

# **ENGLISH TEACHERS' PERCEPTIONS AND PRACTICES OF INTEGRATING ICT IN ELT**

**Bhim Lal Bhandari\***

*\*Associate Professor, Butwal Multiple Campus, Butwal, TU*

---

*Article History: Received 12 May 2020; Reviewed 28 May 2020; Revised 24 June 2020; Accepted 12 July 2020*

---

## **ABSTRACT**

This study explores the English language teachers' perceptions and practices of information and communications technology (ICT) in ELT incorporating key skills. Furthermore, it investigates the benefits and challenges of integrating ICT. The study was carried out within the theoretical framework of constructivism theory. The study adopted the interpretive research paradigm to bring lived experiences of the participants. To achieve the purpose of the study, four teachers were purposively selected as the participants. In-depth interview was used as major technique for collecting information. The study reveals that the English language teachers have good and positive perception of integrating ICT skills as they involve students in cognitive engagement through ICT tools and devices. The study contributes to enhance students' creativity and better language proficiency in English. Moreover, lack of sufficient ICT knowledge and skills of teachers, limited resources and infrastructure in schools, lack of ICT trainings have been realized as challenges for effective integration of ICT in English.

**Keywords:** digital literacy - digital natives - ICT integration - 21st century skill - social constructivist

## **INTRODUCTION**

The rapid growth of Information and Communications Technology (ICT) has brought remarkable changes in the field of education. With the use of ICT, teachers have shifted towards chalk to talk method to ICT-based instruction. Students get more exposure and learn languages in better and natural way because they can have dozens of texts, audio and video

materials on the internet along with e-books, audio books, mobile apps etc. Technology integration has become an integral part of the educational system in the 21st century learning environment (Parette & Blum, 2013). ICT Integration in English language teaching is worthy as students require the 21st century skills competing globally for effective and efficient teaching and learning. As highlighted by Lewis (2009), it is inappropriate to teach only through text books in the world of sounds and sights. Use of ICT can change the role of a teacher from knowledge provider to facilitator by shifting modality of teaching-learning where students take charge of their own learning. Regarding this, Albugani and Ahmad's (2012) study in Saudi Arabia explored that the use of media technology is very crucial in order to improve teachers and students' motivation, integrate language skills and self-learning environment.

As highlighted in literature, the use and need of ICT integration in teaching and learning English is crucial. However, my experience shows it is less practiced and not adequately addressed, explored and implemented so far in Nepalese ELT context. Despite its efficiency and the availability of ICT in schools, the English language teachers are reluctant to integrate it. Therefore, this study intends to choose this issue as research agenda. The purpose of the study is to explore English teachers' perceptions and practices of integrating ICT in the ELT classrooms. The study basically attempts to deal with two issues: how do the English language teachers perceive integrating ICT in ELT? How do the English language teachers involve students in cognitive engagement in ICT integrated classroom?

## **LITERATURE REVIEW**

This section conceptualizes ICT, presents the review of previous studies related to ICT, discusses ICT policy in school education and presents theoretical framework related to it.

### **ICT Integration in teaching and learning English**

Integration of ICT in English language teaching (ELT) has become a very significant part of educational delivery in and out of the classroom. Because of its interactive and dynamic nature, it helps and meets the needs of the individual students by providing opportunities to direct their learning. With the use of ICT tools, students can learn the English language with ease. In the context of Nepal, the role of ICT has become inevitable and essential in every day classroom teaching and learning in the 21st century. Integration of ICT in ELT is known as E-learning, Computer Assisted Language Learning (CALL), Massive

Open Online Courses (MOOCs), Mobile Assisted Language Learning (MALL) and Technology Enhanced Language Learning (TELL).

