**Use of Internet for English Language Learning in Secondary Level**

**A Research Report Submitted to the Department of English Education**

**in Partial Fulfilment for the Bachelor’s Degree in English**

**Submitted by**

**Sujan Poudel**

**Faculty of Education**

**Saptagandaki Multiple Campus, Bharatpur**

**Chitwan, Nepal**

**2020**

**Use of Internet for English Language Learning in Secondary Level**

**A Research Report Submitted to the Department of English Education**

**in Partial Fulfilment for the Bachelor’s Degree in English**

**Submitted by**

**Sujan Poudel**

**Faculty of Education**

**Saptagandaki Multiple Campus, Bharatpur**

**Chitwan, Nepal**

**2020**

**T.U. Regd. No: 9-2-240-70-2016**

**Fourth Year Examination**

**Roll No: 2400006/2076** **Date of Submission: 2077/** /

# 

# Declaration

I hereby declare that to the best of my knowledge that this report is original; no part of it was earlier submitted for the candidature of research degree to any university.

…………………..

Date: 2077/ / Sujan Poudel

# Evaluation and Approval

This thesis has been evaluated and approved by the following **Research Report Evaluation and Approval Committee.**

**Mr. Dharma Raj Ghimire**

..…………….

Associate Professor and Head

(Chairperson)

Department of English Education

Saptangandaki Multiple Campus

Bharatpur, Chitwan

…………………………… ……………

…………………………… (Expert)

…………………………….

…………………………….

**Mr. Padam Lal Bharati**

Lecturer …………………….

Department of English Education

(Internal Supervisor)

Saptangandaki Multiple Campus

Bharatpur, Chitwan

Date: ……………….

# Acknowledgements

First of all, I would like to express my gratitude to my supervisor **Mr. Padam Lal Bharati,** Lecturer, Department of English Education, for his ceaseless supervision and guidance with regular inspiration, encouragement and insightful suggestions throughout the study. He familiarized me with all the stages and procedures. I would not be able to accomplish this task without his invaluable guidance and supervision.

I am grateful to **Mr. Dharma Raj Ghimire**, Associate Professor and Head of the Department of English, Saptagandaki Multiple Campus for his encouragement and help from beginning to end of this research work. Similarly, I would like to extend my sincere gratitude to **Mr. Dipak Adhikari,** Lecturer, Saptagandaki Multiple Campus, for his support and inspiration. He always showed his keen interest towards this research work.

I am equally indebted to my reverend gurus and gurumas: **Mr. Om Prakash Pokhrel, Mr. Purnanada Sharma, Mr. Min Prasad Sharma, Mr. Tirtha Raj Wagle and Mr. Kamal Devkota** for enabling me to accomplish this research work.

Likewise, I am equally grateful to all the secondary level students and teachers who helped me to carry out the research report and all those who directly or indirectly provided me significant suggestions and guidelines to carry out the research report.

Sujan Poudel

# Abstract

This research report entitled **Use of Internet for English Language Learning in Secondary Level** was carried out to find out the extent of the use of internet and its application in language learning. This research covers the area like e-learning, names of internet applications available in the internet, students' knowledge and use of internet and students’ opinions on using English Language Learning application. The research report covers 40 students of four secondary schools, 10 students from each school of Bharatpur Metropolitan City. All the students were requested to fill up and answer the questionnaires prepared by the research reporter. The data collected from the students were analyzed, compared and interpreted to find the extent of the use of internet in English language learning in Secondary level. By this research, it was found that most of the schools have internet access. Majority of the students were using internet for learning English language but the students were not using internet inside the English language classroom.

This research report consists of five chapters: introduction, review of the related literature, methodology, analysis and interpretation of data and conclusion and recommendations. The first chapter comprises background of the study, statement of the problem, objectives; etc. The second chapter includes the review of theoretical and empirical literature. Similarly, research methodology, study design, population sample and sampling procedure, etc are discussed in the third chapter. The fourth chapter deals with data analysis and interpretation procedures. In the last chapter, conclusion and recommendation for different groups are presented.

# Table of Contents

[*Declaration ii*](#_Toc63195471)

[*Evaluation and Approval iii*](#_Toc63195472)

[*Acknowledgements iv*](#_Toc63195473)

[*Abstract v*](#_Toc63195474)

[*Table of Contents vi*](#_Toc63195475)

[*List of Tables viii*](#_Toc63195476)

[*List of Abbreviations vii*](#_Toc63195477)

[**Chapter One 1**](#_Toc63195478)

[**Introduction 1**](#_Toc63195479)

[1.1 Background of the Study 1](#_Toc63195480)

[1.2 Statement of the Problem 1](#_Toc63195481)

[1.3. Objectives of the Study 2](#_Toc63195482)

[1.4 Research Questions 2](#_Toc63195483)

[1.5 Significance of the Study 2](#_Toc63195484)

[1.6 Delimitations of the study 3](#_Toc63195485)

[1.7 Operational Definition of the Key Terms 3](#_Toc63195486)

[**Chapter Two 4**](#_Toc63195487)

[**Review of Theoretical and Empirical Literature 4**](#_Toc63195488)

[2.1 Review of Related Theoretical Literature 4](#_Toc63195489)

[2.1.1 Technology and English language learning in Nepal 4](#_Toc63195490)

[2.1.2 Students’ knowledge of information communication technology (ICT) 6](#_Toc63195491)

[2.1.3 Commonly used ICT tools associated with searching and managing knowledge 7](#_Toc63195492)

[2.1.4 Advantages and disadvantages of ICT 8](#_Toc63195493)

[2.1.5 E-learning 10](#_Toc63195494)

[2.1.6 Use of internet in ELT classroom 11](#_Toc63195495)

