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Challenges of Using Information and Communication Technology in Teaching English in Nepal

Pitambar Paudel

Department of English Education, Prithvi Narayan Campus, Pokhara
Tribhuvan University, Nepal

Corresponding Author: *Pitambar Paudel*, Email: pitambarp@pncampus.edu.np
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Abstract

Nepal government has initiated the policy of integrating Information and Communication Technology (ICT) at school level education with the hope of empowering quality in education by enhancing teachers' and students' knowledge, confidence and skills in ICT use. In this scenario, this study aimed to investigate the challenges in implementing ICTs in language education from teachers' perspectives. For this objective, sequential explanatory mixed method research design was used. Questionnaire, interview and observation were the tools used for data collection from 40 purposively selected secondary level English teachers. Quantitative data were analyzed statistically while qualitative information was analyzed textually. Both the results were integrated and interpreted in discussion. The findings exhibited that teacher and policy-related obstacles were the significant challenges than institution/school-related ones. The findings indicate that teachers are in need of immediate training on ICT use in language teaching to enhance their professionalism in ICTs and adequate ICT policy should be implemented to achieve optimum opportunities and reduce the challenges.

Keywords: challenges, ICT in ELT, opportunities, School Education

Introduction

Information and Communication Technology (ICT) in education manifests using ICT tools like the Internet, wireless, mobile phones, computer, e-mail,

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facebook, blogging, and instant message including traditional technologies such as radio, television, telephone, etc. in the pedagogical processes. For effectively communicating, creating, disseminating, storing and managing the information, various resources and technologies are used. They have taken a groundswell of interest in how they can best be applied to improve the abundance and efficacy of all formal, informal and non-formal levels of education. These technologies provide teachers with vast content knowledge and pedagogical skills, which they can use for better and effective language teaching and administrative tasks. Language teaching and learning have become ICT-friendly throughout the world in the last few years, but Pelgrum and Law (2003) concede that the progress due to its use has been uneven. With the application of ICT, the modes and modalities of pedagogical practices in language education can be changed. The cultural, content, linguistics, and technological knowledge and skills have been integrated with the current language teaching and learning processes for effective and comprehensive global communication rather than isolated teaching of prescriptive grammar and memorized vocabulary.

The teachers and students are enabled to create and construct affluent, correlative, communicative and multisensory contexts having high potentialities of teaching and learning with the use of ICTs. Similarly, Unwin (2004) concedes that computers and the Internet can be used to increase teachers' basic skills and make them resourceful and confident in subject matter that they can use later in the classrooms. Likewise, UNESCO (2014) mentions that ICTs in education enhance learners' learning performance by providing them with new, innovative skills and resources, and facilitate teachers' teaching by training them on various ICT applications and their uses. Education can be valued, and effective education and pedagogical practices with better performance and wider communication can be promoted through the use of ICTs in language learning. In this context, ICT has a significant position to make innovative, updated and bettered pedagogical model in language education.

Learners get more exposure to the culture of foreign language speaking communities when they are taught using ICT. The use of ICT makes language teaching more learners' friendly, useful and competitive. A report of American Council on the Teaching of Foreign Language claims that language teaching and learning supported with ICTs can produce better and skillful human resource (ACTFL, 2013). ICT tools can be a means for fostering professional growth and development for the teachers and better learning for the learners.

Each English language curricula either at school education or higher education have been seeking the use of ICT means to imply that ICT has been

necessitated in language education. World Bank (2004) in its report shows that the world's education system, and knowledge and skills to be taught in the 21st century are under pressure of using ICTs due to the rapid growth and development of the global economy and information-based society.

Though ICT in language teaching plays effective role, the e-learning in language classes are just arising in the developing countries like Nepal, where stable internet connection and adequate ICT infrastructure are poorly managed (Duff, 2015; Laudari, 2008). Moreover, teachers' ICT operating skills and knowledge, and the government's blur ICT policies in language education are blazing challenges in Nepal for implementing ICT in language classes (Rana, 2018; Shrestha, 2018). ICT is still not available everywhere in Nepal because there are still many students, teachers, and educational institutions across the country without access to ICTs' knowledge, skills, and devices.

