

SHIFTS FROM CHALK-AND-TALK TO ICT-INTEGRATED ENGLISH  
LANGUAGE CLASSROOMS: A NARRATIVE INQUIRY

Bibas Thapa

A Dissertation

Submitted to  
School of Education

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

Kathmandu University  
Dhulikhel, Nepal

June 2024

## AN ABSTRACT

of dissertation of Bibas Thapa for the degree of *Master of Philosophy in English Language Education* presented on 18 June 2024, entitled *Shifts from Chalk-And-Talk to ICT-Integrated English Language Classrooms: A Narrative Inquiry*.

## APPROVED BY

.....  
Prof. Laxman Gnawali, PhD  
Dissertation Supervisor

.....  
Sagun Shrestha, PhD  
Dissertation Co-Supervisor

In today's digital era, information and communication technology has become ubiquitous, impacting various aspects of our lives, including education. The development of ICT has created new options, opportunities, and challenges for changing and modifying the conventional mode of knowledge delivery. To make the learner globally competent, English teachers need to be able to change, keep learning, and be willing to keep up with new technology and teaching methods for making the English classroom more effective. Thus, this dissertation is the culmination of shifts from chalk-and-talk to ICT-integrated English language classrooms: A Narrative Inquiry.

This qualitative research delves into unpacking English teachers' experiences while adopting the context and process of pedagogical shifts from conventional "chalk and talk" methodologies to the dynamic landscape of information and communication technology (ICT)-based ELT classrooms. Four English teachers were purposefully selected from four model community secondary schools located in Hetauda Sub-Metropolitan City. The fundamental research questions explored how English language teachers navigate this transition and the inherent difficulties and possibilities associated with incorporating ICT tools into English language instruction. The data were collected using an in-depth interview guideline with open-ended questions. The data were analyzed thematically, incorporating the theoretical insights from connectivism and transformative learning theory, utilizing the Technological Pedagogical Content Knowledge (TPACK) framework.

Based on the insights derived from English teachers' pedagogical shift, ICT is perceived as significant in the current educational landscape. English teachers emphasize the importance of technology for both their own professional growth and the enhanced engagement and effectiveness it brings to the learning process. The dissertation highlights the crucial role of the learning environment, the availability of tools, and peer support in motivating educators to embrace technology. The educational journeys of research participants exemplify adaptability, resilience, and dedication to enriching student learning experiences. These educators actively pursued professional development through diverse sources, showcasing a proactive approach to staying current in teaching methodologies. Their experiences illuminate the transformative power of integrating ICT into traditional classrooms, creating more dynamic and impactful English lessons.

In conclusion, this dissertation stresses that integrating technology into English language teaching (ELT) is crucial for meeting the needs of today's students. Teachers demonstrated the importance of using ICT tools such as TED Talks, YouTube, and Google Classroom to improve English language skills and increase student engagement. Despite technical challenges and infrastructure gaps, shifting from traditional to ICT-based classrooms has numerous benefits, including improved English language skills, problem-solving skills, motivation, and classroom management. The dissertation also emphasized the importance of ongoing professional development, collaborative efforts, and supportive policies in ensuring successful ICT integration in teaching English, which will lead to more interactive and effective learning environments.

.....

18 June 2024

Bibas Thapa

Degree candidate

## शोध-सार

अंग्रेजी भाषा शिक्षणमा एम.फिल उपाधीको लागि बिबश थापाको चक-र-टकबाट आईसीटी-एकीकृत अंग्रेजी भाषा कक्षाकोठामा परिवर्तन: एक आख्यानान्तात्मक भन्ने शिर्षकको शोध-सार काठमाडौँ विश्व बिद्यालय स्कुल अफ एजुकेसनमा विक्रम सम्बत् २०८१ साल असार ०४ गते ( १८ जून २०२४) प्रस्तुत गरियो ।

## शोध-सार स्वीकृत

.....  
प्रा. डा. लक्ष्मण ज्ञवाली

शोध-सार सुपरिवेक्षक

.....  
डा. सगुन श्रेष्ठ

शोध-सार सहायक सुपरिवेक्षक

आजको डिजिटल युगमा सूचना तथा सञ्चार प्रविधि सर्वव्यापी भएको छ, जसले शिक्षा लगायत हाम्रो जीवनका विभिन्न पक्षलाई प्रभावित गरेको छ । सूचना सञ्चार र प्रविधिको विकासले शिक्षण सिकाइको परम्परागत ढाँचालाई परिवर्तन र परिमार्जन गर्न नयाँ विकल्पहरू, अवसरहरू र चुनौतीहरू सिर्जना गरेको छ । विद्यार्थीलाई विश्वव्यापी रूपमा सक्षम बनाउन, अङ्ग्रेजी भाषा शिक्षकहरूले अङ्ग्रेजी भाषा शिक्षणको कक्षालाई अझ प्रभावकारी बनाउन आफू जिज्ञासु भइ नयाँ प्रविधि र शिक्षणका नवप्रवर्तन विधि तथा तरिकाहरूमा अद्यावधिक हुनु आवश्यक छ । यसैले, यो शोध-सार चक-र-टकदेखि सूचना सञ्चार र प्रविधिको प्रयोग अङ्ग्रेजी भाषाका कक्षाहरूमा भएका परिवर्तनहरूको परिणति हो : एक आख्यानान्तात्मक अनुसन्धान ।

यो गुणात्मक अनुसन्धानले परम्परागत चक- र- टक पद्धतिहरूबाट सूचना र सञ्चार प्रविधिमा आधारित अङ्ग्रेजी विषयका कक्षाहरूको वर्तमान परिदृश्यमा शैक्षिक परिवर्तनको सन्दर्भ र प्रक्रिया अपनाउँदै अङ्ग्रेजी अध्यापन गराउने शिक्षकहरूको अनुभवहरू बटुल्न अग्रसर छ । हेटौँडा उपमहानगरपालिकामा रहेका चार नमूना सामुदायिक माध्यमिक विद्यालयबाट चार जना अङ्ग्रेजी विषयका शिक्षक छनोट गरिएको हो । अङ्ग्रेजी भाषाका शिक्षकहरूले शैक्षिक परिवर्तन कसरी गर्छन् र अङ्ग्रेजी भाषा शिक्षणमा सूचना सञ्चार र प्रविधिका विविध साधनहरू समावेश गर्ने क्रममा देखापरेका कठिनाइहरू र सम्भावनाहरू के कस्ता थिए भनेर अनुसन्धानात्मक प्रश्नहरू राखिएका थिए । खुला प्रश्नहरूको साथ गहन अन्तरवार्ता निर्देशन र छलफल जस्ता विधिहरू प्रयोग गरेर तथ्याङ्क सङ्कलन गरिएको थियो । टेक्नोलोजिकल पेडागोजिकल कन्टेन्ट नलेज ( टिप्याक ) ढाँचाको प्रयोग गर्दै अङ्ग्रेजी शिक्षणमा समन्वयन र रूपान्तरणकारी शिक्षण सिद्धान्तबाट सैद्धान्तिक अन्तर्दृष्टिहरू समावेश गर्दै तथ्याङ्कलाई विषयगत रूपमा विश्लेषण गरिएको थियो ।

मुख्य अन्तर्दृष्टिहरूको आधारमा, हालको शैक्षिक परिवेशमा सूचना सञ्चार र प्रविधि महत्वपूर्ण मानिन्छ । अङ्ग्रेजी विषय शिक्षकहरूले उनीहरूको आफ्नो पेशागत विकास र सिकाइ प्रक्रियामा ल्याउने सहभागिता र प्रभावकारिता दुवैका लागि सूचना प्रविधिको महत्वपूर्ण भूमिका रहेकोमा जोड दिन्छन् । शैक्षणीक वातावरण, साधनहरूको उपलब्धता र सहपाठीको सहयोगले शिक्षकहरूलाई शिक्षण सिकाइमा प्रविधि अँगाल्न यो अनुसन्धानले उत्प्रेरणा प्रदान गर्दछ । अनुसन्धानमा सहभागीहरूको शैक्षिक यात्राले अनुकूलता, लचिलोपना र विद्यार्थीहरूमा सिकने अनुभवहरू समृद्ध गर्न समर्पणको उदाहरण दिन्छ । यी शिक्षकहरूले विविध स्रोतहरूमार्फत् शैक्षिक विकासलाई सक्रिय रूपमा पछ्याए, शिक्षण पद्धतिहरूमा अद्यावधिक रहनको लागि एक सक्रिय दृष्टिकोण प्रदर्शन गरे । उनीहरूको अनुभवले परम्परागत कक्षाकोठालाई सूचना सञ्चार र प्रविधिलाई जोडेर परिवर्तनकारी शक्तिलाई उजागर गरी गतिशील र प्रभावकारी ढंगबाट अङ्ग्रेजीका विषयवस्तुहरू पस्कन सकिन्छ ।

निष्कर्षमा, यस शोध-सारले अङ्ग्रेजी भाषा शिक्षणमा प्रविधिको प्रयोगले आजका विद्यार्थीहरूको आवश्यकता र चाहनाहरू पूरा गर्न महत्वपूर्ण भूमिका खेल्नेमा जोड दिन्छ । शिक्षकहरूले अङ्ग्रेजी भाषाको सीपहरू सुधार गर्न र विद्यार्थीको सहभागिता बढाउन टेड टक्स, युट्युब र गुगल क्लासरुम जस्ता सूचना सञ्चार र प्रविधिकोको साधन प्रयोग गर्नु पर्ने बारे प्रकाश पारे । प्राविधिक चुनौती र पूर्वाधारको खाडलका बावजुद, परम्परागत शिक्षणको तरिकाबाट प्रविधिमा आधारित कक्षाकोठाहरूमा रुपान्तरण गर्दा अङ्ग्रेजी भाषामा सुधार, समस्या-समाधानमा कौशलता, उत्प्रेरणा र कक्षा व्यवस्थापन जस्ता क्षेत्रमा फाइदा पुग्दछ । यो शोध-सारले सूचना सञ्चार र प्रविधिलाई अङ्ग्रेजी शिक्षणमा सफल रुपमा एकीकृत गर्न शिक्षकको पेशागत विकासका लागि गर्दै आइरहेका कृयाकलापहरूमा सहकार्य ,सहयोगात्मक प्रयास र नीतिहरूमा सुनिश्चितता हुदा अन्तरक्रियात्मक र प्रभावकारी शिक्षण सिकाइ वातावरणको निर्माण हुनेमा जोड दिन्छ ।

.....

१८ जून २०२४

बिबस थापा

उपाधि उम्मेदवार

This dissertation entitled *Shifts from Chalk-And-Talk to ICT-Integrated English Language Classrooms: A Narrative Inquiry* presented by *Bibas Thapa* on 18 June 2024.

APPROVED BY

..... 18 June 2024  
Prof. Laxman Gnawali, PhD  
Dissertation Supervisor

..... 18 June 2024  
Sagun Shrestha, PhD  
Dissertation Co-supervisor

..... 18 June 2024  
Dev Raj Paneru, PhD  
External Examiner

..... 18 June 2024  
Assoc. Prof. Tikaram Poudel, PhD  
Head of Department

..... 18 June 2024  
Prof. Bal Chandra Luitel, PhD  
Dean/ Chair of Research Committee

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

..... 18 June 2024  
Bibas Thapa  
Degree Candidate

© Copyright by Bibas Thapa

2024

All rights reserved.

## DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

.....

18 June 2024

Bibas Thapa

Degree Candidate



## DEDICATION

This work is profoundly dedicated to my family, Gurus and to all the enthusiastic- English teachers.

## ACKNOWLEDGEMENT

I extend my sincere appreciation to all who have played a pivotal role in the completion of this dissertation. The unwavering encouragement and guidance provided by my supervisor, Prof. Laxman Gnawali, PhD, have been invaluable throughout this research journey. His constant supervision, constructive feedback, and inspiration have significantly shaped the trajectory of this work. In the same way, I want to thank my Co-supervisor Dr. Sagun Shrestha for his support, which was especially helpful when I was feeling down. Similarly, I cannot resist expressing sincere gratitude to Prof. Tikaram Poudel, PhD, head of the English department, from the bottom of my heart for helping me understand issues better and encouraging me to complete dissertation on time. His insightful comments have also been very important to the development of this piece.

I would also like to express my gratitude to Prof. Jai Raj Awasthi for his continuous encouragement both before and during the finalization of this dissertation. The collective support from professors, friends, seniors, and participant teachers have been a source of inspiration and motivation, driving this work forward. To each scholar who has contributed to this process, I extend my heartfelt regards for their regular encouragement, which has been a constant source of inspiration. This dissertation stands as a testament to the collaborative effort and support that have been generously extended by those mentioned.

I would like to express my sincere gratitude to Lava Deo Awasthi, PhD, Krishna Parajuli, and Assoc. Prof. Hem Raj Kafle, Dr Siddhartha Dhungana for their inspiration, encouragement, and support while carrying out this research work. I owe a lot to all my respected gurus at Kathmandu University, School of Education, who taught and encouraged me to keep on my work. The participant teachers in this study deserve my special thanks for their time and mutual collaboration. I thank them for sharing their sincere insights and experiences with me without expecting anything in return, even though they were busy enough with their regular teaching schedule. A great salute to all, and thanks a lot for making this study possible. I am really indebted to them for their contributions. My deeper gratitude goes to my brother, whose unconditional love and affection inspired me to complete this work. My heartfelt gratitude goes to my spouse, Dipa Mahat, for her incessant endurance during this

research journey. I am grateful for her endless assistance and everlasting belief in me. Govinda, Ramesh, and Chandra have always been more than my friends in supporting and encouraging me in this work. I would like to express my humble gratitude to the whole Kathmandu University School of Education family, including administrative and library staff, for their kind cooperation during my study. Last but not least, this research is dedicated to my father, Bhoj Bahadur Thapa, and mother, Krishna Kumari Thapa, who bore a lot of pain to construct my student identity. A great salute to them both, without whom I would not be what I am today

Bibas Thapa  
Degree Candidate

## ACRONYMS AND ABBREVIATIONS

B.Ed.:	Bachelor of Education
CALL:	Computer-Aided Language Learning
CDs:	Compact Disks
CEO:	Chief Executive Officer
EFA:	Education for All
EFL:	English as Foreign Language
ELE:	English Language Education
ELT:	English Language Teaching
EMP:	Education Master Plan
ETC:	Educational Training Centre
Fig:	Figure
GON:	Government of Nepal
ICT:	Information Communication Technology
IT:	Information Technology
KU:	Kathmandu University
M.A:	Master of Arts
M.Ed.:	Master of Education
MOE:	Ministry of Education
NCED:	National Centre for Education and Development
NELTA:	Nepal English Language Teachers' Association
NPA:	National Plan of Action
PABSON:	Private and Boarding School Organization Nepal
PhD:	Doctor of Philosophy
SLC:	School Leaving Certificate
SSDP:	School Sector Development
SSRP:	School Sector Reform Program
TCK:	Technology Content Knowledge
TPACK:	Technology Pedagogy and Content Knowledge
TPK:	Technological Pedagogical Knowledge
UNESCO:	United Nations Education Scientific and Cultural Organization

## TABLE OF CONTENTS

ACKNOWLEDGEMENT .....	i
ACRONYMS AND ABBREVIATIONS .....	iii
TABLE OF CONTENTS.....	iv
CHAPTER-I.....	1
INTRODUCTION .....	1
Context of the Study .....	1
Importance of ICT in Teaching English Language.....	4
Rationale of the Research .....	5
Problem Statement .....	6
Purpose of the Study .....	8
Research Questions .....	8
Delimitations of the Study .....	8
Structure of the Report.....	8
Chapter Essence .....	9
CHAPTER-II .....	10
LITERATURE REVIEW .....	10
ICT in Teaching and Learning.....	10
Impact of ICT in English Classrooms.....	11
Availability of Materials .....	11
Attitudes of Students.....	12
Self-rule.....	12
Originality .....	12
Student-centeredness.....	12
Self-assessment Using ICTs .....	12
Technology Pedagogy and Content Knowledge.....	13

Connectivism: A Digital-era Learning Theory .....	14
Transformative Learning Theory .....	16
Interplay among TPACK, Connectivism and Transformative Learning .....	18
Policy Review .....	19
Empirical Review.....	21
Gap Analysis .....	24
Conceptual Framework.....	26
Chapter Essence .....	27
CHAPTER-III .....	28
RESEARCH METHODOLOGY .....	28
Philosophical Consideration .....	28
Ontology .....	28
Epistemology .....	29
Axiology .....	29
Interpretivism as my Research Paradigm .....	30
Narrative Inquiry as a Research Method .....	31
Research Design.....	32
Research Space and Participants.....	32
Participants at a Glance.....	32
Data Collection Procedure .....	33
Meaning Making.....	36
Quality Standards.....	37
Commonplace .....	37
Temporality.....	38
Place.....	38
Sociality .....	38
Reflexivity.....	39

Truthfulness .....	39
Trustworthiness.....	39
Meaningfulness .....	39
Ethical Considerations .....	40
Informed Consent.....	40
No Harm and Risk .....	40
Privacy, confidentiality, and Anonymity .....	40
Chapter Essence .....	40
CHAPTER-IV .....	42
NARRATIVE PORTRAYALS OF THE PARTICIPANTS .....	42
Mr. Brave .....	42
School Education .....	43
Higher Study .....	43
Initial Days of Teaching.....	44
His Turning Point Towards an ICT Based English Class.....	44
Mr. Happy .....	45
School Education .....	45
Higher Education .....	46
Initial Days of Teaching.....	46
His Turning Point Towards an ICT Based English Class.....	47
Portrayal of Mrs. Smart.....	48
School Education .....	48
Higher Education .....	49
Initial Days of Teaching.....	49
Her Turning Point Towards an ICT Based English Class .....	49
Portrayal of Mrs. Kind .....	50
School Education .....	50

Higher Education .....	51
Initial Days of Teaching.....	51
Her Turning Point Towards an ICT Based English Class .....	51
Chapter Essence .....	53
CHAPTER-V .....	54
EXPLORING EDUCATIONAL EVOLUTION: TECHNOLOGY AND PEDAGOGICAL CHANGES .....	54
Inspiration for ICT .....	54
Chapter Essence .....	58
CHAPTER-VI.....	59
ADVANCING ICT INTEGRATED TEACHING AND PROFESSIONAL DEVELOPMENT .....	59
Preparing for Change: Teachers' Journey into ICT Integration .....	59
Technology-Enhanced Learning for Student Engagement .....	62
Exploration of Specific ICT Tools and Resources .....	65
The Impact of ICT Integration on Teaching and Learning Dynamics.....	69
ICT-Enhanced Education Pedagogy and Professional Development .....	71
Challenges and Adoption of Technology in Education .....	74
Effects of ICT-Based Learning on Students .....	78
ICT Integration Promotes Inclusivity and Engagement.....	80
ICT-Based Classroom Transition Guide for Instructors .....	84
Chapter Essence .....	87
CHAPTER-VII .....	88
KEY INSIGHTS, CONCLUSION AND REFLECTIONS .....	88
Key Insights .....	88
Conclusion .....	91
Implications.....	93
Reflections .....	94



REFERENCES .....	97
APPENDICES .....	107

## CHAPTER-I

### INTRODUCTION

Due to the modern use of technology, the world is becoming a global village. Computers, internet, digital cameras, mobile phones and other devices are playing significant roles to influence human lives. With a single click of a mouse, we can explore the world. Technology permeates all aspect of our lives and has a significant impact on how we learn, work, live, and play (Kawinkoonlasate,2020). With the use of modern technologies like mobiles, computers, laptops, projectors etc., researchers teachers and students all over the world are finding opportunities and also facing problems. The world has experienced enormous changes but it is worth exploring how these affect educational institutions. Teachers must find a balance between what students learn and how well they handle changes. This support students to become a global citizen.

This chapter is the beginning of a more in-depth look into the ways Information and Communication Technology (ICT) is supporting in the context of English Language teaching and learning. Technology means computer, internet, projector, television and all the electronic media that supports in teaching and learning. Here, in this chapter ICT includes basic information about multimedia and my own reflections in teaching, learning and providing trainings on English language by the use of ICT. The issue statement discussed about the English teachers' pedagogical shift from chalk and talk to an ICT based ELT classroom. Then, I elucidated the intent of my research interrogations for carrying out this research study. Finally, I discussed briefly about the limitations of my study.

#### **Context of the Study**

I grew up in the eastern part of the hilly region of Nepal, which is known as Ramechhap district. As a child, I saw the radio as a technology for the first time and heard the words, "YO RADIO NEPAL HO" (*This is radio Nepal*). This sound is still buzzing in my ears. When I was in aged four, my parents migrated to the Terai region for our quality education. Unfortunately, it was only plain land, but the teaching environment was the same as in the hilly region. I studied at Shree Narayan Janata Secondary School, Pattharkot 9, Sarlahi, a rural community school. I used to study with 105 friends in a class. We were just taught by chalk and talk methods up to grade

10. I used to sit at the front desk, and sometimes when the teachers rubbed the blackboard, dust from chalk used to cover my face. We used to read aloud English spelling and meaning in Nepali, such as "Strong Maney Balio," and by grade 10, I had memorized tense structures. I did not even see a fan, marker, or whiteboard at school. After passing the secondary level exam in 2005, I came to Hetauda to continue my studies and enrolled in the Hetauda School of Management's education faculty. Due to financial problems, I started working as a grade teacher at Ananda Marga Special Academic Institute in Hetauda, an orphanage, under the supervision of an English instructor. I only knew how to write the alphabet in four lines of English. After six months of teaching in the same way in an early grade class, one day I got the opportunity to participate in training organized by PABSON Makawanpur. I saw the projector for the first time in the classroom. Due to the visualization, I understand the content clearly. The content was about the selection of an English course for the early grades, and best practices were displayed. It made me think about how to apply the projector in a class. Since then, I have sought to integrate technology into my teaching approaches. For more than two years, I was unable to use technology in my teaching owing to a lack of technical support from the school.

One day, when AMSAI, an orphanage school, got a donation to buy a computer, it changed all of the teachers' ways of teaching. We teachers got training on Microsoft Word and PowerPoint. My colleagues, who had already taken a computer-basics course, assisted me in employing animated PowerPoint. Thus, implementing it in class was straightforward for me. I used to open and write the text even in Microsoft Word. I also operated PowerPoint to facilitate teaching and learning activities. I was doing well. The students who were passive also showed interest in learning. They never felt bored in my class. I was also praised by the parents, as students reported that I was teaching in the best way. Since then, a praiseworthy environment has been created to share with new teachers. Later on, when the school had good internet access, I used to take students to the computer lab and play YouTube videos to watch English cartoons once a week. When the school management committee, parents, and friends were giving me positive comments, that reinforced my desire to take other online courses. Then, I started presenting at the NELTA international conference on the importance of ICT in teaching and learning. As I started going to more training sessions, I became more confident in my

knowledge of ICT. I aimed to become an English teacher proficient in ICT, capable of assisting other educators in integrating ICT into their teaching methods and activities. I joined various English groups, such as the American English Educators Group, the British Council, The World Educator, etc., to learn about different web tools to use in my English classroom. I began to share, what I learned, with the coordination of NELTA. During my regular session, NELTA Makawanpur designated me as the NELTA ICT Cell Coordinator. I made personal contacts with global educators from all across the globe, started conducting mystery Skype sessions, and gave them a name as a Borderless session where I connect my classroom lively with other classes somewhere else in the world.

During the borderless sessions, my students guessed each other's nations by asking "yes" or "no" questions and spoke about their traditions. The Borderless Session (Connecting Classroom) made me feel more connected to the world, and it also helped my student improve their English. Due to the borderless session, I was given the nickname of an international teacher. Later, I assessed myself and applied to be the ambassador for each of these tools. I also succeeded. Similarly, with the help of global educators, I learned a wide range of online technologies and ICT-related courses. I eventually became a Microsoft Innovative Educator Expert. With the assistance of English teacher's forum named Nepal English Language Teachers Education, the Society of Techno-Friendly Teachers Association, the Hetauda Sub-Metropolitan City, and the Private Association Boarding School Teachers' Association, I trained the teachers on how to use Quizzes, Wake Let, Flipgrid, and other tools. During the COVID-19 pandemic situation, for the first time in Hetauda sub metropolitan city, I initiated providing training using Zoom. Later, I used synchronous mode of online learning like Microsoft team, google meet and Asynchronous mode of learning like google classroom and shared them with other teachers as well. It also provided a fantastic opportunity for me to illustrate how to operate ICT in English education. While checking the American Embassy's Facebook page in 2019, I found the Fulbright Teachers Excellence and Achievement programme and applied factoring in my leadership expertise and I was selected for it. One of my finest moments occurred when I represented my nation in a 45-day professional and cultural development course. During my time at North Carolina State University, I learned about student engagement activities and classroom management techniques, as well as shared Canvas, Wake let, Flipgrid, and other web tools with all

of the Fulbright participants in my group. On October 26, during the Fulbright programme closing ceremony, I was happy to address teachers from sixty-one countries and share my classroom experiences with them. I had never imagined I would speak on such a large platform in Washington, D.C. I discussed my shift from chalk and talk to an ICT-based ELT classroom, and I am proud of that moment.

During my MPhil Second semester, one day, Professor Dr. Laxman Gnawali informed us to brainstorm our research interests. As I reflected on my childhood and early teaching experiences—from struggling to teach kindergarten students to embracing technology and gaining global recognition—I realized the profound impact these moments had on me. How can I leave these things behind? Due to the use of technology in teaching English, I had an opportunity to connect with international educators and participate in professional development courses. On the same time, I came up with the idea of carrying out research on the English teachers of Hetauda sub metropolitan city who have switched from chalk and talk to an ICT-based ELT classroom. I was keenly interested to hear about their teaching journey and their pedagogical shift so that it could be valuable for the teachers who want to pedagogically shift from traditional methods to ICT in their classroom.

### **Importance of ICT in Teaching English Language**

The way that I learned English in my school days, taught in the initial days, and the way I adopted to teach English at present are changing gradually. Lam and Lawrence (2009) asserted that old methods of teaching English has been significantly altered by the introduction of technology in instruction. Due to the use of technology only I conduct borderless session with different nation, as a result my student's English listening and Speaking skill has been improved. Akhtar (2016) highlighted new invention of technologies has changed many areas including education significantly. Nevertheless, Punie et al., (2006) focused that ICT has the potential to enhance learning, but its impact on educational processes has not met the anticipated level of transformation.

Daniels (2002) found ICT is an important part of modern society because globalization has changed many parts of people's lives, including education. Telephones and other technological instruments have the potential to enhance the teaching process greatly. It is getting more and more important to have ICT in schools these days because they are becoming more focused on the students. Harmer (2002) and Patel (2013) found technology has changed the way English is taught by giving

teachers innovative tools and methods to explore effective teaching in classrooms. ICT is becoming an effective tool for learning and gaining knowledge. Mofareh (2019) focused that using current technology in teaching English has broaden the horizon of getting English language knowledge.

Arifah (2014) revealed that students are more motivated when they use the internet. This means that computers and the internet can be used to have valuable learning experiences. It was highlighted that using multimedia text in the school helps students learn new words and understand how language works. However, a study conducted by, Abaido and Youth (2020) found that the use of ICT in classroom has made students excessive dependence, lazy and also involved in cheating. Technology makes easy to try out new ways to teach (Pun, 2013). Multimedia technology has made it easier to change and try out different ways of using the English language in this age of globalization and information technology.

Alkamel et al., (2018) focused on using ICT to teach and learn is a way to try out new ideas and ways of teaching. Everything has changed because of the recent growth of the internet. Such changes include how we teach and learn. ICT is now an important part of modern classrooms because it lets students talk to each other and makes the classroom a great place to learn. Pokharel (2019) and KC (2019) stressed that using ICT to learn English language gives learners many chances to explore the world. They highlighted that due to the use of ICT in teaching English students also learn on their own with the help of different ICT tools.

### **Rationale of the Research**

ICT has developed into a powerful force that supports all professions. The present disruption caused by the Covid 19, pandemic has forced educators to reconsider their methods, which primarily rely on technology. Yilmaz (2021) emphasized that technology helps to improve quality education and help countries achieve their educational goals. Similarly, Mofareh (2019) and Pokhrel (2019) highlighted the importance of technology in enhancing English language skills. Future generations, often known as Z generation, will be educated significantly by technology, and instructors' roles will need to evolve as a result of students having access to knowledge at their fingertips. Gnawali (2020) stressed how important it is to teach digital literacy in schools. Thus, my research area is related to the teachers' pedagogical shift from chalk and Talk to ICT based ELT classroom. Due to the Covid 19 pandemic situation when all the sectors were badly affected, to reduce the

academic achievement gap, maximum teachers of Nepal initiated teaching thorough using ICT in mostly urban schools. Thus, ICT was becoming priority of most of the urban teachers. Similarly, the School Sector Development Plan (2016–2023) focused on how ICT improves classroom delivery, gives access to learning materials and supports professional development. UNESCO (2020) focused on making free and open-source technology accessible to educators and students is one of the nine essential concepts concerning education in a post-COVID.