[2.1.7 Familiarity of EFL teachers in using Internet 12](#_Toc63195496)

[2.1.8 Teachers' perception on the use of internet and its effectiveness 12](#_Toc63195497)

[2.2 Review of Empirical Literature 13](#_Toc63195498)

[**Chapter Three 15**](#_Toc63195499)

[**Methods and Procedures of the Study 15**](#_Toc63195500)

[3.1 Design and Method of the Study 15](#_Toc63195501)

[3.2 Population Sampling and Sampling Strategy 15](#_Toc63195502)

[3.3 Data Collection Tools and Techniques 15](#_Toc63195503)

[3.4 Data Collection Procedures 15](#_Toc63195504)

[3.5 Data Analysis and Interpretation Procedure 16](#_Toc63195505)

[3.6 Ethical Consideration 16](#_Toc63195506)

[**Chapter Four 17**](#_Toc63195507)

[**Analysis and Interpretation of the Results 17**](#_Toc63195508)

[4.1 Analysis of Data and Interpretation of Results 17](#_Toc63195509)

[4.1.1 Knowledge of the students on use of internet in ELT classes 18](#_Toc63195510)

[4.1.2Internet applications and ELT pages used by students 19](#_Toc63195511)

[4.1.3 Opinions and usefulness of internet for English language learners in collaboration with the teachers 20](#_Toc63195512)

[4.1.4 Analysis of data obtained from open-ended items 21](#_Toc63195513)

[4.1.5 Additional views on the use of internet in English language classroom 22](#_Toc63195514)

[4.2 Summary of the Findings 23](#_Toc63195515)

[**Chapter Five 24**](#_Toc63195516)

[**Conclusion and Recommendations 24**](#_Toc63195517)

[5.1 Conclusion of the Study 24](#_Toc63195518)

[5.2 Recommendations 25](#_Toc63195519)

[5.2.1 Policy level 25](#_Toc63195520)

[5.2.2 Practice level 26](#_Toc63195521)

[5.2.3 Further research 26](#_Toc63195522)

[**References 27**](#_Toc63195523)

[**Appendix 28**](#_Toc63195524)

# List of Tables

Table 1 Knowledge and use of internet for English language learning in secondary level

Table 2 Internet applications and ELT pages used by students

Table 3 Perception of students regarding internet

# List of Abbreviations

|  |  |
| --- | --- |
| Apps | Applications |
| BC | British Council |
| CBT | Computer Based Technology |
| DVD | Digital Video Disc |
| EFL | English as Foreign Language |
| ELT | English Language Teaching |
| ICT | Information and Communication Technology |
| SN | Serial Number |
| UN | United Nations |

# Chapter One

# Introduction

## 1.1 Background of the Study

This 21st century is the age of science and technology. The internet is a worldwide system of inter connected computer networks. In the present age of information technology, use of internet is becoming quite popular for accessing information on any topic of our interests. For students and educational purposes, the internet is widely used to gather information of various subjects.

This research report entitled “Use of Internet for English Language Learning in Secondary Level” is prepared within the periphery of Bharatpur Metropolitan city of chitwan district. The research report covers 40 students of four secondary schools. The researcher prepared questionnaire consisting 25 questions in each. The research report is made by asking students to fill up the given questionnaire including both open and closed ended questions. The data collected from the students were analyzed, compared and interpreted at last.

## 1.2 Statement of the Problem

The statement of the problem provides the context for the research study and generates questions, which help the researcher to answer them, what he/she intends to research the problem statement primarily focuses on researchers' knowledge of relevant disciplines. This research report topic is chosen originally out of my personal interest. The problems stated in the research report are useful to find out the learners' opinion and benefits of the use of internet in teaching and learning English language.

In the past, English language teachers implemented traditional teaching techniques that involved the same classroom dynamics and set boundaries to the learning expectations of the students. But, nowadays; the world-wide-web provides people the opportunity to learn and practice what they want to, taking advantage of it; it was decided to use the internet as a resource to lead the EFL learners, to explore and to articulate the class with language activities on the web. Since the web provides plenty of resources, students in the 21st century must be familiar with the concept of e-learning which helps them to learn languages effectively in the classroom. In e-learning, teachers and students make use of internet for English language learning.

Teachers in this era must be familiar with the concept of learning through internet which helps them to teach English language effectively in the classroom. While learning, teachers and students make the use of internet. Nowadays some modern electronic devices such as: computer, television, multimedia and web based applications played vital role in language learning. Though there are many problems in implementing internet in language classroom, we can see the growing tendency of using internet for English language learning.

## 1.3. Objectives of the Study

The objectives of the study were as follows:

-To find out whether the secondary level students are using internet in English language learning.

-To find out their opinions on the usefulness of internet in English language learning.

-To suggest some pedagogical implications for use of internet in English language learning.

## 1.4 Research Questions

The present study addresses the following questions:

* How does the implementation of internet resources help in learning English language?
* How familiar and confident are language learners to use internet in English classroom?

## 1.5 Significance of the Study

This study wants to investigate the importance of the internet in English language learning. This study aims at analyzing the role and use of internet as a tool in the classroom and as an educational instrument for teachers. These days, learners have easy access to internet.

This study focuses on the use of internet in English language learning. The teachers, educationists, parents and even the students think that the English language should be taught by using technologies and innovations. This research report can be beneficial for teachers who are teaching language by integrating internet. Likewise, this is very significant to all the teachers and students in teaching and learning English language.

## 1.6 Delimitations of the study

This study had the following delimitations:

* Only survey method was used to collect data in this research report.
* It was limited to the 40 students of 4 secondary schools.
* This research report was conducted within the limited periphery of Bharatpur Metropolitan city.
* This research report studied the use of internet in English language classroom only.

