

CHAPTER-ONE

INTRODUCTION

The present study is on "**Beliefs of English Teachers on the Use of Electronic Media for Professional Development**". This introductory part includes: 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.

1.1 Background of the Study

This age is popularly known as the 'age of information technology' and new ways of technologies are used in different work fields to meet their goals quickly. Similarly, English language teaching is also one of those fields where different sorts of new technologies are required.

Accepting new ways of technologies in language teaching requires a fundamental and sometimes drastic change in perceptions from teachers about how languages are learned. Everyone is conditioned by the educational environment they experience. In language learning, beliefs and attitudes are shaped not only by the educational environment but also by family and societal values. These influences on approaches to learning a language may encourage learners to experience new methods of learning or conversely constrain and restrict their desire for a new learning experience.

Regarding the significance of teachers' beliefs, Kagan (1992, p. 65) says that unconsciously held assumptions about student, classrooms and the academic material to be taught shares three basic assumptions:

- Teachers' beliefs influence perception and judgment;
- Teachers' beliefs play a role in how information on teaching is translated into classroom practices;

- Understanding teachers' beliefs is essential to improving teaching practices and teacher education programs.

In addition to this, teachers' beliefs bring new goals, attitudes and decisions in teaching that influence their teaching experiences and facilitate the learners to alter these beliefs and to introduce them to flexibility in their learning.

Similarly, McDonough (1995, p. 9) indicates beliefs as important incentives for behaviors and says:

... what we believe we are doing, what we pay attention to, what we think is important, how we choose to behave, how we prefer to solve problems, form the basis of our personal decisions as to how to proceed. An important fact about this argument is that it is not necessary for those kinds of evidence to be true for them to have important consequences for our further development (as cited in Tercanlioglu, p. 148).

Similarly, in regard to teachers' beliefs, Richardson (1996, p. 102) says:

It is important for teachers to become aware of their own and their learners' beliefs and attitudes when indulging in teaching learning process. Any innovation in teaching and learning requires a shift in beliefs and attitudes for both teachers and learners. It can be shown that without sensitizing teachers to their own beliefs and attitudes and some form of learners training for students may develop.

Here the concern of present research is based on the beliefs of English teacher on the use of electronic media for their professional development which is current issue in the field of mass media. In short, mass is the information about the current events and significant issues which are the areas of public concern.

The present study seeks to analyze the beliefs of English teacher on the use of electronic media for their professional development.

1.2 Statement of the Problem

Language is used for communication. The use of language differs in different media. Electronic and print media share different programmes to the people. They are launching different news, messages, information, advertisements, educations, etc. It means, such types of media educate the people in different ways.

Teaching is a complex process which can be conceptualized in a number of different ways. To make this complex process easy different modern technologies have been used in the field of English Language Teaching nowadays. Different types of media are used in teaching learning process which help the teachers for their professional development. In trying to understand how teachers deal with the dimensions of teaching, it is necessary to examine the beliefs and thinking processes which underlie teachers' classroom actions with the help of electronic media for professional development. Teachers' belief systems are found on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. Since teaching is a personal activity, teachers have different beliefs about teaching by using electronic media in their classroom. Second language teachers hold different types of beliefs about how the target language should be taught and what is the role of electronic media for professional development. Teachers' beliefs about teaching strongly affect the materials and activities they choose for the classroom.

This study raises the issues regarding the beliefs of English teachers on the use of electronic media for professional development. Whether the English teacher has been benefitted from the electronic media or not in their professional development has been analyzed.

1.3 Objectives of the Study

The present study had the following objectives:

-) To find out the beliefs of English teachers on the use of electronic media for their professional development.
-) To suggest some pedagogical implications.

1.4 Research Questions

The following research questions were used in this study:

-) What are the beliefs of English teachers on the use of electronic media for their professional development?
-) What areas of professional development will be addressed/developed through the use of electronic media?

1.5 Significance of the Study

The present study on **Beliefs of English Teacher on the use of Electronic Media for Professional Development** tries to explore the beliefs of English language teachers on the use of electronic media for their professional development. Therefore, this study is significant to the stakeholders and practitioners involved in the field of English language teaching. It tries to find out the beliefs of in-service English teachers on the use of electronic media for their professional development. It also reflects that whether the ELT teachers apply the ideas learned through electronic media or not in their teaching. In this sense, it is significant to the English language teachers.

In sum, this study will be beneficial for those who are directly or indirectly involved in English language teaching like teacher trainer, teacher training institutions, subject experts, supervisors, observers teachers, policy makers, curriculum designers and trainee teachers. This study will be beneficial to all who are directly or indirectly involved in the field of teaching especially in ELT.

1.6 Delimitations of the Study

The present study had the following delimitations:

- This study was only limited to lower secondary and secondary level English language teachers.
- This study was limited to teacher professional development.
- The research was limited to 30 ELT teachers.
- It was limited to the questionnaire only as tool to elicit the data.
- The area of study was limited to Bhaktapur district.
- Two teachers were selected from each school.

1.7 Operational Definition of the Key Terms

I have used the following operational definitions of the key terms for my study:

Media: Media refers to the mass communication which involves the use of print or electronic media such as newspapers, magazines, film, radio or television through which messages are transmitted in a large and diversified group.

Professional development: It is conceptualized as a learning process, resulting from the meaningful interaction between the teacher and their professional context, both in time and space. It can be what teachers need and try to obtain or explore by their experience.

Electronic media: The term 'electronic' is concerned with electrons or electronics. So, electronic media refers to the things or results produced or operated by a flow of electronic and it uses air waves to reach the message to the audience. They include radio, television, cinema, internet, OHP and so on.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter broadly deals with the literature or theory of the researches related to this study. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. Therefore, this chapter has been divided into the following four broad parts:

2.1 Review of Theoretical Literature

Each and every study are based on or carried out on the basis of any related area. Review of related literature is the central and most important part of any research programs. It is a written summary and critique of research relating to a particular issue of question. Reviewing the related literature makes widen the body of knowledge and acquaints the researcher with the available literature in the area of study. It further provides the information about the methods and procedures other researchers have used in such similar studies.

A literature review includes the study of books, scholarly articles and any other sources relevant to a particular issues, areas or research or theory and provides a description, summary and critical evaluation of these works in relation to the research problem being investigated. The purpose of this form is to examine the corpus or theory that has accumulated in regard to an issue, concept, theory and phenomena. The theoretical literature review helps to establish what theories already exist, the relationship between them, to what degrees the existing theories have been investigated and to develop new hypotheses to be tested often this form is used to help, establish a lack of appropriate theories or reveal the current theories are inadequate for explaining new or emerging research problems. The unit of analysis can focus on a theoretical concept or a whole theory or framework.

The theoretical review may consist of simply a summary of key sources, but it usually has an organizational pattern and combines both summary and synthesis. It is often the important information of the sources, but a synthesis is a re-organization or a reshuffling of that information in a way that informs how you are planning to investigate a research problem.

Therefore, to enrich my theoretical framework, following theoretical literatures are reviewed:

2.1.1 Beliefs: A Brief Introduction

People use the word belief in a variety of ways. Beliefs not only affect how people behave but what they perceive in their environment. When people believe something is true, they perceive information supporting that belief. Beliefs alter expectations. People perceive what they expect to perceive. If we see the dictionary meaning of the word ‘belief’, it is given as “the acceptance of a fact, opinion or assertion as real or true, without immediate personal knowledge, reliance upon word or testimony...”

