

CHAPTER-ONE

INTRODUCTION

The study explores the present situations that teachers how far make use of online resources for their professional development since the days in the era are wonderfully undergoing change because of highly accelerating science and technology. Twenty-first centuries is undoubtedly known as the age of information technology. The way of upgrading oneself now is different from the way we upgraded in the past that is, one can develop his/her professionalism getting access to online resources via internet through synchronous and asynchronous tools. This study basically focuses on how teachers in this era of information and technology are being facilitated and periodically updated. This chapter consists of general background, definition of professional development and online resources, value of online resource in professional development, internet and online resources, tools and means of online resources, review of related literature, objectives and significance of the study.

1.1 General Background

The contemporary world is constantly penetrating to the world of highly accelerating scientific technology. This is the 21st century which is synonymous to the age of information technology. Information technology deals with the use of electronic computers and computer software to convert, store, protect, process, transmit and securely retrace information. It is revolutionizing the way in which we live and work. It is challenging to all aspects of our life and lifestyle. In order to reach the access of information to the corner of the world, various media technology tools or apparatus and means have been invented and developed so far. Scientific technology such as computer, fax machine, means such e-mail, internet, network (facebook, twitter, Google plus, Sangallo, etc) blogs, websites are the tools and means to reach an access of the online resource that any people can benefit from when synchronically and asynchronically meet.

Scientific technology has limited the world within the screen of the computer. One can highly observe the world through the network sever with technology like computer. In this era of highly developing communication, teachers can benefit from the online resources updated periodically by means of hardware apparatus and software engine. Online resources are over arching resources that can expedite teachers' professional development.

Greenwood (1988, 1990, p. 3) in the book entitled "*Resources books for teachers*" focuses in printed resources. Teachers are suggested to exemplify the ideas which have been made to specify readers in the hope that teachers will adapt activities for use with readers of their own or their students' choice.

Lange (1990, p. 250) defines "Teacher Development is a process of continual intellectual, experiential and attitude growth of teachers ...some of which is generated in professional in-service programs." (as cited in Bailey 2010, p.318) He distinguished the term from training and preparation as encompassing more and allowing for continued growth both before and through the career (ibid). Lange notes that teachers involve during their professional lives and that teacher education programs wish to promote continued professional development (ibid). Mentoring and coaching were also discussed as ways teachers could work together on professional development goals.

Hardisty and Windeatt (1994, p. 7) in the book entitled '*Resources books for teachers*' state that a computer by itself is called a standalone machine. The computers that are linked together so that they can use each other's materials and send each other information and messages are said to form a Local Area Network (LAN). Running a network is more difficult than managing a standalone machine and in educational institutions that have a network manager look after the system.

Sontgens (1999) found that " Language learning via e-mail enhanced autonomous language learning among her BA German students in the United Kingdom" (as cited in Shanmuganthan,2001, p. 4)

Bryant (2000) further notes:

“86 percent of educators use the internet for e-mail or for finding curricular material while only 66 percent of them use the net to enhance their instruction and students learning. Moreover, only 33 percent of them use the internet for the student research purpose and 16 percent of them use the medium for lesson planning.” (as cited in Sabieh 2001, p.67)

Harmer (2007, p. 194) in the book entitled “*The practice of English language teaching*” mentions that there are a number of online courses for both students and teachers of English. These range from the downright shoddy (i.e. not worth the time that users spend on them) to serious attempts to facilitate successful learning even when groups of students are not physically present in the same space. It is now possible to train for almost anything online, and training for English teachers is no exception. However, there is a significant difference between teacher training courses that can apparently be completed on websites in just a few hours, and well designed virtual learner environment (VLEs). The idea of a VLE is that course content can be stored on a website which only course participants can access. Some VLEs also contain blogs and have chat sites both in pre-arranged real time and on message boards where users can post their comments and read what others have to say. Most VLE sites also allow for real-time tutoring so that wherever participants are situated geographically, they can participate in tutorials and even virtual classes.

Using computers in this way provides a means of bridging the gap between outside the world and the classroom, which has been one of the central concerns of language teaching in recent years.

Fulcher and Davidson (2007, p. 270) in the book entitled “*Language testing and assessment*” view the importance of ethics for professional development,

“Ethics has a clear role in institutional settings where there is concern to declare to limit institutional duties and responsibilities.” House (1990, p. 91) states “Ethics are the rules or standards of right conduct or practice, especially the standard of profession.” Similarly, professional morality is concerned with codes, contracts, professional training, professional ethical norms and standards, the systematic attempt to illustrate the ethos of a profession and to elaborate its norms.

Richards and Farrell (2008, p .1) in the book entitled “*Professional development for language teachers*” mention eleven different procedures that can be used to facilitate professional development in language teaching: workshops, self-monitoring, language support group, journal writing, peer observation, teaching portfolios, analysis of critical incidents, peer coaching, team teaching and action research. “Opportunities for in-service training are crucial to the long term development of teachers as well as for the long term success of programs in which they work.” (ibid)

James (2010, p .4) in the book entitled “*Teachers in action*” views “Teachers already possess professional knowledge when they join a training.” The tasks and materials in *Teachers in Action* are rooted firmly in the principles of social constructivism .In this sense, teachers in action seek both to help teachers to find out their own individuality and to encourage them to interact and establish links with participants in the different layers of the educational community.

1.1.1 Definition of Professional Development and Online Resources

The original idea of professional development started when Teacher Development Movement which emerged in the context of EFL teaching and specifically in the Teacher Development Special Interest Group of IATEFL (the International Association of Teachers of English as a Foreign Language), teachers all around the world became aware and are eager to learn about teacher development and ready to take on more responsibility. Within IATEFL, the Teacher Development Special Interest Group was formed in 1985 to

provide a forum for interested teachers to exchange ideas and to reach a wider audience of teachers all over the world. Adrian Underhill was its founder and first coordinator.

Underhill (1986, p.1) opines “Development means change and growth. Teacher development is the process of becoming the best teacher that I personally can be.” (As cited in Head and Taylor 1997, p.1).

Head and Taylor (1997, p.1) notes:

“To the extent that teachers are regularly asking themselves ‘How can I become a better teacher?’, ‘How can I enjoy my teaching more?’, ‘How can I feel that I am helping learning?’ and they are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach and perhaps also the preconceptions that they have about teaching and learning. Teacher development draws on the teacher’s own inner resource for change. It is centered on personal awareness of the possibilities for change and of what influences the change process. It builds on the past because recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present and future. It also draws on the present in encouraging a fuller awareness of the kind of teacher you are now and of other people’s responses to you. So, it is a self –reflective process.”