## 1.7 Operational Definition of the Key Terms

The following were the key words used in this study:

**Multimedia:** Multimedia is a form of communication that combines different content forms such as text, audio, images, animations or video into a single presentation. Multimedia can be recorded for playback on computers, laptops, smart phones and other electronic devices, either on demand or in real time.

**ICT:** ICT is the cover term for diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information.

**Computer:** A computer is an electronic device that manipulates information or data. It has the ability to store, retrieve and process data.

**E-learning:** E-learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom.

**Internet:** Internet is a global computer network providing a variety of information and Communication facilities, consisting of interconnected networks using standardized communication protocols.

# Chapter Two

# Review of Theoretical and Empirical Literature

## 2.1 Review of Related Theoretical Literature

Any research work is based on certain theoretical assumptions or principles. Theories are formulated to explain, predict and understand the phenomena and extend the existing knowledge within the limits of critical bounding assumption. The sub section deals with different theoretical perspectives related to the technology and ELT in the context of Nepal, ICT in ELT, internet in the ELT and the discussion on the use and opinion of the effective output.

### 2.1.1 Technology and English language learning in Nepal

Technology is an effective tool for language learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costly, 2014; Murphy, Depasquale, and Mc Namara, 2003). Learners’ co-operation can be increased through technology. Co-operation is one of the important tools for learning. Learners co-operatively work together to create tasks and learn from each other through reading their peers' work (Keser, Huseyin, and Ozdamli, 2011).

English language learning methodologies have considerably faced many challenges over the last few decades. The internet has impressively influenced the area of language learning including grammar, vocabulary, meaning and so on. Internet can be seen as empowering tool which provides people with access to opportunities and choices for grammar exercise and activities. Technology is a way in which many people use the idea of science to make their task easier, faster and available (James, 2015, p.36).

Though the development of multimedia has considerable positive impact on teaching and learning, the unavailability and lacks of technological knowledge, the use of e-devices is very challenging for the ELT teachers in Nepal. E-devices such as computer, interactive boards, smart boards, blogs, websites and other online resources are very useful in order to present lessons, render tests, instruct about tasks, giving feedback to the students and so on. Different types of technologies and electronic devices are applied in the field of ELT that help language teachers to comfort their professional life. Karries (2008,p.32), states that the major impact of the recent development in the teaching of foreign languages can be seen in terms of a learner centered, motivation based and activity oriented approach to language teaching supported by television, radio and audio visual aids. Similarly, Tylor (2005) says, “computer assistance in English language teaching/learning means that computer is to be used to aid to facilitate and to deliver learning materials for the students” (p.46).

Dash and Dash (2007,pp.32-33) view “ the electric media can now bring real English to all our schools, however remote, if we provide them with the channels of distribution, students will learn real English in school with much greater ease and eagerness through radio, television and other electronic devices”.

They further say:

The above statements clarify that technologies play a vital role in language teaching and learning process. The use of technology can enhance the English language learning and teaching. Both the teachers and the students can have significant insights into English by the use of technology. In the context of Nepal, there is a great discussion in the use of technology in ELT conferences, seminar and assemblies. It means we are also interested in the use of such technologies (pp.32-33).

### 2.1.2 Students’ knowledge of information communication technology (ICT)

Today, most of the significant developments that one can observe can be attributed to the impact of science and technology. ICT has left its impact on every aspect of human life. Even in educational sector, Technological advancement and innovation have made a visible impact and have changed the traditional methods of imparting education have become less motivating.

Knowledge of ICT among students no doubt plays an important role in developing a nation. The knowledge, skills and confidence with computer technologies are assets for those who want to enter into the competitive market. Furthermore, with the increasing use of ICT in education all over the world, new skills and competences among the students are necessary for them to learn effectively. Students who are not well exposed to computers and the internet technology are likely to get further behind their peers who did have such exposure (Tech and Lai, 2011).

Hartoyo (2008) asserts that English language teaching has been shaped by the search for the ‘one best method' of teaching the language. The use of ICT in education is absolutely required. Integration of ICT in teaching and learning process is a topic of interest to many researchers, including education practitioners. Based on the use, ICT can be applied in three different scope such; curriculum, topics and teaching eye. ICT is also in terms of finding learning materials from original sources and recognized.

In modern technological society, literacy in ICT has become fundamental to life. To equip students’ lifelong learning and enable them to be the global citizen, successful integration of ICT into both the English curriculum and English pedagogical practice is the most. ICT are valuable tool to enhance teaching and learning. For teachers, ICT is a professional resource, a mode of classroom delivery, a source of valid and valuable text types. For students it provides opportunities to communicate more effectively and to enhance learning via e- devices. It is a valuable tool fur surfing difficult terms and topics, composing and responding, viewing and representing in English.

### 2.1.3 Commonly used ICT tools associated with searching and managing knowledge

ICTs act as for the means for knowledge management, ICT has been the driver of innovation. Innovation is defined as the application of knowledge to societal and organizational challenges to come up with solutions to the challenges. Innovation can target the challenges an organization or society faces. For example, ICT can create value by contributing to innovation in customer intimacy and product leadership by doing customer profiling, based on customer data while respecting

People’s privacy then by using advanced technology in data mining, data warehousing, and customer relationship management software we can generate accurate profiles of customers to provide tailored products and services that meet their needs and wants. ICT have played vital role in searching and managing knowledge in the field of language teaching and learning. ICT tools that are comprised in teaching learning can be described in following ways:

**Interactive Multimedia:** It is a computer-delivered electronic system that allows the user to control, combine, and manipulate different types of media, such as text, sound, video, computer graphics and animation. Interactive media integrate computer, memory storage, digital (binary) data, telephone, television, and other information technologies. It allows people to interact with the data for appropriate purposes.