When classrooms are equipped with a network of computers, it leads to better teaching, easier access to learning materials, and more efficient management and governance of schools (Halverson & Smith, 2009). This study delves into the practical applications of technology within the field of ELT. Its findings hold value for educators across all subjects, both directly involved in teaching and those playing a supporting role. The study's findings can assist in determining the specific ICT tools and web applications that teachers require and their common usage patterns. These benefits will help ELT teachers and students, as well as curriculum designers, textbook authors, school administrators, policymakers, teacher trainers, and teachers who want to do research on technology in ELT in the future.

### **Problem Statement**

Information Communication and Technology is a broad term and covers all the technology like projectors, computers, mobile, video players etc. Nowadays, ICT plays a key role in many jobs, that includes teaching. Spangehl and Hoffman (2012) stated that formal education systems are under increasing pressure to respond and adapt to rapid technological innovation and associated changes in the way we work and live. As a result of ICT, many new opportunities have come up in the field of education. Teachers and students can use it to find resources and make learning spaces where everyone can work together. Several studies by Arifah (2014), Alkamel (2018), and Pokharel (2019) looked at the chances and motivational benefits of using ICT to improve English language skills. However, Eng (2005) focused that researchers and teachers have been both interested in and frustrated by computers since their first use in schools in the 1960s.

Harmer (2007) stated that the internet's huge collection of information tools has made English Language Education (ELE) better and given teaching English a new dimension. Many types of teaching methods are used by English teachers in our country, but not all of them are willing to use ICT to teach English (Koirala et al.,

2016). Other countries are better at using ICT and the Internet in language classes than Nepal. Acharya (2016) stated that only 15% of teacher who live in cities use the internet for school work. With the internet increasing user, Ghimire (2022) found that social media also help with both formal and informal English learning. It is now easier for English learners to find and use materials. The classroom is also livelier and more interactive, which prepares students for the needs of the digital age. ICT can help to teach English in more places and change the way we usually think about teaching and learning (Shamim & Aktaruzzaman, 2011). Nevertheless, Thapaliya et al., (2024) stated ongoing support and investment in technology integration in higher education institutions is critical. They only discussed on about teachers' pedagogical shift during Covid pandemic situation only. However, no recent research has been conducted on the English teachers' pedagogical journey, their challenges stories, opportunities and its impact in the well infrastructure model school of Hetauda Sub metropolitan City.

As stated in the *Teacher Competency Framework* (2016), digital proficiency is one of the eight skills that the Nepalese Ministry of Education considers essential for a certified educator. Teachers must have a better understanding of how to effectively utilize ICT for learning and instruction (Government of Nepal, Ministry of Education, 2016). Professional English teachers like to use computers and the internet to teach this language because they value it so highly. ICT Master Plan (2013–2017) outlined ICT for all to reduce digital gap but I am curious about how well it was put into action especially in English Language teaching. It is time to fill in the gaps in the field of English language teaching by hearing English teachers talk about their efforts, experiences, and problems with using ICT in lesson planning.

I have trained thousands of teachers on integrating ICT into teaching and learning English. In my training session, I asked teachers about their technology interests and whether they would use it in school or not. Many teachers were less willing to share their ideas, but I want to change their inbuilt belief that technology can help them with their pedagogical needs. Few teachers said they would use technology in class. They believe that due to the technology teachers can bring outside world into the real classroom. Many of my trainees are at a crossroads, debating whether to use chalk and talk or alternative methods. Here, I want to explore the lived experiences of English teachers' pedagogical journey from chalk and talk to ICT based English language classroom.



### **Purpose of the Study**

The purpose of my research was to look into the experiences of English language teachers in the shift from chalk and talk to ICT-based ELT classrooms. It further tried to unpack the context, the process and the situations from the shifts in their classroom pedagogies.

### **Research Questions**

Based on the stated research problem and purpose of my inquiry, the following research questions were focused.

1. How have English Language teachers been pedagogically shifting from chalk and talk to an ICT based ELT classroom?
2. What possibilities and difficulties did English language teachers confront when their teaching methods transition from chalk and talk to ICT-based classrooms?

### **Delimitations of the Study**

This research inquiry proposes focusing on two areas: identifying motivators for adapting digital technology to meaningfully support his or her pedagogical approaches and determining the possibilities and challenges of implementing the ICT in pedagogical practices. This investigation was carried out in collaboration with a few educators who are teaching by integrating ICT into their ELT Classroom. As a result, the findings of this investigation may not be applicable to all Nepalese educators and students. Similarly, research participants were chosen based on their experience with ICT tools and their knowledge of various pedagogical approaches. As a result, the research participants did not represent all Nepalese educators. I attempted to unpack the deeply ingrained beliefs, hidden truths, and assumptions of my research participants, which also became impossible to generalize across the entire education domain of the country.

### **Structure of the Report**

This study contains seven chapters. The first chapter deals with my own reflection of the moment that I became familiar with technology. Similarly, revolution in English teaching and rationale of research, problems, purpose, research questions and delimitations of the study, and key terms. The second chapter has three key sections: theme review, theoretical review, and empirical review. It ends with the research gap and conceptual framework.

The third chapter includes philosophical consideration, research design, participation selection, sampling strategy, research tools, collecting and analytical procedures with ethical consideration. Chapter four deals with the participant portrayals. The fifth and sixth chapter covers data analysis and interpretation. The final chapter summarizes the study's results and conclusions. The study concludes with references and appendices to validate the research.

### **Chapter Essence**

The chapter explores the tremendous impact of technology on teaching and learning, particularly in the context of English language education. It highlights the power of contemporary technologies like computers, cell phones, and projectors to transform conventional teaching approaches. My experience migrating from conventional teaching methods to ICT-integrated approaches demonstrates technology's revolutionary impact on education. The chapter emphasizes the need for English teachers to strike a balance between traditional teaching methods and modern technologies to provide students with the skills they need to flourish in a globalized environment.

The research delves into the use of information and communication technology (ICT) in English language instruction, focusing on teachers' experiences transitioning to ICT-based classrooms. It examined the challenges and benefits that educators face throughout this shift, emphasizing the improved participation and academic achievement that result from the use of technology. I discussed my personal experiences and the broader implications of adopting ICT into educational methods. The purpose was to provide educators and policymakers with insights and motivation to embrace technological advancements in education.

## CHAPTER-II

### LITERATURE REVIEW

This chapter aims to provide a comprehensive review of relevant literature. This chapter includes three major sections: thematic review, theoretical review, and empirical review. The important themes of the study are listed in the thematic review part. The theoretical review discusses the theory that underpins this study. The following section provides a review of empirical studies that inform the current study. The chapter concludes with the research gap and conceptual framework.

Information Communication and Technology covers wider areas from simple devices to different advanced Artificial intelligence network. ICT has modernized our lives. Even in teaching it helps to bring outside world into the real classroom. The following figure shows a variety of ICT that is used across the globe shaping today's society across.

#### **ICT in Teaching and Learning**

These days, the term "information and communication technology" (ICT) is often used to describe new technologies that depend on computers. ICT is a broad term for a lot of different kinds of technology that are used to communicate and make, share, store, and manage information. It has grown into a very important part of how schools are run and how they teach. ICTs are described in the UNDP's (2003) definition as follows:

*Basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICT of radio, television and telephone, and the 'new' ICT of computers, satellite and wireless technology and the Internet. These different tools are now able to work together and combine to form our 'networked world' a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe. (p. 30).*

ICT is a very rapidly changing field. It encompasses the entire spectrum of computer hardware and software, telecommunications and mobile phones, the Internet and Web, wired and wireless networks, video cameras, robots, and so on.

Taylor (2001) opined ICTs have been crucial in societal shifts - from the industrial society of the twentieth century to the 'network society' of the digital era. Therefore, we have to examine its usefulness and should act immediately to achieve better outcomes. We should consider its availability as well as its affordability in developing nations such as Nepal. Furthermore, we must assess its efficacy and applicability in various educational contexts, namely in the teaching learning environment.

Salehi and Salehi (2012) explored the challenges and barriers faced by English teachers in utilizing Information and Communication Technology (ICT) in English Education, emphasizing importance of ICT in English Language Teaching (ELT). They stated that using multimedia is not a single method, but rather a flexible medium that can be used with different teaching styles, approaches, and ideas (Razali, 2016). This point of view emphasizes the idea that how and why ICT is used and integrated into teaching practices determines how well it works. ICT in education is a vast, multifaceted, and fast-expanding research subject. It can make a significant difference in our educational system.

Nevertheless, Alkahtani (2017) mentioned that teachers may not know how to use ICT effectively, even in countries with strong economies. One big problem in some places is that there is not a lot of technology, communication infrastructure, or digital resources available in the local language. Also, there are not enough people with IT skills. In the twenty-first century, students need to learn both computational and creative thinking skills along with useful media and ICT skills.

### **Impact of ICT in English Classrooms**

ICTs have provided students with numerous chances to practice English both inside and outside of the classroom. ICTs have enabled the design, development, management, and evaluation of the learning process. It improves system efficiency and gives instructors and students greater autonomy in the teaching and learning process. Ibrahim (2010) describes the influence of ICT as follows:

#### **Availability of Materials**

With a single click in mobile or computers students can browse their teaching and learning materials in written, video and audio mode easily. Due to the access of the internet, many materials are available easily, whether computer-based, on the web, or on CDs, ICTs are extremely exciting. Students may study at their own speed with a very patient instructor (the machine). Picture, animation, sound, and video clips make

teaching and practicing a new language a lot easier. In line with Ibrahim (2010), Arifah (2014) mentioned that incorporating multimedia text in the classroom helps students get acquainted with vocabulary and language structure.

### **Attitudes of Students**

ICTs improve students' attitudes toward language instruction and learning. While using educational tools students enjoy the lesson, develop collaboration skills. When adopting computer-based training, students feel more successful in school, are more driven to study, and have higher self-confidence and self-esteem. Similar to Ibrahim (2010), Becta (2003) stated that ICT makes it possible for students to have customized learning experiences that fit their needs and ways of learning. Students have different preferences for studying, and with technology, students can find the ways that suit them best.

### **Self-rule**

Students can select the linguistic aspects on which they wish to focus based on their learning methodologies or learning styles. In this case, the learner-centered approach is supported by the ICT facilities, whereas older approaches and methodologies did not provide such chances. Supporting to Ibrahim (2010), Pokharel (2019) mentioned that using technology for learning can give students big chances to improve their skills globally.

### **Originality**

ICTs as teaching resources are extremely motivating; however, they are especially appealing and accessible for authentic language, i.e., authentic events. Similar to Ibrahim (2010), Parthasarathy (2009) stressed that ICT has the ability to encourage people to be original and creative.

### **Student-centeredness**

Information Communication and Technology empowers the students. Due to the use of ICT students can be active in learning and do progress in their studies. Computer ensures that students are well-prepared for the evolving requirements of future careers, where technological proficiency is essential. In line to Ibrahim (2010), Dede (2010) mentioned that ICT skills are increasingly essential in the workforce, and integrating technology into education prepares students for future career demands.

### **Self-assessment Using ICTs**

In this era, it is important to evaluate own skills. By taking a self-assessment program, students can diagnose their own academic achievement. They can reflect

themselves and do better. Computers are the valuable means of assessing students' capabilities in the process of learning. They help to evaluate learners' achievements without involving them in formal examinations. Similar to Ibrahim (2010), Chibelushi (2012) talked about how important it is for ICT to run their small businesses, internal assessments and suggested a way to deal with problems.

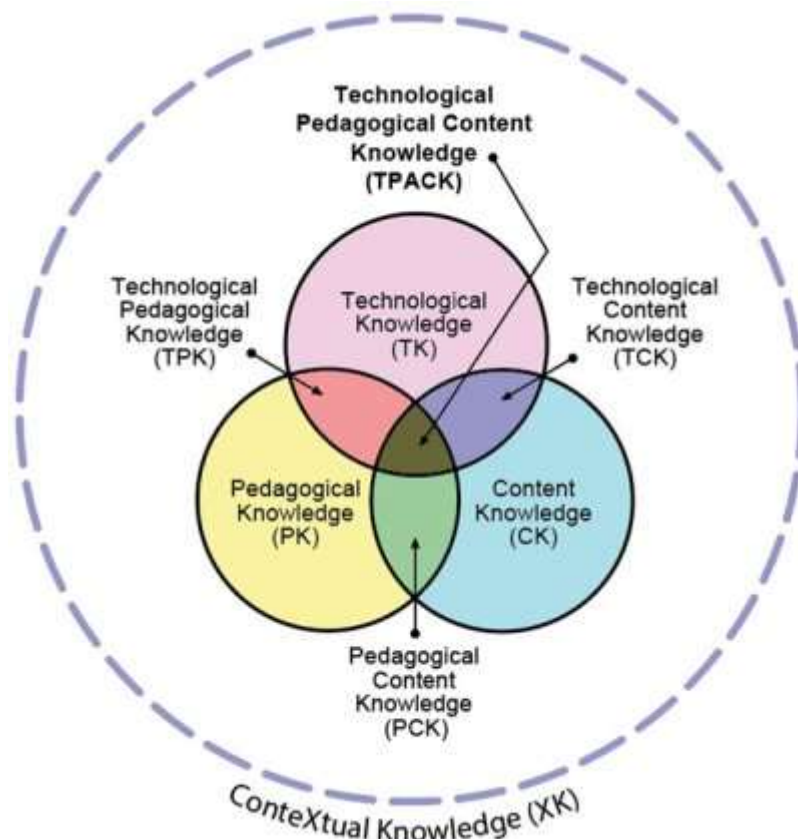
Some theoretical insights help explain the integration of ICT in teaching and learning. Primarily, in this research, three theories namely Technology Pedagogy and Content Knowledge, Connectivism and Transformative Learning theory have been factored in to explain the integration of technology in language learning. These theoretical insights have been explained below.

### **Technology Pedagogy and Content Knowledge**

In this 21<sup>st</sup> era, it is essential to integrate Technology Pedagogy and Content to prepare students for the digital age. Three elements Technology, Pedagogy and Content provide a comprehensive model to understand the complex interplay in enhancing educational outcome which is highlighted by given figure.

**Figure 2**

*Technological, Pedagogical, and Content Knowledge (TPACK) Framework*



Adopted from Koehler and Mishra 2019.

There are four types of knowledge in this framework: technological pedagogy knowledge (TPK), technological content knowledge (TCK), pedagogical content knowledge (PCK), and technological pedagogy knowledge (TPACK).

When content, pedagogy, and technological know-how work together, they form a knowledge base called TPACK. Here, TPACK is the use of technology to represent ideas as a base for building teaching with technology. It includes using technology to support effective teaching methods, understanding how to use technology to make learning more enjoyable and comfortable, and understanding how technology can be used to create new ways of knowing or strengthen existing ones (Koehler & Mishra, 2019). This TPACK framework is essential for implementing meaningful ICT integration in education. Teachers know how to teach a subject, which means they know how to help their students learn the content. This is called pedagogical content knowledge (PCK). In this area, teacher should also know which teaching techniques and methods work best with the material and how to put together the different parts of the material to make lessons that work. Technological content knowledge (TCK) is the skill of knowing how to use technology to get a message across. One way to do this is to learn how technology relates to the subject. Teachers need to know how technology changes what they teach. Technological Pedagogical Knowledge, or TPK, is the knowledge of traditional ways to teach that can be done with technology. Knowledge of the right tools for the job, the ability to pick the best tool based on how well it does the job, and the ability to teach while using technology are all part of this. TPACK, is when a teacher knows how to use ICT to make different kinds of lessons more interesting and useful for students. This means that it is a kind of information that goes beyond the three parts that is content, teaching, and technology.

### **Connectivism: A Digital-era Learning Theory**

In this digital interconnected world traditional theories like chalk and talk are replaced by modern theories that emphasizes the importance of network. Students in the twenty-first century are part of a dynamic digital world where they are learning about numerous sorts of technology innovation. Siemens and Downes (2005), proposed connectivism, arguing that technology changes what, how, and where we learn. Connectivism, according to Siemens (2004), is a theoretical framework based on the idea that information is continually retrieved and updated as a network. Through a network, the web, or the internet, students can find reliable resources,

acquire new information that is constantly updated, and distinguish between competing facts. The connectivism theory suggests that knowing where to find information can be just as valuable as knowing itself. ICT in learning recognizes that technology plays an important part in the learning process and allows learners to connect with the outside world.

The main ideas of connectivism emphasise that learning and knowledge are derived from multiple views and connections, which can occur even in non-human robots. Fostering and maintaining these collaborations is critical for ongoing learning. Recognising linkages between locations is essential for collecting accurate and up-to-date data. Decision-making is a vital part of learning since knowledge changes constantly, and what is correct today may be incorrect tomorrow.

Connectivism is a theory about how we learn in the digital age, seeing learning as a network influenced by technology and social connections (Siemens, 2004). It's like a framework that helps teachers understand learning in today's world. The theory, developed by Stephen Downes and George Siemens, suggests that learning happens when teacher talk to different opinions, use networks to find reliable information, and learn from a crowd (Siemens, 2004). It is valuable for understanding learning in our connected world (Goldie, 2016). It explains how the internet and modern tools create new ways of learning. Connectivism says that students learn through their connections, whether in person or online. As teachers, we need to teach students how to learn in a world where their social network can be a teacher, even if it's not intentional (Clark & Avrith, 2017). We also need to help them think critically and understand these new ways of learning.

Global information is changing fast, and using tools like computers is crucial for teaching and learning. Technology-empowered educators can give students the skills they need in a rapidly changing world (Jordan, 2011). However, whether teachers adopt technology in teaching depends on their readiness (Kek and Maat, 2020) and their attitudes, intentions, and perceptions about technology.

The goal of the research was to find the challenges of using technology in education. Connectivism theory was the foundation for exploring how teachers and students learnt from things like computers and use that knowledge in teaching and learning (Siemens, 2004). According to a study, using modern and up-to-date technologies in the classroom, such as computers and the internet, allows pupils to learn more quickly and efficiently while still feeling satisfied with their attendance.



Innovative technology can increase students' personal interests and provide relevant chances in support of their talents. Here in my research, teachers are using ICT to connect with outside world, other educators, society and group of networks to update themselves that's why I used connectivism theory.

### **Transformative Learning Theory**

Everybody learns differently, and understanding such differences is crucial for academic achievement. The Transformative learning theory, which was developed by Jack Mezirow, offers a comprehensive framework for understanding how individuals experience profound cognitive shifts, resulting in the reassessment and transformation of their beliefs, perspectives, and behaviors. Mezirow (1981) describes transformative learning for the research as:

*The emancipatory process of becoming critically aware of how and why the structure of psycho-cultural assumptions has come to constrain the way we see ourselves and our relationships, reconstituting this structure to permit a more inclusive and discriminating integration of experience and acting upon new understandings. (pp.6-7)*

Transformative learning, which aims to facilitate change, is divided into two types: communicative learning and instrumental learning. In Communicative learning teachers improve their ability to express needs and emotions whereas in instrumental learning teacher focuses on problem solving and understanding cause-effect relationships. Jack Mezirow defines transformative learning as having three dimensions. psychological, persuasive and behavioral. Teachers experience a crisis when new information challenges their past understanding. They realize their limitations and see the need to change and explore other perspectives. They recognize that their point of view is not unique and that the problem affects others as well. Finally, they generate new ideas, seek resources, and devise an action plan to incorporate new mental schemes and guide future behaviors.

Transformative learning in education, corporate culture, and personal development requires several key components. First, it is necessary to create environments conducive to open dialogue. Second, it encourages critical thought. Third, it focuses on continuous self-evaluation. These elements work together to produce profound personal growth. They also help to make workplaces more adaptable. In the process of transformation teachers experiences different behavior, attitude and perception.

Transformative learning is centered on the core idea of restructuring an individual's comprehension of self, others, and the world. In the context of teachers moving from conventional teaching practices to an ICT-infused approach, Mezirow's perspective on transformative learning became a guiding framework. The theory emphasized the critical awareness of underlying psycho-cultural assumptions that may have constrained educators' views of themselves and their teaching practices. The transformative process involved questioning and reconstituting these assumptions to enable a more inclusive and discriminating integration of experiences, ultimately leading to the adoption of new understandings.

The resistance observed among educators in embracing educational technology was not uncommon, as they perceived it as a temporary or challenging tool. Ifinedo et al., (2019) highlighted the need for fundamental changes in school policies, strategies, and infrastructure investment to effectively integrate ICT into teaching and learning. This aligned with Mezirow's notion that transformative learning required a deep reflection on existing frames of references, challenging established beliefs, and preparing for a new journey of transformation.

Educators' fear of incompetence in integrating ICT meaningfully into their teaching practices, as noted by (Qasem & Nathappa, 2016), reflected the need for transformative learning. Mezirow's emphasis on critical reflection, understanding frames of references, and active participation in discourse became crucial for educators to unlearn deep-rooted beliefs and ideologies. This process was essential for fostering a mindset shift and preparing educators for the challenges and opportunities the digital learning environment presented.

The transformative learning theory was potent in dismantling the reluctance toward change. As Yuval (2015) eloquently stated, "Teacher were usually afraid of change because they feared the unknown. But the single greatest constant of history was that everything changed." The aim of the research inquiry, therefore, extended beyond a mere adoption of educational technology to transforming educators into an ICT-based classroom. The transformative learning theory was integral to this transition, encouraging educators to critically reflect on their practices, question assumptions, and actively engage in discourse. Through this intentional and reflective process, educators shifted from a chalk-and-talk mindset to an ICT-based classroom, embracing the possibilities and challenges of the digital era. Transformative learning was not just an optional approach; it became a necessary component in fostering

autonomy, independent thinking, and the negotiation of beliefs, ultimately creating a collaborative environment for educators and learners in the ever-evolving landscape of education. Teachers transformed themselves from chalk and talk to ICT based ELT classroom, their behavior, perspectives and believed were changed thus transformative Learning theory was also adopted.

### **Interplay among TPACK, Connectivism and Transformative Learning**

Technology Pedagogy and Content Knowledge (a framework) Connectivism, and Transformative Learning (theories) play significant role in understanding and explaining teaching and learning process in the present educational context, which is by and large mediated by technology. Connectivism proposed by Siemens and Downes (2005), stress the role of technology and networks in knowledge acquisition, TPACK which was developed by (Mishra & Koehler, 2006) provided a theoretical framework for the use of technology in education and transformational learning theory focuses on critically reflecting on and complex one's own ideas and assumptions (Mezirow, 1996). TPACK helps to update the teachers with the information they need to blend technological tools with effective teaching methods and content knowledge, whereas connectivism enables teachers and learners to connect through networks in the digital age and broadens the resources for effective teaching. Transformative learning theory alters a teacher and students' perceptions, attitudes, and behaviors. The aforementioned framework and theories assist in developing a broad understanding of the English language teaching and learning. The interplay between the framework and theories enables to explore the practices of teachers who create engaging, relevant, and accessible learning experiences that are tailored to the specific needs of their students, ensuring that technology is not just an add-on but an essential component of the learning process.

Connectivism draws attention on the significance of learning through networks and relationships in the digital age. It highlights the importance of having access to a diverse range of information sources, as well as the role of social and technical networks in knowledge creation. Technology facilitates these connections within the TPACK framework, allowing students to interact, exchange knowledge, and learn in a variety of contexts. The relationship between these approaches enables teachers to assist students in living better lives in a connected world through technology (Peter, 2023). This networked approach assists students in staying up to

date with changing information. It also supports in developing critical thinking skills, successfully preparing students for the twenty-first century digital world.

Transformational learning builds the concept by highlighting critical reflection and transformational experiences. It enables teachers to challenge their assumptions, ideas, and viewpoints, which leads to considerable personal and intellectual progress. In the framework of TPACK and Connectivism, technology fosters transformational learning by offering venues for reflective practice and discourse. This encourages teachers to thoroughly study the information, reflect on how they learnt it, and apply what they have learned in actual circumstances. Together, these framework and theories help to delineate an educational environment that is not only technologically advanced but also critically reflective and dynamic, allowing for a more complete and adaptable approach to teaching and learning in the digital era. Integrating these ideas enables educators to build learning environments that not only make an excellent use of technology, but also encourage continuous, networked, and transformational learning.

### **Policy Review**

The changes brought by ICT in the global setting have also had an impact on Nepal's educational system. Through the National Curriculum Framework, the Ministry of Education of the Government of Nepal has adopted ICT as a subject and a tool for instruction in school education (NCF). ICT is already being taught as a separate subject in several universities/colleges and schools, as well as a method of teaching learning. However, in order to promote fair access to and quality of education, these programs must be integrated into a larger national framework. In Nepal, formal curriculum development started in 2028 BS. The main force behind curriculum reform in Nepal is political change. The current national curriculum is based on the mass movement of 2063 BS. The current curriculum is impacted by the National Education Objectives, National Educational Goals, and so-called Global Standards (CDE, 2007). It shows politics has influenced the education system of Nepal.

School Sector Reform Plan (2009-2015) highlighted to empower teacher with ICT to improve classroom delivery by establishing an ICT enabling learning environment. It stressed on ICT assisted teaching and learning in all schools. It focused on alternate modes of schooling through ICT by using multimedia, computer, digital pen, PowerPoint and using YouTube channel and online class. Similarly,

School Sector Development Plan (2016-2023) mentioned to establish the necessary physical infrastructure for technology and provide training opportunities on the technologies teachers use. This is to help them integrate ICT into their teaching and learning activities. The SSDP wants to make teaching better in the classroom by making it easier for students to get to learning materials and better delivering lessons. It also wants to make educational management and governance more effective and efficient. However, SSDP doesn't bring any reference for the ICT classes to be effective. The plan only mentions the importance of ICT from all perspectives teaching pedagogy, access to materials, but doesn't assure how teaching learning can be effective using. Similarly, Ministry of Education views the usage of ICT as crucial. ICT must thus be integrated into the educational system. However, Dahal (2021) stated that technology could not be used to teach and learn because there were insufficient resources or trained staff, and the government was not implementing its ICT policy. Nepal's Ministry of Education, Science and Technology (GON, MoEST, 2020) has launched an action plan to improve the quality of education for children in rural and remote areas. Though at its positive side, the scholars praise the plan to alternative learning. The scholars take it as a shallow decision which did not seem like meeting the needs of various aspects of an educational institution or student's needs, such as access to television and radio.

Online learning platforms are gaining high popularity all over the world. Being in a town, during the Covid 19 pandemic situation, I conducted thousands of online classes and trainings. Likewise, under ICT based teaching learning, online classes have also been emerging during the global pandemic in 2020-2021. The Government of Nepal (GoN) has been criticized for its failure to build the necessary infrastructure for virtual learning in schools, colleges and universities as claimed by Nepal Economic Forum (2020). The implementation of rules should also be considered alongside their formulation to meet the target goal.

However, Joshi (2017) and Rana et al., (2018) mentioned that Nepal has clear rules about how to use ICT in schools, but there are still some problems that need to be fixed before they can be put into practice. Policies are not always put into place the way they were meant to be. It should ensure that everyone has enough access to the right tools and infrastructure at hard times. Both teachers and students need to get better at using technology in the best way possible. Similarly, Shrestha and Gnawali (2021) highlighted educational policies' strengths such as resource access and self-

learning promotion, while also identifying gaps and proposing realistic solutions. To effectively tackle the challenges, it is imperative for officials and stake holders to carefully analyses the situation and ensure that implementation plans are well-defined, while considering budgetary constraints.

### **Empirical Review**

The most important thing for finding a research gap is to do an empirical review of the research. I looked over some study papers that talk about teacher's pedagogical shift as well as their perceptions of using ICT while teaching English language. According to Cresswell (2011), a literature review of other studies' results fills in the gaps, building on previous work and giving the research a context. That is why I read some papers that were already done. I think reading these books has made my research even stronger.

Lam (2000) used a survey strategy for a study called "Techno philia or Technophobia," which was meant to find out how teachers feel and what they did then while using ICT. He used mix methodology to gather the information. A non-probability picking method was used to choose 100 EFL teachers from all over the world to participate in the survey. The survey main finding was that self-directed learning was pretty common, and participants did not think they would receive instruction on using ICT and Web tools which help teachers be more independent in their teaching. Similarly, my research focused on unheard stories of successful English teachers who shifted from chalk and talk to ICT based ELT classroom.

Pelgrum (2001) added to the ELT field with a study that looked at how hard it is to use ICT in schools. Pelgrum collected data from 26 countries to find the main problems and factors that affect how well ICT adoption in teaching goes. The results showed that some of the biggest problems with integration were teachers not getting enough help and training, computers and other ICT resources, Teachers even did not get enough time to learn and try new things. They lack technical support as a result teachers were not motivated. They were not having the right software and digital content, and the high costs of maintaining ICT equipment creates a problem to integrate ICT in ELT classrooms.