The word ‘belief’ is originated from the Aryan word ‘lubh’, meaning is ‘to like or to hold dear’ from which the word ‘love’ is originated. Belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour.

Similarly, Richards (1998.p.66) defines beliefs as “the information, attitude, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom”. From this definition, we can say that teachers’ beliefs refer to the teachers’ pedagogic beliefs or those beliefs of relevance to an individual’s teaching.

In addition to this, Pajares (1992, p. 307) also says:

... defining belief is at best a game of players choice. They travel in disguise and often underlies- attitudes, values, judgments, axioms, opinions, ideology, perceptions, conception, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practices practical principles, perspectives, repertories of understanding, and social strategy, to name but a few that can be found in the literature.

To sum up, beliefs are generalizations about things such as causality or the meaning of specific action. It is also the conceptual system of attitudes, values, ideologies and personal theories of understanding which have formed impressions about themselves and their abilities and about the nature of knowledge, how learning takes place.

2.1.2 Teachers' Beliefs

Teachers come to the classroom with their own system of beliefs and to some extent, these determine many of the choices they make in relation to what and how they teach. Murphy (2000, p.4) established a definition of teachers' beliefs based on Pajares' (1992,p.307) synthesis of the notion of beliefs. She defines teachers' beliefs as the representation of:

a complex and inter-related system of personal and professional knowledge that serves as implicit theories and cognitive maps for experiencing and responding to reality. Beliefs rely on cognitive and affective components and are often tacitly held.

Similarly, Richards (1998, p.66) defines teachers' beliefs as "the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom". From these definitions, we can say that teachers' beliefs refer to teachers' pedagogic beliefs or those beliefs of relevance to an individual's teaching. They are the teachers' personal constructs that determine how they approach their teaching. Teachers are typically confronted with several different kinds of tasks: selecting learning activities, preparing students for new learning presenting learning activities, asking questions, conducting drills, checking students' understanding, providing opportunities for practice of new items, monitoring students' learning giving feedback on student learning, reviewing and re-teaching when necessary and so on. It is said that teachers deal with these dimensions of teaching based on their beliefs they hold about teaching. It is for this reason that an investigation of teachers' beliefs is necessary in order to gain a better understanding of what goes on in the classroom. Teachers' beliefs are closely linked to teachers' strategies for coping with challenges in their daily professional life. These beliefs are manifested in teachers' teaching approaches, selection of materials, activities, judgments and behaviors in the classroom.

Teachers' beliefs shape students' learning environment and influence student motivation and achievement. It is assumed that these beliefs provide the underlying framework which guides their classroom actions. In other words, what teachers do is a reflection of what they believe and know.

Teachers' belief about what teaching/learning is affects everything that they do in their classroom. If sometimes a teacher is acting spontaneously, it is based on his/her deep-rooted belief. Such deep-rooted beliefs pervade their actions in classrooms more than a particular methodology they are told to adopt. In other words, teachers are highly influenced by their beliefs.

2.1.3 Professional Development

Professional development is an ongoing, self-directed and autonomous effort of person to acquire new knowledge and skills and continually improve them after initial formal training in their career. Richards and Farrell (2005, p.4) view that professional development is a process that takes place over time, starts and ends with formal training or graduate education. The first indicator of professionalism is 'knowledge about one's job. It is the ability to work meticulously and accurately with minimal errors or confusions. Enjoying the job and feeling proud of it is the second most important factor. It is important to feel good about what one is doing that gives us the urge to constantly innovate and improve ourselves. The pride in one's job is totally unrelated to money or designation or social status. The third aspect is related to thought processes. A professional has ability to rise above personal biases and prejudices, think objectively and give his/her best in all situations as the situation demands. Personal likes and dislikes have no place at all. A professional is a person who is competing with him/herself to become best every day.

According to Wallace (2010,p.7), any occupation to be called 'profession' must have the following qualities:

-) A basis of scientific knowledge;
-) A period of rigorous study which is formally assessed;
-) A sense of public service;
-) High standards of professional conducts; and
-) The ability to perform specified demanding and socially useful tasks.

Professional Development is an ongoing activity designed to increase levels of expertise and understanding. It should, where possible, be a process that works individually with the strengths and needs of a specific person in order to create higher capability and understanding. Continuous professional development, staff development and mentoring are other common terms used in this area.

Teachers are the professionals like other personnel such as doctors, engineers, pilots etc. They need their continuous development in their profession.

Teaching is a complex task to be performed by the teachers, which needs expertise in them. In the words of Richards and Nunan, (1990), “Teaching is a kind of mystical experience that is hard to explain or describe” (p.132).

Teaching is mainly shaped by learning. So, learning how to teach is very important. It means how people define learning that determines teaching. To quote Brown (1994), “Teaching is showing or helping someone to learn how to do something, giving instructions guiding in the study of something, providing with knowledge, causing to know or understand”(p. 7). Teaching is widely understood as an act of transforming the knowledge, skills and the attitudes to the learner with an aim of bringing positive change in the learners.

The role of teacher becomes a central figure in the teaching process. The act of successful teaching demands various roles of the teacher. Hopkins (1985) mentions “Teachers are too often the servants of heads, advisors, researchers, textbooks and curriculum developers, examination boards of the department of education and science among others”(as cited in Head and Taylor, 1997, p.97). Similarly, Harmer (2008) highlights the roles of teacher as: controller, assessor, organizer, prompter, participant, resource and tutor (p. 25).

In order to handle the multiple roles and responsibilities and to make their teaching profession effective, the teachers need to develop their professionalism. Different processes, strategies, programs and ways of teachers’ professional development have been practiced by the teachers.

Teacher professional development is the key to developing the capacity needed to reach the goal of comprehensive school reform. Teacher professional development is most useful when it is embedded in the daily life of the school-when there is a culture of learning in the school or educational setting. A culture of learning is characterized by a respect for learning, a high level of trust, collaborative processes such as shared decision-making a mutual understanding of the goal of improved student learning and a collective

commitment to the success of all students. This is possible when teachers purposely study together, exchange ideas, reflect on their practices and find better ways to help students learn. This type of culture of learning helps teachers learn all they need to know to change their practices in ways that lead to improved student achievement. In this sense, teacher professional development enhances competence of all teachers in a learning community to pursue their life-long learning. If education is to improve, teacher professionalism must increase because teachers are at the core of any teaching learning process. Teacher Professional development is a process along a continuum of learning and is about ongoing professional development. Some of the characteristics of teacher professional development mentioned by Eleonora (2003, p.220) are as follows:

-) It is based on constructivism in which teachers are treated as active learners.
-) It is perceived as a long process as it acknowledges the fact that teachers learn over time.
-) It is perceived as a process that takes place within a particular context.
-) It is intimately linked to school reform.
-) A teacher is conceived of as a reflective practitioner.
-) It is conceived as a collaborative process and
-) It may look and be very different in diverse setting.

To conclude, teacher professional development ultimately aims at students' learning outcomes. Several researches have shown that teacher professional development plays a key role in changing teachers' skill and teaching methods and therefore, it does have an influence on students' learning and achievement.