**Communication and Collaboration Systems:** They include email, teleconference, video conference, chat, imo, viber, forum, groupware, calendar, log, share information spaces workflow management systems, group decision support system.

**Computer:** Computer can be utilized with other multimedia learning devices or it can be stand alone and still serves its basic purposes as an electronic medium of language learning.

**Internet:** It is a global computer network which provides variety of information and Communication facilities, consisting of interconnected networks using standardized communication protocols.

**Search Engine:** A search engine is a web-based tool that enables users to locate information on the world-wide-web.

**Learning Systems:** A learning system is essentially a collection of artifacts that are ' brought together ' in an appropriate way, in order to create an environment that will facilitate various types of learning process.

**Content Management Systems:** It is a software applications or set of related programs that are used to create and manage digital content. These systems typically support multiple users in a collaborative environment allowing perform document management with different styles of governance and workflows.

### 2.1.4 Advantages and disadvantages of ICT

ICT appears to have both advantages and disadvantages. ICTs have caused a great change in many aspects of life. ICT in education improves the quality of teaching and learning. ICTs are helping to improve the students' interaction with the classes, from having a passive role to a much more dynamic, active and responsible one .Not only the mediums of teaching are changed, the procedures and methods for teaching classes are also being modified. New teaching and learning models are developed, such as the inverted classroom, gamification or project based learning, among others. ICT appears as a ' bridge' to break the distance and ‘survive’ the learning. In case of distance, teachers can use ICT through video conference to enable them teach or monitor the students learning process. Let’s take a look at the advantages and disadvantages of ICT tools for education and finding a suitable ICT education solution for the needs of the school. According to Sarkar, (2012) advantage and disadvantage of ICT are as follows:

**Advantages**

* The information required will be quickly and easily accessible for educational purposes.
* Provide greater opportunity for teacher to teacher and student to student Communication and Collaboration.
* Give greater exposure to vocational and workforce skills for students.
* Provide opportunities for multiple technologies delivered by teachers.
* Innovation in learning is growing in the presence of e-learning innovations that further facilitate the educational process.

**Disadvantages**

* Computers limit students' imaginations.
* Over reliance on ICT limits student's critical thinking and analytical skills.
* Students often have only a superficial understanding of the information they download.
* Students may be easily distracted from their learning and may visit unwanted sites.
* Students tend to neglect learning resources other than the Computer and internet.

### 2.1.5 E-learning

E-learning refers to a learning system that we can obtain through the internet using an electronic device. We also call it online learning or online education. This network can provide the knowledge or skills either to everyone simultaneously or individually. E-learning is a learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online.

There are many terms used to describe learning that is delivered online, via the internet, ranging from distance education, to computerized electronic learning, internet learning and many others. We define e-learning as courses that are specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. It is not a course delivered via a DVD or CD- ROM, video tape or over a television channel. It is interactive that you can also communicate with your teachers, professors or other students in your class. E- Learning enables individuals to have computer in their homes, making it easier for them to learn about particular subjects and develop certain skill sets.

According to Gide (2014, pp.37-43) has made an outline of the following benefits of e-learning:

* It creates no boundary and no restrictions in learning.
* It provides more fun in learning.
* It is cost effective.
* It makes learning ease, creates flexibility and the ability to remotely access a classroom in the students own time.
* It keeps learners engaged.
* It has become a self-assessment tool.

E-learning makes classroom teaching flexible, interactive and ease and develops the creativity of the teachers and students.

### 2.1.6 Use of internet in ELT classroom

The internet has made an important change into education in the past decade. Also, the internet has brought significant benefits to teachers and students alike. Although the potential of the internet for educational use has not been fully explored yet and the average school still makes limited use of computers, it is obvious that we have entered a new information age in which the links between technology and English language teaching have already been established.

The internet contains a lot of resources that teachers can access and use to prepare teaching materials. These range from sites specially designed for teachers and learners to sites from national and international newspaper, museums, galleries and so on. Teachers can use these materials much the same way as other print based resources, to create worksheets and exercises for their classes. The development of the internet brought about revolution in the teacher’s perspective, as the teaching tools offered through the net were gradually becoming more reliable. Nowadays, the internet is gaining immense popularity in foreign language teaching and more and more educators and learners are embracing it. Using the internet brings the real world into the classroom and gives the students an opportunity to explore learning in a different way. However, having students facing a computer rather than the teacher, means teachers of internet lessons do need to be vigilant.

In conclusion, the internet is a fantastic tool for teachers. It is not the answer to simple teaching or learning, but it is an incredible motivating resource for both teachers and learners. We can find materials for use in classes; we can get ideas and activities for lessons. Also, we can use it as a communication tool which allows your students to interact with people around the world in English.

### 2.1.7 Familiarity of EFL teachers in using Internet

The use of the information communication technology (ICT) especially the internet has been a common practice in education. Many English teachers recognize the potential of the internet for long-distance communication. It enables English learners to communicate with others across the globe. However, many teachers fail to realize that the internet can be of great benefit not only for long distance exchanges but also for linking students in a single classroom. Three types of communication are possible with a single class: teacher-student communication, out of class electronic discussion and in class, real time electronic discussion.

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning.

### 2.1.8 Teachers' perception on the use of internet and its effectiveness

Nowadays, the internet becomes a valuable source for authentic materials. It provides almost unlimited resources for profession based or specific topics. Easily accessible websites can help students to find relevant authentic task-based materials. The role of the learner as the text provider in this case is important, because in the day to day learning/ teaching to exposure to authentic materials can make the task more interesting and motivating. The internet provides authentic resources to develop listening/ reading/writing/speaking skills in the classrooms as well as autonomously. The use of internet as an instructional guide forced teacher rethinks their ways of instructions offered and administered. Today's, teachers most prepare and equip themselves with the relevant knowledge and skill in the information technology related area.