Regarding the previous studies on ICT, they have shown the need of ICT integration in ELT. Acharya's (2013) study in Nepal indicated that ICT in ELT classrooms supports learner autonomy, more effective and efficient classroom activities. Similarly, studies in ICT in Nepal also explored that use of ICT motivates students towards lesson; makes them more creative, analytical, and constructive (Thapaliya, 2014 & Jha, 2017). In this line, Linton (2015) examined students' perception and efficacy of using technology in teaching English. This research revealed the need of technology integration in teaching English although majority of the students could not integrate technology into their learning practice. Like-wise, the study done by Ahmadi (2018) and Singh (2019) indicated use of technology supports learners to work in their own pace and create high motivation; make teaching student-centred and promotes learners' autonomy. Their studies revealed students and teachers' positive perception in ICT integration and for student-centred learning, learner autonomy and their high motivation. However, Cunningham's (2015) study in Kenya explored that institutional policies, ICT training to teachers, infrastructures and lack of context suitable E-content as hindrance of technology integration. In this line, Laudari and Maher's (2019) study in Nepal explored that physical infrastructure and resources as the barriers in the use of ICT. Their studies also explored physical infrastructure and resources, institutional policies and lack of ICT training to teachers as barriers in ICT integration in ELT. The aforementioned reviewed research studies on English teachers' perceptions and practices of integrating ICT in ELT explored effects, benefits and the barriers of ICT in home and abroad. These studies reflected on their respective contexts but most of them are quantitative in nature and they have not explored secondary level English teachers' perceptions and practices. Therefore, the gap I found here is previous researchers have not conducted qualitative phenomenological researches in the arena of Nepalese ELT context. The available research studies are silent on this issue. Therefore, my research study is different from other previous studies. Through this research work, I intend to fill the gap in literature exploring English teachers' perception and practices of integrating ICT in ELT because there is a strong need of ICT integration to make teaching and learning more efficient.

### **ICT policy in school education**

Policy in school education has given a space to ICT. National Curriculum Framework (2007) has incorporated a provision of ICT as subject and as a tool for instruction in school

education for improving the quality of education. Similarly, ICT (2010) and National Information and Communication Technology Policy (2015) also included ICT in the school curriculum to improve its quality. Education Master Plan (2013) has included four components of ICT in education such as infrastructure including internet connectivity, human resources, content development and system enhancement. Ministry of Education (MOE) Nepal listed digital skills as one of the eight competencies of qualified teachers in the Teacher Competency Framework (2016). It also declared that a professionally competent teacher could use ICT for effective teaching and learning. Government of Nepal, MOE has included ICT as one of the curricula as a subject and tool for instruction in school education (ICT Master Plan, 2013-17). However, only few institutions have integrated this ICT policy and implemented it in the classroom teaching and learning.

### **Theoretical framework**

This paper has adopted theory of social constructivism of Vygotsky (1978) as theoretical framework for the study. This learning theory is highly applicable to the study as technology can engage learners for knowledge construction. Moreover, it provides a comfortable learning space as knowledge is socially and culturally constructed by means of interaction (Vygotsky, 1978). Cognitive constructivists believe learners construct knowledge individually based on their prior experience and new information. The basic belief of constructivism is that knowledge is actively constructed by learners rather than transmitted by the teacher; learners are active knowledge constructors rather than passive information receivers (Jonassen, 1991). Social constructivists, however, argue knowledge is the outcome of collaborative construction in a socio - cultural context mediated by discourse; learning is fostered through interactive processes of information sharing, negotiation, and discussion (Liaw, 2004). Teachers have to allow students some freedom to learn such as choosing which task they do. Vygotsky (1896-1934), known for his theory of social constructivism emphasizes that learning takes place through interactions with other peers, teachers, and the world-at-large. They must interact in order to share ideas and experiences to solve the problems.

### **RESEARCH METHODS**

This study has adopted phenomenological research method to generate meaning from participants' lived experiences. In order to explore the English language teachers' perceptions

and practices of ICT integration skills in English, four English teachers were purposively selected from two community secondary schools of Rupandehi as research participants having at least five to ten years' teaching experiences and digital literacy to have the required information for the study. In addition, the study used semi-structured in-depth interview and open-ended questions as the techniques to elicit the information from the research participants and to uncover their lived perceptions and experiences of integrating ICT in teaching and learning English. Respondents' views were recorded taking consent from them and protected privacy and secrecy using their pseudonyms. Then the recorded information were translated into English from Nepali. Finally, the information were organized and categorized thematically into different themes with sub-themes, interpreted and analysed descriptively.

