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## Teachers' Skill and Motivation in Using Information and Communication Technology

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### ABSTRACT

*Teaching and learning in the 21<sup>st</sup> century has been embedded with technology. Use of Information and Communication Technology (ICT) plays a crucial role in ameliorating knowledge acquisition in general and enhancing English Language mastering in particular. The government of Nepal has made provision of integrating ICTs in school education to enhance quality education and make both teachers and learners confident and competitive in the present global world. The teachers are the real implementers of the policy into practice. In this context, this research intended to investigate secondary level English teachers' skill and motivation in using ICTs while teaching the English language. To achieve the objective, an explanatory sequential mixed research design was adopted. The survey questionnaire, unstructured interview and non-participant observation were used to determine the skills and motivation of forty secondary English teachers (20 from public and 20 from private schools). Two datasets, i.e. quantitative and qualitative were collected and analyzed sequentially. The findings of the research reveal that majority of the teachers have high motivation in using ICTs even though they are not skilful, knowledgeable and confident in handling and using new ICT tools and applications. The findings imply that teachers should be given opportunities for training on ICT use for building up their skill, motivation, knowledge and confidence.*

**KEYWORDS:** English language teaching and learning, ICT, school education, teachers' skill, motivation

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### INTRODUCTION

During the last two decades, the use of Information and Communication Technology (ICT) in language education has become a topic of interest and discussion. Its use gives the teachers and learners real-life contact with and exposure of people and countries where diverse languages are spoken and taught, and cultures are practised. The use of ICT in language classroom focuses on obtaining, analyzing and organizing information to expose students with huge and

authentic resources in the context like Nepal where teachers and students have very limited physical resources. ICT use in the field of language education has been a priority throughout the world during the last decade, but progress has been uneven (Pelgrum & Law, 2003). ICT has made the process and style of language teaching and learning ever-changing. Today's language classrooms are drastically different from that of the mid to late 20<sup>th</sup> century (Eaton, 2010). The focus of language teaching is an integration of cultural, content and linguistic knowledge for making global communication effective and more comprehensive rather than teaching grammar, memorizing and learning rules and vocabulary in isolation from rote. ICTs can be tools of adding value to education and to support more effective pedagogy to provide knowledge for learners by promoting wider communication, which enhances better learning.

ICT in language teaching and learning is taken as the source of knowledge from diverse cultures, languages and practices. The American Council on the Teaching Foreign Language [ACTFL] (2013) mentions that language teaching and learning has been assisted and enhanced with the use of ICT. It is quite difficult to get any English language curricula at any level of education that do not make any provision of ICT and its use. ICTs have necessitated a change in the whole education system. Likewise, Jayanthi and Kumar (2015) assert that ICTs create innovation and motivation for teachers and learners which brings good performance in quality education. The 21<sup>st</sup> century academia has been rooted and guided by technological advancement and the present day pedagogy is integrated with the use of ICTs that enhances learning communicatively with both online and offline techno-based devices and it can be a potential educational tool for both teaching and learning.

The technological advancement and use of it in real classroom context to expose the learners with global knowledge and communication has made today's language classes significantly different from that of the past time. In this context, Grabbe and Grabbe (2007) focus that technology can be an important tool in enabling students to gain skills and knowledge in learning the language. Similarly, Lightbown and Spada (2013) claim that the 21<sup>st</sup>-century as the era of science and technology in which any phenomenon of language teaching and learning cannot be detached from it. The entire world is entrenched with technology and human beings are unable to run daily activities in its absence. In this diverse and complex digital context, teachers should be capable of integrating technologies to develop and tailor instructional materials to meet the goal of postmodern age and the needs of the students and societies.

The advent and progressive development of ICTs have made Nepal government introduce the policy of information and communication technology in education and focus the need and value of such technology for global knowledge and practices. In this vein, the Ministry of Education [MOE] (2013) on its master plan makes the provision of improving teaching and learning through ICT introducing interactive classes, online modules digital teaching and learning materials. Similarly, MOE (2013) considers the use and knowledge of ICT essential to meet global challenges. Moreover, MOE (2016), in its The School Sector Development Plan [SSDP] (2017-2023), states that ICT skills as an

essential skill for relevance and quality education by establishing about 1000 model schools throughout the country with required ICT facilities and adequate learning environment.

