

CHAPTER – ONE

INTRODUCTION

This research study is entitled "Perception and Practice of e-resources by Novice and Experienced Teachers in ELT". This section includes the general background, statement of the problem, rationale of the study, objectives of the study, research questions or hypothesis, significance of the study, delimitations of the study and operational definition of the key terms of the study.

1.1 Background

English language teaching is highly affected by information technology in the twenty-first century. This is also called the period of information technology. When the teachers use the technology in English language classroom, it can help to develop active learning and critical thinking. Teachers can adopt technology or e-resources to develop and tailor instructional materials for betterment to meet individual student needs. Adman (1996, pp. 133-144) says, Information Technology ITAA, is "the study, design development, implementation, support or management of computer based information system, particularly software application and computer hardware." Here, he relates with the use of electronic computers and software to convert, store, protect, process and securely retrieve information. At present, e-resources such as; (computer/ multimedia overhead projector, television (TV), e-mail, internet, world wide web (www), blogs, wikis, web quest, online resources, facebook, chat, webpage, website, browser, audio conforming, web conforming, wikipedia, youtube, google, e-book, twitter, mobile phone, listserv, etc.) have impact in all aspects of life and life style. In this way, Dudney (2000, p.1) says "The internet is the biggest communication and digital revolution has given mankind the ability to treated information with mathematical precision to transmit it at every high accuracy and to manipulate it at will. Computers and communication are integral part of our life." There

are no proper government rules and regulation for any e-resources and no proper censors the information available in the internet. In our context the worldwide computer network allows people to communicate and exchange information in present day.

Information technology including the computer and computer software to convert store, protect, process transmit and securely retrace information for the novice and experienced teachers in English language teaching. The technology helps the teachers and students to collaborate for effective learning activities. Furthermore, it promotes learner autonomy and is the best motivating tool. Processing the students work can be shared with anyone via the internet. Technology has accompanied the allowing students to create content for process of ELT.

The practices of e-resources is challenging for the ELT teachers though they use different types of e-resources such as; computer, power point, overhead projector, blogs, websites and other online resources in order to present their lesson, administer the tests, instruct about the tasks, feedback for the students and so on. The information technology such as; computer, fax, e-mail, internet, facebook, twitter, google, blogs, wikis, and other websites are the tools and means to reach in an access of the e-resources for the novice and experienced teacher and they can get the benefit by using these resources.

Regarding the information technology essentially in second language acquisition (SLA), Chapelle (2001, p. 1) says:

As we enter the twenty first century, everyday language is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguists, particularly for those concerned with facts of second language education (SLA).

From the above definition we can say that, technology is a powerful tool which allows teachers and students access to online environment of international communication. By using technology in the language classroom, students can success of their academic and vocational life and they can develop their second language.

The information technology and innovation are applied in the field of ELT that helps novice and experienced teachers to make their profession easy and faster in order to process the ELT. Technology has brought a significant impact in the field of ELT. Technology is difficult to determine because technology can refer to materials, object of use to humanity such as; machines hardware but can also encompass broader themes including system materials of organization and techniques.

Information technology helps the ELT teachers to visit the world's view about the English language teaching and different methods of ELT. Furthermore, information technology also has become a helpful tool for the ELT teachers for the classroom management, including time and materials management and students will be autonomous and their controlled learning process should be promoted through technology. In the computer assistance in English language learning, Taylor, (1980) says, "Computer assistance in English language learning means that computer is to be used to aid to facilitate and to deliver learning materials for the students. Similarly, according to Leader man and Niess (2000), "Computer is a powerful tool since it puts demands on the students cognitive functioning. The computer is not perceived as an end tool but as a means to an end the language learning process" (as cited in Sabieh, 2001, p. 68).

Hence, from the description above, it can be deduced that there are many types of technology and e-resources such as, computer, fax, e-mail, internet,

facebook, twitter, google, wikis and other websites which helps the teachers in ELT and technological communication. Technology is a means of communication such as; e-mail, internet, facebook, websites, blogs, chatting and other resources can be used in ELT. These resources are common which are useful for the teachers to developed their profession. Novice and experienced teacher can get benefit from e-resources updated periodically by means of hardware apparatus and software engine. So, technology and e-resources are most important both the novice and experienced English language teacher in the context of Nepal.

1.1.1 Definition of Novice and Experienced Teachers

The teachers have different kinds of abilities to address the issues in their classroom context. If the teachers will understand their teaching context, learners, and teaching strategies teaching style will be more effective. In this regard, novice teachers are those who have just started their profession and one year experience from starting their profession. They do not have valid and deeper understanding of the teaching problems. They may not be much aware towards the instructional strategies and teaching methods, teaching learning context and nature of the learners. According to Tsui (2003), "Novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student-teachers or teachers in their first year of teaching." Novice teachers have subject matter knowledge but they don't have teaching experience and no formal pedagogical knowledge.

Similarly, experienced teachers are those who are known about different teaching methods. In other words, an experienced teachers are those who have a five to ten years experienced in teaching and their performance is exceptionally well we expect them to possess certain qualities such as being very knowledgeable in their fields, being able to engage in skillful, practice and being able to make more accurate diagnoses, insightful analysis and the right decisions often within the very short period of time. Day (1999) states

that the term 'expert' is one who works on the leading edge of his/her knowledge and skills. In this regard, experienced teachers have many ideas and other teaching methods and techniques in their performance and in problem solving while teaching English language. Experienced teachers seek progressively to complete the model of the problem to be solved and they will be self-conscious about their teaching and constantly aware of the learning possibilities inherent in each teaching events. Tsui (2003) explains the following points regarding the difference between expert and novice teachers (cited in Richards and Farrell, 2005):

-) A richer and more elaborate knowledge base.
-) Ability to integrate and use different kinds of knowledge.
-) Ability to make sound intuitive judgment based on past experienced.
-) A desire to investigate and solve a wide range of teaching problem.
-) A deeper understanding of students and students learning.
-) Awareness of instructional objectives to support teaching.
-) Better understanding and use of language learning strategies.
-) Greater awareness of the learning context.
-) Greater fluidity and automaticity in teaching.