## **STUDY RESULTS AND DISCUSSION**

The data obtained from the in-depth interview and open-ended questions from participant teachers were interpreted, discussed and analyzed under different headings and sub-headings as follows:

### **English teachers' perceptions of ICT integration**

Perception refers to the attitude, opinion or view of the teachers towards the use of ICT in English language teaching and learning process. ICT integration is essential to motivate learners and update their knowledge and skills to teach the students of 21st century. ELT teachers of Nepal have understanding of ICT as a part of their professional development. ICT is one of the advanced resources of teaching and learning English. They know ICT tools can motivate and support learners to update their professional knowledge and skills that is required to teach the digital natives (Prensky, 2001). In this respect, Gopal put his skills and knowledge of technology integrated teaching in the following ways: "I learn new things related to the text from Google, YouTube and share with my students through power point presentation. When I use it, my students learn easily. However, I can't design tasks interactively and effectively in class". In response to my question regarding the perception of ICT, Gopal revealed that use of ICT helps his students understand easily which exposes his sufficient understanding towards its use. In this context, Saroj said, "ICT assists me to make my teaching learning activities interesting and effective. But both teachers and learners must have at least digital literacy though they are not competent in ICT skills". The given expression elucidates that ICT helps him make teaching learning activities interesting. In this line, Jivan said, "My school has set

projectors in every secondary classroom. I conduct online activities for instance quiz and group work in Zoom break room". The above mentioned example illustrates that his school has integrated ICT and he has good understanding of ICT use.

All the participants revealed positive perceptions towards integration of ICT tools in ELT which can help them make classroom teaching more practical, interesting and sustainable. The participants revealed that they could manage to integrate ICT tools in teaching English by using YouTube, Google and power point presentation. However, they do not have the knowledge for designing tasks, making classroom interactive, and handling the class effectively. Technology promotes learning and teaching effectiveness enhancing classroom interaction (Lopez, 2010). Like-wise, Demir (2011) states that technology integration is a complex and multi-dimensional process that requires teachers to be skilful and competent in designing technology integrated lessons and strategies for its effective implementation. In this vein, Vygotsky (1978) claims perception takes place through interaction with others.

### **Opportunities of ICT integrated teaching**

Use of ICT provides a new environment with audio-video and interactive feature for the language learning process. Teachers are aware of ICT integrated teaching since no method is best (Prabhu, 1990). Learners get opportunities to practice language and real-life skills such as presentation, networking, and communication, enhancement of language proficiency, autonomy in learning collaboration and getting authentic materials. All the participants revealed the fact that they have new experiences of ICT integration in ELT. The participants reported some of the opportunities of integrating ICT in English as follows:

#### **High student motivation**

Students are highly motivated in ICT integrated class as they pay more attention in learning. It motivates them for developing language skills and proficiency with multi-tasks. They get more learning opportunities and the access of a lot of information. Ball (2012) argues motivation is the inner power or energy that pushes one towards performing a certain action. In this regard, Jivan asserted, "The use of ICT in teaching class motivates learners and makes teaching and learning better and effective." His response shows use of ICT makes teaching and learning better and effective. Gopal put his views in these words, "ICT helps improve quality of teaching and makes students creative and interactive. They are very much excited, curious and motivated about the subject; they understand most of the things fast because they

usually do not feel boring”. In response to my question on role of ICT in motivating, he claimed that the use of ICT in the class motivates his students to be creative and interactive in learning because they are involved in group interaction and discussion on the topic that he or she presents in the class with interest. Communication between and among the students, the teachers and the learning materials are the cornerstones of technology. Moreover, constructivist demands a clear and concise interaction of the learners with technological devices (Desai, Hart, & Richards, 2008). Only then they pay full attention towards the topic and understand it more.