Teacher's skill and readiness are the keys to successful teaching and better performance of the programme. The ICT policy aims to equip the teachers with the technological skill for making them able to integrate and use ICTs in teaching effectively and successfully. However, Shrestha (2018) points out that the lack of teachers' confidence in ICTs and knowledge of using them is a crucial barrier in the context of Nepal. Moreover, Maski Rana's (2018) study concludes that ICTs implementation in language education has several problems and the government strategies to overcome these problems are inadequate and potentially unsustainable. In one side, the world is being digitized and on the next side, our teachers' motivation, skills, knowledge and attitudes are in questions. If the teachers are not ready and skilful in using and operating such modern technologies, the goal and mission of the national education policy will not be accomplished. There may be a gap between the educational policy in ICT and its transformation into practice. In this rationale, this study aims to investigate teachers' skill and motivation in using ICTs while teaching the English language at the secondary level.

## **REVIEW OF LITERATURE**

Since information and communication technology has become an essential aspect of human life, the language education of the postmodern era cannot be detached. As a teaching and learning tool, ICT is being integrated into different fields and instructions. It is used extensively not only being as a part of the language curriculum but also as a management, assessment, diagnostic and statistical tool. The use and access to information and communication technology did not have a long history. For example; Pelgrum and Law (2003) state that the term 'computer' was replaced by IT towards the end of 1980s and was followed by the term ICT around 1992 when e-mail became accessible to the general public. The concept of ICT consists of three words: information, communication and technology, where information means any communication or representation of knowledge, fact or opinion; communication refers to the process of transferring information from one person to next with the use of the medium; and technology is the practical form of scientific application of knowledge (Bulrten, 2000). This points out that information and communication technology is a diverse set of technological tools and resources that are used to communicate, store, retrieve and disseminate the information.

English is the most widespread language in the world, which is taught and learned for global communication. It is quite difficult to claim the exact users of the English language. However, Jayanthi and Kumar (2015) estimate that about 350,000,000 people use English as a native language and 400,000,000 speak/use English as a second or foreign language. Importance of English language teaching (ELT) is in its steady progress due to many means of modern communication technologies and inventions. Estimating the position of English language, Graddol (2000) mentions that by the year 2000, there were about a billion English learners,

which would be doubled in the year 2010 and the increasing ratio would be continued. This indicates that more than 80% of the world information that is loaded on the internet is in the English language. Use of ICT in teaching and learning the English language is as old as other technologies like radio or television. However, the rapid growth of web-based technology at present time has attracted the attention of educators towards integrating ICT in language teaching.

English language teaching approaches and methods have undergone several changes over last few decades moving from grammar-translation method to more student-centred method like; content-based instruction, task-based language teaching, critical pedagogy and postmethod pedagogy which are very popular among language teachers (Richards & Rodgers, 2001). In the same vein, Jayanthi and Kumar (2015) claim that English teachers around the world are in favour of some form of communicative teaching and learning rather than the traditional methods of ELT that dominate the teacher-centred approach and neglect the students' communication skills. Though a successful EFL/ESL teacher is not necessarily limited to one method or another, the use of ICTs has changed the pace, goal and strategies of teaching and learning. Using ICT can lead to more positive educational echoes for making interactive language teaching and learning in the classroom. In this context, Cox and Marshall (2007) conclude that skilful use of ICT by the teacher links to careful pedagogical automation, capacity, range, provisionality and interactivity" (p. 3) as the basic features of ICT that a language teacher needs to be familiar with. Strategies enhancing classroom communication for getting the effective use of ICT in the language classroom, the teacher has to be aware of ICT's range and features as a resource. Similar to this, Somekh and Davis (1999) state that skilful use of ICT by trained practitioners is an absolute key to higher attainment. Beauchamp (2012) suggests "speed, automation, capacity, range, provisionality and interactivity" (p. 3) as the basic features of ICT that a language teacher needs to be familiar with.

While teaching English teachers should use ICTs in a meaningful way of enhancing students' learning proficiency and capability. Similarly, Yunus et al. (2009) claim that use of ICT in teaching the English language enables the students to learn new words, their meaning, pronunciation, grammar and many more skills and aspects of language. This implies how important the teacher's skill and motivation are for using ICT in teaching and learning of English language.

