FACILITY AND PRACTICE OF ELT MATERIALS AND TECHNOLOGY IN HIGHER SECONDARY LEVEL EDUCATION IN NEPAL

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ABSTRACT

The objective of this study is to investigate the facility and practice of ELT materials and technology in higher secondary level education in Nepal. The subject of this study comprises 552 students from 22 higher secondary school of academic year 2015/16, 27 ELT teachers, 21 administrators and 7 ELT teachers for their classroom observation. The data obtained with the instruments of questionnaire, interview and classroom observation were analyzed using mean, cross tabulation of descriptive statistics and Mann-Whitney U-test of non-parametric test. The result showed that there was a serious problem in the facility and practice of language lab, audio video materials, internet and modern technology in ELT class. The result further showed that the ELT teachers of higher secondary level in Nepal were statistically significantly highly less practitioner in the use of teaching aids and materials in the ELT classroom.

Keywords*: ELT Materials and Technology, Computer Assisted Language Learning, Mobile Assisted Language Learning, Higher Secondary Level Education.*

1. INTRODUCTION

Any sort of materials that are used in the ELT classroom are known as ELT materials. In the digitalized world of ELT, there is a wide adoption of modern technology in the ELT field. The use of such materials plays a significant role in arousing curiosity among the learners and facilitating in their learning.

There is a substantaial body of literature carried out in the effectiveness of differnet materials in the area of ELT. However, there is relatively less or no research that has been carried out in revealing the facility and practice of ELT materials and technology in context of higher secondary level education in Nepal especially in the margnalized area of Bara

district. Hence, the objective of this study is to accomplish the task of investigating the facility and practice of ELT materials and technology in higher secondary level education in Nepal.

2. LITERATURES

2.1 Materials in ELT

Teaching materials refer to any material that helps in facilitating teaching learning activities arousing the interest among the learners. In other words, the teaching learning activities conducted with the support of effective materials enable teacher to allow the maximum of teaching like concrete to abstract, known to unknown and learning by doing (Sharma, 2010). According to him, materials are of different type such as commercial and non-commercial; technical and non-technical; dynamic and static; audio and visual or both; projected and non-projected; skill based materials etc. Overhead projector and language laboratory are very sophisticated devices used in teaching language. Overhead projector is a visual aid that can be used to project horizontally placed transparencies with reading material onto a screen whether in the daylight or artificial light in which learners can observe the projected content, analyze the sentence pattern and receive the message (ibid). Language lab is a language classroom containing a number of booths equipped with a tape recorder and headsets and microphone designed to enable the learners to hear language spoken from recorded tapes and to practice speaking in the same manner (Belbase & Timilsena, 2010; Yadav & Shah, 2002). It comprises three section namely hearing, controlled and advisor's booth. Audio system, audio active system, audio active comparative system and audio active comparative with controls are the types of language laboratory.

2.2 COMPUTER-BASED TECHNOLOGY

Computer in the field of education is found to be widely accepted. Especially in the field of ELT, it has played a significant role in teaching learning activities. It is being practiced in teaching language, testing language system and connecting teaching learning activities with the virtual and digitalized world of ELT. The language program taught with the support of computer is called computer assisted language learning (CALL) program in which language program is sequentially presented and learners' response on it is read by computer indicating whether right or not (Sharma, 2010). The researchers (Suearomana, 2013; Soleimani, Sarkhosh, & Gahhari, 2012; Oomen, 2012; Haider & Chowdhury, 2012) recommend the use of CALL to enhance learners' autonomy. It can be also used to administer test which is known as computer assisted language test in which language tests are administered at computer terminals or personal computer. Besides its use in language teaching program and testing, it is beneficial in emailing and surfing online resources from the huge body of knowledge in the internet. Learners can share their response sending message through email and teachers send it back with corrective feedback which helps learners improve in their sentence structure, grammar and vocabulary (Yoke et al., 2013).

