

EXPERIENCE OF ICT USE IN PEDAGOGY BY ENGLISH TEACHERS:  
A PHENOMENOLOGICAL STUDY

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## AN ABSTRACT

of the dissertation of *Narayan Prasad Niroula* for the degree of *Master of Philosophy in English Language Education* presented to on 29 March 2023 entitled *Experience of ICT Use in Pedagogy by English Teacher: A Phenomenological Study*

### ABSTRACT APPROVED

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This dissertation examined the experience of Information and Communication Technology (ICT) use in pedagogy by community school English teachers in Panauti. ICT has added value to the present-day education system and English teachers are expected to use ICT in pedagogy. However, educational authorities in Nepal exhausted much ICT resources in education, yet the maximum achievement has yet to be skyrocketed. To comprehend the situation, this research addressed the following question: *How did community school English teachers experience ICT use in English pedagogy in Panauti?* This study aimed to explore the lived reality of community school teachers when they employed ICT to teach English.

In this study, I employed the constructivist paradigm because the constructivist paradigm best addresses human interest to co-construct meaning (Guba & Lincoln, 1989a). The ontological truth of this research is a relativist. The epistemology of this study is subjectivist and axiology value-laden as I have a strong belief that education needs ICT integration.

I utilized Gadamerian hermeneutic phenomenology as a data collection and analytical method that sought an open interaction with participating teachers who already formed a horizon of understanding while using ICT (Gadamer, 1975a). Gadamer emphasizes on the integrated horizon of researchers and participants to make meaning out of their phenomena. I selected three teachers purposefully from three different community schools in Panauti. This study examined five components – teachers, computer devices, internet, school policies and power supply - to find out teachers' phenomena. To understand the communication among selected components,

I applied general system theory because communication occurs among the system's components and thus strong interdependency is created (Von, 1972a). The undertaken components, if overused or underused, can provide a different experience to English teachers and make up a system.

The findings suggested that the community schools had enough ICT instrumentation for education. But ICT is not used by teachers as envisioned governmental policy by, and the teachers were frustrated for not being able to use it for various reasons, including a low level of ICT knowledge and skill. To improve this situation, the teachers expected further training from the school administration, yet the participants stated that the administration was indifferent to their forwarded opinions. It was also found that the school administration had no written policy except a few meeting minutes regarding ICT use, and the head teacher had no knowledge and skill in ICT. As a result, the participating teachers used ICT fearlessly at their discretion and condition because the school administration lacked a monitoring efficacy. The use of ICT was conditional because the teacher used ICT by students' demand. The participating teachers realized their inability to use ICT in the classroom, which triggered a restlessness in the live class.

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## DECLARATION

I declare that this dissertation has not been submitted for any other degree and purpose.

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## ABBREVIATIONS

ICT	Information and Communication Technology
SSRP	School Sector Reform Plan
NIRT	National Institute for Research and Training
LMS	Learning Management System
CDST	Complex Dynamic System Theory
UNESCO	United Nation Educational, Scientific and Cultural Organization

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## CHAPTER I

### BACKGROUND OF RESEARCH

#### **Introduction**

This chapter covers the introductory setting of this research. In the light of increasing ICT adoption in education, English teachers are also expected to integrate ICT in their pedagogy. Nevertheless, community school English teachers were not able to use it as expected for various reasons. On this background, I intended to understand community English teachers' experience of ICT use in their pedagogy.

This chapter includes, reaching agenda, statement of the problem, purpose of the study, rationale of the study, delimitation of the study and organization of dissertation of chapter to provide necessary background of this research.

#### **Reaching to Agenda**

When I arrived at Siddhartha Vanasthali Institute, Panauti as a head teacher about five years ago, I began exploring my school's ICT infrastructure. The computer lab in my school looked disorderly, and ICT was not used to teaching English. I started remodeling a computer lab for English pedagogy to improve this situation. I trained the teachers to use ICT in the classroom. I requested upper-level management to purchase twenty-five additional computers to build a separate computer lab for junior and senior students. I made a separate room named a Media Room that served the purpose of an English language lab. Each computer is connected to the internet, and students practiced English grammar and literature in the media room.

I visited other community schools to interact with the head teachers in my introductory meeting. I inquired about the usage of ICT to teach English in their school. I found that many community schools had not utilized ICT to teach English. But that went against my belief in ICT in education. Looking at the educational plight of community schools, I had several questions. At one point, I asked myself: how the neighboring schools could obtain higher levels of academic excellence without using ICT in the teaching-learning process. In frequent conversations, I asked the head teachers of such community schools. They explained that there were several reasons why they could not apply ICT in pedagogy. Among the many issues, the shortage of English teachers with ICT skills and frequent power cuts were emphatically pointed

out. I also faced a frequent power cut in my school which had hampered regular pedagogical activities many times.

This gave me a solid reason to formulate the research agenda because using ICT tools can elevate the level of education in Nepal. I had an opportunity to pursue my further education abroad, where the university used ample ICT in teaching-learning activities. As a person who saw both the education system without ICT in Nepal and with ICT in the USA, I could not help discussing it whenever I got a chance.

My conviction was that the best education system must be backed by ICT integration in teaching. However, exploring further, the research article published related to teachers' experience in Panauti was not sufficiently found. I visited the education department of Panauti to inquire further about it. It was found that they neither have a library nor an ICT policy. Therefore, as a remedial measure, I reviewed articles related to ICT use in national and international practice to establish the background of this research.

Teachers who used ICT in the classroom found ICT as an effective teaching tool, according to Rana (2018a). Using ICT in the classroom gives teachers a different experience than those who do not use them. Further narrowing down, teachers have a different experience when they do not use different ICT to obtain academic excellence. For example, using CD-ROM software to teach English grammar provides a different experience from using the internet to do the same thing. ICT's advancement altered how humans obtain an education; thus, it has become a de facto pedagogy tool. UNESCO highly recommends ICT-mediated teaching to teachers to develop their capacity in broad categories: knowledge, skill and competence (Mtebe, 2020).

In one of the studies in Switzerland, the researcher found that using ICI in education positively impacted teachers and students in the regular and flipped classroom model (Cueva & Inga, 2022). Indeed, the use of ICT in the classroom gives satisfaction to teachers. Kim's (2018) study suggested that ICT use for general and specific purposes is equally beneficial to students. Various studies have proven that using ICT in education positively impacts quality education. However, using ICT in the Nepalese educational context has still been feeble.

Rana (2018b) wrote that ICT use has been widely adapted to improve education in Nepal. Even so, the condition of ICT use in school has been moving at a



snail's pace. In 2000, the government of Nepal introduced an ICT policy to uplift the overall ICT infrastructure in Nepal. The government established an Information Technology(IT) park in Banepa. But the effort did not orchestrate better performance because another country's model may not fit in Nepal, where not many qualified ICT-equipped workers are available to work in the industry (Pradhan, 2002). In the same year, Shakya and Rauniyar (2002) conducted a study that focused on using ICT in education. Their study found that the authority did not monitor ICT use in education in Nepal, and therefore, the researchers highly recommended forming a monitoring body. In 2015, the government of Nepal introduced another ICT policy which stated to promote ICT use in Nepal to empower the digital economy as one of the objectives. In the same year of the introduction of ICT policy by the government, Poudel (2015a) studied English teachers' skills of ICT use in schools and found out that the English teachers' educators were not competent enough to use ICT in the place. These studies raised the issue of using ICT in education in Nepal. The Nepalese authority worked to reach the goal of ICT-mediated teaching through various efforts, and they made ICT available to schools, yet the result has not come as expected.

There can be many factors for the poor implementation of ICT in education. (Dimmock, 2011a). This can be minimized by training employees and improving management quality (Anitha et al., 2016a). Other scholars have also supported the idea of training. Headteachers are not well aware of the knowledge, and skills of ICT in their schools even though the government funded enough ICT resources in community schools. The probable cause may have been that the government has not offered frequent training and head teachers desire to learn new technologies.

By this time, I strongly believed there remained a great divide in the education system. This divide must have a profound impact on achieving excellence. At this stage, I was ready to formulate a research title *Impact of the Digital Divide in Schools in Panauti*. But then finding out the impact of this research would be more quantifying in nature, according to my course instructor, and therefore it would demand the quantitative nature of the study. I wanted to situate in a big fabric of understanding and justify what I am observing by laying the evidence. Thus, I gave a turn to the more qualifying nature of this study. I changed the idea of the impact of the digital divide and started thinking about qualitative dimensions of the same agenda.

By widening up and narrowing down the agenda, I realized that the best way to observe the evidence was to understand the English teachers' experience, and such

experience can be studied using Gadamerian hermeneutic phenomenology (Dowling, 2007a). Arriving at this thought process stage, I came to comprehend the problem the following way: How did community school English teachers experience ICT use to teach English in Panauti?

Accessible by motorable road from Kathmandu, but commercially remote Panauti had many educational issues. The most prominent was electric power cuts in the areas. In schools, they lacked teachers equipped with ICT skills. The internet was frequently disconnected due to poor wiring, road construction and untimely payment. To address numerous ICT issues in the rural area of Nepal, Ministry of Education, the Government of Nepal introduced an educational framework that detailed the guidelines to include ICT education from grades one to twelve (MoE, 2005). My participants' schools also received ICT instrumentation from the government.

The World Bank and other agencies funded ICT infrastructure in education in the name of marketization, privatization and decentralization but ICT in education remained untouched (Regmi, 2016). There are many factors, including power cuts and internet disruption, as head teachers and other local teachers reported. As discussed by Poudyal (2013), the nature of power cuts in developed countries is for the short term, but in developing countries like Nepal, it happens to be long-term, and that, going up to 12 hours. Such power cuts impact the study of students at home and in schools. Timilsina et al. (2018) raised the issue of long-term power cuts in Nepal, emphasizing continuous loss in many sectors, including education. There was no certainty of power supply in Nepal which disturbed various sectors such as education and other industries (Ozbaflı et al., 2006). Funding for ICT infrastructure, without power grid management, halted the use of ICT in school education.

### **Statement of the Problem**

The role of ICT in education has been increasing. English teachers in community schools are anticipated to use ICT to improve their pedagogical mechanism. The use of ICT has been challenged by various factors in school although such tools are available in the schools. In this context, how do community school English teachers experience the use of ICT while they are surrounded by such challenges. In order to understand insight into the teachers' experience, this phenomenological study explores the subjective lived experience of community English teachers about the use of ICT in the classroom.

### **Purpose of the Study and Research Question**

The purpose of this study was to explore the experience of ICT use in English pedagogy by community school English teachers in Panauti. At this research stage, I believed that the experience of English teachers existed there and remained unexplored. Thus the following research Question-How did community school English teachers experience ICT use in English pedagogy in Panauti- has been utilized to understand their lived reality. Employing this research question would assist to rail on the research with teachers' understanding of opportunity and challenges of ICT use in their classroom.

### **Rationale of the study**

The increasing role of ICT in education encouraged me to study the adaptation of technology and English teachers' experience in the classroom. Classroom experience differs based on the type and number of ICT tools used. Well-founded facilities such as ICT infrastructure encourage students to achieve quality education comfortably (Oladele et al., 2019). The government of Nepal made ICT available in schools by funding the necessary devices. But the results have not been achieved as versioned by the educational frameworks.

The education department of Panauti municipality engaged in conducting meetings, exams and managing teachers' salaries, but they could not form and monitor the implementation of ICT in schools. In my frequent mandatory meetings organized by the education department of the municipality, I found that they pretended to be actively working on paper, but the practice was yet to track. Thus, the existing condition of education also encourages me to conduct this study. This study would benefit various educational institutions and teachers in the area. The municipality might take it as a reference for further policy formulation and implementation.

### **Delimitations of the Study**

This study aimed at understanding English teachers' experiences when they use ICT in teaching English. I had to depend on the teacher's experiences to conduct this study. Some observations could not be made as the teachers were reluctant to make themselves available. The first participant, Amar's classroom, was observed with few students. The number of participants could not be extended to more than three due to the unavailability of English teachers who were using ICT in English pedagogy. I delimited the participants sampling from community school English

teachers to maintain uniformity of participants. Female teachers were not available to participate in the research. I formulated a research question to address the participating teachers' context and could not go beyond this. I employed system theory's communication of components to make teachers' phenomena. And other areas of system theory have been unused. COVID-19 effect still hung-over during data collection, barring me from more frequent visits and meetings with participants.

Despite all these delimitations, this study provided an opportunity to investigate what was going through teachers' minds when they teach English using ICT. Additionally, this study contributed to regenerating a new perspective and ideas regarding ICT and its use in rural settings.

### **Organization of Dissertation Chapters**

There are seven chapters in this dissertation. The first chapter offers the introductory setting, which comprises reaching to agenda, the purpose of the study, the rationale of the study, delimitation and organization of this research. The first chapter indicates the present situation of ICT practices in the international and national context—the researcher's viewpoint on the research agenda.

The second chapter deals with the relevant reviews of the literature. This chapter also consists of a conceptual framework that assisted in casing the studied components. The reviews presented in this chapter are bases on national and international contexts. The literature review provides enough background information on the usage of ICT instrumentation globally, but it has been under research in the Nepalese context, especially in the Panauti area. The review offers three thematic areas: ICT use in education, ICT policy in Nepal and teachers' experience.

The third chapter deals with a methodology that involves philosophical consideration, phenomenology as a research method, selection of participants, gaining understanding from participants, observation, quality standards, audit trail and ethical standards. This chapter recounts the components of the studies - teachers, power, internet, policy, and computer devices – to understand teachers' phenomena.

Chapter four commences with qualitative data analysis. As this research follows Gadamerian hermeneutic phenomenology, it starts with participants' horizons. Participants' horizon is a collective understanding of teachers' experience. Therefore, linguistic events, their action and their thought process have been integrated to understand their phenomena.

Chapter five establishes a link with the previous literature to check if the identified theme aligns with the previously studied literature.

Chapter six provides critiquing and interpretation, where I have presented an integrated view that emerged from qualitative data. This chapter serves the purpose of the conclusion as well. Thus, this chapter provides new knowledge as a product of this research. This chapter also offers implications, limitations, recommendations and personal reflection.

## CHAPTER II

### LITERATURE REVIEW

#### **Introduction**

This chapter reviews relevant literature on ICT use in education, ICT policy in Nepal and teachers' experience. Because ICT equipment is directly powered by electricity and the network is backed up by an internet connection, some research articles related to power cuts and internet connections have also been reviewed. I reviewed articles with any of the five components - Teachers, Computer devices, Internet, Power and Policy - to explore the phenomena of teachers using general system theory. Given the use of this theory, I also included a brief review of general system theory in this section.

Appropriateness of the reviewed articles was determined after searching relevant literature in databases such as Google Scholar, ERIC, JSTOR, ScienceDirect and ResearchGate through the key terms: ICT use, English teaching, teacher's experience, the impact of a power cut in education, internet disruption, hermeneutic phenomenology, and system theory. These key terms were combined using appropriate Boolean logic to retrieve relevant articles. While searching published articles in the databases with a very effective search strategy, I realized that research articles related to ICT use in English pedagogy in Panauti were not found. Further exploring at Panauti municipality, I found that the education office has neither published any research article on teachers' experience with using ICT nor has a policy document regarding ICT use. Therefore, I turned to review articles on national and international practices of ICT use in education. The reviewed literature has been ordered: ICT use in Education, ICT policy in Nepal, Teacher experience, and System Theory.

#### **ICT Use in Education**

Available studies on the use of ICT have debatably accepted it as an essential element of pedagogy. Some studies have pointed out the positive aspects of ICT use, whereas some have negatively assessed it. Yet others have shown both strength and weakness. For example, Acharya (2016) cautions teachers not to excessively use ICT because it contributes to technology rather than course content learning. These studies

can be divided into two broad types: those related to ICT availability and inquiries focusing on ICT unavailability.