## 2.2 Review of Empirical Literature

To obtain the targeted objectives and validate the study, each and every research work requires the knowledge of previous studies. A literature review is the effective evaluation of selected documents on a research topic. It may form an essential part of the research process or may constitute a research paper of a thesis, the literature review is a critical synthesis of previous research. So, this section is an attempt to review the related studies, articles and reports studies and old theses have been reviewed considering them as related literature and also as evidence to the present study. Some research works have been carried out in the field of technology and their uses. By analyzing different related topics, I attempt to conduct research report on a topic entitled "Use of Internet for English Language Learning in Secondary Level". I have reviewed some of the research works related to use of computer e-devices language and media as the empirical literature in this section.

Pandit (2013) conducted a research on "The Impacts of Internet in Language in ELT". The objective of his study was to find out the impacts of internet in learning English language. He studied on the 25 students of grade eight in Rautahat District using action research design. He selected the sample by using simple random sampling procedure and his tools were the test items. The findings of the study showed that internet had positive impact in students learning of English. Students rocketed the number of vocabulary; they use complex grammar structure in writing and submitted the assigned tasks quickly after using internet. The use of technology has remarkable changed the English teaching techniques. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement.

Similarly, Dhamala (2014) carried out a study entitled "Secondary Level English Teachers' Practice and Perception on Using E-devices in Language Class". The main objective of this study was to find out secondary level English teachers perception on using e-devices in language class. The sample population of the study was the 30 secondary level English teachers of 15 different school of Kathmandu valley. The sample population was selected purposively. Questionnaire had been used as the tool to elicit the data. It was found that nearly equal number of teachers used all sorts of devices like computer, OHP, mobile phone and software like email, internet, YouTube, browser, except computer. They viewed that those devices are very significant to enhance students' access in learning and learning content.

Likewise, Sapkota (2015), studied on the topic "Perception and Practice of E-resources in ELT by novice and Experience Teachers". The objective was to find out the practice in the use of e-sources among ELT teaches and find out novice and experienced teachers' perception towards the use of e-sources in the ELT. He used purposively selected 20 secondary schools from the Kathmandu district as a research area of the study. Questionnaire was used as the tool. He concluded that among the novice and experienced teachers, 36.25% novice teachers, 31% experienced teachers practiced e-sources in ELT and 65.75% novice and 69% experienced teachers do not practices in the use of e-resources in ELT process.

Similarly, Dawadi (2017), Study on a topic "Use of smart phone in English language teaching in Secondary Level". The objective of the study was find out whether the teachers are using smartphones in language teaching and learning and to find out their familiarity and level of confidence with the use of smartphone in English as foreign language (EFL) classrooms. The sample populations of the study way 30 secondary .level English teachers of 10 different schools of chitwan district. The sample population was selected purposively questionnaire had been used as the tool to elicit the data. It was found that nearly equal number of teachers used all sorts of devices like smartphone, computer, and software like email, internet, YouTube, and browser. They viewed that those devices are very significant.

Likewise, Lamsal (2019), Studied on the topic" Use of internet for English language learning". The objective of the study was to find out the extent of the use of internet and it's application in language learning. She selected 100 students of five secondary schools, 20 students from each school of Bharatpur Metropolitan City Chitwan. Questionnaire was used as the tool to collect data. It was found that most of the students have internet access and they do not have regular habit of using internet in this language learning.

# Chapter Three

# Methods and Procedures of the Study

## 3.1 Design and Method of the Study

Survey research was used to complete this research report. I visited different areas to find out exiting data. Survey research was selected because such study is carried out to address the large population by selecting sample population which is the representative of the study population as a whole. This study is appropriate to meet the objective of this research report. In this research report, I selected a sample of respondents and administered a questionnaire to them.

## 3.2 Population Sampling and Sampling Strategy

The populations of this study were the students of secondary level schools of Bharatpur Metropolitan City in Chitwan District. The sample size consisted 40 students from 4 secondary schools. Students were selected by using purposive non random sampling procedure.

## 3.3 Data Collection Tools and Techniques

The major tool for data collection was a set of questionnaire including both open and closed-ended items. The questionnaire included 25 questions.

## 3.4 Data Collection Procedures

The research tool was prepared and the selected secondary schools were visited. I talked to the concerned authority to clarify the purpose of the visit. With the permission of the authority the required data were collected by administering questionnaire.

## 3.5 Data Analysis and Interpretation Procedure

The collected data were presented in tables and list. The data were analyzed and interpreted descriptively and quantitatively by using simple statistical tools such as frequency count and percentage.

## 3.6 Ethical Consideration

As a research reporter, I visited different libraries and schools. I took permission from the school administrations and the subject teachers. I requested the students and they filled up the given questionnaires. I did not force anyone to answer by questions. I observed many previous reports, I haven't copied their data. The data mentioned in this research report are original as I have collected them visiting many schools and candidates.

# Chapter Four

# Analysis and Interpretation of the Results

This chapter deals with the analysis and interpretation of the collected data obtained from primary sources. The main concern of this study was to find out the use of internet in ELT and opinion of students on the usefulness of internet in the actual classroom learning. So the analysis and interpretation of the data in based on the objectives.