2.3 MOBILE ASSISTED LANGUAGE LEARNING

Mobile phone is portable and readily available device which has been one of the efficient tools for language learning program especially for younger digital generation. It has been option for them to "access to electronic learning materials, resources" (Hu, 2013, p. 44). MALL helps learners to "learn without the guidance of a real teacher on their own learner pace, anytime and anywhere eliminating creepy feeling and promoting comfortable condition in learning" (Ali & Segaran, 2013, p. 72). Khrisat & Mahmoud (2013) suggest to adopt it "methodologically and purposefully all the potential functions and capacities of mobile phones offering the learners more effective ways for practicing English" (p. 171). Other researchers (Raman & Mohamed, 2013; Yunus et. al., 2013; Ma, 2013; Mahdi & Al-Dera, 2013; He, 2013) recommend information communication and technology (ICT) integrated English language learning for the enhancement of learners' autonomy in language learning.

3. METHODOLOGY

3.1 HYPOTHESIS

The study comprises the following hypothesis:

3.1.1 There is no significant difference between the response of ELT teachers and students regarding the practice of instructional materials.

3.1.2 There is no significant difference between the response of ELT teachers and students regarding the practice of modern technology in ELT class.

3.2 RESEARCH QUESTION

Research question of this study to facilitate the objective is as follow:

3.2.1 What is the situation of facility and practice of ELT materials and technology in higher secondary level education in Nepal?

3.3 PARTICIPANTS

The study consists of 600 subjects. Among them, 552 (92%) were ELT students of grade 12; 27

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(4.5%) were ELT teachers engaged in teaching higher secondary level and 21 (3.5%) were administrators. Among the selected ELT teachers; 7 (25.92%) ELT teachers were selected for their classroom observation in order to get information about the practice of using ELT materials and technology in the ELT class.

3.4 INSTRUMENTS

The present study comprises the instrument of questionnaire, interview and classroom observation. The instrument designed for ELT teachers and learners comprises three items for the use of teaching materials and three items for the use of modern technology consisting of 5-point likert scale with their specific value ranging from Always = 1; Often= 2; Sometimes = 3; Rarely = 4 and Never = 5. Similarly, the structured interview schedule designed for administrators comprises 12 closed ended items requiring yes/no response. And the observation sheet constructed for the classroom observation of ELT teachers' practice of using materials and technology entails three items consisting of 5-pont likert scale with their specific value ranging from excellent =1; good =2; average =3; below average = 4 and poor= 5.

4. RESULTS

4.1 Analysis of Data Obtained from the Interview with the Administrators

4.1.1 Indicator of Determining the Level of Facility and Practice of Materials

As presented in the Table 1, the mean level of learners' response that falls between 1.00-1.33 will be categorized as good; mean level of their response that falls between 1.34-1.66 will be categorized as average and between 1.67-2.00 will be as poor.

Table 1. Indicator of Determining the Level of Administrators' Response		
Administrator's Response Regarding the Facility and Practice of Materials	Position	Mean
	Good	1.00-1.33
	Average	1.34-1.66
	Poor	1.67-2.00

4.1.2 MEAN LEVEL OF ALL ITEMS OF FACILITY AND PRACTICE OF MATERIALS

The Table 2 shows the mean level of all items as below:

Table 2. Facility and Practice of Materials on the Basis of Administrators' Response			
Variable	N	Mean	SD
AQ1 Facility of language lab	21	2.0000	.00000
AQ2 Practice of language lab	21	2.0000	.00000
AQ3 Facility of audio material	21	1.4762	.51177
AQ4 Practice of audio material	21	1.6190	.49761
AQ5 Facility of audio-video material	21	1.5714	.50709
AQ6 Practice of audio-video material	21	1.6667	.48305
AQ7 Facility of computer	21	1.7619	.43644
AQ8 Practice of CALL	21	1.8571	.35857
AQ9 Facility of internet	21	1.5714	.50709
AQ10 Practice of internet	21	1.7619	.43644
AQ11Facility of library	21	1.0000	.00000
AQ12 Practice of using library	21	1.0476	.21822
Valid N (listwise)	21		

Note: AQ here stands for question for administrators.