Whether it is a case of unavailability or availability, the scholars have pointed out to persistence of the digital divide in Nepal, which hinders the usage of ICT in education. The scenario of such a divide in Nepal, compared to other third-world countries, however, is reported to be affected not by individual income disparity but caused by the education system of Nepal (Zhou et al., 2011). This clearly states that the cause of the digital divide in Nepal is unique. Yet, this has an impact on the education system of Nepal. To address the problem of ICT use in education, the Nepal government appears to have used several measures. As revealed in a study (Parajuli & Das, 2013), many strategies have been applied to improve quality education in community schools in Nepal. Still, they still need to bring a better solution. By and large, the study positioned community schools, although efforts made by the government, are still in vulnerable situations regarding ICT use in education. Nepal and Maharjan (2015) researched the Central Development Region schools, including the Kavre district. Their findings claimed a visible line between the infrastructure of private and community schools existed. This study clearly stated that ICT use had been recommended in school-level education, but more was needed to take education to the next level. The implementation and monitoring remained weaker.

Realizing the digital divide's impact on education, the government of Nepal continuously attempted to make ICT available by introducing ICT policies to minimize the digital divide, but that did not resolve the issue (MoE, 2000, 2005, 2015). After the government introduced ICT policies and frameworks, various scholars conducted studies in different schools in Nepal. They have suggested that the digital divide has been caused by not only one factor but also many factors. For example, Poudel (2015) elaborated on the causes of the digital divide as cultural background, rate of illiteracy, geographical location, and policy implementation. This situation indicated a low digital literacy rate and a higher gap in the education system. Various study found that the real reason for the digital divide in the city and rural areas were inadequate infrastructural facilities and the unavailability of the internet in the school. City area relatively has better infrastructural facilities of ICT than the rural areas in Nepal. As a result, rural areas relatively lag behind in the use of ICT in education. In line with a previous study, Rana (2020) also stated unclear education

policy of the Nepal government as a cause of schools not being able to use ICT in education.

Thus, the government's measure to implement ICT in education appears to falter in light of research findings. This fact has also been identified by the policy makers (MoE, 2000, 2005, 2015) who subsequently decided to purchase and install ICT systems in community schools. As a result, the government of Nepal funded for purchase of computers to install in community schools (Dhital, 2018a). In this way, the government demonstrated its interest to elevate the quality of education by using ICT infrastructure. In such schools, Pun (2013) studied the issues of ICT use and listed various factors as challenges. His study argued the complex landscape, the political instability of Nepal, a slow legal arrangement, inadequate technological tools in place, lack of technical human resources and unskilled teachers and costly internet as the contributing factors. This study indicates that teachers are not the only single factor in bridging the gap of digital illiteracy. Other factors contribute to restraining the use of ICT in education.

Besides these elements discussed above, other aspects have also been pointed out as constraining elements for using ICT in education. A joint study conducted in Nepal and Bangladesh regarding using available resources for teachers inferred that the teachers needed access to Learning Management System (LMS) software in schools (Shrestha et al., 2022). LMS, stand-alone or web-based, is computer-assisted learning that helps to understand the subject better, such as pronouncing words and grammar. Teachers may not well transfer the deliverable to the students as expected by the curriculum when they lack access to the teaching material in terms of ICT. Scholars agreed that ICT's unavailability limited its use and created a further digital divide.

All the effort carried out by the government has not always been sufficient. Some efforts are to be made by the teachers too. Studies in the foreign context have presented that teachers have a positive attitude toward ICT. Therefore, teachers in developed countries take responsibility for preparing teaching material using ICT or utilizing ICT on a volunteer basis. This may not be true in resource-constrained countries like Nepal. Even if full-fledged ICT devices are not available in the school, the teacher could at least use some videos and slide at a personal level due to the inaccessibility of providers. UNESCO (2007) explored whether video technology has been used in school education in Nepal's Taplejung and Dolpa districts. Their study



demonstrated that the teachers realized video technology was an essential tool in teaching but were new to it and could not use it. They also found an English language barrier to editing videos because editing software uses technical English and displays menus in short form. In such cases, the authority was anticipated to provide enough training to understand the minimum features of the software.

Some scholars have also been concerned about who should contribute logistically and financially. According to Rana (2018c), schools in Nepal receive funding and resources from agencies like NGOs and INGOs. He opined that such resources should have come from governmental agencies to retain ownership of development. Doing so certainly demands obligatory monitoring practice of the project from the government, which includes the ICT-mediated learning ecosystem. Despite various efforts to make ICT available in school-level education, there still lacks one or another infrastructural component of ICT. In his study, Bhatta (2008) mentioned that “students from community schools and schools in remote areas are at a severe disadvantage compared to students from private schools” (p.3). Thus, the reviewed articles sum up that the use of ICT in education does not suffice despite government efforts.

### **ICT Policy in Nepal**

Radio technology was used to teach students remotely in 1957 by the then government, and since then, technologies have been continuously evolving till now. Newer technologies replaced older technologies. In the present context, schools use newer ICT in the learning-teaching process. It was natural for the government to formulate policies to regulate the usage of technologies. I have reviewed the latest policies formed by the government of Nepal.

When the Nepal government introduced the IT policy in 2000, it envisioned taking Nepal’s digital infrastructure to the next level (Poudel, 2015b). As discussed in the Himalayan News Services (2021), before the introduction ICT policy in 2000, the Nepal government had already started building an IT park in Banepa in 1997 to strengthen the country's digital infrastructure. However, the construction of the IT park is still not fully complete. While the IT policy was not in fruition, in 2005, the Ministry of Education framed a curriculum policy that clearly stated that it would provide space for ICT education (MoE, 2005). This curriculum framework aimed to take Nepal's education system into a global context because it focused on life skills. But the implementation was shadowed due to political instability in the country.

In 2007, the Ministry of Education emphasized that ICT education must be embedded into school-level education. But schools could not adapt this policy well due to a lack of qualified manpower (MoE, 2007). Then the ministry realized that ICT use in education could not be implemented without a considerable reformation. After this, the Ministry of Education (MoE, 2009) brought another plan called the School Sector Reform Plan(SSRP) in August 2009 to improve the quality of education and to restructure the school system in Nepal so that they could implement ICT use as desired. After one year of the introduction of this plan, the ICT Policy has been amended to facilitate the implementation of the internet via governmental and nongovernmental organizations (MOE, 2010). The SSRP lasted until 2015 and acquired some level of achievement. Thus, the government of Nepal worked continuously to lay the foundation of digital infrastructure.

The government ventured another plan to reform the use of ICT in collaboration with UNESCO in 2013 that lasted till 2017(MoE, 2013). This plan included activities to build ICT infrastructure, especially with higher internet speed, teacher training and enhancement of the existing ICT system. These efforts gave teachers access to digital infrastructure to some extent. But challenges to implementing ICT in Nepalese schools remained the same (Dhital, 2018b) due to various reasons such as geographical location and lack of qualified manpower. This clearly stated that policy formation without enhancement of other sectors may not work to boost the country's digital infrastructure.

National Institute for Research and Training (2016) researched condition of ICT in education sector in Nepal. They found out that the Ministry of Education did not approve the School Sector Reform Plan (SSRP) in time; therefore, the Nepal government's mission was delayed. This article demonstrated the government's and bureaucracy's inability to implement the reformation plan effectively. Such policy-making practice by one agency and approval deniability by another overall affected the local level school such as the Panauti area of Kavrepalanchok district. The education department in Panauti Municipality had no clue at all what they were supposed to do regarding ICT education. They believe that once the funding for ICT is provided, the school will use them well. The Nepal government had arranged to donate computer devices, internet distributing units, and power backup systems to community schools, but the result was unsatisfactory (MoE, 2016). These reviews

revealed that the Nepal government had been continuously attempting to implement ICT in education, but deliverables had not been achieved.

### **Teachers' Experience**

Experience is commonly understood as knowledge and skill gained by observing or doing something. Hence, experience is a complex phenomenon to understand because of its abstract nature. Exploring a teacher's experience can be daunting as the composition of their experience may have emerged from various perceptions of daily life. This section reviews articles related to teachers' experiences using ICT in their classrooms.

Several studies have revealed positive perceptions and experiences of teachers while they use ICT in education. For instance, Bhandari (2020), in his study, elaborated that English teachers were positive about using ICT in the classroom as it developed students' accountability toward the subject, interest in using ICT for learning, engagement of students for more extended periods and growth of cognitive skills. Another research concluded that English teachers experienced that ICT-mediated classrooms were more interesting than traditional ones (Muslem et al., 2028a). Overall, teachers are supportive and positive towards using ICT in their classrooms. Teachers equipped with ICT skills were more motivated to teach English in the school than those less skillful; hence, they demonstrated their unwillingness to use ICT (Nguyen, 2021). Teachers experienced that ICT-mediated teaching helped them to explain non-verbal communication of English culture, handshakes and diplomatic exchanges, which they could teach without touching students. Thus, ICT use in the classroom provides the teacher with a comfortable situation when they are fully equipped with the necessary instrumentation. Young English teachers found ICT use in the school as entertaining tools to them (Rosa, 2016). This certainly creates a comfort zone for teachers and students. Frequent use of ICT in the classroom makes teachers proficient and confident in their subject matter (Hafifah & Sulisty, 2020).

On the one hand, teachers were enthusiastic about ICT use, but the flip side of it posited some weaknesses. Teachers faced the challenges such as frequent power cuts, unstable internet connection, lack of ICT training, and inability to catch up fast changing technology (Mahdum et al., 2019). This means that there still remain some problems while using ICT in the classroom. Teachers equipped with ICT skills may not use it due to other issues, even if they have skills to use. For example, live classroom teachers must wait until power resumes from a backup system or regular

supply. When the teachers had to wait to use ICT equipment, they felt time wasted and bored (Muslem et al.,2018b). Certainly, a bored mindset may not deliver effectively in the classroom. Another interesting finding showed that using internet content can overload teachers with information overload and may bring wrong delivery at the school (Salehi, & Salehi, 2012). Information overload can be counterproductive as this situation puts both on the deviated track. Another study revealed that teachers usually use ICT in the classroom but do not apply it in their self-assessments (Carnoy, 2004). For example, teachers do not attempt practice tests online in front of students or offline. This shows that some wall exists between teachers and students, limiting full-fledged ICT use in education.

Thus, teachers' classroom experience has both positive and skeptical attitudes toward ICT. Indeed, a positive attitude plays a constructive role in transferring the subject's content to students. However, the teacher's skeptical mind offers students pseudo-knowledge.

### **Research Gap**

Study of broader context in various titles such as thematic and activities base are not as same as study of experience of teachers obtaining from their experience using ICT in the classroom. Searching articles for the purpose of this study in the database does not extract related articles indicating study in Panauti while various researches have been conducted in other areas regarding ICT use. To improve the situation of ICT use in English education, there must be scientific research in the area so that the local policy makers understand phenomena of English teachers. Many of the research have focused on other areas rather than phenomena of the teacher using ICT tools in pedagogical activities in other places of the country. While reviewing literature, I was not able to find the exact match of study of this type. Some of the research has either covered other districts with other themes. Additionally, there was no study at the municipal level in the Panauti area. The education department of Panauti Municipality confirmed that they had not carried out such a study. Therefore, this research becomes a milestone for following reasons: 1) This research pulled the trigger for more research in the given research site. 2) This research became a foundational documentation to formulate further policies at the Municipal level. 3) Academic research like this may attract other scholars due to delimitation of purposeful sampling; however, it certainly provides a paving path for future research for quantitative, qualitative or mixed method research. This research expands the area

of such research but with focusing on English teachers' experience using ICT tools in the given research site. In this way, I intended to understand the experience of the teacher's perception about using ICT in the classroom.

### **System Theory**

A system comprises a multidisciplinary approach to study components and their relationships. A general system theory defines the system relationships of interdependence dynamically working together (Lai & Lin, 2017a). According to Von (1972b), the components are only repository of matter for Aristotle and cannot make sense unless the component interacts with another. To construct meaning, all of the parts must be connected by some process and must have interdependent communication.

This study has five organized but functional components as an entity: teachers, computer devices, the internet, power, and policy. Once some interdependence come together with synergy, it makes sense to make meaning and meaning carrier is teachers in this research. The given systematic component comprises interconnectedness to make a whole where the teacher's phenomena lie. The unity and viscosity relate to its process of making meaning. The dialectics between the teacher and the rest of the component plays a vital role in the meaning-making process as to what level teachers expose to the component. Based on this ideation, I have paved a conceptual framework.

### **Conceptual Framework**

I used the component and communication portion of the system theory to analyze properties and processes in this research in line with hermeneutical phenomenology. Though the history and interpretation of system theory date back to Aristotle, many succeeding scholars have reworked on it. According to Asmosh and Huber (1987), systems are self-sufficient for maintaining internal mechanisms and consist of common but reliable components. Therefore, they form the entire ecosystem of the internal organizational structure. System theorists believe that system theory can be applied in various fields, including education (Lai & Lin, 2017b).

By policy and practice, community schools use computer technology in teaching-learning activities in Nepal. Schools as an organization had to have computer devices, internet, policies, and manpower in place to run the education system. On the other hand, some other external components existed, such as electric power to run the

computer machines and Internet Service Providers (ISP) for information availability. The ICT system comprises machines, networks, management, and humans. How did an English teacher's experience account for using ICT in education in the given context? Experience comprises long-term mental processes from reflexive and reflective memory. English teachers' experience comes from the internal realization of using ICT in the classroom. Interaction with ICT gives teachers a remarkable experience. The teachers interact mainly with computer devices. Those devices had a connection with internet usage and power supply. Otherwise, they would not operate. Additionally, the school policy plays a vital role in guiding the whole mechanism, providing a working environment for teachers.

The five components - teachers, computer devices, internet, power and policy - are intricately joined to make teacher phenomena. In the absence of one, the ecosystem makes teachers' experiences change into another experience. For example, teachers using ICT in the classroom during a power cut feel differently than when an internet disruption occurs. Similarly, teachers may have a different perception when the mouse and keyboard of the computer do not function.

Given that the components - computer devices, internet, power, policy, and teachers - are used in this research, they all are reciprocally connected except power and ISP, which have one-way service to the computer devices. Power supply plays a vital role for teachers to realize the experience of using ICT in the classroom. Without power, teachers cannot use ICT devices and the internet. The presence of a power supply provides a different experience than when it was not supplied. Power supply frequently cuts in the Panauti area. In addition, the remote part of the Panauti, such as Manedovan and Kushadevi, had the most frequent power issues.

Similarly, due to power cuts, Internet Service Provider(ISP)'s disconnection impacted the area. The ISPs provided low gain bandwidth to the consumers because the consumers are not digitally literate. Landslides and floods affect the ISP's cable management system. Regular maintenance of ISP networks is disrupted at times. The power and ISP fall in the school administration's outer ring, although they directly impact the teaching experiences.

The next component, the teacher, becomes the most challenging component in the interaction with ICT tools; this is where phenomena start forming. Human component, as they have their social dimension, plays a vital role in the experience-building process. Teachers, as humans, desire to work according to their interests,

even within the given policy framework. Teachers could voluntarily create their world of experience or follow the environment passed to them by the ruling policy. The functional tools provide a type of an experience to teachers than dysfunctional tools. The device setup was another crucial importance in the teacher's experience. Setup contained the internal networks, routers, bridges, hubs, cable, power unit, wiring system, application, operating systems, application software, configuration and programming languages. These components had interconnection to make a collective experience for teachers. Missing a part of the computer set makes teachers realize a different experience.

When hardware changes, software changes take place. The new software comes with the hardware to make a computer system—the operating system phases in and out the older one. For example, we do not have Windows NT today with us. We have newer versions of Apple OS, Solaris and Linux. The usage of such components makes a unique experience for teachers.

