall.

There seemed no problem would be there to run ICT incorporated classes. The hall was spacious enough. Pugs, loud speaker, mike, projector and a laptop and required cables everything was there. After that I asked Internet facility and she told me that there is free Wi-Fi flair. There is no problem regarding use of technology since the Principal of School himself is technology enthusiast. He himself also uses and also encouraged other teachers to use technology in teaching. He himself is an English teacher and he likes to encourage other English teachers to move further. With that information I concluded my meeting on that day. I took her number and e-mail address then returned.