As an educator, I have experienced and observed that many teachers in Nepalese context are unaware and unknown about technology and its application in English as a second or foreign language learning contexts. Those who are aware are unable to handle and use them properly. In these contexts, this research aims to draw English teachers' perspectives on challenges while implementing ICTs at secondary level school education in Nepal. The findings obtained in this study would be used to provide information that the use of ICT in teaching English at the school level holds a great promise in getting avenues for academic excellence suitable to the global market. Moreover, it would also help the ministry of education, curriculum designers, and teachers in the formulation and implementation of adequate policies and strategies that can be used to enhance academic standards in our schools since it postulates the possible challenges that the teachers have been facing in implementing ICTs in English language classroom. It would also be a motivational tool for the teachers who have been working at school or higher level whatever the subject they have been teaching. In this sense, this study seeks to answer the nature and type of challenges that the teachers have been facing in using ICTs in English classes.

Literature Review

Structure of Education and ICT Policies in Nepal

In Nepal, school education policies are formed, controlled and guided by the Ministry of Education (MOE) while university level education is done by the respective university through its university acts. The education system in Nepal consists of primary, basic, secondary and higher education (ADB, 2015; MOE, 2013). The overall school education programmes and activities are developed and implemented by the Department of Education (DOE) under the MOE (MOE,

2013). DOE implements all educational programmes in the districts through the district education coordination unit. Similarly, the local education committee and school management committee in each school are responsible for planning and implementing school activities and managing education at the local level. There are many units under the ministry of education curriculum development, teacher development, teacher's record management, non-formal education, and examination (MOE, 2013). Apart from these bodies, there are 1091 resource centers at the local level, mainly for implementing the educational policies, programmes, and 29 education training centers across the country under the national center for education and development (MOE, 2020). For the betterment of education, several bodies have been working either jointly or alone from national to local levels of the country.

The first policy level inception of ICT in school curriculum has been incorporated in 2005 in the National Curriculum Framework [NCF] for school education (MOE, 2005). The curriculum intended to integrate Nepal's education system with the global context and remove disillusion among the youths who are the output of the contemporary education system of Nepal (MOE, 2005). ICTs are suggested as transformational tools of education at school level for integrating them to the related subjects, or offering it as an optional subject, and enhancing teachers' quality in applying them in the classroom instruction (MOE, 2005). The use of ICT in language classroom not only supports for effective teaching and learning but empowers teachers' caliber.

The practice of ICT in language teaching in Nepal is a recent phenomenon. The first ICT policy introduced in 2000 was amended in 2010 making provision of easy internet access to all the schools throughout the country with support of governmental, national and international organizations (MOE, 2009). The amended policy intends to enhance skilled human resources required for the educational sector in the country (Joshi, 2017; Karki, 2019; Paudel, 2020). With the aim of extending ICT in education, some awareness programmes were conducted on ICTs and some schools were supported financially with NRS 50000 for purchasing computers by the governments, and some schools were assisted with computer sets by NGOs and INGOs (MOE, 2009). ICT-based teaching and learning strategies were implemented and expanded throughout the country alongside the effectiveness of the Secondary Sector Reform Project [SSRP] (2009-2015). The importance of ICT in education is greatly focused on though very few schools and colleges in Nepal have been implementing and incorporating it in teaching and learning process. Moreover, the NCF (2007) for school education in Nepal has pointed out the need for ICT in school education and mentioned that ICT has been incorporated in school and higher education curricula, however, the numbers of schools and colleges implementing

it are very limited (MOE, 2007). Further, it has pointed out that ICT has not been properly addressed by the curriculum, and ICT as a subject has not been clearly defined but it has asserted to integrate ICT in school curricula by creating adequate physical infrastructures and a conducive environment. Ministry of education under the Nepal government has initiated ICT based teaching and learning so that the education policy (2019) has also made the provision of making ICT a part of teaching and learning and run online-based integrated educational management information system (IEMIS) at all the levels of government (MOE, 2019). All these facts reveal the need for ICT-based education to prepare capable human resources that could stand the challenges brought about by globalization, science, and technology.