As Von (1972b) discussed, the whole is more than the sum of its parts. The components inside the whole communicate with each other to make it functional. Julong (1989) developed the Grey System Theory and shaped it into a mathematical model which is dominantly used in present-day China. System Theory is central to the organization to make experiences as it focuses on the arrangement of relationships of the corresponding parts and can be used in many fields; phenomena are realized when the human component is added.

General System Theory has been adopted in various disciplines. Linguist Bot (2007) applied System Theory in education and studied Second Language Acquisition by using it. Bot came one step forward, claiming that second language learning is a complex system of socio-cultural phenomena. Because sociocultural phenomena are relatively complicated, Bot developed it as Complex Dynamic System Theory (CDST) in linguistics. In this way, system theory has variations in different disciplines.

Conceptually, the two components, power and ISP have directly influenced the English teachers' experience in using ICT. For example, how did teachers experience the power cut or ISP interruption in the classroom? Are they discouraged or disappointed, or delighted or divided or relaxed? What sort of support service had been maintained in the school? Could they fix the breakdown and errors right away?

The interacting components, their functions and dysfunctions make up teachers' experience in this research.

According to Umpleby (2009) any theory "explains large numbers of phenomena in few statements" (p.4). According to him, second-order cybernetics demands the observer be included within the domain of the existing system, which Gadamer also has termed as the horizon. The teacher component in this research stands as an experience-maker to make the phenomena known as the participant's horizon in this research.

Another component, the school policy, directly influenced the teacher's experience of using ICT in the classroom via administration or more directly via the head teacher at the school. Was the policy strictly applied? When the policies were implemented strictly, the experience of teachers utilizing ICT tools varied. If the system functioned fully and communicated perfectly, the teacher had an experience that was not available in the disconnected condition of the system. All the components in a dysfunctional state provide a fragmented experience. Fragmented experience will give teachers a different perception of the teaching process.

Looking into the above-mentioned system's concept, *the whole is more than the sum of its parts*; what is the "more than" portion in the conceptual framework? The "more than" is the meaning-making process. When I simplified the concept of system theory qualitatively, the structure looked like this:

$$\text{Sum} = C_n + P_n$$

Here  $C_n$  stands for n number of components, and  $P_n$  stands for n number of processes. The above functional statement summed up components and processes. This functional makes up synergetic sum from component and processes. In this way, the incorporation of synergy as *more than* value in the statement structure looks like the following:

$$\text{Teachers Phenomena} = \text{Synergy} + \text{sum} (C_n + P_n)$$

In the meaning-making process from English teachers' experience, I combined n number of components and n number of processes. This gave me a higher level of understanding of how the processes and components behave in the meaning-making process. The *synergy* assisted in deriving the essence from the teacher's experience. I further attempted to verify if the above conceptual framework fits the research approach. The functional structure of any system has three parts: input, relationship and output. The components are given in this research work as input. The



communication process with each other made the relationship. Teachers' experiences finally work as an outputting phenomenon, which could be taken out as teachers' horizons.

Arriving in this line, the research sounded quantitative in nature. I intended to deduct the general system theory into the research by narrowing it with the help of structure. Therefore, the research remained qualitative in nature. I further substantiated the above statement with the use of pseudo phenomena algorithms. Conversion of the above statement looked like this in algorithmic structure:

function phenomena ( $C_n, P_n$ ) {

$Sum = C_n + P_n$

return  $Sum$

}

The above structure, power, internet, policy, computer devices, and teachers were the components of the functional system. The experience of a teacher made up an overall lived reality when they taught their student using ICT in the classroom.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **Introduction**

This chapter includes philosophical considerations, research design, and research methods deployed to study teachers' experience using ICT in their English classrooms. Interconnected with experience are aspects like power cuts and internet interruption, even if teachers have other computer devices available. The literature review showed that various reasons have impacted teachers' experience of using ICT. In this context, it was important to understand the teacher's lived experience of using ICT in an English classroom.

#### **Philosophical Consideration**

Philosophical consideration plays a crucial role in framing the direction of any research. My academic beliefs underpin the way this research has been structured philosophically. I believe that the use of ICT has a role to play in education in today's world, as ICT tools assist in improving the quality of education in the classroom. The students, even from the remote area of the country, are already exposed to a heavy amount of information through cell phone data and other mediums. In this sense, teachers are exposed to a context where students are digitally native, and the classroom is equipped with ICT tools. Thus, teachers' reality and thus their experience are naturally unique. Ontologically, their reality is what they express is their experience. To understand teachers' experiences while using ICT, I believe I should interact with them, communicate in an unstructured way, and interpret what they share. Epistemologically, my understanding of their experience is co-constructed. I intermingled with teachers closely and gained understanding.

I commenced this research with the conviction that anyone should use ICT in learning-teaching. With this belief, I had already stacked my values to ICT education in the research. That is to say, the axiology of the paradigm in this research is value-laden (Hart, 1971). The methodology which is grounded on the paradigm refers to the manner of reaching an understanding by the researchers. According to Kivunja and Kuyini (2017), methodology speaks to the process of completing the research in a scientific manner. As referenced by Mackenzie and Knipe (2006), methodology

indicates a frame of reference of total procedural activities required by the paradigm in which the research context discusses philosophizing perspectives to associate with.

Thus, above all, to understand the teacher's lived experience, I abided by the constructivist paradigm.

### **Phenomenology as Research Method**

Phenomenology is a method of inquiry developed by Edmund Husserl in the 20th century to study experience. Husserl's ideas were later criticized for being more platonic due to utilizing the term "essence" (Solomon, 1970). The later modified version of Husserl's phenomenology was used as a method in various academic domains, including education.

In this research, I resorted to phenomenology as a method. Reading the various strands revealed nuanced differences among phenomenology. While Husserl emphasized pure conscious phenomena, Martin Heidegger focused on the historicity of phenomena (Munhall, 1989). Heidegger did not agree with Husserl on using the description of phenomena rather than understanding it. Then Heidegger employed hermeneutics to understand human experience. Gadamer was influenced by both Husserl's and Heidegger's phenomenological inquiry, but he further followed the line of Heidegger by emphasizing language as a universal medium to understand phenomena and then developed his framework of data analysis (Gadamer, 1976). For Gadamer, understanding the human experience comes from linguistic experience.

In terms of the objective of the study, hermeneutics was initially developed to interpret Biblical and religious text; it was later spread over the academic domain as an interpreting tool that helped understand the text (Palmer, 1969). It was argued that the main function of hermeneutics is to mediate between interpreter and interpreted (Agrey, 2014). According to Dowling (2007a) and Regan (2012), human experience can be studied using Gadamer's hermeneutics and therefore, Gadamer's framework of data analysis can be employed in qualitative research.

Humans are preoccupied with prejudice and connected by conscious linguistic experience, making understanding possible (Gadamer, 1976). He developed a five stages framework for data analysis, and later that was further expanded into nine steps in 2007, which was used in this research (Alsaigh & Coyne, 2021a). The nine steps are as follows:

1. Choosing an appropriate open research question
2. Identification of pre-understandings

3. Gaining understanding through dialogue with participants (interviews and diaries)
4. Transcribing/iterative reading/preliminary interpretation of texts to facilitate coding/identifying first-order (participant's horizon) constructs.
5. Identifying second order (the researcher's horizon) constructs = integration
6. Meshing the horizons/themes are developed and challenged by the researcher = aggregation.
7. Linking the literature to the themes identified
8. Critique of the themes/reporting final interpretation at this point (fusion of horizons)
9. Establishing trustworthiness

The first step of this framework required working on open phenomenological questions. Based on elaboration during the workaround with the research site and selecting participants, I prepared semi-structured open questions to ask, which are placed in the appendix.

The second step required the researcher's pre-understanding of the research site and participant relation to it. I visited the research site in Manedovan, Kushadevi and, Panauti, Kavrepalanchok for observation. I found that the school was fully furnished with government-awarded ICT tools in one of the rooms. The computer lab consisted of thirty-one computer sets with no internal network, five projectors in the usual classroom, and internet service with a distribution rack. The qualities of devices seemed fully functional. It appeared that those devices were not used for long.

Likewise, I visited the second school in Panauti town for observation. The old building had 19 computers, three projectors, two printers and internet services. But the English classes were being conducted in the recently constructed new building. There was no language lab. The second participant, Kanti, confirmed that the ICT devices are functional, but they are used sometimes to teach English. The second research site seemed less facilitated in comparison to the first one.

Next week, I traveled to the third school for research site observation. The English teacher was teaching in the classroom. There were nine students from different social backgrounds. The school had a computer lab where students were

taken there to teach English sometimes. There were forty computer sets, two printers, four projectors and internet services. All devices were functional.

One common practice observed in all three schools was that an English teacher teaches their students in the usual classroom without using ICT. They explained that they would take students to the computer lab when an important lesson came in the book to teach. But they did not mention which one was the important lesson.

The third step required understanding the participants' phenomena through interviews and diaries. To meet this step, I conducted a thorough interview with the participants. The interview was conducted in the school location. The participants were explained the purpose of the research and given a consent document to sign to maintain ethical standards. I asked an open-ended question. Their responses were recorded in the recording devices.

The fourth step required transcription of the audio. I transcribed all three interviews and used them for analysis purposes.

The fifth step of the Gadamerian data analysis framework is required to frame a researcher's horizon, which is a second-order construct. I went to the research site and interviewed participants. I obtained great insight into a researcher's horizon, which played a role in the meaning-making process.

The sixth step of the framework demands the commencement of the meaning-making process as integration with challenges by researchers' horizons. In this step, emergent themes are elevated to the next level of abstraction to make a superordinate theme.

The seventh step of the framework required linking the superordinate themes with the literature, which means connecting the themes with the paradigm and reviewed literature. Accordingly, findings have been relativized with previously used-up resources.

The eight framework steps urged to work on critiquing the integrated superordinate themes and provide a final interpretation by discussion.

The last step, the ninth, required establishing trustworthiness with the overall procedure. I maintained an audit trail and followed all guidelines prescribed by the department, which reflects in this report. Appendices have also been kept intact.

### **Selection of Participants**

Creswell (2016) advised three to ten as ideal participants for the phenomenological study. Mapp (2008) supported this idea of a small group of subjects because the phenomena can be studied well in a small group. I chose three teachers, Amar, Kanti and Hari, from three different community high schools who used ICT to teach English. The teachers I was involved in the study had enough experience using ICT to teach English. The rationale behind selecting the given community school came from my knowledge of their usage of ICT in their school. Not all schools in Panauti managed language labs or at least ICT labs in their school.

I worked in Panauti for about five years. This allowed me better to understand the place and teachers in the area. I took prudent measures to select the participants for the study. I avoided high school teachers who did not use ICT in the classroom.

Amar, Kanti and Hari worked as English teachers in community school. They taught English using ICT in their classroom. I attempted to find out lady English teacher to balance gender but there were not lady English teachers who used ICT in English pedagogy. All English teachers taught in community high school where almost all ICT instrumentation were in the place. They could share their experiences with none of the hesitation. The participating teacher had also experience of teaching English without ICT in the classroom. Therefore, I tempted to involve such teachers into my research.

### **Gaining Understanding from Participants**

Yildiz (2020) stated that effective data collection could be conducted by encouraging participants to express their lived reality, and researchers must be in regular contact with the participants. To gain an understanding of the participants, I visited the school two times for an interview and observation. "Gaining understanding from the participants' (Alsaigh & Coyne, 2021b, p.5) has been used because Godamer prefers to use the phrase rather than data collection. Gadamer's understanding of phenomenology suggests that the researcher should understand the situation using dialogue, be it researcher and participant or researcher and text using language as a means (Alsaigh & Coyne, 2021c). In this way, Godamer focused on the language part to understand the human experience.

In this study, I interviewed three English teachers in a natural environment. I sat with the participating teacher for about one hour by setting the background of the research and listening to their experience. As the participants were my acquaintance,

it was easy to visit and converse about their situation. Qualitative study practices “three fundamental types of research interviews: structured, semi-structured and unstructured” (Gill et al., 2008, p.7). The interview was recorded on mobile devices and later transcribed into text and encrypted with a key.

### **Observation**

Phenomena could be well found by observation (Hatch, 2002). To observe the classroom, participating teachers could not provide authorized permission. Therefore, I also took the head teacher's permission to sit in the classroom. I stayed for about forty-five minutes to sit in the classroom. I observed the computer lab, classroom and ICT available. My primary concern was to find out how ICT instrumentation was used in the classroom. The computer room was equipped with almost all the facilities to teach English except the electronic whiteboard, a smart board in marketing terms. The researcher’s observation has been detailed in the research horizon section as per Gadamer’s data analysis version.

### **Quality Standard**

Gadamer’s hermeneutic phenomenology solicits an approach to understand human experience and meaning making. To ensure the quality of the Gadamerian hermeneutic phenomenology study, I maintained phenomenological rigor to collect qualitative data and interpret them. I maintained transparency from writing proposals to report writing. I analyzed the qualitative text with rigorous efforts, such as emerging, subordinate, and superordinate themes, to find a finding. The transcriptions of the recording were sent to the participant to verify their original understanding and transcribed text. Participants and researchers' horizons are integrated with rich descriptions. The methodology selection coheres and is aligned with the context and literature reviewed.

The quality of the research comes from using the scientific method (Jones, 2019). I designed this research as per the structure and guidelines of the Kathmandu University, School of Education.

### **Audit Trail**

An audit trail provides transparency and academic integrity to the research (Carcary, 2009). I have stated the use of methods transparently and expressed my view openly. I maintained an audit trail as required by the research committee. I kept a record of interviews, observations, and every visit with a supervisor with advice to

change the contents. Meeting records and observation documentation could readily be available to the supervisor and research committee members.

### **Ethical Standards**

When contacting the participant about my research work, they expressed concern about its working mechanism. I explained that their privacy would be highly maintained. The participants were from the local area, and disclosing experience for research purposes would expose some key points to the public. I further assured them; that I would provide documentary evidence from the university and move forward.

When I received the necessary permission and documents from the School of Education, I presented them to my participating teachers. I also provided additional assurance that their data would be used for research purposes and would reach the supervisor and research committee.

I took written consent from the participant. Before signing the consent document, I explained every part until they were convincingly ready for participation.



## CHAPTER IV FINDING HORIZONS

### **Introduction**

Gadamer's horizon is a philosophical concept that refers to human-understanding emerging from linguistic experience that influences interpretation of limited and biased interaction of conscious mind (Gadamer, 1975b). To understand the horizon of a community school English teacher's horizon, I have sampled three teachers from three different community schools in Panauti. Their original names have been replaced as Amar, Kanti and Hari. This chapter includes participating teacher's horizons, researcher's horizons, linguistic events, action and thought process. Linguistic events, action and thought processing of participating teachers composes their phenomena. Meanwhile, the researcher's horizon was organized as found in the observation and interview data. The researcher and participants' horizons were integrated for thematic analysis.

### **Participant Amar's Horizon**

Amar worked in a school in Manedovan, about 22 kilometers west of Panauti town center. The village had small houses spread over the hills. Amar taught an English language course for high school students. After a few minutes of conversation about teaching English in the classroom, we reached the interview room. The room was rectangular, full of computer sets, internet routers, a printer, and an internet supply unit. When he got ready for an interview, the researcher explained the research's purpose and procedure. He agreed to participate in the research. Then the interview began, and the recording started. In response to questions about his familiarity with knowledge and skill of ICT tools, he reported that he had medium-level knowledge and skills. He responded: "Something I can do myself with minor error. If it is serious, I will consult a technician". Amar had been using ICT tools to teach English for seven years. Amar used computer sets, projectors to teach English and pen drives to transfer the necessary data from computer to computer and sometimes to students' devices. He further explained that the ICT tools did not exist in the school in the past. Later the government invested in purchasing ICT tools in the school of Kavrepalanchok district. Since then, Amar felt comfortable teaching accent, grammar, and intonation as if the native speaker stood in front of the student, though

virtually. Using ICT tools to teach, he found teaching-learning became more comfortable though he initially felt hard to learn the tools. In response to the question, “how do you experience using ICT tools to teach English”, he stated:

In the beginning, using devices to teach English was hard due to no knowledge and skill. It was time-consuming to learn. Devices are running slow. However, students are excited to learn English using ICT devices. I don't have to look for resources in many places. Now, it is available on the internet.