ICT provides opportunities both for teachers and students to get exposure and resources of the English language inside and outside the classroom. Learners' co-operation and collaboration which is one of the valuable tools for learning can be increased through ICT where learners work together to create tasks and learn from sharing and helping to each other (Keser et al., 2011). The use of ICT can be an instrument of identifying learners' language-based needs that can be achieved enabling them to be connected into global societies through ICTs. The implementation of ICT leads to the variety in English content, context, pedagogical technique and skills in the teaching environment. Moreover, the use of ICTs promotes a better-blended method of delivery to create appropriate teaching techniques for enhancing the process of learning the English language

where learners get opportunities of being familiar with modern technologies and get huge resources of knowledge. ICT makes English language environment more interactive, flexible and innovative (Qin & Shou, 2011). The implication of computer-based technology in ELT turns teacher-centred teaching to learner-centred learning where the learners can take a risk to practise the target language. In the same context, Holmes and Gardener (2016) note that mobile assisted language learning; computer-assisted language learning, technology-enhanced language learning and e-learning have been significantly used in English language teaching throughout the world. The use of such devices and programmes has shifted the philosophical and methodological perspectives and practices of English language teaching in the classroom.

ICT added teaching supports and extends the curriculum objectives; and engages learners in meaningful and sustainable learning so that the curricular goals can be attained. ICT provides teachers with opportunities for designing and assigning various learning tasks within the same classroom by promoting learner autonomy in learning. To be successful teachers, they should have sound knowledge and skills in handling and using ICT tools in the classroom. In this vein, Genclter (2015) believes that ICTs provide rapid and appropriate materials for both teachers and learners by using which they can mount the goal of education both in local and global contexts. All these literatures indicate that using ICTs in English language teaching in the country like Nepal, where authentic print materials are scarce, can be an effective means for providing authentic resources and the source of learners' motivation in learning. It can lead to the positive educational echoes in the English language classroom and promotes more interactive, authentic, student-centred and communicative teaching and learning.

Behaviourism, cognitivism and constructionism are the frequently used theories in technology. Lou (2005) notes that the rapid growth and development of ICTs in teaching and learning has given birth to several methods like problem-based learning, case-based learning, task-based learning that are based on constructivist theory. Constructivist theory-based methodologies and approaches are more student-centred, promote group works, pair works and project works that can promote communicative ability, and they are process-based focusing on inferring meaning, forming opinions and developing critical thoughts (Lou, 2005). Unlike the teacher-centred model in which teachers transfer and impose knowledge to students, knowledge is neither imposed nor transferred intact from one knower to others in constructivism (Karagiorgi & Symeou, 2005). In these literary backgrounds and theoretical aspects, this study employed the constructivist approach as its theoretical framework to explore the teachers' skill and motivation in using ICT while teaching English at the secondary level.

ICT in education is a new phenomenon in Nepal since the ICT education policy has been introduced in the last two decades. The IT policy of 2000 introduced information technology in Nepal and was revised in 2010 with the provision of expanding the access of internet to all schools with collaboration and coordination of both governmental and non-governmental organizations so that skilled human resources can be produced for quality and relevant education

(Joshi, 2017; Karki, 2019). In that time, very few awareness programmes on the usefulness of ICT were conducted and some schools were given NPRs 50,000 for purchasing computer by the government and some NGOs and INGOs supported some schools with few set of computers (MOE, 2009). With the implementation of secondary sector reform plan [SSRP] (2009-2015), ICT associated teaching/learning strategies in all schools were expanded and Department of Education (DOE) provided 140,000 amount for each secondary school for purchasing 3 computers and a printer, and at the same time, some schools were supported with computers by some non-governmental organizations (MOE, 2009). The three-year plan (2011-13) focuses on encouragement of ICT use in school education with the goals of increasing access to relevant and quality education in rural areas, to reduce digital divide and integration of ICT in all aspects of education (Joshi, 2017). It was the first government strategy to encourage ICT in education basically at the school education level. The first ICT education policy was ICT master plan (2013-2017) which aims to equal and equitable access for enhancing quality education by improving service delivery system and increasing digital device in education (MOE, 2013). The development and integration of ICT in the education system, e-learning, ICT based teacher training, use of computer technology in classroom teaching and learning process, electronic-based distance education and teacher training using ICT were highly prioritized in the national ICT policy 2015 (Joshi, 2017). ICT has been made not only a tool of teaching but also a part of teachers' professional growth and development.