“Development can mean many different things and take many different forms as teachers find ways of responding to the inner desire that motivates them to learn” (ibid, p. 5). Similarly, “Some teachers may have this view after the completion of certain course “Now I am qualified, my professional education is over”, but the professional teacher views as “Now that I am qualified; the door

is open to a new and exciting period of personal and professional growth” (ibid, p. 11). Profession doesn't end after the completion of certain course or level rather it is a continuous process where the teacher should view that the threshold of new knowledge is open ahead for him with growth “Growth implies space to grow .Grow cannot take place if such space is constantly cluttered with aids, materials, demanding students, examinations... the list is endless” (ibid, p. 12).

Beginning in the mid 1980s, there was a groundswell of interest in professional development. The notion of teacher professionalism is closely related to the professional development. Lange (1990, p. 250) defines teacher professional development as “A process of continual intellectual, experiential and attitude growth to teachers ...some of which is generated in professional and in service programs.” (as cited in Bailey 2010, p. 318)

Professionalism is like to climb on the ladder step by step collaboratively. Professionalism is occupation, vocation or career where specialized knowledge of a subject, field or science is applied. It requires prolonged academic training and a formal qualification. A professional activity involves systematic knowledge and proficiency. Qualities of profession are as below:

- i. A basis of scientific knowledge
- ii. A period of rigorous study which is formally assessed
- iii. A sense of public service
- iv. High standard of professional conduct
- v. The ability to perform

Having these expertise and skills in these areas is professionalism.

Teachers' professional development is their own understandings of how they go on learning and becoming better at what they are doing. Development involves the teacher in a process of reflection on experience, exploring the options for change, deciding what can be achieved through personal effort, and

setting appropriate goals. So, teachers' professional development is like a journey but not a destination.

Information collected from <http://www.thefreedictionary.com/resource>, retrieved 18th Nov, 2011 notes that resource is defined variously in the ways as something that can be used for support or help, an available supply that can be drawn on when needed, the ability to deal with a difficult or troublesome situations, means that can be used to cope with a difficult situation, resource that total means available for economic and political development and the total means available to a company for increasing production or profit.

Online resources mean the resources that any learner can get access either through synchronous tools or asynchronous tools (e.g. wiki, blogs, facebook, YouTube, Google, etc) which are importantly useful, meaningful and authenticate to regularly update in one's existing competence via internet. Internet is a network of networks which links several websites through which online resources are possible.

Online resources involve the use of computer and other electronic devices e.g. modem routers, USB drivers, telephone line, etc. Similarly, e-learning is different from learning from online resources – that is, e-learning involves a greater variety of equipments than online education, as the name implies online means using an internet or an intranet logging into different websites and retrieving useful online resources.

Likewise, information collected from [http://www.webopedia.com/TERM/online-service, html](http://www.webopedia.com/TERM/online-service.html), retrieved 19th Nov, 2011 opines online resources are similar to online service which is meant to provide information and help clients. In this sense, online service can provide an infrastructure in which subscriber can communicate with one another either by exchanging e-mail messages or by participating online conferences. Online services provide a variety of information and services which are always for profit.

Now-a -days, online training is a common term and has been the means to get resources in order to develop professionalism of any professional. Online training is variously known as online learning; computer based training, e-learning, distance learning, self-paced learning, a synchronous training and so on. It is a form of instruction which involves the creation of learning content focuses around a specific topic which is then assembled into a variety of multimedia elements such as presentations, interactive content, and graphics, audio and video which form a course. Online training courses are designed to guide people through information and coursework or help trainees to better perform in specific tasks which ultimately lead to professional development.

Online training gives learners an opportunity for live interaction and real-time feedback like quizzes, texts and surveys. Interaction between experts or instructors and learners are conducted via an online medium through chat or e-mail or video conferring. Now-a-days, online conferring tool like “Skype” is providing such a facility. One can create a group of specific area and can discuss on a particular issue or attend conferences. For this the learner needs the following requirements:

- i. Access to computer
- ii. Connection to the internet
- iii. Basic knowledge of computers.

Information collected from <http://www.studymentor.com>, retrieved 19th Nov, 2011 presents that online teaching system comprises learners, one or more teachers, course content, learning resource, teaching methods, teaching techniques and teaching devices. Here, teaching method is a way of organizing learners for learning –these methods include one online, one to one, one too many and many too many. Teaching devices are the tools that assist the teaching process that are synchronous and asynchronous tools. Teaching technique is a way of accomplishing teaching objectives. They are classified as one-online technique, one to one technique, one to many technique and many to many technique.

One –online technique: It is characterized by retrieval of information from online resources that a learner can perform the learning task with little or no communication with the teacher or other students. Examples include online publication, journals, reports, articles, software applications.

One to one technique: This technique is characterized by a one to one relation and by individualized teaching and learning. Communication between experts and learners (clients) can be conveyed online. Examples include online apprenticeships, online internships and online correspondence.

One to many techniques: This technique is characterized by presentation to learners by one or more individual experts or interacting experts. Learners are not usually invited to take part in interaction so, the communication is typically conducted in conference or bulletin board system where learners primarily have access to read. These techniques include lectures, symposium and skits.

Many to many techniques: All participants have opportunity to take part in the interaction. Such interaction can be facilitated in open and close computers. The techniques include debate, simulation, role-play, case study, discussion groups, transcript based assignment, brain storming, Delphi-technique, nominal group technique, forum, project group and student presentation.

1.1.2 Value of Online Resources in Professional Development

Development of educational technology breaks the limitation of four walls of the classroom. Any individual can continuously broaden the horizon to the existing body of knowledge when he or she logs into several websites to get access to online resources. Even the people who have the basic knowledge of computer can get access to online resources. Such online resources have several benefits to the people who are inquisitive and thirsty of knowledge. One can easily get access to knowledge when she or he has problem in carrying out activities or researches or studying. There are several websites which provide you online resources. For example,

<http://www.teachers.teach-nology.com/index.html>

<http://www.teachingenglish.org.uk/eltecs>

<http://www.nicenet.org>

[http://www.jcmc.indian.edu,etc.](http://www.jcmc.indian.edu,etc)

Values of online resources to the points are as below:

- i. To expedite the horizon of knowledge.
- ii. To minimize the threats in professionalism.
- iii. To eradicate loopholes.
- iv. To boost up learning pace.
- v. To familiarize with internet access and new events.