He believed that teachers become outdated in today's world without ICT knowledge and skill. Without ICT tools, he used to describe the lesson theoretically. Teaching with ICT tools, sounded real to him and his students. He could bring examples of native speakers' teaching information into the classroom with the help of ICT tools. When no internet was available, he “downloaded teaching material using a laptop and transferred the data to the classroom.”

He said when issues come from fixing errors, “I can fix some minor errors such as configuration and come to a solution.” In response to the question, “what is the comfortable situation to use such tools” he proudly mentioned that time-saving gave him comfort. He commented that “searching for material does not take long.” Having knowledge and skills in ICT tools, he felt more confident among other teachers when he taught his students using ICT tools. He was relieved that he could use real-time information in remote areas like his, and a whole lot of ICT tools worked to support him. When asked about the uncomfortable situation of using ICT tools in the classroom, he responded:

Especially in the rainy season, I feel unfortunate when I do not get a chance to use ICT tools to teach English, even if we have resources after a huge investment. I postponed class the next day to turn to the traditional teaching mode. When hardware breaks, an in-house, experienced but academically not qualified teacher comes to fix it.

The school did not have a policy document about what to do next after the hardware breaks. If the internet was disrupted, he reported to his head teacher, who turned to the call center to get help fixing the issue. Power cuts became a significant issue during the rainy season. Due to no power, teaching stopped many times in his class. He felt “bitter” at that time because he did not get a chance to utilize the resources. He had taught without ICT tools in the rainy season. He recalled his frustrated past experiences and went on: “I feel back warded and digitally divided. My community in

the areas and society would go backward. Whole learning is back warded”. Amar was aware of his assessment from the student. He believed that he had to “develop according to time and technology.” If the teacher can use ICT tools, the student would “have a different perspective to look at teachers.” In the past, he was using only selected material to teach but nowadays he had plenty of material available on the internet which made him feel happy. In a second interview, he became sad when the internet was disrupted. There were two ways of disruption, when there was a power cut in the area, and the internet itself had a problem with networks connected to ISP. This had short-term frustration on students, but the next day they felt good. Amar had not seen smart boards and was not used to teaching English in his school. Eventually, he summed up that ICT tools had become useful “to teach all types of elements in the English language.”

### **Participant Kanti’s Horizon**

Kanti worked in a school in Kushadevi, located about 3 Kilometer from Panauti town center. The school was also located near the local village in a rural area. The students of the school come from the local hamlets and villages. When Kanti was ready for the interview, I explained the research purpose and procedure and the use of data taken. Kanti voluntarily agreed to take part in the research project and agreed to be recorded. The first question was about the ICT tools he used to teach English in the classroom. He responded that he “mostly used mobile sets.” He further said that he sometimes used a “computer and projector as well.” In the question “how familiar are you with ICT technologies?”, he responded honestly that he “generally downloaded from YouTube.” He added, “I don't know about others.” Kanti had no idea about valuable websites that can be used for teaching English. However, he used web resources, such as preparing for the impending Education Service Commission exam. He further said that he had not used any presentational application to make slides for teaching English. He said, “I often do internet searches for my study and for finding teaching material for the students.” When the ICT tools were available in the language lab and teaching students using those tools, he felt “very proud” because such a facility “motivated students.” Regarding the question about a power cut in the area, he stated:

A power cut brings problems, but we have an alternative at school; we have solar energy in our school, especially in Kushadevi school. From solar power,

we can perform it. But that is not enough to run all computers including internet distribution unit.

There were uncomfortable situations of using ICT tools in his teaching career. Once, he was caught in front of students because he had no knowledge and skill to use ICT tools. Many times, he felt embarrassed in front of student because he did not know how to fix some minor errors. In a question about his experience of teaching in a classroom full of tools, he stated:

I caught myself then because I did not know how to run those devices; I must try to run those devices. We need training, sir. The school should provide training. All(teachers) don't know how to run(use) those devices. When we face technical problem, we have to change the course of teaching.

Listening to his statement, I asked further uncomfortable situations in the classroom. He went on responding openly with the following statements:

If we try, sir, in the government school, there are so many facilities the government has provided. But we should have willpower. If we try, we can do it. Our students need more things, especially public school.

This indicated that the participating teacher had a keen interest to use ICT to teach English. At the same time, he used conditional sentences indicating to the will power of the teachers and requirement of further training. Internet interruption rarely happened in Kushadevi Secondary School because the school had good power backup also. The speed slowed when many users were in the daytime because the internet had no higher speed capacity. Regarding assistance from the school administration and policy of the school about using ICT tools, he responded:

School policy is helping; policy is helping, but there is no strict implementation. Our school is trying, but I am still looking for more. If a problem arises, I take help from other teachers; if there is no one to help, I stop it.

### **Participant Hari's Horizon**

Hari worked in a school in the Panauti town center. The school is located in the old town of Panauti. Recently, the school moved to a new building on the outskirts of Panauti. The new building stood alone across the Punyamata river. Road accessibility was poor. The high school classes took place in the new building, with no language lab facility. The computer room was located in the old building. When Hari was ready for the interview, I explained the process and purpose of the research.

Then Interview began. Asking about the years he used ICT tools to teach the English language, he responded that he had used it for more than five years. He used old technology such as a “tape recorder” most of the time and sometimes a laptop. He commented in response to the frequency of using ICT tools in the classroom:

Most of the classes are lecture based. Sometimes, when I realized students didn't understand, I used tapes and videos so that students could catch things. We don't have devices to operate according to the purpose. What was available, then I used them.

In his overall experience, he felt it pleasant to use ICT tools because students “enjoyed it and got different tastes”. Hari had no knowledge and skill to use ICT tools in the classroom. He commented:

Though we have many tools available, we don't have much skill, and we don't have the technical people to use them. So, tools that are available and that we can easily use, only we use them because we need to become more familiar with many tools, and we cannot use them.

Regarding the question about the impact of power cuts, he stated that frequent power cuts in the area really impacted the teaching-learning process, especially using ICT tools in the classroom. He added:

Most of the time, we don't have power in our village. Whenever we want to use that time, there is no power. Sometimes, our devices are broken and don't work well. If there is a power cut, students make noise. They enjoyed it (power cut). As a teacher, when my mission is not fulfilled, I am frustrated.

In response to the question about the policy of the school and help from the administration, especially, head teacher, he said:

We try to get help, but they (head teacher) need to be qualified, and they need more time to see these and those things; they have their own business. They say that as a subject teacher, you have to manage it anyway. For that we need training of ICT.

Asked at the end of the interview, if he wanted to add anything, he said, “because of many things, the internet, power cuts and our skill, using ICT tools is difficult in our classes in village areas. Although we tried, we were not totally satisfied”.

Communicating off the record just outside of interview room, he provided supplementary information that the head teacher’s indifference to work with ICT

policy has been prevalent because the head teacher did not want to learn new things. Implementing ICT in the classroom became beyond the head teacher's capacity.

### **Researcher's Horizon**

According to Gadamer (1975c), a horizon is a negotiated vision from the series of past events, actions and thought processes in which reality stands. The human horizon consists of fragments of linguistic structure, so it opens up for other constitutions from every different experience when humans move in time and space. The 5 stages of the data analysis, according to Godamer (1975d), explicated by Fleming, Ajjawai and Higgs (2007), was to identify the second order of the construct by bringing the researcher's horizon. Therefore, I formed the second-order construct.

### **Research Site A**

The research site A had a quiet rural setting, and the human settlement in Manedovan spread over the hills, far from the madding crowd. The site was not far (27 Kilometers) from Kathmandu, the capital of Nepal.

### **Linguistic Events**

The research site had been recommended by my supervisor, Professor Khagendra Acharya, Ph.D during my initial consultation. I remember he had told me that he had a student as an MPhil scholar in his recent class who was a head teacher at the school and could help arrange for an interview and observation in his school. He advised me that this was a community school suitable for research. He gave me the phone number of the head teacher. Over the phone, the head teacher of research site A agreed to arrange an interview and observation. Reporting back to my supervisor and discussing further, we decided to visit research site A to facilitate the researcher's observation, as it was the researcher's first experience. The researcher drove to the school from Panauti town center in the afternoon with Prof. Khagendra Acharya. On the way to site A, we saw the green hills, some with human settlements and some without settlements. There were no service facilities available except some rarely seen tea stalls in the middle of the hamlet. The villages and hamlets on the sideways of the road had no modern facilities. The village looked inaccessible geographically. In our conversation in the car, we concluded that the root cause of back warded society was the plight of education.

Professor Acharya thinks that no matter how remote and backward the society is, that can be changed, and therefore development should be continued even with an individual effort. I opined that the presence of the government and its activities was

negligible. In about half an hour, we reached the research site area. The researcher parked the car in front of a small hut that sold the needy a local lunch and snacks. We walked a few hundred meters to reach the school. The pathway was stone laid and rough.

At the gate, the head teacher and his team received and took us to his office on the third floor. Then some informal conversation began. The head teacher explained that his school was in a rustic area, and he was struggling to provide quality education due to the social composition of the site. He requested that we stayed in his office for a while and went outside to inform the English teacher and arrange snacks. After about five minutes, he came back and introduced us to an English teacher who would be a participant in this research. After the introduction, the researcher explained the purpose of the research to the English teacher and asked if he could participate. I requested him to show me around the English class and language lab. At that time, professor Acharya wanted to use available Wi-Fi in the school to transfer some learning material to M.Phil. scholar (head teacher). He then asked the head teacher if he could get the password for the Wi-Fi. The head teacher said that the Wi-Fi was not working, and he offered his mobile data as an alternative.

### **Action**

The English teacher took the researcher in a computer lap. Asked if that was the regular classroom to teach the English language to high school students, he responded that they would bring the students into the same room, which also served as a language lab. The researcher produced an information sheet and consent form for the participant. He read thoroughly and agreed to sign.

I observed the ICT tools in the language lab for about one hour. The room was rectangular in shape. Number of long tables were set attached on the sidewall. On the table, thirty-eight computer sets were installed as working stations. Mouse and keyboards were attached to their ports. Benches were kept for students to sit in so they could use computers. The plain white synthetic fabric covered the computer sets. The government of Nepal provisioned those computers under the policy change in 2015 after the new constitution promulgation. The computer sets were branded, Dell.

There was one commercial printer. Projector was not installed in the language lab. They were installed in other classrooms. Kanti explained that the computer has a

window operating system, word processor and picture processor. So far, all ICT tools were functional and in proper order. The computers were not networked. The wireless internet and its distribution unit was installed in the room. But at the time of observation, the internet was interrupted for some reason. The power backup system was not in place. When asked about the policy document, Kanti stated that they didn't have any policy document in the school. But he added that they had committed to utilizing ICT tools in teacher-parent meetings. The computer sets were sitting there in such a way that they had not been used for long. Indeed, a busy place looks a little disorderly.

In the afternoon, students and teachers left the classrooms for their tiffin break. I stood alone on the balcony of the third floor and watched students running and playing in the school's front yard. Students communicated in some other language which was not Nepali or English. With curiosity, I asked one of the teachers on the ground floor. They were speaking their native language, the Tamang language.

### **Thought Process**

The computer room served as the purpose of the language lab. The students had to sit on the bench to learn the English language. The computer devices were not ideally set up for English language learning. The student could perform several tasks to learn English using a computer—the type of setup of the laptop purported for technology learning rather than English learning. The computer room does not seem like an ideal place to learn the English language.

The power unit in the internet distribution system was flashing, meaning that it was functional. The internet was not working during the regular school day. It disturbed the plan of the teacher to use ICT tools in English teaching. The head teacher had already declared that the internet was not working. The computers in the lab were not networked. This certainly hinders teachers from using computer devices if one computer is broken. In the case of networked computers, the student could sit on another computer and get information from the server. A power backup system was not in place. In order to run thirty sets of computer devices, the school had to manage a good power backup, without which the whole system would stop running. The students played by communicating in their native language. Reviewing the scenario on the spot, the practice could be questionable. How can a student learn the English language when they attend the class for forty-five minutes, where sometimes



the teacher uses the Nepali language to make them understand and practice the native language more than English?

### **Research Site B**

#### **Linguistic Event**

The second research site was Kushadevi Secondary School. The school was also located in a rural area some 3 kilometers away from the Panauti town center. With the help of my school management committee chairperson, Mr. Keshab Thapa, we reached the school to seek the head teacher's permission for research. The chairperson had called the head teacher of the participating school and had made arrangements for observation. While traveling to the school, we discussed the educational situation in Nepal, and I found that the chairperson of the researcher's school never appeared indifferent regarding education. However, there existed many issues in the Panauti area. He told me that even a small effort would spark new things, but it just needed to wait for the right timing. After a ritual introduction with the head teacher, I explained the purpose and procedure of the research. He referred me to my English teacher, who had just left for his class. After I finished observation, the head teacher invited me to join the school canteen. As both gentlemen were longtime friends, they began to chat while chatting, and I went for observation in class IX.

#### **Action**

While quickly walking to the class IX room, I spotted some teachers sitting on a sofa in the staffroom. There were no students on the grounds because regular classes were taking place. I also saw a lady teacher sitting in a chair in another room and reading a book, most probably a course book. On my way, I asked another teacher passing by me about the class IX room. He pointed to the adjacent building.

I reached the classroom in the next building where the English teacher taught in grade IX. With daytime greetings, the researcher took permission to enter the classroom by referring to the head teacher. The English teacher nodded yes. I introduced myself to the teacher and students in the classroom. I explained the purpose of being there. Then the class resumed. I stayed 45 minutes in the classroom. There was a whiteboard attached to the wall. The teacher taught conjunction and its example by writing on the whiteboard. In the beginning, the students looked puzzled; most probably the researcher's presence would have created some uncomfortable situation in the room. When the teacher explained the third time, they understood the lesson. Then the teacher wrote three questions on the board and asked students to

solve them. They solved the question verbally. By then, the bell rang, and the teacher and I exited the room. The teacher and I started a deeper conversation. He suddenly told me that he could do more if he could be put into training. He added that the administration did not care about bringing trainers to the school. Then we headed to another room where English teaching would happen. The teacher said that they had a computer room where they took students when they wanted to present some videos about the English language. He further noted that the same room serves the purpose of a language lab. We went to the computer room for further observation. I stayed in the computer lab for about forty-five minutes observing the type of ICT tools and their usage patterns. There were tables attached to the sidewall, and on top were thirty-five computer sets with keyboards and mouse attached to them. The government of Nepal donated those computer sets under the provision of policy change after the new constitution of Nepal 2015 was promulgated. The computers were not networked with others. All computer sets had an internet connection on them.

The computers were functional with picture and word processes on them. Power backup was in place. The distribution unit of the internet was installed in the same room. Solar energy was used for power backup. The participating teacher commented that the speed of the internet was plodding. There were two printers in the head teachers' room which all teachers use. There was no written policy document regarding ICT usage in the school. The teachers worked based on the head teacher's instruction and as committed in the management committee's meeting.

### **Thought Process**

The computer room, though full of devices, not having a network would not create an alternative working station for students in case some computers broke down. The ICT tools seemed not used to the maximum to teach the English language because the room was locked for a long time and smelled damp. The teacher used the Nepali language to explain the meaning of the words and sentences. The social composition of the students was mixed. There were students from all walks of life from the local area—the computer room layout suits learning technology rather than the English language. Benches and chairs were set for a student sitting. Why was the head teacher not interested in training teachers so that they could use ICT tools well? As the education setting was rural, an additional effort was implemented there, but the researcher did not find any extra effort to teach English.