The School Sector Development Plan [SSDP] (2016-2023) presents ICT as an integral part of school education where each subject curriculum is supposed to have been supported with ICT. More specifically, SSDP (2016-2023) focuses on (i) the adequate use of ICT to improve pedagogical practices like classroom delivery, increasing interaction, (ii) development of skilled human resources; instructional materials, (iii) integrating and incorporating ICT in the secondary curriculum through professional development guidelines and packages, (iv) the use of ICT for improvement and enhancement of overall educational governance and management effectively and efficiently, and (v) prepare ICT teaching and training materials both online and offline focusing on English, science and maths (MOE, 2016). This policy intends to implement ICT in school to the full extent for developing relevance skill and quality of education.

Very few research works related to ICT in language education have been carried out in Nepal. MaskiRana (2018) carried out a research on ICT in rural primary schools in Nepal: contexts and teachers' experiences under interpretive paradigm and qualitative inquiry where he concludes that there is a gap between ICT policy and actual practices of the schools and teachers in the rural area. His study further shows that there is limited ICT training for the teachers, no internet connection and poor infrastructures, so teachers were unable to use ICT in the classroom though there were students' encouragement and motivation towards the digital classroom. Similarly, Poudel (2018) studied integrating ICTs in English language teaching: teachers' perception, strategies and challenges and concludes that teachers integrate ICTs in ELT by using effective strategies though they have

been facing resources, access, cost, skill and expertise to operate and manipulate related challenges. Further, Rana and Rana (2020) from their study on ICT integration in teaching and learning activities in higher education conclude that there is lack of clear strategy to implement ICT education policy, manage the fund for ICT infrastructures and professional development of university staffs to integrate ICT in teacher education.

All these studies reveal the significance of ICT in language education. They are helpful to some extent to form ICT policy in the education system. However, no research reveals how skilful and motivated the teachers are in using ICTs to meet the goals of education at the secondary level, specifically in the Kaski district both in public and private schools. In this sense, this study is an attempt to explore secondary level English teachers' skill and motivation in using ICTs to teach English. Thus, this research is different from previous studies in its problems, objectives, methodologies, contexts and findings.

## **METHODOLOGY**

The philosophical and theoretical standpoint in this research is informed by the pragmatic paradigm and social constructivist theory, where the participants' skills and motivation in the phenomenon were explored based on the respondents' experience and their socio-political context in scaffolding manner. For achieving the objective, explanatory sequential mixed method design was used. Mixed methods research is a procedure for collecting, analyzing and mixing both quantitative and qualitative methods in a single study to understand a research problem (Creswell, 2014). In this design, first quantitative data were collected by using a survey questionnaire. Based on the results of quantitative data, the researcher collected qualitative data with the unstructured interview and nonparticipant class observation. The study employed both the primary and secondary sources of data because only one type of data alone could not fulfil the total requirement of the research. The primary data were collected by using a questionnaire, interview and observation to the secondary level school teachers teaching English. The secondary data were collected from references, textbooks, journals, and other archive resources. The data and methodology have been triangulated to ensure validity and reliability of the findings.

Involving all the secondary level school teachers in this study was not possible due to the constraints like time and scope of the study. In this context, it was essential to ensure that the study is representative. Thus, 40 secondary level schools (20 public and 20 private) and 40 English teaching teachers (1 from each school) were selected, where schools were purposively selected and teachers were selected randomly. Further, only 6 teachers and their classes, who (Three from public and three from private schools) were randomly selected for an interview and class observation. The tools for collecting data were survey questionnaire, unstructured interview and non-participant observation. The responses on the survey questionnaire were analyzed by using simple statistical tools like tables and percentage and the responses collected from interview and observation were analyzed employing content analysis. Both the quantitative and qualitative data analyses were integrated and interpreted in the discussion section. To maintain the

anonymity of the respondents, alphanumeric symbols, like T1, T2, T3... and T6 have been used.

## RESULTS AND DISCUSSION

This section of the research deals with the results and analysis on the information collected through a survey questionnaire, interview and observation. The presentation and analysis of the results have been divided into two parts. The first one deals with quantitative analysis and the second qualitative.

### Quantitative Analysis

To explore teachers' skills in using ICTs, they were asked to rate their expertise in using ICT on a five-point Likert type scale. Table 1 shows their expertise in using ICT. Table 1 exhibits that majority of the respondents were very good in word processors (32/80%) and communication (27/67.5%). Similarly, only 62.5% were very good in search engine and very few (only 5%) were very good at ICT skills in a spreadsheet. No respondent was very good in database application and creating a blog. The table also reveals that no respondent was poor in either of the ICT skills presented over. More 75% and 8% respondents were good and average in ICT skills in spreadsheet, 12.5% and 10% were good and average in the search engine, and 12.5% and 7.5% were good and average in word processors respectively. Similarly, 20% were good and 12.5% were average in communication, and 25% were very good, 12.5% good, 25% average and 37.5% weak in the presentation package.