## 4.1 Analysis of Data and Interpretation of Results

In other to collect the data and to derive the findings related to the use of internet in ELT classroom, purposes in integrating e-devices and the application employed by them in classroom, the researcher designed the a set of questionnaire. The questionnaire included both open and closed-ended items. 40 students of four secondary schools of Bharatpur Metropolitan City were included as the sample for data collection. On the basis of the information obtained from the questionnaire, the result has been derived. The data have been displayed in para-orthographic and orthographic forms. Simple statistical tools like frequency count and percentage were used to analyze the data. So both statistical means and descriptive strategies were used to analyze and interpret the data.

This section includes the presentation, analysis, description and discussion of the data collected through the closed-ended and open-ended items. I asked the forty secondary level students about their knowledge, purposes and use of internet in ELT. The questionnaire included 25 questions. After collecting the data using purposive non random sampling method, all the questions were grouped into the following thematic grounds to meet the objectives of the study and the data were analyzed and interpreted respectively.

* Knowledge of the students on the use of internet in ELT
* Internet applications used by the learners in ELT class.
* Motivation by the teachers to use internet in ELT class.
* Purposes and benefits of using internet in ELT.

### 4.1.1 Knowledge of the students on use of internet in ELT classes

In other to find out then knowledge of students on the use of internet in ELT classes, I asked them different question items. The data obtained from those items have been presented in table, analyzed descriptively and the results have been run accordingly. For the sake of economy and precision, the responses on yes or no statements were included under positive perception. In other to show the percentage of the responses, two sub-columns were drawn. So the following sub-sections include the presentation, analysis and interpretation of the data collected from the respondents about the knowledge on the use of internet in ELT classes.

**Table 1**

**Knowledge and use of internet for English language learning in secondary level**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.N** | **Questions** | **Yes** | **No** |
| **Percentage %** | **Percentage %** |
| 1 | Do you have internet access in your school? | 98 | 2 |
| 2 | Do you use internet in your mobile or computer device? | 93 | 7 |
| 3 | Does your school allow you to use internet inside the English language class? | 30 | 70 |
| 4 | Do you use internet for English language learning? | 90 | 10 |
| 5 | Do you find materials available on internet useful for English language learning? | 70 | 30 |
| 6 | Are you connected to any social media like facebook, twitter etc? | 80 | 20 |
| 7 | Does social media help you in learning English? | 75 | 25 |
| 8 | Do you watch any English language learning videos on youtube? | 60 | 40 |
| 9 | Does your teacher bring any materials by downloading from the internet in ELT class? | 40 | 60 |
| 10 | Does your teacher help you to use internet for exploring language learning materials? | 70 | 30 |
| 11 | Does s/he teach you how to use internet for learning English? | 80 | 20 |
| 12 | Does your teacher use online materials (videos/text/audio) while teaching English? | 90 | 10 |

Table 1 shows the ideas regarding the use of internet by the English language learners. According to the given table, we can say that most of the schools have internet access. Majority all the students use internet for English language purpose. Most of the students found that the internet related materials were useful in learning English language. 80% of total students were connected to the social media. 70% of the total English teachers helped students to use internet for exploring language learning material. 80% of the total teachers taught the students how to use internet for learning English. Though, both teachers and students seem positive regarding the use of internet in ELT classes, minority of the total students used internet in ELT classes because their school did not allow them to use internet inside the English language class.

### 4.1.2Internet applications and ELT pages used by students

One of the major objectives of this study was to find out the use of internet applications and ELT pages. So, the students were asked to name the applications and ELT pages they are using through their mobile or computer. The responses obtained in this concern are given in the table below:

**Table 2**

**Internet applications and ELT pages used by students**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.N** | **Apps/Pages** | **Used** | **Not used** |
| 1 | YouTube | 30 | 10 |
| 2 | Hello English | 38 | 2 |
| 3 | British English | 10 | 30 |
| 4 | English Nepali dictionary | 35 | 5 |
| 5 | Learn English | 28 | 12 |
| 6 | Learn English- British Council | 10 | 30 |
| 7 | Oxford English dictionary | 34 | 6 |
| 8 | Word web dictionary | 5 | 35 |
| 9 | Google | 36 | 4 |
| 10 | Brainy Learning | 30 | 10 |

Table 2 illustrates the responses on the English learning apps and pages that the students have used/installed/liked in their mobile phones. Out of 40, 38 students were using Hello English application. Likewise majority of the students were using Google, YouTube, Oxford English dictionary, English Nepali dictionary and Brainy learning applications as a source of learning English. Similarly, some of the students were using British English, Learn English, Learn English-British Council and Word Web dictionary pages as a source of learning English.

### 4.1.3 Opinions and usefulness of internet for English language learners in collaboration with the teachers

One of the major objectives of this research report was to find out the students' opinion on the usefulness of internet to enhance teaching and learning which is clarified by the following table:

**Table 3**

**Perception of students regarding internet**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.N** | **Questions** | **Yes** | **No** |
| **1** | Using Internet makes student feel independent in language learning. | 75% | 25% |
| **2** | Teacher and student can integrate internet in language learning. | 95% | 5% |
| **3** | Internet helps the students to improve their speaking and writing skills. | 90% | 10% |

The above table demonstrates that, 75% of the students agreed that internet makes the student independent. Likewise 95% from the total candidates strongly agreed that the teacher and student can integrate internet in language learning. Similarly, 90% of the students agreed that the internet helps the students to improve their speaking and writing skill. A fewer percentage of students disagreed those three statements.

### 4.1.4 Analysis of data obtained from open-ended items

Besides the closed-ended items related to the perceptions, challengers and strategies in integrating e-learning in classroom based instruction, a few open-ended question were also asked to get their views. The analysis and interpretations of their views is subsumed under the following sections:

1. **Purposes and benefits of using internet**

To find out the purposes and benefits of using internet in learning in their English classes, I asked some questions to them. Some of the responses of the selected students had been mentioned below:

S-10: Students can solve any problems using internet. It helps to save our time. It helps to study more differently.