ICTs can be effective tools for getting reliable resources and motivation for learners in learning English language in many underdeveloped and developing countries like Nepal where genuine learning resources in printed form are rarely found. In this context, Khaniya (2007) states that teachers are under great pressure in adopting technology to be suitable in teaching changed curricula. Dahal and Dahal (2015) from their research conclude that the use of ICT provides professionals for improving their performance. In the same phenomenon, Singh's (2019) study shows students' high motivation in learning through ICT and recommends teachers to be ready for this. Rana and Rana (2020) conclude that teachers of the old generation have limited ICT knowledge and skills which may lead them to escape from using it. Paudel (2021) from his research found strong motivation of English teachers in applying ICTs even they lack confidence, adequate training, skills, and knowledge on them. All these accounts echo the need of exploring what opportunities motivate them in using ICTs despite their short understanding of ICT.

The use of ICT in English language education can be a boon for quality teaching and world learning through interaction and resources. Learning through ICTs becomes more effective, sustain, lively and exciting (Brian et al., 2000; Salehi & Salehi, 2011; Yunus et al., 2009). The success of ICTs use in language teaching and learning depends on the the purposes and the ways of using them. ICT use in pedagogical field is more process based rather than product (Earle, 2001), that is, its focus is on how and why aspects of pedagogical design.

For the effective use of ICTs in education, their users should have basis ICT knowledge and skill with affirmative motive in using them. However, lack of awareness on ICT use, poor internet connection, poor computer network, leaners and teachers' motivation, poor ICT infrastructure, lack of adequate skill and knowledge to handle computer based technology, poor English language knowledge, blur ICT policy of the country, and administrative plan, policy and support are the major challenges in effective implementation of ICTs in education (Bouziane, 2013;

Chisenga, 2006; Muilenburg, 2001; Pascopella, 2001; Shiller, 2003). From a research, Poudel (2015) argues that teachers were unable to use ICTs in classroom teaching at school education of Nepal due to lack of teacher training, insufficient resources and demotivating administrative system despite their motivation and readiness to use them in the instruction.

Therefore, a teacher should have the skill and knowledge of choosing a plausible approach that suits technology in a particular context. The policy of implementing ICT in school education basically in teaching English, maths, and science has been facing several challenges in its implementation, access to ICT, ICT based infrastructure, trained and qualified teachers, awareness and attitude of the teachers, lack of electricity supply, economic standard, suitable ICT based curricula, clear strategy and policy to implement ICTs and the gap between ICT policy and practice (Dahal & Dahal, 2015; Dhital, 2018; Maski Rana, 2018; Rana & Rana, 2020) are the specific problem that the use of ICT has been facing in Nepali context.

The reviewed literatures unveil the importance of ICT for pedagogical enhancement. In light of them, suitable ICT policy in language education can be formed. However, these researches lacked to answer the challenges that the real implementers have been facing in implementing ICTs in language education. In this sense, this research attempts to investigate English teachers' perception on the challenges in applying ICTs in classroom teaching at secondary school education of Nepal. The context, problems to be investigated, methodologies applied, and the findings have differentiated this research from the previous ones.

Theoretical Stand of the Study

This study stands on constructivist approach of implementing ICT in education. Constructive approach believes on multiple contexts, many minds, many ways and multiple actions in teaching and learning. The swing growth and development of ICT in education enhance problem based, case based and task based learning in pedagogical practices (Lou, 2005). Motivation and active participation of social agents; both teachers and students contribute in constructing new knowledge (Pritchard & Woollard, 2010). This indicates that learning is social, contextual and active (Tinio, 2002). In this study, based on the assumption of the constructivist approach, I believe that Knowledge is not absolute and prescriptive, instead, it encourages teachers and learners to construct contextual knowledge themselves through constant interaction and negotiation with the societies through the use of ICT. For this purpose, it is important to investigate the teachers' perspective on the challenges they have been experiencing in applying ICTs in English language instruction.

Methods and Procedures

For achieving the objective of the research, the following methodology had been used.