**Table 1**  
*Teachers' Skills in Using ICT*

ICT skills	Responses				
	VG	G	A	W	P
ICT skills in spreadsheet packages (e.g. MS Excel)	2 (5%)	30 (75%)	8 (20%)	0	0
Search engine (e.g. Google)	25 (62.5%)	5 (12.5%)	10 (25%)	0	0
Word processors (e.g. Microsoft word)	32 (80%)	5 (12.5%)	3 (7.5%)	0	0
Communication (e.g. E-mail)	27 (67.5%)	8 (20%)	5 (12.5%)	0	0
Presentation packages (e.g. Powerpoint)	10 (25%)	5 (12.5%)	10 (25%)	15 (37.5%)	
Database application (Microsoft Access)	0	20 (50%)	15 (37.5%)	5 (12.5%)	0
Creating blog/web	0	10 (25%)	8 (20%)	22 (55%)	0
Zoom/google meet/google doc.	0	0	1 (2.5%)	39 (97.5%)	0

*Note:* Very Good (VG), Good (G), Average (A), Weak (W), Poor (P)

The results also exhibit that 50% of the respondents were good, 37.5% were average and 12.5% were weak in the database application. Likewise, 25% were good, 20% were average and 55% were weak in creating a blog. Overall, majority of the respondents were very good in a word processor and weak (55%) in creating a blog and using modern applications (97.5%) like, zoom, google doc, and google meet.

Teachers' motivation is the key factor for making language teaching and learning effective, interesting, student-friendly and goal-oriented. In this context, to explore teachers' motivation in using ICTs while teaching English, the teachers were asked the questions based on self- efficacy, educational values, impacts on teaching and training. Table 2 shows the results of teachers' motivation in using ICTs.

**Table 2**  
*Teachers' Motivation in Using ICTs*

Statements	Responses			
	SA	A	SD	D
I like to use ICT because I can get good results and benefits	18 (45%)	22 (55%)	-	-
I can search, evaluate and choose ICT devices that are appropriate to my teaching	-	11 (27.5%)	-	29 (72.5%)
I believe in my ability and knowledge to use ICT in teaching activities	10 (25%)	25 (62.5%)	-	5 (12.5%)
ICT can facilitate student centered learning	8 (20%)	20 (50%)	-	12 (30%)
The use of ICT improves the quality of my teaching	16 (40%)	20 (50%)	-	4 (10%)
Use of ICT make learning more meaningful	25 (62.5%)	10 (25%)	-	5 (12.5%)
It can make teaching more problem based	15 (37.5%)	15 (37.5%)	-	10 (25%)
I need training on how to use ICT in language teaching	40 (100%)	-	-	-
All the teachers must attend training on the use of ICTs	40 (100%)	-	-	-

*Scale:* SA: strongly agree, A: agree, SD: strongly disagree, D: disagree

Table 2 demonstrates that many teachers like to use ICTs because they believe that the use of ICTs can help them to bring good results and benefits. However, 72.5% of teachers claimed that they are unable to search, evaluate and choose ICT devices that are appropriate to support their teaching. The results also exhibit that many of the teachers believe in their skill and knowledge to use ICT in the teaching process. Moreover, 20% of teachers strongly agreed and 50% agreed that the use of ICT can facilitate student-centred learning. Similarly, the majority of

the teachers agreed that the use of ICT can improve the quality of their teaching. Likewise, most of the teachers strongly agreed/agreed that the use of ICT can make learning meaningful and make teaching more problems based. All the teachers strongly agreed that they need training on how to use ICT in teaching and they strongly agreed all teachers must attend training on the use of ICT.

### **Qualitative Analysis**

This section caters for the thematic presentation and analysis of the results based on the interview and observation, which are divided into two major themes (a) more the skills on ICTs more effective and comfortable teaching is, and (b) teachers and ICTs.