2.1.4 Media

The ways through a large number of people receive various types of information and entertainments are known as media. Media convey information by printing or broadcasting. Media is a plural form of medium. A medium is necessary to communicate with the audience.

In the words of, Durant and Lambrou (2010.p.124) media is “the various means of mass communication considered as a whole, including TV, radio, and magazine, together with the people in their production”. From the abovementioned definition, we can say that media are channels to communicate with each other. They play crucial role in communicating ideas, beliefs and so on. Therefore, appropriate media should be selected and used for effective communication. Media often means ‘mass media’, which usually includes press, radio, TV, cinema, recording and so on.

Mass media are tools that are necessary for mass communication. Source of information and news such as newspaper, magazines, radio, TV that access and influence the large number of people, is generally called mass media. In the similar vain, Gamble and Gamble (1989, as cited in Bhattarai, 2003,p.6) define mass media as “tools, instruments of communication that permit us to record and transmit information and experiences rapidly to large scattered, heterogeneous audiences; as such, they extend our ability to talk each other by helping us overcome barriers caused by time and space”. Similarly, Bhattarai (2003, p.2) says, “Mass media refers to the various means of carrying or communicating information”.

From the above definitions, we can say that mass media are the means or devices used to convey our ideas or thoughts through speech or writing. Mass media make mass communication possible. They have revolutionalized our personal as well as social life. They play a major role in creating a feasible climate for the modern climate. Most media use both the print as well as electronic media it has high coverage and standard content to be conveyed. It is

not limited to certain aspects or areas of our daily life as well as society.

Instead, it covers vast area of content

2.1.5 Types of Media

Media are generally, classified into two types: print media and electronic media which are described below:

a) Print Media

Print media are the oldest form of mass communication. Print media are so named because they make use of printed symbols to communicate messages to the receivers. With the invention of the printing press, hand written texts proliferated and people became widely educated. This old system preserved the treasure of knowledge. Print media includes books and manuals, newspapers, magazines and periodicals, brochures and prospectuses, pamphlets and so on.

b) Electronic Media

The term 'electronic' is concerned with electrons or electronics. So, electronic media refers to the things or results produced or operated by a flow of electronic and it uses air waves to reach the message to the audience. They include radio, television, cinema, internet, OHP and so on. The electronic media are also called mechanical media which use complex electro-magnetic devices at both the encoding and decoding points. In the production of electronic media, several kinds of technology involve in the transmission of messages. Cables and satellites are utilized and the electronic technology helps in miniaturization, storage, retrieval, display and control of messages.

To be specific, my research work is concerned with the beliefs of English teacher on the use of electronic media such as radio, television, internet, OHP and how these media help for their professional development.

2.1.6 Advantages of Using Media in ELT

Every teaching tool and material has its own advantages and disadvantages. Advantages of any tool plays vital role to be applied in teaching-learning process.

Regarding the advantages of media in ELT, Moore (2010) says:

Many English languages teaching methods were developed based on psychological studies of learning methods during 20th century. Language courses began to integrate approaches that focused on visual, auditory and sensory learning, because it became known that students have different learning capacities and use one of their senses more often to acquire information. Teachers began to understand that language acquisition was not a passive process but depended on the learner's interest, habits, background and attitude. However, it was difficult for traditional methods to address these concepts until media was integrated (www.ehow.com, retrieved on 19 December 2010).

Using media to create a context to teach English has its unique advantages.

Some of them are given below:

-) It stresses the role of students, and enhances the importance of “interaction” between teachers and students.
-) It is very useful to train and improve students' ability to listen and speak, and to develop their communicative competence.
-) It creates a good platform for the exchange between teachers and students.
-) It enables students to participate actively during the teaching learning process.

-) It improves teaching efficiency and quality.
-) It makes the class lively and interesting, as well as optimizing the organization of the class.
-) It is effective in nurturing students' interest in learning English, as well as enhances teachers' interest in ELT.
-) It manipulates the network to contact teachers, and receiving answers by e-mail.

2.1.7 Media for Professional Development (TPD)

Literally, 'media' is the means of mass communication such as TV, radio, newspapers etc. It often means the 'mass media', usually television but also sometimes, recordings of popular music and some computer-mediated forms. Mass communication is made possible by the use of mass media which includes print and electronic media. Mass communication will be meaningful only when the media is most reliable. Mass media are the most powerful tool which reveals the facts and disseminates the day to day distilled events. Media play a major role in creating a feasible climate for the modern concept of democratic governance in a country. Media have been playing a vital role in the present day world because they make possible to deliver the same message simultaneously to a vast and diversified audience, scattered far and wide. In fact, media have revolutionized our personal as well as social life. The role of media in the present day world is for providing information, entertainment, advertising, education and so on. Broadly media are classified into two: print and electronic media. Print media include newspapers, books and manuals, magazines and periodicals, brochures and prospectuses and pamphlets and so on. Electronic media includes radio, television, OHP, internet, cinema and so on.

Professional development, in a broad sense, refers to the development of a person or professional in his or her professional life. Ganser (2000, as cited in Villegas and Reimers) states, "Professional development includes final experiences (such as attending workshops and professional meeting, etc) and

informal experiences such as reading professional publication, watching documentaries related to academic discipline etc." Richards and Farell (2005, p. 4) view that professional development is a process that take place over time, starts and ends with formal training of graduate education. The first indicator of professionalism is knowledge about one's job. It is the ability to work meticulously and accurately with minimal errors or confusion.

Teacher professional development is the process of developing professional excellence by learning, experiencing, practicing and preparing oneself for new challenges and responsibilities to be encountered in teaching. Teacher professional development is a process of becoming the best kind of teacher that personally can be. It is a continuous process of transforming human potential into human performance, a process that is never finished. Generally, development refers to progressive change or advancement towards positive direction. It draws on the teacher's own inner resource for change. These conditions still hold, for the most part of the teaching English language. In order to solve those pedagogical problems, it is not possible to send and bring teachers to the training centers under the care and guidance of teacher guide. It goes beyond career development and staff development. The concept of TD has changed over the year. Only from past few years the professional development of teachers has been considered a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been changed dramatically in recent years. In the same way, Gathorn (1995, p. 41 as cited in Villegas and Reimers) states, "More specifically, teacher development is the professional growth a teacher achieves as a result of gaining increased experiences examining his or her teaching systematically". It is motivated by teacher's own questioning of who they are and what they do rather than by any external agenda. Teacher development is a continuous process of adding professional knowledge and keeps up-to-date with theory and practice in teaching field

which brings noticeable change and reformative change in teacher's profession and personal life.

To conclude, media i. e. electronic media is one of the medium which helps the teacher for their professional development. Teachers are learning skills, techniques and strategies from different electronic media. They have learned the idea of teaching language skills from different programmes broadcasted from different media. Media provides information from which teachers' are benefitted and they can use for their professional development. By listening to various programmes on radio like BBC News, educational programmes, and so on they can enhance their language proficiency and pedagogical knowledge. By using internet they can learn different methods and techniques of teaching English language. So, it can be said that electronic media play a major role for teacher professional development.