1.1.3 Internet and Online Resources

Internet is a network of networks. Internet stands for International Network which connects millions of computers all over the world. In other words, internet is an association of computer networks with common standards which enables messages to be sent from any host on one network to any host on any other. It is a global network of computers. Internet is an ocean of information accessible to people across the world, but the way it can be used on various platform is different. There are no government rules and regulation for internet and no one censors the information available in the internet. The worldwide computer network allows people to communicate and exchange information in new days.

It is now the world's largest computer network .It is also known as cyberspace, the information superhighway, the online community, the electronic library and the digital revolution. Ncell, UTL and NTC are launching various internet GPRS, GMS and other facilities. Broadlink, worldlink, Smart-cells, Wi-Fi are competing with each other. Dudney (2000, p.1) says “ The internet is the biggest communication revolution since the advent of the printed book , yet up

until not too long ago it was a secretive field enjoyed and jealously guarded by a few select individuals.” The internet application that is currently drawing the most attention is the World Wide Web (www). WWW is a series of servers that are interconnected through hypertext. Hypertext is a method of presenting information in which certain text is highlighted when selected displays more information on particular topic. Using websites, teachers can search millions of files around the world within minutes to locate and access authentic materials (e.g. newspapers and magazines, article, radio broadcasts, videos, books reviews, journals, etc).

E-learning is viewed as an online descendent of computer -based learning (CBT) and computer aided instruction (CAI). E-learning covers a wide set of applications and processes such as web-based learning, computer –based learning, virtual classroom and digital collaboration. It includes a delivery of content via internet, intranet /extranet (LAN/WAN), audio and video tape, satellite broadcast, interactive TV and CD-ROM. So, the term ‘e-learning’ covers a much broader range of services than the term ‘online learning’.

Information collected from <http://www.litmos.com/online-training>, retrieved 18th Nov, 2011 notes “A 12-year meta-analysis of research by the US Department of Education published in June 2009 found that higher education students in online learning generally performed better than those in face to face courses”. So, online learning opens up opportunities for students who may not previously have been able to get an access these resources and instructors due to geographical, physical or economic constraints. Similarly, resources can undoubtedly be found online on various sectors:

ELT/Literature

Accountings / finance

Professional services

Science and technology

Current affairs (social, political, economic, cultural, etc)

National and international organizations.

Software exposure /applications

Politics/ medicine

Psychology/ sociology, etc.

The main search engine is Google, one of the greatest linked website to other websites which is also called the site of other sites for online resources. If anybody does not specify a website, one can go through Google with some words or features of the text for online resources which assist to the access of required materials. Relative terms for internet and online resources are:

Website (web presence)

Information collected from <http://searchcrm.techtarget.com/definition/Website>, retrieved 18th Nov, 2011 mentions that Tim Berners -Lee, a software engineer invented the World Wide Web in 1991. Website is the location of web pages created by any organization, universities and government agencies to provide information regarding them like: [www.nepalnews .com](http://www.nepalnews.com). Each and every website has its own address is called internet address .After connecting the internet; we have to search for online resources by using related website address. Many people used the terms Internet and World Wide Web interchangeably, but, in fact, these two terms are not synonymous. The internet and the Web are two separate but related things. The internet is a massive network of networks, a networking infrastructure. It connects millions of computers together globally, forming network in which any other computer as long as they can be connected to the internet. The web is just one of ways that information can be disseminated over the internet.

One of the most common reasons for us to be hanging around on the internet every day is the abundance of information it is loaded with. The information is

generated by multiple sources and is carefully organized in the form of files and web pages, which when grouped together to form a single entity, become a website.

In this sense, a website represents a centrally managed group of web pages, containing text, images and all types of multi-media files presented to the attention of the internet users in an aesthetic and easily accessible way. All websites enabled through an internet constitute the World Wide Web (www).

Webpage

Webpage is the location of information that is stored in the website. The www consists of a huge collection of documents with related website called webpage provides vast amount of information of related websites.

Browser

A browser is a software application used to locate and display web pages .The most popular browsers are Netscape Navigator and Microsoft Internet Explorer. Both of these graphical browsers, which mean that they can display graphics as well as texts .Browser is the client sever that allows a user to display and interact with a hypertext document.

Web server

A computer that is maintained by a system administrator of Internet Service Provider (ISP) and that responds to requests from a user's browser. A web server is a site on which webpages are kept. It is a program that responds to requests from web browsers to retrieve resources.

Some of the important websites which teachers can get access to online resources from are:

<http://www.google.com>

<http://www.youtube.com>

<http://www.willis-elt.co.uk/index.html>

[http:// www.languagetesting.info](http://www.languagetesting.info)

<http://www.teachers.teach-nology.com/index.html>

<http://www.teachingenglish.org.uk/eltecs>

<http://www.nicenet.org>, etc

1.1.4 Tools and Means of Online Resources

Multimedia technology is the founding technology to get an access of online resources for teachers' professional development which mainly makes use of computers that features a variety of different electronic media. In between a variety of media, teachers make use of online resource for their professional development via a logical connection with an interactive system technology. With such a diverse multimedia technology, along with the connection of internet, a variety of alternative of teaching, multi-level, multi-dimensional contents, the teachers can get access to online resources. Such contents are supposed to effectively simulate learners' interest in learning, improve attention and continuously develop teachers' competence.

There appear two broad tools: synchronous tools and asynchronous tools. Synchronous tools require two individuals to be online simultaneously for example, audio conferring ,chat, twitter, web conferring(e.g. Skype) where as asynchronous tools do not necessarily require two individuals to be online synchronously. Asynchronous tools are e-mail, wiki, blogs (wordpress, blogger), Facebook and YouTube.

An overall means to get online resources through various synchronous and asynchronous tools is internet. Similarly, another means to get online resource is mobile learning (m-learning) derived from the term e-learning. It is a form of online learning that takes place anytime anywhere with the help of mobile device. This device is capable of presenting learning content and providing

wireless two-way communication between teachers and learners. So, by means of internet, online resource is possible. So, when we talk about tools there are two types:

Synchronous Tools: Tools by means of which one can grasp online resources via internet when both participants mark them online. Tools include:

Audio-Conferencing: It is a two-way audio interactive communication. This is possible when you login to Yahoo Messenger, Skype, etc. Two participants need to be online synchronously. Cross and Murpley (1990) write “A money saving project in British Columbia use teleconferencing and conference calls for consultations with students teachers.” (as cited in Bailey 2010, p.317).So, one can highly be benefitted from audio-conferencing on particular topic and update him or her.