#### ***More the Skills on ICTs More Effective and Comfortable the Teaching is***

The teachers were first interviewed and then their classes were observed for exploring the in-depth information about their knowledge and skills in using ICTs. All the participants considered themselves competent in operating and using ICT tools. However, they realized the need for more knowledge and skills to use all ICTs in the language classroom. They felt that the skills and knowledge of teachers on ICT tools determine the successful use of them for better results in language teaching. In this context, T1 reported:

*I can use computer-based technologies and the internet easily. Most of the time, I feel comfort in using the google search engine and encourage my students to learn from it. I make use of PowerPoint presentation at least once a week taking my students in ICT room set up in my school. I think such activities are colourful and entertaining for the students. However, preparing presentation slides take me too much time.*

In the same vein, T5 also stated similar words concerning her skill and knowledge on ICT and conceded, "I like internet very much because a huge resource of knowledge is stored there. I use a mobile phone, word, excel and PowerPoint mostly." Teachers have used different tools though the frequency of use is once a week rather than daily. All the respondents reported that the easy and maximum used tool is a tape recorder, which they felt very competent in using, and is easily affordable and available in their schools. In the interview, all the respondents stated that they have not used radio and telephone in their classroom teaching. Sharing the classroom teaching experience, T4 expressed that radio and telephone are traditional technologies that are replaced by mobile phone, e-mail and internet. He further stated that he engaged his students learning through e-mail and Facebook messenger in which he felt very competence to respond to the students even from home.

During the class observation, all the teachers were found very comfortable and skilful in using a tape recorder and search engine (Google) on the internet. They were very active to teach different language skills using their mobile phone. They were not found using excel but were found distributing some printed handouts to the students. One of the teachers was presenting on PowerPoint and the next was found using e-mail where students were given assignments, which they submit after returning to home as the teacher reported. Teachers were not observed using

spreadsheet and database application. The teachers were found not to be capable, skilful and confidence in using all ICT tools and applications.

### ***Teachers and ICTs***

Under this theme, the researcher investigated teachers' motivation towards using ICTs in teaching English in their classes. Teachers have the potentiality of interpreting new trends and applications both positively and negatively. The success of the implementation of any programme or policy lies in the hand of teachers since they can adopt or resist new approaches, parameters and techniques. The responses of the teachers in the question whether they are motivated in implementing it and what their roles could be, revealed that they are no doubt the most responsible and fundamental agents who determine and shape the implementation of ICTs in teaching and learning and develop the environment accordingly.

All the respondents highlighted that though there are numerous ICTs based problems and contextual difficulties, they can succeed in the effective use of ICTs. They are well motivated and they realize their roles for the development of their language teaching practice and quality education. When they were asked if the current secondary level English curriculum was compatible with the implementation of ICTs, all the teachers conceded that curriculum encourages us to make use of education-based ICTs but the availability of ICT infrastructures and our motives and skills are in question. The teachers do not see the curriculum as an obstacle to using ICTs. In this sphere, (T5) shared her experience as:

*The English curriculum implemented in secondary school education of Nepal is technology-friendly, which intends to integrate ICTs and also encourages the teachers to use ICTs in their classes. However, we are guided by our tradition, which is deeply rooted in our mind, and neglect ICT use in instruction. In my opinion, first teachers should handle the information and communication technology integration in their mind, then only classroom implementation can be possible.*

Regarding the teachers' role in ICTs use, they are themselves decisive of their teaching. During the interview and class observation, some teachers were found to be very active and showed their desirable will to do whatever is needed to improve their language teaching and produce better output.

At the same time, some others were found to be just showing their activities not from core of their motivation but as a compulsion made by the administrations or students and were trying to escape from ICT use. Sharing desirable will and active role, T1 stated:

*I am in a massive online course (MOC) project to enhance the English language. So, my students also have the opportunity of learning the English language online. The students got online registration which was free of cost and learned English about 100 hours given by educational institutes of the US and received a completion certificate. This activity motivated me to do more for the students and they are also highly enthusiast to learn online.*

This implies that teachers' role and motivation are significant not only for personal professional growth and development but also for students' betterment using ICT as a tool. Teachers' motivation in using ICTs is high despite their deficiency in operating skills and knowledge.

### **Discussion of the Results**

The results of both quantitative and qualitative data analyses yielded invaluable findings regarding English teachers' skills and motivation in using ICTs while teaching the English language at the secondary level.