2.2 Review of Empirical Literature

A number of researches have been carried out in the field of teachers' professional development at the Department of English Education. But, no research has been carried out on the "Beliefs of English Teachers on the use of electronic Media for Professional Development". However, some of the related literatures of present study have been reviewed here in this section:

Bhatt (2009) carried out a research on "Classroom Observation and Feedback for Teacher's Professional Development" with the main purpose to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. He used observation as a tool to collect data and applied non-random judgmental procedure. Fifteen English language teachers were selected for observation from Kathmandu district. The finding showed a very few of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weakness exposed.

Gautam (2010) conducted a research entitled “Perception of Teachers on NELTA Activities for Professional Development”. The main objectives of his research work were to identify the perception of teachers on NELTA activities for professional development and to identify whether the members of NELTA apply the ideas learnt in NELTA programmes in their professional life. He used questionnaire as a main tool for data collection. Twenty English language teachers were selected for observation from Kathmandu district. He found that NELTA has been able to develop professional awareness among the English teachers and most of the teachers viewed that NELTA shows its existence only once a year especially at the time of annual conference. More importantly he said that the involvement of female English teachers in the organization is very poor.

Joshi (2010) carried out a research on “Learning strategies of English language teachers for professional development”. The main objective of this research was to identify the learning strategies of English language teachers and benefits they got from those strategies for their professional development. The research was limited to Kathmandu valley and questionnaire was used as the research tool. Thirty English language teachers were selected from different schools. The finding showed that teacher’s own teaching experience, self-monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching are the most common learning strategies that have been practiced by the English language teachers and the strategies like mentoring, refresher courses, teaching portfolios, resource and teacher activity centers, reflective logs and analysis of critical incidents are less common learning strategies among the English language teachers teaching in different colleges of Kathmandu.

Khanal (2011) conducted a research entitled “Strategies for Professional Development: A Case of Secondary Level English Teachers” to identify the strategy used by secondary level teachers of English for their professional development. The main objective was to find out the strategies for professional development of English teachers. Six English language teachers were selected for observation and interview. The findings of the research showed that the strategies

used by teachers having below five years of experiences were self monitoring, workshop, conferences, seminars and workshop. The experienced teacher used different strategies in the classroom where the teachers having the experiences below five years faced many problems or they were less skilled. He also found that all the teachers used different strategies for their professional development.

Khatri (2012) carried out a research entitled "Self Directed Learning for Teachers Professional Development." The main objective of the research was to find out the awareness of the English language teachers towards the self directed learning and the practices of self directed learning adopted by the teachers for PD. The research was limited to Kathmandu valley and questionnaire (both open ended and closed ended) was used as a research tool. Twenty teachers were selected for research work. The findings of the research showed that most of the teachers were aware of self directed learning, they viewed that self directed learning is a personal approach to learning for professional development and most of the teachers evaluate their own teaching.

The above mentioned all researches are related to the teachers professional development. Some of them are related to classroom observation and feedback for teacher professional development, some are related to NELTA activities for teachers professional development, some are related to learning strategies for English language teachers for their professional development, some are related to strategies for professional development and some are to self directed learning for professional development but my research is a bit different than theirs. In my research work I tried to find out the beliefs of English teachers on the use of electronic media for their professional development. This study is different from the existing ones. However, this research is new in the teacher professional development in the department of English Education, Tribhuvan University.

2.3 Implications of Review for the Study

In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of this information to our own research. This view or the study may obtain from the variety of sources including book, articles, reports, etc. These entire sources helped me to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

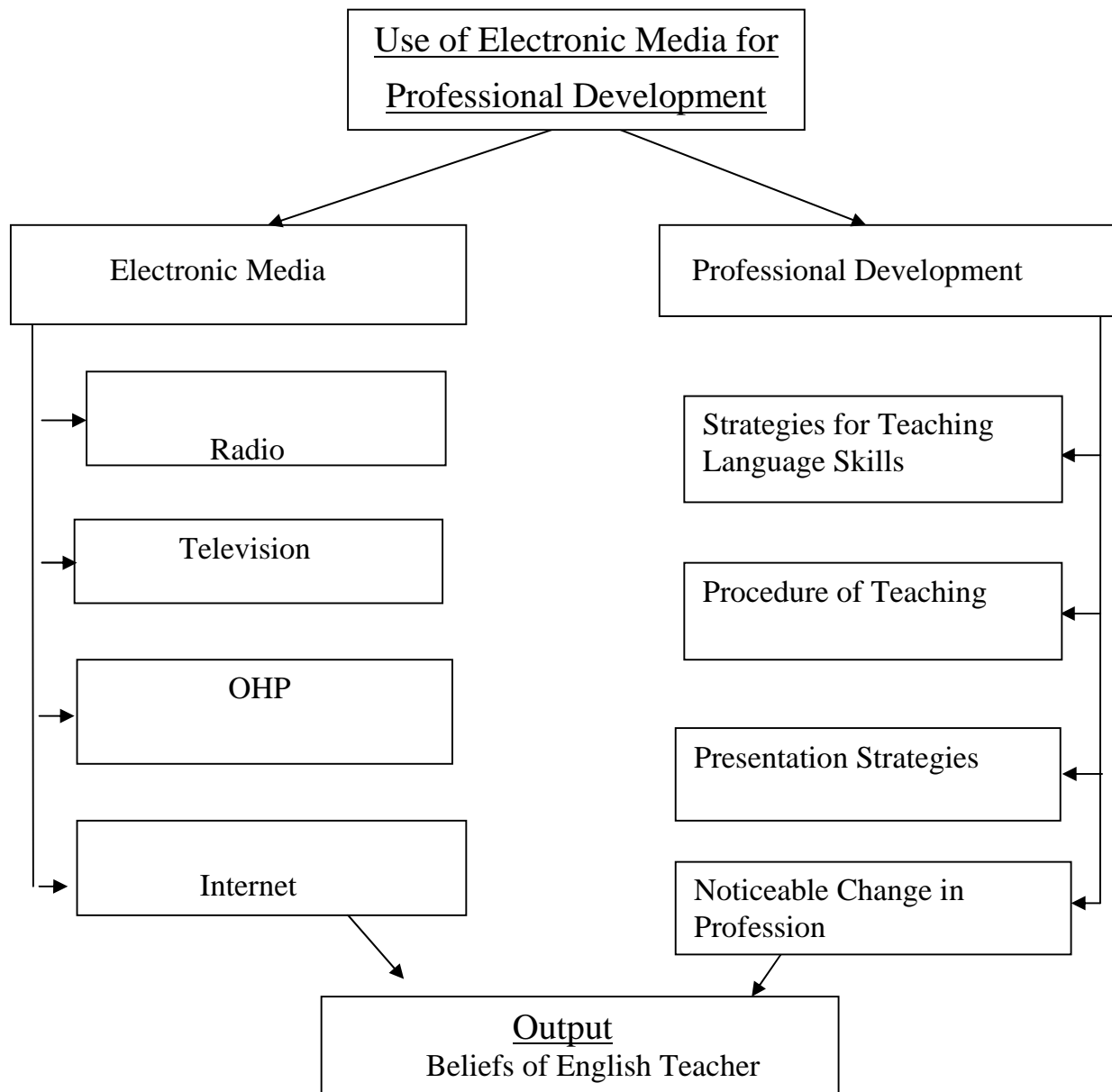
The following are the implications of the reviewed researches:

-) The objectives of the reviewed researches helped me to specify the objectives of my research.
-) The theoretical literature of the reviewed researches found to be worthy to collect the information about electronic media for my study.
-) The methodology adopted in them helped to adopt the design of the study and the sampling procedure i.e. non-random judgmental sampling procedure.
-) With the idea of the research tools of those reviewed studies, I tried my best to make the questionnaire specific that collects reliable information which helped to meet the specified objectives of the study.