Research Design

A sequential explanatory mixed method research design was used in this research, where quantitative phase is followed by qualitative phase. The quantitative results become the basic for planning qualitative research. The quantitative study is conducted in the first phase and its results are analyzed statistically and, then only qualitative study is conducted in which analysis is thematically done (Wipulanusat et al., 2020). The results of both the studies were integrated and interpreted during discussion. I have used sequential explanatory mixed method research design believing that this method explores in-depth information on the phenomenon, establishes balance between two approaches and provides more reliable generalizations of the research findings.

The Data

Both primary and secondary sources of data were used in this study. The selected English teachers were the primary sources of data, in which information was collected through questionnaire, interview and observation. Similarly, books, research articles, references, online resources related and relevant to the study were the secondary sources that were used for firm explanation of literature and the discussion in the study. The legitimation of the data was established with methodological triangulation with the data and their analysis.

The Participants

The participants involved in this study were purposively selected 40 secondary level English teachers from 40 schools of Kaski district of Nepal. Only English teachers were selected because the ICT policy of Nepal government requires English subject at school education to be taught with ICTs. The forty teachers were the sample in the study because generally, 40 participants are supposed to be an appropriate number for most of the survey of quantitative studies (Budiu & Moran, 2021). Among the selected 40 English teachers six teachers were interviewed and their classes were non-participantly observed. Before engaging in the research process, the participants were told about the aim of the research. After getting oral permission of their voluntary participation in the research, a written participants consent form was signed by both the researcher and the participants.

Instruments

Structured survey questionnaire, unstructured interview and nonparticipant observation were the instruments used in the study. Structured questionnaire includes statements related to challenges in using ICTs that consisted 15 statements (into three sub-categories) in three Likert scale. The interviews and observations were taken with guideline protocols.

Data Collection Procedures

After designing the research tools, 40 schools and 40 teachers (1 from each school) were selected. Then, a kind of rapport was built with them and the purpose of the research was described. The respondents were sent the survey questionnaire in their respective e-mail which the researcher received from the education training centre, Gandaki province. However, thirteen of them did not have e-mail accounts, so they were physically met and the questionnaire was given. After receiving the responses to the survey questionnaire, the selected teachers were interviewed and the classes were observed. The ideas gained through interviews and non-participant observation were noted down as the participants did not permit to record their voices.

Data Analysis Procedures

The quantitative data collected through questionnaire were statistically analyzed using percentage and the qualitative data collected through interview and observation were analyzed thematically. First quantitative data were analyzed into two headings. The results of such data were the beginning for planning qualitative research. Interview protocols and observation schedules for qualitative research were made on the basis of the quantitative results for ensuring both qualitative and quantitative data, those were intersected, interrelated and integrated. The qualitative data collected from two different tools were analyzed individually first and then they were categorized, classified and integrated into two themes and analyzed thematically. Finally, the results of both the data sets were integrated and interpreted during discussion.

Research Ethics

I focused on what and how but not whom. Before distributing the survey questionnaire, interviews, and class observations, permission was taken from the respondents and conflict-creating questions were not asked. The name of the schools and respondents were not disclosed without getting permission from them. Instead, alphanumeric codes (T1, T2...Tn) substituted the real name of the informants and S1-S2...Sn for the school's names. The information provided by them was exactly presented without any exaggeration. Further, analysis was made more the recount of

informants instead of representing their emotions and experiences. The sources cited, quoted, and paraphrased were given adequate credit.

Results

Since this is a sequential explanatory mixed method research, quantitative data were analyzed first into a single heading; challenges in implementing ICTs and qualitative information was analyzed into two themes; Hindrances drive ineffectiveness and feebleness in the implementation of ICTs and teachers' efficiency in implementing ICTs inside the classroom.

Challenges in Implementing ICTs

This section of analysis intended to investigate the challenges affecting teaching English at secondary level education in Nepal with ICTs. For accomplishing the objective, the questions were designed to incorporate the challenges from three different aspects; teacher-related barriers, institution-related barriers, and policy-related barriers. Table 1 presents the challenges that the teachers have been facing while implementing ICTs.