Watts-Taffe et al., (2003) emphasized, teachers are very important in encouraging the use of technology in schools, especially ICT. According to study, it will be easier for teachers to set up and run an ICT-based classroom if they get enough support from their schools, such as encouragement, equipment, and technical

help. These helpful steps let teachers change how they teach, come up with new assignments, and plan how students will use computer labs with the help of technology-learning specialists or assistants. Teachers must be willing and able to use technology in the classroom for integration to work. Similarly, Sime & Priestley (2005), found that teachers who were excited about planning relevant computer-based activities for their students did a better job. They are more eager to learn, even though there are not as many tools or rewards. A study revealed that students thought that a teacher's attitude had a big effect on how she used ICT.

Afamasaga-Wright and Farita (2008) highlighted on how teachers thought about ICT revealed that most of the time, teachers were hired to improve teacher-centered methods. ICT was not something teachers knew enough about to use successfully in the classroom, so they could not use technology in their lessons even though they wanted to. Moreover, Yunus et al., (2009) found that most of her students used her ICT tools to find information and look up how words are pronounced and defined. They also say that ICT enhances language learning in terms of vocabulary, grammar, writing, and speaking, and gives students more control over their learning. Here, English teacher's motivation and challenges in using ICT, their pedagogical journey is not highlighted, that gap is filled by my research.

However, Panangalage and Pasqual (2008) focused that having ICT infrastructure in schools does not make it easier for students to learn and does not bring positive change only. What the study found is that there is no link between how often learners use computers and how they believe ICT helps them learn. Two teachers and students found a statistically significant link between how teachers feel about using ICT to teach and learn. The link between students' ICT skills and how they thought ICT helped them learn was stronger than the link between teachers' technology skills. It doesn't matter what the government does to help with training if teachers and leaders think ICT changes their jobs.

Joshi (2010) carried out experimental research in order to explore the effectiveness of technological tools like laptop, Power Point, multimedia projector etc. to teach English short stories. His research participants were grade 12 students. In order to get information from the participants, he employed pre- and post-test items. He discovered that students who used technology in their education performed better than those who did not. He concluded that using technology in language instruction is

a crucial way to improve student results, but he did not address the reasons why instructors should modify their methods.

Ibrahim (2010) argued that information communication technologies should be successfully used to change the focus of English teaching or English learning. He argues that it should be from a teacher-centered to student-centered. He expresses his opinion that technology has altered every part of life. Our expectations should be for what students should study in order to succeed in the modern day. Similar to this, he contends that utilizing ICTs in language instruction has a plethora of advantages. The usage of ICT has evolved to include things like language labs, movies, satellite broadcasts, videoconferencing, and web seminars, among others. ICT is a major supporter of both on-campus and off-campus education that is of a high caliber but teachers' who pedagogical shifted to an ICT based ELT classroom, their stories are not mentioned.

Acharya (2013) investigated forty English teachers from the Kathmandu Valley were taking part in the study. A non-random group of informants from the Kathmandu, Lalitpur, and Bhaktapur districts were used to make sure they were chosen correctly but ICT user teacher journey is not getting space in his study. Questionnaires with both closed and open-ended questions were used to gather information. Most ELT students use computers, screens, websites like YouTube, Facebook, and Wiki, email, blogs, and other ICT tools to talk to each other in class. These tools have worked really well, and teachers often use them for different kinds of lessons. Similarly, Golas (2013), showed that teachers who are good with technology use it in project-based learning (PBL). The study also found that teachers are using technology to help students learn and get better at 21st century skills like conversation, bargaining, and working as a team. Also, teachers have used technology to get better at their jobs.

Ifinedo et al., (2019) found that complete changes to school policies, strategies, and infrastructure investments are necessary for the effective use of ICT in teaching and learning. School leaders will find it easier to implement ICT if they understand its potential to enhance teaching. Educators must observe and comprehend the beliefs, assumptions, and emotions of ICT users in order to implement ICT in the classroom. This is a challenging but essential task. However, Fernandez-Batanero et al., (2021) showed that teachers feel more anxious or stressed when they use technology to help with learning in the classroom.



Sansanwal and Yadav (2023) focused on paving the way for the changes in teaching, talked about the problems teachers face when they try to use technology in the classroom. After doing a thorough study, the authors showed how teachers' beliefs, attitudes, and knowledge can really get in the way of bringing technology into the classroom. They are calling for a paradigm shift towards a new literacies framework that sees technology as more than just a way to get people's attention and sees it as an important part of students' learning. The study talks about the teachers' beliefs and attitudes about technology. This shows how important it is for teachers to be open to using technology in the classroom.

Thapaliya et al., (2024) stated COVID-19 crisis in Nepal gave higher education institutions a chance to use technology in their lessons. The study discovered that the transition to technology-integrated teaching was not without challenges, such as limited access to technology and inadequate teacher training. However, the authors suggested that the advantages of technology-integrated teaching, such as increased student engagement and personalized learning, outweigh the challenges, highlighting the importance of ongoing support and investment in technology integration in higher education institutions. This study does not talk about teachers' narratives before covid and after covid -19 pandemic situations. Thus, my research fills out that gap.

### **Gap Analysis**

Widespread use of Information and Communication Technology (ICT) has changed the world and had a big impact on my educational path. My traditional ways of teaching have changed, and I have switched to an English classroom that uses technology. This change has not limited me with an opportunity such as specialized teacher training, but it is also awarded with Nepal Education Development Trust award, which has had a huge effect on my life. Following this experience has made me much more excited about using ICT in education. Knowing that ICT has many benefits, I feel compelled to stress that it can make the jobs of teachers, students, and experts easier and better.

The powerful benefits of ICT have not only changed my life, but they have also caught the attention of researchers all over the world, sparking a shared desire to explore its endless possibilities in education. While well-known researchers like Daniels (2002), Patel (2013), and Harmer (2008) talk a lot about the global effects of ICT in education, especially how it can help create more student-centered learning

environments, not much is said about the problems English teachers face when they switch from traditional chalk-and-talk methods to ICT-based ELT classrooms. Also, studies by Arifah (2014), Alkamel (2018), and Pokharel (2019) look into the opportunities and motivational benefits for developing skills through ICT. But there is still a lack of knowledge about how these benefits show up in the complex setting of teachers' pedagogical shifts, especially in places like Hetauda. Thapaliya et al., (2024) used descriptive and qualitative research to look into how English teachers at the secondary level use ICTs. It was discovered that most EFL teachers watched TV and listened to the radio. The study discovered that ICT may be a powerful tool for encouraging students to be more imaginative, critical thinkers, and productive. But they found that problems like not enough ICT infrastructure, too many students, and not enough training for teachers made it hard for them to use technology in the classroom.

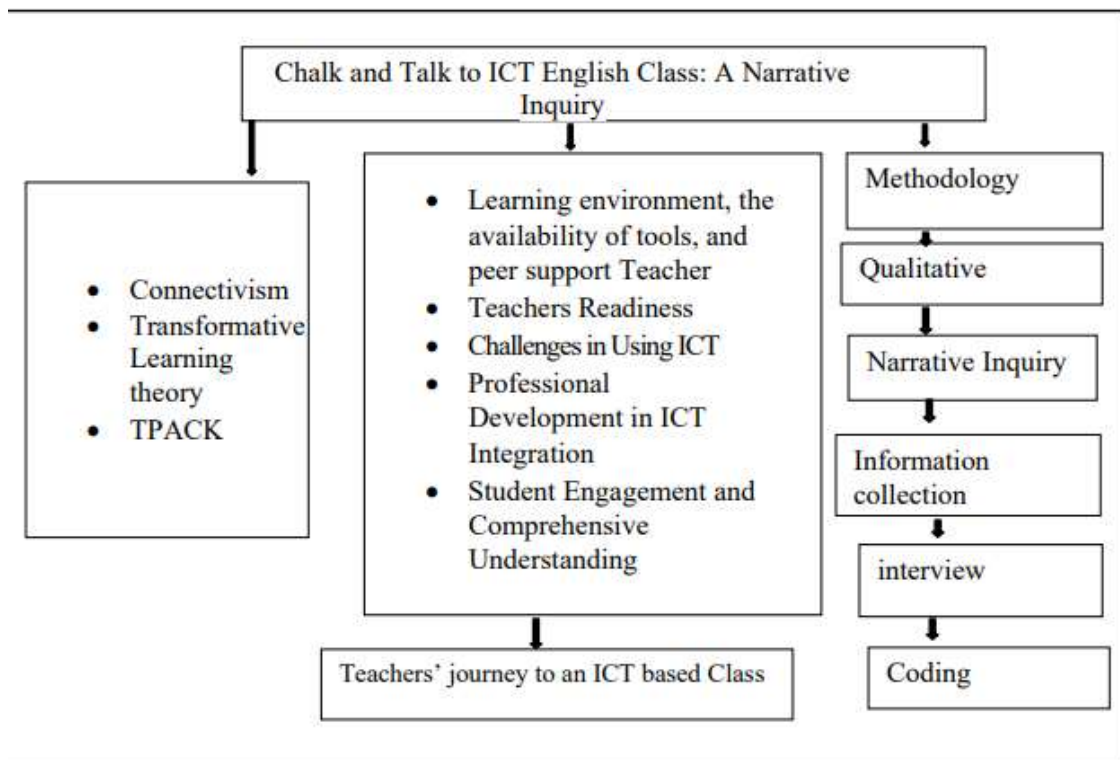
Shinde and Patil (2015) examined the dilemma that educators face when deciding between traditional teaching methods and incorporating technology into their classrooms. The primary focus was on the use and potential over reliance on boards and screens in the educational setting. Many educators currently rely extensively on PowerPoint presentations as a teaching tool, which frequently include activities that may not produce the desired effects. In a training session put together by the Education Training Centers, new trainee teachers were very eager to hear from experienced teachers about the change in a way they teach. The limited extrapolation in Thapaliya et al., (2014) research made it harder to give a full picture of the experiences of experienced teachers, which made it harder to understand how they changed how they taught. The Nepal School Sector Reform Plan (SSRP 2016-2023) recognizes that ICT can help to raise the standard of instruction, make learning materials easier to find, and make things run more smoothly overall. This is especially true when schools have a network of computers or workstations. The plan, on the other hand, doesn't go into enough detail about how teachers change how they teach, especially when it comes to English Language Teaching (ELT) that gap would be filled by this study, which is an in-depth look at how English teachers have shifted their teaching methods from chalk and talk to ICT-based English classrooms ,what problems were faced by teachers while integrating ICT in English language classroom and how were the impact of ICT in teaching English in Hetauda sub metropolitan city of model school .

## Conceptual Framework

**Figure 1**

### *Conceptual Framework*

The frame makes it clear that I stood on three themes: Technology, Pedagogy, and Content for my study to make it valid and reliable. Based on these three, I set my research purpose and questions, which led to my research theory and method.



Connectivism idea was the first thing I looked into because it fit so well with how digital learning works. Through the work of George Siemens, connectivism gave me a way to look at how teachers connect with the digital age through technology. I used this thought as a starting point to investigate how technology is reshaping the way teachers teach. Similarly, Jack Mezirow's transformative learning theory caught my attention as an idea of learning says that learning is more than just getting new information. Transformative Learning emphasizes getting smarter changes as teachers were transforming their pedagogy. It gave me an idea of how I perceive and understand the world. This idea demonstrated that integrating ICT into schools had a significant impact on students' beliefs, values, and ways of thinking.

Next, I talked about TPACK, while keeping this theoretical model in mind, I found out the way how teachers integrate ICT in their content. I learned how hard it is employing ICT through TPACK, which looks at how technology, education, and subject knowledge all work together. Despite having internet issues, open classroom,

outdated computer also teachers were able to integrate technology their content. Later, I began to think about the research methods and found that narrative inquiry was the best because it allowed me to look at real-life events of English Teachers towards an ICT-based class. It helped me keep track of the complicated stories, issues, and successes that happen in the classroom by letting me have in-depth talks and collect qualitative data.

In line with the qualitative research method, I used interpretive paradigm in my research. My study was about social reality in a place and time setting. The way I did my research was based on the narrative research paradigm. Under this paradigm, I gathered information through interviews, document reviews, and digital artefacts. After doing the interview I coded to carefully sort and study data, looking for recurring themes, patterns, and insights as to what motivate the teachers to shift to techno-friendly classroom and also to find how hard it was to integrate ICT and how it impacts student participation and transformative learning. It was the triangulation of data that helped me come up with my research findings based on the theme and theory. My goal was to create a plan using narrative research to examine the intricate processes of ICT-based learning through the development of a conceptual framework.

### **Chapter Essence**

In this chapter, I conducted thematic, theoretical, policy, and empirical reviews of relevant literature. As the thematic basis of the research, I discussed the concept of the study's key terms using related thematic literature. I used the Technology Paedagogy and Content Framework to provide a theoretical foundation for this research. Similarly, I used connectivism and transformative learning theory, as connectivism emphasizes the importance of digital networks in modern learning and transformative learning theory investigates profound cognitive shifts in teachers. I also discussed the existing ICT policy provisions for incorporating digital technologies into the Nepalese educational system. Then I discussed some previous studies that were relevant to my research. The chapter concludes by addressing research gaps and proposing a conceptual framework based on these themes and theories, guiding the study's purpose, questions, and methodology.

### CHAPTER-III

#### RESEARCH METHODOLOGY

In this section of the study, I briefly talk about the main ideas behind my research, such as the philosophy guiding it. I also mention where the study took place. I explain how I analyze data and interpret results; talk about the quality standards that I follow and touch on the ethical aspects of my research. By addressing all of these aspects, I hope to lay a solid and ethically sound foundation for the study, adhering to the principles required for successful research.

#### **Philosophical Consideration**

Philosophy is one's perspective on the world. In other words, it is a theory or attitude that serves as a guideline for our actions. The philosophical manifestations of our being are the ways we think, react, perceive and act. Philosophy is the perspective from which we see and define the world. This is referred to as the paradigm or world view. Philosophical concepts are concealed in research, but they nonetheless have an impact on it and need to be recognized (Slife & Williams, 1995). Similarly, one can see worldviews as a researcher's general orientation toward the world and the nature of research (Cresswell, 2011). Constructivism (also known as interpretivism) is the worldview on which this research is based. Understanding the subjective nature of human experience is one of the interpretative paradigm's fundamental principles (Guba & Lincoln, 1989). Constructivists contend that people attempt to make sense of the environments in which they exist and work. They believe that the human mind is a cultural and situational construct. Maintaining Philosophical considerations serve as the foundation for carrying out the research study. It is the backbone of research study that aids in the structuring, legitimating, expressing, and thinking of research; similarly, it aids in the development of a relationship between philosophy and research.

#### **Ontology**

Ontology depicts people's perceptions of reality. Ontology differs from person to person because it is based on an individual's perception of reality. Willis (2007), "ontology is concerned with the nature of reality, and various ontological positions reflect different prescriptions of what can be real and what cannot be real" (p. 9). As I think about it, I realize that it has always been like different perceptions because my

perception of certain things changes with time and experience, unless it is some universal truth like the earth is round or the sun rises from the east. What I thought about becoming a techno savvy teacher before becoming one is vastly different from what I have experienced as an ICT teacher Trainer. Different teachers have different perceptions and realities. Truth is subjective because different teachers have different experiences and think in different ways.

### **Epistemology**

Epistemology is concerned with knowledge. The main concern of epistemology in philosophy is what knowledge is and how it is obtained. Epistemology, the science or study of knowledge, refers to our beliefs about the nature of knowledge and the relationship between the knower and the known (Richards, 2003). The main concerns of epistemology are what in the world counts as knowledge, how we know something, how we know the truth. Epistemology deals with basis of knowledge, its nature, its form, its acquisition process, and its communication with other people. If a researcher is not clear regarding his epistemological stance, it means that he does not know the direction of his research. In the case of Singh and Walwyn (2017), failure to recognize and reflect on these assumptions leads to methodological bias stemming from underlying misconceptions about the quality of knowledge and its relationship to data and research context. There is a possibility. The prime intent is the contribution to the world of knowledge, a researcher must have crystal clear ideas on different epistemological considerations. Snape and Spencer (2003) state, "Epistemology is the study of how we know and learn about the social world. It addresses questions like, "How can we know about reality? What is the basis of our knowledge?" (p. 13)". This research, as an autoethnographic study, provides insight into my professional development and the ups and downs of my professional journey. I have shared how I have learned about myself as a teacher and ways to grow, as well as personal narratives, accounts, and experiences that help to construct and shape perspective in my ELT practice.

### **Axiology**

Axiology is a branch of philosophy concerned with the nature and types of values. A study in axiology might include studying the ethics of Hinduism or Buddhism or any other religion. Axiology is a branch of philosophy that looks at what is true or valuable (Richards, 2003). Axiology in research is concerned with the ethical issues that the researcher takes into consideration while planning research.

Researcher need to identify his or her value system and take into account the research participants. It is necessary to comprehend the research's rights and wrongs. The values that the researcher must assign to the various aspects of our research are participants, data, and audience. As a researcher, I attempted to maintain objectivity throughout this study. While analyzing the texts, I tried to be as value-free as possible, remaining neutral to all of my experiences. I tried to see my experiences through the eyes of a researcher.

### **Interpretivism as my Research Paradigm**

Qualitative research is related with interpretivism. It is utilized to gain a better grasp of a person's point of view. Interpretivists think that humans make their own decisions that are unrelated to scientific or natural laws. Unlike positivists, who tend to look at the big picture, with interpretivists' lens, research tends to be more detailed and focused on culture and how teacher live. My research objective is to find out how English language teachers in Nepal use and understand ELT online classrooms.

Reeves and Hedberg (2003) stated that interpretivism aims to understand the subjective experiences of individuals. One instrument used to measure interpretations is a participant survey based on subjective relationships between researchers and subjects. I conducted interviews to understand the individual reality of the participants on their perspectives about the online classes. The purpose of my research was to understand and interpret the perspectives of students and teachers on the factors that can influence the smooth running of online lessons in their context. My goal of getting the subjective world of my participants fits well with interpretive perspective. Finding meanings is a means to get insights using the interpretive paradigm by comprehending the social reality as it is, which is a subjectively formed one (Fatth & Edeen, 2009). It investigates the diversity, complexity, and depth of phenomena. Interpretivism has idiographic and emic objectives (Pontero, 2005). The goal of interpretivism is to show how human experiences are explored in consciousness, in cognitive and perceptual acts. Interpretivist paradigms study the distinctiveness of individuals, different opinions and attitudes. Like all other qualitative research methods, interpretive research centers on the meanings, intentions, and purposes teachers assign to their actions and interactions with others. Interpretive research is different from other qualitative research methods in that it aims to disengage from a number of issues that have long dominated conversations regarding the nature and function of social and educational research.

Hence, I used interpretive model to look into the experiences and stories of teachers who were switching from chalk-and-talk to an ICT-based classroom. This method made it possible to find out how teachers felt, what they understood, how they felt, what they believed, and what they valued about this change in their job. Understanding that these things are subjective, the interpretive paradigm helped us get a better picture of how teachers see how the change affects their jobs and how that shapes reality in their own specific situation. The study's main goal was to look at and record the teachers' experiences, thoughts, stories, and interpretations. These gave researchers useful information about the complex changes in teaching methods caused by using ICT in English language classes.

### **Narrative Inquiry as a Research Method**

Narrative inquiry is the study of experiences using stories told by participants. Narrative is thus what is expressed, explained, evaluated, and developed by giving details. Narrative inquiry in the words of Clandinin (2013), is a way of studying and understanding experiences.

The stories I gathered from participants helped me understand their experiences, contributing to building my knowledge. Imagine a social framework where an experience makes sense and gives meaning not only to the story but also to the report, the experience itself, and the person telling it (Bamberg, 1997). This approach helped me grasp the social reality of my participants in their surroundings. Webster and Mertova (2007) also found narrative inquiry useful because narrative inquiry gives a researcher a structure to explore how a teacher sees and experiences the world through their stories. I believe that social realities change with new situations. By listening to my participants' experiences, I deeply understood the phenomenon. In my research, I looked into how teachers adapted to using technology in teaching and learning, and I plan to conduct this research. The idea of temporality, or the sense of time, is tied to the lived experience (Van Manen, 1990). In narrative exploration, time becomes the main way to organize experiences and track how things change over time (Smith & Sparkes, 2009). In the end, I realized it's not just talking; it's actually a whole research process where we gather information about the experiences of the participants.

I used narrative inquiry to listen to and collect stories through interviews as part of my study on how English teachers switched from chalk-and-talk to an ICT-based learning environment. By looking at these stories more closely, I was able to



find patterns and meanings that helped me understand teachers' points of view in the bigger picture of the educational shift. I talked about and admitted my views to keep the research's purity, which is what reflexivity is all about. Continuous interaction with participants led to a relevant conversation that ensured the participants' experiences were correctly reflected. The main goal of the story inquiry method was to learn more about teachers' real-life experiences so that it could be used to improve theories and guide practices in ICT-based English language training.

### **Research Design**

Four English teachers from four community schools who have shifted their practice from chalk and Talk Pedagogy to ICT based ELT Classroom and also, they have worked as ICT facilitators at secondary level school of Hetauda Sub metropolitan city served as the main source of data.

### **Research Space and Participants**

The schools were chosen using the purposive sampling technique. There were four experienced ICT roaster English teachers who were chosen purposively from four different 'model 'community secondary schools located in Hetauda Sub metropolitan city. All the four participants were given pseudonyms.

### **Participants at a Glance**

Mr. Brave is a dedicated teacher and research scholar from Hetauda sub metropolitan city. He is an experienced English teacher with more than 20 years of experience. He has seen a tremendous change in the way he teaches, from the old-fashioned "chalk and talk" methods to using technology to make classrooms more interactive and effective. He has actively pursued continuous learning, mastered a wide range of ICT tools, and seamlessly integrated them into his teaching methods. This is because he knows that he needs to adapt to the changing times. His creative approach involves using technology to make lessons more interactive, keep students interested, and improve the whole experience of learning English. In addition to navigating the challenges of pedagogical transition, Mr. Brave has become an advocate for the effective use of ICT in education through his experiences.

Mr. Happy has been a teacher for more than 15 years, teaching English at the community secondary school. His decision of Shifting from traditional chalk-and-talk methods to an ICT-based classroom has had a big impact on his teaching. Mr. Happy utilized technology by going to different training sessions and revising his teaching methods in order to make learning more interesting and focused on the needs of the

students. Despite having limited access to technology, he is committed to promoting inclusive education, dealing with problems, and making sure that all students have the same chances. Mr. Happy's dedication to lifelong learning and interest in new ways to teach make him an important contributor to the changing landscape of modern teaching methods.

Mrs. Smile has been teaching English for more than 15 years and is knowledgeable in the subject. For her, switching from traditional chalk-and-talk methods to an ICT-based approach was a way to show her passion for using technology in the classroom. She has actively used tools like Pear Deck, Google Classroom, and others to make her classes more fun and interactive. Although she did not get enough technology training. She always improves the way she teaches by working with other teachers informally, using websites like YouTube, and going to training sessions that use technology. For her students, her creative ways of teaching have changed the learning environment, making it more open and active.

Mrs. Kind is an experienced teacher. She has been teaching for ten years. The challenges of the COVID-19 pandemic pushed her to make the switch from traditional chalk-and-talk to an ICT-based classroom, which she did successfully. Mrs. Kind actively uses different ICT tools like quizzes, Nearpod, and YouTube in her lessons, which makes them more interesting and involving. Because she uses online tools like Google and YouTube to keep up with new technologies, her teaching methods are still effective. Despite facing several problems like parents complain, effective training also she is committed to making the classroom a welcoming place for everyone. she encourages her students to use technology to extend their learning.

### **Data Collection Procedure**

Narrative interviews are unstructured tools that allow digging deep and getting concrete information from participants' life stories. Based on the idea of collecting stories from the participants' point of view, I utilized teachers' narratives as the primary source of information. The data collection method primarily involved interviews, where I engaged with participants to gain insights into their perceptions, beliefs, and values regarding a specific phenomenon. I first prepared an interview framework, focusing on the purpose and the research questions of the study. I piloted interview guidelines with two of my colleagues to improve quality and achieve the study's goal before its actual implementation in the field. I modified the interview framework in light of my piloting experiences. My participants were only from four

model community secondary schools located in Hetauda Sub metropolitan city. I was overconfident that my participants could not say 'no' to me as they had been supporting other teachers.

I made a call to my first participant to talk about his free time and the location where I could conduct his interview. However, he informed me that he was not well; he was experiencing muscle pain and had been on complete rest for a month. When I heard his response, I almost lost hope because I was overconfident, thinking that he would give me his time as he had been supporting many teachers in training sessions. A question came to mind: having the problem of muscle pain, if he could speak easily, why couldn't he give an interview? but I couldn't force him except to express the sentence. I simply wished for a speedy recovery. I regularly send him greeting messages and asked about his health issues on Facebook Messenger in the hope of getting his time. I also visited his home to ask about health issues. When I visited home, his family members were also familiar to me, but I came to know he had no study room and was taking sick leave from school. I asked him about his children; he had two sons, and both of them studied in grades 6 and 7. So I planned to take his interview on school days so that there wouldn't be disturbances while taking the interview. One night, he texted me that his son and wife were going to Bratabandh, that he would be alone at home, and that he could give me time. The next day, I went to his home with my laptop, mobile phone to record, and even dairy. We started with his health issues and even shared my Mphil Journey at KU, which motivated him to enroll in Kathmandu University, and I assured him that I would help him. This informal conversation made it easy for him to give an interview. I started asking him questions, and he freely shared his experiences. The most important thing was that he shared his own experiences each of the questions. Sometimes he used to be serious when he shared the challenges of the pedagogical shift. We sat for almost ten hours until his family came. After having a cup of tea, I left his house.

My second participant was an excessively busy teacher. I called him several times, but he did not receive my call or call back to me. I had also already started sending him several greeting messages, but he did not see them either. In a way, I also started thinking he was ignoring me. One day, I went to his school, talked with the gatekeeper, and entered the office room. I met the principal and talked about his leisure time. In the office, I sat for almost two periods and met my second research participant. He was nervous when he saw me because he had ignored my call several

times, but I understood the context and informed him that I had come to meet another teacher about the scrabble board game. I invited him for a cup of tea, but he was ready to have it in the school canteen. We had a cup of tea in the school canteen. I shared about my research and asked for his time. He apologized, saying that he could not give him time except for a holiday. At the same time, I looked at the calendar and fixed the day for Udhauli Parba, which was a public holiday. He also told me to come to the school for the interview because the school would also be closed that day and would have a peaceful environment. On that specific day, I went to interview my second participant with my laptop, mobile phone, and diary. We started the conversation in an informal way so that he could share his lived experiences freely without hesitating. During my interview, I let him speak freely so that I could get to know him in depth. After sitting for almost three hours, he got a call from his family and had to leave the interview in the middle. He assured me that he would continue the interview next time and that he would call me. I packed my materials and left that school. One evening, he called me, so I ignored all my work and went to the café, where we continued our conversation in a separate cabin. This time, due to the noise, the recording was not good, but I started to write key words as well. That supported me while transcribing data. Later on, when I started to transcribe the data, the interview wasn't well recorded, and I informed the teacher that I needed to take his interview again. This time he said that he would use Zoom to talk after 9 p.m. When all his family members had gone to bed. I was successful in taking the interview.

My third research participant was a teacher, but with multiple roles like mother, housewife, and social activist. I had met her in one of the teacher training programmes. Even though we were not friends on Facebook, one day I went to her school, where she was teaching her students in the playground. After the bell rang, I met her on the ground and talked, and I came to know that she was free only during her leisure period. When I talked about my research, she smiled and shared that she did not have good English. She felt better in speaking Nepali. After making sure that English is just a medium of communication, I would give a pseudonym instead of her name. She smiled and informed me that she would give interviews only during her leisure period and that I needed to visit for more than a week. For my interview, she was the right participant. I had almost given up hope and once decided to change my third participant, but in place of her, I could not remember anyone. So, I visited her

school regularly and talked for almost thirty minutes a day. I visited her school for more than ten days and got a chance to record her lived experiences.

My fourth participant answered my call in a first ring and listened to my talk. He was happy to be one of my participants. He even thanked me for choosing him as one of the participants in my research. He was flexible. He told me that he would come to my home for a cup of tea and talk about the research. Now I was worried, as I did not have a separate study room. This time, I talked with my family and created a peaceful environment. On Friday, he came to my home, and I took his interview, but sometimes he used to feel comfortable giving responses in Nepali. He talked for almost three hours, and for the remaining interview, he invited me to go for a morning walk on Saturday to Hetauda Manakamana Temple. While reflecting on the way he would give an interview, The next day, I packed all my materials and became ready for the morning walk. We reached the temple at 7 a.m. and had breakfast on the temple premises. While returning home on the way to Chuatari, I took his remaining interview in a peaceful environment. Later on, when I transcribed the data, some words were not clear, i connected with him in WhatsApp. He used to write and send messages in the WhatsApp app to make my query clearer.

### **Meaning Making**

The stories collected from the narrative inquiry aren't just stories; they are important evidence for my research. These stories are evidence of how the participants see the world through their experiences. I followed a systematic research process, meeting several times with research participants and conducting interviews. To uncover and understand the stories and insights shared by each teacher, I took a thematic approach. This method, as described by Kiger and Varpio (2020), helps identify recurring patterns of themes within interview data.