However, the novice teachers are in the initial year of teaching and they are supposed to be less familiar with subject matter, teaching methods and teaching context. Novice teachers do not have valid and deeper understanding of teaching problems. They don't have awareness towards instructional strategies and nature of learners, whereas experienced teachers are more experienced ones having long run of teaching experienced and better reflect, make critical judgment, understand professional roles and responsibilities in the ELT. Their performance is indicated by their effortless, automaticity, fluidity in decision making process.

1.2 Statement of the Problem

The practices of e-resources in ELT is very important because resources help to provide the various methods and teaching techniques for the ELT teachers. Hardisty and Windeatt, (1994, p. 7) state that a computer by itself is called a standalone machine. The computers that are linked together with different e-resources. So the teachers can use each other materials and send each other information messages are said to form a local area network (LAN). Running a network manager looks after the system. So, computer and other e-resources are supposed to be most important for the novice and experienced teachers in ELT process in the 21st century.

Among the different e-resources ELT teachers feel very difficult to use in a real practice in ELT process. The teachers depend mostly on the books and teachers guide but, they do not use e-resources to larger extent. In this context the continuous e-resources can strength the content and overall development of teachers. If the teachers have the skills and habit of the use of e-resources they will be able to face the different challenges in teaching ELT. Lack of habit or knowledge on the use of technology in teaching is a major problem for the ELT teachers in the context of Nepal. So, the use of the e-resources helps in providing the authentic knowledge and motivate the students in English language teaching process. This research tries to find out whether the teachers use e-resources in regular life and what sorts of e-resources they have been using.

1.3 Rationale of the Study

Practices of e-resources in ELT is very important as well as challenging and painstaking job in the context of Nepal. Because all the teachers and students are beyond from the access in use of e-resources. The e-resources are believed to be authentic resources for the ELT teachers because they help the teachers and students to find out the authentic materials as well as different methods and

teaching techniques. Similarly, the practices of e-resources in ELT help to develop the students' interest towards the teaching learning activity. The teacher can develop their teaching techniques by visiting the different Universities, website and blogs of the professionals of the world from the internet.

The major concern of this study was to investigate how the novice and the experienced teachers used different e-resources such as (computer, e-mail, internet, face book, twitter, google, blogs, wikis, e-book, smart board, over head projector) and other resources. This study is important to find out the authentic materials and develop their professional and body of knowledge of the novice and the experienced teachers in ELT.

1.4 Objectives of the Study

The objectives of the study are as follows:

- a) To find out practices in the use of e-resources among ELT teachers.
- b) To find out Novice and Experienced Teachers' perception towards the use of e-resources in the ELT.
- c) To list out some pedagogical implications.

1.5 Research Questions or Hypothesis

Among the use of different e-resources in ELT, teachers can develop their profession and they can success to motivate the students in teaching learning activity. This research was conducted to seek answers of the following questions:

- a. How much are novice and experienced English language teachers familiar with the use of e-materials?
- b. Are they interested in the use of e-resources in ELT process?
- c. Which e-resources do they log on to get different ELT resources?
- d. Do they feel any difficulty while using e-resources in ELT?
- e. What is the usefulness of e-resources for teachers in ELT process?

1.6 Significance of the Study

This study is on ‘perception and practice of e-resources in ELT by novice and experienced teachers’. The e-resources are authentic resources for the teachers in ELT to find out the materials to involve in the activities. This study will be beneficial for the students and teachers in general. The e-resources are authentic materials for teachers to motivate the students and it helps to provide different methods in the classroom situation as well as it will be helpful to provide the authentic knowledge to the students in ELT

1.7 Delimitations of the Study

The delimitations of this study were as follows:

- a. This study was delimited to twenty government-aided Secondary School from the Kathmandu district.
- b. It was delimited to secondary level novice and experienced ELT teacher.
- c. It was delimited to open-ended and close-ended question and observation checklist.
- d. It was delimited to 40 respondents.

1.8 Operational Definitions of the Key Terms

E-resources: e-resources are the type of resources such as, computer, e-mail, internet, overhead projector, blogs, websites etc. which can be used in the ELT in the classroom.

Experienced teachers: Experienced teachers are those who have a five to ten years experienced in their profession and performance is exceptionally well.

Experimentation: It is the activity or process of experimentation.

Government aided school: Those schools which got permission and regularly donated by the government of Nepal.

Novice teachers: Novice teachers are those who have just started their profession and one year experience from starting their profession.

Perceived: It refers to notice or become aware of something. Here it refers to the perceived concepts of teachers using e-resources.

Perfection: The state of being perfect; the act of making perfect by doing the final improvements.

CHAPTER –TWO

REVIEWS OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section is divided into four other sub-heading. The first part is review of theoretical literature which sheds light on empirical studies so far carried out on the related topics. The second part is review of related empirical literature. Third is implication of the review of the study which presents relationship between reviewed works and the present one. The fourth is conceptual frameworks which summarize the whole process to be followed for the selected topic

2.1 Review of Theoretical Literature

Technology is a broad term that refers both artifacts created by human being, such as machine and methods used to create these artifacts. In other words, technology is broad concept that refers to use and knowledge of tools and craft, and how these tools and crafts mould our ability to control and adopt to the environment. A specific definition for the word 'technology' is difficult to determine because technology can refer to materials object use to humanity, such as machine hardware but can also encompass broader themes including system, materials of organization and techniques. Technology covers broad area of our life.