In the similar manner, Ibrahim (2010) who explored that ICT is useful for online mode of delivery to enhance ELT and to motivate the learners to learn more. Regarding this, Saroj stated, “I use lap top, internet and multimedia and cell phone to increase quality of learning materials and create autonomy of learning. Learners can share their work with their friends and can get immediate feedback”. He reported when he uses laptop and multimedia in his classroom, his students get motivated and engaged in learning with innovative ideas. Moreover, lesson is very interesting and effective. Different e- materials have provided many resources and authentic materials according to their need and interest. The digital generations love learning with various devices of ICT. Almost all the participants claimed that technology integration motivates the students as it creates interest and curiosity to the lesson and they get immediate feedback. The real materials in the internet have supported to increase their confidence in teaching. Out of four participants; almost all of them were in favour of ICT integration for effective teaching and learning English. These above illustrated data justify what Albugani and Ahmad (2012), Thapaliya (2014), Acharya (2014), and Singh’s (2019) stated ICT integration supported to improve learners’ learning as the learners are highly motivated and attentive in learning. By doing so, the students get more opportunities to learn from each other.

### **Transformation of traditional mode of teaching**

Secondary school students today are considered digital natives so, transformation of traditional mode of teaching to modern methodology is imperative to prepare them for 201st century skills and career. Almost all the teacher participants revealed that there are many changes as ICT has transformed them from knowledge provider to facilitator. In this changing scenario, teachers are changing their roles. They are aware in the use of ICT to bring change in ELT. Jivan shared, “There is the facility of projector in the class and school has provided me a personal lap top so, I use slides through projector. In addition, my school frequently sends me

for ICT training so that I can implement new soft skills in my class". The above illustration exhibits that the new generation of learners is different from the old ones. Jivan's experience explored that he has shifted to a new way of teaching English using ICT. With the use of ICT, there is a two-way exchange of knowledge between teacher and students in school. In this line, Krishna revealed his experience in these words, "ICT has shifted me to modern methodologies and it enhances my teaching and learning as I can collect the required materials". He claimed that due to use of ICT, he has shifted traditional mode of teaching to modern. The skill of ICT has become inevitable in teaching and learning in the 21st century. ICT has supported him to share information to each other and it has also become an essential tool for educational change and reform.

In the same vein, Gopal stated his view thus: "I started using ICT tools which have helped me give emphasis on student centred teaching. They facilitate to share and learn many things through them in a better way". The opinion illustrates how teachers have shifted traditional role to facilitator giving the learners opportunity to learn themselves. Like-wise, Saroj shared his experience regarding his role he maintained, "When I use ICT, it is easier for me to engage my learners with the activities. They interact to each other and take part actively and understand the subject matter fast". The above evidence indicates that ICT provides opportunities to the students to enjoy and increase their participation in learning activities and understand the subject matter fast through interaction. Vygotsky (1978) as a constructivist claims learners construct knowledge when they participate in interaction.

When teachers use various tools of ICT, the students give more attention to his/her teaching. Since no teacher can provide the sufficient materials to the students through the traditional mode of teaching, ICT can assist in carrying out better classroom activities with the access to different sources of information. It helps the students for better understanding and long retention of information. Teachers seem to transfer them as policy suggested.

### **Teacher professional development (TPD) support**

Teachers are aware of the value of ICT as a part of their professional development. To be a professional teacher, he or she must be able to adapt new ICT devices. TPD is essential for better learning output which can be expanded through ICT. Technological, pedagogical and content knowledge are core competencies of qualified high school teachers (MOE, 2016). They help them to be professionally sound. Teacher participants require ICT training for finding and sharing internet resources to enhance their professional development. They



reported that they have got opportunities for training time to time for their career advancement. In this regard, Saroj shared, “I got many opportunities to be trained in soft skills such as using smart devices, smart board, projector, You Tube, Google etc. for searching video, audio and other materials related to our course”. From the above statement it can be stated that he is trained in soft skills so he can use power point presentation, smart devices and smart board, in the class easily searching various materials that he needed.