After explaining the purpose of my visit, I scheduled interview sessions. I recorded and noted the experiences that the participants willingly shared. The perspective or point of view that the author or speaker adopts when telling the story—which is formed by mixing narrative components like the climax, resolution techniques, and coda—is known as the narrator's attitude (Daiute, 2014). The interviews were transcribed, and to extract knowledge, I figured out the common and distinct experiences of the participants through the process of coding and classification. Later, I developed themes aligned with connectivism and transformative learning theories, emphasizing common themes across participants'

narratives. The original tapes, transcriptions, translations and analysis served as the empirical basis for the data texts.

### **Quality Standards**

Research is the scientific process, which includes all aspects of study design. Research quality standards ensure that studies are carried out consistently and credibly. To make the research qualitative, I asked the research participants to share their experiences, and I then used what they said to make sketches of their stories. I set quality standards while drawing their stories. The high standard actually discussed how readers think about the truth and the role of researchers. At this point, it is clear that English teachers' pedagogical shift from chalk and talk to an ICT-based classroom and their stories of motivation, struggles, and overcoming while transferring the pedagogical shift should be accepted and used in the classroom. Every researcher has to meet certain standards to keep the quality of their work high. Loh (2013) stressed having strong theoretical foundations, valid empirical findings, the right methodological stances, contributes to practice and policy.

It is critical to adhere quality standard when making sense of the information. My research participants shared with me about their pedagogical shift. Since I respected their stories, intrinsic and extrinsic motivations for using ICT in ELT class, I tried to be as honest as possible when I analyzed. I am aware of the standards on actual grounds. Here, common place, truthfulness, authenticity, praxis, and meaningfulness were used as the quality standards for my research.

### **Commonplace**

While conducting the qualitative research, period, location and society plays and important role. Connelly and Clandinin (2006) highlighted that it was important to look into three dimensions or commonplaces at the time, society, and place. In order to fully understand each participant, researchers must take all of these factors into account. A broad view is needed to take into account the experiences of participants in the past, present, and future, as well as their ability to change. By including these aspects in the research, we can learn more about the participants' identities and the experiences they have had. The way that time, society, and place are all linked makes the narrative inquiry more complete by showing all of the participants' stories and interactions in certain settings (Clandinin et al., 2007). Participants' living situations, society, and time were considered in my research to reach the depth of my research area.

### **Temporality**

Temporality, as a critical element in research quality standards, underscores the significance of time in understanding and interpreting study findings. The temporal dimension involves considerations of the timing, sequencing, and evolution of events, phenomena, or interventions under investigation. I investigated the stories of schooling days, high school days, initial teaching days and present and even future plan to investigate in my research. Researchers emphasize the importance of temporal aspects to enhance the validity and reliability of research outcomes (Hammersley, 2008). For instance, longitudinal studies enable the observation of changes over time, providing a nuanced understanding of processes and developments in various fields of research.

### **Place**

Place is a fundamental component of research quality standards, acknowledging the impact of physical space on the phenomena under examination. Researchers recognize that the spatial context in which a study takes place can influence outcomes and interpretations. Studies in fields such as environmental science, urban planning, and education often consider spatial factors to ensure comprehensive analyses Astin et al., (2017). Attention to spatiality enhances the generalizability and applicability of research findings, emphasizing the need to account for the geographical and physical settings in research design and implementation.

### **Sociality**

Sociality is a key dimension in research quality standards, emphasizing the social interactions, relationships, and cultural contexts that shape human experiences. Recognizing the social dimension is particularly relevant in fields like sociology, psychology, and education. In my study I listened to the stories of my participants respecting their emotions, feeling personally and socially. I transcribed the audio into written form considering the social status of my participants. Sociality influences research design, data collection methods, and the interpretation of results. Research that integrates a social perspective contributes to a more holistic understanding of phenomena, acknowledging the intricate ways in which individuals interact within their social environments (Guba & Lincoln, 1994). Furthermore, an awareness of sociality in research quality standards fosters ethical considerations by understanding the impact of the research process on the participants and the broader social fabric.

### **Reflexivity**

Practicing recursion is an important part of qualitative research (Morse et al., 2002). When I heard the story of pedagogical shift, I reflected also on my past days. Reflexivity attempts to connect the researcher and the participants (Jootun et al., 2009). Reflexivity allowed my role to interpret and reflect on the collected data. This process brought to my consciousness that the knowledge collected were the experience of the researcher and the participants. My experiences are also highlighted. Thus, the concept of reflexivity relates to the idea of mutual influence of both researchers and the research objects.

### **Truthfulness**

Being truthful means being close to the truth about how things really are. For my research, I used real events to derive stories. The stories were reported in a way that was true to life and did not pose any risks. So, the stories were based on the experiences of people who took part in the research, and anyone who reads them will think they are true (Brashier & Marsh, 2020). I provide the true data to make it a reality.

### **Trustworthiness**

Trustworthiness is about establishing credibility or the truthfulness of the researchers' findings. This is the case when the results are based on the participants' responses and not on the researcher's biases or personal motivations. According to (Lincoln & Guba, 2000), trustworthiness is the measure to address the findings as worthy of attention. To make my research trustworthy or valid. I brought only the facts from the field.

### **Meaningfulness**

Meaningfulness is central to narrative research, serving as the study's foundation throughout the procedure for gathering and analyzing data (Josselson, 2006). Parry and Doan (1994), a story's truth and meaningfulness are inextricably linked, resonating with its audience. In my own research, I emphasize the importance of meaning by presenting authentic and meaningful stories based on the teachers' actual experiences. By incorporating their narratives, I ensure that the participant stories are contextual and genuine, making them truly meaningful. This emphasis on meaningfulness in my narrative study allows for a thorough understanding and long-term impact of the knowledge derived from the participants' narratives.



### **Ethical Considerations**

Ethical considerations include the expectations of what is suitable or not in the context of our research. It includes ethical norms and values as the principles for individual and interpersonal conduct, obligatory codes, individual values, attitudes, and belief systems (Saldana, 2015). The following ethics were considered in my research

#### **Informed Consent**

Rapport with the teachers was the first step taking the consent from the participants for interviews and observations. Participant consent allowed me to collect data authentically from them. In this sense, the participants were prepared to assist me in my research endeavors and gave me the data I needed.

#### **No Harm and Risk**

Here, I would like to inform that my research process did not bring any harm to the participants, nor will it put them at risk. Moreover, I assured them that the data provided benefitted them instead. The participants were convinced that I would not misuse their data.

#### **Privacy, confidentiality, and Anonymity**

I would be fully responsible to protect the privacy, confidentiality, and anonymity of my participants. Pseudonyms were used to protect the participants' identities while describing, transcribing, and analyzing.

### **Chapter Essence**

In this chapter, I highlighted about the main things that motivated my study. I stressed how important well-thought-out procedures, ethical principles, and quality standards are for meeting research goals. The story started with a philosophical question that looked into connectivism as the main worldview and talked about issues of ontological, epistemological, and axiological importance. The study used the interpretative paradigm to try to understand what English teachers in Hetauda, a sub-metropolitan city, thought about taking classes online. The participants, their profiles, and the purposeful sampling process were all laid out in detail. This is what led to the narrative inquiry method being chosen as the study strategy. The chapter carefully explained how to collect data, how to choose participants, and how powerful narrative interviews can be. A planned way to study was created, using theme coding and analysis, with a focus on how experiences change over time. The chapter also talked about the standards of quality that were used, like reflexivity, trustworthiness, and

reliability, as well as ethical issues like privacy and informed consent. The main goal of the study was to add to the body of research on education by looking into the real-life experiences of English teachers who switched from traditional to ICT-based English classes.

## CHAPTER-IV

### NARRATIVE PORTRAYALS OF THE PARTICIPANTS

Throughout this chapter, I aim to introduce the stories of my research participants. In particular, my participants focused on their schooling days, society, higher education, their initial days of teaching, and their shift to an ICT-based classroom. These stories cover many areas of their educational journeys, such as their schooling, their initial days in teaching, the significant shift towards using technology in the classrooms, how it affected the education field and society as a whole, the difficulties they faced during this change, and the strategies they used to successfully include technology in their classrooms.

This investigation went into detail about the schools where they had gone to school and how ICT was used in English classes when they were students. It was interesting that the use of technology in English classes had a history that goes back to when they first started learning the language and continues to the present day. Despite the variations to their teaching backgrounds, all participants found commonalities in their learning experiences. To maintain the confidentiality and privacy of the participants, I used pseudonyms when presenting their stories. This ensures that their voices were heard while protecting their identities.

#### **Mr. Brave**

Mr. Brave, my first participant was born in Chaughada in Makwanpur district. It is now under Hetauda Sub metropolitan city. But at that time, it used to be a beautiful village, a way to go to Nagarkot, a picturesque hill station and tourist destination. Though it was the way to go to Nagarkot, it was a small village at that time without many facilities. I knew Mr. Brave when he was my instructor during my Master's degree at the university. He taught me English translation during my second year in the M.Ed. program. At that time, he was a part-time lecturer, and he also worked as a secondary-level English teacher. I selected him because he has over fifteen years of teaching experience, from traditional chalk-and-talk methods to modern ICT-based English classrooms. He has received the Best Teacher Award multiple times. He has gained the trust of all parents. Because of his ICT skills, he works with the exam department head and the result publication cell. He is currently famous as an ICT teacher trainer.

## School Education

Mr. Brave did his schooling in the same village at Makawanpur which has turned into Sub metropolitan recently. During that period to get an opportunity just to go school was everything. Teachers were not educated. There was only one school in his village. He was happy to go to school every day as his father was educated priest. He did not get trouble in comparison to his friends in his school days. He completed his SLC from a community school. He studied in a community school till SLC (School Leaving Certificate). He completed his SLC from Shree LILY Secondary School. I inquired about the teaching style and technology integration in those classes. As per him during that period, an unquestionable traditional methodology prevailed and English instruction relied heavily on translations or was conducted in Nepali. Regarding technological integration, junior classes were devoid of any such advancements. He replied,

*In grade ten, my English teacher occasionally brought in cassette players to play audio clips. To get us to listen, he used to play certain conversations. It also happened infrequently because speaking and listening were useless at the time.*

Certainly, speech and listening skills were still in their early stages at that time. Looking back, it is clear that teachers did not know much about modern ways to teach and how to use technology in the classrooms. This showed that in the past earning degree in Education was not compulsory to be a teacher.

## Higher Study

Mr. Brave joined Hetauda Campus as it was convenient for him. He did +2 and B. Ed. in English Major and then went to Kathmandu for his Master's degree. He joined Tribhuvan University Campus, Kirtipur, for Masters' level and did M. Ed. in English from there. After his Masters' degree, he again did M.A. in English from Birendra Multiple Campus, Bharatpur, Chitwan. He liked teaching so much that is why he did M. Ed, He elaborated,

*Pursuing a Master of Education (M. Ed) marked a significant turning point for me, as it heightened my awareness of various teaching techniques and methodologies.*

After completing Masters of education, he was astonished to learn that teaching is a technical job. But regarding technology use in the higher study, he further elaborated,

*I remember being in a dark room, closing the windows to watch an English conversation on various topics, such as student life and holidays. Some teachers used PowerPoint presentations to explain the subject, while others preferred verbal explanations. Most of the time, we would take notes, and occasionally, we memorized the answers provided by the teachers on the blackboard to ensure good marks in the exams.*

Though there was not much use of technology in his college life, at least a hope was there as one of his English teachers used a cassette player. He himself used to search the materials in the computer that means there was the need for ICT integration which he could feel. That was why he searched the materials and watched.

### **Initial Days of Teaching**

After the completion of his B.Ed., he started to teach in primary school. Though it was an English medium school, there was not much use of technology. Technology was not given priority by the school as well as by the teachers. Even the concept of listening and speaking was not there. Then, he entered a community school at Mahendra Kiran Secondary School as a private source teacher and there was also no use of technology. Upon completing grade 12, he commenced on his teaching career in 2057 BS in a community school. Initially, he used the lecture method for teaching English. In course of sharing the initial days of his teaching career, he told,

*In the initial days, I used the chalk -talk method to teach English. initially, I didn't even have markers and whiteboards. There was not much technology integration. The first thing we used was a cassette player at that time. And that was also brought due to initiation. I got them to listen to texts.*

As time passed, a computer was available, although school did not have computer lab. He possessed a computer at home, which he used to search for teaching materials to augment his resources. It showed that he was the initiator to integrate ICT in English language teaching in his previous school. He brought the cassette player himself to the school and started using it.

### **His Turning Point Towards an ICT Based English Class**

After that he joined the current school that is LILY Secondary School and this was his major turning point in his teaching career. In 2016, as Mr. Brave perused various journals and stayed updated with the latest news, a realization dawned upon him—the role of a teacher required synchronization with the times and technology. It was not merely a choice; it felt like a critical turning point, a make-or-break situation

where Mr. Brave had to decide between being just a teacher and transforming into a qualified, dynamic educator. He knew that he had to give up old technologies in order to use new ones, and he also knew that if he didn't change, he might become useless as a teacher. This awareness prompted his shift from traditional chalk-and-talk methods to immersing himself in the realm of an ICT-based English Language Teaching. He further shared,

*Coming to my current school marked a significant change in my approach to technology. I now have a supportive teaching environment, with a principal who actively promotes technology use. We have access to computers and projectors for teaching, and this transition has greatly enhanced my teaching profession, allowing me to incorporate technology effectively into English language instruction.*

The pivotal moment materialized at Lily Secondary School, where Mr. Brave actively integrated technology into his lessons, transitioning from personal computers to a fully ICT-based approach. For him, it was not just a matter of staying alive; he chose to do well in the changing world of schooling. According to him his teaching profession flourished after joining the presentschool. Here, the present school referred the school equipped with ICT provisions. He even talked about a supportive Principal who encouraged him to use ICT in his teaching. He was also praised by the teacher and even parents were happy when students told them Mr. Brave was the best teacher.

### **Mr. Happy**

The second individual I interviewed is a well-known English teacher at the XYZ secondary level, acclaimed for his expertise in ICT education. His background in English studies combined with his role as an ICT trainer makes him an ideal participant for my research. He hails from Thaha Municipality, located in the Makawanpur district.

### **School Education**

He attended Sunflower Primary School up to grade 5. He lacked sufficient study materials, to the extent that he often attended school without a pencil due to economic constraints. He spent most of our time playing in the school since there were only two teachers. Recalling his early school days, he shared,

*We were just given to write only and we used to copy the same thing. Teacher used blackboard maximum time and we used to read loudly.*

*Upon completing grade five, he joined Marigold Secondary School in Thaha 8, where he needed to walk 2 hours and 30 minutes to reach a school. There also he experienced a similar way of teaching as he had in Sunflower Primary School.*

Reflecting on the teaching methods employed by the instructors during his schooling days, he shared,

*Teacher just read the text line by line and translate in English. We didn't see the projector in our class. We used to memorize the spelling and its meaning in Nepali.*

Mr. Brave used to memorize responses to essay and poem questions. He struggled a lot even to pass English as he had to memorize without understanding.

### **Higher Education**

After finishing his School leaving Education, Mr. Happy moved to the town to pursue a quality education in English at ABC Multiple campus in 2062 BS, where he encountered a computer for the first time. Following the completion of his higher secondary Board exam, he enrolled at XYZ campus. During ABC Multiple campus, he had a good environment, He revealed,

*When I was in grade 12, our major English teacher brought us to the projection room to watch the film "The Great Gatsby," a novel we were studying.*

Those classes constituted a genuine high point in our educational journey. When he enrolled in the Bachelor's and Master's degree programs at XYZ campus, he had a strong grasp of ICT. Since all the instructors primarily used PowerPoint presentations for their teaching. He further added,

*I like to go to college regularly as we from the PowerPoint could discuss in the class. Even we used to present as a part of assignment in our class.*

The recollection of that narrative remains distinctly etched in his memory. His English instructor regularly conducted such captivating sessions, and he eagerly looked forward to the upcoming classes, often inquiring about the schedule.

### **Initial Days of Teaching**

While pursuing his Bachelor's degree at XYZ campus, he taught at, lotus School, Haddikhola up to grade 8. When he reflected on those days, he felt a sense of regret. Happy explored,

*I was a strict English teacher. I used to sit on the desk and translate into Nepali. I never used technology because 56 students were in grade 8 and similar to it in other classes too. I used to give them even punishment if they didn't memorize the word and its meaning in Nepali.*

He was the strictest teacher just used to make students in silence.

Subsequently, he continued his teaching career as an English teacher at Secondary School, Thaha Municipality, utilizing private resources.

### **His Turning Point Towards an ICT Based English Class**

Presently, he is teaching at Rose Secondary School which is in rural Municipality but also has a computer and a projector donated by Students Alumni of the same school. After teaching for nearly nine years using traditional methods of instruction, he noticed a lack of student engagement, which prompted him to reevaluate his teaching approach. Recognizing his own dissatisfaction with the status quo, he was motivated to transition to an ICT-based English classroom. In 2015, he embraced ICT tools to make learning enjoyable and cater to diverse learning styles. Inspired by a Nepal English Language Teachers Association training, where tech-savvy approaches were highlighted, Mr. Happy began on a transformative journey, shifting from chalk and talk to a dynamic ICT-based English Language Teaching classroom, driven by the evolving needs of students in the globalized and technologically advanced era. He further reported,

*I used a cassette player for listening exercises in grade 9. Students were nervous as well as excited. I used projector to show Jhola film as a film review part of the teaching and learning activity for the first time.*

After incorporating projectors and computers in his teaching, he noticed a heightened interest among students in their English classes. Their progress became evident during lessons. Consequently, he consistently improved his skills with the school's support and also help other teachers. Regarding his impact of using ICT in class and society he elaborated;

*When I use mobile in the classroom to look meanings it gives me clear concept and I even can give clear concept to my students. When I use projector, the students show an eager to learn and they started taking notes on what they learned. Students were able to share what they had learned with each other. They became clear about how they can make good use of the mobile phone. They actively participated in the class activities without being bothered and*



*the parents were also happy to hear that I was teaching from mobile phones. Many parents told me that they were not scolding since the day they know from mobile also their children can learn.*

The parents' views have changed because Mr. Happy's words show that teaching in a rural part of Makwanpur district, a village, is possible with just a cell phone. Initially, parents had a negative attitude towards their children's use of mobile devices, but they eventually realized that mobile devices can also help their students learn. It examines how the usage of ICT in the classroom has had a positive impact on society.

### **Portrayal of Mrs. Smart**

My third participant is a permanent resident of Hetauda, Makawanpur district, which serves as the capital city of the Bagmati province. I am quite familiar with her as she was my lecturer during both my Bachelor's and Master's degree programs at Hetauda Campus. Even though she worked as a part-time lecturer, her teaching methods were exceptional. I vividly recall how she adeptly delivered the course content, and I particularly enjoyed her classes when she transitioned to an ICT-based classroom.

### **School Education**

Mrs. Smart received her education in the village of Hetauda, which has since developed into a Sub Metropolitan area. She was enrolled in community schools until she finished her SLC (School Leaving Certificate) at Shree Secondary School in Karra 4, Hetauda. The incorporation of ICT, in her school was limited due to its lack of advancement. Her access to a computer did not commence until she was in class nine. When I inquired about the teaching methods and use of technology during her school days, she recounted,

*The school where we studied was not well-equipped; it lacked essential facilities. Teachers were not very dedicated, and they didn't focus on listening and speaking skills. There was no use of technology like a cassette player for listening exercises.*

Mrs. Smart's early education in Hetauda, which later became a sub-metropolitan area, was characterized by inadequately equipped schools, a lack of dedicated teachers, and minimal use of technology, resulting in limited emphasis on crucial language skills and technology exposure during her schooling. The main challenging part was that he was not even taught my secondary level English teacher

instead of it he was taught by primary level English teacher who completed higher education.

### **Higher Education**

After finishing her School level Examination from Shree Secondary School in, Hetuada 4, Karra. Mrs. Smart enrolled at Thaha campus, where she currently teaches. She pursued her Bachelor's degree there and witnessed the profound influence of technology on the learning of English. She spoke,

*Once a week, we had an English listening class focused on reading between the lines. It was during this class that I first heard the poem "Father and Son" by Cat Stevens. Our subject teacher would use a laptop to explain the lesson to us, rather than relying on notebooks and textbooks.*

Subsequently, she continued her studies at Tribhuvan University, where she not only made several friends but also had the chance to learn from the PowerPoint given by teachers in a laptop.

### **Initial Days of Teaching**

He began his teaching career at English Boarding School which is in Bhimphedi, Makawanpur. Bhimphedi is a rural municipality situated in the Bagmati Province of Nepal. The school was founded to educate the children of power house employees. Despite having access to 24-hour electricity, the teacher refrained from using a projector and computer because they observed that none of the senior teachers were utilizing these technologies. She further reported, initially,

*I solely relied on textbooks as teaching materials. I involved teaching from the English reader, translating it into English, and having students follow along.*

This insight highlighted a traditional teaching approach heavily reliant on textbooks and English readers.

### **Her Turning Point Towards an ICT Based English Class**

Initially, she found teaching solely through traditional methods exhausting, especially in larger classrooms. It was challenging when teachers relied solely on their voices, as it could lead to issues with students not hearing, especially those seated in the corners. Recognizing this, she decided to be more present throughout the classroom. However, when he later switched to another school named Marigold Secondary School, she circulated,

*The school was located in Chhatiwan Village, and I was assigned as an English teacher there. At the beginning of my teaching career, I primarily*

*used chalk and a duster due to the large number of students, relying on lectures as my primary instructional method. However, every Friday, I incorporated cassette tapes and asked the students questions related to the listening texts they had heard.*

With over 15 years of teaching, Mrs. Smart shifted from traditional chalk and talk as she completed her bachelor's degree and sensed its limitations. Faced with the challenges of reaching all students in a large class, she sought innovative solutions. Motivated to be present everywhere in the room, Mrs. Smart transitioned to ICT-based instruction. Her drive was fueled by a desire to overcome constraints and ensure active engagement for every student, marking a transformative turning point in her commitment to enhancing the learning experience for all. The transition from relying solely on textbooks to embracing ICT in his teaching marked a significant change in her educational approach.

### **Portrayal of Mrs. Kind**

Mrs. Kind, my fourth respondent was born in Hetauda, in the Makawanpur district in Nepal. It is now one of the main cities. Hetauda has a rich history and many beautiful cultural sites. Even though it was located on the main east-west highway, it didn't have many facilities in the past. I already knew Mrs. Kind from our time at the same school, but I didn't know which school she went to. So, when I went to the school for the first time, I was really happy to see her because I knew she was friendly and liked to help others.

### **School Education**

Mrs. Kind went to school in the village of Hetauda, which has now become a Sub Metropolitan area. She attended community schools until she completed her SLC at Shree Nava Jyoti Secondary School. When I asked about how they taught and used technology in those classes, she disclosed,

*In my school we even don't have secondary level English teacher and he had just completed higher education in English. Due to the presence of 75 students, it seemed he hadn't attempted to use audio during that time.*

The limited access to technology and the absence of a secondary-level English teacher, combined with a large class size, shaped the English education experience, relying on translation and Nepali instruction in earlier grades. It was also revealed that passing the English subject was the most significant achievement of that time, as only one or two students passed the entire class.

## Higher Education

Mrs. Kind chose to attend +2 in Multiple Campus, in Hetauda, because it was convenient for her. She completed her +2 and B.A. there, majoring in English. Later, she pursued her Master's degree at Mary Campus. She also completed her M.A. in Sociology from the same institution. After finishing her Master's, she decided to pursue a one-year B.Ed. because she enjoyed teaching so much. When it came to using technology in higher education, she mentioned,

*My teacher had regularly shown us various English language-related videos. These videos were a highlight of our English learning experience. I remember the teacher named Lokraj Regmi, who taught "A Brief History of English Literature" using YouTube videos, and even after a decade, I can recall the lesson.*

Her experience of using technology in education, particularly the impact of engaging teachers and inspiring English language-related videos, highlighted the profound and enduring influence of effective teaching methods and captivating content on her higher education.

## Initial Days of Teaching

Her first job was as a teacher at Trust English Secondary School, Hetauda, after she finished her B.A. Even though the school used English as the main language, technology wasn't very advanced back then, so it wasn't used much. It was only the computer teacher who used it. When she thought back to the beginning of her career as a teacher, she informed,

*I still feel sad to remember those days, I feel now I knew nothing at that time. I was not confident in teaching because I am from humanities background and I taught my students just in the way I was taught by my teachers by reading line by line and explaining. I used to make my students write in neat and clean.*

It shows that she was limited with in the chalk and talk method. One can clearly find out that despite teaching in English medium school, also use of technology was not given priority in those days. ICT was only used by the computer teachers.

## Her Turning Point Towards an ICT Based English Class

After getting success in the result of Teacher Service Commission, she changed schools and went to teach at Flower Secondary School in Hetauda 12, Padampokhari. She got an opportunity to participate in the ICT training organized by

Education training center and it opened the new world of teaching. After ten years of teaching, she understood how important ICT was and chose to use it in her classroom to connect her students to the rest of the world. The same teacher Mrs. Kind who used the chalk-and-talk method in her initial days, but the difficulties of the COVID-19 pandemic forced her to switch to an ICT-based classroom. This was a big turning point for Mrs. Kind. She changed from using chalk and talk to a lively ICT-based English Language Teaching classroom, which made her teaching better for her students. She explored,

*When I joined in the community school, I got chances to participated in ICT related trainings. I learnt so attentively but did not use in my class. I was waiting for the time to start but suddenly when Covid 19 pandemic rise and school remained closed. right that time, I started using messenger group and zoom. In this way, I used ICT in my teaching. After the pandemic ended, I joined computer institute and completed computer advanced course.*

Despite participating in trainings, Mrs. Kind was not able to use ICT in teaching and learning as her colleagues were not using but later on, when the COVID 19, impacted teaching and learning activities, she dared to use ICT in teaching and after the pandemic situation. She has been using regularly. Regarding the student's and other teachers 'responses she added,

*After I started using ICT in my classroom my students were so excited. They became very interested in the subject matters too. They learned every chapter very easily. I also felt they understood more better than before. My school also thanked me seeing the change in the students' learning interest. Now I'm also getting supports from parents.*

Mrs. Kind responses showed that her school located society is also impressed by her class. She transforms her traditional way of teaching class into ICT based class and later she became a role model for other teachers in pedagogical transformation process. When progress is seen in the children's education those parents who complained the use of mobile by teachers also started to praise the teacher.

The most interesting thing was all the participants had similar struggling stories including their childhood education, society they live, initial teaching days and their pedagogical journey process. It reflected that education was not a top priority at the time. Finally, it shown that as time changes teacher need to be self-motivated to learn.

### **Chapter Essence**

In this chapter, I conducted thematic, theoretical, policy, and empirical reviews of relevant literature. As the thematic basis of the research, I discussed the concept of the study's key terms using related thematic literature. I used the Technology Paedagogy and Content Framework to provide a theoretical foundation for this research. Similarly, I used connectivism and transformative learning theory. Connectivism focuses on the importance of digital networks in modern learning and transformative learning theory investigates profound cognitive shifts in teachers. I also discussed the existing ICT policy provisions for incorporating digital technologies into the Nepalese educational system. Then I discussed some previous studies that were relevant to my research.

## CHAPTER-V

### EXPLORING EDUCATIONAL EVOLUTION: TECHNOLOGY AND PEDAGOGICAL CHANGES

Due to the advancement in technology, teaching and learning activity has also been changed. The way we learnt, taught in the initial days changed. Compared to my past years, these days I myself use synchronous and asynchronous modes of learning for the assignment of my students. Here four teachers began a journey that changed their teaching and learning ways as they looked into how to use new tools and change the way they taught. The way they used technology for teaching and learning has changed a lot because they changed their methods to fit the changing educational world. I asked the teachers to talk about what it was like to switch to an ICT-based school. These stories cover a range of topics related to their educational journeys, such as their schooling, their first attempts at teaching, the big change towards using technology in the classrooms, the difficulties they faced, and the methods they used to successfully build technology into their lessons.