S-16: We can learn English using different applications and pages. We can learn grammar in some apps like Google, YouTube, etc.

S-22: We can learn many things within short time. Internet helps us to provide correct spelling of any words.

S-25: We can find structure, example, formula and class of any grammatical items. We can get format of free writing from internet.

Most of the students found that the internet helps them to solve various problems and it saves their time.

1. **Usefulness of social media in learning English.**

Regarding the question, the selected students were asked "Does social media help you in learning English?" Most of them replied yes and mentioned different examples of social media too. Some of their responses are:

S-2: It helps us by providing different news, stories, articles etc.

S-5: It helps me to find similar and opposite words.

S-11: By using social media, we can make our speaking skill more effective and we can know the word meanings.

Social media help the students by providing information of different subject matter. It helps them to improve their speaking and writing skills.

1. **Hours spent using internet in English language learning.**

In response to the question, "How many hours a week do you use internet in English language learning?" Most of the students replied that they spent 2-5 hours visiting different sites and searching different learning materials in internet.

1. **Mobile applications and their uses in learning English language**

Mobile applications played vital role in learning English language. Regarding this issue, the selected students were asked, "Do you use mobile applications for English language learning?" If yes, name some applications. Some of their responses are shown below:

S-14: I use many applications like Google, Chrome, and YouTube etc.

S-21: I use English dictionary and English Nepali dictionary apps.

S-38: I am using many learning applications like Hello English, YouTube, Oxford English dictionary etc.

Majority of the students were using ELT related applications like Google, YouTube, Hello English etc.

### 4.1.5 Additional views on the use of internet in English language classroom

In other to find out the students' views on the use of internet in English language classroom, the selected students were asked, "Do you think use of internet in English language classroom should be promoted, why?" Some opinions of the selected respondents are as follow:

S-40 states, to get job, every students need to know English language. English is an international language so; the use of internet in English language should be promoted.

S-35 mentions yes and states that the internet helps him/ her in studying anything in shorten time.

Most of the students said that the internet should be promoted because it helps in doing many things.

## 4.2 Summary of the Findings

Use of internet in classroom based instruction has become effective theoretically and practically. Learning by the effective use of internet in a language classroom or learning by the excessive use of technology is a must. Learning is possible through e-devices. Hence, computer devices are modern technologies invented due to the demand of the time. If the students become familiar with e-device for language learning, they can make possible attempts in the use of those devices in their classes. Having this assumption this study was based on use of internet for English language learning in secondary level. It aimed to find out the secondary level students' opinion and encouragement to use internet for English language learning. To fulfill the objectives of the study, I selected forty students from five secondary schools of Bharatpur Metropolitan City of Chitwan district as the sample. The required data for the study were collected through questionnaire. The collected data were systematically presented, analyzed and interpreted by the use of descriptive and statistical devices.

After completion of data interpretation and analysis, the following findings are drawn:

1. Most of the schools have internet access.
2. Majority of the students used internet related materials to learn English language.
3. Many students mentioned that they used internet most of the time at home but, many schools don't allow the students to use internet inside classroom.
4. The teachers suggest the students to use ELT related apps and pages.
5. Many students spent 2-5 hours weekly visiting different sites and apps related to ELT.
6. The students viewed that internet makes learning easier, faster, accessible and motivating.
7. Most of the students i.e. 75% strongly agreed that student feel independent in language learning using internet.
8. 80% students were connected to the social media.
9. Out of the total students, 93% were using internet in their mobile/ computer device.
10. The students positively accepted that the internet help them to improve their grammatical knowledge, speaking skill and writing skill too.

# Chapter Five

# Conclusion and Recommendations

This Chapter begins with the conclusion of the study derived from the systematic analysis and interpretation of the collected data. On the basis of the findings, the conclusion of the study is made. Similarly, the chapter ends with the possible recommendations made for the policy makers, practitioners in the field of ELT and further researchers on the basis of the findings of the study.

## 5.1 Conclusion of the Study

Nowadays, the significance of internet in language learning and teaching becomes more and more as a one of the emerging media. By accessing this media, not only learning of a language becomes easier for students but also it is fruitful for teachers to use it as an instrument in their classrooms for achieving educational goals. Students get different learning methods and activities through internet. Similarly, students get a chance to be familiar with and through the technologies. Because of the above advantages, learning through internet has become an integral part of present day ELT. For the effective integration of the internet, the teacher must be familiar with the learning tools and their uses and benefits of using internet. Considering all these factors this study aimed to find the use and opinion on internet devices in classroom based leaning.

I conducted a survey on "use of internet for English language learning in secondary level" with the help of questionnaire. 40 secondary level students were purposively selected and their responses were thematically analyzed and interpreted. From the overall discussion of my findings, I came to draw some concrete conclusions which are listed below:

Many schools did not allow the students to use internet inside language classroom but they used to teach their students about internet and its uses.

Most of the students declared that the internet provides knowledge of different subject matter. Social media and apps like Facebook, Google, YouTube, Hello English etc played vital role in learning English language. Regarding the advantages of using internet in ELT classroom, a good majority of the students explained that the internet saved their time and it made their study more efficient. Almost all the students viewed that teacher and student should integrate internet in language learning.

From the findings of this study, it is conclude that the internet has become increasingly important in respect of language teaching and learning. Internet in the English language learning environment is regarded as a motivational tool for the language learners because it helps them to learn the language communication and daily life of English language learners. Most of the students mentioned that the internet is a good tool to learn English language vocabulary and grammar indirectly and this makes the learning task more engaging, enthusiastic and extended.

