

**BELIEFS OF ENGLISH TEACHERS ON THE USE OF  
ELECTRONIC MEDIA FOR PROFESSIONAL  
DEVELOPMENT**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Shanti Tamang (Lama)**

**Faculty of Education,  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2015**

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2015**

**T.U. Reg. No.: 9-1-21-140-97**

**Second Year Examination**

**Roll No. : 283966 / 2067**

**Date of Approval of the Thesis**

**Proposal: 13-4-2015**

**Date of Submission: 5-7-2015**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Shanti Tamang (Lama)** has prepared this thesis entitled **Beliefs of English Teacher on the Use of Electronic Media for Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 9-07-2015

---

**Mr. Resham Acharya (Supervisor)**

Teaching Assistant

Department of English Education

T. U., Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

### Signature

**Dr. Anjana Bhattarai**

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

\_\_\_\_\_  
(Chairperson)

**Mr. Resham Acharya (Supervisor)**

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

\_\_\_\_\_  
(Member)

**Mr. Guru Prasad Poudel**

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

\_\_\_\_\_  
(Member)

Date: 13-07-2015

## EVALUATION AND APPROVAL

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

### Signature

**Dr. Anjana Bhattarai**

.....

Reader and Head

(Chairperson)

Department of English Education

T.U. Kirtipur, Kathmandu

**Dr. Anju Giri**

.....

Professor

(Member)

Department of English Education

Chairperson

English and other Foreign Languages

Education Subject Committee

T.U., Kirtipur, Kathmandu

**Mr. Resham Acharya (Supervisor)**

Teaching Assistant

.....

Department of English Education

(Member)

T.U., Kirtipur, Kathmandu

Date: 22-7-2015

## **DECLARATION**

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

Date: 3-7-2015

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**Shanti Tamang (Lama)**

## ACKNOWLEDGEMENTS

This thesis has been prepared in the partial fulfilment for the master of education in English. To complete this study, I have received much help from my tutors, friends and family. I am very much grateful to all of them.

I would like to extend my deep sense of profound gratitude to **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, University Campus T.U., Kirtipur for making constant supervision and guiding me with regular inspiration, encouragement and insightful suggestions throughout the study. I would like to acknowledge him for his invaluable instructions, suggestions, guidance and strong cooperation in completing this study.

I am grateful to my respected Guruma **Dr. Anjana Bhattarai**, Reader and Head, Department of English Education for her invaluable suggestions and encouragements.

I would also like to express deep gratitude to **Mr. Guru Prasad Poudel**, member of guidance committee, Teaching Assistance, Department of English Education for his suggestions in the research work.

I am very much obliged to express my gratitude to **Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Govinda Raj Bhattraai, Prof. Dr. Chandreswor Mishra, Prof. Dr. Anju Giri, Prof. Dr. Laxmi Bahadur Maharjan, Dr. Bal Mukunda Bhandari, Mr. Raj Narayan Yadav** as well as to all the professors, readers, lectures, teaching assistants and non-teaching staffs of the Department of English Education, T.U. Kirtipur for their direct and indirect encouragement and co-operation in this research and my academic life.

Similarly, I would like to thank for all the ELT teachers and schools of Bhaktapur district as well as **Mr. Arjun Adhikari** who helped me while collecting data from informants. In the same way, I would like to thank my husband **Mr. Ranesh Dong**, my son **Sauren Dong**, daughter **Ranisha Dong** and Sister **Pabitra Lama** for providing appropriate environment and support while preparing this thesis.

**Shanti Tamng (Lama)**

## ABSTRACT

The present research study entitled **Beliefs of English Teacher on the Use of Electronic Media for Professional Development** aimed to explore the beliefs of English teachers on the use of electronic media for their professional development. I have used the survey research design to carry out the research work. To meet the objectives of my study, I purposively selected thirty English teachers from fifteen schools who have been teaching in Bhaktapur district by using non-random judgmental sampling procedure. As a tool for data collection I used questionnaire to elicit the required information. Both the open-ended and close-ended questions were included in the questionnaire. From the study it was found that the informants who participated in this study agreed that electronic media is very useful and essential tool for teachers' professional development. The teachers have positive view towards the role of electronic media such as radio, television, OHP and internet for teachers' professional development. This study found that most of the informants i.e. 90% who participated in this study agreed with the view that electronic media helps to develop their professional skills and solve the classroom problems of the language teachers.

This thesis consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter consists of review of both theoretical and empirical literature with conceptual framework. The third chapter deals with methodology containing design and method of the study, population, sample and sampling strategy, study area or field, data collection procedures and data analysis and interpretation procedures. The fourth chapter includes analysis of data and interpretation of the results and summary of findings. The fifth chapter is about summary, conclusion and recommendations of the study.



## TABLE OF CONTENTS

Page No.