#### **Inspiration for ICT**

The use of technology in English classes has a history that goes back to when they first started learning the language and continues to the present day. Teachers had different opinions when I asked them about their beginning days of teaching career, the way they taught in the classroom, and as evolution occur, they decided to switch from chalk and talk to an ICT-based classroom. When I asked Mr. Brave about his teaching career, he shared,

*In the past, I think I taught really more than 12 years. I used to teach by using chalk and talk method. There was only blackboard. Writing on the blackboard and after that we started using marker pen.*

Mr. Brave after teaching in the same way using chalk and talk method for 10 years suddenly was motivated towards the ICT when he read journals. He interpreted,

*In 2016 when I studied different journals or when I just went through different news, the teacher must be updated with this time and the technology. If we cannot teach, let's say we are in such a stage that there is a situation do or die either if we want to be a teacher and want to deliver the content effectively, we must leave our old technology or we must jump towards the innovation ideas.*

*We have to follow technologies. Otherwise, time will kick us from our teaching scenario. That's why I just wanted to adjust myself into this ICT sectors.*

Mr. Brave, after 10 years of his teaching career, started using ICT in teaching and learning activities in school. He even joined ICT-related trainings that motivated him to shifted to an ICT based ELT classroom. He further added,

*Since 2077, I've embraced multimedia tools like projectors and laptops in my lectures, adapting to the times and leveraging technology. Recognizing students' ICT proficiency, I stay updated through online training, internet sources, and learning from organizations like the British Council. Now, I seamlessly integrate ICT into my classroom, creating a blended learning environment that prepares students for the globalized, tech-savvy world. Embracing technology in education became crucial to stay relevant and effective as a teacher, pushing me towards this shift.*

The stories of Mr. Brave to use technology in his classroom, as well as those by Sansanwal and Yadav (2023) and Thapaliya et al., (2024), showed similar points of view on how ICT can be used in schools by using projectors and laptop. They all focused that teachers need to keep up with changes in technology in order to be useful and successful. As research participant Mr. Brave, Sansanwal and Yadav (2023) looked at ICT issues like ignorance, ideas, and attitudes, they have when they use technology in the classroom. Brave mind changed when he realized, technology is for helping all students do well in school is similar to Pokhrel (2019) and Mofareh (2019) who stressed on using technology for learning give students to improve their skills globally. Mr. Brave experiences are also connected with connectivism theory as he uses internet to connect his teaching content to the students. Mr. Brave transform himself into an ICT based ELT teacher, even his student's behavior was changed as they understand the content easily thus it is also related to Transformative learning theory.

Another participant, Happy, who has been teaching for 12 years, recalled times when there was even shortage of blackboard in his initial teaching days. For grade 1 to 3 children only he used to give writing and reading. He added,

*I taught in the remote area. The school was up to grade 3. There were only two teachers, even classroom was not. We had one board in the school. I used to just teach ABCD and some rhymes. Children hardly bring copies, so one can imagine, I used to talk with my students in my initial teaching days.*



After seven years of using the same lecture-based chalk-and-talk methods, Happy decided to join a computer school to make his classroom more entertaining and participatory. Regarding his reason for switching to an ICT-based classroom, he explored,

*After seven years of using the same lecture-based chalk-and-talk methods, I shifted to another lower secondary school and decided to join a computer institute to make his classroom more entertaining and participatory. My reason for switching to an ICT-based class was new school.*

Joshi (2010) found that computers, video displays, and other technology tools helped students learn more is in line with how Happy has used technology to make learning more fun and useful. Joshi was also aware of how the world needs to change because of globalization and new technology. This is similar to the main idea behind using technology in the classroom by Happy. Pelgrum (2001) commented on the problems while using ICT in school show it is important to adapt to new times in order to meet the needs of students. The line with pelgrum, Happy also realized that education is changing. He learned to use technology because he knew that the old ways of teaching by using lecture-based chalk and talk makes his students dull. Ibrahim (2010) explained the reason behind educational change by using technology can be seen as a move towards learning that is focused on the students. Like the idea of networked learning in connectivism, Happy connected with technology and also with his students and other teachers to make lessons more fun. TPACK was also adopted by Happy. He used technology in his content and delivered the content effectively. This made the learning environment better and made him realize that teachers need to stay up to date in this digital age.

Mrs. Smart also said similar things about her school education as a teacher used to give lectures only and when she began her teaching career, she read the text and explained. Regarding the reasons she wants to change her way of teaching. She disclosed,

*When I started my teaching career, I started to teach with using chalk and duster, mostly my teaching was based on lectures. At first, I feel that teaching through chalk and talk are much more right inside the classroom. When the teacher uses their voice students get some kind of problems. Sometimes the classroom is large enough so that the students who are sitting in the corner,*

*they don't listen. Realizing this, I think that I should be everywhere into the classroom.*

As Lam (2000) found that how teachers feel about and use technology can show how open they are to using new ways to teach is in line with Mrs Smart. As a result, she switched from old-fashioned ways of teaching to ones that use technology. A study by Lam (2000), for instance, found that many teachers want to learn how to use ICT and computer tools on their own. This confirms with Acharya's (2013) idea that technology can be used to improve education. It talks about how ICT and web tools are used in English language teaching in Nepal. Students often used ICTs, like computers and websites like YouTube, to talk to each other in class (Acharya, 2013). This is a lot like how the speaker used technology to solve problems in the school classroom. So, she switched to ICT-based education, which is based on the theory of transformative learning, because she knew that the old ways of teaching had their limits. There is no doubt that she changed the way she taught on purpose and in a big way so that the class would be more fun and open to everyone is related to TPACK model and makes class more fun and useful for the kids. In her 14 years as an English teacher. Mrs. Kind in her beginning years said she had never seen white board and marker in school. She also stated,

*Well, in the beginning of my teaching career, I used to do through the talk and talk method.*

The COVID-19 pandemic has affected the whole world, including the education sector. Mrs. Kind also faced these challenges, but she got a chance to train herself in using technology during this time. She added,

*During the time of Covid 19, it pushed me to move towards the ICT based classroom that because the traditional method cannot be used in those times, and due to those reasons and due to pedagogical shift in education globally I joined different kinds of international webinars, I learnt to use the ICT based classroom and that's how I started teaching through the ICT based learning.*

Ibrahim (2010) highlighted that Change is essential in teaching and it is possible through the use of ICT is lined with Mrs Kind. Her used of technology can be seen as a step towards student-centered learning. Pelgrum (2001) highlighted problems occur while using technology in schools connects with research participant as she is ready for the difficulties that come with using ICT tools. Pelgrum stated that the issues teachers face, such as limited access, network issues, not having enough

technology support, and not getting enough training, are similar to that kind faced during the pandemic. Thapaliya et al., (2024) study on how technology was used in higher education during the COVID-19 crisis shows how strong and adaptable teachers are in tough times. Mrs. kind stays update and transforms herself by connecting with technology and different training institute adapts the theory of connectivism and the transformative learning theory This showed that she knew how to use technology well in her lessons by making students more involved and fun. She used technology in her classroom to deliver the content in an effective way is connected with the TPACK model.

### **Chapter Essence**

This chapter focused on the participants' inspiration for integrating ICT into their classroom. After teaching for more than a decade in the same traditional way also, teachers realized themselves that they need to shift their teaching way. Despite of being in comfort zone, teachers were highly motivated to accept challenges, learn and relearn to be success in integrating ICT in teaching and learning. They were highly intrinsically and extrinsically motivated. Despite of school poor internet, lack of well managed computer lab, inadequate training also, teachers became successful. This shows that modern education is always changing and that it is important to be able to change and come up with new ideas.

## CHAPTER-VI

### ADVANCING ICT INTEGRATED TEACHING AND PROFESSIONAL DEVELOPMENT

This chapter deals with the possibilities and difficulties teachers confront when their teaching methods transitioned from chalk and talk to ICT-based ELT classrooms. It highlights on the importance for teachers to stay up to date on their skills and be ready for changes by using technology in the English classroom. This chapter includes different approaches that can be taken to the idea of "teacher readiness," which includes being flexible, learning to use technology well, and being aware of the pros and cons of ICT. Four participants Mr. Brave, Mr. Happy, Mrs. Smart, and Mrs. Kind, who switched from old-fashioned classroom methods to ICT based ELT classrooms, are analyzed here.

#### **Preparing for Change: Teachers' Journey into ICT Integration**

An in-depth look, how teachers were motivated to use technology in the classroom is stressed in this study. Teachers were asked, how ready they were to use ICT tools were analyzed in this study. Mr. Brave who taught for almost a decade was tired of the same chalk and talk methodology and looked for new ways to teach. He browsed pictures, made slides that his students could use, and also looked for online tools for his students. At first, Mr. Brave had troubled with searching and preparing tasks in computer, but he worked on it with other teachers and experts who knew more to help him. He learned a lot from online resources like YouTube. He also actively participated in NELTA trainings and joined different workshop conducted by Education Training Center. He tried implementing those online resources in his classroom, which made him better. He worked hard to become a better teacher in using technology in his ELT classroom. He really wanted the school to be a great place for his students, Mr. Brave highlighted,

*I became so curious to learn how to prepare interactive slides, download videos and other related materials. Earlier, I found really difficult, later on then gradually I updated myself by looking YouTube videos. I learned from other seniors. I joined different NELTA trainings, seminar workshops. During corona time also, I took different trainings related to ICT trainings to develop*

*my confidence to design materials. My students are always in the center of my ICT tools.*

It is found that Mr. Brave's technology in the classroom has been shown to enhance student learning which is in line with the study by Joshi (2010), Ibrahim (2010) and Lam (2000). Mr. Brave shows that we should stop focusing on the teacher instead of focusing on the students. As stated in the question, these findings are consistent with what the teacher has observed in the classroom since beginning to use ICT to assist with teaching. Mr. Brave shares his difficult journey searching and downloading content from YouTube videos to implement technology in the classroom. It draws on works by Pelgrum (2001), Watts-Taffe et al. (2003), Ertmer and Ottenbreit-Leftwich (2013), and Oyelere and Adeoye (2016). Fixing these issues is critical for schools to effectively use technology. Mr. Brave's words demonstrate that he understands the importance of TPACK, having worked hard to improve his ICT integration skills. The way Mr. Brave talks about how important it is to use ICT in modern schools is also in line with the ideas of connectivism, as he connects with other teachers and educators and students to use ICT effectively.

Mr. Happy was the second participant of my research to talk about how he prepared to use ICT in the class, he added,

*I joined the Computer Institute for doing three-months basic computer course in the beginning period. After that, I watch the videos, how to use the projector, PowerPoint whiteboard as well as interactive board in my classroom. I also joined ICT trainings provided by Education Training Center Dhulikhel. Nowadays I had changed my teaching methodology by using ICT.*

Mr. Happy shared that he had altered his teaching methods by using ICT. Similar to Mr. Happy, Ibrahim (2010) and Joshi (2010) both said it was important to use technology and make language classes fun for students. With those ideas, the change makes sense. Ibrahim (2010) found that ICT makes students care more about what they are learning. It goes along with self-directed learning with technology as mentioned by Happy. Afamasaga-Wright and Farita (2008) investigated the use of technology to enhance the enjoyment and utility of learning for students. Oyelere and Adeoye (2008) study stated that it is not always simple to find the ICT resources is aligned with Happy. To use ICT, there should be computers in school. Watts-Taffe et al., (2003) focused that teachers who have computers in the classroom can only use ICT in teaching. They learned all of these things with the help of ICT. They can learn

in a way that works for them and interests them with ICT tools like Google Classroom, video slideshows, and digital materials. Happy changes his old teaching behavior by adopting ICT in his classroom is aligned with transformative learning theory.

*Mrs. Smart regarding her ICT integration journey, she uttered*

*At first, I did not have any kind of particular knowledge to use ICT into the classroom, it means presenting PowerPoint or slides into the classroom. Later I learnt from computer teacher. I used PowerPoint presentation for a long time, it was it was boring. Then I tried to search other means of delivering my content in to the classroom. I got trainings from Illinois School of Management, private school for the first time on eLearning.*

It was evident that Mrs. Smart had altered her teaching methods in the past and now incorporates ICT into her instruction at the school. Similar to her, Ibrahim and Joshi (2010) emphasized the significance of incorporating technology enhances language lessons for students. Ibrahim (2010) highlighted that technology enhances students' engagement with the learning process, and one effective approach is utilizing technology as a learning aid. They also stressed student as the focal point of the learning process. They claim that students can acquire knowledge at their educational institution if they are taught by using ICT is aligned with research participant, Smart. Afamasaga-Wright and Farita (2008) examine the potential of technology to enhance students' learning experiences by making them enjoyable and beneficial. Oyelere and Adeoye (2006) study reveals that ICT has both aspects positive and negative. As a result of this narrative, students must receive assistance with computers. Mrs. smart highlighted that training is needed to teachers is similar to Watts-Taffe et al., (2003) who found that a training should be provided to teachers whose school equipped with computers, using Computer-based tools, like Google Classroom, video slideshows, and digital materials. It offers students the chance to learn in a way that suits their preferences and sparks their interest. Smart connects by using technology with other training centers, educators and different online media is aligned with connectivism theory. Similar to other teachers Mrs. kind also shared,

*At first, I used to search in the Google as well as in the different YouTube videos. later on, I also got the chance to involve in the different training sessions given by PABSON and the Education Development Division*

*Makawanpur. That is how prepared to make ICT based class. I also join almost a month in online computer basic course.*

In addition to Mrs. Kind interest in different studies, like those by Joshi (2010), Ibrahim (2010), and Acharya (2013), shows that she is aware of how ICT is connected in schools. Mrs. kind search in the google, watch videos, develop her learning network by involving in different training session fits with the ideas of connectivism. The research participants proactive approach to learning and skill development reflects connectivism theory, which emphasizes the need to constantly learn and apply what you know in rapidly changing digital environments. Watts-Taffe et al., (2003) and Ertmer and Ottenbreit-Leftwich (2013), have found about similar teacher training and self-learning. Here, the research participant uses PowerPoint and Microsoft Word after taking almost a-month basic ICT course, which were important parts of her road to change. They gave her the tools to easily use technology in her teaching, which aligns with the ideas of transformative learning theory. The Research participants way of learning through experience fits with the TPACK model's ideas because it stresses how important it is to learn about technology, how to teach content in order to effectively use technology in the classroom.

### **Technology-Enhanced Learning for Student Engagement**

This study investigates how teachers' practices alter when they employ ICT in their classroom. Due to the use of technology how it enhanced students' engagement is highlighted in this study. Brave shared,

*While conducting project works, I just divide the students into different groups and provide certain topic. For example, when I asked my students to write recipe instructions, how to make tea, how to make panipuri. They do not show any interests in writing but when I give instructions to take a video of their cooking, they show interest and make it very easily. They took pictures, videos and then they prepared a brochure. I have that experiences where students really show interest in ICT. They are motivated to learn if we encourage them to move ahead with the help of ICT.*

Ibrahim (2010) highlighted that ICT has the potential to change the way English is taught, focusing on the students rather than the teacher is aligned with Brave. This method is based on a model that prioritizes the student. Mr. Brave also instructed the students to create how-to videos with their siblings, such as cooking

videos is linked with the findings of Yunus et al., (2009) and Afamasaga-Wright and Farita (2008). They argue that technology can help students learn languages and keep them interested. This demonstrates how technology can be used to help students learn valuable skills and get involved. Thapaliya et al., (2024) investigated how technology can be used in school to support students in class also connects with Brave. Mr. Brave's previous teaching methods align with the TPACK framework because he understands the importance of technology and how to use technology to teach content effectively. The use of Mobile phones and laptop computers are used in the classroom to enhance pedagogical practices. Brave fully understand how technology can improve material delivery as a result he connects with other educators, teachers to learn and share. He connects with different websites; these activities also align with the connectivism theory because they encourage students to use technology to connect to various sources of knowledge and collaborate with their peers.

Mr. Happy said that he teaches in more effective way by using technology, he further added,

*Earlier I used to write my unit or the topics on the blackboard but now I display the content from the projector. Nowadays I do not write so much on the board. My students see displayed content on the projector. Similarly, I have also created the Google classroom and before I teach the lessons, I provide the link to my students so that even at home they search the content that is available in the YouTube. Their active participation has been increased in that way my teaching and learning activities has evolved.*

Similar to the research participant Ibrahim (2010) talked about how English teaching has changed over time. He concentrates on the shift in learning from teacher-centered to student-centered. The switch from writing on the whiteboard to using a laptop and projector fits with Ibrahim's finding. Acharya (2013) highlights that ICT tools like websites and communication platforms are the effective ways to teach languages is aligned with happy. This is why research participant uses Google Classroom and lets the students access outside resources. Sime and Priestley (2005) found that teachers who are enthusiastic about using technology are more likely to perform well with it. Google Classroom and built-in links to online resources clearly demonstrate the research participant use of technology to enhance student learning. The fact that teachers have switched to using ICT in the classroom (Pelgrum, 2001) shown that they are able to deal with problems and learn new ways to teach. Happy's



use of connectivism theory is evident as he transitioned to connect with projector, laptops, and Google Classroom, providing students with more tools and information.

I asked Mrs. Smart, the third research participant, how she used ICT to teach English, and she uttered,

*ICT has changed my classroom. When, I presented content, I also share the online links. I presented the content into the Google classroom and students answered into that same Google classroom so that I can see each and everyone's answer sheet now. I provide feedback on time. In this way, my classroom became much more interactive than the past. Even in result A+grade students in English subject are increasing.*

Technology (ICT) has made easier for teachers to focus on what their students need. Ibrahim (2010) stressed that we should focus on the learner is aligned with Mrs. Smart and also similar with the findings that we should let students find and use their own information to help them learn. Using Siemen (2004) theory of connectivism, research participant responses talk about how students actively look for work, interact with it, and turn it in online. Siemens (2004) came up with this idea to show how important it is for students to know how to use technology and networks to find information on their own. Similar to research participant it is clear that teachers need to be able to combine technology, teaching methods, and subject-specific knowledge in a way that works well is connected with TPACK. Shapley et al., (2011) showed that letting students use technology all the time makes them more interested in learning and helps them learn better. It makes sense that the students are paying more attention in class based on what the teacher said is similar to Smart. Thapaliya et al., (2024) found ICT has to be used in an effective way. In this case, students learn more, and teachers need to learn better ways to use technology. Technology is very helpful because it makes it easier to grade and give feedback is linked with smart findings. Ertmer and Ottenbreit-Leftwich (2013) talked about how technology can help teachers do their jobs better. Students are involved in the way the teacher uses ICT, they change their behavior, attitude which is in line with transformative learning.

As the classroom switched to using computers and the internet, Mrs. Kind talked about how her teaching methods were changing and getting better. She further added,

*I used projectors as well as different audios and videos. I also make my students to involve in different activities and also make them to play different*

*English vocabulary games like online scrabble word game and even poem. My students learn very easily and I also get some ideas in the teaching by the use of ICT.*

Mrs. Kind uses projectors, online games, audio, and videos to help students learn and stay engaged in line with Ertmer and Ottenbreit-Leftwich (2013). Oyelere and Adeoye (2016) highlighted on the benefits and drawbacks of using ICT tools is contrast with kind, as she only explored the benefits. Arani (2019) talked about personalized and interesting teaching. This was shown by research participant on how the teacher used video and audio clips to help the students better understand poetry is aligned with The TPACK framework by Koehler and Mishra (2009) as they talked about combining learning, teaching, and technology. Siemens (2004) said that technology is a key way to get people to learn and participate. It involved and fit with connectivism as research participant used audio and video to connect with outside world.

### **Exploration of Specific ICT Tools and Resources**

The main point of my study was to find the best technology-based activities for students that would get them motivated and excited. I looked into the specific ICT tools that help students who are inactive in learning. I went into more detail about the specific ICT tools that help teachers learn new things regarding it, Mr. Brave highlighted,

*I used Search engines like mentimeter to collect students' polls before beginning the class or warming up. In the same way, I use quizzes, pad lets by providing link in their messenger group. I use Google classroom. These are the various specific ICT tools I used.*

The teacher exhibits a flexible approach to teaching by utilizing a range of ICT tools, such as Google Classroom, Padlet, Mentimeter for polls and quizzes, and more. These resources, which facilitate engagement, communication, and customized education, align with Oyelere and Adeoye (2016). The use of digital tools to create quizzes and provide links for students to complete assignments mirrors the principles of personalized teaching and the teacher exhibits a flexible approach to teaching by utilizing a range of ICT tools, such as Google Classroom, Padlet, Mentimeter for polls and quizzes, and more. These resources, which facilitate engagement, communication, and customized education, align with Thapaliya et al., (2024). While adhering to the principles of ICT integration in education, the teacher's use of ICT resources

demonstrates how technology can enhance instruction in the real world (CDC, 2007) connects with Brave point of view. The teacher's use of Google Classroom and Mentimeter exemplifies a transformative teaching approach, embracing adaptability and personalized, engaging education in alignment with transformative learning theory and the TPACK mode.

On my question on what tools is used in teaching English language, Mr. Happy reported,

*I use different sort of tools that directly make leaning effective. I use the Vaccaro app for enhancing reading skills and for writing I use the Grammarly app and paraphraser apps to check whether the students are writing the correct form or not. To enhance speaking skill, I use Skype and other different online modes of online learning platforms. Regarding the tool it depends on the topic that I teach to my students. Sometime I use certificate maker app to motivate students in learning. I also use Google Classroom for assignment. I recorded the video with Flipgrid.*

Happy uses technology in his Class 10 English lessons, using tools that give certificates to students. This helps individuals and encourages collaboration. He likes Google Classroom for organizing and sharing, and he records videos on Flipgrid, sharing them with other schools to create a bigger learning community is connected with connectivism theory. Happy focuses on recognized achievements for students, making his approach a thoughtful use of technology to improve learning and teamwork. His moto of learning to use ICT and right way of using content with technology is aligned with TPACK. Joshi (2010) stressed ICT supports for better learning is aligned with Happy uses ICT to support his students. Similar line to Thapaliya et al., (2024) Happy mentioned ICT enhances quality in learning. Similar to Happy, Mrs. Smile highlighted,

*I used online language learning platforms and interactive apps to help students practice grammar and vocabulary. I compiled a list of websites and apps offering quizzes and exercises for engaging learning. In class, students could access these resources on their smartphones or tablets. I also introduced virtual field trips using Google Earth, letting students explore landmarks and immerse themselves in English-speaking cultures. For collaborative projects, students used tools like Google Slides to research and present on English literature topics. By integrating ICT into my Class 10*

*English lessons, my goal was to boost language skills, promote digital literacy, and make learning English enjoyable.*

The introduction of virtual field trips through tools like Google Earth echoes the idea that ICTs can be used to facilitate engaging and immersive learning experiences, as indicated by Afamasaga-Wright et al., (2008). The use of Google Earth and vocabulary tools allows students to explore the culture and landmarks of English-speaking countries, enhancing their understanding of the language and its context is related with connectivism theory. The organization of online collaborative projects and the use of digital tools like Google Slides or Microsoft PowerPoint align with the principles of project-based learning, Bell (2010). Collaborative projects, as discussed by Sime and Priestley (2005), offer opportunities for students to work together, research, and present findings creatively. Furthermore, the study by Lam (2000) highlighted the importance of self-directed learning and teacher autonomy in using ICT and web tools for education is aligned with research participant experiences. The challenges associated with integrating technology, such as limited access, technical support, and teacher training, mentioned in studies like Oyelere and Adeoye (2016), emphasized the importance of addressing these obstacles to ensure successful technology integration. The study by Thapaliya et al., (2024) during Nepal's COVID-19 pandemic highlights the potential benefits of technology-integrated education. This example shows that even with obstacles, technology integration is still beneficial because it can lead to more personalized learning and higher levels of engagement.

Upon my inquiry about the ICT tools used in the English language classroom, Mrs. Smart noted,

*My classroom underwent a major transformation. From traditional dictation, to using ICT like Google Classroom and Pear Deck. Now my students actively search for content, respond, and engage with interactive slides on their phones. This approach fosters meaningful interaction, enabling personalized feedback. The shift has captivated both me and my students.*

The teacher's move from a traditional dictation-based teaching method to an ICT-based classroom is consistent with Ibrahim (2010) as he claims that technology helps English language teachers to shift from a teacher-centred to a student-centred approach. Pelgrum (2001) highlighted independent learning and allows students to actively engage with the material is connected with research participant. Studied by Lam (2000) and Thapaliya et al., (2024) support the use of ICT tools like Google

Classroom, Pear Deck, and mobile devices. These studies demonstrate the various applications of technology that can boost interactivity and engagement during the learning process. The teacher's perspective highlights the crucial role that educators play in encouraging the use of technology in the classroom, as highlighted by Watts-Taffe et al., (2003). In order to use ICT effectively, educators must receive training and supportive measures in addition to technological tools. Studies by Joshi (2010) and Bell (2010), among others, have focused on the benefits of ICT integration, such as enhanced student engagement and personalized learning. The instructor's shift to an ICT-based classroom is consistent with connectivism and transformative learning theory, which emphasize the importance of networked interactions in learning. By encouraging students to actively seek out information, the distributed knowledge tenets of connectivism are reinforced. Furthermore, the TPACK framework's efficient application is demonstrated by the incorporation of tools like Pear Deck and Google Classroom.

On my inquiry to what specific tools is used by the fourth research participant, Mrs. Kind commented,

*I use various tools like quizzes, Nearpod, and YouTube in my teaching. After the lesson, I create quiz questions, share a code on Quizlet, and students use it at home. The top three students receive prizes. I also use YouTube to watch lessons from the Curriculum Development Centre.*

The use of quizzes, YouTube, Nearpod, and other ICT tools by teachers is consistent with Joshi (2010) finding that the use of technology in the classroom—especially multimedia projectors—improves student learning outcomes. Ibrahim (2010) highlighted how technology can help transition education away from a teacher-centered model and towards one in which students actively interact with the content rather than having it dictated to them. The benefits of incorporating technology into instruction are highlighted in the research by Arani (2019) and Thapaliya et al., (2024). This is demonstrated by the teachers' use of various ICT tools, which promote student engagement and individualized learning. The teacher demonstrates a well-rounded application of the Technological Pedagogical Content Knowledge (TPACK) framework and the connectivism theory through the use of a variety of tools, such as quizzes, Nearpod, YouTube, and mobile devices. In keeping with connectivism, research participant uses digital tools and websites such as Quizlet to create a networked learning environment in which students participate in the

material outside of the traditional classroom. Mrs. Kind utilization of tools also exemplifies transformative learning theory, showcasing enhanced student outcomes and a transition to student-centered engagement within a networked learning environment.

### **The Impact of ICT Integration on Teaching and Learning Dynamics**

Here, I aim to understand how using technology in education affects in the way teachers teach and students learn. Specifically, I focus on whether digital tools are better than traditional methods for improving language learning. When I asked the impact of ICT integration on teaching, Mr. Brave replied,

*In the past, teaching was limited to lectures. It makes students passive. Some teachers criticize technology, blaming it for making student lazy. However, I believe in using ICT to enhance interactivity and motivation. In my ICT-based classroom, I utilized TED Talks, YouTube channels, and Google Docs for collaborative writing. Recorded lessons allowed flexible learning, while online quizzes provided instant feedback. This shift made English teaching more engaging, focusing on active participation and deep learning.*

Mr. Brave viewpoint on how well ICT can support teaching and learning is consistent with Ibrahim (2010), as he advocates for a shift in education from a teacher-centered to a student-centered approach. Moreover, research participant has shown that ICT can help students engage with global peers and current issues, as mentioned by Afamasaga-Wright et al., (2008) and Thapaliya et al., (2024). This is consistent with the teacher's practice of integrating the outside world into the classroom. Through ICT tools like TED Talks and Google Docs, the teacher's shift from passive lectures to an interactive, collaborative learning environment aligns with transformative learning theory, fostering deep engagement in English teaching. These findings collectively emphasize the positive impact of ICT on teaching and learning, enabling more interactive, student-centered, and globally connected educational experiences is aligned with Acharya findings.

Inquiring about the influence of ICT on teaching and learning English, Mr. Happy reported,

*I find ICT highly effective in improving learning. It is superior to traditional methods as my students learn quickly. With technology, I bring the outside world into the classroom, which was not possible with chalk and talk. Now, I*

*share current issues and connect my learners with international students, creating a positive impact on teaching and learning.*

Transitioning from traditional methods to ICT teaching aligns with research supporting technology's transformative role in education, such as Joshi (2010) findings on improved learning outcomes. The shift from talk to ICT based class t echoes Ibrahim (2010), as he argued for student-centered learning. ICT offers diverse learning opportunities, as Acharya (2013) mentioned. The teacher recognizes the need for pedagogical change and technology to engage students, aligning with Arani (2019) findings. Acknowledging challenges and the need for training resonates with prior studies, highlighting the multifaceted nature of technology integration. The teacher's use of ICT for quick and effective learning, sharing current issues, and connecting learners internationally reflects transformative learning, breaking traditional barriers, and positively impacting teaching. The teacher effectively integrates technology (ICT) to enhance English language teaching. This demonstrates proficiency in TPACK. They bring the outside world into the classroom, aligning with connectivism principles that emphasize real-world learning. Similar to Mr. Happy on the impact of using ICT Mrs. Smart added,

*Traditional chalk-and-talk classrooms are boring for both teachers and students, especially when the content lacks interest. Using ICT transforms abstract topics into a concrete, visual format, catering to various learning styles. It offers multiple opportunities for effective, genuine, and lasting learning compared to traditional methods. I've personally experienced and realized this.*

Mrs. Smart shift from conventional teaching methods to ICT aligns with research that underscores technology's transformative potential in education, as exemplified by Joshi (2010) study, which revealed enhanced learning outcomes. Furthermore, emphasis on transitioning from abstract to concrete content echoes Ibrahim (2010) advocacy for a more student-centered approach. The research by Acharya (2013) confirms the perspective, showcasing the diverse learning opportunities ICT provides. The teacher's recognition of the necessity for pedagogical adjustments and technology to captivate students parallels Arani (2019) findings. The teacher demonstrates proficiency in TPACK as she skillfully integrates ICT to enhance English language instruction. She adopts connectivism theory, which emphasize the value of real-world learning experiences, by bringing the outside world

into the classroom. Utilizing ICT to transform teaching aligns with transformative learning theory, offering diverse and engaging opportunities for deeper understanding, surpassing traditional methods' limitations, as research participants personally experienced. Reflecting on the observed outcomes following the utilization of ICT in the classroom, Mrs. Kind shared,

*I have experienced of traditional method of teaching as well as the ICT based teaching. I came to know that ICT is more effective in teaching learning activities because the students can be self-motivated as well as they can be active in teaching and learning activities easily.*

Joshi (2010) demonstrated the effectiveness of technology in improving learning outcomes, supporting the research participant experiences. Similarly, Ibrahim (2010) advocated for shifting from teacher-centred to student-centred learning, which aligns with the teacher's observation of students being self-motivated and active through ICT. Moreover, the teacher's claim that ICT brings real-world elements into the classroom resonates with the connectivism principle, which emphasizes situating learning in real-world contexts. Arani (2019) highlights a research trend that this perspective reflects, which is the shift from traditional pedagogy to a personalized, technology-integrated approach. The teacher's recognition of the need for training and support is in line with research emphasizing the importance of addressing challenges, such as those related to accessibility and teacher training.