4.1.3 FACILITY OF LANGUAGE LAB AND ITS PRACTICE

Regarding the facility (AQ1) and the practice of language lab (AQ2) for ELT class, the result (Table 2) showed a serious problem (M = 2.0000) that none of the institutions was found to have the facility of language lab (Table 3) and its practice in teaching English (Table 4).

Table 3. Facility of Language Lab			Facility of Language Lab	Total
			No	
Respondents	Administrator	Count	21	21
		%within Respondents	100.0%	100.0%
Total		Count	21	21
		%within Respondents	100.0%	100.0%

Table 4. Practice of Language Lab in the ELT Class			Practice of Language Lab	Total
			No	
Respondents	Administrator	Count	21	21
		%within Respondents	100.0%	100.0%
Total		Count	21	21
		%within Respondents	100.0%	100.0%

4.1.4 FACILITY AND PRACTICE OF AUDIO MATERIALS

Regarding the availability of audio material in the institution (AQ3), the result in Table 2 showed the average condition (M = 1.4762) in the availability of audio material that 52.4 % institutions as resulted in the Table 5 were found to have such materials while 47.6% of institutions were found to have lacked it.

Table 5. Facility of Audio Material			Facility of Audio Material		Total
			Yes	No	
Respondents	Administrator	Count	11	10	21
		%within Respondents	52.4%	47.6%	100.0%
Total		Count	11	10	21
		%within Respondents	52.4%	47.6%	100.0%

Regarding the application of the audio material in the ELT class (AQ4), the result in Table 2 showed the average condition (M = 1.6190) that only 38.1% institutions as resulted in Table 6 were found to have practiced such material in ELT class whereas 61.9% were not found to be practicing.

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Table 6. Practice of Audio Material in the ELT Class

			Practice of Audio Materials		Total
			Yes	No	
Respondents	Administrator	Count	8	13	21
		%within Respondents	38.1%	61.9%	100.0%
Total		Count	8	13	21
		%within Respondents	38.1%	61.9%	100.0%

4.1.5 FACILITY AND PRACTICE OF AUDIO VIDEO MATERIALS

Regarding the availability of audio video material (AQ5), the result in Table 2 showed the average condition (M = 1.5714) that only 42.9% institutions as resulted in Table 7 were found to have such materials whereas 57.1% institutions were found to have lacked it.

Table 7. Facility of Audio Video Materials

			Facility of Audio Video Materials		Total
			Yes	No	
Respondents	Administrator	Count	9	12	21
		%within Respondents	42.9%	57.1%	100.0%
Total		Count	9	12	21
		%within Respondents	42.9%	57.1%	100.0%

Regarding the application of audio video material in ELT class (AQ6), the result in Table 2 showed a poor condition in the application of such materials (M = 1.6667) that only 33.3% institutions as resulted in Table 8 were found to be practicing such materials in the ELT class while 66.7% institutions were not found to be practicing it.

Table 8. Practice of Audio Video Material in the ELT Class

			Practice of Audio Video Materials		Total
			Yes	No	
Respondents	Administrator	Count	7	14	21
		%within Respondents	33.3%	66.7%	100.0%
Total		Count	7	14	21
		%within Respondents	33.3%	66.7%	100.0%

4.1.6 FACILITY AND PRACTICE OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

Regarding the facility of computer for computer assisted language learning (CALL) class (AQ7), the result in Table 2 showed a serious problem (M = 1.7619) that only 23.8 percent of institutions as resulted in Table 9 were found to have CALL facility whereas 76.2% institutions were found to have lacked such facility.