In conclusion, these all reviewed research works helped me to specify the objectives, to collect the information from informants, adopt the design of the study and helps in sampling procedure. Similarly, I was benefited to analyze the data and find out the appropriate findings. Therefore, my study is new in the field of English education especially in the department of English education and this work is new attempt in the exploration of above mentioned untouched areas. This is a single study to address beliefs of English teachers on the use of electronic media for teachers' professional development. So, this seems to be new study.

2.4 Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study. The conceptual framework of my research is as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the set of objectives of the study the following methodologies have been adopted.

3.1 Design and Method of the Study

The present study on "Beliefs of English Teacher on the use of Electronic Media for Professional Development" is based on survey research design. Survey research is mainly carried out to find out people's attitudes, opinion and the specified behaviors on certain issues, phenomena, events and situation. According to Nunan (1992 p. 40), 'The main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time'. Education of survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population. In survey research, the researcher collects the data at a single time and it addresses the large group of population. Thus, sampling is the procedure of selecting of required number of sample which represents the whole group. It helps the researchers to collect the required number of population. The researcher can use numerous sampling strategies to accomplish his/her research work. Some of the strategies used in survey research are simple random systematic, stratified cluster, convenience and purposive, etc. Survey data are collected through questionnaires, observation, interviews, etc. In this research work, I will basically use questionnaires as a main tool in order to find out the beliefs of English teachers on the use of electronic media for professional development. The findings of survey are generalizable and applicable to the whole group. In this context, Cohen and Manion (1985, as cited in Nunan, 1992, p. 140) write:

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the

snapshot of condition, attitudes and/or events at a single point of time.

Similarly, Nunan (1992, p.141) states the following survey research procedures:

- Step 1: Define objectives – What do we want to find out?
- Step 2: Identify target population – What do we want to know about?
- Step 3: Literature review – What have others said/discovered about the issue?
- Step 4: Determine sample – How many subjects should be Survey, and how it will identify these?
- Step 5: Identify survey instruments – How will the data be collected: Questionnaire/interview?
- Step 6: Design survey procedures – How will the data collection actually be carried out?
- Step 7: Identify analytical procedures – How will the data be assembled and analyzed?
- Step 8: Determine reporting procedures – How will results be written up and presented?

From the aforementioned description, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sector to obtain snapshot of conditions, attitudes and events at a single point of time. I have selected survey research design because it helps me to find out English teachers' attitude, opinions and the specified behavior on certain issues, phenomenon or situation. Furthermore, it is easier than other research because data in a survey research is collected only at a single point of time aiming to obtain on overview of a phenomenon, event, issues or situation. It addresses the large group of population; sampling is a must to carry out the investigation. The concern here is to ensure that, the sample should be representative of the study population as a whole. Sampling is done to obtain

the practicability of the study. The finding of survey is generalizable and applicable to the whole group. In survey research, data are collected through questionnaire, interviews, tests, score, observation, attendance rates, results of public examinations and so on. Moreover, it provides descriptive, inferential and explanatory information.

3.2 Population, Sample and Sampling Strategy

The populations of the study were lower secondary and secondary level English teachers of Bhaktapur District. The sample of the study consisted of 30 ELT teachers from different 15 schools. Two teachers were selected from each fifteen schools which are located in Bhaktapur district. The name list of the schools and teachers are mentioned in appendix III and appendix IV. Non-random judgmental sampling procedure was used to select the sample.

3.3 Study Areas or Field

I have selected Bhaktapur district as the area of my research work for the purpose of carrying out the research. To be specific, beliefs of English teachers on the use of electronic media for their professional development was analyzed.

3.4 Data Collection Tools and Techniques

As the tool for data collection, I used questionnaire to elicit the required data for the study. Both the open-ended and close-ended questions were included in the questionnaire. The questions were related to the research problem.

3.5 Data Collection Procedures

I followed the following process to collect the data

-) First of all, I prepared a set of questionnaire.
-) Then I went to the field and got permission from the respected authority to consult the English language teachers.
-) I built rapport with the respondents and explained them about the purpose.
-) I distributed the questionnaire to the respondents and requested them to help by responding to questionnaire.
-) Then I collected the questionnaire from them after one week of its distribution.

3.6 Data Analysis and Interpretation Procedures

This chapter is mainly concerned with the analysis and interpretation of the data collected from the questionnaire. The systematically collected data were analyzed, interrelated and presented descriptively and correlatively on the basis of questionnaire as a research tool. I have presented the facts in different list and tables. The data were collected from 30 teachers of English by distributing questionnaire. This study was carried out to find out the beliefs of English teacher on the use of electronic media for their professional development. An attempt has been made here to describe in detail the beliefs of English teacher on the use of electronic media for their professional development.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter presents the analysis and interpretation of the data collected from the questionnaire. It includes two sub-broad headings: analysis of data and interpretation of the results and summary of the findings.

4.1 Analysis of Data and Interpretation of the Results

In this chapter, I have analyzed the collected data and interpreted the results from the collected data from primary sources. The primary data had been obtained through questionnaire as a research tool. I had collected data from 30 ELT teachers of English from Bhaktapur district. An attempt has been made here to describe in detail the beliefs of English teacher on the use of electronic media for their professional development on the basis of the questionnaire. Questionnaire was used as a main tool for collection of data. 15 close ended and 10 open ended questions had been included in the questionnaire which the respondents had to answer. The systematically collected data have been analyzed, interrelated and presented descriptively and correlatively on the basis of questionnaire as a research tool.

4.1.1 Analysis and Interpretation of the Data Results on the Basis of Close-ended Question

I have analyzed the data collected from the questionnaire descriptively and co-relatively on the basis of questionnaire. Beliefs of English teacher on the use of electronic media for professional development have been analyzed, interpreted and presented in descriptively and correlatively. I had made 15 close-ended questions for my research work. Data collected from close-ended questions have been analyzed under the following headings:

4.1.1.1 Use of Electronic Media for Developing Language Skills

This section of the thesis deals with analysis and interpretation of data with regard to the use of electronic media such as radio, television, OHP and internet for developing language skills. The summary of the results has been presented below:

Table No. 1

Use of Electronic Media for Developing Language Skills

S.N.	Electronic Media	No. of Teachers	Percentage
1.	Radio	4	13%
2.	OHP	7	23%
3.	Television	8	27%
4.	Internet	11	37%

The data presented above, table no. 1 shows that 13% English teachers use radio, 23% use OHP, 27% use television and 37% use internet for developing language skills in their profession. The data shows that most of the teachers use internet in their profession rather than other electronic media for developing language skills.

From the above analysis it has been concluded that all the teachers have beliefs towards the use of electronic media for developing language skills though some of them believe on radio, some of them on OHP, some of them on television and some of them on internet.