In this line, Saroj responded, “ICT devices have helped me find some relevant resources in internet and update my professionalism. I prepare power point slides and use them through multimedia and give them group tasks”. The given excerpt showed how good he is at ICT skills and using them for his professional development. The skill of technology has provided many opportunities for him to find some relevant resources and make his teaching effective. In this regard, Gopal expressed his view thus:”I use it to find the correct pronunciation of new words, check my spelling, search meanings of unfamiliar words and grammar, find the meanings of new words, to read some materials and down load them, send mail and receive it from my friends”. His experience exposed that technology has transformed the level of competency of both teachers and students. Beside this, it has made possible share teaching materials with his friends as well it supports teacher professional development.

The above description clearly indicated that ICT devices helped them maximize learners’ engagement for correct pronunciation, learning new meanings and listening practice in which they are unfamiliar. They can learn many things and share to each other collaboratively as ICT provides them access and support to teacher professional development (Acharya, 2013).

### **Addressing multi-level learners**

Today, the use of ICT has drastically changed the mode of classroom instruction at school. There are various types of learners with mix-ability in a class. Some of them learn by listening audio and others learn by hearing, seeing and reading according their need and interest. Use of ICT can address multi-level learners with their multiple intelligences designing multi-level teaching learning activities which maximize learning opportunities. All levels of learners get benefits from the use of multiple tasks of ICT. In this vein, Jivan shared, “Sometimes, I use videos and I ask them to share their tasks through mail and frequently share materials with my colleagues through e-mail and face books. I believe it helps make teaching learning effective and improve the quality of teaching”. It is the fact that use of ICT can

address multi-level students to increase the quality of education, reform and make teaching efficient and better.

The above evidence indicates that learners are attributed to different abilities known as multiple intelligences (Gardner, 2011). Teachers are aware of the value of using technological devices in the class to increase students' learning experiences and improve the quality of teaching and learning process from varieties of styles to suit mixed-ability learners and address their multiple intelligences.

### **Challenges of ICT integrated teaching**

During the interview, the participant teachers expressed their views regarding the challenges of ICT integrated instructions. Khan (2012) in Bangladesh explored that less frequency of ICT integration, insufficient ICT infrastructure and resource at schools and teachers' negative attitude in the use of ICT tools discourages students from using it. Poor infrastructure, poor access of students, their inability of affording it and lack of ICT training etc have created many problems to integrate ICT in teaching English. Some of the challenges expressed by the participants are as follows:

#### **Insufficient ICT infrastructure and lack of qualified and experienced resources**

ICT infrastructure and resources at schools are not sufficient as most of schools are under-resourced and do not have qualified and experienced human resources. During the interview, participants shared that the schools have few projectors, computers and laptops, smart devices and smart boards. Since the devices are not sufficient for all the teachers and students, they do not get opportunity to use them. Regarding this, Krishna revealed his experience, "I have been facing the problems of ICT infrastructure and supportive resources at school". The infrastructure and resources at school mentioned by Krishna revealed that due to lack of ICT resources, lack of the internet connectivity in the school, teachers and students do not get the proper facility of ICT in classes whereas the schools with resources do not have qualified and experienced human resources.

This view proclaimed by the participants shows that with limited ICT tools and devices, it is difficult to integrate ICT in their teaching learning frequently (Cunningham, 2015). Similarly, Laudari and Maher's (2019) studies also revealed that lack of infrastructures hinder ICT integration in ELT. Mishra and Koehler (2006) highlighted that instructors' technical competencies are not enough for ICT integration so they need technical resources.

### **Poor access, teachers' knowledge and skills in implementing ICTs**

ICT requires teachers to be skilled and competent in implementing it. The teacher participants reported that there is poor access of ICT in their schools. Moreover, most of the students do not have technology access at home as well. Regarding this fact, Krishna shared, "More than sixty percent of students do not have the access of internet at their home and I also do not have sound knowledge and proper skills". His lived experience illustrates that he does not use ICT regularly as he is less competent and skilful in it. Similarly, in this line, Gopal also expressed similar experience, "I have a laptop computer and know its value but my school has no regular access of ICT. So, I do not have the sufficient skills and knowledge to produce and design tasks integrating technology". The above expression clearly presents that he is aware of the value of ICT but he is not competent enough to produce and design the tasks using computer regularly in his classes. Due to lack of knowledge and skills in using ICT, he is unable to integrate ICT to address the interest of the learners independently.