Similarly Beard's (1992) says that technology constitutes the supreme instruction of modern progress. It not been explored and defined in detail. Indeed, so wide reaching are its ramifications that the task is difficult and hazardous. Narrowly viewed, technology consists of the totality of existing laboratories, machine and processes already developed mastered and in operation. But it is far more than mere objective realities. Intimately linked in its origin and operation with pure science, even its most remote mathematical

speculation, technology has a philosophy of nature and a method-an attitude toward materials and work-and hence is a subjective force of high tension. It embraces within its scope great constellation of ideas, some explored to apparent limits and others ever since the passed problem and emergent issues dimly understood. (as cited in Sharma, 2012, p. 19-20). In this regard, e-resources are influencing and changing many aspects of modern living. Today, it is common to communicate by email, chat online and browse for information. So, e-resources play a vital role to develop the knowledge of the teachers' and students' in ELT process.

2.1.1 Technology and ELT

Technology plays an increasing role in ELT. Dudney (2000, p.1) says "The internet and technology is the biggest communication that benefits for students of all age in the learning process. It is helpful for the English language teachers in the teaching learning process. Software can be used to supplement class curriculum technology which provides the activities even text and quizzes for a class that can help students continue learning outside the classroom". The recent internet-based technology employed in English language instruction is web 2.0 which includes wiki, blog, social network and video conferencing have demonstrated the capability of the current technology in ELT. Internet as a form of technology provides many opportunities for novice and experienced teachers to learn and acquire new skills over the internet, keep up with credentials and return help them improve their teaching abilities. Dudney (ibid..) says, the internet is the biggest communication revolution since the advent of the printed book, yet up until not to long ago, it was a secretive field enjoyed and jealously guarded by a few selected individuals.

According to Murry, (1999, as cited in Linder 2004, p.11), the ideal internet access through computer labs in education is not uniform. Internet access tends to play greater role in developed nations than in developing nations. In

developed nations accessibility tends to be greater in more affluent urban areas than in less affluent outlying areas.

Over the last fifteen years American schools have dramatically increased spending on classroom technology to more than \$5 billion annually, because there has been a widely held belief by governmental, business and educational leaders that "writing schools, buying hardware and software, and distributing the equipment throughout will lead to abundant classroom use by teachers and students and improved teaching and learning"(Cuban et al., 2001)

Technology is an important part of teaching and learning activities. Students will be better equipped to translation from the classroom to the system of reading and writing process by incorporating the e-resources into the classroom. There are so many opportunities for teachers and students to learn and acquire new skills over the internet, keep up with credentials and in return help them improve their teaching and learning abilities.

Greenwood, J. (1990) says "America's return on this massive investment in classroom technology seems even more questionable when parents, policymakers, and educators look for evidence of the impact on student achievement. Supports of educational technology continue to believe that technology will make a difference in academic achievement, but tends to rely on anecdotal evidence about students' motivation and their development of critical thinking skills to support this belief." Recently, a growing number of researchers have published studies that provide substantial evidence that technology can play a positive role in academic achievement. Several organizations like Edutopia, the North central Educational Lab (NCREL) and the Centre for applied Research in Educational Technology (CARET) are

documenting research studies that link technology to increase in academic achievement.

Similarly, computer and English language teaching go side by side for long time and contribute as a teaching tools in second or foreign language classroom. Despite the latest advance applicable to language teaching such as specialized websites, blogs, wikis and language teaching methodology. Journal, computer and technology are still a source of fears and insecurity for many ELT teachers everywhere in the world. For Johnson and Eisenberg (2006), "a consequence computer should be no longer be a little more than a way to write (as they are sometime today) send message and when lucky, to browse out for information on the net. Thus, the usage of technology in the ELT the students learn basic skills reading, writing, listening ad speaking better and faster. Students develop the technical skills required to use the internet for communication and information gathering. They acquire geographic awareness based of understanding the global nature of internet connection and communications. The students, who have opportunity to use technology, acquire and organize information. The students and teachers who regularly use technology take more pride in their work, have greater confidence in their abilities and develop their professionalism in the ELT.

2.1.2 Computer Assisted Language Learning (CALL)

Computer assisted language learning (CALL) first appeared in early 1980s. CALL program requires learners to respond cues on the computer screen and involve tasks such as matching sentence, filling in gapped texts and doing multiple choice activities. Levy (1997, p.1) defined CALL is "the search for and study of application of the computer in language teaching and learning." In the same way Egbert (2005, p. 4) says, "CALL means learners learning language in any context with through and around computer technologies." In this regard computer assisted language learning helps the ELT teachers to provide their students with classroom opportunities to involve in collaborative

interactions in various forms. Computer can be used not only to display the materials but also to find out the resources to exchange the ideas information and to engage the students in online interaction and discussion. According to Blake (2008) recent advances in CALL empower students to be engaged in online activities with such computers application that provides the learning opportunities for the students as prescribed by various second language learning theories.

According to Levy (2007) "technological innovation have some relative stability after the 1990 with the advent of the internet, the World Wide Web (www) multimedia and a verity of communication technologies that after decades of experimentation, finally converged and provide the infrastructure to enable users to communicate with one another using integrated form of text, image and video while at a distance." Similarly, Hardisty and Windealt (1994) say, CALL is not universal panacea but simply another medium, powerful one, for promoting learning. It is the latest in the series of modern aids to language learning which began with the gramophone. It is the term most commonly used by the teacher and student to describe the use of computer as a part of language course. According to Warschauer (1999) computer assisted language learning has outgrown its usefulness as a construct for teaching and research. The problems, Warschauer states that CALL framework posits the computer as an outside instrument rather than as part of ecology of language use. While these may have been found in the early days of the CALL when computer were used to perform structural drills. For Warschauer, the use of computer should not be framed as a special case but rather at an integrate aspect of language learning and language use.

Computer Assisted Language Learning seems to be changing according to the change of technology and computer application. CALL is a tool that is designed to provide interactive learning materials. The students will be benefited in language leaning by using CALL. In CALL, students can work individually in pairs and groups or as a whole class. Each student within each

group can interact in various ways with the computer the role of groups and the teacher. In the CALL students are involved in writing, editing, commenting, reading and other asking for help.