### **ICT-Enhanced Education Pedagogy and Professional Development**

I sought to understand how teachers stayed updated with the latest technologies and the most effective methods for teaching English Language using ICT tools in their classroom. It was seeking to comprehend how they adapted their teaching methods over time to incorporate new technologies and innovative practices to enhance the learning experience for their students. Here Mr. Brave stated,

*Before creating lesson plans, I think about blending my classroom with technology and adopting blended learning. I aim to gamify the classroom, connecting traditional teaching with modern, student-focused techniques. I gather materials from various sources, use creativity for engaging activities, and stay updated through reading, watching YouTube, and attending training sessions. I integrate ICT into my daily lessons to keep my teaching approach current and effective.*



Mr. Brave's way of planning his classroom lessons fits well with the idea of using technology and modern teaching methods is linked with Joshi (2010) and Ibrahim (2010) and tells us that technology can greatly improve education by making it more student-focused. Mr. Brave's goal of using technology and creative teaching methods is in line with Acharya (2013). Brave's dedication to utilizing technology as an instructional tool is indicative of the connectivist concept of networked learning. He actively searches for resources and establishes connections and transform himself with a range of educational institutions, including the Education Training Centre, British Council, and NELTA. This is consistent with connectivism, which emphasizes using digital networks to gain access to a variety of knowledge and skills. Using a variety of resources and making learning interactive is known to help students learn better. Similar to Longwell (2012), Mr. Brave's dedication to ongoing training, reading educational journals, and regularly using technology in his teaching shows that he is interested in taking trainings on ICT.

In response to my inquiry about how Mr. Happy perceived the effectiveness of ICT tools in enhancing language learning compared to traditional teaching methods, Mr. happy proclaimed,

*Staying updated is crucial. What works today might not work tomorrow. I attend regular trainings from various organizations like Nepal English Language Teachers Association, Society of Techno Friendly Teachers Association, and Globalization Organization. Education Training Centre also helps with ICT education. I update with books, television, and YouTube for self-practice and learning. Regular training sessions and self-study help me keep up with evolving tools and methods.*

In the field of education, staying updated in teaching and learning is essential. Happy's methodology fits with the dynamic nature of teaching and learning, which has been covered with Joshi (2010) and Ibrahim (2010). They both highlight ICT is essential for better learning. Mr. Happy's proactive engagement in regular training sessions and self-study reflects the principles of self-directed learning, as highlighted by Lam (2000), where teachers take the initiative in their own learning process. Similar to Afamasaga-Wright et al., (2008), Sime and Priestley (2005), Mr. Happy's emphasize the importance of teachers' attitudes, their willingness to learn, and their commitment to professional development. Mr. Happy active role in his own

professional development and his use of technology and various resources for learning also resonate with the transformative learning theory.

During the interview, when I asked about how Mrs. Smart perceived the effectiveness of ICT tools in enhancing language learning compared to traditional teaching methods, Mrs. Smart remarked,

*I attended free online trainings organized by any institute in education related topic not only ICT. I had participated in British council online training, Kathmandu university webinars. I have done several MOOCs courses. I read, practice, and participate in various training sessions to ensure I stay current.*

Mrs. Kind's recognized the importance of continuous improvements in the field of education aligns with the dynamic nature of learning and instruction. In light of Joshi (2010) and Ibrahim (2010) findings, which highlight the critical role that technology plays in improving educational outcomes and the shift to student-centered learning, her concern regarding the efficacy of content and technology evolving over time is understandable. It is linked with TPACK, to address her concern and stay updated, Mrs. Kind actively engages in professional development activities, attending training sessions organized by educational associations and referring to various resources. This approach is consistent with the principles of self-directed learning, as highlighted by Lam (2000), where teachers take the initiative in their own learning process.

Mrs. Kind actively engages in training, utilizing diverse resources, embodying the connectivist concept of building a resource network for learning. Her proactive approach to professional development aligns with the principles of self-directed learning within transformative learning theory, reflecting her initiative in navigating an ever-evolving knowledge landscape.

The fourth participant, Mrs. Kind endorsed her perspective on the effectiveness of ICT tools in enhancing language learning as compared to traditional teaching methods. She further expressed,

*When I need to learn about new and updated ICT tools, I primarily use Google. I source information from YouTube and various websites to acquire new ideas and teaching methods that can be useful in the classroom.*

Mrs. Smart's active engagement with online resources and her positive attitude toward technology align perfectly with the principles of connectivism. Connectivism, as a learning theory, emphasizes the importance of making connections and networks

of information sources to facilitate learning and problem-solving. Mrs. Smart's proactive approach mirrors the central idea in connectivism that learners should seek, create, and navigate these information networks in the digital age. Mrs. Smart's proactive stance in seeking information online indirectly addresses the challenges that often accompany technology integration, as elucidated by Pelgrum (2001). Mrs. Smart's active use of online resources concurs with the insights highlighted in the literature regarding the pivotal role of teachers' attitudes and their willingness to embrace technology.

### **Challenges and Adoption of Technology in Education**

Here, I sought about the problems teachers faced when they pedagogically shifted to an ICT based ELT classroom. They explained how they dealt with these problems and the things they did to make it through. They also talked about the steps they took to handle the challenges and how their plans helped them during the changes. When I asked about the challenge Mr. Brave interjected,

*At present, while teaching English in our English classroom, I have been facing different problems. One of the challenging that I have been facing since I began my journey in the ICT is lack of projector in our classroom. In our school we have four projectors that are also fixed and one projector we have been using as a mobile projector but when I design a lesson at home, then on the same day the projector is taken by another teacher. sometimes, power cut has also created problem. Due to use of technology in classroom my students use gadget unnecessarily at home.*

Similarly, in my questions to the role of school headteacher, School management Committee and local bodies he shared,

*Other issues are created by school management committee as well as school administration. They also just show less interest towards the use of ICT because it is very difficult to change the scenario of teaching and learning activities, So, to make them update, parents as well as the school administration as well as management committee must have positive thinking. Every teacher must be Praised, encouraged to use ICT and school administration should award to those who use ICT.*

At present educational training center provides trainings on ICT related topics. so, on my queries about his participation in training, he elaborated,

*I have not taken any special trainings related to ICT. I have been just practicing myself, engaged in different online training sessions during pandemic time. Actual users are not facilitated. Thus, in my opinion, training should be frequently conducted, not conducting only zoom class and Google Meet. They are not enough for every time. In training session also content should be developed by using ICT so that the students can cooperate with teacher, which is set by the curriculum.*

Punie et al. (2006) argued that policies aimed at developing teacher training should consider not only quantitative measures such as significant investments and the number of training courses offered, but also the qualitative impact of the actions should be promoted is aligned with Brave. Connectivism learning environments necessitate adaptability, as demonstrated by the research participant shift from a traditional teaching approach to one incorporating technology. Joshi (2010) and Ibrahim (2010) stated ICT tool is crucial for improving educational outcomes as similar to Brave. In line with Thapaliya et al., (2024), the research participant resolves to incorporate technology into their classroom is connected with the global trend of integrating ICT into teaching practices. Lam (2000) description of the self-directed learning approach is reflected in research participant self-directed learning journey, which involves seeking guidance from fellow educators and dedicating time to course design.

Mr. Happy acknowledged that transitioning from traditional teaching to an ICT-based approach posed initial challenges. He further added,

*We do not have mainline electricity extension in our area and also do not have good internet access. Radio is the main technology that is seen everywhere in my village. We have one projector only. In the beginning, I was not supported by any one even the principal that using projector is useless in such remote areas. We have one computer that was also used by administration purpose only. I used to show downloaded video in mobile in group wise. One of the challenging for me is it takes time. I have to allocate my extra time. while designing or preparing lessons at home to present in my classroom to deliver the content through ICT and after a year I used same slides and it makes me lazy.*

Regarding support and trainings, he mentioned,

*The local government body is not providing the latest updated computer. Although our school is the oldest, we did not even get computer teacher. Even parents are also not supporting. In all meeting parents raise their voice against me that I just show videos only. I just participated in one training organized by education training center but the content was not suitable for my students as I was given trainings on Moodle. The trainer is not even available in our remote areas. I used projector once a day as projector does not work due to overheat.*

A number of early difficulties, such as power outages, technical difficulties, and erratic internet access, characterized the research participants journey from traditional teaching methods to an ICT-based classroom. These challenges are consistent with Joshi (2010), as his study underscores the efficiency of technology, whereas Ibrahim (2010) focus on the transition towards ICT-based student-centered learning. The findings of Lam (2000), which address the significance of self-directed learning and training for teachers to become proficient in using ICT, are consistent with participant persistence and efforts to seek out training and support. As noted by Thapaliya et al., (2024), participant shift from a traditional teaching approach to an ICT-based one is consistent with the global trend towards technology-integrated teaching.

In respond to my inquiry about how Mrs. Smart, stays abreast of emerging technologies and best practices while continuing to use ICT tools in her ELT classroom to continually enhance her teaching methods. Mrs. Smart shared,

*Being the community school teacher at first the Problem is related to the infrastructures and second one is availability of the resources. There is no well management of the devices, classrooms. Similarly, student just want to see videos that are also out of content.*

Regarding support from education training center, administration she mentioned,

*Recently we received one laptop from non-government organization but it is kept into the cupboard without being used because the administration used to say if it is being used into the classroom and it may be broken. That is why it is kept it into the cupboard. I have also got threaten if computer is damaged, I need to pay. I tried to participate in trainings but my name is not sent to the training center. I learnt even following the Facebook pages.*

In a rural school in Makwanpur, the research participant faced challenges when introducing ICT-based teaching, such as unreliable internet and power supply. In line with Pelgrum (2001), despite these hurdles, their motivation to incorporate technology remained strong. As Joshi (2010) and Ibrahim (2010) have pointed out the importance of technology in education. Additionally, the literature suggests that teachers' receptiveness to technology plays a vital role, in line with Ertmer (2013). The participants' experience, despite some initial difficulties, is consistent with the global trend towards technology-integrated teaching, as highlighted by Thapaliya et al., (2024). Watts-Taffe et al., (2003) findings underscore the crucial role of teachers in promoting the integration of technology within a connectivist approach.

Upon my questioning regarding approach to staying updated on emerging technologies and best practices. While integrating ICT tools in her ELT classroom for ongoing improvement of teaching methods Mrs. Kind explained,

*At first students do not even have Internet access at their home and the school also has a poor internet connection, the problem of power cut happens every hour that's why there are lots of problems. My school had only a few computers and the many classes wanted to learn through a projector. Our school does not have good access to the internet to pay for the intermediate data package.*

Further administration role on the support of making techno friendly environment, she mentioned,

*In my school, we have a big sound system which is not portable and every time, I need to take the support of non-teaching staff. The sound system is not fixed in the class. Sometimes even the damaged electric wire creates the problem. School has two laptops but head sir doesn't give permission to use. I even do not get support from colleagues as much I expected.*

Regarding ICT trainings she expressed,

*I do not have as enough training as I need to get. Regarding ICT training only computer teachers get priority but not the English teachers like me. Sometimes parents also complain that the use of computers ruined their children's studies. As I used English language videos and their children did not study.*

As Punie et al., (2006) highlighted access to and use of computers outside of school, especially at home, seems to have a bigger effect on how well you do in school. The research participant journey in implementing ICT-based teaching faced

initial challenges but evolved with time, echoing the principles of connectivism. Despite the initial obstacles, the participants actively encouraged and motivated students, colleagues, and parents about the importance of technology in education. Joshi (2010) highlighted the benefits of technology in teaching, and Ibrahim (2010) emphasized the shift towards student-centered learning with the help of ICT. While the participant initially faced challenges, her dedication to promoting technology's importance echoes the findings in the literature that recognize the significance of using ICT in education. The participant experience reflects the changing educational landscape, and it resonates with the findings of the study by Thapaliya et al., (2024), which highlighted the shift towards technology-integrated teaching due to the COVID-19 crisis.

### **Effects of ICT-Based Learning on Students**

Here I aimed to explore the students' viewpoints and experiences with the new teaching methods facilitated by ICT. My research participants were expected to provide insights into the students' responses to the shift, including their opinions, feelings, and experiences with the use of ICT-based teaching approaches. Regarding my query to effect of ICT in teaching, Mr. Brave blurted,

*Sometimes, I think that projectors or ICT tools are not needed. I enter the classroom with only the textbook, a duster, and a marker. However, the students often ask me, 'Sir, where is the projector today?' They expect related videos or short clips when they read a particular English text. They inquire about any resources, examples, or images related to the lesson. This type of curiosity from the students has driven me to design materials for presentation in the classroom.*

Similar to respondents, Joshi (2010) and other studies emphasize the benefits of technology in enhancing language learning and engagement, the research participants classroom experience sheds light on students' strong preference for technology-assisted learning. Mofareh (2019) and Ghimire (2019) found that using ICT-based learning media and visual attention analysis can help students do much better in school. It aligns with participants that visualization enhance quality education. The participants classroom experiences are closely in line with connectivism as he connects with technology. From a connectivity perspective, learning is a networked process that requires technology to connect students to resources, information, and each other. The fact that students actively seek out

technology and strongly prefer technology-assisted learning, as reported by the participants, highlights how dynamic and interconnected knowledge acquisition is in the digital age. It highlights the students' ability to navigate the digital landscape and leverage technology for learning. Upon inquiring about the students' response following the use of ICT Mr. Happy exposed,

*My students respond positively to technology in the classroom, expressing joy and a sense of real progress. They even compare their learning experience with other teachers, suggesting that similar methods should be adopted for better understanding, even in subjects like social studies. This positive response makes me genuinely happy, and the results show significant improvement in English proficiency and academic performance over the past three years. The use of ICT and online learning has been fruitful, and students are genuinely enthusiastic about their education.*

The research participants experiences are in line with Joshi (2010) research findings, which showed that students actually like and gain from visual aids that are delivered through technology. KC (2019) stated that visual components in technology-assisted instruction can greatly improve student performance. This alignment highlights how technology integration can foster a more connected and effective learning environment. Similarly, the participants' shift towards a student-centered teaching approach, influenced by Ibrahim (2010) argument for using ICT to move away from a teacher-centered model, resonates with the core principles of connectivism, emphasizing collaborative and personalized learning. In response to my inquiry about students' reactions to the creation of an ICT classroom, Mrs. Kind conveyed,

*Students are very happy. Sometimes, what happens is when I don't use the projector or my computer in the classroom for more than 2 or 3 days, they say, 'Sir, we cannot see what we want to learn.' It means they prefer to learn by visualizing rather than just listening. So, their response, their preference for visual aids, also encourages me to use these tools in the classroom.*

The research participant's experience highlights the advantages of using technology in the classroom and makes a strong connection to connectivism theory, Joshi (2010) findings support the participant's observation that students find visual aids to be very enjoyable. The fact that students actively seek out technology, such as projectors, is consistent with Joshi's findings that technology boosts performance.



Furthermore, Ibrahim (2010) argument for a shift to student-centred teaching through ICT usage aligns with the participant's approach, marking a transition towards a more connected and collaborative learning environment. The participant's adaptability in response to students' preferences mirrors the advantages of ICT tools outlined with Longwell.

Similar to other participants, the students experience learning in an ICT-friendly English classroom. Mrs. smile replied,

*In the initial phase, students hesitated to speak in front of camera. However, as they became more accustomed to it, they have grown more active and self-motivated to learn new things using ICT. Now, all the students can readily participate in various activities I incorporate into the teaching and learning methods by the use of ICT. They find the classroom more engaging, interactive, and interesting, resulting in a more fruitful learning experience after the integration of ICT into my teaching.*

Akhtar (2016) aligns with the research's participants account of the students' initial reluctance, which led to an increase in motivation and engagement. The participant's mention of overcoming initial challenges resonates with the emphasis on the importance of addressing obstacles in technology integration is similar as highlighted in the Pelgrum (2001) study. The increasing self-motivation among students is also in line with the notion that technology can enhance student engagement and lead to more fruitful learning experiences, as suggested by various studies, including those by Lam (2000) and Thapaliya et al., (2024). The participant's experience exemplifies how effective technology integration can lead to improved student engagement, a transition from teacher-centered to student-centered learning, and overcoming initial hesitancy. This change reflects the connectivity notion that students actively mold their knowledge networks and adjust to new resources and instruments in order to improve their educational opportunities.

### **ICT Integration Promotes Inclusivity and Engagement**

I asked the questions to know how teachers made sure that all students, no matter their different learning needs and backgrounds, could use and benefit from the ICT tools they used in their teaching. Here, I wanted to hear about the specific things all the research participants did to include everyone and make the ICT tools easy for all students to use. when I wanted to know how he helped students with different

needs, made sure everyone had the same chances to participate and created a classroom where all students could use the ICT tools to learn. Brave shared,

*While using ICT in all classes, including our traditional ones, the main challenge in today's teaching and learning activities is to involve all students in different tasks. However, I strive to provide space for all students whenever possible. I aim to understand their individual differences and motivations for learning in the classroom. I encourage active participation by facilitating discussions related to pictures or videos presented during lessons. They also engage in activities like Google Forms and quizzes. For those without internet access, I motivate them to seek assistance from neighbors or others to involve them as much as possible. This is the approach I aim to take.*

The teacher's dedication to overcoming challenges and promoting active participation through various activities, even for students without internet access, underscores the importance of addressing obstacles in technology integration, a point emphasized in Pelgrum (2001) study, and the need for teacher commitment and involvement, as highlighted in Watts-Taffe et al.'s research (2023). Teachers' attitudes and beliefs need to be changed in order to facilitate effective technology integration in educational settings, Ertmer and Ottenbreit-Leftwich (2013). In line with the findings of Thapaliya et al., (2024) who emphasizes the importance of continuous support and monetary investment in technology integration to enhance student engagement and personalized learning, the COVID-19 crisis is brought up.

In response to my inquiry about ensuring inclusivity and accessibility when integrating ICT tools to address the diverse learning needs and backgrounds of students. Mr. Happy disclosed,

*In my diverse class of 60 students, I prioritize inclusivity by offering various tools to cater to different learning styles. Objective questions and quizzes, while others excel in subjective answers or creative activities using tools like Flipgrid. This ensures that all students, regardless of their strengths, actively participate. For those with limited tech access, I provide alternatives like printed materials or offline activities and encourage peer support. Collaborating with administrators and parents, I aim to bridge the digital divide, ensuring equal opportunities for all students in my ICT-based classroom.*

The teacher's approach to inclusivity and accommodating diverse learning styles in their class of 60 students is highly commendable. He provides various tools, like quizzes, written assignments, and collaborative platforms, to cater to students' different strengths and preferences. This aligns with Joshi (2010), which highlighted the effectiveness of technology in enhancing English language teaching. Ibrahim (2010) highlights about shifting towards student-centered teaching through technology also resonates with the teacher's approach. Using collaborative tools such as Google Docs aligns with research that emphasizes educators' roles in fostering technology integration is aligned with Acharya (2023). The teacher's strategy of utilizing a variety of tools and technology to meet students' needs and preferences by supports links with connectivism. The approach highlights the value of creating inclusive, student-centered learning environments while tackling the difficulties associated with incorporating technology into the classroom.

Upon my question regarding the integration of ICT tools to address diverse learning needs and backgrounds, the respondent shared insights into how inclusivity and accessibility were ensured, Mrs. kind expressed,

*In the past, teaching English in both English and Nepali posed challenges due to language preferences. Now, with monolingual classrooms teaching in English, language-related issues have reduced. However, diverse learning strategies still exist. To accommodate these, I use ICT tools, providing written texts for readers, videos for visual learners, and encouraging hands-on learners to find and submit relevant content themselves. This approach addresses their diverse learning preferences effectively.*

The research participant's explanation points out the historical background of teaching English in a diverse classroom, where students were taught in both English and Nepali. As time passed, they transitioned to teaching only in English, which reduced language-related issues. However, students still have various ways of learning, and the respondent uses technology (ICT) to address these differences. This approach aligns with Joshi (2010) research, which showed that using technology is beneficial for teaching English effectively. The participants recognize the value of ICT in accommodating students with different learning strategies. Studies by Sime and Priestley (2005) and Afamasaga-Wright et al., (2008) highlight how crucial instructors' attitudes and excitement are when integrating technology into the classroom. The participant's use of ICT to adjust to various learning strategies bolsters

the notion that educators are essential in helping students achieve their goals. In keeping with the participant's dedication to addressing the variety of student learning strategies, Pelgrum (2001) research identifies barriers to technology integration in education and emphasizes the significance of overcoming them. This reflects the interconnected nature of technology integration and pedagogy, a concept emphasized in connectivity research theory.

Similar to three participants when I asked about incorporating ICT tools to meet diverse learning needs and student backgrounds, Mrs. Smile remarked,

*The classroom consists of students from various backgrounds and with diverse needs. Some students face physical and mental challenges. In this context, when using ICT in my classroom, I ensure that every student has the opportunity to participate in the teaching and learning activities. I utilize different resources, such as videos, audios, multimedia, and PowerPoint presentations to cater to various learning preferences. I encourage students who are interested in speaking to do so, while providing writing tasks for those who prefer writing. Additionally, I use various audio materials for students who learn better through listening. This approach allows me to address the diverse needs and interests of my students in the classroom.*

Mrs. Smile commitment to promoting inclusive education through effective ICT use aligns with the principles of connectivism, that stressed the importance of connections and networks in the learning process. Joshi (2010) study supports the idea that students can benefit from a networked environment where resources and information are easily accessible through technology. The study showed the positive effects of technology on teaching English. Ibrahim (2010) highlights the shift towards student-centred teaching through ICT, Afamasaga-Wright and Farita (2008) highlighted the importance of teachers' willingness to use technology, which is in harmony with the participant's enthusiastic use of ICT. Sime and Priestley (2005) also support the idea that teachers who engage with technology have more successful outcomes, reinforcing the participant's student-centered approach. Pelgrum (2001) highlights the difficulties in integrating technology into education, including the lack of adequate technical support and low teacher motivation. The participant's dedication to overcoming these difficulties is commensurate with the necessity of resolving these issues in order to successfully integrate technology. Oyelere and Adeoye (2016) study acknowledged difficulties like poor accessibility and a lack of technical support is

aligned with research participants. This underscores the significance of tackling these obstacles to enable efficacious technology integration, as underscored by the participant.

### **ICT-Based Classroom Transition Guide for Instructors**

Here, I heard about my research participants' experiences and what they learned, so they could give helpful advice and suggestions to these teachers who are in the transitional phase. When I was interested in knowing about the problems he faced during his own switch, the good things he noticed from using ICT tools, and the important factors that made this change and his guidance for novice teachers. Brave declared,

*I strongly recommend embracing ICT in classrooms. It might be challenging at first, but every journey starts with a single step. Teachers are learners too, so I encourage colleagues, especially new ones to incorporate ICT.*

*Commitment to students' learning is crucial. I urge novice teachers to start experimenting with ICT today; even one class a week can make a difference in student responses and academic performance.*

The research participant's strong endorsement of ICT-based teaching aligns with Joshi (2010) idea that technology improves student performance. Ibrahim (2010) emphasises the need to shift to student-centred teaching with ICT to meet modern education demands. Brave focuses on curiosity, and teacher enthusiasm resonates with Afamasaga-Wright et al., (2008) and Sime and Priestley (2005). These studies stress the importance of teachers' willingness to use technology. Additionally, the call for novice teachers to experiment with ICT corresponds to Lam (2000) findings on self-directed learning. Pelgrum (2001) and Watts-Taffe et al., (2003) highlight the challenges and the crucial role of teachers in technology integration. Ertmer and Ottenbreit-Leftwich (2013) delve into the challenges tied to teachers' beliefs and attitudes, aligning with the respondent's emphasis on commitment. Oyelere and Adeoye (2016) study reflects the respondent's acknowledgment of obstacles to technology integration and the need to address them. Arani (2019) research supports the participant's suggestion of transitioning from traditional pedagogy to technology-integrated teaching. The idea of connectivity within TPACK (Technological Pedagogical Content Knowledge) theory further reinforces the need for educators to connect their pedagogical strategies, content expertise, and technological tools effectively.

Similarly, in response to my query regarding the transition from traditional teaching to ICT-based classrooms, Mr. Happy offered valuable advice drawn from his own experiences. He emphasized key considerations for instructors who may be contemplating a similar shift., Mr. Happy noted,

*To teachers considering ICT-based teaching, my advice is patience and determination. I faced challenges initially, like power issues and laptop malfunctions, but persistence paid off. Consult experienced colleagues, be open to learning from others, and stay updated through videos and training sessions. Once you start, don't quit, despite challenges. Dedication leads to better results.*

The research participants' advice stresses the importance of patience and determination when shifting to ICT-based teaching, aligning with Joshi (2010) as he underscores the need for persistence in integrating technology for improved educational outcomes. Ibrahim (2010) advocated for a transition from teacher-centered to student-centered English teaching through ICT, with participant emphasizing patience in supporting this shift and recognizing the time required for mastering new tools. This advice resonates with challenges outlined by Pelgrum (2001), where overcoming issues like power disruptions and technical difficulties demands resilience and patience. In addressing obstacles, the literature by Watts-Taffe et al. (2003) underscores the vital role of teachers, and the respondent's advice complements by focusing on underlined learning from experienced colleagues and staying updated. Ertmer and Ottenbreit-Leftwich (2013) research highlighted the challenges posed by teachers' beliefs and attitudes, with the respondent's advice emphasizing the importance of addressing these challenges with patience and an unwavering commitment to learning and adapting. In the Oyelere and Adeoye (2016) study, the difficulties instructors encounter when utilizing ICT tools highlight the importance of perseverance and continuous learning. The participant's emphasis on perseverance and hands-on learning during the adoption of ICT in the classroom is in line with Arani (2019).

Mrs. Smile offered valuable guidance for both novice and experienced teachers interested in making a pedagogical shift to an ICT-based ELT class, she replied,

*Teachers must adapt to change to stay relevant. Relying solely on traditional methods makes it hard to stay updated. Embracing ICT keeps us connected for*

*quick updates, but it's not just about introducing screens; relevant content is key. Participate in training programs, create a teacher community for sharing experiences, and be mindful of potential issues like internet browsing and preserving students' creativity.*

The statement from Mrs. Smile focuses on how important it is for educators to embrace information and communication technologies (ICT) in the classroom and adjust to changing times. This aligns with research such as Acharya (2013), which supports the practical use of ICT tools in English language teaching. While Sime and Priestley (2005) highlight the benefits of teachers' enthusiasm for technology, other studies, such as those by Afamasaga-Wright et al., (2008), highlight the significance of enhancing teachers' ICT skills. Leftwich (2013) research delves into challenges related to teachers' attitudes and beliefs when integrating technology, echoing the participant's view on addressing these issues. Oyelere and Adeoye (2016) study identifies the challenges teachers face with ICT tools, emphasizing the need for teacher training. Arani (2019) study emphasizes the transition from traditional pedagogy to technology-integrated approaches, highlighting the need for customization, which resonates with the participant's focus on sourcing relevant content. Thapaliya et al., (2024) underline the importance of moving from traditional teaching to technology-integrated methods, while creating a community of teachers to share experiences reflects the collaborative aspect of learning with technology and connectivity.

