

## KATHMANDU TEACHER'S VIEW OF THE USE OF TECHNOLOGY IN AN ENGLISH LESSON

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**Abstract:** *This paper studied teachers' view and practices of technologies in teaching English in public schools in Kathmandu, the capital city of Nepal. It collected teachers' views and the problems they encountered in using technology in English language. It targeted to find out what sorts of technologies they used in the classroom. The result revealed that the mostly implemented technological means were cassette player, cell phone, computer, television, video recorder and email. Questionnaire was prepared by the research holder and applied to 50 teachers of secondary level to gather data. The research found that most of the teachers considered the use of technology as important tools to foster teaching and learning. The research concluded that lack of appropriate class time, accessibility of the relevant technologies and sufficient training was the main hurdles in the process of use of technology.*

**Keywords:** *English, Nepal, Internet, Teaching, Technology*

### 1. INTRODUCTION:

Computers, internet, video, audio cassette player and many other tools are the technologies used in schools while teaching. Technologies have been an important part of people's day to day life and have changed essential aspects of their lives. Most of the countries focus on the use of technologies in teaching and learning to upgrade the quality of education.

From the above ideas, we can conclude that use of technology does not only influence teaching and learning but also each and every sphere of our life. "Blogging is a helpful technique supporting the professional development of English language teachers largely through collaborative learning and helps in building networks among English language teachers" (Yadav2011). Through internet, the language teachers can interact with one another and exchange their ideas.

The technologies available today were not even the matters of imagination a few years ago. Those who were sceptic about the utility of technologies are happy to use them today. According to the Rwanda Development Gateway (2009), "The World is experiencing a real revolution in the dissemination of knowledge and the enhancement of instruction." "Because of the technology, any subject matter is available and accessible at anytime and it has been very easier to instruct anyone from anywhere on any topic."

"The technologies that are used in teaching and learning comprise of tele- conferencing; video conferencing and e-learning tools." (Awasthi, Bhattarai and Kanhaiya, 2008). These technologies can be applied in education for various purposes and they can create the bridge between teachers and students to flow information. "These platforms support multiple intelligence and students can get rich experience by text, graphics audio and visual" (Awasthi,

2006). “Technology is not only the backbone of the information age, but also an important catalyst and tool for inducing educational reforms that change our students into productive knowledge workers” (Pelgrum, 2001).

## 2. HISTORICAL BACKGROUND OF TECHNOLOGIES IN NEPAL

Nepal has been using the technologies to carry out the census data since 1992. The government of Nepal bought the machine for the collection of data and established Electronic Data Processing Centre (EDPC) in 1995. The National Computer Centre (NCC) replaced EDPC after 6 years, in 1995. In Nepal, email and internet service came in practice in 1995. The first policy of Information Technology was declared in 2000 (NPC2000), in Nepal. Lately, a new body of the Government of Nepal, High Level Commission for Information Technology (HLCIT) is working to assist the private as well as government sectors in the development of technology. The major developments of (HLCT 2000) are: IT policy 2000 and its proposed amelioration, Electronic Transaction ACT (ETA), introduction of it park etc.

The Ministry of Education has selected 26 schools of 6 districts to provide a laptop to each of the student as a pilot project. The project is named as One Laptop per Child (OLPC). In the same way, the regional and district Education offices have introduced their web sites. The District Office of Education (DEO), with the collaboration of a few NGOs, has launched interactive digital learning materials for the pupils of class 2 to 6 in English and some of other subjects.

Under the matching grant scheme (2010), 3038 schools have got 2 computers each from DOE (DOE2010). Similarly, 85 secondary schools which are holding distance education program have got internet connectivity by DOE (DOE2012). In the same way, various NGOs and other trusts have donated computers and other technological appliances to some schools. They have provided basic computer training to the teachers as well (ICT in Education Master Plan of Nepal). The government has granted aid for technology related infrastructure to 785 schools. Likewise, the government has given facilities of additional technology related equipments to the district education office for the betterment of school management system.