Thus, from the descriptions above CALL task is influenced by behaviorism and structuralism. It focuses on the drills, practice, activities with the help of computer programs. The different computer based resources such as; internet, website, e-mail and other parts of e-resources are used in ELT by the teacher. Similarly, the computer is useful to give feedback and assessment to the students on their performance in ELT. CALL will be helpful to engage in various activities, software program, drills and practice, activities, games and puzzles with the help of internet and different activities are also available in the websites (eg.puzzlemaker.com) through the computer and computer programmed.

2.1.3 Introduction to the Type of e-Resources

Resources are 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 difficult or, troublesome situation means that can be used to cope with the difficult situation.

Due to the increasing production and e-resources, the teachers and learners can get access either synchronous and asynchronous tools. Synchronous tools denote to the tools happening or, existing and happening at the same time e.g. Audio-conferring, chat, twitter, web-conferring etc. are synchronous tools and Wiki, blogs, Facebook, YouTube, Google etc. are asynchronous tools. These are importantly useful and meaningful to regularly update in one's existing competence via internet.

E-resources involve the use of computer and other electronic devices e.g. modem, routers, USB drivers, telephone line etc. Similarly, e-learning also involves in the e-resources using internet or internet logging into different

websites and using the useful e- resources. There are different types of e-resources such as; (computer/ multimedia overhead projector, television (TV), e-mail, internet, world wide web (www), blogs, wikis, web quest, online resources, Facebook, chat, webpage, website, browser, audio conforming, web conforming, Wikipedia, YouTube, Google, e-book, twitter, mobile phone, listserv, etc.) are the common types of e-resources. These resources will be helpful for the novice and experienced teachers in the ELT.

2.1.3.1 Computer Multimedia

Computer/multimedia is one of the major e-resources. In ELT multimedia technology plays the important role in English language teaching methodology. So, sophisticated computers and multimedia and word processors have vertically contributed a lot for actual practice of language teaching. According to Levey, (1997), CALL is defined as the search for and study of application of the computer in language teaching and learning.

The computer and multimedia technology are also important in 21st century for the language teacher and learners to involve in different activities. The learners will be able to improve their poor hand writing by using the computers. The teachers will translate the text and improve the grammatical problems by using the different components of computer and multimedia technology. These components are; sound card, speaker, CD room. These components of computer and multimedia require enough processing power and memory to accommodate multimedia programs that make great demands of the computer processing components.

2.1.3.2 Over Head Projector (OHP)

It is another kind of e-resource used as an alternative to a chalkboard. It is also device or written text picture etc. but the things into which text materials are to be printed should be transparent. These are called transparencies. They can be written or, drawn by the teacher either at home or during the lesson and can

be controlled what appears in the screen. The overhead projector also can be used to show the materials point to various details and explanations and difficult words while maintaining the teachers ' position facing the different problems in the classroom. The advantage of OHP can be seen in the following points:

-) It can be used as an alternative to the white board and blackboard.
-) The teacher can save time by preparing in the advanced materials.
-) It can be used to create more interest curiosity of the students.

2.1.3.3 Television and Videos (TV)

Television is one of the electronic resources that a language teachers use as an aid in the classroom to present audio-visual programs better the students to provide them with exposure to a real life situation of the development of target language used. Television is an important e-resources tools for the secondary level teachers and students. They can use TV to develop listening and speaking skills of learners.

2.1.3.4 Mail (e-mail)

The word e-mail is one of the major features of internet. It is also called abbreviation of electronic mail. Email message can be exchanged across different networks both locally and globally. E-mail is mail that electronically transmitted by computer through the internet. Through the e-mail we can exchange clues, task, production and other related materials of the ELT.

E-mail allows easy access of communication to people all over the world. This makes the idea of pen-pals and contact between different schools much more plausible than the hand written equivalent. Getting students from different countries to write each other has greatly increased both their better English and especially their motivation.

Talking about e-mail further, Lewis (2009, p. 40) mention:

E-mail is an asynchronous tool (partners do not have to be online at the sometime to communicate). This has certain distinct advantages over chat, which is a synchronous written communication tool (communication takes place in real time, like spoken communication). Chat requires a higher degree of fluency to be effective, and can be the challenge to lower-level language. In addition, e-mail communication is easier to organize for teachers. Since there is no need to arrange a specific time to be online to communicate with a partner, email projects can be flexibly scheduled and even conducted from on computer if necessary.

2.1.3.5 The Internet

The internet is a computer network that is made up of huge number of networks worldwide. Internet will facilitate the communication service such as; e-mail, world wide web (www) etc. The students and teachers use the internet for the various purposes. Harmer (2007) suggests L2 teachers to create their own websites on internet to provide a different reading materials and exercise their students.

The teachers and students can search so many sites which publish online resources and authentic articles so as to enrich themselves. It comprises of these things: emails, blogs, social network, googling, webquests and other resources form the internet. There are several websites that provides the e-resources for the ELT teachers. For example,

<http://www.google.com>

<http://www.bbc.com.UK/worldservice/learningenglish>

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

<http://www.jcmc.indian.education>

<http://www.languagetesting.info>

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

2.1.3.6 World Wide Web (WWW)

The World Wide Web (www) is a system for accessing information on the internet. The web browser helps us to view the text stored on the internet. Through the webpage, people all over the world are available for viewing. Li and Hart (2002, as cited in Sharma, 2012, p. 360) state that from the viewpoint of English language instruction, an added advantage is the fact web documents, which cover a huge set of subject matters, are mostly written in English. Using the World Wide Web (www) students and teachers can search through millions of files around the world within minutes to locate and access authentic materials.

2.1.3.7 Blogs

A blog is an synchronous tool to group e-resources. It is a frequently updated website that often resembles an online. The information in the blog can be revised, edited, and updated frequently for the benefit of its users. We can create our blogs and keep updated information in them. The learners as well as teacher may visit blogs created by experts or, professors around the world. Any reader can make comments in comment box of the home page of the blog. Teachers can create blog from website like <http://thenewtanuki.blogspot.com>, the class blogs the teacher and students have collaborative discussion e.g. Bee online <http://www.beeonline.blogspot.com> and the learner blog (it involves giving each students an individual blog: students have own personal online space).