## **Research site C**

### **Linguistic Event**

The third research site was located in the Panauti town center. The school was established in 1972 BS as a primary school during the Rana regime of Nepal. Now, the school was running up to grade 10. The school served the local community. Recently, a new building was built at the outskirts of the Panauti town center.

I knew the head teacher personally because I frequently met him in municipal education meetings. The date was fixed for observation. I was called into the new building. On the way, I missed the road. I phoned the head teacher of the school. He said that he was not in school. He further told the researcher that he had passed a message to the vice principal and requested to see him. The new building was located across the seasonal stream on the city's outskirts. The newly graveled road followed the stream. The gravel was so rough that it was almost hard to get to the school. When I reached the school, students were playing on the ground because they had a tiffin break. From the distance of the front yard, I saw some of the students serving the tiffin, and some were in the queue to collect it. On the ground floor balcony, about half a dozen ladies in uniform were eating tiffin. They were teachers there. I greeted them, and they asked me why I was there.

I introduced myself and asked for the vice principal. They pointed to the nearest room. I entered the room to greet the vice principal. He requested the researcher to sit down on the benches available. I describe the purpose and procedure of the research. Then I had to wait throughout the break. The vice principal looked indifferent and did not offer further conversation. Instead, I was offered the tiffin. I went to collect the tiffin. I greeted the server. She just smiled with no words. I ate the tiffin. When the bell rang, the vice principal introduced the researcher to the English teacher.

### **Action**

The researcher explained the process and purpose of the research. He agreed to participate by signing the consent form. Then he offered to go to his class. He started his class in grade VIII. There were 9 students in the class. He did not write a single word because no black or white board was on the wall. The teacher explained verbally. He was teaching grammar. The students were staring at the teachers. The researcher was sure that the student did not understand anything.

The classroom was dark due to no power at that time. Not all facilities were available in the new location as the school transitioned. Out of the classroom, the teacher said that nothing was in order due to construction and movement to the new building. He reported that the old building had some 14 working sets of computers in a rectangular room. The researcher did not get a chance to observe the language lab. Later, the researcher was asked if he could take any English classes. The researcher happily accepted the offer and entered grade VIII. Grade IX is also interesting to sit in a researcher's class. After combining the class, the research taught about the English language attributes. The researcher taught about the features of the English language. Two third of the students were interested in learning new things and silently listened to the lecture. The teacher wrote some examples on the blackboard. Some of the students were noisy, shabby and not interested in learning. Asked why they were not interested in learning new things, they reported they did not know anything about English and then drove them not to pay attention—asked them if they were taken to the language lab to learn English. They responded no. The teacher did not know how to use the computer.

### **Thought Process**

The researcher felt pity for the students by observing the quality of the classroom. The school was noisy. Students' noise from another class could be heard clearly. The researcher doubted if the student understood the lesson. The teacher had a limited vocabulary to use in the classroom.

The computer sets were donated by a Non-Governmental Organization(NGO). The policy documents about the usage of ICT did not exist. When the researcher asked about the policy document on the ground floor balcony, he pointed to the vice principal in his room. Conversing with the vice principal, it was found that there were no written policy documents in the school about ICT usage. In the ritual talks before leaving the site, one of the teachers standing on the ground stated that the school did not even have a qualified computer teacher. It was hard to get a qualified teacher in the area.

The whole school's condition was pathetic. I stood on the side wall of the building and started pondering. What a pathetic state of a school that was established in the Rana Regime!

### **Integrated Horizon**

The sixth stage of data analysis of Gadamer's framework, extended by Alsaigh

and Coyne (2021d), meshes the participants' and researchers' horizons to aggregate and find the theme. Although using off-the-record communication in academic research has still been debatable, the researcher used such off-the-record communication because the researcher found valuable information from participants who did not open up during the interview. According to Dimitrov (2020), off-the-record contact with participants in either manner does not contradict the information, rather it complements additional data and, therefore, it still communicates to the researcher and does not prevent publishing such a record; otherwise, the core information may be lost.

The main objective of aggregation of the horizons is to provide a phenomenological analysis of the subordinate theme extracted from emergent themes. The following five themes emerged from the hermeneutic phenomenological analysis. The table contains superordinate and subordinate themes.

Table 1

Integration of Themes: Superordinate and Subordinate:

Superordinate Theme	Subordinate Theme
Understanding usefulness of ICT, but no motivation to use, therefore, used in discretion	-Availability of ICT tools but used conditionally -Use of small devices such as mobile phone -Not enough ICT tools to use for English pedagogy -No motivation to use ICT tools as teaching material
Low level of ICT knowledge and skill	-Conditional usage of ICT tools for English pedagogy -No qualification to sue ICT tools in the classroom -Easy dependency on other
Frustration while not being able to use ICT tools	-Power cut and internet interruption disturbs -Usage of obsolete technology -No assistance from administration -Prevalent frustration on participants -Backup does not work
Contradictory information	-Partially true information sharing -Contradictory information regarding the existence of

	resources
	-Meeting minute regarding ICT tools not implemented
Inadequate management	-Meeting minute regarding ICT tools not implemented -No assistance from administration -Poor management of ICT tools -No written policy regarding usage of ICT tools, feeble verbal instruction from head teachers -Head teacher's focus on other business
Students' behavior	-Students enjoyed the power cut -Embarrassing situation of teaching for not being able to use ICT tools.

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Superordinate themes have been presented in turn. The above table serves to represent prevalent subordinate themes across all participants visually. Because themes were caused to move apart during the analysis process, they were related and it turns out to be factual throughout the narrative account. Therefore, the researcher considered relating each theme from holistic experience and hermeneutic analysis so that the aggregation offers a theme-making solid process.

#### **Understanding of Usefulness of ICT, but No Motivation to Use**

This superordinate theme indicates participants' understanding of the usefulness of ICT tools in English pedagogy. However, the analysis found that several barriers had hindered the practice of applying the tools in the classroom. The subordinate themes, such as availability of ICT tools, used conditionally and in discretion, ineffective devices such as mobile phones and taper recorders, and no motivation to use ICT tools as teaching material, demonstrated that the participant understood the usefulness of the ICT tools.

In all schools, the researcher found that there existed ICT tools in total. Amar admitted that they had enough ICT tools if they wanted to use them in the classroom.

I have been using ICT tools for about seven years. In our school, all classes are equipped with a projector. Therefore, it is easy to use ICT tools in the

classroom (Amar).

Amar claimed that he had been using ICT tools in the classroom for about seven years. His pride in teaching English using ICT tools underpins his understanding and usefulness of it. Likewise, he felt proud to have all classrooms equipped with ICT tools such as projectors. As an outcome, Amar experienced the ease of teaching English using such tools. In wholesome, Amar understood the advantages of ICT tools in English pedagogy. In Amar's school, there were 38 computers set up in the rectangular room with a power and internet distribution unit installed. Those tools were installed in the room, and it seemed that they were not usually used for teaching English. The computers on the desk were covered, and the room was locked. When I reached in front of the door, the participant had gone to get several keys to unlock the door. The computer room, alias language lab, was not meant for learning the English language. Instead, it looked to learn the technical aspect of ICT. But Amar commented:

In my class, I am using one period in a day. Sometimes, teachers have to use a minimum of one class in a day, 40 minutes a day in a different classroom, so I am using it.

Amar had a sense of sufficiency in English teaching by using one period in a day in turn. His prior understanding of using a projector in the classroom for forty minutes was adequate for learning English. He conveyed a sense of assertion without understanding the nature of ICT. He developed a wrong image of ICT tools, and even their limited usage sufficed the required skill of teachers. The whole notion of the usage of ICT in education has been misunderstood. I experienced teaching English in this manner as a horror because I lived in English-speaking countries and saw utilizing ICT tools to learn a language for immigrants, tourists, and even native speakers of English regularly with interactive technology.

Kanti was more open to discussing the subjects and said he could not use the ICT tools in the classroom because there was no environment for them. The classrooms were not equipped with ICT tools. He had to take the student to the computer lab, which served as a language lab. On observation day, I found that Kanti taught students in a regular classroom. The teaching methodology was merely lecture-based. In the interview, he stated

We have such facilities in our school; we have ICT classrooms, many computers, projectors, a visual room, and an audio-visual room. If I want,

there are so many devices that I can use for teaching English (Kanti).

Kanti vividly described the availability of ICT tools in the school. Have they been utilized in the proper way to teach English? He presented some sense of discretion in using ICT tools to teach English. The first part of the if-clause, “If I want” to use the ICT tools, indicated a lower level of motivation to utilize when they still have a fair amount of skill to use. I agreed that they had adequate ICT tools but were not used. The respondent freely responded that he could use them if he wanted. The third participant, Hari, had a similar situation:

Most of the classes are lecture-based. Sometimes, when I realized a student didn't understand, I used tapes and videos so that the student could catch things.

What made the participant realize students' misunderstanding of the topic of the teachings? Realization is a complex phenomenon. His realization of students' misconceptions of the topic still was questionable. Hari commented with “sometimes” in terms of using ICT tools. By using ICT tools sometimes, does he achieve academic excellence in English education? He already had lost motivation to use ICT tools in the classroom.

Additionally, Hari was using a tape recorder and videos available on the internet. The tape recorder was replaced by other hardware media. It seems ridiculous to hear that the school still had such obsolete teaching material. Does the use of outdated technology meet the expectation of the course curriculum in the digital age? Usually, videos equal one-way lectures in the classroom because they are not interactive. They are less interactive than teachers.

All participants were given teachers' autonomy in using ICT tools as there did not exist a policy about using the ICT tools in the school or the municipality education department office. The head teacher seemed to have no role in administering the usage of ICT in the school. The discretionary part of English teachers using ICT tools in the classroom made the English pedagogy weaker in the rural area.

If it is used well, students have a different perspective on teachers. (Amar).

The analysis indicated that the participants were discretionarily using ICT tools in English pedagogy to demonstrate and gain the attention of students' perspective towards English teachers. Amar used ICT tools in the classroom for comfort:



Yes, in a comfortable situation, the teacher does not cover the class all the time, some he can use that media (Amar).

I found that some information needed to be more consistent. On the observation day, Hari taught English in a dark room without windows or ventilation. The design of the classroom was not suitable. Other adjacent rooms were lit by sunlight. How can a learning environment be filled in a damp, dark room? The room was fit for teaching-learning activities at all.

### **Low level of knowledge and Skill**

All participants shared one thing: they did not create teaching materials. They just used available YouTube videos at their discretion. They believe this was how they took authentic information for their students. Kanti candidly commented that he was once caught in front of a student. He wanted to use ICT tools but did not know how to use them in his English class.

I caught myself then because I did not know how to run those devices; I must try to run those devices. And I must ask how to run those devices. We need training, sir. The school should provide training (Kanti).

In this way, the respondent openly demanded training to use ICT tools so that he could easily use them. This situation could be connected to participant Amar's comment about students' perspectives. Amar wanted to use ICT somehow to gain students' attention. He wanted to show his students how much knowledge he had about ICT tools. This knowledge show-off business certainly became effective in pedagogy.

Due to a low level of ICT knowledge, the participant could not understand the type of errors that come across teaching in the classroom. Amar had a misunderstanding about configuration issues. He commented:

I can fix some minor errors, such as configuration and come to a solution for running classes, and I also explain the same to students (Amar).

Amar claimed that he could fix some errors in the middle of the session. His understanding of errors such as configuration appeared to be mistaken because the configuration was not an error. It came under the initial setup. I did not rule out configuration errors coming in the middle of usage, but other types than configuration errors would appear in case the system had to break. When the participant realized that he did not have enough skills to use computer devices, I agreed with Hari that his skill set needed to be boosted,

Though we have many tools available, we don't have much skill, and we don't have the technical people to use them (Hari).

Hari wanted to use computer devices; they had no required skills. Without computing skill, the idly sitting computer devices were worthless in producing and transferring knowledge to the students. Why did those teachers not get sufficient training as part of the administration? The head teacher had no interest or access to the training and teacher development in his school. According to Hari, the head teacher had another business to focus on, meaning that they frequently got involved in politics to please senior local village party leaders.

### **Frustration while not being able to use ICT tools**

Frustration was quite prevalent in all participants for not being able to use ICT tools in the classroom due to power cuts and internet interruptions. This superordinate theme somehow relates to losing motivation to use ICT tools in the classroom. The frequent power cut was out of the control of the administration all over Nepal because there was no database of cuts available, and the call center of power (No-light) poorly responded to its customers. When the power cut, it was hampered a great deal. The administration contacted the Internet Service Providers (ISP) directly. ISPs are still private businesses in Nepal and must be liable to their paying customer, unlike government-controlled Nepal Electricity Corporation. When there was an interruption of power and internet, Amar stated:

I feel back warded and digitally divided. My community in the area and society would go backward. While learning is back warded (Amar).

Amar understood the usefulness of ICT tools because he knew that in the absence of ICT tools in the information age, academic excellence could not be achieved. But he was not able to use it due to frequent disturbances. Similarly, Kanti stated

I feel pity, helpless, lonely etc.

The situation expressed by Kanti appears to be frustrating. What could the administration be doing while the teacher felt pity for him, helpless and lonely for not being able to use ICT tools in the classroom? This must have created a wider information gap between community schools and other schools. I can question the responsibility of the local government. Kanti emphasized ICT training in the interview. A similar type of frustration dominated Hari. He commented,

We don't feel good. If the power is cut, students make noise. They enjoyed it. As a teacher, I am frustrated when my mission is not fulfilled.

Were students in the classroom serious about their studies? According to Hari, students were not serious about their English studies. Instead of demanding better teaching material, such as ICT tools, they enjoyed it. The poor teacher was helpless.

### **Contradictory Information**

The interview data and observation data conflicted with each other. During the field visit, the internet was cut off for a long time. Indeed, that day it was impossible to use the internet and teach English in the classroom. However, Amar stated,

There is our routine, in our daily routine, especially teachers have to use a minimum of one class in a day, 40 min in a day in a different classroom.

Even if the participant wanted to use the stand-alone ICT tools in the classroom, they had to prepare the slides, documents or other teaching materials they had never prepared. In this case, they had to use ready-made materials available online.

Unfortunately, the internet was not available. Therefore, the environment of the school did not seem that the teacher used ICT tools as he claimed. Using ICT tools in everyday class encourages students to use English in their free time. But students on the ground were freely speaking their native language as if they were only that language because language is central to the culture, which shows the school's culture.

When asked about the type of ICT tools, Hari responded,

In my class, most of the time, I use a tape recorder and sometimes a laptop also.

The researcher realized that the participants were using obsolete technology to teach English. Tape recorders certainly assist in teaching English, but most teachers do not use them in an information age. Later, the researcher verified the information with the school administration and found out that the tape recorder was not in the school. On the other hand, Kanti seemed more honest in sharing the information. He looked sad but spoke about his lived experience compared to other participants.

Management of ICT tools in the computer lab or language lab does not only mean they are in good condition. They must be used for proper knowledge and skill transference. Whatever the participants claimed in the interview that was not reflected in the observation. If the ICT tools were used interactively with students, academic excellence equates to lecture-based learning. The lecture-based method is one way learning and learning outcomes cannot be measured. To learn, the student must know how to use and learn simultaneously. Amar commented:

So we are not allowing students to use the internet. We are not giving them.

What was the restriction when they had government-funded resources in the school? The overall management of the school system looked lousy except in Amar's school, where there still was no internet backup, and power backup did not work:

There is a backup, sir, but the backup does not work.

There was not any policy document regarding the use of ICT tools. The school had some commitments made in teachers-parents meetings. In the meeting, the school administration committed to using ICT tools in the school in pedagogy. But that was not implemented. The school administration seemed indifferent regarding using ICT tools to teach English. They focus on other things:

We try to get help, but they (head teachers) are not qualified and don't have time to see these and those things; they have their own businesses (politics).