4.1.1.2 Use of Radio to Develop Language Proficiency

This section of the thesis deals with analysis and interpretation of data with regard to the use of radio to develop language proficiency. The summary of the results has been presented below:

Table No. 2

Use of Radio to Develop Language Proficiency

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	12	40%
2.	Agree	18	60%
3.	Disagree	-	-
4.	Strongly Disagree	-	-

The collected data revealed that 60% of the teachers agreed and 40% strongly agreed with the statement that listening to BBC news on radio helps the ELT teachers to develop their language proficiency but no one disagreed and strongly disagreed to the statement. This data shows that all of the respondents have positive attitudes towards the use of Radio that helps to develop language proficiency of the ELT teachers.

From the above analysis it has been concluded that all most all of the teachers have beliefs towards listening to BBC news on radio helps to develop language proficiency for their professional development.

4.1.1.3 Use of Radio for Developing Language Skills in Teaching Profession

This section of the thesis deals with analysis and interpretation of data with regard to effective language skills while using radio in their profession. The summary of the results has been presented below:

Table No. 3

Use of Radio for Developing Language Skills in Teaching Profession

S.N.	Language Skills	No. of Teachers	Percentage
1.	Listening	28	93%
2.	Speaking	2	7%
3.	Reading	-	-
4.	Writing	-	-

The data presented above table no. 4 shows that 93% English teachers were found with the view that listening skill is more effective while using radio in their profession and only 7% English teachers were found with the view that speaking skill is more effective while using radio in their profession but no one was found under reading and writing skills while using radio in their profession. The data shows that most of the teachers were found listening skill is more effective while using radio in their profession.

From the above analysis it has been concluded that most of the teachers have beliefs towards the use of electronic media i.e. radio in their profession to develop listening skill rather than other skills.

4.1.1.4 Use of OHP for Effective Presentation

For effective presentation, the use of OHP is beneficial for both the teachers and students, especially to teachers in their classroom teaching and for their professional development. OHP helps the teachers to present classroom presentation effectively and lively, to solve the classroom problems and to make teachers independent and autonomous. Here, I have summarized the teachers' perception on use of OHP for effective presentation in table no. 4.

Table No. 4
Use of OHP for Effective Presentation

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	13	43%
2.	Agree	17	57%
3.	Disagree	-	-
4.	Strongly Disagree	-	-

Among the respondents, the collected data revealed that 43% of the teachers strongly agreed and 57% agreed with the statement that the use of OHP helps them for effective presentation in their teaching. But no one was found in disagree and strongly disagree.

From the above analysis it has been concluded that the most of the teachers agreed with the statement that the use of OHP is more effective in their classroom presentation and in their profession. Use of OHP makes classroom presentation effective and lively.

4.1.1.5 Noticeable Change in Teaching Profession through Electronic Media

This section of the thesis deals with analysis and interpretation of data with regard to the use of electronic media can bring noticeable change in teaching profession. The summary of the results has been presented as follow:

Table No. 5
Noticeable Change in Teaching Profession through Electronic Media

S.N.	Responses	No. of Teachers	Percentage
1.	Agree	13	43%
2.	Strongly Agree	17	57%
3.	Disagree	-	-
4.	Strongly Disagree	-	-

Among the respondents, the collected data revealed that 43% of the teachers agreed and 57% strongly agreed with the statement that the use of electronic media such as radio, television, OHP and internet can bring noticeable change in teaching profession but no one was found in disagree and strongly disagree.

From the above analysis it has been concluded that around 70% teachers strongly agreed with that statement that the use of electronic media can bring noticeable change in teaching profession. It was found that internet is more effective in their profession than other electronic media and which can bring noticeable change in their teaching strategies, procedures and presentation.

4.1.1.6 Use of Electronic Media for Teacher Professional Development

To elicit more information about the use of electronic media for teacher professional development, different questions were asked to them. In response to those questions, they came up with different responses. The responses made by them have been summarized and presented in table no. 6.

Table No. 6

Use of Electronic Media for Teacher Professional Development

S.N.	Electronic Media	No. of Teachers	Percentage
1.	OHP	5	17%
2.	Television	6	20%
3.	Radio	7	23%
4.	Internet	12	40%

The data presented above table no. 6 shows that, 17% teachers use OHP, 20% teachers use Television, 23% teachers use Radio and 49% teachers use internet for their professional development. The data shows most of the teachers use internet in their profession for their professional development.

From the above analysis it has been concluded whether they use OHP or Television or Radio or Internet. Most of the teachers have positive beliefs towards using electronic media for their professional development.

4.1.1.7 Use of Television for Teacher Professional Development

This section of the thesis deals with analysis and interpretation of data with regard to different programmes like English news, Saikshik Gatibidhi, Teach English and so on telecasted on television help English language teachers to develop their professional life. The summary of the results has been presented below:

Table No. 7

Use of Television for Teacher Professional Development

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	14	43%
2.	Agree	16	57%
3.	Disagree	-	-
4.	Strongly Disagree	-	-

Among the respondent, 43% of the teachers strongly agreed and 57% of the teachers agreed with the statement that different programmes like English

News, Saikshik Gatibidhi, Teach English etc telecasted on Television help English language teachers for their professional development. No one was found in disagree and strongly disagree.

From the above analysis it has been concluded that most of the teachers have beliefs towards the different programmes telecasted on television help the teachers for their professional development.

4.1.1.8 Use of Internet in Teacher Professional Development

This section of the thesis deals with analysis and interpretation of data with regard to the use of internet in teacher professional development and to know about the current information related with teaching learning activities. The summary of the results has been presented as follow:

Table No. 8

Use of Internet in Teacher Professional Development

S.N.	Responses	No. of Teachers	Percentage
1.	Agree	14	47%
2.	Strongly Agree	16	53%
3.	Disagree	-	-
4.	Strongly Disagree	-	-

Among the respondents, the collected data revealed that 47% of the teachers agreed and 53% strongly agreed with the statement that the use of internet helps the teachers in their professional life. It helps the teachers to be up to date with new ideas, techniques, methods and procedures but no one was found in disagree and strongly disagree.

From the above analysis it has been concluded that the most of teachers agreed that the use of internet helps the ELT teachers to develop their professional life.

4.1.2 Analysis and Interpretation of the Data on the Basis of Open-ended Question

Beliefs of English teacher on the use of electronic media for professional development have been analyzed, interpreted and presented in descriptively and correlatively on the basis of the questionnaire. I had made 10 open-ended questions for my research work. Data collected from open-ended questions have been analyzed under the following headings:

4.1.2.1 Use of electronic media for teaching learning activities

To obtain the information about beliefs of English teachers on electronic media for professional development, the questions were asked such as: Have you ever used electronic media in teaching learning activities? Why have you used? Do you listen to BBC news on radio? What do you think it helps to develop your language proficiency? What are the advantages of using OHP in your teaching?" While analyzing the responses, all of the teachers had mentioned that they use electronic media in their teaching learning activities which help to make them clear the difficult content, help to learn an easy and fast way. Some teachers listen to BBC news on radio and some do not but those who listen, they response that listening to BBC news helps to develop language proficiency, develop vocabulary power and helps to learn the way of pronouncing word and sentences. Regarding the advantages of OHP, most of the teachers mentioned that it helps to make classroom interactive, easy to control class, easy to teach and many information can be given in short time. From the abovementioned analysis it has been concluded that whether they use radio or OHP or internet or television, they have positive attitudes towards the use of electronic media for their professional development.