Lewis (2009, p. 63) mention the following details about blogs:

A blogs is an electronic journal where readers post their thoughts and opinions on a regular basis. It is usually arranged in backwards chronological order, and readers focus on the latest post and read down until they reach the place they left the last time they logged on.

The key feature of a blog is the comment function. Only the author of a blog can edit a post, but anyone who has permission to access the blog can comment on what the blogger has written, or comment on the comments of other readers. This makes a blog dynamic and ever changing, unlike a websites, which tends to remain in one constant state for an extended period of time.

2.1.3.8 Wikis

A wiki is a simple software which allows user to create edit and link page together. It is an easy way for people to collaborate on documents online and for this reason often used for community websites. It is founded by Jimmy Wales in 2001 in the US. It is easy way for 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, Wetpaint, PB wiki, Editme, Mediawiki are some versions of wiki. Some examples of wikis are;

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

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

2.1.3.9 Web Quest

A web quest is an inquiry-oriented activity in which some or all of the information which come from resources on the internet. Web-quest is a constructivist approach to learning students not only collect and organize

information they have found on the web they orient their activity towards a specific goal, they have been given often associated with one or more roles modeled on adult professions.

Lewis (2009) says the following on webquests:

Web quests are structured search activities for the world wide web.

Unlike treasure hunts, where the core focus is on finding information (for example, finding the distance between two cities, getting departure/arrival times from a timetable, etc.), web quests are centered on a defined task which uses information from the world wide web for a specific purpose. These purposes are directly related to specific higher order thinking skills, such as comparing, analyzing or evaluating-in other words, the search is not an end in itself, but a part of the means to solve a problem or support an argument. Web quests are excellent examples of what we call inquiry based learning.

There are certain steps to be followed in a web quests. They are as follows

-) Present the context /scenario
-) Explain the task
-) Explain the steps
-) Explain the product and assessment

Thus web quests are task and content driven and are not activities generally associated with promoting accuracy. However, it is possible to create very specific criteria for presentation and worksheets which will generate defined chunks of language. The examples of web-quest;

<http://www/zinal.com/part1.php> and finding web-quest:

<http://www/webquest.org/search/index.php>.

2.1.3.10 Online Resources

Language learning processes which are available in the internet are called online resources. Various websites, e-dictionaries encyclopedias are very useful online resources. Similarly, different institutions such as; British council, the BBC, the CNN, Universities, school, e-libraries also have become very important online resources. These resources will provide us various language learning materials in the ELT.

2.1.3.11 Facebook

Facebook is a social network that allows us to entertain in the world community. Facebook was founded by Mark Zuckerberg with his friends; Eduardo Saverin, Dustin Muscovit and Chris Hughes in 2004. 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. it can highly be benefited when he/she creates an account, enters to chat with the experts and follows links and other status shared by other

2.1.3.12 Chat

Chat is a form of interactive online communication that enables users to have a real time conversation with other people who are also online chatting or the internet can take place via websites. Facebook chat was released to the entire Facebook user based on Aprils 5, 2008. The learners can meet experts online and ask for the links to get access to required resources. Experts can provide several links to go through Yahoo Messenger chatting Facebook and so on.

2.1.3.13 Web Page

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

2.1.3.14 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 browser which means that they can display graphics as well as text. Browser is the Client Sever that allows a user to display and interact with other learning documents.

2.1.3.15 Audio Conferencing/Video Conferencing

Audio/video conferencing is a two way interactive communication. This is possible when login to Yahoo Messenger, Skype, Gmail. Two participants need to be online synchronously. A money saving project in British Columbia use audio/video conforming and conference calls for consultation with student, teachers (Cross and Murphy, 1990, as cited in Bailey, 2010). A language teachers can use audio/ video conferencing in the classroom to exposure the real life situation for the development of target language used. One can be benefited highly from audio/video conferencing on particular topic and update him or, her.

2.1.3.16 YouTube

YouTube was founded by Chat Hurley, Steve Chen and Jawed Karim in 2005 in the US. Above 100 millions clips are watched a day. When Chad Hurley and Steve Chen began working in a garage in San Mateo 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. YouTube videos can be used

in the ELT classroom for various purposes of English as to enhance vocabulary, accents, pronunciation, voice modulation and many more. The ELT teachers can use it as a tools for improving the listening, speaking, reading, and writing skills.

2.1.3.17 Google

Google was founded by Larry Page and Sergey Brin in (1998) in the USA billion search requests per day. To Google someone means to search for information about them on the net. It is the largest internet to search the engine in the word and is the latest and fastest growing company in history. Google provides others services such as; e-mail, news (google news), cartography (google maps), literature (google book search) free telephone (google talk), and other e-resources can be found through google.

Google search consists of a series of localized websites. The largest of those, the google.com site, is the top most-visited websites in the world. Some of its features include a definition link for most searches including dictionary words, the number of results we got on our search, links to other searches (e.g. for words that google believes to be misspelled, it provides a link to search the results using its proposed spelling), and more.

2.1.3.18 Twitter

Twitter is a social network. One can get benefit when he/she creates an account and longs in this site. The learners can follow several links and resources shared by friends. It is also called a gift of technology, is a social networking application that could help in improving students' English to greater extent. The ELT teachers can select any genre for the story and begin the activity with a story opener which is tweeted to the students for contribution to the story line.

2.1.3.19 Mobile Phone

It is a teaching technology. It is currently seen in practice in Bangladesh and some other south Asian countries. The use of mobile phone as a learning tool has a wide variety of applications. The teachers can ask the students to make the photo documentary using the camera function on their mobile phone. The students and teachers can also find the dictionary, online books in mobile phone.

2.1.3.20 Listserv

Listserv is a mailing list based on a computer program called listserv. That allows people to create, manage and control electronic mailing lists.