## 5.2 Recommendations

On the basis of the findings of the research report, I have made the following recommendations to be applicable to the policy makers, language practitioners and the new researchers.

### 5.2.1 Policy level

Learning English through internet is better than classroom training in the sense that it is very practical to learn English online because it can be pursued at any place and one does not have to drive to school. One can save travel time and expenses. So, the government should do the following tasks:

* The government should make one student one laptop policy mandatory and should manage wireless internet facility in each and every school.
* The government should make such a policy that every student can use internet in ELT classes.
* The concerned authorities should manage the appropriate situation, i.e. physical facilities, classroom management, power supply and technology friendly classes to integrate internet in the classroom.

### 5.2.2 Practice level

This is the level at which theories and principles are put into practice. The practice related recommendations based on the findings of this study are as follows:

* Both teachers and students should equip themselves with basic technical skills on learning through internet.
* Teachers should encourage the students to use internet.
* Trainings related to the use of internet, e-devices, online education etc should be given to both teachers as well as students.

### 5.2.3 Further research

Scholars who are interested to explore more in the area of use of internet in English language learning are given the following recommendations for carrying out further research:

* In this research report, the data is collected using questionnaire only. New researcher can use other tools to collect data.
* This research report is prepared within the limited periphery of Bharatpur Metropolitan City covering forty students of four secondary schools. New researchers can conduct the same research in a new context and location including higher amount of students.
* As a survey research report, it has not included other dimensions of technology based language learning. Thus the new researchers are suggested to undertake their studies on the effect of social medias in learning, Effect of the internet in learners' achievement, role of internet devices in language learning proficiency etc.

# References

Chalak, G. J. (2014). *The use of internet in English language learning: Practices, attitudes and challenges of the learners.* Khorasgan, Iran: Young Researchers' Club.

Dawadi, B. (2017). *Use of smart phone in English language teaching in secondary level.* An unpublished M.Ed. thesis, Saptagandaki Multiple Campus. Bharatpur, Chitwan.

Dhamala, D. R. (2014). *Secondary Level English Teachers' Practice and Perception on using e-devices in Languge class*. An unpublished M.Ed thesis, T.U. Kritipur, Kathmandu.

Lamsal, S. (2017). *Use of internet for English language learning.* An unpublished M.Ed. thesis, Saptagandaki Multiple Campus. Bharatpur, Chitwan.

Pandit, H. P. (2013). *The impacts of Internet in Language Learning in ELT*. An unpublished M.Ed thesis T.U. Kritipur, Kathmandu.

Sapkota, P. S. (2015). *Perception and Practice of e-resources in ELT*. An unpublished M.Ed. thesis, T.U. Kritipur, Kathmandu.

Sarkar, S. *The Role of Information and Communication Technology (ICT) in higher education for the 21st Century.* *The science Probe,* 1(1) 30-41.

# Appendix

**Questionnaire**

Name of the School: ………………………………………………………………………

Name of the Student: ……………………………………………………………………...

Level: ……………………………………………………………………………………..

Address: ……………………………………………………………………………………

**Use of Internet for English Language Learning in Secondary Level**

Answer the following Questions

|  |  |  |  |
| --- | --- | --- | --- |
| **S.N** | **Questions** | **Yes** | **No** |
| **1** | Do you have internet access in your school? |  |  |
| **2** | Do you use internet in your mobile or computer device? |  |  |
| **3** | Does your school allow you to use internet inside the English language class? |  |  |
| **4** | Do you use internet for English language learning? |  |  |
| **5** | Do you find materials available on internet useful for English language learning? |  |  |
| **6** | Are you connected to any social media like facebook, twitter etc? |  |  |
| **7** | Does social media help you in learning English? |  |  |
| **8** | Do you watch any English language learning videos on youtube? |  |  |
| **9** | Does your teacher bring any materials by downloading from the internet in ELT class? |  |  |
| **10** | Does your teacher help you to use internet for exploring language learning materials? |  |  |
| **11** | Does s/he teach you how to use internet for learningEnglish? |  |  |
| **12** | Does your teacher use online materials (videos/text/audio) while teaching English? |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.N** | **Questions** | **1/less hrs.** | **2hrs-5hrs** | **5hrs/more** |
| 1 | How many hours do you use the internet in English language Learning class a week? |  |  |  |
| 2 | How many hours a week do you use the internet in English language learning at home? |  |  |  |

Attempt the questions with reasons:

1. Does social media help you in learning English?

Yes No

If yes

How ……………………………………………………………….......................

…………………………………………………………………………………….

2. Have you followed any ELT pages in facebook?

Yes No

If yes name them

………………………………………………………………………………………………………………………………………………………………………………

3. Do you watch any English language learning videos on YouTube?

Yes No

4. How useful do you find them?

Highly useful somewhat useful Not useful

5. Does internet help you in improving your speaking skill?

Yes No

If yes

How…………………………………………………………………………………………………………………………………………………………………………

6. Does internet help you in improving your writing skill?

Yes No

If yes

How…………………………………………………………………………………………………………………………………………………………………………

7. Does internet help you in improving your grammatical knowledge?

Yes No

If yes

How…………………………………………………………………………………………………………………………………………………………………………

8. Do you use mobile applications for English language learning?

If yes

Name some applications ……………………………...............................................

………………………………………………………………………………………

9. What are the advantages of using internet in your classroom while learning English?

………………………………………………………………………………………………………………………………………………………………………………

10. How does the internet help you in Learning English?

………………………………………………………………………………………………………………………………………………………………………………

11. Do you think use of internet in English language classroom should be promoted, why?

……………………………………………………………………………………………………………………………………………………………………………...........

Thanks for your help.