4.1.2.2 Educational programmes from electronic media

To obtain the information about beliefs of English teachers on the use of electronic media for professional development, the questions were asked such as: "Do you listen to educational programmes broadcasted on radio and telecasted on TV? Have you ever gone through any article, story and poem in

the internet?” While analyzing the responses, some of the teachers mentioned that they listen to the programmes from radio and TV which help them for learning way of pronouncing word and help to learn teaching method, to solve problems created in the classroom. Some of them do not listen and do not watch programs broadcasted on radio and telecasted on TV. The most of teachers responded that they search the reference materials from internet and use in their classroom.

From the above mentioned analysis it has been concluded that different programmes from radio and TV help the teachers to learn different teaching methods, strategies and help them to solve the classroom problems. From the internet they can get different sources for teaching learning, they can be up to date.

4.1.2.3 Use of Electronic media for strategic development

To obtain the information about beliefs of English teachers on the use of electronic media for professional development, “Which electronic media do you use for your professional development? Do you use internet to learn techniques and methods? What is your opinion regarding electronic media?” were asked to the teachers. While analyzing the responses, the most of the teachers use internet rather than other means of electronic media. Some of them mentioned that internet helps to keep up to date with the new ideas or methods to teach students. Some of them mentioned that internet helps to learn new techniques, methods and strategies.

From the abovementioned analysis it has been concluded that all the teachers use electronic media for developing strategies. The most of the teachers use internet.

4.1.2.4 Use of Electronic media to solve pedagogical problem

To obtain the information about beliefs of English teachers on the use of electronic media for professional development, “Do electronic media help to the ELT teachers to solve their pedagogical problems?” was asked to the teachers. While analyzing the responses, all the ELT teachers agreed with that they use electronic media for solving the pedagogical problems. Some of them

use electronic media for selection of materials, some use to acquire information about their pedagogy and some of them use to solve the problems related with teaching learning activity.

From the above mentioned analysis, it has been concluded that all the teachers are positive to the use of electronic media such as radio, OHP, television and internet which help to solve pedagogical problems like classroom management, selection of appropriate teaching techniques and methods, instructional materials etc.

4.2 Summary of Findings

The focal point of every research study is its findings. It also, is the fulfillment of the objective of a study. The thesis entitled “Beliefs of English Teachers on the Use of Electronic Media for Professional Development” was an attempt to find out the teacher’s beliefs regarding the use of electronic media such as radio, OHP, internet and television for their professional development.

Moreover, this study was an attempt to find out the teachers’ belief for their professional development which is the reflection of their activities. This study was mainly conducted considering the fact that it adds a brick in the field of teacher professional development of ELT and helps English teachers to make their class lively. On the basis of analysis of data and interpretation of the results, the following findings have been made.

-) It was found that the informants believed that teachers can be benefited in several ways by using electronic media. They further said using electronic media such as radio, television, OHP and internet is beneficial for teacher professional development as well as effective teaching and learning of English Language.
-) The informants who participated in this study agreed that electronic media is very useful and essential tool for teacher professional development.

-) The informants who participated in this study had positive attitudes and perceptions towards strategies for teaching language skills. They thought that it is ultimately a basis for teacher professional development.
-) Most of the teachers have positive view towards the role of electronic media such as radio, television, OHP and internet for teacher professional development.
-) Most of the informants i.e. 90% who participated in this study agreed with the view that electronic media help to solve the classroom problems of the language teachers.
-) Most of the teachers strongly agreed with listening to BBC news on radio help them to develop their language proficiency. They further said that listening skill is more effective than other skill while using radio in their profession.
-) Different programmes on electronic media broadcasted on radio and telecasted on television help the English language teachers in their professional development.
-) Electronic media has an effective role in teachers professional development and it can solve pedagogical problems like classroom management, selection of appropriate methods and techniques, appropriate instructional materials and so on. Similarly, it helps to know about the current information.
-) Electronic media such as radio, TV, OHP and internet can bring noticeable change in strategies for teaching language skills, procedure of teaching, presentation strategies as well as teachers profession.
-) Using internet in teaching learning processes has an effective role in teacher professional development.

CHAPTER – FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter is concerned with some conclusions and recommendations which have been obtained from the analysis and interpretation.

5.1 Conclusions

This research was conducted to find out the beliefs of English teacher on the use of electronic media for their professional development. On the basis of the findings from the analysis and interpretation, the researcher has made the clear conclusion which is concerned with the summary of each five chapters.

Chapter one is the introductory part which includes background of the study which describes about the research topic and can quote from authentic writers to strengthen the ideas. In this item, each and every details related to the main headings have been included. Similarly, statement of the problem states the issue that is to be researched and analyzed for e.g. use of internet, radio, OHP and television for their professional development. Objectives of the study should be concerned with the purpose of carrying out research. The objectives of my research were to find out the beliefs of English teachers on the use of electronic media for their professional development and to suggest some pedagogical implications. Research questions have been made to meet the objectives of the study. The questions were related to the beliefs and the teacher professional development. The belief related question was “What are the beliefs of English language teachers on the use of electronic media for their professional development?” and the teacher professional development related question was “What areas of professional development will be addressed/developed through the use of electronic media?” In the same way, significance of the study mentions the target people who will be benefitted from the research findings. For whom and in what respect research findings will be utilized, is mentioned here. Delimitations of the study bound the

research area and limited the area of research to the selected areas to be accomplished. My research was limited to 30 ELT teachers from Bhaktapur district. This study was limited to questionnaire as a tool for data collection. Different specific terms that used in the research reports are mentioned under the heading of Operational Definition of the Key Terms. I have used 'media', 'professional development' and 'electronic media' in key terms which help the readers to understand the research report.

Chapter two is concerned with the review of related literature and conceptual framework. This chapter broadly deals with the literature or theory related to my research. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this item, the researcher go through the different sources available related to proposed study. To enrich my theoretical framework, I have reviewed the theoretical literatures like beliefs: a brief introduction, teachers' belief, professional development, media, types of media, advantages of using media in ELT and media for professional development (TPD). For review of empirical literature, I have reviewed five related researches.

Chapter three is concerned with the methodology and procedures of the study. This answers the question of how the research was conducted and what tools were utilized for that. This item subsumes design of the study, population, sample and sampling strategy, study area, data collection tools and procedures. Similarly, this item is concerned with the methods which were used to carry out research work. I used survey research design to find out English teachers' attitudes and behaviors. The populations of the study were 30 ELT teachers. selected from Bhaktapur district. As the main tool for data collection, I used questionnaire to elicit the required data for the study.

Chapter four is concerned with the analysis of the data and interpretation of the results which presents the ways and approaches of analysis, interpretation and

presentation of the collected data. The systematically collected data have been analyzed on the basis of questionnaire as a research tool. The results of the teachers' beliefs have been analyzed under different subheadings/titles. This item also mentions the summary of the findings. In this section, the outcomes of the analysis and interpretation of the data are presented. This presents the main findings of the research study. It should be consonance to the objectives.