2.1.3.21 Smart-boards

Interactive whiteboards are good replacement for traditional whiteboards or, flipcharts as they provide ways to show students. Everything which can be presented on computers, desktop. Smart boards help teacher to use a student-centered approach to teach language arts. Teachers can use smart boards to improve reading comprehension, and teach grammar and writing. With smart boards, teachers can combine video, audio, web browsing and word processing to teach students interactively.

2.1.3.22 E-book

E-book is a another types of e-resources. One advantage of e-book is that we can get instant delivery from our web book shop to our e-book. E-book technology allows us an entire library on our personal computer, a modern laptop can already hold more than three hundred books. E-books can also include links an additional content which provide the broader knowledge for ELT teachers.

In the context of Nepal e-resources are not properly used in every school because of lack of electricity, training about the use of technology for the teachers. As English has turned into a universal language, its presence and value in the world has expanded enormously in the past decades. But if the language teachers teach as they taught earlier, then they required goal of ELT may not be achieved in the present global scenario. In the past no productive creativity and constructive activity was given in the learners and develop the four language skills. With the changing needs of hour (time) technology is developing day by day. We are living in the 21st century and it is the age of technological advancement. Thus the recent trend in ELT has been affected by the e-resources and modern technological tools. All concerned authorities (government, teachers, parents, students) should be responsible to use of e-resources in ELT in the context of Nepal.

Since IT is growing so fast in Nepal and there is a lunch of so many new technologies by national and international companies, its future seems to self-sustain and growing. Needless to say, Nepalese people aspire to it and aspiration make it possible.

The use of e-resources is so demanding in the present context that it was not thought half a decade ago. Now even some well-facilitated schools use internet as their language learning tools. Some schools have wi-fi facilities if not ADSL (asynchronous digital subscriber line)ones. It seems very much probable that almost all the schools will have these facilities in no time.

Even the government with the assistance of some foreign countries is distributing laptops to poor ones in remote school with regard to "one child one laptop policy'. It has already been initiated in some parts of the country. It is although a small step seems to be mile stone indeed, to get IT policy fulfilled. Similarly, Mahabir pun, the winner of Roman Magsese Award is also creating IT village in Nepal. E-commerce, IT education, e-medicine are the major attractions in his village named Nangi which is extensively remote

part of Nepal. Students of low grade are googling in a village called Nangi at Myagdi district. A great astonishment, all these are the signals of possible features to be achieved in the near future.

2.2 Review of Related Empirical Literature

In the department of English education, researchers have carried out the studies related to other context and research practices from the innovative perspectives. This study is a quite new field of study in our context. Though some researchers have been carried out on related topics such as use of online resource for English language teacher professional development, language used in mass media, impact of internet on language teaching and learning, cyber culture in ELT, and so on, but the research on "Use of e-resources in ELT by Novice and Experienced Teachers" has not been carried out yet. Some works and researches related to this study can be observed as follows to my knowledge.

Cononelos and Oliva (1993) organized e-mail exchanges between entire classes of students in order to generate discussion, improve writing skills, and promote peer interaction. In this particular project, advanced level Italian students employed e-mail newsgroups to improve both writing, as well as their knowledge of contemporary Italian society. In this manner, the teaching of culture was also facilitated through the immediate feedback and contact of L2 speakers who were interested in informing others about their culture. (as cited in Shrestha, 2011, p.35).

Davis (1982) point out that as writers on both sides of the world shared question and comments, jokes began to surface. Over time the students reading and writing began to change as well. Through surveys and informal case studies of students writing during the conference, it was found that for the most part, students writing had improved in both fluency and organization. Survey

also indicated that students saw some carry over to their study literature and that they had a better understanding of English usage.

From the above discussion, technology has also become part of reading and writing process of the students. Technology is an important part of teaching and learning activities. Students will be better equipped to transition from the classroom to the system of reading and writing process by incorporating the e-resources into the classroom. There are so many opportunities for teachers and students to learn and acquire new skills over the internet, keep up with credentials and in return help them improve their teaching and learning abilities.

John and Cash (1995, as cited in Khanal 2008,P34) found that an adult improved his German language via e-mail exchange with a native. The adult would first store all new vocabulary and phrases from the e-mail, and when he wanted to write, he would review the past messages. Likewise, Sontgens (1999) found that, "language learning via e-mail enhanced autonomous language learning among her BA German students in the United Kingdom "(cited in Shrestha, 2011, p. 35).

From the above description what we can say is that e-mail, internet and other e-resources help ELT teachers and students to provide different methods, techniques and reference materials in language teaching and learning process.

Fuller (2000) state that "The national center for Education statistics (1997 a and 1997 b) reported that, in 1992, less than 41.3 percent of students did not use computer weekly and that more than half of those who did use the computer at all that year used it to play games or practice computer literacy skill" (as cited in Sabieh, 2011 and further from Chaudari, 2010, p. 13).

From the above reviewing literature what we can say is that technology and language teaching have walked hand to hand for a long time and contributed as teaching tools in the second language classroom. Despite the latest advance

applicable to language teaching such as specialized website, blogs, wikis, language teaching methodology, journal and other e- resources are still sources of fears and insecurity for many ELT teachers and students.

Sapkota (2004) carried out a research on "A study on the language used in e-mail and text message SMS." The main objective of his study was to find out the context in which English-Nepali code switching takes place. The researcher in his study attempted to analysis the characteristic features of English language used in email and SMS in the morphological, syntactic and functional levels. He prepared the tools for data collection on the basis of e-mails collected from people and he will accomplish participant and non-participant observation to record the different chat and Skype conversation. The findings of his study showed that the language used in e-mail, chat and SMS was informal, colloquial and grammatically incomplete. Mostly subject is deleted and somewhere code-switching was also found. Similarly, he selected using judgmental and sampling design and his research took place only in cyber café.