Table 1
Challenges in Implementing ICTs

Challenges	Responses		
	Major	Minor	Not a Challenge
Teachers related			
Lack of teachers' motivation	40(100%)	-	-
Lack of teachers' confidence	40(100%)	-	-
Lack of teachers' skills and knowledge in ICT	40(100%)	-	-
Large student number	40(100%)	-	-
Lack of ICT training to the teachers	40(100%)	-	-
Institution related			
Limited access to ICT equipment at school	40(100%)	-	-
Lack of digitalized books or content of CDs	-	20(50%)	20(50%)
Lack of internet connection in school	-	20(50%)	20(50%)
Lack of administrative support	-	20(50%)	20(50%)
Lack of technical assistance	-	-	40(100%)
Policy related			
Running cost is too expensive	40(100%)	-	-
Absence of ICT mainstream strategies	40(100%)	-	-
Inappropriate ICT policy in education	40(100%)	-	-
Inadequate monitoring of ICT implementation	40(100%)	-	-
Lack of ICT friendly English curricula	40(100%)	-	-

Table 1 indicates that all the respondents reported teacher-related aspects as the significant challenges in using ICTs followed by policy-related challenges. All the teachers (40/100%) indicated that lack of motivation, confidence, skills, knowledge and ICT training were the major challenges they faced while teaching English with ICTs. The results show that overcrowded classes were major challenges in implementing ICTs in the classroom for all the respondents.

Moreover, table 1 reveals that all the respondents indicated expensive running cost, lack of ICT policy, strategy, implementation monitoring and lack of ICT friendly English curricula were also the major challenges in using ICTs at school education. Further, the respondents indicated institution related barriers as minor or not challenge.

Similarly, 40 (100%) took limited access to ICT equipment at school as the major challenge related to institution. Likewise, lack of digitalized books/content of CDs, lack of internet connection in school, and lack of administrative support were taken as minor challenges by half of the respondents (i.e. 50%), half others took them as not challenges. Lack of technical assistance was taken as not a challenge by all the respondents.

The information collected through interview and observation was transliterated, coded, and then categorized into different strata based on their similarities. After making a critical study on those strata, the information analyzed into two themes:

Hindrances Drive Ineffectiveness and Feebleness in the Implementation of ICTs

Teachers are the real implementers of any policies or practices in real classroom context. Nepal government has initiated integrating ICTs in English language teaching at secondary education. Form both interview and classroom observation, it is revealed that the most influential factors that hinder the implementation of ICT in the language teaching and learning process are the teachers themselves. All the respondents reported that no policy can work effectively if the teachers are not knowledgeable, skillful, and motivated in using ICT for language teaching. One of the respondents (T1) justified that his school has ICT classrooms but only two teachers use them and others afraid of using them. If the teachers are not intrinsically motivated and do not show their eagerness to learn and use technology in classroom pedagogy, the government's policy of integrating ICTs will be rugged. In the question of what makes them demotivated in using ICTs, all the respondents stated that it was a lack of their skill, knowledge, and confidence in operating and using them. During class observation, it was noted that teachers had a fear if something goes wrong with the equipment that they have used. They were

neither confident in preparing slides instantly nor operating multimedia projector. Most of them were found taking the support of their students. In this vein, T5 shared her difficulties as:

We, English teachers have to meet the global trends following new approaches, methods, and techniques, which are fully integrated with ICTs. We know we have to use them but we are not given any ICT-based training. We are using ICTs in our classes as much as we know from self-preparation and learning. If the government wants to implement ICTs in education, teachers must be trained on them.

This account reveals that despite teachers' motivation, they cannot use ICTs confidently due to the lack of proper training for them. The respondents' responses further reveal that the lack of ICT tools at their school is another problem in the implementation of ICTs in the language teaching and learning process. In this respect, all the respondents complained that they either do not have ICT lab or have very limited computers and recorders in their schools. A single lab is shared by all the teachers and students of the schools that limit the use of ICTs in the class. One of the respondents (T4) asserted that:

I have five separate classes to teach English each day, but I can use ICT room set in my school hardly once a week only for one class because other teachers do also use the same ICT room for their classes.

