



Contribution ID: 179

Type: **Research Presentation (30 minutes)**

Exploring Teachers' Perceptions towards Computer-Assisted Language Learning in Rural Nepal

Saturday, 18 May 2024 10:50 (30 minutes)

In the context of the global digital revolution and its impact on education, this research delves into the perspectives of teachers regarding the integration of Computer-Assisted Language Learning (CALL) in the rural primary school settings of Nepal. The study aims to understand how English language teachers perceive the role of technology in language instruction and to identify the challenges and opportunities associated with the implementation of CALL in resource-constrained, rural environments. Employing a qualitative research design, this investigation gathers data through in-depth interviews and focus group discussions with primary school teachers actively engaged in using computer-assisted language learning tools. The participants are selected from diverse rural regions of Nepal, providing a nuanced understanding of the varied contexts in which these technologies are introduced.

Preliminary analysis reveals multifaceted insights into teachers' attitudes, beliefs, and experiences with CALL. Themes emerging from the data include perceived benefits such as increased student engagement, enhanced language proficiency, and exposure to a broader range of learning resources. However, challenges such as limited access to technology, lack of training, and concerns about cultural appropriateness are also identified. The findings of this study aim to contribute valuable perspectives to educational policymakers, school administrators, and teacher training programs, aiding in the development of strategies to effectively integrate computer-assisted language learning in rural Nepal. By comprehensively understanding teachers' viewpoints, the research endeavors to inform future initiatives that harness the potential of technology to bridge educational gaps and empower students in remote, resource-limited settings.

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Keywords

Keywords: Computer-Assisted Language Learning (CALL) , rural environments, understanding, policymakers, resource-limited

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Session Classification: DN 406: Research and Development

Track Classification: General CALL: Research and Development