Khanal (2008) carried out research entitled on "Attitude of higher secondary English teacher towards the use of computer and the internet. "The objective of his study was to study the attitudes of higher secondary English language teachers of Kathmandu valley and their perception on the basis of their personal characteristics, relative's computer and internet advantages, cultural perception, computer competence and the availability of computer and the internet. He concluded his study with the findings that the majority of the teacher has positive attitudes towards the computer and internet. Moreover, about twenty five percent of English teachers in Higher Secondary School in Kathmandu valley were away from computer and the internet access. Similarly, all the teachers showed their interest towards the access of computer in order to enhance their learning.

Regarding the use of e-resources in the classroom plays vital role in language teaching and learning. Technology helps the students and teachers while

teaching and learning about the rule of grammar and help them to gain apprenticeship into new discourse communities. The computer is a powerful tool for this process. It allows the teachers and students to online environments of international communication. By using technology in language classroom the teachers and students can be able to find out the various methods and techniques about the ELT process.

Adhikari (2008) carried out research on "Effectiveness of using computer in teaching vocabulary." The objective of his study was to find out the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. The tools used in his study for data collection were prepared on the basis of our English grade nine prescribed for High School curriculum. He selected 24 students for his study. These participants were classified into two groups namely controlled and experimental on the basis of odd and even number of their score on pre-test. He concluded his research study setting that using computer in teaching vocabulary was significantly effective way of presenting new vocabulary items in EFL classroom.

Chaudary (2010) carried out a research on "Use of internet as a language learning tools." The objective of his study was to find out nature and variation of internet used by two groups. M. Ed. and M. A. students and list some pedagogical implications. The tool he used was questionnaire and the sampling size was 60 students, thirty students from M A and thirty from M. Ed. 2nd year. Findings of his study showed that 80% of the students from M. Ed and 76.67% student from M.A. used internet as a language learning tools and since the numbers of internet users as a language learning tools in M. Ed exceeded than that of M.A. by 3.33% only the result was significant.

From the above description what we can say is that, technology will be applicable in the field of teaching vocabulary. The current methods of teaching vocabulary do not help the learners to learn vocabulary with effortless and

retain the words learnt in appropriate situation. Hence, e-resources (email, internet) are important to teach and to learn vocabulary in the context of Nepal.

Shrestha (2011) carried out a research on "Cyber culture in ELT: A reflection from Nepali fiction." The study was carried out 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 used non-random judgmental sampling procedure and tool was observation. He concluded his study that among four novels such as; (Palpasacafe by Narayan Wagle, A Parallel sky by Padmawoti Sing and Socrates' Footsteps by Govinda Raj Bhattarai), Palpasa Café and A Parallel Sky have used Cyber culture immensely. Throughout the novel they have talked this trend in different places. They have successfully dealt globalization, cultural imperialism and digital culture. Both of them were the post-modern novels.

Shrestha (2012) carried out a research on "Use of online resources for English language teachers professional development". The objective of his study was to identify the percentage of lecturers of English use of online resources in their professional development. The sampling procedure he used was non-random sampling procedure while selected colleges were from three districts: Kathmandu, Bhaktapur and Lalitpur. The sample size of his study was fifty-four English teachers in various colleges of Kathmandu, Lalitpur and Bhaktapur districts. He concluded his study that majority of English lecturers (83.33%) from Kathmandu district (50%) from Lalitpur and (61.11%) from Bhaktapur district were found to use online resources for teachers professional development. Moreover, lecturers of these colleges didn't attain any online conference and did not suggest their learners to visit websites to attain broad concept, and were not found encouraging them logging in different useful websites.

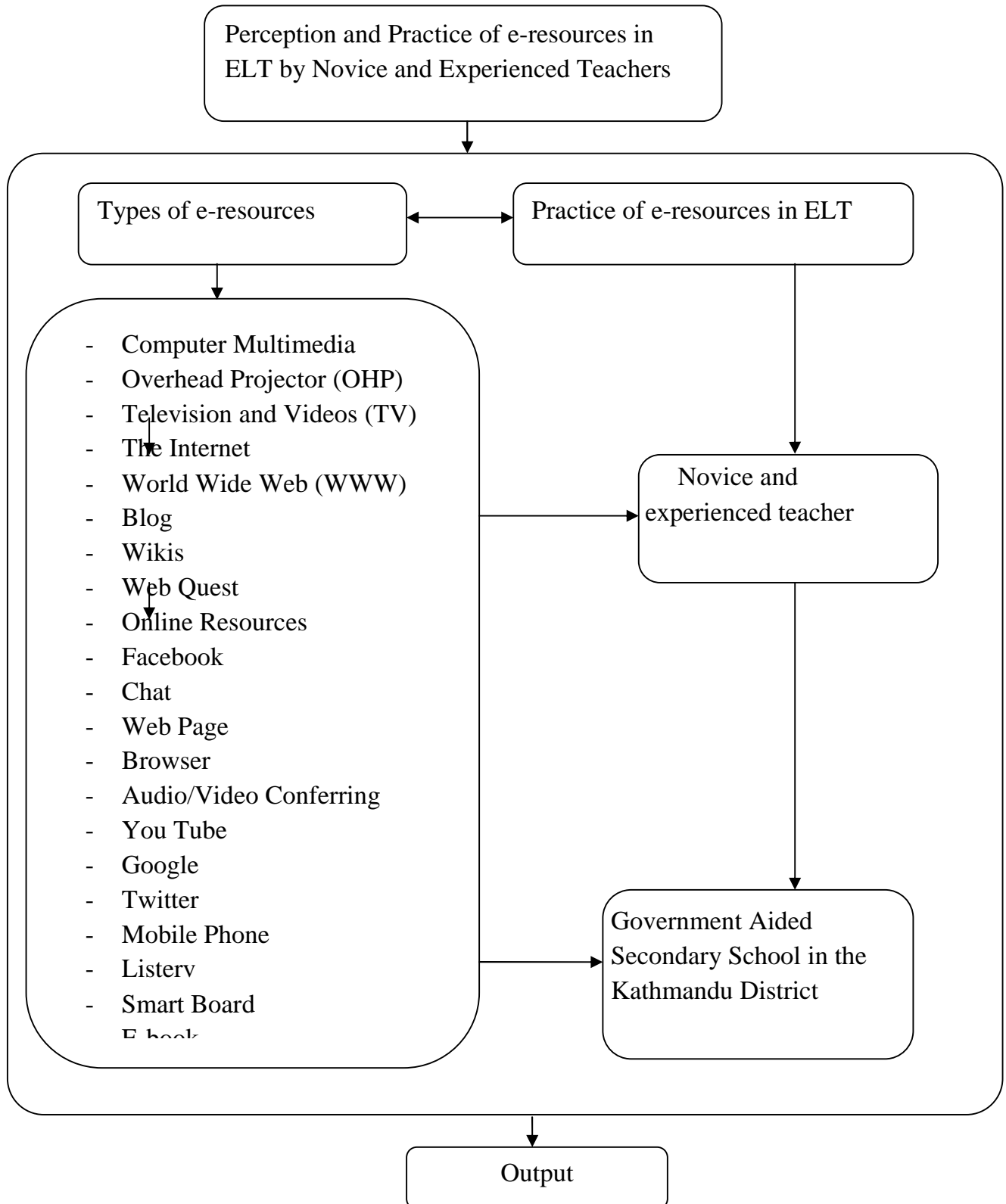
The present study is different from above reviewed researches because there were some use of e-devices but nobody has carried out the research on the use of e-resources in ELT by novice and experienced teachers based on the several means of e-resources to my knowledge. So, this study is different from other researches.