They say that as a subject teacher, you have to manage it anyways.

This brings us to understand the responsibility and unaccountability of head teachers in the school. I aligned with the participant's idea that the head teachers were not qualified regarding ICT tools; that is why they could not understand the importance of ICT tools in pedagogy. The digital divide started with the administration, and that trickled down to the lower structure of the management and then to the teachers, then to the students. Kanti realized and expressed that they needed a full-fledged training and that it was supposed to be organized by the school administration.

### **Inadequate Management**

There was no assistance available to English teachers from the administration. This made the teacher use his discretionary role to teach English. Again, this paved the way for the classroom's conditional usage of ICT tools. There were no documents regarding ICT usage. However, the administration was committed to using them. Kanti commented on the policy.

The policy is helping, but there is no strict implementation. Our school is trying; I am still looking for more. If a problem arises, I take help from other teachers; if there is no one to help, I stop it (Kanti).

The role of administration, in this case, needs to be documented for future use. This suggested that the administration was not helpful to the situation. The participant was not happy because the policy was not implemented. Policy implementation is the main area where good management starts. The Hari stated:

We try to get help, but they (head teachers) are not qualified and don't have time to see these and those things; they have their own businesses. They say that as a subject teacher, you have to manage it anyways.

By the poor management of the head teachers, the participants knew that they were not qualified to use ICT in the classroom. Why did the teacher accuse the head teacher of having said no time to see those things in the school? This event certainly connected to their frustration and less motivation. The head teacher had their own business to carry out. What did the teacher mean by this? The head teacher usually got involved in local politics so that they could not concentrate on school development. The head teacher's expectation of the teacher was unnatural because, as a subject teacher, participants could not manage to learn new things and maintain ICT tools. Amar commented

The head teacher calls the call center and fixes it.

Surprisingly, on the observation day, the internet was disconnected in participant Amar's school. The school was located amidst higher hills around it. Even if the internet would not disconnect, it would certainly be slower due to line-of-sight problems because it was a wireless internet connection.

### **Students' Behavior**

The analysis indicated that there exists some kind of disorderliness in the classroom. There was no rapport between the teacher and students. The students were not prepared in the event of a power cut. Hari commented

We don't feel good. If the power is cut, students make noise. They enjoyed it.

As a teacher, I am frustrated when my mission is not fulfilled.

Power cuts triggered a few events among students. They started making noise due to a power cut. They could be serious, but they were not. Making sounds of enjoyment showed that they had no interest in English studies. There could be various reasons why they did not want to study English, but that area is beyond the limitation of this research.

Furthermore, making noises in the classroom indicated less respect for the teacher. The teacher and student have not expected the power cut and have yet to discuss the preparation for such. On the other hand, the students took the teacher as an overall knower. When the teacher could not run the new computing device in the classroom, the student began talking about the situation, and the teacher felt embarrassed,

I caught myself then because I did not know how to run those devices; I must try to run those devices. And I must ask how to run those devices.

The teacher kept trying to use the devices for a long time, and students were bored of it. The student lost patience and made a noise. That situation equates to turmoil and disciplinary issues in the classroom. These circumstances were also reflected on the playground regarding English language usage.

## CHAPTER V ESTABLISHING LINK

### **Introduction**

The previous studies laid the foundation for this study. Those studies indicated that there existed a gap in using ICT in education. Although the teachers were positive towards the use of ICT, they could not fully have utilized it for reasons. In this chapter, I attempted to connect the link with those precious used articles and their findings. Some of the findings aligned with the previous studies and some did not. However, this chapter connects the dots in a big picture. This chapter includes linking with literature, linking with the theory, and linking with the paradigm.

### **Linking with the Literature**

Linking the literature with the identified theme is the seventh step of the Gadamerian analysis framework. According to Alsaigh and Coyne (2021e), Gadamer understood final meaning-making process as linking the parts with the whole. I checked if the theme presented in Chapter IV aligned or differed with the previous studies of various literature. System theory has also supported this notion of connection of every part (Ashby, 1968).

Recently, Nepal government installed computer devices in community schools. Among those schools, one was in Manedovan, listed in the 259<sup>th</sup> position in their list, and the second research site in Malpi, listed in the 262<sup>nd</sup> position. Before that, these schools were not equipped with ICT sets to apply to education.

The first prominent theme identified in the analysis was teachers' understanding of useful ICT in education; however, they did not use it actively; instead, they used it conditionally and discretionarily. This theme somehow aligned with the studies of Rana (2018d), who had conducted research in a similar area where he had found that the teacher set the goals from them and did not assist students in setting them. As a result of teachers' discretion to use ICT, students were affected and did not practice English during break time.

The second theme-low level of ICT knowledge and skill- resembled the previous studies. Parajuli and Porezevara(2007) realized this theme, who had explored the usage of video technology in pedagogy in the Taplejung and Dolpa districts of Nepal. They found out that the teachers' knowledge and skill barred video making and

used it in teaching. The teacher did not have the skill to prepare digital material such as videos for their class.

The third theme, frustration due to being unable to use ICT tools because of a power cut, prevails among participants. This aligns with the situation in Tangail, Bangladesh, where students needed more power in their area to complete their assignments. However, such frustration prevailed among the teachers and students. Power cuts happened more over the year, and the frequency of power cuts increased for rainy reasons. These disturbed teachers to use ICT tools in pedagogy. Even in Kathmandu, various newspapers have reported power cuts which disturbed the study of many students.

The fourth theme- contradictory information- could not be compared with earlier studies as no comparable findings were observed in this literature. I decided to keep it as it was in this research.

The fifth superordinate theme was poor management. The resulting experience of participating teachers also sourced from poor management of administrative leaders. This theme aligned with the findings of Dimmock (2011b), and Anitha et al. (2016b) concerning leadership and management's effect on employees.

Poor quality management affects the whole education environment, including organization's productivity (Dimmock, 2011c). Similarly, providing employee training frequently added value to efficiency. Thus, quality and productivity could be elevated to the next level (Anitha et al., 2016c). Better leadership quality is key to a quality environment for success (Hirtz et al., 2007).

Tomiyato et al. (2013) researched the students' disciplinary issues. He found out that one of the factors that caused students' poor discipline was the teacher. Less skillful teachers in the subject matter could not control class when disciplinary issues occurred. My findings suggested that the participating teachers could not handle their class because students knew the English teacher was not equipped with ICT knowledge and skill. Thus, my finding aligned with the previously reviewed literature.

### **Linking with the Theory**

I applied system theory in this research. System theory can be utilized to study educational components (Lai and Lin, 2017). System theory believes that the sum of the parts makes synthetic meaning as a whole (Von, 1972c). From the standpoint of the System theory, this research had five components: teachers, power supply,



internet, school policy, and computer devices. The teacher interacts with each component every day at his work. The interaction with full-fledged or limited students allowed teachers from three schools to make a live experience about their daily work.

The first superordinate theme- understanding of the usefulness of ICT but no motivation to use it- comes from the subordinate theme availability of ICT but used conditionally and discretionarily and no motivation to prepare teaching materials. Similarly, the second superordinate theme-low level of ICT knowledge and skill- is sourced from teachers' disqualification to use ICT in the classroom. Another component, policy, studied in this research had to do with the poor management superordinate theme. The power supply component studied in this research directly impacted internet usage, which triggered frustration among participants resulting from frequent power cuts and power backups did not work. The superordinate theme-frustration while not being able to use ICT- derived from the subordinate theme- no assistance from administration. Furthermore, the rainy season intensified their level of anxiety because the participating teachers could not continuously use ICT in the classroom. The fourth superordinate theme-contradictory information- did not fall into any category theoretically.

The school needed to have a written policy about how to use ICT to teach English. Having no written policy and meeting minutes regarding the usage of ICT was followed conditionally and discretionarily brought a superordinate theme of poor management. The head teacher's focus on another business also added to create superordinate-poor management.

The superordinate theme- disciplinary issue arose from the subordinate theme of the embarrassing situation of the teacher for not being able to operate the ICT in front of the students.

Participants' circumstantial interaction with school policy and power supply twisted the way to make their phenomena as it is. Or else the phenomena would have ended theoretically differently.

The participating teachers did not have any control over the power cut situation. But they could make a little when the internet disconnected by quickly reporting to the administration. Requiring enough power supply in the school would have brought a different teacher phenomenon.

In this research, system theory inductively assisted in reaching the teacher phenomena based on the communicating component in the given school system—the

theme aligned with the theoretical frame of the research. The phenomena of the teacher would come from their communication with the given components (Power supply, internet, policy and computer devices). Therefore, the phenomena of teachers technically look like the following structure.

```
Define teachers' phenomena (Cn, Pn) {
Sum = Cn + Pn
return sum
}
```

By plugging in the studied components into the given function, the structure looks like the following:

```
Define teachers' phenomena (power, internet, policy, computer devices) {
Sum = power + internet + policy + computer devices
return sum
}
```

In the given phenomena, power, internet, policy, computer and devices served as the purpose of parameters. As findings suggests, all superordinate themes identified were the teacher's phenomena: understanding the usefulness of ICT, but no motivation to use, therefore, used by discretion, low level of ICT knowledge and skill, frustration while not being able to use ICT tools, contradictory information, Poor management, disciplinary problem.

The frustration would not have come over the teacher if they had the opportunity to teach English using ICT. Disciplinary problems and poor management would not have originated if the policy of the school had been firm and it would have been implemented. If the teachers used ICT in the class better, their skill level of ICT would have been more skillful. If the power supply in the area had been better, it would undoubtedly have made a good infrastructure.

### **Linking with the Paradigm**

Paradigmatically, I stood with the constructivist paradigm because the human inquiry is subjectively dialectical to construct a new meaning by social interaction (Guba & Lincoln, 1989b). While inside the constructivist paradigm, phenomenology methodologically added a rich flavor to it. The participating teachers communicated and interacted with the policy, power cuts, internet and computer devices. The teacher could directly contact the administration about policy implementation and internet disconnection. But they could find out the status and how long they had to wait for the

power supply to resume. This constructed a stressful situation, and finally, when such stress and disappointment accumulated, frustration was experienced. Therefore, the meaning and procedure of this research aligned with the initial proposal.

## CHAPTER VI

### CONCLUSION

In conclusion, critiquing and final interpretation is the eighth step of the Gadamerian analysis framework. The objective of this chapter is to provide the interpretation drawn from the data analysis in the previous chapters. By undertaking this study, I was interested in investigating how community school English teachers experience the usage of ICT to teach English.

The study was based on the three English teachers in schools in Panauti Municipality who had taught English for at least three years in grades eight, nine and ten. I attempted to bring their utmost experience to the interview. At the same time, I have also observed the research site with investigating eyes. This chapter, therefore, provides an opportunity to know the ontology of the research sourcing from interviews, observation, and reviewed papers using hermeneutic phenomenology on the textual data. Thus, the following superordinate themes were generated by using the said method.

- Understanding the usefulness of ICT, but no motivation to use, therefore, used in discretion.
- Low level of ICT knowledge and skill
- Frustration while not being able to use ICT tools
- Contradictory information
- Inadequate management
- Students' behavior

ICT refers to all technologies used in information production, information processing, information storage of information, medium of communication, and administrative and pedagogical activities (Pima, 2019). After the School Sector Reform Plan, the government of Nepal started deploying ICTs in various schools all over Nepal. As one of the nearest districts to the capital city, Kavre had the opportunity to receive government-funded computers, necessary devices, printers, projectors and an internet distributing unit. The schools had adequate teaching ICT in place. The teachers, including the head teachers, understood the usefulness of ICT in teaching English.

Why the teachers had no keen interest in the frequent use of ICT gave rise to

various questions. They had no motivation to apply the available ICT in the school. They termed the computer room as a language lab. Did the computer lab have the characteristic of a language lab? Certainly not! The existing layout of the room and devices setup were fit for technology learning facilities. The use of ICT in education comes after learning the technologies first. The computer lab needed to look more appropriate for English language teaching. But it was not unnatural to use such facilities for learning-teaching the English language if used properly and promptly. It was found that the teachers did not use ICT to its fullest to teach English. They lost motivation and used ICT to teach English at their discretion and by the student's condition. Student conditions meant the demand for students to watch videos. There was a tendency for English teachers to use ICT in the computer for refreshment to students. The head teacher could not intervene at the teachers' discretion to use ICT because they needed to be more qualified in using ICT in pedagogy than their English teachers. If students wanted to see videos of current topics in the textbook, the teacher would take them to the computer room and present if that was available on the internet. Otherwise, they taught in regular class by traditional method: lecture based with a whiteboard and writing marker.

Pima (2019) studied 114 schools in Tanzania about how ICT assisted in effective teaching. He suggested using ICT tools motivated schoolteachers to make their classes effective, enjoyable and improved in quality. As the nature of ICT was to simplify the complexities in every field, people tended to use it. On the contrary, my finding exposed that the teachers still used their discretion even after having ample ICT devices in the school and having a fair amount of knowledge and skill. I inferred that continuous monitoring needed to be maintained by the administration.

It points out that the participating teachers needed to gain the required knowledge and skill to utilize the ICT available in the school. The ICT available in the school could have been more sophisticated. They were mainly computer devices, projectors, printers and the internet. Bringing the first superordinate theme to connect here, the teachers used ICT due to low skill level. The participating teachers lost the frequency and habit of using ICT in the classroom; hence they must have lost the opportunity to develop efficiency that came from the repetition of using ICT. It was a fact that there needed to be qualified technicians or teachers to fix or train teachers about how to use those tools in need. When asked about their skill in fixing the tool, participant Amar claimed that he could fix minor errors such as configuration. They

needed to understand the type of errors and issues from the ICT tools. The inherent skill of the teacher could be reinforced by an administrative decision to use ICT. The school administration needed to provide teachers the required training and brush-up workshop. The participant admitted that they were not qualified to handle ICT. At the same time, they could not demand training from the head teacher because of their hierarchical structure. Kanti wanted to learn more about ICT but could not order it because he was on contract service and did not want to jeopardize his job. Instead, he was preparing for the Teacher Service Commission Exam that would be held in the future to secure his job in some other school. Hari reported that the head teachers needed to be qualified in ICT stuff and asked teachers to use it how they wanted. The head teachers needed more knowledge to monitor the usage and skill. Rana (2018e) found a gap between the ICT policy formulated by the government and the reality of the usage in the education sector in Nepal. My finding aligned with the finding of Rana in that the participating teachers declared that they needed training to handle ICT in the school. What could stop head teachers from coordinating training and new knowledge on ICT for English teachers was unknown.

Participating teachers expressed frustration when they could not use ICT in the classroom to teach English. One of the apparent reasons was the previous superordinate themes, low level of ICT knowledge and skill and discretionary use of ICT. Therefore, it must be psychological in nature. Self-justification (discretionary usage of ICT) and blame(administration) trigger frustration, and thus, it impacts the performance of the teachers. This indicated some complexity was inbuilt among participating teachers for not being able to impart knowledge to students using ICT because they did take wages in return. Another reason for prevailing frustration comes from the administrative domain. All participants expressed the head teachers' inability to manage further ICT training for English teachers because they were not qualified for ICT. Power cuts and internet interruption also caused an increased level of frustration among teachers.

The teachers were aware of the availability of the latest technology. One of the participating teachers was using obsolete technology, a tape recorder. Using outdated technology would have issues in handling and portability compared to digital technologies. Power cuts invited a complete halt to using the ICT in the classroom. Power backup was installed in the school. But the backup was not working in one of the research sites, which is equivalent to having no power. The participant reported

that the school had enough pen drives to transfer data from one device to another when in need. He further explained that the government of Nepal had provided all computing facilities in the school. On the contrary, they could have been used better to teach English.