Chat: Learners can meet experts online and asks for the links to get access to required resource. Experts can provide several links to go through. Yahoo Messenger chatting, facebook chatting are some examples.

Twitter: It is a social Network .One can benefit when he creates an account and logs in to this site. The learners can follow several links and resources shared by friends.

Web-conferencing: Learners can entertain both audio and video. Both experts and trainee teachers are to mark online for web conferencing .One can entertain web-conferencing through Skype. Bailey (2010, p.317) states “Vodasta State University uses CU-SeeMe video conferencing software to enable students teachers to communicate with their supervisor frequently.”

Asynchronous tools: Tools through which one can get access of online resources even when both participants don't need to be online simultaneously. One client is facilitated when he only appears online. Tools include:

E-mail: E-mail is the most widely used features on the internet. One can exchange any message with people around the world by using e-mail. E-mail is

the most frequently used application of the internet. You can create the message, log onto the internet and send it. The message first goes to your Internet Service Provider (ISP)' mail server which in turns sends it to the recipient's mail server. E-mail address is the location of individual's mailbox on the internet. An e-mail address is required to send and receive e-mail. Some e-mail programs are internet mail, Outlook Express, Yahoo mail, Gmail, AOL, Rediffmail, etc.

Wikipedia: Wikipedia was founded by Jimmy Wales in 2001 in the US. It is a free online encyclopedia and it is open to everyone to read and also to edit. In other words, a wiki is a simple to use software which allows users to create, edit and link pages together. It is an easy way for the people to collaborate on documents online and because of this, it is often called community website. Wiki is one of many Web 2.0 components .Wikispaces, PBwiki, Editme, Mediawiki are some versions of wiki. Some wikis are

<http://www.practicalenglish.pbworks.com>

<http://www.neltabrances.pbworks.com>

Blogs: A blog is an asynchronous tool to grasp online resources. It is a frequently updated website that often resembles an online. Blogs (Weblogs) are uncensored forum for public. Blogs seem very constructive and important for learners. Any reader can make comments in comment box of the home page of the blog. Teachers can create blog from websites like <http://www.bolgger.com> or <http://wordpress.com> .Mainly, blogs provide three aspects: construction, communication and research. There are mainly three types of blogs: tutor blog (run by class teachers) e.g., 'New Thanuki' <http://www.thenewtanuki.blogspot.com>, the class blog (teachers and students have collaborative discussion) e.g. 'Bee Online' <http://www.beeonline.blogspot.com> and the learner blog (it involves giving each student an individual blog: students have their own personal online space.)

YouTube: YouTube was founded by Chad Hurley, Steve Chen and Jawed Karim in 2005 in The US. 100 million clips watched a day. When Chad Hurley and Steve Chen began working in a garage in San Mateo in 2004 to figure out an easy way to upload and share funny videos they had taken at a dinner party. They launched the user-friendly site in February 2005 and it has since become one of the most popular sites on the Net. Through YouTube, it is claimed that 100 million videos are watched every day. It is also a place for new film-makers to show off their talents.

Google: This site is founded by Larry Page and Sergey Brin in 1998 in the US. A billion search requests per day! To google someone means to search for information about them on the Net. It is the largest Internet search engine in the world and is the fastest growing company in history.

The search method created by Larry Page and Sergey Brin was the reason for Google's success. Google provides other services such as email (with Gmail), news (google News), cartography (Google Maps), literature (Google Book Search), free telephony (Google Talk), Google Earth, a detailed virtual globe and Orkut, a site where people can make new friends and get in touch with old friends.

E-book: One advantage of e-books is that you get instant delivery from your web bookshop to your e-book. E-book technology allows you to have an entire library on your personal computer – a modern laptop can already hold more than 30000 books. E-books can also include links to additional content which provides the border knowledge for professional development.

Facebook: Facebook is a social network which allows you to entertain in the world community. Now-a-days, facebook is highly gaining popularity because of ease to operate, upload images, audio and video files, create own page, groups, update status, etc. One can highly be benefited when he creates an account, enters to chats with the experts and follows links and other status shared by others.

1.2 Review of Related Literature

The study claims to be innovative in the sense that many researchers have been carried out on various topics such as washback effects of different level exams, comparative study, impact of internet on language teaching and learning, cyber culture in ELT and so on, but the research on 'Use of Online Resource for English Languages' Teacher Professional Development' has not been carried out yet.

Khanal (2008) conducted a research to study the attitudes of higher secondary English language teachers of Kathmandu Valley and their perception on the basis of their personal characteristics, relatives computer and internet advantages, cultural perception, computer competence and the availability of computer and the internet. He concluded his study with the findings that majority of the teachers have positive attitudes towards the computer and the internet. Although less than twenty five percent English teachers of Higher Secondary schools in Kathmandu valley are still away from computer and the internet access .

Joshi (2010) carried out research to identify the learning strategies employed by English language teachers for their professional development and to find out the benefits of different learning strategies employed by English language teachers. He concluded his study that majority of teachers(84%) agreed that they learnt from self-monitoring and only(16%) teachers viewed that they are partially agreed on learning from self monitoring and almost (95.5%) teachers opined that they learnt a lot from their teaching experiences. They further viewed that they learnt more from their own teaching experience than the educational programs.

Chaudary (2010) carried out research to find out the extent to which the students use internet as a language learning tool, to find out nature and variation of internet use by two groups of students and to list some pedagogical implications. His findings were 80% students from M. Ed and 76.67% students

from M.A used internet as a language learning tool and since the number of internet users as a language learning tool in M. Ed exceeded than that of M.A by 3.33% only, the result was significant.

Shrestha (2011) carried out research to present an analytical survey of cyber culture in the present day world and to determine the different tools of cyber technology applicable in the field of ELT. He concluded his study that among four novels (Palpasa Café by Narayan Wagle, The Dream Assembly by Manoj Babu Mishra, A Parallel Sky by Padmawoti Singh and the Socrates Footsteps by Govinda Raj Bhattarai), Palpasa café and A Parallel Sky used cyber culture immensely . Throughout the novel, they talked this trend in ten different places. They have successfully dealt globalization, cultural imperialism and digital culture. They both were the post –modern novels.

1.4 Objectives

The objectives of the present research work were as follows:

-) To identify the percentage of lecturers of English they make use of online resources via internet through various synchronous and asynchronous tools.
-) To find out the usefulness of online resources for lecturers of English in their professional development.
-) To list out some pedagogical implications.