Similar to other participants, upon discussing the transition from chalk and talk to ICT-based classrooms, Mrs. Kind offered practical advice to fellow instructors, outlining key factors they should be aware of based on his own experiences in the field. Mrs. Kind uttered,

*In the 21st century, traditional methods no longer suffice. Embracing ICT in the classroom is essential for both teachers and students. Teachers should continuously learn and use ICT tools to provide fresh and effective learning experiences. They can stay updated through Google, YouTube, and webinars. However, it's crucial to ensure internet accessibility for students and promote the importance of ICT to both students and parents. This approach enhances teaching and learning.*

Joshi (2010) discovered that laptops and projectors are helpful gadgets that can make students learn more. Ibrahim (2010) also says that technology can help us

move from old-fashioned ways of teaching to ways that are more focused on the students. Self-directed learning, which Longwell (2012) talks about, is a lot like how teachers use sites like Google and YouTube. Pelgrum (2001) says, we need to fix issues like teachers not getting enough help and training so that everyone can connect to the internet. Wits-Taffe et al., (2003) say that teachers are very important for making sure that technology in the classroom works. Oyelere and Adeoye (2016) talk about the issues teachers have, such as not getting enough training and not being able to use technology. When there are problems, though, Thapaliya et al., (2024) found that using technology in the classroom can make it more fun and personalized is aligned with Mrs. Kind. Mrs. Kind's support for technology, which is based on students being able to learn on their own, solve problems, and use technology within the TPACK framework.

### **Chapter Essence**

Teachers share their own experiences with bringing information and communication technology (ICT) into their classrooms. Brave, Happy, and Smart all talk about how ICT has changed the way they teach. They use tools like projectors, Google Classroom, and interactive slides to make learning fun and interactive. Teachers stress the significance of Technological Pedagogical Content Knowledge (TPACK) and actively participate in ICT and IT-related training to improve their abilities, despite the problems such as limited access and technical support. For instance, educators praise the use of ICT tools such as Mentimeter, Padlet, Google Classroom, and Flipgrid as their functionalities help maintain students 'interest and students' enhance overall learning. An overarching theme runs through the chapter: how important it is for teachers to be flexible, allow students to learn on their own, and work together as a community to successfully integrate technology into education. Teachers agreed that the positive effects of technology are student engagement, teamwork, and personalized learning. This chapter emphasizes the need for continuous support and resources to ensure the successful integration of ICT in education, while acknowledging challenges such as limited access and teacher training. Through the use of information and communication technology, these teachers have shared their experiences that show a shift towards a more connected, engaging, and effective learning environment.



## CHAPTER-VII

### KEY INSIGHTS, CONCLUSION AND REFLECTIONS

The participants' perspectives provided me with valuable insights. Conclusions were drawn from the shared stories of the speakers. I discussed their emotions, personal encounters, and teaching methods, and how they connected to their existing knowledge of theory. I utilized a range of sources, including informal discussions and impromptu interviews, in my pursuit of understanding. I ensured that all the information I collected aligned with the research question and its objectives.

#### **Key Insights**

Based on the research questions, objectives, and purpose, the study looked at teachers previous teaching experiences, why English language teachers decided to use ICT, the problems they faced, how they overcame these problems, and what advice they would give to other teachers. The findings reveal that all the research participants in Hetauda community schools were very motivated and open to using technology. They all have the similar childhood days where they were taught by using chalk and talk method. Later in their teaching initial days also they experience lack of support from school administration, power cut problems, lack of effective trainings. Despite all these hurdles also they were self-motivated for enhancing quality in their teaching. It is surprising that teachers from the capital city of province three Bagmati also experiences difficulties. Similar to Ghimire's (2022) case study, several instructors and students struggled to use social media after school due to a lack of resources such as smartphones, internet access, or electricity. However, his study did not explore the real-life story of a teacher's pedagogical shift.

The teachers' accounts and stories reveal that the use of ICT had caused a positive change in the way they taught. Similar to the research participants, Chang (2012) mentioned that incorporating ICT tools into teaching can improve students' learning abilities and communication opportunities. At first, Mr. Brave had trouble in getting to new technologies. The school was not well equipped with computer, even the internet was not good. Nonetheless, by working together with others proactively, attending educational workshops, and researching digital materials, he gained the confidence he created interactive slides, make online quizzes, and include multimedia elements in his lesson plans. ICT not only changed the way the classroom worked, but

it also got students more involved and interested, making it a more dynamic and influential place to learn. During his time as a teacher, Mr. Brave always stressed how important it was for teachers to discover new ways of teaching. He was very sure that by using ICT tools in the classroom in a smart way, it was possible to greatly improve the learning experiences of the students and make the environment more open and livelier. His strong commitment towards learning and creating an interactive and learner-centered environment were key to his successful switch to an ICT-based teaching method. Acharya's (2016) study, on the other hand, looks at how Nepalese teachers use the internet for schoolwork. Acharya's writing is more analytical and based on observations, while this study is more personal and based on relevant. However, Acharya (2016) study seems to be more interested in how Nepalese teachers use the internet now and what that means for their schoolwork. It doesn't say a lot about how to teach or how teachers see things. Similarly, KC (2019) addressed larger issues such as how well technology can be used to teach specific subjects, such as English language learning as well as the overall effects of incorporating technology into higher education during the COVID-19 crisis only were highlighted by Thapaliya et al., (2024). Here, I unpacked the grassroots level English teachers' pedagogical journey and its outcomes.

The English teacher's narrative focuses on several language skills that are developed as a result of ICT integration in the classroom. First, the use of ICT tools like interactive slides, online quizzes, and multimedia elements improves students' communication skills because they encourage active participation and collaboration. Furthermore, the use of digital resources encourages critical thinking and problem-solving skills by engaging students with content in dynamic and interactive ways. By utilizing technology, the teacher also promotes the development of digital literacy, assisting students in navigating and utilizing online language learning resources. Furthermore, the teacher's emphasis on continuous learning and adaptation to new technologies fosters a growth mindset in both educators and students, improving their ability to learn and apply new concepts successfully. The narrative emphasizes ICT's transformative impact on creating a more engaging, student-centered learning environment, which ultimately improves students' motivation and language proficiency. Mr. Happy, a teacher, transformed traditional teaching methods by incorporating ICT tools to enhance learning experiences and cater to different learning styles. He attended workshops, YouTube videos, and training sessions in

Nepal, focusing on technology like projectors, Google Classroom, and interactive whiteboards. He did not get enough support but his interests demonstrate the benefits of ICT in improving teaching quality and student motivation. Mr. Happy's story highlighted about how he changed his teaching style by incorporating ICT tools.

Mr. Happy's use of ICT tools in the classroom enables his students to develop a wide range of language skills. The use of projectors, Google Classroom, and interactive whiteboards improves students' reading and writing skills by providing varied and interactive content. These tools also improve listening and speaking skills by incorporating multimedia elements and online discussions. Students develop digital literacy and critical thinking skills as they interact with various online resources and collaborative platforms. Mr. Happy improves students' overall communication skills and motivation to learn by accommodating different learning styles and making lessons more engaging.

Mrs. Smart, an English teacher with over 15 years of experience, transitioned from traditional chalk-and-talk to an ICT-based classroom to create a lively and interesting learning environment. She learned from simple tools like PowerPoint presentations to more complex ones like Google Classroom and instant messaging apps. She stressed the importance of staying updated on best practices and technologies. Pokharel (2019) mentioned that ICT enhances writing skills of learners. Similar to Pokharel, Smart knows that technology can help students learn English faster and have more fun while doing it. Mrs. Smart's story is mostly about her own life and how she used technology to make the class more fun. However, it looks like Pokharel (2019) study who believed that technology can help students write better English. This story about Mrs. Smart shows how important it is to always learn new things and get used to new technology.

Mrs. Smart's transition to an ICT-based classroom allows her students to develop a variety of important language skills. She uses PowerPoint presentations, Google Classroom, and instant messaging apps to help students improve their reading and writing skills through interactive and engaging activities. The use of multimedia presentations and online discussions enhances listening and speaking abilities. Furthermore, her emphasis on staying up to date with new technologies fosters digital literacy and critical thinking as students learn to navigate and use a variety of online resources. Overall, Mrs. Smart's innovative teaching style fosters a dynamic learning

environment that improves students' communication skills and motivation to learn English.

Kind discussed her shift to using ICT in the classroom, highlighting the benefits of interactive slides, instant responses, and personalized feedback. She highlighted the effectiveness of using technology for language learning, making abstract ideas more real. Despite challenges like unreliable electricity and internet access in rural areas, she found online resources and maintained up-to-date knowledge to effectively use ICT in her teaching. Some of the things Mrs. Kind does in her classroom are similar to ideas that were looked at in a study about how to use ICTs to help people learn English. Both show how technology can be used to make learning a language more fun and effective by creating personalized and interactive experiences. Mrs. Kind talks about the problems that come with getting electricity and the internet in rural areas. These problems are similar to those that Joshi (2017) and Karki (2019) talked about in their study on ICT in Nepalese public schools. There is no doubt that better infrastructure is needed to make the most of technology in schools.

ICT improves various aspects and skills of English language learning, such as reading, writing, listening, and speaking. Interactive slides, instant responses, and personalized feedback improve comprehension and engagement by making abstract concepts more tangible. English teachers play an important role in curating and integrating online resources, ensuring that technology is used effectively despite obstacles such as unreliable power and internet access. Their ability to adapt and maintain current ICT knowledge enables the development of personalized, interactive, and enjoyable learning experiences that significantly improve language acquisition.

### **Conclusion**

After conducting an in-depth study and providing a thorough interpretation and analysis of the participants' stories, and narratives, it is concluded that now a days, technology is not only useful, but also an important tool that teachers need to use to meet the needs of the students. The stories of teachers like Mr. Brave, Mr. Happy, Mrs. Smart, and Mrs. Kind show how important it is to be strong, flexible, and dedicated to using technology to make English teaching and learning better. It is also clear that technology is an important part of meeting the needs of today's students. English language teachers are gradually changing the way they teach by incorporating technology into their lessons instead of using old-fashioned methods.

Teachers know how important it is to fully embrace technology because they know that being creative and flexible in how they teach is key to students doing well.

There are several advantages like better problem-solving skills, more motivation for both students and teachers, and better management of the classroom. ICT enables English teachers to improve the way they teach, gets students more involved, and makes easier for students to learn on their own. The integration of ICT in English teaching significantly enhances various aspects and language skills. Teachers utilize digital tools such as TED Talks, YouTube channels, and Google Docs to develop students' listening, speaking, reading, and writing skills. For instance, TED Talks and YouTube videos expose students to diverse accents, idiomatic expressions, and real-world contexts, thereby improving listening and comprehension abilities. Interactive platforms like Google Docs facilitate collaborative writing, enabling students to engage in peer editing and feedback, which enhances their writing and critical thinking skills. Additionally, online quizzes and recorded lessons offer opportunities for self-assessment and flexible learning, fostering autonomous learning habits. By incorporating ICT, teachers transform abstract topics into concrete, visual formats, catering to various learning styles and making the learning experience more engaging and effective. This approach not only motivates students but also promotes active participation, deep learning, and a student-centered classroom environment, aligning with contemporary educational theories such as connectivism and transformative learning.

While shifting from chalk and talk to ICT based class teachers face problems like internet issues, poor infrastructure, and not enough community involvement to deal with these problems and get the most out of ICT in ELT classrooms, it is important to encourage teachers to work together. It is very important to fix problems with the system, teachers need to be given the training and support they need, encourage a culture of working together and coming up with new ideas. It is very important to use good strategies, make sure that policies factor in the needs of school environment that are in the city or in rural areas, and put community involvement at the top of the list. Policies have laid the groundwork for integrating technology into education. Nevertheless, the government must address implementation issues in order to make more equitable progress. To ensure the long-term integration of ICT into the school system, three levels of government should prioritize closing the digital divide, addressing infrastructural needs, and providing consistent funding.

If English language teachers can figure out how to deal with these problems and use technology, they can create dynamic and effective learning environments that are good for both teachers and students. The research participants underscore the crucial role of ICT in modernizing English language teaching (ELT). Transitioning from traditional teaching methods to ICT-based classrooms presents challenges, including technical issues and the need for ongoing professional development. However, the benefits of this shift are evident in enhanced student engagement and performance. The participants emphasize patience, persistence, and continuous learning as essential qualities for teachers navigating this transition. They also highlight the importance of creating a supportive community for sharing experiences and staying updated through digital resources. Embracing ICT not only aligns with educational theories like the TPACK framework but also prepares students for the demands of the 21st century. By integrating technology into their teaching, English language teachers can provide more interactive, student-centered learning experiences, ultimately improving educational outcomes.

### **Implications**

The stories of the participants back up the idea that teachers work best when they are excited and driven to use technology. The praiseworthy environment of school, where teachers work is very important because it helps students use technology in the classroom when they have all the right tools. If a teacher wants to try something new or use a new method, like using computers and technology in classrooms, they need support and encouragement from their seniors and coworkers. The ways that Mr. Brave, Mr. Happy, Mrs. Kind, and Mrs. Smart learn to teach show how important it is to be strong, flexible, and committed to helping students learn better.

The research implications from participants' stories point out a number of important areas that need more research as English Language Teaching (ELT) classrooms shifting from chalk and talk to ICT-based classrooms. If teachers self-realized to tech in interactive way, passion to bring positive changes in the classroom then everything run smoothly in using ICT. To begin, it is very important to understand what motivates teachers in environments with limited resources. Researcher need to conduct more research on ICT area to develop targeted interventions that enhance teachers' motivation and flexibility. Similarly, it is also important to look into the structure, content, and usefulness of professional

development programmes specifically made for teachers who are switching to using technology in the classroom. This kind of research can help us figure out how to set up these programs so that they help teachers adapt to new ways of teaching, which will ultimately lead to better use of ICT in ELT. Using technology does not only give benefits by make teaching easier, but they also boost productivity and make it easier to do one's job as a teacher.

Also, more research needs to be done on the problems and issues that English educators face when they try to use ICT tools, especially in different settings. Figuring out what these problems are, like whether they are caused by limited technology, issues with infrastructure, or social and economic factors, can help educators come up with helpful frameworks and rules to make the use of technology in ELT more open to everyone. Additionally, a teacher should look into the best ways to update themselves to keep learning and expanding their knowledge so that they are always ready to deal with the changing world of educational technology. In rural areas bridging the digital divide should be a top priority. Policy makers, stake holders also should come up with strategies and policies that make sure everyone has equal access to ICT tools and resources. Lastly, longitudinal studies that keep track of how using ICT has changed teaching methods and student outcomes over time are necessary to fully understand the long-term effects of this change in pedagogy. This will help ELT teachers use evidence-based practices. These research implications pave the way for future studies that aim to investigate the ICT based.

### **Reflections**

In 2012, I did my master's degree in majoring English from Hetauda Campus. I just focused on getting a pass mark in Master's degree and did not even get an opportunity to go to college as I was teaching in Terai region. Research was the most difficult subject for my self-study. I chose to focus on academic writing exam papers instead of conducting research. Finally, I completed on time without having any star in my transcriptions. I felt like "NEPAL KO PADDHAI SIDHIYO" because all of my gurus had also done Master's Degree. After completion of master's degree, I started to teach at different colleges. Then one day, when I was in the training session that was organized by NELTA Makawanpur district conference in 2021 A.D. I met key speaker of the session Professor Dr. Laxman Gnawali. After his session, he shared about Kathmandu University and also interesting thing that KU was running classes in fully online mode. His influence lit a fire in me, and all of a sudden, I was

signing up for the program. It was a mix of excitement and fear to start this academic journey again after a long break. At first, it was fun to learn from respected professors like Jai Raj Awathi and Lava Deo Awasthi. But soon, the reality of upcoming presentations and assignments set in. Having evening tuition classes added more stress to an already busy schedule of mine. Even though it was hard, I kept going because professors like Dr. Laxman Gnawali was always there to support me. Every Thursday became a time for reflection, requiring immediate attention to sort out the details of the next day's class. Even though I thought about giving up many times, the constant support from my wife and professors kept me going. As I moved into the second semester, which I affectionately call the "Research Writing Session," I faced new problems. Finding a research topic was hard at first, but with his help, I was able to settle on the interesting topic of ICT in education, which I knew a lot about from my classroom experiences. As I worked on my research proposal, I defended it on time and moved on to the third semester. I became more and more involved in the world of research. It was a time of change during the third semester when interactions in the classroom led to more exploration. Finding my way around research journals and papers, thinking about my research topic all night, and talking to teachers were all important parts of this fascinating journey.

Similarly, during the selection of the participants also I visited frequently to Education Development Education Division, Hetauda to get the data of total permanent English teachers who were also listed in the ICT roster list. I frequently visited the school as it was difficult to meet them. Getting interviews after having trouble at first showed how dedicated one has to be to do meaningful research. Even though the schedule was very busy, the promise to keep learning and adapting to new ideas became a guiding principle. At first, I was worried about the research process, but as homework, presentations, and reflective writing fit into a busy but progressive schedule, I felt like I had really accomplished something.

For someone who is really into ICT, picking a research topic about the change in teaching methods from chalk-and-talk to an ICT-based ELT classroom seemed like a natural next step. In both personal and professional ways, the proximity with the topic was intense. The support of my research supervisors made my choice even stronger. The goal of the narrative exploration was to show the problems and opportunities that come up when switching from traditional to ICT-based ELT classrooms. The research process, which included data collection, literature review,



and analysis, was mentally challenging. The base was made by weaving in themes from the participants' life stories, with a focus on how ICT can be used in teaching. The study, which used both previous research and theorists' ideas about transformational learning, showed important new details about how English teachers are changing the way they teach. At last due to Kathmandu University professor's guidelines and support. Nowadays I participate in different research related seminars, workshop. Thank you to everyone who took part in the research and to my respected professor for guiding me in the direction of research.

## REFERENCES

- Abaido, G. M. (2020). Cyberbullying on social media platforms among university students in the United Arab Emirates. *International Journal of Adolescence and Youth*, 25(1), 407-420.  
<http://dx.doi.org/10.1080/02673843.2019.1669059>
- Abdel-Fattah, M. A. K., & Galal-Edeen, G. H. (2009, July). Why an interpretive paradigm is needed for evaluating e-government systems. In *9th European Conference on e-Government* (pp. 1-10).
- Acharya, C.P. (2014). Use of ICT/web tools in ELT in Nepal. *Journal of NELTA*, 19(1-2), 1-6
- Acharya, S. (2016). Internet usage of teenagers in Nepal for educational purposes. In *An analysis of internet usage behavior of 15-17-year-old students at selected schools in Kathmandu*.  
[https://www.academia.edu/download/46107692/Internet\\_usage\\_among\\_teenagers\\_in\\_Kathmandu.pdf](https://www.academia.edu/download/46107692/Internet_usage_among_teenagers_in_Kathmandu.pdf)
- Afamasaga-Wright, F. T. (2008). *Teacher perceptions of information and communication technologies in a secondary school in Samoa* [Unpublished doctoral dissertation]. Te Herenga Waka-Victoria University of Wellington.
- Akhtar, S. (2016). Role of ICT in the enhancement of English language skills among the learners. *Journal of Technology for ELT*, 6 (2).
- Alkahtani, A. (2017). The challenges facing the integration of ICT in teaching in Saudi secondary schools. *International Journal of Education and Development using ICT*, 13(1).
- Alkamel, M. A. A., & Chouthaiwale, S. S. (2018). The use of ICT tools in English language teaching and learning: A literature review. *Veda's Journal of English Language and Literature-JOELL*, 5(2), 29-33.
- Ammanni, S., & Aparanjani, U. (2016). The role of ICT in English language teaching and learning. *International Journal of Scientific & Engineering Research*, 7(7), 1-7.
- Arifah, A. (2014). *Study on the use of technology in ELT classroom: Teachers' perspective* [Unpublished doctoral dissertation]. BRAC University.

- Astin, F., Horrocks, J., McLenachan, J., Blackman, D. J., Stephenson, J., & Closs, S. J. (2017). The impact of transcatheter aortic valve implantation on quality of life: A mixed methods study. *Heart & Lung*, 46(6), 432-438.
- Bamberg, M. (n.d.). Biographic-Narrative Research, Quo Vadis? A Critical Review of 'Big Stories' from the Perspective of 'Small Stories.' In *Narrative, Memory & Knowledge: Representations, Aesthetics, Contexts* (pp. 63–79). University of Huddersfield. <http://eprints.hud.ac.uk/id/eprint/4902/>
- Becta. (2003). What the research says about ICT and motivation. *British Educational Communications and Technology Agency (BECTA)*, Corp creator. <https://dera.ioe.ac.uk/4768/>
- Bell, S. (2010). Project-based learning for the 21st century: skills for the future. *The Clearing House*, 83(2), 39-43. <https://www.tandfonline.com/doi/abs/10.1080/00098650903505415>
- Boaz, A., & Ashby, D. (2003). *Fit for purpose? assessing research quality for evidence-based policy and practice* (Vol. 11). ESRC UK Centre for Evidence Based Policy and Practice.
- C. Sparkes, A., & Smith, B. (n.d.). Narrative analysis and sport and exercise psychology: Understanding lives in diverse ways. *Psychology of Sport and Exercise*, 10(2), 279-288.
- Chang, I. H. (2012). The effect of principals' technological leadership on teachers' technological literacy and teaching effectiveness in Taiwanese elementary schools. *Journal of Educational Technology & Society*, 15(2), 328-340.
- Chibelushi, C., & Trigg, D. (2012). Internal self-assessment for ICT SMEs: a way forward. *International Journal of Business Performance Management*, 13(2), 103-126.
- Clandinin DJ and Connelly FM (2006). *Narrative inquiry, experience and story in qualitative research*. Jossey-Bass
- Clandinin, D. J. (2013). *Engaging in narrative inquiry*. Left Coast Press.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge
- communications technology and classroom learning: implications for initial teacher education. *Journal of Computer Assisted Learning*, 21(2), 130-142.
- Creswell, J. W. (2020). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Higher Ed.

- Crystal, D. (2009). Language and the internet. [YouTube Video]  
[https://www.youtube.com/watch?v=MieD0uRWeYA&ab\\_channel=CambridgeUniversity](https://www.youtube.com/watch?v=MieD0uRWeYA&ab_channel=CambridgeUniversity)
- Curriculum Development Center (2007). *National curriculum framework for school education in Nepal*. <https://moecdc.gov.np/en/curriculum>
- Dahal, T. N. (2021). ICT resources availability in rural community schools in Nepal: An exploration and analysis. *Artech Journals*, 3(1), 1-10.
- Daniel, J. S. (2002). *Foreword" in Information and communication Technology in Education – A curriculum for schools and programme for teacher development*. UNESCO.
- Dede, C. (2010). Comparing frameworks for 21st century skills. *21st Century Skills: Rethinking How Students Learn*, 20(2010), 51-76.
- Eng, T. S. (2005). The impact of ICT on learning: a review of research. *International Education Journal*, 6(5), 635-650.
- Ertmer, P. A., & Ottenbreit-Leftwich, A. (2013). Removing obstacles to the pedagogical changes required by Jonassen's vision of authentic technology-enabled learning. *Computers & Education*, 64, 175-182.
- Fernández-Batanero, J. M., Román-Graván, P., Reyes-Rebollo, M. M., & Montenegro-Rueda, M. (2021). Impact of educational technology on teacher stress and anxiety: A literature review. *International Journal of Environmental Research and Public Health*, 18(2), 548.
- Ghimire, S. P. (2022). Secondary Students' Learning English through Social Media: A Case Study in Nepal. *International Journal of Research in Education and Science*, 8(3), 529-544.
- Gnawali, L. (2020). Embedding digital literacy in the classroom. In C. Tweedale & J. Staufenberg (Eds.), *Developing effective learning in Nepal: Insights into school leadership, teaching methods and curriculum* (pp. 90-93). British Council.
- Golas, J. L. (2013). *A teacher's utilization of information and communication technology as a pedagogical tool*. Regent University.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Sage Publication.

- Halverson, R., & Smith, A. (2009). How new technologies have (and have not) changed teaching and learning in schools. *Journal of computing in Teacher Education*, 26(2), 49-54.
- Hammersley, M. (2008). Assessing validity in social research. *The SAGE handbook of social research methods* (pp.42-53). Sage Publication.
- Harmer, J. (2007). *The practice of English language teaching*. England Pearson.
- Harmer, J. (2008). *How to teach English*. Oxford University Press.
- Horovitz, B. (2012). After Gen X, Millennials, what should next generation be. *USA TODAY*, 4(05).  
[https://www.britishcouncil.org.np/sites/default/files/developing\\_effective\\_learning\\_in\\_nepal\\_0.pdf](https://www.britishcouncil.org.np/sites/default/files/developing_effective_learning_in_nepal_0.pdf)
- Ibrahim, A. I. (2010). Information & communication technologies in ELT. *Journal of language Teaching and Research*, 1(3), 211-214.
- Ifinedo, E., Saarela, M., & Hämäläinen, T. (2019). Analysing the Nigerian Teacher's Readiness for Technology Integration. *International Journal of Education and Development using Information and Communication Technology*, 15(3), 34-52.
- Joshi, D. R. (2017). Policies, practices and barriers of ICT utilization in school education in Nepal. *International Journal of Research in Social Sciences*, 7(2), 408-417.
- Joshi, G. D. (2011). *Effectiveness of using technology in teaching short stories* (Doctoral dissertation] Tribhuvan University.
- Karki, H. (2019). A brief history of public education, information & communication technology (ICT) and ICT in public education in Nepal. *Deerwalk Journal of Computer Science and Information Technology*, 78-103.
- Kawinkoonlasate, P. (2020). Online language learning for Thai EFL learners: an analysis of effective alternative learning methods in response to the COVID-19 outbreak. *English Language Teaching*, 13(12), 15-26.
- KC, K. (2019). *Use of ICTs in English language learning: A case of semester students at Tribhuvan University* [Doctoral dissertation]. Tribhuvan University.
- Kek, P. J. W., & Maat, S. M. (2020). integration of ICT in teaching and learning of mathematics: feature of systematic literature. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(12), 288-299.

- Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data.. *Medical Teacher*, 42(8), 846–854. <https://doi.org/10.1080/0142159X.2020.1755030>
- Koehler, M., & Mishra, P. (2017). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Iechnology and Teacher Education*, 9(1), 60-70.
- Koenitz, H. (2023). *Understanding interactive digital narrative: immersive expressions for a complex time*. Routledge.
- Lam, Y. (2000). Technophilia vs. technophobia: A preliminary look at why second-language teachers does or do not use technology in their classrooms. *Canadian Modern Language Review*, 56(3), 389-420.
- Lam, Y. K., & Lawrence, G. (2009). Technology in the English Language Teaching Classroom: A Hong Kong Case Study. *Journal of Educational Multimedia and Hypermedia*, 18(1), 19–37.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage handbook of qualitative research*, 4(2), 97-128.
- Loh, J. (2013). Inquiry into issues of trustworthiness and quality in narrative studies: A perspective. *Qualitative Report*, 18(33).
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. Sage Publications.
- Mezirow, J. (1996). Contemporary paradigms of learning. *Adult education quarterly*, 46(3), 158-172.
- Mills, D. (2017). *The theatre of life: Collective narrative practice with trans young people in the community* (Doctoral dissertation, University of East London).
- Ministry of Communication and Information Technology [MoCIT]. (2015). *ICT policy 2015*. Government of Nepal. <https://mocit.gov.np/detail/policy>
- Ministry of Education, Science, and Technology [MoEST]. (2013). *Information & communication technology in education master plan 2013- 2017.*, Government of Nepal.  
[https://www.moe.gov.np/assets/uploads/files/ICT\\_MP\\_2013\\_\(Final.pd\)](https://www.moe.gov.np/assets/uploads/files/ICT_MP_2013_(Final.pd))
- Ministry of Education, Science, and Technology [MoEST]. (2016). *School sector development plan, 2016–2023*. Government of Nepal.  
[http://www.moe.gov.np/assets/uploads/files/MOE\\_SSDP\\_Final\\_Document\\_Oct\\_2016.pd](http://www.moe.gov.np/assets/uploads/files/MOE_SSDP_Final_Document_Oct_2016.pd)

- Ministry of Education, Science, and Technology [MoEST]. (2020). *National curriculum framework for school education 2020*. Government of Nepal. <https://moecdc.gov.np/index.php/2-uncategorised/61-national-curriculum-framework>
- Mofareh, A. A. (2019). The use of technology in English language teaching. *Frontiers in Education Technology*, 2 (3), p. 168.
- Neill J (2006). *Annals of professional literature-class 6 qualitative research*. <http://wilderdom.com/OECourses/PROELIT.Class6Qualitative1.htm>
- Nepal Economic Forum. (2020). Education. *Newport Digital Transformation Brought about by COVID-19 Globally* 43, 26-2.
- Noah Harari, Y. (2015). *Homo Deus: A Brief History of Tomorrow*. Harper.
- Oyelere, S. S., & Adeoye, F. A. (2016). Teaching and learning with ICT tools: Issues and challenges from teachers' perceptions. *Journal of Education and Practice*, 7(9), 1-7. <https://eric.ed.gov/?id=EJ1096028>
- Pace, S. (2008). YouTube: an opportunity for consumer narrative analysis? *Qualitative Market Research: An International Journal*, 11(2), 213-226.
- Panangalage, R., & Pasqual, A. (2008, June). Impact of ICT on learning and teaching. In *2008 IEEE international symposium on technology and society* (pp. 1-10). IEEE.
- Parthasarathy, B., & Ramamritham, K. (2009). Guest editorial: Information and communications technology for development. *Information Systems Frontiers*, 11, 103-104.
- Pashak, T. J., & Heron, M. R. (2022). Build rapport and collect data: A teaching resource on the clinical interviewing intake. *Discover Psychology*, 2(1), 20
- Patel, C. (2013) Use of multimedia technology in teaching and learning communication skill: An analysis. *International Journal of Advancement in Research and Technology*, 2 (7), 116-123
- Pelgrum, W. J. (2001). Obstacles to the integration of ICT in education: results from a worldwide educational assessment. *Computers & Education*, 37(2), 163-178.
- Peter, J. A. (2023). Impact of technology integration models on educators and learner in the networked world: An extension of connectivism and TPACK model. *Quarterly of Iranian Distance Education Journal*, 5(1), 118-127.