On teachers' skills in using ICTs in English language teaching, the results exhibit that teachers are better in using traditional type technologies like word processors more than newly developed applications like zoom, google doc, and google meet. The results show that 80% teachers were very good in word processors followed by 67.5% in communication through e-mail and 62.5% in using search engine whereas 97.5% teachers are less skilful (weak) in the zoom, google doc and google meet followed by 55% in creating blog. This implies that teachers are not confident and skilful in using most of the technologies in language teaching. These results echo the finding of Mwila's (2018) study, which reveals that teachers very often use word processing and the internet based search to assist their teaching. These results are also in agreement with Jegede et al. (2007) and Lau and Sim (2008) who found that teachers do more proficient and skilful in word processing than other applications. However, the qualitative data analysis shows that despite being proficient in traditional like technologies, teachers were using PowerPoint presentation, search engine and internet to some extent. This effort of teachers reveals what Vigotsky (1978) calls gradual progress in learning.

Regarding the teachers' motivation towards ICT used in language teaching both quantitative and qualitative results demonstrate that teachers have positive perception and motivation towards ICTs. Based on table 4, the majority of teachers have responded positively that they believed in their ability and knowledge and are sure about the benefits of ICT in their profession and quality education. Majority of the teachers agreed that the use of ICT enhances meaningful, learner-centred and problem-oriented teaching and learning. The results also show that majority of the teachers are unable to search and evaluate appropriate resources for their class which might be due to lack of training for them. All teachers wanted training in ICT use. The teachers' expressions reflect that they are the most responsible, motivated and dedicated agents of implementing ICTs at secondary school education. The teachers themselves were found to be engaged in different online courses and encouraged and involved their students in such courses, and encouraged for a slide presentation and using an online dictionary. All these facts reveal teachers attempts and practices for improving their teaching practices which corroborate Catarina (2012), who affirm teachers self -motivation of using ICT in education will have a direct effect on teaching and learning. It also leads to a shift in teaching from only chalk and talk to more innovative ways with ICTs (Susikaran, 2013). The scaffolding of integrating ICT in education is being started but its complete blending required

for quality education. Both the datasets and their results (quantitative and qualitative) reveal that teachers' agreed the successful implementation of ICT depends upon teacher's skills and motivation since they can adapt or resist to any new parameters or approaches.

## **CONCLUSION AND IMPLICATIONS**

This study intended to figure out the skills and motivation of secondary level English teachers in using ICTs. The participants' views in both quantitative and qualitative results and discussion reveal that teachers are more skilful and comfort in using the traditional model of computer-based technology; word processor and tape recorder than new means and applications of ICT. However, the use of the internet, search engine, zoom, and google doc. by some of the teachers implies their gradual shift and progress in skills of using ICT in English language teaching. Only the use of traditional ICT tools implies teachers' insufficiency to handle modern and effective education-based tools indicate that teachers need to be ensured in their efficiency, confidence and skill to integrate various ICT tools in their teaching. The researcher finds high motivation of teachers towards ICTs and their use in language teaching even though they do not have enough confidence, skills and knowledge in using different ICT tools and applications. The contradiction between the level of teachers' motivation and their skill and confidence requires them adequate and appropriate training on ICT use in language teaching and learning. The teachers are less familiar and confidence with new ICTs, which insist that they need to adopt a paradigm shift from old traditional methods of teaching to new methods of teaching to implement ICTs effectively which will enable them to cater for the needs of 21<sup>st</sup> century. To use technology in the classroom, they should be competent on technology knowledge, pedagogic knowledge and content knowledge, which should intersect and interact with each other both theoretically as well as practically in their contexts.

Though this study contributes to an understanding of secondary level English teachers' skills and motivation in using ICTs while teaching English, it has some limitations in its scope and methodology. It is limited only to 40 secondary level English teachers teaching at public and private schools of Kaski District. Thus, it can be reiterated for more teachers, of more schools even from throughout the country. Its further limitation is that the study only observed teachers' skills and motivation. Thus, succeeding studies can be carried out to see policymakers', curriculum designers', administrators', students' and parents' perspectives and practices on ICT use as well. These perspectives can be crucial for decision making at the policy level. Moreover, it has used only explanatory sequential mixed research design, which has opened up avenues to apply other research designs too. Only survey questions, interview and class observation have been used as tools in this study. Therefore, the succeeding studies can make use of more other tools like focus group discussion, document analysis and so on. Despite the limited objectives and scope, this study provides feedback to the teachers, administrators, students, curriculum designers and policymakers and opens up avenues for further studies, and therefore is significant.

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