1.5 Significance of the Study

The present learning styles outbreak the limitation of classroom since highly developed information technology. The internet has been the authentic source of the resource the teacher utilizes. As the study throws lights on the use of online resources for English language teacher professional development, it is important to broaden the horizons to the existing body of knowledge of the teachers. The teachers, subject experts, textbook writers and syllabus designers can modify their approach in the light of the information provided by this

study. Other interested persons like supervisors and guardians can also derive information from this study.

CHAPTER-TWO

METHODOLOGY

I used the survey design in this study. This design enabled me to find out the extent to which the lecturers of three districts: Kathmandu, Bhaktapur and Lalitpur make use of online resources for their professional development. The sources of data, sampling procedure, tools of data collection, process of data collection and limitations of the study were specified as follows:

2.1 Sources of Data

Both primary and secondary sources of data were used to accomplish the objectives of this study.

2.1.1 Primary Sources of Data

The primary sources of data of this study were lecturers of English from three districts: Kathmandu, Lalitpur and Bhaktapur. Eighteen lecturers from each district were purposefully selected and given questionnaire.

2.1.2 Secondary Sources of Data

The secondary source of data were various books especially, Greenwood, J(1990) , Hardisty and Windeatt (1994), Head, K. and Taylor, P.(1997), Robert, J. (1998), Harmer, J (2001),Kumar, R(2005), Best and Kahn(2006), Harmer, J.(2007) ,Richards, J. and Farrell, T.S.C.(2008), Richards, J.C. and Rodgers, T.S(2009), different journals , articles , research studies and internet related to the topics.

2.2 Sampling Procedure

I purposefully selected three districts: Kathmandu, Bhaktapur and Lalitpur as a research area of his study. From each district, I purposefully selected three colleges but six informants from each of them were selected using non-random procedure conveniently. So, lecturers form these nine colleges were my study population. I selected only fifty-four lecturers as sampling units from nine

colleges. Six lecturers from each college were selected using non-random purposive sampling procedure.

2.3 Tools for Data Collection

I used questionnaire to collect the data. The questionnaire consisted of both open-ended and close-ended questions.

2.4 Process of Data Collection

- i. At first, I visited colleges of three districts: Kathmandu, Bhakatpur and Lalitpur. I selected three colleges non-randomly from each district and built rapport with college lecturers and administrative bodies of respective colleges and asked for permission.
- ii. I purposively selected six lecturers of English language from one college in a day and explained them about the purpose of the questionnaire prepared.
- iii. Then, I gave them the survey questionnaire and requested them to fill it. It took 3 days to collect questionnaire along with responses from the respondents.
- iv. This process continued up until I received responses from respondents of each district.

2.5. Limitations of the Study

The limitations of this study were as follows:

- i. The study was limited to three districts: Kathmandu, Bhakatpur and Lalitpur.
- ii. It was limited to college lecturers of three districts: Kathmandu, Bhakatpur and Lalitpur.
- iii. It was limited to open-ended and close-ended questions.
- iv. It was limited to fifty-four respondents.

CHAPTER-THREE

ANALYSIS AND INTERPRETAION

This chapter deals with analysis and interpretation of data collected from primary sources. The data were collected from fifty-four Lecturers of English of three districts: Kathmandu, Bhaktapur and Lalitpur.

The data were collected using questionnaire (see appendix-1). There were altogether 25 questions: open-ended and closed-ended in the questionnaire and they were thematically arranged so as to meet the objectives of the study.

Question No. one and two were asked to find out the whether the lecturers have the concept of teacher professional development and online resources for the professional development. Question No. 3 to 25 were based on the access to internet, various synchronous and asynchronous tools for the access to online resources, usefulness of online resources, various useful ELT websites and its authentication.

The analysis and interpretation of the data collected through questionnaire have been presented under the single broad heading.

- a. Analysis and Interpretation of Data Collected through Questionnaire Based on Lecturers of English of Three Districts: Kathmandu, Bhaktapur and Lalitpur

The items of information or data collected through questionnaire have been tabulated, analyzed and interpreted by using simple statistical tools such as percentage and tables.

3.1 Analysis and Interpretation of Data Collected through Questionnaire Based on Lecturers of English of Three Districts: Kathmandu, Bhaktapur and Lalitpur.

There were altogether 25 questions in this section. The information collected through those questions has been discussed under the following sub-headings.

3.1.1 Concept of Professional Development and Online Resources

The first question was “What do you mean by teacher professional development?” Their responses collected from the questionnaire included continual intellectual, behavioral and attitudinal growth in teachers. Similarly, the second question was “ What do you mean by online resources for professional development?” Their responses were that resources they have online via internet through various tools but not a hard copy.

3.1.2 Internet Access and Lecturers’ Perception towards the Use of Online Resources for Teacher Professional Development.

Question No.2 to 4 were asked related to internet access and lecturers’ perception towards online resources. The questions “Do you have access to internet?” and “What do you mean by online resources for professional development?” were asked. 5.56% lecturers did not reply to the access to internet while 94.44% lecturers of English language replied they did have access to internet. Similarly, lecturers meant online resources are resources that are not found promptly in hard copy (books or printed forms), but resources which one can access free or with credit using various synchronous and asynchronous tools via internet after downloading the information and can make use of in offline network.

The question No.20 in the questionnaire presents that online resources play a vital role for the teacher development in the era of information technology. Most of lecturers of English agreed upon the following perceptions for the usefulness of online resources.

- i. Online resources update the new knowledge across the world.
- ii. Online resources facilitate professional learning and sharing across the world via internet.
- iii. Online resources update to the existing body of knowledge, familiarize with innovative teaching methodology.
- iv. Online resources enhance knowledge and talent development.

- v. Online resources explore new knowledge and one can access to information that has high coverage and unlimited distance.
- vi. One gets lots of new materials on particular area and can download some model Teacher Development ELT classes.

3.1.3 Tools Making Use of Online Resources for the Professional Development

One can make use of primarily two kinds of tools: synchronous and asynchronous tools via internet. The ninth question was asked to find out which tool(s) the college lecturers make use of for professional development. Hence, the various tools that lecturers made use of from three districts: Kathmandu, Bhaktapur and Lalitpur are presented and interpreted in the following table.