Further, three of the respondents told that their classrooms are too crowded with 60 students in a class that has created an obstacle in using ICTs and taking the students in the ICT lab in the school. They mentioned that ICT lab has only 15 computers, a projector, and a recorder, which prevents students from having a single computer and work properly. In this context, (T3) stated:

The student number and the available ICT resources at my school do not help me to teach English more effectively. My students hardly prepare slides and they have to wait until next week to present their slides since we have only one projector at school. I wish we had sufficient computer, projector in each class and the strong internet access fixed. So, I can teach in the way that I want.

The respondent stated that if the schools have ICT resources, they would not worry about internet connection because they could buy data in their mobile phone and could use it for sometimes though it is not a sustainable solution. All the respondents reported that unclear and unspecific ICT policy, strategy, and monitoring are the overall problems in ICT implementation.

Teachers' Efficiency in Implementing ICTs Inside the Classroom

To investigate the real classroom challenges that the teachers have been facing in using ICTs and to validate the results obtained from the survey and interview, the classes of the selected English teacher were observed visiting their schools and classes. Though the teachers' permission was taken for observing their classes, they were not informed about the date and day. I secretly observed their classes standing outside the windows and doors for 45 minutes each focusing on the observation guidelines. During class observation, it was noted that teachers were found discomfort to manage computers and seating arrangements of the students. Their tape recorders were not also working properly even they were seen confident in operating them. In all the observations, teachers were seen more comfortable in using traditional modes of technological devices like tape recorder, word-processor, etc. than using modern devices and applications. Some teachers were found using zoom, google meet, and various search engine in presenting and searching resources. Such skill of teachers indicates gradual progress in their ability of using ICTs in language education. In contrast, many teachers' inability to handle and use modern devices and applications unveil the fact that they are in immediate need of training. If the teachers are intrinsically motivated and develop their skills and confidence in integrating ICTs in language education, then only the policy of government can be materialized. Whenever they experienced difficulty in operating, they took support from their students that indicates that teachers were under pressure of getting skill and knowledge in ICT. During the observation, one of the students asked the teacher to locate the USA in the google map, but the teacher was unable. Moreover, when the students asked for resources of English language learning, the teachers were unable to indicate the particular websites, instead, they asked them to visit the library. All these observed behaviours of the teachers imply that teachers can get more opportunities for teaching and learning if they have adequate skills and knowledge of ICT and various ICT tools and applications.

Discussion

Teachers motivation is the key drive to reach to the goal of education since they are the real implementers of the programme. The data were analyzed from social constructivist perspectives. The results show that teachers' motivation, confidence, and skills and knowledge in using ICTs in the classroom are the major challenges as social constructivist approach claims motivation and active participation are the keys to success and knowledge is created gradually in the social context (Tinio, 2002; Pritchard & Woollard, 2010). The finding contrasts with the claim that teachers' motivation, skills, attitudes, opinions and their confidence on using ICTs in the language teaching are the effective measure of the success (Paudel, 2021;

Schulz et al., 2015). Since teachers are the main actors for effective ICT adoption and use in the classroom, their poor skills and knowledge in handling ICT tools and modern computer based applications leads the programme to be failed. The results further indicate that teachers are not given proper training on ICTs and their uses. The teachers' skills and knowledge on ICTs can be facilitated by the administrative functions like engaging them in ICT training, workshops, equipping classroom with ICT tools and making it ICT friendly (Ngougouo, 2017). If the teachers are not well trained in operating and using ICT tools and applications as the results show, the expected curricula goals cannot be achieved. Teachers' involvement in designing ICT tools for education can enhance teachers' intrinsic motivation, confidence, and skill in using ICTs in the classroom (Schulz et al., 2015). The results further concede that large class size is also a challenge in implementing ICTs in English language teaching in the classroom. This finding contrasts with the claim that ideal class size can be an effective means for successful teaching and learning (Harmer, 2007). Moreover, Teachers fail to admit their students due to their limited ICT knowledge and even if they have good skill for their personal use, they become unable to transfer it to using ICTs in the classroom if the number of students is inadequate (Becta, 2004; 2006). Unblended knowledge is personal that cannot bring pedagogical transformation in English language instruction.