Table 9. Facility of Computer for ELT Class

			Facility of Computer for ELT Class		Total
			Yes	No	
Respondents	Administrator	Count	5	16	21
		%within Respondents	23.8%	76.2%	100.0%
Total		Count	5	16	21
		%within Respondents	23.8%	76.2%	100.0%

Regarding the practice of CALL in the ELT class (AQ8), result in Table 2 showed a serious problem in the practice of CALL (M = 1.8571) that only 14.3% institutions as resulted in Table 10 were found to be practicing CALL while 85.7% institutions were found to be left behind in the practice of such facility in ELT class.

Table 10. Practice of Computer Assisted Language Learning (CALL) in ELT Class

			Practice of CALL		Total
			Yes	No	
Respondents	Administrator	Count	3	18	21
		%within Respondents	14.3%	85.7%	100.0%
Total		Count	3	18	21
		%within Respondents	14.3%	85.7%	100.0%

4.1.7 FACILITY OF INTERNET ACCESS AND ITS PRACTICE IN ELT CLASS

Regarding the availability of internet access for ELT class (AQ9), the result in Table 2 showed the average condition (M = 1.5714) that only 42.9% institutions as resulted in Table 11 were found to have the availability of internet for ELT class whereas 57.1% institutions were found to have lacked such facility.

Table 11. Facility of Internet Access

			Facility of Internet Access		Total
			Yes	No	
Respondents	Administrator	Count	9	12	21
		%within Respondents	42.9%	57.1%	100.0%
Total		Count	9	12	21
		%within Respondents	42.9%	57.1%	100.0%

Regarding the application of internet for ELT class (AQ10), the result in Table 2 showed a serious problem in the application of internet (M = 1.7619) that only 23.8% institutions as resulted in Table 12 were found to be practicing such facility in ELT class while a large number i.e. 76.2% institutions were found to be left behind in the practice of internet in the ELT class.

Table 12. Practice of Internet for ELT Class

			Practice of Internet for ELT Class		Total
			Yes	No	
Respondents	Administrator	Count	5	16	21
		%within Respondents	23.8%	76.2%	100.0%
Total		Count	5	16	21
		%within Respondents	23.8%	76.2%	100.0%

4.1.8 FACILITY OF LIBRARY AND ITS USE FOR CONSULTING REFERENCE

Regarding the facility of library to consult ELT reference materials (AQ11) the result in Table 2 showed a good condition (M = 1.0000) that all the institutions as resulted in Table 13 were found to have library facility.

Table 13. Facility of Library to Consult ELT Reference Materials

			Facility of Library	Total
			Yes	
Respondents	Administrator	Count	21	21
		%within Respondents	100.0%	100.0%
Total		Count	21	21
		%within Respondents	100.0%	100.0%

Regarding the use of library for ELT purpose by ELT teachers and learners (AQ12), the result in Table 2 also showed the satisfactory result (M = 1.0476) that 95.2% institutions as resulted in Table 14 were found to have used it properly for ELT purpose and only 4.8% institutions were found to be left behind in use of library facility.

Table 14. Library Use by ELT Teacher and Learners

			Library Use		Total
			Yes	No	
Respondents	Administrator	Count	20	1	21
		%within Respondents	95.2%	4.8%	100.0%
Total		Count	20	1	21
		%within Respondents	95.2%	4.8%	100.0%

4.2 ANALYSIS OF DATA OBTAINED FROM ELT TEACHERS AND STUDENTS

4.2.1 Indicator of Determining the Level of Using Materials

As presented in Table 15, the mean score of observation that falls between 1.00 -2.33 will be categorized as good; the mean score that falls between 2.34-3.66 will be categorized as average and between 3.67-5.00 will be as poor.

Table 15. Indicator of Determining the Level of Using Materials

Application of Materials	Level	Mean
	High	1.00-2.33
	Moderate	2.34-3.66
	Low	3.67-5.00

4.2.2 PRACTICE OF INSTRUCTIONAL MATERIALS IN THE ELT CLASS

As the grand mean resulted in Table 16, the ELT teachers' use of audio material in the classroom (STQ1a) was found extremely less (M = 4.6321). Their use of visual material (STQ1b) was also found less (M = 4.4819). Similarly, the use of audio visual material in the ELT classroom (STQ1c) was also extremely less (M = 4.6649). In overall, the total grand mean showed that the use of instructional materials in the ELT classroom by ELT teacher was found extremely less (M= 4.5930).