Table No.-1

Tools Making Use of Online Resources for the Professional Development

| S. N | Tools | Number of Lecturers | | | | | | | | |
|---------|-----------|---------------------|-------|--------|-----------|-------|--------|----------|-------|--------|
| | | Kathmandu | | | Bhaktapur | | | Lalitpur | | |
| | | No. | % | | No. | % | | No. | % | |
| | | | Use | No Use | | Use | No Use | | Use | No Use |
| 1 | Websites | 15 | 83.33 | 16.67 | 11 | 61.11 | 61.11 | 9 | 50 | 50 |
| 2 | Blogs | 15 | 83.33 | 16.67 | 11 | 61.11 | 61.11 | 9 | 50 | 50 |
| 3 | E-mail | 15 | 83.33 | 16.67 | 11 | 61.11 | 61.11 | 9 | 50 | 50 |
| 4 | Wikipedia | 12 | 66.67 | 33.33 | 8 | 44.44 | 55.56 | 7 | 38.89 | 61.11 |
| 5 | Others | 4 | 22.22 | 77.78 | 3 | 5.56 | 94.44 | 3 | 5.56 | 94.44 |

From the above table, it is clear that 64.81% lecturers of English use online resources from three districts; more specifically, 83.33 from Kathmandu, 61.11% from Bhaktapur and 50% from Lalitpur through various tools. The

greater numbers of online resources users are from Kathmandu district and least numbers of online resources users from Lalitpur district through various tools.

3.1.4 Use of Websites via the Internet and Authentication

In this section, lecturers were asked to write various websites that they make use of for professional development. According to the question no.21 in the questionnaire, the following useful ELT websites were found the lecturers made use of for professional development.

www.google.com
www.neltachautari.com
www.teachingenglish.org.uk/eltecs
www.oxforduniversity.com
www.sparkhote.com
www.library.com
www.cambridge.org
www.yahoomail.com
www.jstor.com
www.wikipedia.com

Lecturers agreed that information found in Wikipedia may not be true since one can edit and add further information. In case of other websites, information is true when information is coded with published date, authors' name, journals or books' titles and with .pdf file.

3.1.5 Skills and Aspects They Focus on

In this sub-section, the question "Which skills and aspects are you best facilitated via the use of internet?" numbering 12 was asked. The responses collected from the lecturers were categorized into six groups from each district which are given in the following table.

Table No.-2

Skills and Aspects They Focus on

| S. N | Skills/ Aspects | | Number of Lecturers | | | | | | | | |
|---------|--------------------|----------------|---------------------|-------|--------|-----------|-------|--------|----------|-------|--------|
| | | | Kathmandu | | | Bhaktapur | | | Lalitpur | | |
| | | | No. | % | | No. | % | | No. | % | |
| | | | | Use | No Use | | Use | No Use | | Use | No Use |
| 1 | S.N | Skills | | | | | | | | | |
| | 1 | Listening | 4 | 22.22 | 77.78 | 3 | 5.56 | 94.44 | 3 | 5.56 | 94.44 |
| | 2 | Speaking | 4 | 22.22 | 77.78 | 3 | 5.56 | 94.44 | 3 | 5.56 | 94.44 |
| | 3 | Reading | 15 | 83.33 | 16.67 | 11 | 61.11 | 61.11 | 9 | 50 | 50 |
| | 4 | Writing | 12 | 66.67 | 33.33 | 8 | 44.44 | 55.56 | 7 | 38.89 | 61.11 |
| 2 | S.N | Aspects | | | | | | | | | |
| | 1 | Vocabulary | 15 | 83.33 | 16.67 | 11 | 61.11 | 61.11 | 9 | 50 | 50 |
| | 2 | Grammar | 12 | 66.67 | 33.33 | 8 | 44.44 | 55.56 | 7 | 38.89 | 61.11 |

From the above table, it is clear that all the online resources users focused on various language skills and aspects. 64.81% lecturers of English language focused on reading skill of language (83.33% from Kathmandu, 61.11% from Bhaktapur and 50% from Lalitpur). 50% lecturers of English language focused on writing skill of language (66.67% from Kathmandu, 44.44% from Bhaktapur and 38.89% from Lalitpur). 18.52% lecturers of English language focused on listening skill of language (22.22% from Kathmandu, 5.56% from Bhaktapur and 5.56% from Lalitpur) and 18.52% lecturers of English language focused on speaking skill of language (22.22% from Kathmandu, 5.56% from Bhaktapur and 5.56% from Lalitpur).

Similarly, lecturers utilized online resources mainly in two aspects: vocabulary and grammar. 64.81% lecturers of English language focused on vocabulary aspect of language (83.33% from Kathmandu, 61.11% from Bhaktapur and 50%

from Lalitpur) while 50% lecturers of English language focused on grammar aspect of language(66.67% from Kathmandu, 44.44% from Bhaktapur and 38.89% from Lalitpur).None of the lecturers replied they make use of other aspects of a language. The above facts show that higher number of online resource users are from Kathmandu district and less number of online users are from Bhaktapur and Lalitpur district.

3.1.6 Use Focused Questions

Four questions (specifically question No. 3, 5, 7 and 9) were asked related to the resources for professional development, use of internet, duration of making use of online resources and search of online resources in different areas of the subject.

The third question was “What resources do your make use of for professional development? The responses collected from the respondents are transcribed into percentage in the following table.

Table No.-3

Use of Resources for Professional Development

| S.N | Resources | Number of Lecturers | | | | | |
|-----|--|---------------------|-------|-----------|-------|----------|-------|
| | | Kathmandu | | Bhaktapur | | Lalitpur | |
| | | No. | % | No. | % | No. | % |
| 1 | Online Resources(web pages, blogs, e-books, etc) | 15 | 83.33 | 11 | 61.11 | 9 | 50 |
| 2 | Books(Foreign and Nepali) | 18 | 100 | 18 | 100 | 18 | 100 |
| 3 | Journals | 12 | 66.67 | 12 | 66.67 | 12 | 66.67 |
| 4 | Articles | 13 | 72.22 | 9 | 50 | 12 | 66.67 |
| 5 | Others | 4 | 22.22 | 3 | 16.67 | 4 | 22.22 |

From the above table, it shows that 64.81% lecturers of English language make use of online resources(83.33% from Kathmandu, 61.11% from Bhaktapur and 50% from Lalitpur). 100% lecturers of English language make use of books (foreign and Nepali) (100% from Kathmandu, 100% from Bhaktapur and 100% from Lalitpur). 66.67% lecturers of English language make use of journals (66.67.% from Kathmandu, 66.67% from Bhaktapur and 66.67% from Lalitpur) while 62.96% of articles (72.22.% from Kathmandu, 50% from Bhaktapur and 66.67% from Lalitpur). And 20.37% lecturers of English language make use of others (22.22.% from Kathmandu, 16.67% from Bhaktapur and 22.22% from Lalitpur).