The results also show that the teachers found lack of ICT equipment, digitalized books are the major institutional related challenges that they have been facing. Moreover, they have also faced poor internet connection and lack of administrative support are more challenges in implementing ICTs at their schools. These findings corporate with Doff (2015) and Laudari (2008) reviewed in this study. During interviews and class observation, it was found that the teachers were compelled to share one projector and one ICT room set up at their schools. If the teachers lack ICT facilities, its implementation is always in question despite teachers' strong motivation and eagerness. Moreover, the results point out that expensive ICT implementation and inadequate or insufficient ICT policy of the government are also the challenges that the teachers have faced while implementing ICTs in language education in contrast with this, Mokhtar and Alias (2006) argue that academic and adequate computing is possible only with explicit ICT policy. Administrators, Teachers and any other concerned authority can develop ICT infrastructure in the schools and can manage ICT friendly resources and facilities only when the government provides clear and particular ICT policy. English teachers have been several opportunities in using ICTs in classroom teaching because they can be catalysts for their improved and effective classroom performance if they are given adequate training and opportunities. Moreover, several offline and online

resources can be highly valued for the teachers of Nepal where there is a lack of authentic English language teaching resources. With the help of portable ICT devices, the teachers can take teaching out of the classroom and incorporate project work and fieldwork to be investigated which promote discussion, interaction, and collaboration. The teachers can develop their confidence, independent and accessible educational prospects in the English language teaching and learning process. ICTs can be pivotal in constructing new knowledge by facilitating creative and meaningful interaction among teachers and students (Jha, 2017). Improvements in teachers' knowledge and skills can be seen gradually along with the teachers' eagerness, motivation and dedication in using ICTs building their confidence through training, discussion, participation, problem solving activities and interaction as social constructivism believes (Lou, 2005; Tinio, 2002; Pritchard & Woollard, 2010). ICTs provide them opportunities of keeping them updated with the latest information, approaches, and methods of English language teaching and can incorporate them in their classes if the challenges that they have been facing are minimized or reduced. They can get opportunities of an exchange programme or study opportunities in foreign educational institutes that can be a landmark in their academic achievements and professional endeavor.

Conclusion

This research aimed to investigate secondary level English teachers' perspectives on challenges that they have been facing while applying ICTs in classroom instruction. The teachers reported that teacher and policy-related obstacles are the significant challenges than institution/school-related. The research displays that lack of teachers' confidence, intrinsic motivation; skills, and knowledge are the significant challenges of using ICTs. Teachers are the real implementers, so they need to be ready and skillful to use ICTs. If the teachers are demotivated due to poor ICT skills and knowledge, the effective use of ICT is not possible no matter how good the curriculum is. The research also exhibits a lack of ICT equipment; ICT training to the teachers and adequate policy are also the challenges in the school education system. Despite these challenges, teachers are using ICTs to teach English at secondary level school education in Nepal.

The research has commenced a modish influx and intuition on ICTs and its use in the context of school education in Nepal despite its very limited area and process. This study explored the perspectives of only 40 English on challenges in using ICTs in the Nepali education system. Thus, it can be reiterated for more teachers from throughout the country or across countries incorporating the informants from different levels and fields, and a comparative study can be made. The findings can be climacteric for the concerned people form policy to practice

level of decision making. Further, its limitation only in sequential explanatory mixed method has unlocked the possibilities of using many more research designs, informants, tools and research area. Despite its small scope, the findings of the study encourage and direct the concerned authorities and practitioners to form appropriate ICT policy for effective integration of ICT in English language education reducing several teachers related, policy related and institution related challenges, and it also motivates the researcher further research in the domain.

From the findings of the research, it is recommended that teachers need to be familiar, knowledgeable, confident, and skillful with modern ICT tools and their applications if they wish to get access to the global market and updated knowledge. They should also be made aware on the paradigm shift in teaching methods and new developments in ICT. Secondly, the schools should improve the quantity and quality of ICT equipment and infrastructures and should encourage the teachers in using them appropriately. Similarly, the policymakers should make explicit ICT policies in education and develop curricula accordingly.

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