*Title page*

*Declaration*

*Recommendation for Acceptance*

*Recommendation for Evaluation*

*Evaluation and Approval*

*Abstract*

*Acknowledgements*

*Table of Contents*

*List of Tables*

*List of Acronyms and Abbreviations*

### **CHAPTER-ONE: INTRODUCTION**

**1-5**

|   |   |
|---|---|
| 1.1 Background of the Study                 | 1 |
| 1.2 Statement of the Problem                | 3 |
| 1.3 Objectives of the Study                 | 4 |
| 1.4 Research Questions                      | 4 |
| 1.5 Significance of the Study               | 4 |
| 1.6 Delimitations of the Study              | 5 |
| 1.7 Operational Definition of the Key Terms | 5 |

## **CHAPTER-TWO: REVIEW OF RELATED LITERATURE AND**

### **CONCEPTUAL FRAMEWORK**

**6-22**

|  |    |
|--|----|
| 2.1 Review of the Theoretical Literature                 | 6  |
| 2.1.1 Beliefs: A Brief Introduction                      | 7  |
| 2.1.2 Teachers' Belief                                   | 8  |
| 2.1.3 Professional Development                           | 10 |
| 2.1.4 Media  | 13 |
| 2.1.5 Types of media                                     | 14 |
| 2.1.6 Advantages of Using Media in ELT                   | 15 |
| 2.1.7 Media for Teacher's Professional Development (TPD) | 16 |
| 2.2 Review of Empirical Literature                       | 18 |
| 2.3 Implication of the Review for the study              | 21 |
| 2.4 Theoretical/Conceptual Framework                     | 22 |

## **CHAPTER-THREE: METHODS AND PROCEDURE OF THE**

### **STUDY**

|  |    |
|--|----|
| 3.1 Design and Method of the Study             | 23 |
| 3.2 Population, Sample and Sampling Strategy   | 25 |
| 3.3 Study Area or Field                        | 25 |
| 3.4 Tool/Technique for Data Collection         | 25 |
| 3.5 Data Collection Procedures                 | 25 |
| 3.6 Data Analysis and Interpretation Procedure | 26 |

## **CHAPTER-FOUR: ANALYSIS AND INTERPRETATION OF**

### **RESULTS**

**27-38**

|  |    |
|--|----|
| 4.1 Analysis of Data and Interpretation of the Results                                 | 27 |
| 4.1.1 Analysis and Interpretation of the Data on the Basis of Close-Ended<br>Questions | 27 |

|  |              |
|--|--------------|
| 4.1.1.1 Use of Electronic Media for Developing Language Skills                     | 27           |
| 4.1.1.2 Use of Radio to Develop Language Proficiency                               | 28           |
| 4.1.1.3 Use of Radio for developing Language Skills in Teaching Profession         | 29           |
| 4.1.1.4 Use of OHP for Effective Presentation                                      | 30           |
| 4.1.1.5 Noticeable Change in Teaching Profession through Electronic Media          | 31           |
| 4.1.1.6 Use of Electronic Media for Teacher Professional Development               | 32           |
| 4.1.1.7 Use of Television for Teacher Professional Development                     | 33           |
| 4.1.1.8 Use of Internet Teacher Professional Development                           | 34           |
| 4.1.2 Analysis and Interpretation of the Data on the Basis of Open Ended Questions | 35           |
| 4.1.2.1 Use of Electronic Media for Teaching Learning Activities                   | 35           |
| 4.1.2.2 Educational Programmes from Electronic Media                               | 35           |
| 4.1.2.3 Electronic Media for Strategic Development                                 | 36           |
| 4.1.2.4 Use of Electronic Media to Solve Pedagogical Problem                       | 36           |
| 4.2 Summary of Findings  | 37           |
| <b>CHAPTER- FIVE CONCLUSION AND RECOMMENDATION</b>                                 | <b>39-42</b> |
| 5.1 Conclusions  | 39           |
| 5.2 Recommendations  | 41           |
| 5.2.1 Policy Related   | 41           |
| 5.2.2 Practice Related   | 42           |
| 5.2.3 Further Research Related   | 43           |
| <b>REFERENCES</b>  |              |
| <b>APPENDICE</b>   |              |

## **LIST OF TABLES**

|   | <b>Page No.</b> |
|---|-----------------|
| Table No. 1: Use of Electronic Media for Developing Language Skills       | 28              |
| Table No. 2: Use of Radio to Develop Language Proficiency                 | 29              |
| Table No. 3: Use of Radio for Developing Language Skills in Profession    | 30              |
| Table No. 4: Use of OHP for Effective Presentation                        | 31              |
| Table No. 5: Noticeable Change in Teaching through Electronic Media       | 32              |
| Table No. 6: Use of Electronic Media for Teacher Professional Development | 33              |
| Table No. 7: Use of Television for TPD                                    | 33              |
| Table No. 8: Use of Internet in TPD                                       | 34              |
| Table No. 9: Name of the Schools for Research Work                        | 45              |

## LIST OF SYMBOLS AND ABBREVIATIONS

|       |   |  |
|-------|---|--|
| ELT   | : | English Language Teaching                    |
| Dr.   | : | Doctor                                       |
| Ed.   | : | Education                                    |
| ELTD  | : | English Language Teacher Development         |
| TPD   | : | Teacher Professional Development             |
| Pd    | : | Professional Development                     |
| e.g.  | : | Example                                      |
| etc.  | : | And so on (form Latin 'et cetera')           |
| Ibid. | : | In the book just mentioned                   |
| M.Ed. | : | Master in Education                          |
| NELTA | : | Nepal English Language Teachers' Association |
| No.   | : | Number                                       |
| p.    | : | Page   |
| Regd. | : | Registration                                 |
| T.U.  | : | Tribhuvan University                         |
| %     | : | Percentage                                   |
| CUP   | : | Cambridge University press                   |
| UK    | : | United Kingdom                               |
| NCED  | : | National Curriculum Education Development    |