The fifth question was “How frequently do you make use of online resources via internet?” The responses collected from the questionnaire are transcribed into the number and percentage in the following table.

Table No.-4

Duration of Making Use of Online Resources via Internet

| S.N | Duration | Number of Lecturers | | | | | |
|-----|------------------|---------------------|-------|-----------|-------|----------|-------|
| | | Kathmandu | | Bhaktapur | | Lalitpur | |
| | | No. | % | No. | % | No. | % |
| 1 | Less than 1 year | - | - | - | - | - | - |
| 2 | 1 to 2 year | - | - | - | - | - | - |
| 3 | 2 to 3year | 1 | 5.56 | 2 | 11.11 | 1 | 5.56 |
| 4 | 3 to 4year | 3 | 16.67 | 2 | 11.11 | 2 | 11.11 |
| 5 | 4 to 5year | 2 | 11.11 | 1 | 5.56 | 2 | 11.11 |
| 6 | More than 5 yrs | 9 | 50 | 6 | 33.33 | 3 | 16.67 |
| 7 | No use | 3 | 16.67 | 7 | 38.89 | 11 | 61.11 |

From the above table, it shows that 32 lecturers have been using internet for five years or less than five years and 19 lecturers have been using for more than five years while three lecturers do not reply to internet access.

Similarly, question No. seventh was “In which particular area of your study, do you search resources for professional development?” The responses collected from the respondents are transcribed, presented and interpreted into percentage under the areas in the following table.

Table No.-5

Search of Online Resources in Different Areas

| S.N | Areas | Number of Lecturers | | | | | |
|-----|---------------------------|---------------------|-------|-----------|-------|----------|-------|
| | | Kathmandu | | Bhaktapur | | Lalitpur | |
| | | No. | % | No. | % | No. | % |
| 1 | English Literature | 4 | 22.22 | 5 | 27.78 | 4 | 22.22 |
| 2 | Teaching Methodology | 12 | 67.68 | 11 | 61.11 | 8 | 44.44 |
| 3 | Linguistics | 13 | 72.22 | 11 | 61.11 | 9 | 50 |
| 4 | Theories and Methods | 13 | 72.22 | 11 | 61.11 | 9 | 50 |
| 5 | Teacher Development | 4 | 22.22 | 4 | 22.22 | 3 | 16.68 |
| 6 | English Language Teaching | 13 | 72.22 | 10 | 55.56 | 8 | 44.44 |
| 7 | Phonetics and Phonology | 11 | 61.11 | 10 | 55.56 | 7 | 38.89 |
| 8 | Grammar | 12 | 67.68 | 10 | 55.56 | 6 | 33.33 |
| 9 | Others | 7 | 38.89 | 6 | 33.33 | 6 | 33.33 |

From the above table, it is clear that majority of lecturers i.e. 61.11% lecturers of English language search resources on linguistics and theories and methods (72.22.% from Kathmandu, 61.11% from Bhaktapur and 50% from Lalitpur) while least numbers of lecturers (20.37%) search resources on Teacher Development (22.22.% from Kathmandu, 22.22% from Bhaktapur and 16.68% from Lalitpur)

The eleventh question was “You use internet for?” The data collected from the respondents are transcribed into percentage in the following table.

Table No.-6
Use of Internet

| S. N | Use for | Number of Lecturers | | | | | | | | |
|---------|------------------|---------------------|-------|--------|-----------|-------|--------|----------|-------|--------|
| | | Kathmandu | | | Bhaktapur | | | Lalitpur | | |
| | | No. | % | | No. | % | | No. | % | |
| | | | Use | No Use | | Use | No Use | | Use | No Use |
| 1 | Online Resources | 15 | 83.33 | 16.67 | 11 | 61.11 | 61.11 | 9 | 50 | 50 |
| 2 | News | 16 | 88.89 | 11.11 | 15 | 83.33 | 16.67 | 12 | 67.68 | 33.33 |
| 3 | E-mail | 16 | 88.89 | 11.11 | 16 | 88.89 | 11.11 | 16 | 88.89 | 11.11 |
| 4 | Chatting | 17 | 94.44 | 5.56 | 16 | 88.89 | 11.11 | 16 | 88.89 | 11.11 |
| 5 | Entertainment | 16 | 88.89 | 11.11 | 14 | 77.78 | 22.22 | 15 | 83.33 | 16.67 |
| 6 | Games | 4 | 22.22 | 77.78 | 3 | 16.68 | 83.33 | 4 | 22.22 | 77.78 |
| 7 | Others | 5 | 27.78 | 72.22 | 4 | 22.22 | 77.78 | 4 | 22.22 | 77.78 |

From the above table, it shows that 64.81% lecturers of English language use internet for online resources (83.33% from Kathmandu, 61.11% from Bhaktapur and 50% from Lalitpur). Similarly, 79.63% lecturers of English language use internet for news (88.89% from Kathmandu, 83.33% from Bhaktapur and 67.68% from Lalitpur). 79.63% lecturers of English language use internet for e-mail (88.89% from Kathmandu, 83.33% from Bhaktapur and 67.68% from Lalitpur). 88.89% lecturers of English language use internet for chatting (94.44% from Kathmandu, 88.89% from Bhaktapur and 88.89% from Lalitpur). 79.63% lecturers of English language use internet for entertainment (88.89% from Kathmandu, 83.33% from Bhaktapur and 67.68% from

Lalitpur). 20.37% lecturers of English language use internet for games (22.22% from Kathmandu, 16.67% from Bhaktapur and 22.22% from Lalitpur) while 16.67% others (27.78% from Kathmandu, 22.22% from Bhaktapur and 22.22% from Lalitpur)

3.1.7 Possibility of Teacher Development Making Use of Online Resources via the Internet

Lecturers of English were asked to find out whether professional development was possible through online resources via the connection of internet including further question “how?” numbering 24. Possibilities of teachers’ professional development in the perception of teachers in common were shown in great extent to the points as below:

- i. Regularly making use of online resources.
- ii. Downloading some model ELT classes through youtube.com and analyzing and implementing them for professional development.
- iii. Sharing ideas with the professional groups or across the world
- iv. Through video conferring.
- v. Eliciting ideas about teaching materials and using in the real classroom.
- vi. Familiarizing with new knowledge, trends, practices, theories and methods, updating oneself frequently or on periodical basis and enhancing them in real classroom.