Thus, almost all the participants expressed similar views on using ICT that teachers needed sufficient skills and knowledge to integrate ICT in ELT. Their views are in harmony with what Lee and Sparks, (2014), and Demir (2011) explored technology integration requires teachers to be skilled and competent in designing ICT integrated lessons for effective practices. However, technological resources and instructors' technological competencies are not enough for ICT integration during the classroom teaching. In some cases, in spite of ICT access, Nepalese teachers lack competencies so, they are unable to integrate it.

### **Lack of ICT integrated training**

Since there are many ICT devices, it is complicated to the teachers use them frequently in their classes. Integration of ICT in ELT is helpful for teachers' instructional practices, however; most of them do not get ICT integrated training. They need regular training to use them effectively. Since the school has not provided them regular training on soft skills, they are deprived of using these facilities. In this line, Krishna articulated, "I do not know much about technological devices. I only use mobile, and internet to find the meanings of new words when I am at home. I need more training on it". His lived experience revealed the fact that due to lack of ICT knowledge; he cannot use technical devices to teach English to his students as he has difficulty in integrating ICT in teaching English. He further added, "I have received one day ICT training from school". He revealed his experience that he did not have opportunities for ICT related professional training. The current limited knowledge and

skill that he has, does not support him teach English integrating ICT although he is positive in the use of it.

The above illustrations exhibit that the participants are highly in need of ICT integration training for its effective implementation in teaching. The above representative view is in the same line of Thapaliya (2014), Mishra and Koehler (2006) who explored though teachers are highly positive, however, the actual use of ICT in class is very low due to inadequate ICT training. Moreover, studies in Nepal contexts also reveal that Nepalese teacher educators of English are not competent enough to integrate ICT in classroom instruction so they need professional training, willingness and competencies to update and adopt ICT-based instruction in the classroom (Poudel, 2015; Karmacharya, 2015; Singh 2019). Therefore, Nepalese instructors require a lot of continuous guidance and support to integrate technology in course of class delivery.

### **Students' cognitive engagement in ICT integrated classroom**

Until and unless teachers are competent and skilful to adopt ICT, they cannot involve their students in ICT-based instruction. All the teacher participants have the basic knowledge of technical devices and tools. They can use You Tube, World Wide Web, Yahoo, E-mail, Blogs, Video-chats, Skype, face book, viber and engage their students actively in learning many things such as teaching stories, film reviews, advertisements and so forth. Technology is helping them to improve English language skills; make class techno- friendly and transform their knowledge into practice.

Regarding this, Saroj mentioned, "I make my students practice with different tools and devices of ICT frequently in listening, speaking and writing practices". It is clearly visible that he is aware of integrating ICT as one of the effective tools of teaching, in terms of its practicality, innovation, students' engagement and use of wide resources of learning. His experience reveals that higher level of students' engagement developed him a sense of personal accountability and student empowerment (Jafar, 2016). Thus, technology transformed the level of understanding of both teachers and learners and construct new knowledge as constructivists claim. Another participant also had similar experience. In this line, Jivan shared his experience in these words, "I engage learners in collaboration and interaction with smart devices, smart board, You Tube and mobile phones. They find different materials such as stories, report writing of various texts, articles, film reviews, advertisements etc. and share with friends". The version above emphasized that ICT integration in classroom provides

effective learning opportunities to the learners and engages them for both face to face and on line modes of learning interactively and collaboratively. National Information Technology Policy (2010 & 2015) also values the need of ICT integration in education to improve its quality and it suggests to include computer education in the school curriculum.

In the similar manner, Saroj stated, “I ask them search text book-related materials from Google search and some other sites and present in the class”. The given statement presents ICT has supported him for cognitive engagement of his students and work together and provide chances for discussion and interaction. This revealed that he has engaged students in learning with ICT integration.