Some interesting factors also emerged during the analysis. During the interview, the participant teachers needed to be made aware of their contradicting information. In Amar's school, the hardware of the internet technology (wireless internet system) was installed. But there was no internet available on the day of observation. My supervisor Prof. Khagendra Acharya accompanied me to guide how to conduct the observation. In our informal conversation before starting observation at the head teacher's office, Prof. Acharya had asked for the Internet password. The head teacher of the school accepted that the internet had been interrupted for some reason and offered his personal data from his mobile device. We did not get information about when that would be resumed. In the computer lab, the participating teacher claimed that they had internet in the school. Amar further reported that some computers had the internet and some did not. This information was also contradicting the situation most of the time when the internet was disconnected. Either the hardware device was old enough to receive internet from the latest internet hardware, or the teachers did not use it. If the internet was connected, that could be used in almost all computers unless at administrative discretion. Misunderstanding of the technology among teachers was visible. In their understanding, learning ICT meant that students would learn language automatically.

Two participating teachers (Kanti and Hari) regarded the administration as responsible and pointed a raised finger at it. They raised that the meeting minute regarding the usage of ICT in teacher-parent meetings was not implemented. The implementation of such meeting minutes falls under the administrative head. The lack of implementation demonstrated the inability of the administrative head regarding ICT management. Kanti emphasized the need for ICT training and that training had to be organized by the school. Kanti had a keen desire to improve his ICT skill in English pedagogy. In the current federal constitutional context, power, and responsibility for education have been transferred to the local government. But it did not trickle down to the participant's school. Neither the school nor the ruling municipality had formulated the ICT policy in pedagogy. The head teacher's feeble verbal instruction to use ICT in pedagogy did not work. Hari denoted that the head

teacher was not qualified and had “other business to focus” on, indicating the country's politics.

Students made noise and commotion when the power cut or the internet was disconnected. During an interview, the participant mentioned that “there is no policy document for guidance, but we have committed to our internal meeting, and we follow that.” After the interview, the researcher had a ritual talk with the participant. At that time, he expressed the hardship of teaching English in community schools due to various factors such as social composition and background. He declared that when a student did not progress, he had no motivation to work further hard for them.

### **Implication**

The findings summed up with some important implications indicated by the themes extracted from the analysis. The disciplinary issues implied the disturbed learning environment to the better students who wanted to excel in education. This certainly brought the morale of the English teacher down.

The poor management impacted the overall excellency of English education. The students did not speak English in school. As a result, English language production and comprehension could not have been better. The head teacher was responsible for this situation. The school administration and English teachers have not fully understood the government’s intention of uplifting society in the digital age. This implied gap in education, especially in public higher schools, would impact university education. The government policy on the paper appeared to be successful, but it was not monitored in practice. The foundation of education weakened at the school level, which raises the question pointing to the policymakers. Therefore, the number of human resources produced in the country would undoubtedly be of poor quality. Even students from such an environment cannot compete to travel abroad for further education.

The government's envisioned objective of installing required ICT in the school to uplift education in support of technology seemed to have failed because the English teachers were frustrated for not being able to use it to teach English. The conditioned hopelessness might remain for a more extended period.

Teachers' low skill level was reflected very clearly in a student's achievement of the English language. The teachers could not learn more for personal and professional development. Therefore, the learning-teaching was implicitly impacted to a higher degree. Once the policy is implemented, policy makers should understand the



need to supervise their investment in education. Through this study, the local policy makers in Panauti municipality would benefit from knowing the shortcomings in their vision. They can conduct other necessary research to narrow their requirement before implementing and monitoring community school education. Even the head teachers utilize the findings of this research to understand the actual usage of ICT in English education in Panauti.

### **Limitation**

Quantitative data about power cuts and internet disruption was required to analyze this research as per the theory applied. I visited the local Nepal Electricity Authority office in Panauti. They replied that they did not keep any data about the frequency of power cuts. Likewise, Internet Service Providers (ISPs) could not provide me the internal log of internet interruption due to privacy issues. The unavailability of this data caused limitations in data analysis.

I wanted to interview the participants a second time. Only participant Amar was available to be interviewed for a second time. Other participants had to travel out of town for medical reasons in their families. This research would have become rigorous had the participant been taken from a cross-sectional area rather than Panauti.

### **Reflection**

I found that the participants had taken English education as a subject and were teaching as a Grammar Translation (GT) method, which is opposite of my belief. Such methods are regarded as old practices. In the capacity of the teacher, they were supposed to work using various other theories and methods to bring change. Students were not encouraged to practice English enthusiastically in their school. English was not mandatory, even in the classroom. However, Kanti used English throughout his class, and his students understood though they have yet to respond in English. I did not find students asking questions in the classroom, nor was the class interactive.

At the beginning of the interview, the participants looked relaxed. When they went on speaking during the interview, they appeared a little nervous. It was natural that facing a different type of question would make an interviewee uncomfortable temporarily. But it was apparent that they looked very cautious when they spoke by selecting words to articulate so that they would not expose their weakness compared to the first interview because the participant may have regarded their lived experience of teaching English with ICT as weakness. The frustration area seems relatively

strong. At the final state of this dissertation, I realized if the dominant frustration comes from a space where the participating teachers could not grow with the help of administration. The growth of teacher here indicates the promotional growth and permanency.

Amar was found to be a little selective to articulate and reserved-looking personality, but the other two opened up freely. One of the participants, Hari, provided false information about the obsolete devices he was using. At some point, I felt that the teachers were standing in front of the students in the name of teaching in the community school. There is no impact on English learning in a real situation.

Students were not found to ask questions in my observations. Inquiry is one of the best devices for better learning, but it was not used in the classroom. Had the culture of asking questions been in the school, the teacher's phenomena would be relatively different than what was explored. The participants reported being more disappointed in the rainy season due to power cuts. When the monsoon finishes, what was their use of ICT to teach English is questionable.

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## Appendix A

### Interview Questions

1. What ICT tools do you usually use to teach English in your class?
2. How familiar are you with those ICT tools just mentioned?
3. How long have you been using these tools to teach English?
4. What are the comfortable situations while teaching English using ICT tools?
5. What are the uncomfortable situations while teaching English using ICT tools?
6. How do you feel when there is a power cut and internet interruption happens while you are teaching ICT tools?
7. How do you feel when ICT tools are in the place but you cannot use them for various reasons?
8. How do you get support from administration when there are issues while teaching?

## Appendix B

### Response of Amar

**Researcher:** What ICT tools are you using in teaching English in class? (2nd interview)

**Amar:** In my teaching class, I am using laptop, computer also, that is projector also, (interviewer reminds about pen drive) pen drive also.

**Researcher:** Actually, how often do you use these materials? (2nd interview)

**Amar:** In my class, I am using one period in a day, sometimes. There is our routine, in our daily routine, especially teachers have to use a minimum one class in a day, 40 min in a day in a different class room, so I am using, if possible. If there is electricity(power) and material I use once a day otherwise, 2, 3, 4 times in a week.

**Researcher:** When did you start using these tools? (2nd interview)

**Amar:** I am starting to use these multimedia, especially these laptop, projector, while entering school teaching, that is, starting from one secondary school in 2067. There was one computer and a projector. Also, I used to use it sometimes. I get a chance from there. And nowadays, I am using this way. It is continuing sir.

**Researcher:** How do you experience using ICT tools to teach English? (1st interview)

**Amar:** In the beginning of using devices to teach English it was hard due to no knowledge and skill. It was time consuming to learn. Devices are slow running. However, students are excited to learn English using ICT devices. Using ICT tools to teach English is very exciting when you know it. I don't have to look for resources in many places. Now it is available on the internet. It is reliable to use ICT tools to teach English. Now the teacher must prepare the lesson and ICT tool before going to class, otherwise the teacher will become outdated. Frequent power cuts in the rainy season, this must be backed up. I feel very sad when I cannot teach effectively to student thinking that students are deprived of learning

**Researcher:** How long have you been using ICT tools in pedagogy? (First interview)

**Amar:** I have been using ICT tools for about 7 years. In our school all classes are equipped with a projector, therefore, it is easy to use ICT tools in the classroom. I downloaded teaching material using my laptop and transferred the data to the classroom computer for demonstration and teaching. I can fix some minor errors such

as configuration and come to a solution for running classes and I explain the same to students as well.

**Researcher:** What are the comfortable situations to use such tools? (First interview)

**Amar:** First of all, time saving gives me a comfortable situation, searching material does not take a long time. I feel more confident when I teach English using ICT tools because I have knowledge and skill. Real time native speaker's information and education can be utilized in remote places like ours with the help of the internet. I feel the devices are my support to teach

**Researcher:** What are the uncomfortable situations when using such tools? (First interview)

**Amar:** Especially in the rainy season, I feel very sad when I don't get a chance to use ICT tools to teach English even if we have resources after huge investment. I postponed the class for the next day to turn to the traditional mode of teaching. When hardware breaks, an in-house experience, but academically not qualified, teacher comes to fix them. There is no policy document for guidance but we have committed in our internal meeting and we follow that. I feel bitter that I do not change to utilize it because of other reasons like interruption and power cuts. Internet interruption happens sometimes, but the head teacher calls the call center and fixes it.

**Researcher:** What do you feel when you have to teach without ICT tools? (First interview)

**Amar:** I feel back warded and digitally divided. My community in the area and society would go backward. Whole learning is back warded. I attempt to bring solutions for missing things from YouTube videos.

**Researcher:** Would you like to add anything missing to your responses? (First interview)

**Amar:** I must develop according to time and technology. If it is used well, students have a different perspective to look at teachers.

**Researcher:** So you feel like the real teachers, though they are situated very far from this country, the real teacher is inside the classroom. (2nd interview)

**Amar:** Yes, sir.

**Researcher:** And then also we discussed the collection of the resources, right? You don't have to go to different places to get them, can you please refresh on that also? (2nd interview)

**Amar:** While collecting material we can use some websites also. From websites we can copy or we can show them live also, this much, sir.

**Researcher:** How long have you been using these materials? (2nd interview)

**Amar:** I have been using these tools near about since 6, 7 years, sir.

**Researcher:** Time then and now, what do you find the difference? (2nd interview)

**Amar:** At that time, we could not find material we were choosing, at that time, there was no net. Net facility was not there. So we can use only selective materials, what we have downloaded or what we have in pen drive. That only we used to use. If the net is available, we have to download it and then we have to insert it into the pen drive. We used to show them. Nowadays, we are using what we want, we can use in the classroom what we want, or what is there in the text. Now I am using that one.

**Researcher:** Basically, you are saying that whatever is available in the text, the same thing is available on the internet? So you match it. (2nd interview)

**Amar:** Yes, sir

**Researcher:** So last time we discussed the type of the qualification you have to fix the error if it comes, right? If something goes wrong, immediately is there any support available? (2nd interview)

**Amar:** Yes, sir, something I can do myself, minor errors, if there is serious, I will consult my technician, there is technician related to that computer program, some hardware and some software also. I will inform him and take his help.

**Researcher:** And we also discussed in the last interview the comfortable situation to utilize the ICT tool in the classroom to teach the English language. (2nd interview)

**Amar:** Yes, in a comfortable situation, the teacher does not need to cover the class all the time, he can use that media, that is effective to students also to show the real material from the website. They feel relaxed at that time. There is no problem with the teachers also. All the time, teachers need not to talk about material, cry in the classroom, only speak only, or show other material. At that time, the teacher also felt relaxed.

**Researcher:** Also what are the uncomfortable situations you had gone through in your last teaching experience? (2nd interview)

**Amar:** Yes, sir, sometimes, the net becomes slow. Sometimes electricity disturbs us. At that time, we cannot show the material that we are going to teach today. That is an unhappy situation. At that time, we feel unhappy.

**Researcher:** How unhappy do you feel? There is a degree of unhappiness. How unhappy you felt at that time. (2nd interview)

**Amar:** At that time, we could not show this material, so electricity or something disturbs our class. I have to only explain or I need to talk about another topic. So at that time, sometimes, students may feel dissatisfied, if it is the former plan. That is the problem sir.

**Researcher:** Normally during what season power cuts happen? (2nd interview)

**Amar:** In my school, in the rainy season. Yes, during the rainy season, sometimes there is a problem getting electricity.

**Researcher:** At that time, there is no backup, right sir? (2nd interview)

**Amar:** There is back up sir, but the backup does not work.

**Researcher:** Sir what about internet connection, disruption? (2nd interview)

**Amar:** Other time it is okay, but in the rainy season there is a problem. Slow speed, there are obstacles, stop come stop come. Such a situation.

**Researcher:** What I was thinking is from the standpoint of a teacher when you feel unhappy, that is a very short term, right? Because a power cut happened, internet disruption happens and you feel very bad, is this what you said, right? What do you think the real impact is in society and upon the students? That feeling of unhappiness is short term, may you feel better tomorrow. What is the impact actually? (2nd interview)

**Amar:** There will not be a long lasting impact but only short situations also, short time, they may be sad, another day, they will be sure that we can use the device. We can cover our class. They will be sure.

**Researcher:** In my last interview you said, you feel bitter and backward. This is, you think or they think? (2nd interview)

**Amar:** If it is a long time, 2 days, 3 days, if there is an electricity problem for a long time, they also may think we are far away, so we cannot use it. They think. From our side also, we cannot complete electricity because of the electricity or something else, only we can say that no other.

**Researcher:** So last time when I was observing your classroom, I kind of found that the room was very equipped with all computer equipment, right? Based on these, there is no network inside the room. All computers are stand alone. Do you think having no network is going to impact your teaching of the English language in the classroom? (2nd interview)

**Amar:** Especially, now we have not fixed that internet for all computers, that is for typing or doing something. We have used internet service on our laptops only. We have another laptop. In that laptop, there is a network. So we are not allowing students to use the internet. We are not giving them. So only teachers can use their advice or according to the desire of the lesson.

**Researcher:** As a teacher, what phenomena you feel sir, like sir, through your lived experience of teaching English language using all these ICT tools, what is overall experience in your school actually. (2nd interview)

**Amar:** Yes, sir, especially for English teachers, these ICT tools must, this is compulsory. Teachers must be able to use it because teachers are unknown about the pronunciation of new words. There is contextual meaning also, there is given variety of meaning also, to understand that a teacher must know and must use ICT, so I am using that.

**Researcher:** So that means not only teaching a particular subject but to teach all type elements in the English language, ICT is useful, this is what you are saying, right?

**Amar:** Yes, sir

#### **Response of Kanti**

**Researcher:** How long have you been using ICT tools in pedagogy to teach the English language, sir?

**Kanti:** I have been using ICT tools in English pedagogy for more than three years. Since COVID came.

**Researcher:** Before that did you get a chance to use those tools or not?

**Kanti:** Sometimes, I used to, I used ICT tools in English ugh, English skills, but it, sometimes it happens.

**Researcher:** Is there any way that you can take your students to a computer lab or language lab, or you have to import ICT tools in a normal classroom sir?

**Kanti:** We have such facilities in our school, we have ICT classrooms, we have many computers, projectors, we have a visual room, audio visual room, If I want, there are so many devices that I can use for teaching English language.

**Researcher:** Okay sir, thank you, sir, usually what sort of tools to teach English? For example, you have a laptop, computer, projector, video.

**Kanti:** I mostly use a mobile set, then sometimes I use computer and projector as well.

**Researcher:** How familiar are you with the technologies? Like for example, we have software technologies, we have hardware technologies, we have downloading, internet search and there are so many things, right? Every technology has its own tenets, so, normally how familiar are you with all technologies?

**Kanti:** I generally download from YouTube. I don't know about others.

**Researcher:** You download videos regarding language accent and some other content, right?

**Kanti:** Yes, sir

**Researcher:** Do you make slides and do presentations?

**Kanti:** Frankly, I have not made slides sir,

**Researcher:** Thank you for being honest sir. How often do you do internet search?

**Kanti:** I often do internet searches for my own study, and for finding teaching material for the students.

**Researcher:** So like as an experience English teacher and also at the same time you are preparing for high school English teachers' exam, so how do you feel when you have all digital material available in the classroom, for example, you are in the lab, language lab, or computer lab, you have students there right, you are interacting with the students, and students are learning. How do you feel you are doing the best?