3.1.8 Improvements, Usefulness in TPD and Online Publication

Question No. 13 to 20 were supposed to be dealt with improvements, usefulness and online publication in this sub section. The question was “Have you found any improvement for your professional development after the use of online resources via internet? How?” , all the internet users who makes use of online resources unanimously agreed that online resources greatly made lots of improvements in their real teaching behaviors and intellectual and attitudinal growth updating regularly or on periodical basis themselves and downloading some model ETL classes and internalizing them.

Similarly, in regard to the usefulness, the question “What are usefulness of online resources for professional development in your opinion” was asked and lecturers’ responses met relevancy for the usefulness of online resources. Common usefulness of online resources for professional development, to the points, are given below.

- a. Updating the new knowledge across the world.
- b. Professional learning and sharing across the world via internet.
- c. Updating to the existing body of knowledge of teachers.
- d. Familiarization with innovative teaching methodology.
- e. Knowledge and talent development.
- f. Exploring new knowledge.
- g. Accessing information that has high coverage and unlimited distance.
- h. Getting lots of new materials on particular area.
- i. Downloading some model Teacher Development ELT classes.

Likewise, a few numbers of lecturers (22.22%) were found to have blog websites and they have the habit of publishing articles at least once a week. This shows that majority of lecturers do not have the habit of publishing articles on their particular interest of the subject online periodically and interact with other ELT expterts. Moreover, they do not attain online conference and do not suggest their learners to visit various websites for the broad concept of areas encouraging them logging in different useful websites.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also presents some recommendations based on the findings.

4.1 Findings.

After the pain stacking analysis and interpretation of the data collected through the questionnaire and observation, the following findings have been derived.

- i. Majority of the lecturers of English have the concept of teacher professional development and online resources for professional development while the least numbers of lecturers of English have general concept regarding to ELTD since it was a new course introduced.
- ii. It was found that 94.44% lecturers of English from three districts: Kathmandu, Bhaktapur and Lalitpur have internet access to internet i.e.100% from Kathmandu district, 94.45% % from Lalitpur and 88.89% % from Bhaktapur while 5.56% lecturers did no reply to internet access.
- iii. It was found that 22.22% lecturers of English use internet daily, 44.45% use frequently, 22.22% occasionally and 11.11% rarely.
- iv. 83.33% from Kathmandu district, 50% from Lalitpur and 61.11% from Bhaktapur make use of online resources for their professional development. The total number of lecturers of English they make use of online resources via internet is 35 out of 54 college lecturers i.e. 64.81%.
- v. It was found 100% lecturers of English use books, 66.67% journals, 62.96% articles and 64.81% online resources and 20.37% others.
- vi. It was found that most of the lecturers of English use search engines are google.com, youtube.com, Firefox, Google chrome and internet explorer.

- vii. It was found that 32 lecturers of English have been using internet for five years or less than five years and 19 lecturers have been using for more than five years while three lecturers do not use internet.
- viii. Most of the lecturers of English from three districts use various ELT websites, blogs, Wikipedia and e-mail for their professional development.
- ix. The least number of lecturers of English have their own blog websites and publish their articles at least once a week but majority of the lecturers of English do not have blog websites and they do not publish articles on World Wide Web(WWW).
- x. The lecturers of English agreed resources found online which are published with .pdf file, date, authors' name journal and book title are authenticate.
- xi. Majority of the lecturers of English use internet for chatting, entertainment, news, e-mail and online resources.
- xii. Most of the lecturers of English use internet for reading, listening and writing language skills, and vocabulary and grammar aspects of language.
- xiii. The lecturers of English make use of online resources in literature teaching, language teaching, language skills, lesson planning, current trends, practices, theories and principles of language teaching.
- xiv. Online resources greatly helped lecturers in teaching contents deserving new information and methodology for learners, who make use of them, that is, students are facilitated in their learning.
- xv. All the students are not equally benefitted since all the lecturers of English do not have access of online resources and they are not facilitated learning online by the lecturers.
- xvi. Most of the lecturers of English agreed the usefulness of online resources are: updating the new knowledge across the world ,professional learning and sharing across the world via internet, updating to the existing body of knowledge, familiarization with innovative

teaching methodology, knowledge and talent development, exploring new knowledge, accessing information that has high coverage and unlimited distance, getting lots of new materials on particular area and downloading some model ELT classes for their professional development.

- xvii. Online resources are found greatly important not only to teachers but also to learners. So, lecturers should encourage learners to make use of online resources in teaching methodology, theories, principles and to develop overall linguistic repertoire.
- xviii. Comparatively, it was found that almost all the lecturers of English of Kathmandu district use online resources through various synchronous and asynchronous tools via internet in areas like English literature, applied linguistics lesson planning, current theories and practices in language teaching , teaching methodology, teacher development, second language teaching than the lecturers of Lalitpur and Bhaktapur districts.
- xix. It was found that lecturers of English use websites are google.com, neltachautari.com,teachingenglish.org.uk/eltecs, oxforduniversity.com, sparkhote.com, library.com, cambridge.org, yahoomail.com and jstor.com for their professional development.

4.2 Recommendations

The followings are some recommendations made on the basis of findings obtained from the analysis and interpretation of the collected data.

- i. Every lecturer of English should have access to internet and make use of online resources through various synchronous and asynchronous tools via internet for their professional development since 21st century is the era of information technology and such technology provides wider information for professionalism, current trends, policies, practices, theories and principles.

- ii. Since some lecturers are found that they don't have idea about accessing online resources, they are to provide guidelines in making use of online resources for their professional development.
- iii. The lectures of English should not only depend upon traditional way of teaching using books, beside that they also should make use of journal, articles, online resources and different novice techniques, theories ,practices and devices.
- iv. They should frequently and periodically update themselves reading books, journals, and articles and accessing to online resources via internet.
- v. Every lecturer should learn to use internet as it is the source of authentic materials.
- vi. The lecturers should not waste their valuable time using internet for just entertainment and chatting.
- vii. Use of online resources for professional development should be the area of interest to the subject experts, lecturers, and textbook writers.
- viii. The college lecturers should involve in workshops, seminar and group discussion online with alien experts through synchronous tools.
- ix. The college administration should provide enough internet facilities to the college lecturers.
- x. Different websites related to the course should be included in reference section of the book.
- xi. In the era of highly accelerating information technology, lecturers should take the advantage of online resources via internet as far as possible to face the challenges in academic field and for their professional development.
- xii. Students should be facilitated by lecturers in their self-learning discovering themselves new methods, trends, techniques, etc.
- xiii. Findings derived for the survey should be analyzed and recommendations stipulated from the findings should be implemented solemnly.

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