The above representative views of the participants confirm Ahmadi’s (2018) study which reveals that learners can work in their own pace as ICT helps in self-understanding with high motivation for effective learning. It enhances learners’ cognitive engagement in the classroom activities leading to purposeful learning (Jang, 2012). In this regard, constructivists believe reality is constructed through human activity, that is, knowledge is socially and culturally constructed therefore learning is a social process (Pritchard & Woollard, 2010). Like-wise, National ICT Policy (2015) of Nepal also points out the need of ICT integration in education to improve its quality.

## **CONCLUSION AND IMPLICATIONS**

The study revealed that the English language teachers have good and positive perceptions and experiences of using ICT skills in teaching and learning English as they support cognitive engagement of their students. Moreover, it develops students’ interactions, creativity and motivates them to develop proficiency in language skills addressing multi-level learners in learning and teacher professional development in English. Thus, the study contributes to teachers and students to make their teaching and learning interesting and autonomous exposing various resources integrating ICT tools and devices. However, due to limited knowledge and skills in technology, insufficient infrastructure, lack of reliable network, limited resources, poor access in using ICTs and lack of ICT training have been realized as challenges for effective integration of ICT. Therefore, the challenges should be addressed and teachers should be trained to enhance and expand the use of ICT skills. In social constructivists’ perspective, classroom teaching is facilitated by ICT devices. These tools

provide students with opportunities for interactivity and a process of social learning and can improve their self-dependency in learning.

The English language teachers need to be provided ICT trainings, resources and support in ICT-based instruction for their professional development and classroom pedagogy. Only then teachers can convert policy of the government into implementation; overcome the challenges, improve their teaching and handle the class effectively. Furthermore, teachers need to give extra time and effort to design the course and deliver it so that they can update them with 21st century skills. National policies and framework for ICT integration should be implemented effectively to provide IT friendly instruction to the students for better learning.

Since it is a small-scale study, generalization of findings may have limited applicability. It is therefore, a large-scale study incorporating all the stake holders is needed to be studied. Moreover, university level in-service and pre- service teacher educators' perceptions and practices of integrating ICT in teaching and learning English can be other areas for further research. It is therefore, necessary to conduct further large-scale studies covering greater area and big sample population to uncover a detailed, more valid, reliable and more comprehensive picture of ICT integration in English language teaching.

## REFERENCES

- Acharya, C. P. (2013). Use of ICT/Web tools in ELT in Nepal. *Journal of NELTA*, 19(1-2), 1-16.
- Ahmadi, M. R. (2018). The use of technology in English language learning. *International Journal of Research in English Education*, 3 (2), 115-125.
- Albugani, S., & Ahmed, V. (2015). Success factors for ICT implementation in Saudi secondary schools: From the perspective of ICT directors, head teachers, teachers and students. *The International Journal of Education and Development Using Information and Communications Technology*, 11(1), 36.
- Ball, B. (2012). A summary of motivation theories. Retrieved from:<http://www.yourcoach.be/blog/wp-content/uploads/2012/03>.
- Creswell, J. W. (2014). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Cunningham, M. (2015). Factors Impacting on Adoption of Technology-enhanced Learning Techniques by Universities in Nairobi, Kenya. Paper presented at the Technology and Society (ISTAS), 2015 *IEEE International Symposium*.