**Kanti:** I feel very proud sir in this scenario, because such scenario motivates students and it lightens the classroom and students easily can learn.

**Researcher:** In that case, especially students learn the content or language skill or what they learn sir. What do you think?

**Kanti:** All things sir, they learn content and skill, technique to use ICT.

**Researcher:** Sir, we both are in areas where power cuts happen frequently and internet disruption, in that case, how do you feel, how comfortable you are, to realize the pain and the frustration?

**Kanti:** If there is a power cut, it definitely brings problems, but we have such an alternative at school, we have solar energy in our school, especially Kushadevi School. From solar power, we can perform it.

**Researcher:** So there is no uncomfortable zone, right sir?

**Kanti:** If we try, sir, in government school, in public school, there are so many facilities. The government has provided. But we should have will power, if we try, we can do it. Our students lack many things, especially in public school.



**Researcher:** How do you feel when there is a device available but you do not know how to use them?

**Kanti:** I caught myself at that time, because I do not know how to run those devices, I must try to run those devices. And I must ask how to run those devices. We need training sir. The school should provide training; all don't know how to run those devices.

**Researcher:** When you are not able to use it by any means, how do you feel from experience?

**Kanti:** I feel pity, helpless, lonely etc.

**Researcher:** What motivated you to use ICT tools in the classroom?

**Kanti:** The curriculum motivates me, if my colleagues do, it motivates, if school brings such facilities, it motivates, and if especially student motives also motivates me.

**Researcher:** How do you feel about the disconnection of the internet? You go to the head teacher and report? Is school policy helping?

**Kanti:** School policy is helping; policy is helping but there is not strict implementation. Our school is trying; I am not fully satisfied. In case a problem arises, I take help from other teachers, if there is no one to help, then I stop it.

**Researcher:** Would you like to add finally, sir?

**Kanti:** In comparison to boarding schools, the public schools use less ICT tools.

### **Response of Hari**

**Researcher:** What ICT tools are you using to teach the English language in your class?

**Hari:** In my class, most of the time I use a tape recorder and sometimes a laptop also.

**Researcher:** How often do you use these ICT tools in your class?

**Hari:** Actually, most of the classes are lecture based. Sometimes, when I realized a student didn't understand, I used some tapes and some video so that the student could catch the things.

**Researcher:** Do you use specific devices or applications to teach?

**Hari:** It is all general, we don't have particular devices to use according to purpose, and what is available, then I used them.

**Researcher:** Overall, what is your experience using ICT tools to teach English? Students sometimes can get different tastes; I feel they enjoyed it. So they understand better, I feel nice to use it.

**Researcher:** What is the comfortable situation when you have all the tools in place and you can use them?

**Hari:** Though we have many tools available, we don't have much skill and we don't have technical people to use them, so tools which are available and what we can easily use, only we use those tools, because we are familiar with many tools and we cannot use them either.

**Researcher:** Do you download material from the internet?

**Hari:** We try, but here, internet speed is no good, we cannot download material from there, sometimes, some students and teachers try. Sometimes, I try to download but I am not successful frequently.

**Researcher:** What are the uncomfortable situations that you have gone through in the classroom?

**Hari:** Most of the time in our village, we don't have power, whenever we want to use, that time there is no power. Sometimes, the devices we are using are broken and don't work well.

**Researcher:** How do you feel when there is a power cut when you are in the classroom?

**Hari:** Actually, we don't feel good. If the power is cut, students make noise. They enjoyed it. As a teacher, when my mission is not fulfilled, I am frustrated.

**Researcher:** Do you like to add anything to your interview?

**Hari:** Because of many things, the internet, power cuts, and our skill, using ICT tools is difficult in our classes in village areas. Although we tried, we were not totally satisfied.

**Researcher:** Do you get help from head teachers sir?

**Hari:** We try to get help, but they are not qualified and they don't have time to see these and those things, they have their own business. They say that as a subject teacher you have to manage it by anyways.

## Appendix C

**Observation Table: Site A**

Element Observed	Elements Present	Duration	Date	Observation	Sub-checklist
Hardware	Yes/No		Feb, 20, 2022	Usability/Functional	
Monitor	Yes	2 hours	Do	Functional, not used for long time, new branded computer, HVAC not present	HVAC
CPU set	Yes	Do	Do	38 sets functional including 7 smart TVs, not found used	No defect
Peripherals	Yes	Do	Do	Connected, USB 2.0 or more, PnP	No defect
Printer	Yes	Do	Do	Functional, being used, capacity 1000 pages	No defect
Projector	Yes	Do	Do	Functional, being used	Good display/clear vision
Software	Yes	Do	Do	Functional, not found used.	No issues
Internet	Yes	Do	Do	Dysfunctional	No power backup

Power supply	Yes	Do	Do	Frequently cuts and impacts	
Policy	No	Do	Do	Meeting minutes only	Not strictly implemented
Teacher	Yes	Do	Do	Semi-skilled, not using ICT for pedagogy	No training

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## Appendix D

**Observation Table: Site B**

Element Observed	Elements Present	Duration	Date	Observation	Sub-checklist
Hardware	Yes/No		March 09, 2022	Usability/Functional	
Monitor	Yes	2 hours	Do	Functional, not used for long time, new branded computer, HVAC not present	HVAC
CPU set	Yes	Do	Do	38 sets functional including 7 smart TVs, not found used	No defect
Peripherals	Yes	Do	Do	Connected, USB 2.0 or more, PnP	No defect
Printer	Yes	Do	Do	Functional, being used	No defect
Projector	Yes	Do	Do	Functional, being used	Good display/clear vision
Software	Yes	Do	Do	Functional, not used for teaching English	No issues
Internet	Yes	Do	Do	Functional but tool slow	No power backup

Power supply	Yes	Do	Do	Frequently cuts and impacts	
Policy	No	Do	Do	Not in place	
Teacher	Yes	Do	Do	Semi-skilled, demanded training	Management not interested

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## Appendix E

**Observation Table: Site C**

Element Observed	Elements Present	Duration	Date	Observation	Sub-checklist
Hardware	Yes/No		Feb, 28, 2022	Usability/Functional	
Monitor	Yes	2 hours	Do	Functional, not used for long time, new branded computer	
CPU set	Yes	Do	Do	14 functional in old building	No defect
Peripherals	Yes	Do	Do	Connected, keyboard and mouse	No defect
Printer	Yes	Do	Do	Functional, being used	No defect
Projector	Yes	Do	Do	Functional, being used	Good display/clear vision
Software	Yes	Do	Do	Functional, not found used.	No issues
Internet	Yes	Do	Do	Dysfunctional	No power backup
Power supply	Yes	Do	Do	Frequently cuts and impacts	

Policy	No	Do	Do	Meeting minutes only	Not strictly implemented
Teacher	Yes	Do	Do	Semi-skilled, taught grammar in a dark room	No training

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## Appendix F

**Participant and Researcher's Horizon and Integration**

Participants' Horizon	Researcher's Horizon	Emergent Theme
In my teaching class, I am using a laptop, computer also, projector also, pen drive also (Participant Amar).	There were thirty-eight computer sets in the language lab, printers, and projectors. Teachers have all required ICT tools to use for Pedagogy. However, internet was disconnected for some days at the day of observation	-Availability of enough required resources except internet -Exaggerated information about the existence of ICT tools in the school. -Required resources available but conditional use
We have ICT classrooms, we have many computers, projectors, we have a visual room, audio visual room. If I want, there are so many devices that I can use for teaching English. I mostly use a mobile set, then sometimes I use a computer and projector as well. (Participant Kanti).	There were thirty-five computer sets functional. There did not exist a separate visual room and audio-visual room on the observation day. There were required devices in the place. It was impossible to use small devices to use in effective pedagogy due to unavailability of its parts such as converter or adapter.	-Small devices used ineffectively -Usage of obsolete technology -Ineffective pedagogy due to conditional usage of ICT tools -Wrong information sharing

In my class, most of the time, I use a tape recorder and sometimes a laptop also.

There were only 14 computer sets available to use. However, they were disorderly. There could be a chance of using a tape recorder in the class for accent hearing and storytelling purposes. However, there did not exist any tape recorder in the school.

-Not enough computer devices to use for pedagogy

<p>In my class, I am using one period in a day, sometimes. There is our routine, in our daily routine, especially teachers have to use a minimum one class in a day, 40 min in a day in a different class room, so I am using, if possible. If there is electricity(power) and material I use once a day otherwise, 2, 3, 4 times in a week(Participant Amar).</p>	<p>The respondent declared that his usage of ICT tools relies on a conditional basis, especially, power supply in the area. However, the participant did not mention internet disruption. In reality, the internet had already disrupted the school according to the head teacher. The whole setting of the school seems to have a situation where participants had to use ICT tools conditionally.</p>	<p>-Conditional usage of ICT tools in pedagogy</p> <p>-Power cut disturb the usage of the ICT tools in pedagogy</p> <p>-Administration instruction to use ICT tools in pedagogy.</p> <p>-Need to wait to use internet resource till it was again fixed</p>
<p>Sometimes, I used ICT tools in English ugh, English skill but sometimes it happens(Participant Kanti).</p>	<p>The respondent seemed very honest to reveal information in many places. This is one of the places he opened up.</p>	<p>-Less frequent usage of ICT tools in English pedagogy.</p> <p>-No regular usage of ICT</p>

<p>Actually, most of the classes are lecture based. Sometimes, when I realized a student don't understand, I used some tapes and some video so that student can catch the things (Participant Hari).</p>	<p>Due to disorderly managed computer sets and no computer set were available in the new building, the participants did not use the ICT tools in English pedagogy.</p>	<p>tools to teach English.</p> <p>-Poor management of ICT tools</p> <p>-No ICT tools in the new building</p> <p>-Old technology and procedures were used.</p>
<p>Sometimes, I used ICT tools in English ough, English skill but sometimes it happens(Participant Amar).</p>	<p>There were 38 computer sets laying on the table of the so-called language lab. However, the teachers responded that he used them sometimes.</p>	<p>-Semi-skilled or no-skilled teachers</p> <p>-Availability of resources but not used</p>
<p>Frankly, I have not made slides, sir (Participant Kanti).</p>	<p>Why the teacher did not prepare slides, is itself questionable. The administrator In the observation period, the teacher taught grade 9 students without slides.</p>	<p>-Teachers' inability to prepares material</p>

<p>In case a problem arises, I take help from teachers (Participant Kanti).</p>	<p>The computer sets were brand new and it was unlikely to take problems easily. And computer sets were functional. Willingness to learn</p>	<p>-No motivation to use ICT tools by learning -Easy dependency on other -Assistance needed for basic help</p>
<p>I caught myself at that time because I do not know how to run those devices. We need training sir(Participant Kanti).</p>	<p>The teacher admitted that he had no basic skill about how to run the ICT tools and he was caught in front of the students.</p>	<p>-embarrassing situation of teacher in front of student -Usage of obsolete technology</p>
<p>In my class, most of the time, I use a tape recorder(Participant Hari)</p>	<p>The teachers used obsolete technology. At present, no school or few schools use such technologies in suburban areas. The researcher doubts that even tape recorders have been used in the information age.</p>	<p>-Less knowledge and skill about ICT tools</p>
<p>Though we have many tools available, we don't have much skill and we don't have technical people to use them. We are familiar with many tools and we</p>	<p>The teacher admitted that he had no idea about many ICT tools available. He was obliged to use whatever he knew how to use.</p>	

cannot use them either  
(Participant Hari).

Now the teacher must prepare the lesson and ICT tools before going to class, otherwise the teacher will become outdated (Participant Amar).

Especially, we have not fixed that internet for all computers, that is for typing or doing something. We have been using internet services on our laptop only. We have other laptops. In that laptop, there is a network (Participant Amar).

They (students) also learn techniques and methods to use ICT to find, search material themselves (Participant Kanti).

The teachers theorize the practice of pedagogy using ICT tools. However, interview data contradicts.

On the day of observation, there were internet services available. When there was no internet service available in the whole school area, the participant claimed to have internet in some other laptop.

The participant apparently understood using ICT tools to learn the English language as learning the technology itself.

-Contradictory information

-Not all computer had internet

-Some devices had internet connection and some did not have the said connection

-Students learned technology side by side

-Misunderstanding of the technology to use for English pedagogy

<p>I feel backward and digitally divided. My community in the area and society would go backward. Whole learning is backward (Participant Amar).</p>	<p>The school had no English Environment. Using ICT tools in pedagogy was really challenging.</p>	<p>-Prevalent frustration on participant -Unhappiness on the participant</p>
<p>I feel pity, helpless and lonely (Participant B).</p>	<p>The participant got frustrated for not getting the opportunity to use ICT tools in English pedagogy.</p>	<p>-Helpless and lonely -Experienced misery upon the plight</p>
<p>Actually, we don't feel good. If the power is cut, students make noise. They enjoyed it. As a teacher, when my mission is not fulfilled, I am frustrated (Participant Hari).</p>	<p>The participant experienced annoyed when the student made noise for not having internet and no study opportunity</p>	<p>-Students' happiness when they did not have to study in the class -The whole environment in the village area make impossible to use</p>

Because of many things, the internet, power cuts, and our skill, using IT tools, is difficult in our classes in village areas. Although we tried, we were not satisfied (Participant Hari).

Power cuts frequently happen in the area. Once power cuts, consumers had no idea how long to wait for power.

ICT tools to teach English

-No skill on the participant

-Slow internet

-Power cut

Yes, sir, sometimes, the net becomes slow. Sometimes electricity disturbs us. At that time, we cannot show the material that we are going to teach today. That is an unhappy situation. At that time, we felt unhappy (Participant Amar).

-Unhappiness on participant due to power cut and internet disconnection

-Power back out of order

-Students' dissatisfaction due to no usage of ICT tools

I feel back warded and digitally divided. My community in the area and society would go backward. Whole learning is back warded (Participant Amar).

The respondent experienced and realized the community became backward due to no using ICT tools in comparison to other better school

-Digitally back warded

-Society would go backward



<p>If it is a long time, 2 day, 3 days, if there is an electricity problem for a long time, they(students) also may think we are far away, so we cannot use it(Participant Amar).</p>	<p>Even the student realized that they were backward and could not compete with others in future because they were faraway.</p>	<p>-Long time power cut -No high speed internet -No downloading</p>
<p>We try, but here, internet speed is no good, we cannot download material from there, sometimes, some students and teachers try. Sometimes, I try to download but I am not successful frequently(Participant Hari).</p>	<p>Participants appeared to continuously put effort. However, in the absence of the right material, he experienced unsuccessfulness.</p>	<p>of teaching material -Unsuccessful attempt</p>

There is backup sir, but the backup does not work.

<p>School policy is helping; policy is helping but there is not strict implementation. Our school is trying; I am not fully satisfied. In case a problem arises, I take help from other teachers, if there is no one to help, then I stop it (Participant Kanti).</p>	<p>The school did not have written policy documents regarding usage of ICT tools on English pedagogy. However, the school administration committed to use it with parents and teachers in their regular meetings. That was also not implemented.</p>	<p>-No policy in the school -Meeting minutes regarding ICT tools not implemented effectively -</p>
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We try to get help, but they (head teacher) are not qualified and they don't have time to see these and those things, they have their own business. They say that as a subject teacher you have to manage it by anyways.

The head teacher was not qualified to understand the importance of ICT tools in English pedagogy. They focused on their other business(politics) rather than school activities.

-No help from administration

-Head teacher less qualified to understand the importance of ICT in education

-Engaged in other business such as protecting their position pleasing the senior politicians in the area.

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