### 2.1 The Importance of technology in the Language Classroom

By the use of technologies, teachers can reform the method and techniques of teaching to arouse the interest of students. Cavas et al. (2009) researched on Turkish Science Teachers' opinion towards technologies in education and came to know that they loved to use technologies in teaching as it made their teaching more interesting and exciting. They also found that teachers having experience in using technologies seemed to have more positive stance towards its use in teaching and learning. In the same way, Brordbar (2010) researched on the Iranian English teacher's stance towards computer assisted language learning in Iran. He came to know that most of the Iranian English teachers have positive opinion towards technologies in Iranian schools.

Because of the use of technologies, students from heterogeneous lingual backgrounds seem to pay more interest in communication. Moreover, the use of technologies in classroom makes students more creative and productive. Cahyani and Cahyono (2012) researched on the use of technology and collected the view of 37 Indonesian teachers teaching English as foreign language in different schools of Indonesia. The investigation showed that technologies helped students learn better. They opined that teachers could not use the adequate technologies in the class because of the lack of training and facility of the relevant technologies. Likewise, Kandasamy and Shah (2013) investigated knowledge, views and the use of technologies among

the English as second language (ESL) teachers in Malaysia. They came to the conclusion that technologies are the important tools to make students conceptualize the knowledge instrumentally.

This research article finds out the application of technologies in the English language classroom and advises the involvement of technologies in English language classroom in Nepal. Some research questions are given below that influenced this study:

- a. Which technologies do the secondary level English teachers use in the classroom?
- b. In what ways do the English teachers use technologies in classroom?
- c. What are the benefits of technologies in classroom?

### 2.1 Objectives of the study

The main objective of this research is to find out the views of the secondary level teachers of Kathmandu, Nepal regarding the use of technologies in English language classroom.

### 3. METHODOLOGY

This researcher has followed descriptive qualitative pattern which consists of 50 Secondary level English teachers from Kathmandu district. Thirty (30) male teachers and twenty (20) female teachers from 20 secondary level public schools are the populations of this research study. The respondents are divided into three age groups: 20 to 30 years, 30 to 40 years, and 40 to 50 years old. The researcher found that around 60% of the respondents belonged to 30-40 years old. Consequently, the researcher assumed 30-40 as the average age of the respondents. The researcher kept the respondents' experience into two categories: 1-10 years and 10- 20 years. The researcher applied random sampling to select the 20 schools. Table: 1 given below indicates the population of study.

To find out the view of secondary level English teachers in Kathmandu district of Nepal regarding the use of technologies in classroom, the researcher went through a range of methods to collect the data. For the theoretical bases of this study, the researcher went through the literatures available in the library which were secondary sources of data whereas, for the practical bases of the study, the researcher conducted field survey which resulted in the primary sources of data.

The researcher used both primary and secondary sources of data to complete this study. To collect data from the secondary level English language teachers, the researcher prepared questionnaire (see the Appendix). The researcher collected the data through questionnaire and the researcher analyzed the output of the data in terms of simple statistics such as average and mean. In a nutshell, the researcher collected data to find out why secondary level English teacher's use technologies, what types of technology do they use and in what ways do they use technologies.

#### 3.1 Limitation of the study

This present study is limited within 50 secondary level English teachers of 20 secondary schools in Kathmandu district of Nepal.

Table 1. Details of population

Age			Populations having 1-10 years of experience		Populations having 10-20 years of experience	
20-30 y	30-40Y	40-50 y	Male	Female	Male	Female

10	30	10	20	10	10	10
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Table 2. The way respondents use technologies.

Kind of Technologies	Number of users
VCD,DVD,VCR, Audio tape/cassette player	4
Self produced audio tapes/CD	8
Computer	9
Mobile	9
Google talk	-
Skype	-
E-mail	2
Website	-
Radio	10
Web chat	-
Web blog	-
Television	8
<b>Total</b>	<b>50</b>

### 3.2 What types of Technologies Used in ELT Classroom

The table above shows that 17 percent of the respondent used television and computer, 19 percent of the respondent used mobile and radio in their classroom, whereas 12 percent of the population used video players and self made audio tapes. Surprisingly, only 2 percent of the respondent used e-mail. The researcher did not find any respondent using web page, Skype, web blog, web chat and Google talk.