Table 16. Use of Instructional Materials in the ELT Class

Respondents		STQ1a. Audio Material	STQ1b. Visual Material	STQ1c. Audio Visual	Grand Mean
Students	Mean	4.7047	4.5399	4.7228	4.6558
	N	552	552	552	552
Teachers	Mean	3.1481	3.2963	3.4815	3.3086
	N	27	27	27	27
Grand Mean	Mean	4.6321	4.4819	4.6649	4.5930
	N	579	579	579	579

*Note: STQ stands for question common for both students and teachers

The statistical test in Table 18 showed that there was statistically significant difference between the response of ELT teachers and students in the application of instructional materials in the ELT classroom (U = 1822.500, $p < .001$) with their mean rank (Table 17) 300.20 for students and 81.50 for teachers which rejects the null hypothesis as mentioned in the section 3.1.1 and hence can be concluded that ELT teachers of higher secondary level in Nepal were statistically significantly highly less practitioner in the use of instructional materials in the ELT classroom.

Table 17. Mean Ranks in the Use of Instructional Materials

Variable	Respondents	N	Mean Rank	Sum of Ranks
Practice of Instructional Materials	Students	552	300.20	165709.50
	Teachers	27	81.50	2200.50
	Total	579		

Table 18. Statistic Test for the Use of Instructional Materials

	Practice of Instructional Materials
Mann-Whitney U	1822.500
Wilcoxon W	2200.500
Z	-7.553
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Respondents	

4.2.3 PRACTICE OF MODERN TECHNOLOGY IN ELT CLASS

As the grand mean resulted in Table 19, the ELT teachers' use of computer assisted language learning (CALL) in ELT class (STQ2a) was found extremely less (M = 4.7807). Their use of mobile assisted language learning (MALL) in ELT class (STQ2b) was also found less (M = 4.3851). Similarly, the use of language lab in the ELT classroom (STQ2c) was also found extremely less (M= 4.9188). In overall, the use of modern technology in the ELT classroom by ELT teacher was found extremely very less (M= 4.6949).

Table 19. Practice of Modern Technology in Teaching English

Respondents		STQ2a.CALL	STQ2b.MALL	STQ2c.Language Lab	Grand Mean
Students	Mean	4.8207	4.4420	4.9674	4.7434
	N	552	552	552	552
Teachers	Mean	3.9630	3.2222	3.9259	3.7037
	N	27	27	27	27
Grand Mean	Mean	4.7807	4.3851	4.9188	4.6949
	N	579	579	579	579

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The statisticcal test resulted in Table 21 showed that there was statistically significant difference between the response of ELT teachers and students in the application of modern technology in the ELT classroom (U = 2377.000, p < .001) with their mean rank (Table 20) 299.19 for students and 102.04 for teachers which rejects the null hypothesis as mentioned in the section 3.1.2 and can be concluded that ELT teachers of higher secondary level in Nepal were statistically significantly highly less practitioner in the use of modern technology in the ELT classroom.

Table 20. Mean Ranks in the Use of Modern Technology in Teaching ELT Class				
Variable	Respondents	N	Mean Rank	Sum of Ranks
Practice of Modern Technology	Students	552	299.19	165155.00
	Teachers	27	102.04	2755.00
	Total	579		

Table 21. Statistic Test for the Use of Modern Technology in ELT Class	
	Practice of Modern Technology
Mann-Whitney U	2377.000
Wilcoxon W	2755.000
Z	-6.979
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Respondents	

4.3 ANALYSIS OF DATA OBTAINED FROM CLASSROOM OBSERVATION

4.3.1 Indicator of Determining the Level of Observation

As presented in Table 22, the mean score of observation that falls between 1.00-2.33 will be categorized as good; the mean score that falls between 2.34-3.66 will be categorized as average and between 3.67-5.00 will be as poor.