- Pokharel, S. (2019). *Students' perceptions on the use of ICT in developing English language writing skills* [Doctoral dissertation]. Department of English Education. Tribhuvan University
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, 52(2), 126.
- Pun, M. (2013). The use of multimedia technology in English language teaching: A global perspective. *Crossing the border: International Journal of Interdisciplinary Studies*, 1(1), 29-38.
- Punie, Y., Zinnbauer, D., & Cabrera, M. (2006). A review of the impact of ICT on learning. *European Commission, Brussels*, 6(5), 635-650.
- Qasem, A. A. A., & Nathappa, V. (2016). Teachers' perception towards ICT integration: Professional development through blended learning. *Main Issues of Pedagogy and Psychology*, 11 (2), 20–26.
- Rana, K. B. M. (2018). ICT in Rural Primary Schools in Nepal: Context and Teachers' Experiences. In *School of Teacher Education*. University of Canterbury.
- Rana, K., Greenwood, J., Fox-Turnbull, W., & Wise, S. (2018). A shift from traditional pedagogy in Nepali Rural Primary Schools? Rural teachers' capacity to reflect ICT policy in their practice. *International Journal of Education and Development using ICT*, 14(3).
- Razali, N. N. F. M. (2016). The importance and efforts in using technology to improve language teaching and learning and the teacher's readiness for integrating ICT in the classroom in Malaysian education. *Journal of Education and Social Sciences*, 5(2), 227-230.
- Reeves, T. C. & Hedberg, J. G. (2003). *Interactive learning systems evaluation*. Educational Technology Publications.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. Palgrave Macmillan.
- Saldana, J. (2018). Researcher, analyze thyself. *International Journal of Qualitative Methods*, 17(1), 1609406918801717.
- Salehi, H., & Salehi, Z. (2012). Challenges for using ICT in education: teachers' insights. *International Journal of e-Education, e-Business, e-Management and e-Learning*, 2(1), 40



- Sansanwal, S., S. D., & Yadav, J. S. (2023). Advancing Educational Outcomes: Bridging the Knowledge Gap in Technology Integration. *Social Science Research Network*. <https://doi.org/10.2139/ssrn.4633106>
- Sarkar Arani, M. R., Lander, B., Shibata, Y., Kim-Eng Lee, C., Kuno, H., & Lau, A. (2019). From “chalk and talk” to “guide on the side”: A cross-cultural analysis of pedagogy that drives customised teaching for personalized learning. *European Journal of Education*, 54(2), 233-249.
- Shapley, K., Sheehan, D., Maloney, C., & Caranikas-Walker, F. (2011). Effects of Technology immersion on middle school students' learning opportunities and achievement. *The Journal of Educational Research*, 104(5), 299-315
- Shinde, M. B., & Patil, S. G. (2015). teachers’ dilemma on using ‘chalk and board’ or ‘projector and screen’: Which is effective? *Language in India*, 15(10), 138-148.
- Shrestha, S., & Gnawali, L. (2021). Emergency response in educational policies during COVID-19 in Nepal: A critical review. *IAFOR Journal of Education*, 9(2), 163-181.
- Siemens, G. (2004). Connectivism: A learning theory fort the digital age. *Ekim*, 6, 2011
- Sime, D., & Priestley, M. (2005). Student teachers' first reflections on information and communications technology and classroom learning: implications for initial teacher education. *Journal of Computer Assisted Learning*, 21(2), 130-142.
- Singh, V., & Walwyn, D. R. (2017). Influence of personal epistemology on research design: Implications for research education. *Journal of Research Practice*, 13(2). [jhttp://jrp.icaap.org/index.php/jrp/article/view/570/474](http://jrp.icaap.org/index.php/jrp/article/view/570/474)
- Slife, B. D., & Williams, R. N. (1995). *What's behind the research? Discovering hidden assumptions in the behavioral sciences*. Sage.
- Spanghel, S., & Hoffman, A. (2012). Perspectives on innovation. *Innovation in Higher Education: Igniting the Spark for Success*, American Council on Education, Rowman & Littlefield Publishers Inc., Lanham, MD, 17-26.
- Stetsenko, A. (2017). *The transformative mind: Expanding Vygotsky's approach to development and education*. Cambridge University Press.

- Taylor, M. C. (2001). *The moment of complexity: Emerging network culture*. University of Chicago Press.
- Thapaliya, M., Adhikari, S., & Rana, L. (2024). Opportunity in COVID-19 crisis: Moving away from chalk and talk to technology-integrated teaching in Nepalese higher education institutions. *E-Learning and Digital Media*, 21(1), 87-105.
- Thapaliya, M.P. (2014). English teachers' perceptions and practices of information and communication technologies (ICTS) in Kathmandu district, Nepal. *International Journal of Academic Research in Education and Review*, 2(10), 251-258.
- UNDP. (2003). Kenya human development report: participatory governance for human development (UNDP). *Journal of Language Teaching and Research*, 1(3), 211-214.
- UNESCO. (2010). The UNESCO ICT in education programme. *UNESCO*.  
<https://unesdoc.unesco.org/ark:/48223/pf0000156769>
- UNESCO. (2020). Education in a post-COVID world: Nine ideas for public action *International Commission on the Futures of Education*. [PDF]. UNESCO.  
[https://en.unesco.org/sites/default/files/education\\_in\\_a\\_post-covid\\_world-nine\\_ideas\\_for\\_public\\_action.pdf](https://en.unesco.org/sites/default/files/education_in_a_post-covid_world-nine_ideas_for_public_action.pdf)
- Van Manen, M. (1990). *Researching lived experience state university of New York*. New York Press
- Van Manen, M. (2016). *Researching lived experience: Human science for an action sensitive pedagogy*. Routledge.
- Van Manen, M. (2016). *The tact of teaching: The meaning of pedagogical thoughtfulness*. Routledge.
- Warschauer, M. (1996). Computer-assisted language learning: An introduction. *Multimedia Language Teaching*, 320.
- Watts-Taffe, S., Gwinn, C. B., Johnson, J. R., & Horn, M. L. (2003). Preparing preservice teachers to integrate technology with the elementary literacy program. *The Reading Teacher*, 57(2), 130-138.
- Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. Routledge.

- Willis, J. W. (2007). World views, paradigms, and the practice of social science research. *Foundations of Qualitative Research: Interpretive and Critical Approaches, 1*.
- Y. S., Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Yilmaz, A. (2021). The effect of technology integration in education on prospective teachers' critical and creative thinking, multidimensional 21st century skills and academic achievements. *Participatory Educational Research, 8*(2), 163-199. <https://dergipark.org.tr/en/pub/per/issue/58102/741735>
- Yunus, M. M., Lubis, M. A., Lin, C. P., & Wekke, I. S. (2009, July). Language learning via ICT: Students' experience. In *Proceedings of the 5th WSEAS/IASME International Conference on Educational Technologies (EDUTE'09)* (pp. 136-142).

## APPENDICES

### INTERVIEW QUESTIONS

#### Questionnaire

- a) Where do you teach English right now?
- b) How often do you use the old-fashioned chalk and talk methods in your English class?
- c) Why did you use traditional chalk and talk methods in your English class?
- d) How much do you use technology in your English class nowadays?
- e) Can you tell me about your experiences teaching English using both traditional methods like chalk and talk, and modern methods with technology like computers?

#### What

do you think are the good and not-so-good things about each method?

- f) Can you give examples of times when you used technology tools in your English class, and how it affected the students' interest in learning?
- g) What problems did you face when you tried using technology in your teaching, and how did they change the way you teach?
- h) What do you think about using interactive whiteboards or multimedia resources to help students learn English? How is it different from traditional teaching methods?
- i) How did your teaching change when you moved from chalk and talk to using technology in your English class? Can you give some examples of activities or lessons that show this change?
- j) Do you think using technology in English teaching can be better for different kinds of students and their learning styles? Why or why not?
- k) How do you know if using technology in teaching English helps students get better at the language? Do you see any big differences compared to the old way of teaching?
- l) Did you see any changes in how much the students liked learning and how much they took part in class when you used technology? If so, what do you think caused these changes?
- m) How do you use technology resources when you plan your lessons? Can you tell us about a lesson where technology played a big role in helping students learn something specific?

n) What kind of help from the school or special training do you think would be best for teachers who want to use technology in their English teaching?

2.

a) How long have you been teaching in an ICT-based classroom after transitioning from traditional chalk and talk methods?

b) What motivated you to shift from chalk and talk to an ICT-based classroom? Please elaborate on the factors that influenced your decision.

c) Describe a successful experience you had when integrating ICT tools into your teaching. How did it positively impact student engagement and learning?

d) On the other hand, could you share a challenging experience you faced during the transition? How did you overcome or address the difficulties?

e) In your opinion, what are the main advantages of using ICT-based teaching methods in comparison to traditional chalk and talk?

f) Did you receive any professional development or training to support your transition to an ICT-based classroom? If yes, how helpful was this training?

g) How have your teaching strategies evolved as you shifted to an ICT-based classroom? Provide specific examples of activities or lessons that demonstrate this shift.

h) What kind of institutional support did you receive during the transition process? How did this support contribute to your successful adoption of ICT-based teaching methods?

i) From your experience, what advice would you give to other instructors who are considering transitioning from chalk and talk to ICT-based classrooms? What are the key factors they should be aware of?

## APPENDIX II

### TRANSCRIBED DATA

Participant 1.

**Speaker1:** [00:00:00.05] Good afternoon, sir. I'm Bibas Thapa and I'm a scholar from Kathmandu University. Recently, I'm doing research on pedagogical shift from chalk and chalk to an ICT based classroom. So, I'm here today for my research purpose. And I assure you that whatever the information you give, I will follow the ethical consideration of research. All the data will be kept in the secret as well as the privacy would be followed. And I hope that you will give the answer honestly, too. So, shall I start asking you questions?

**Speaker2:** [00:00:44.84] Yes, sir.

**Speaker1:** [00:00:46.84] How are you sir?

**Speaker2:** [00:00:49.97] I am well sir.

**Speaker1:** [00:00:55.97] Okay. So which grade and how long have you been teaching?

**Speaker2:** [00:00:56.84] At first? First of all, thank you, sir, for your question. I have been teaching for secondary level students for more than 20 years [00:01:00.00] in this field, sir.

**Speaker1:** [00:01:03.30] which subject are you teaching?

**Speaker2:** [00:01:05.40] I have been teaching English since the beginning of my teaching career.

**Speaker1:** [00:01:10.50] Okay. Thank you. Now, would you recall or how did you use to teach in your initial period? Share your experiences.

**Speaker2:** [00:01:19.92] Yes, of course, sir. In the past, I think I taught really more than 12 years. We used to, or let's say I used to use [00:01:30.00] or I used to teach by using chalk and talk method. There was only blackboard. Yes. Writing on the blackboard. And after that we started using marker pen and now a bit. There is a change in our teaching learning scenario. Most of the schools, as well as colleges and institutions, they are or they have been following using different ICT tools like projector and other multimedia and other things.

**Speaker1:** [00:02:00.06] And [00:02:00.00] What differences do you find between now that is present time and your initial teaching phase or 20 years ago?

**Speaker2:** [00:02:15.03] Yes. Earlier we. I used to follow only chalk and talk and there was only there were only certain limited materials like our flashcard and

chart papers. And we used to limit my knowledge. [00:02:30.00] I used to consult only from the books. Books where only the sources of knowledge for teaching, learning purpose or for, let's say, updating ourselves for getting information. But nowadays, due to the invention of scientific technology or let's say different Internet technology, I have been following different ICT tools like projector and different other search engines to find out materials to deliver in the classrooms.

**Speaker1:** [00:02:58.77] Okay. Thank you. And [00:03:00.00] what were your initial motivations or when were you motivated to shift from chalk and talk to an ICT based classroom?

**Speaker2:** [00:03:08.79] Yes. Regarding this, in 2016 there are just we when I studied different journals or when I just went through different news, the teacher must be updated with this time and the technology. Yes. If we cannot teach, let's say we are in such a state that there is a situation do or die either if we want to be a teacher [00:03:30.00] or let's say qualified teacher, a dynamic teacher, or if we want to deliver our content effectively, we must leave our old technology or we must jump towards the innovation ideas. We have to follow technologies. Otherwise, time will kick us from our teaching scenario. That's why I just wanted to adjust myself into this ICT sectors.

**Speaker1:** [00:03:54.75] Okay, I'm very happy to hear your motivational story. And how did you prepare [00:04:00.00] yourself as it's difficult for you to shift and how did you prepare yourself for the transition?

**Speaker2:** [00:04:07.41] Yes, for transition. I just I myself became so curious to learn how to just prepare, let's say interactive slides, how to download videos, how to download other related materials, and how to download suitable materials for the students. Yes. And how to present in the classroom. Earlier I found really difficult, but [00:04:30.00] and then gradually I updated myself. I learned from other seniors. I learned from my colleagues, and sometimes I learned from other just YouTube and other sources. And when there were different techniques, when there were different, NELTA training, seminar workshops. And during this corona time also I took different trainings related to ICT and IT or all these trainings just developed my confidence to design materials. Okay. And ICT is. The best. [00:05:00.00] And we teachers must shift from our traditional way to modern ways because our students otherwise our students will be far better than us and students will lag behind us. That's why I just shifted.

**Speaker1:** [00:05:14.77] Okay. And what's about your school? How far your school had supported you?

**Speaker2:** [00:05:19.75] Yes. Regarding my school, our school has supported to use ICT there and in my English classrooms, most of the classrooms just [00:05:30.00] I try to deliver the content with the help of ICT tools, just design materials at home during this holiday time and others just vacation time and then present slides and materials. And I try to attach the materials to present my class effectively. And our school has also equipped different classes with projector and we have integrated classrooms as well. And other speaker which are needed for the students. Yes.

**Speaker1:** [00:05:58.81] Yeah. When [00:06:00.00] you shifted or evolved from chalk and talk to ICT based classroom, would you provide me specific example?

**Speaker2:** [00:06:18.97] Yes, just while conducting project works. Also, just I just bring the materials to the students and tell them, for example, to teach a particular lesson. [00:06:30.00] Reading lesson. I just divide the classes class into different groups and I provide certain topic one reading lesson for one group and another reading lesson for another group, and they prepare the materials with the help of their mobile phone and a laptop, and they come into the classroom and they present this is one example and another one interesting example just I have experienced is that I also share with my colleagues also when I asked my students to write like recipe, okay, instructions, how to make tea, how to make panipuri [00:07:00.00] or how to make chapati or how to make rice pudding, they orbit. They do not want to. They. So, they neglect writing in the classroom. But I made my students just go your home and take a video of your cooking. Tell your brother or sister to cook the food, to cook, to prepare tea, and then record your video. And for teaching brother. Also, I made them visit nearby temples, the one of the famous places of their locality. And they went there. They took pictures, videos [00:07:30.00] and then they prepared a brochure. I have got that experience and really students are motivated to learn if we use or if we encourage them to move ahead in with the help of ICT or with the help of these devices.

**Speaker1:** [00:07:45.89] Okay. And what sorts of tools, particularly what sorts of specific ICT tools did you use in while teaching?

**Speaker2:** [00:07:55.94] Yes. You mean search engines or devices? Yeah.

**Speaker1:** [00:07:59.78] Search [00:08:00.00] engines.



**Speaker2:** [00:08:00.65] Search engines. Like I follow that mentimeter to collect their polls before beginning the class or warming up. And then in the same way, I also follow like quizzes also. And sometime that one padlets also just provide them homework in there, provide link in their messenger group and I make them right there and sometimes quizzes.com also quizzes. Also, I follow similarly like I follow that one messenger group and Google classroom also. Yes, Google classroom. [00:08:30.00] These are the various ways know I am following and then like preparing quizzes or preparing true false items and giving them, the link and they fill and they click and announce their results in next classes.

**Speaker1:** [00:08:43.79] So while doing so, were you satisfied with those tools that you used while teaching English?

**Speaker2:** [00:08:49.79] Yes, I was and even at present I am satisfied with the tools. Know, when I asked the students to write something just to tick the correct answer. They [00:09:00.00] they do not show interest. No. But when I prepare, when I prepared the items and I provided the links and they even the introvert students were also found interested or curious to write something with the help of their devices.

**Speaker1:** [00:09:15.47] So in comparison to the traditional teaching method, so how do you perceive the effectiveness of ICT in enhancing English language teaching?

**Speaker2:** [00:09:26.87] Yes, in comparison to our old, let's [00:09:30.00] say, our bygone days. Okay, yesterday, years, nowadays ICT, even if we do not use ICT, if we neglect ICT, what will happen is that if we just there is a quotation also, if we teach our today's students like we taught yesterday, we are going to rob our future students. There is a quotation I forgot the philosopher or writer he has given. Yes. Rear. Yes. No. In the past. Just teacher I. Used to [00:10:00.00] just only deliver lectures or used to just out in the classroom. I used to just give only lectures and students were only silent listeners, passive listeners and writing something dictating. But even after most of the teacher know, they blame that due to ICT or due to PowerPoint presentation or video presentation, the students are becoming lazy. Teacher says so no because teachers are also becoming lazy. They say so why? Because teachers prepare. They have got the slides and they present in [00:10:30.00] the class and they explain from the slides only. But I don't think so, because we must prepare the slides on the basis of or let's say how we can how can we enhance the interactive, how can we enhance interactive classrooms in the in our or how can we

motivate students to interact in the classroom? That should be our main motive to incorporate the activities in the classroom. If we use just ICT tools to develop, they're just different skills [00:11:00.00] In the ICT-based classroom, I used online resources like TED Talks and educational YouTube channels to make learning more interesting. We discussed different ideas and viewpoints. I also had students work together on Google Docs to write essays and stories, which improved their writing and teamwork skills. I recorded grammar and pronunciation lessons for students to watch at their own pace, so we could focus on interactive activities in class. Online quizzes and reading platforms gave instant feedback and personalized learning. This shift to ICT made my English teaching more exciting and focused on students, with everyone participating and learning more deeply.

**Speaker1:** [00:11:10.22] How had you felt that ICT supported all the four skills while teaching English Language?

**Speaker2:** [00:11:26.71] Yes, of course, sir. I strongly believed that ICT supports all the skills and aspects. For example, for teaching listening, we can play the audio if only teacher recites the text or if a teacher recites the text, teacher is always reading notes. Same thing. Or the students have got the opportunity to listen to teacher's voice. But [00:11:30.00] if we provide authentic text, then they will get really a new flavor for learning or they get new exposure related to listening and for speaking. Also, we can show the videos and we can show different, let's say, pictures, audios and make them record their audio. We can make them listen to speech as well or reading. Also, we can use in the same way writing also all can be supported.

**Speaker1:** [00:11:53.40] Okay. And how did you keep update with the emerging tools or the technology to enhance your teaching method? [00:12:00.00]

**Speaker2:** [00:12:00.18] Yes. So before designing or just when I go through the text prescribed for our students in our secondary level English curriculum and first of all, I just think myself know what can be or how can I blend my classroom with new technology, blended learning, there is a term How can I blend my learning? I just think myself and how can I gamify my classroom? I think so. That means how can I attach my traditional learning with this old learning, let's say [00:12:30.00] our student-oriented techniques, I think, and then design the materials I collect from different sources, okay. From books or cut outs from newspapers. And then I try to use my creativity to sew the to sew or let's say, to make our students involved in the activities.

**Speaker1:** [00:12:47.51] Now, I think that you also faced different difficulties and challenges. What difficulties and challenges did you encounter during the transition [00:13:00.00] process while shifting to an ICT based classroom? What problems or the difficulties did you encounter?

**Speaker2:** [00:13:07.59] Yes. Really, when we want to do something new because our life is not a bed of roses. There are so many ups and downs we have to face and we have to tackle also. So, regarding changes, you know, teachers used to criticize, you know, oh, teachers. There is a belief that, you know, everywhere we hear that teachers must be creative, [00:13:30.00] teachers must, must be updated with knowledge, updated with ICT. Otherwise, time will kick themselves from their field if they want to adjust in this field for a long time. If they want to keep up with the emerging challenges they must face, they must use ICT in the classroom. And from that I just wanted to deliver my classroom or I wanted to equip my classroom with technology. That's why I just gradually learned myself, okay? And I just took help from other teachers. And I used to ponder. I used [00:14:00.00] to think for a long time to design the courses, to design a to mold my teaching, to student oriented as well as multimedia oriented, let's say interactive based. So, I just designed in that way. And at first in my earlier life or earlier days, I faced a bit difficult, just like how to run the particular program, how to run pulling collection or how to run quizzes, also how to make even interactive slides. Also, it took me it I just [00:14:30.00] spend many days, you know, to design the materials and gradually just nowadays, you know, I have got the habit that if there is no projector or laptop, if there is no PowerPoint presentation, I feel a bit uneasy you to deliver in the classroom. This has been this has become in my life I have experienced myself regarding this. Okay.

**Speaker1:** [00:14:49.10] And now how did you or in what ways did the use of ICT based classroom impact your pedagogical approaches like lesson planning, Classroom dynamics [00:15:00.00] compared to traditional chalk and talk methods?

**Speaker2:** [00:15:03.22] Yes. Regarding lesson planning, also know this ICT use of ICT has really supported entirely supported to run the classes on the basis of lesson planning and to run activities also is just if some problems take place or occur, then we can just easily display to our students and they easily understand. And for lesson planning, for keeping records as well as for keeping documents [00:15:30.00] and storing materials, this ICT has really supported.

**Speaker1:** [00:15:34.60] Okay. And how did you use ICT while planning the lesson?

**Speaker2:** [00:15:40.06] Yes, while planning the lessons. Also, how just while designing the particular lesson to prepare, let's say annual plan. Annual plan. Actually, I have not prepared the lesson plan, but in that annual plan I have mentioned contains, let's say, units or the activities and materials that we are going to present and I have kept that [00:16:00.00] file. So, it has also supported.

**Speaker1:** [00:16:02.83] Okay. And how did the students use to response when you shifted from chalk and talk to ICT based classroom?

**Speaker2:** [00:17:19.75] Yes. When sometimes, you know, I think that projector or let's say ICT tools are slides are not needed. I enter the classroom with only taking textbook and then [00:16:30.00] Duster and marker and the students raised me a question, sir, today, where is the projector? Yes, it means they even when they read a particular text regarding English. Okay, sir, isn't this any video related to the text? Can't you saw a short clip? And don't you have any, let's say, restructures or examples or pictures related to the video? They raise a question. So, this type of student's curiosity has also forced me to design the materials to present in the classroom.

**Speaker1:** [00:18:59.35] Okay. That [00:17:00.00] means Students are happy. And how did you ensure yourself that all the students were actively participated or your class is inclusive while you use ICT in teaching English?

**Speaker2:** [00:19:14.67] Yes. While using ICT in all the classes like in our old classes or ICT. Also a bit. The main problem of our today's teaching learning activities is that it is very difficult to involve all the students in different activities [00:20:30.00] know. But as far as possible I want to give them or provide them space for all the students. Just I want to find out their individual differences and their motives to learn in the classroom. And I want to involve them just to provide any to make just to discuss related to the pictures or to discuss regarding the videos presented there. Yes. And then they will also take part in like Google forms and then quizzes also. And those who do not have just, let's say, [00:18:00.00] Internet facility, I encourage them to use just to take help of your neighbors or somebody else to involve them as far as possible. I want to do in that way.

**Speaker1:** [00:21:11.02] It shows that you are fully satisfied with your teaching career. So, between traditional method and new ICT based, did you use to recommend your colleague or school teachers to follow?

**Speaker2:** [00:22:29.83] Yes, [00:18:30.00] for other teachers and for my colleagues also, I recommend ICT based class. We have to follow this one ICT based classrooms as far as possible. We must try to march ahead or let's see, let's crawl from here. Miles of journey starts with a single step, but the first step is difficult as we know, saying yes, we can learn something from others and it's the time we teach us means all teachers are the learners. [00:19:00.00] So we must learn and I advise them. I advise my colleagues for novice teachers or for juniors, teachers to tackle the situation and to learn something to make their classroom just or let's say let's enter ICT in our classroom, I want to say.

**Speaker1:** [00:23:18.25] And what are the key factors would you like to recommend for those teachers who want to pedagogically shift ?

**Speaker2:** [00:24:29.23] Yes, they [00:19:30.00] must be the most important factor. I just I have experienced myself is that if we are really interested or if we are curious, if a teacher is curious to learn something, then he can he can do something. Otherwise, if we force somebody, please use ICT or please use activities, please follow communicative activities. These activities are DRC cannot do that. I am teacher and my job is to make our students learn something if we have that type of feelings. Then only [00:20:00.00] let's say we have the seriousness of our teaching career, our teaching, or let's say subject matter, not only from 10 to 4, but except this time also, we must think about our teaching career and about effectiveness of my classroom. How can I provide something to my students? Then they can learn. So I would like to recommend or I would like to advise new novice teachers. Let's say colleagues, just learn something from today and then try at least we even within one week. Also, [00:20:30.00] you can you demonstrate one class using ICT and you can experience yourself regarding the response of your students and then their performance or achievement.

**Speaker1:** [00:24:40.64] would you share some of the experience or incident that you were frustrated while using the ICT? What sorts of problems were faced by you during your pedagogical shift?

**Speaker2:** [00:25:58.52] Not up to now have not faced [00:21:00.00] any problems. But one problem is supposed if we want to show video, you know, first I

would like to tell other teachers also. First of all, they must see the video once. Yes. And I would like to recommend other teachers not to display videos or any other materials through online, at least just download that video or materials and then go through once and then only present, whether it is related to the level of the students or not. That is one and another one. Interesting experience I have just found myself [00:21:30.00] is that I taught Class nine. Okay. Most of the text related to our English are, let's say present curriculum is related to ICT, you know, because the cross-cultural texts are there in class nine and ten now newly launched curriculum or prescribed curriculum and demonstrated a short clip of as far as possible. Every text looks like there is a text. I have one. I remember that there is a text related to Chepang. Sorry, Korea. Okay. [00:22:00.00] One Korea and just demonstrate the video related to the Korea short video, even though it was in Nepali and some of them were [00:22:07.47] Some of them were in English also. And in class ten, after one year, I asked them No. What what do you remember about the class nine? Oh, sir, we remember that you showed video of this one, Korea or something like that. They remembered that. But actually in English it is not great to remember the text. Learning English means learning language and learning aspects, and we teach English in the classroom means [00:22:30.00] to make them comprehend the text, though they know the old text. Yes, this happened here, This happened here. This is all due to the presentation through ICT. No, it means if we hear something we forget. But if we watch, okay, we just remember. Just for instance, if we introduce somebody, we forget the names of that person. But if we then what will say, Oh yes, if I see the names of that person, then remember. So we I come to realize that if the student sees [00:23:00.00] something on their own, then they learn well and they remember. For a long time I have found that.

**Speaker1:** [00:29:06.45] And when you shifted to an ICT How did it support during pandemic situation?

**Speaker2:** [00:29:20.73] Yes, in this just what I used to use ICT before pandemic time also, but I couldn't or I didn't use [00:23:30.00] different other ICT search engines. I had few search engines that I had none. But after pandemic, the after pandemic really taught me lots of things related to ICT. I want to say because we make made made different messenger groups to our students, okay? We connected them in Facebook messenger group messengers and Bible messengers, and we taught them by using Zoom classes as well as Google Meet also. Yes. And we provided

homeworks through that. And [00:24:00.00] not only that, during ICT, during this pandemic time, we are let's say I got not only I but all the teachers, but I got different, let's say, really ample opportunity to supply unprecedented opportunity to learn from different sources. Like I just sat in different trainings organized by LTA as well as our Yoast Yafteh. Yes, provided Maitri, Samaj and then other forums like other organizations like our teachers' organizations, [00:24:30.00] they also conducted various just trainings related to ICT. And then I also got a golden chance to learn and then to gain more to enhance my teaching learning situations.

**Speaker1:** [00:31:47.31] Thank you, sir, for your insightful story. I'm really impressed and thank you for providing me your time despite of your busy schedule. [00:25:00.00] if needed, in the days to come. For my research, I'll be again talk with you.

**Speaker2:** [00:32:16.84] Thank you, sir, for choosing me as one of the respondents for your research purpose. And I'm also really glad not to get this sort of opportunity to provide some of my views and some of my [00:25:30.00] ideas related to my teaching and related to my teaching career from Blackboard Chalk to marker board and then actually especially this ICT based classrooms. Really, I am grateful to you for providing me this type of opportunity to just tell some of my views. Thank you, sir.

[00:32:51.82] Thank you, sir