Chapter five is concerned with the conclusions and recommendations of the study. Conclusion mentions summary of all five chapters and recommendation includes its implication on different level such as policy level, practice level and further research related work.

5.2 Recommendations

On the basis of the findings of the study recommendations have been made under the following three levels (policy level, practice level and further research) as below:

5.2.1 Policy Related

For the improvement of quality of education in lower secondary and secondary level, government should be aware of the practices, needs and importance of electronic media for teacher professional development. My study encompasses all the following things which are quite beneficial for policy makers:

-) Most of the informants have positive view toward the role of electronic media such as radio, television, OHP and interne for teacher professional development. That's why Teacher training programs organizers and teacher educators like NELTA, NCED should include and focus on role of electronic media as one of the most effective means for teacher professional development.
-) Some teachers do not use electronic media such as radio, television, OHP and internet for their professional development. So, concerned

authority should provide the teachers with theoretical input, so that teachers can apply the knowledge practically in the classroom resulting the professional development and encourage them to use electronic media for their professional development.

-) It should be significant contribution to the designers to bridge the gap between the course, curriculum and teachers' wants.
-) Teacher training related facilities for the use of electronic media should be increased.

For the improvement of quality of education, government and other related factors (education) should make strong policies

5.2.2 Practice Related

My research is equally advantageous for those who are at practice level. Therefore, I can confidently assert that my research is very much significant for the teachers especially for ELT teachers who do different activities at practice level. The practitioners of ELT are: teachers, text book writers, material producers etc. The major implications of the study in this level are:

-) Staff meeting, different types of workshops, seminars relating to the use of electronic media should be organized frequently in the institutions to discuss on different professional issues and problems. All the teachers should be encouraged for their equal participation in such occasion.
-) The expert trainers should deliver different trainings to English teachers teaching at lower secondary and secondary level as their needs, level, and interests towards electronic media such as OHP, radio, internet and TV.
-) ELT teachers should be encouraged to listen and watch different programs broadcasted and telecasted from different means of electronic media.

-) Training programmes related to the use of internet, OHP should be lunched to the ELT teachers for their professional development.

5.2.3 Further Research Related

No work is final and no research is complete in itself. Since very little researches have been carried out in the field of teacher professional development and no single research has been carried out on the use of electronic media for professional development in the department of English education. So, it can function as a foundation for other researches. It can also broaden their knowledge for their research work. Similarly, this study attempts to find out teachers' perception on the use of electronic media for their professional development. It's a general study on the use of electronic media for teacher professional development. It should be more relevant to carry out researches separately for the in-depth study of the use of electronic media like OHP, internet, radio and television for their professional development.

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APPENDIX I

Questionnaire to the Teachers

Dear Respondents,

This questionnaire is a research tool for gathering information for my research entitled '**Beliefs of English Teacher on Electronic Media for their Professional Development**' as a partial fulfillment of Masters Degree in English Education under the supervision of **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U, Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. I sincerely assure you that your responses will remain confidential and used only for research purpose.

Shanti Tamang (Lama)

Name:

Qualification:

Teaching Institution:

Set – A

Please, tick the best answer.

1. Which of the following electronic media do you use in your profession to support your professional development?
 - a) Radio
 - b) OHP
 - c) Television
 - d) Internet

2. Which of the following electronic media do you often use to develop your language skills?
 - i). Television
 - ii) Radio
 - iii). OHP
 - iv). Internet

3. Listening to BBC News on radio helps you to develop your language proficiency.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
4. Which language skill do you find more effective while using radio in your profession?
 - a) Listening
 - b) Speaking
 - c) Reading
 - d) Writing
5. Different programmes like English News, Saikshik Gatibidhi, Teach English and so on telecasted on television help the English Language teachers in their professional development.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
6. Using OHP in your teaching makes your presentation effective.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
7. Internet can solve pedagogical problems like classroom management, appropriate methods and techniques, appropriate instructional materials and so on.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
8. Using internet in teaching learning process has an effective role in teachers professional development.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
9. Using internet in teaching learning activities helps the teacher to know about the current information.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree

Set – B

You are humbly requested to provide the response in your own words.

1. Have you ever used electronic media such as radio, television, OHP and internet in your teaching learning activities? Why have you used?

.....
.....
.....
.....

2. Do you listen to educational programmes like Distance Education, Sikshak Sikshan, English language teaching broadcasted on radio? What did you learn from them?

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3. Do you listen to BBC News on radio? What do you think it helps to develop your language proficiency?

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4. Which electronic media do you often use for your professional development? Please share your experience?

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5. What are the advantages of using OHP in your teaching? How this will help you in your profession?

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6. Have you ever gone through any article, story and poem in the internet? What did you learn from them?

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7. Do you use internet to learn techniques and methods?

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8. How do OHP, radio, TV and internet bring noticeable change in your profession?

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9. Do electronic media such as radio, television, OHP and internet help the English Language Teachers to solve their pedagogical problems like selection of appropriate instructional materials, methods and techniques and so on Support your answer?

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10. What is your opinion regarding the importance of radio, TV, internet and OHP in teaching? How they help for your professional development?

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Thank You for your kind co-operation.

APPENDIX III

Table No. 9

Name of the Schools for the Research Work

S.N.	Name of School	Address
1.	Mahendra Bidhya Ashram	Barahistan , Bhaktapur
2	Everest English School	Mibachhan, Bhaktapur
3.	Zenith English Secondary School	Bhaktapur
4.	Creative Learners' Academy	Madhyapurthimi, Bhaktapur
5.	Basu Higher Secondary School	Banysi, Bhaktapur
6.	Shree Pancha Kanya Secondary School	Sudal, Bhaktapur
7.	Demos English School	Suryabinayak, Bhaktapur
8.	Apex Boarding High School	Suryabinayak, Bhaktapur
9.	Surya Deep Higher Secondary School	Sallaghari, Bhaktapur
10.	CVM Secondary School	Ghathaghar, Bhaktapur
11.	Himalayan English Secondary School	Dekocha-4, Bhaktapur
12.	Shree Padma Higher Secondary School	Darbarsquare, Bhaktapur
13.	Golden Sungava Secondary School	Balkot, Bhaktapur
14.	Goldengate Secondary School	Mahankal, Bhaktapur
15.	Saradha Higher Secondary School	Balanchhen, Bhaktapur

APPENDIX IV

Name of Teachers

1. Shyam Rai
2. Saraswoti Pakuwal
3. Manojh Kumar Luitel
4. Juna Tamang
5. Ganesh Bhatta
6. Padma Shrestha
7. Jeny Kiran Basukala
8. Hari Sundar Luintel
9. Lal Bdr. KC
10. Rosani Karki
11. Astha Manandar
12. Surya Chaulagain
13. Ram Siwakoti
14. Sachin Gautam
15. Arjun Adhikari
16. Bimala Khadka
17. Bidhyalaxmi Dhyako
18. Sabita Baidhya
19. Ganesh Bahadur Thing
20. Ramkumar Niraula
21. Apsara Sakha
22. Madan Prasad Timelsina
23. Raju Thig
24. Kumar Bhujal
25. Sujata Adhikari
26. Rewati Acharya
27. Salina Bajracharaya
28. Sngeeta Kibaehhen
29. Shyam Krishna Munankarmi
30. Yagyanidhi Regmi