Table 22. Indicator of Determining the Level of Classroom Observation		
Classroom Observation	Level	Mean
	Good	1.00-2.33
	Average	2.34-3.66
	Poor	3.67-5.00

4.3.2 PRACTICE OF INSTRUCTIONAL MATERIALS

The result in Table 23 showed that the size and clarity (OQ1a), appropriateness (OQ1b) and the proper use of instructional material (OQ1c) was found poor (M = 5.0000). In overall, ELT teachers of higher secondary level were found to be extremely less practitioners in the use of instructional materials in the ELT classroom (M =5.0000).

Table 23. Use of Instructional Materials in the ELT Classroom		
Variable	N	Mean
OQ1a Size and clarity of instructional materials	7	5.0000
OQ1b Appropriateness of materials	7	5.0000
OQ1c Proper use of instructional materials	7	5.0000
Grand Mean	7	5.0000
Valid N (listwise)	7	

Note: OQ here stands for question for the observation of class

`5.4 DISCUSSION

Regarding the facility of language lab and its practice, the result obtained from the interview with administrators showed a serious problem (M = 2.0000) that none of the institutions were found to have facility and the practice of language lab. The result showed the average condition (M = 1.4762) in the availability of audio material and its practice (M = 1.6190)**.** The result showed the average condition of facility of audio video materials (M = 1.5714) but the situation of them was found poor (M = 1.6667). The result showed a serious problem regarding the facility of computer for computer assisted language learning (CALL) class (M = 1.7619) and its practice (M = 1.8571). However, the condition of internet facility for ELT class is average (M = 1.5714) but there is a serious problems in the application of it for ELT class (M = 1.7619). There is a satisfactory result regarding the facility of library (M = 1.0000) and its use for consulting references (M = 1.0476).

The result obtained from the response of ELT teachers and students further indicates the serious problem regarding the ELT teachers' use of audio material (M = 4.6321); visual material (M = 4.4819); and audio visual materials (M= 4.6649) that the application of such materials was found extremely less (M= 4.5930). There is also significant difference between the response of ELT teachers and students in the application of instructional materials in the ELT classroom (U = 1822.500, p < .001) with their mean rank 300.20 for students and 81.50 for teachers which is an evidence to conclude that the ELT teachers of higher secondary level in Nepal are statistically significantly highly less practitioner in the use of instructional materials in the ELT classroom. Similarly, the result shows that the ELT teachers' use of modern technology regarding computer assisted language learning (CALL) (M = 4.7807), mobile assisted language learning (MALL) (M = 4.3851) and the use of language lab (M= 4.9188) in overall is extremely very less (M= 4.6949). There is also significant difference between the response of ELT teachers and students in the application of modern technology in the ELT classroom (U = 2377.000, p < .001) with their mean rank 299.19 for students and 102.04 for teachers which is an evidence to conclude that ELT teachers of higher secondary level in Nepal are statistically significantly highly less practitioner in the use of modern technology in the ELT classroom. The result obtained from the class observation also indicates that the size and clarity, appropriateness and the proper use of instructional material in overall is extremely poor (M = 5.0000) which is an evidence to state that higher secondary level ELT teachers in Nepal are extremely less practitioners in the use of instructional materials in the ELT classroom.

5.5 CONCLUSION

The detail discussion made on the basis of results shows that there are serious problems in the facility and practice of ELT materials and modern technology in ELT class. The result further shows that the ELT teachers of higher secondary level in Nepal are statistically significantly highly less practitioner in the use of teaching aids and materials in the ELT classroom. Therefore, suggestion is made for carrying out future research to investigate the causes and impacts of such problems in the field of ELT.

5.6 ACKNOWLEDGEMENTS

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