- Demir, S. (2011). Two inseparable facets of technology integration programs: Technology and theoretical framework. *Eurasia Journal of Mathematics, Science & Technology Education*, 7(2), 75-88.
- Desai, M; Hart, J., & Richards, T. (2008). E-learning: Paradigm shift in education, *American Journal of Educational Research*, 129(2), 327-334.
- Gardner, H. (2011). *Frames of Mind: The Theory of the Multiple Intelligences (3<sup>rd</sup> ed.)*. New York: Basic Book.
- Government of Nepal, Ministry of Education (2007). *National Curriculum Framework for School Education in Nepal*. Sanothimi, Bhaktapur: Curriculum Development Centre.
- Government of Nepal, Ministry of Education. (2014). *Secondary School Curriculum (Class 9-10), 2014*. Bhaktapur, Nepal: Curriculum Development Center.
- Government of Nepal, Ministry of Education. (2015). *Higher Education Policy-2015*. Kathmandu, Nepal: Education Press. Retrieved from <http://www.moe.gov.np/article/691/higher-education-policy-2072.html>.
- Government of Nepal, Ministry of Education (2016). *Teacher Competency Framework*. Sanothimi, Bhaktapur: National Centre for Educational Development. Retrieved from <http://nced.gov.no>.
- Ibrahim, A. M. (2010). Information & communication technologies in ELT. *Journal of Language Teaching and Research*, 1(3), 211-214. doi:10.4304/jltr.1.3.211-214.
- Jafar, A. (2016). Student engagement, accountability and empowerment: A case study of collaborative course design. *Teaching Sociology*, 44(3), 221-232.
- Jang, S. J. (2012). *From PCK to TPACK: Research and Development*. New York, NY: Nova Science Publishers, Inc.
- Jha , A. (2017). ICT pedagogy in higher education: A constructivist approach. *Journal of Training and Development*, 3, TITI ISSN: 2392-4578.
- Karmacharya, R. (2015). *Integration of technology in Nepali classrooms: Lessons learned and future directions*. Retrieved on August 16, 2016, from <http://sisterresources.worldbank.org/EDUCATION/Resources/BBL-Nepal-OLE-Karmacharya-4Aug2015.pdf>
- Khan, M. (2012). Barriers to the introduction of ICT into education in developing countries: The example of Bangladesh. *Online Submission*, 5(2), 61-80.
- Laudari, S., & Maher, D. (2019). Barriers to ICT use in EFL teacher education courses in Nepal: An activity theory perspective. *Journal of Language Teachers' Association*, 24(1-2), 77-94.

- Lee, J. C. Y., & Sparks, P. (2014). Three hurdles to technology integration: A case study of technology integration in Bungamati. *Journal of Nepal English Language Teachers' Association*, 18(1-2), 105-114. doi:<http://dx.doi.org/10.3126/nelta.v18i1-2.10334>.
- Lewis, G. (2009). *Bringing Technology into the Classroom*. Oxford: Oxford University Press.
- Liaw, S. S. (2004). Considerations for developing constructivist web-based learning. *International Journal of Instructional Media*, 31, 309–321.
- Linton, H. A. (2015). Examining students' perception and efficacy of using technology in teaching English. *International Journal of Education and Information Technology*, 1(1), 11-19. Retrieved from <http://www.publicscienceframework.org/journal/ijeit> ISSN: 2381-7410.
- Lopez, O. S. (2010). The digital learning classroom: Improving English language learners' academic success in mathematics and reading using interactive whiteboard technology. *Computers and Education*, 54(4), 901-915.
- Ministry of Education (2013). *Information and Communications Technology in Education Master Plan 2013-17*. Kathmandu: Author.
- Ministry of Information & Communications (2015). *National Information and Communications Technology Teaching Policy*. Kathmandu: Author.
- Mishra, P., Koehler, M. .J., & Kereluik, K. (2009). The song remains the same: Looking back to the future of educational technology. *Tech Trends*, 53(5), 48-53.
- Parette, H., & Blum, C. (2013). *Instructional technology in early childhood: Teaching in the digital age*. Baltimore, MD: Brookes.
- Poudel, P. P. (2015). Information and communications technologies and teacher educators of English in Nepal. *Journal of NELTA*, 20(1-2) 27-33.
- Prabhu N. S. (1990). There is no best method-why? *TESOEL Quarterly*, 24(2), 161-176.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5)1-6.
- Pritchard, A., & Woollard, J. (2010). *Psychology for the Classroom: Constructivism and Social Learning*. New York: Routledge.
- Singh, R. (2019). Students' perspectives on technology integration in ELT. *Journal of NELTA*, 24(1-2), 95-106.
- Thapaliya, M.P. (2014). English teachers' perceptions and practices of information and communication technologies (ICTs) in Kathmandu District. *Nepal Academic Research Journals*, 2(10), 251-258. doi: 10.14662/IJARER2014.05
- Vygotsky, L. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.