### 3.3 How the Technologies used:

The respondent said that they mostly used cassette player and while making students listen the listening text. Respondent N: 12 said that while teaching listening to the students, she played the tape three times then asked her students to complete the multiple choice questions on the basis of what they had heard. In the same way, respondent n: 25 said that he let the students see some pictures and asked them to guess what the text is about. Then, she played the tape and asked students to check if their guesses were correct. Respondent (n: 27) said that she played the tape and paused it after every few minutes and asked students to guess what would come the next.

17 percent of the respondent used computer while teaching listening and speaking text. For listening, they took students to laboratory, made them listen the text, asked them some of the questions related to the text and evaluate them if they had really understood the text or not. Respondent n: 13 said that she used computer for teaching English sound system because students need to get exposure of the English sounds produced by the native speakers to develop native speaker like competence. Similarly, respondent n: 43 said that she used computer in grammar lessons. She further opined that she used power point presentation to follow the inductive method of teaching grammar.

Respondent n: 41 said that he used e-mail to send homework to the students. He further said that use of e-mail for providing homework is indispensable during the vacation. He also said that

use of technologies attracted the attention of students and even weak students seemed to have positive attitude towards teaching and learning.

### 3.4 Why the Language Teachers used technologies:

Technologies are the best tools to make teaching and learning effective and result oriented. Respondent n: 8 said that use of technologies is must to follow the modern pedagogical approaches and methods. Similarly, respondent n: 5 opined that use of technologies in ELT classroom arouses the interest of students towards the delivery of content. Likewise, respondent n: 49 said that technologies help students a lot to complete the subject related project. He was also very confident in saying that technologies make students more confident, analytical, creative and dynamic in language efficiency.

In spite of having a lot of advantages of the use of technologies in ELT classroom, there are a lot of challenges in its use. While observing the respondents in their respective schools, the researcher found that most of the teachers don't have enough access to the relevant technologies. Teachers seemed to have the lack of proper training. And the time period of class is not enough to carry out all the required technologies. So, the concerned authority needs to take initiatives to equip and empower teachers with the use of technologies so that teachers can give their 100% efforts and students can obtain 100% Knowledge.

## 4. CONCLUSIONS AND SUGGESTIONS:

The present research study shows that technologies are the indispensable needs to make teaching and learning effective and target oriented. Use of technologies encourages the students to participate in learning process with keen interest. Hence, the English language teachers of secondary level apply technologies in ELT classroom.

There are many challenges in the use of technologies in Nepal; however teachers seem to be very enthusiastic to take training of the relevant technologies to make their teaching more effective. Use of technologies in classroom has a lot of advantages for example, it makes teaching and learning easier and sustainable, it encourages students to participate enthusiastically in teaching learning process, it motivates students of various cultures to get involvement in teaching learning, it helps to find out the teaching materials easily, it helps in the entire management of school and it helps teachers to interact with students regularly even during holidays. That's why it is the prime responsibility of the concerned authority to make teachers familiar with the modern technologies and to equip schools with it.

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#### APPENDIX:

Questionnaire on the Use of Technologies in ELT Classroom

This questionnaire targets to check the use of technologies in the teaching of English language.

Dear Sir / Madam

I am carrying out a research named “Kathmandu Teachers’ View- use of Technology in English lessons”. I have to gather data from your school; I will be grateful to get your help.

Thank you.

Signed

Braza Kishor Batsa.

#### Population data sheet

Name:-----
Age: ----- Gender:-----
School Name:-----
Experience in year:-----0-10< -----20 years>

1. (Please tick)

- Cassette player/CD
- VCD/DVD/VCR
- Self produced video tape
- Computer
- Mobile
- Google talk
- Skype
- E-mail
- Website

- Radio
- Web chat
- Web blog
- Television
- Others (please mention)

2. In what ways do you use technologies in your ELT classroom? Explain briefly.

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3. Why is it necessary to use technologies in your ELT classroom?

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4. what differences you found in your teaching after using technologies ? Explain briefly.

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5. What changes did you find in your students after the use of technologies in Your ELT classrooms?

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6. Is it necessary to apply technologies while teaching four aspects of language (Listening, Speaking, Reading and Writing)?

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7. What problems you faced while using technologies into your classroom? What advices would you like to give to solve those problems?

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