2.3 Implications of the Review for the Study

Out of eight different studies reviewed they were conducted regarding the e-devices such as (computer, e-mail, and online resources) in the department of English education and an article of journal. These studies were to some extent related to my study. After reviewing this worked I have got lots of ideas (practices of e-resources in ELT) regarding the technology and area of its used. But, above study is not enough itself because, they can't provide the actual information about the use of e-resources of government schools of Kathmandu district. So, I have conducted the research entitled on "use of e-resources in ELT by novice and experienced teachers" in secondary level government aided schools of the Kathmandu district.

2.4 Conceptual Framework

The study on "Use of e-resources in ELT by Novice and Experienced Teacher" was based on following conceptual framework:



CHAPTER – THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

I used the survey design in this study. This design enabled me to find out the extent to which the secondary level Novice and Experienced teachers of the Kathmandu district made use of e-resources in ELT classroom. The research design, source of data, sampling procedure, tools of data collection, process of data collection and delimitation of the study were specified as follows:

3.1 Design of the Study

The Survey design was selected for this study. Survey research is a technique for social science and educational research. Survey research is descriptive types of research. It is widely used for collecting data. According to Hutton (1990, as cited in Sapkota, 2012, p. 138), "survey research is the method of collecting information by asking a set of pre-formulated questions in a pre-determined sequence in a structured, questionnaire to a sample of individuals so, as to be representative of the defined population". The main aims of survey research is gathering the factual information, data on attitudes, performance, belief, and experience as well as it tries to study the large and small group population by selecting according to the research process.

According to Nunan (ibid, p. 141), mainly the following steps are followed to carry out the survey research:

Step 1: Define objectives

What do we want to find out?

Step 2: Identify target population

Who 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 we survey, and how do we identify these?

Step 5: Identify survey instrument

How will the data be collected: questionnaire/checklist?

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?

This research work was based on the above mentioned steps suggested by Nunan. This became guidelines for the systematic completion of the research.

In this study, I collected required data from the concerned authorities visiting the fields. Informants were humbly requested to provide the data naturally without any interruption. The collected raw data are analyzed and interpreted descriptively to derive findings.

3.2 Population and Sample of the Study or Area/Field of the Study

The population for this study consisted of 40 novice and experienced teachers from a secondary level government aided schools. I purposively selected twenty secondary schools from the Kathmandu district by using non-random sampling procedure as a research area of this study.

3.3 Sampling Procedure

I purposively selected twenty Secondary Schools from the Kathmandu district as a research area of the study. I purposively selected twenty Secondary Schools and two informants from each of them by using non-random sampling procedure. Thus the novice (20) and experienced (20) teachers from these twenty schools were my study population. Non-random purposive sampling was my sampling procedure.

3.4 Data/Information Collection Tools

As a tool of data collection the questionnaire consisted of both open-ended and close-ended questions. The data were collected from novice and experienced teachers of secondary schools from the Kathmandu district.

3.5 Data/Information Collection Procedure

After the preparation of the questionnaire, I personally visited the twenty selected government schools of the Kathmandu district to get information about the practices of e-resources from the novice and experienced teachers. I requested the headmaster and concerned authorities for permission to carry out this study.

I purposively selected two teachers consisting of equal number of novice and experienced from each school in a day and explained them about the purpose of the questionnaire prepared. Then, I gave them survey questionnaire and requested them to fill this questionnaire. It took three days to collect questionnaire along with responses from 40 teachers of 20 secondary schools of Kathmandu district.

All the answer sheets were marked accurately and systematically as far as possible. The collected data were analyzed and interpreted by using descriptive and statistical tools.

3.6 Data Analysis and Interpretation Procedure

The researcher collected data from 40 novice and experienced teachers of 20 secondary level schools from Kathmandu district. The qualitative data were analyzed in a narrative way with description. Quantitative data were analyzed and interpreted with help of appropriate statistical tools, table, and graphical forms.

CHAPTER – FOUR

RESULTS AND DISCUSSION

This chapter deals with result and discussion/interpretation of collected data. The data were collected from forty secondary level novice and experienced ELT teachers from the twenty secondary government added school in the Kathmandu district.

The data were collected using questionnaire (see appendix-1). Where altogether 24 questions these were open-ended and close-ended questionnaire and they were thematically arranged to meet the objective of the study. The result and discussion/interpretation of the data collected through questionnaire and are presented under the single broad heading.

4.1 Results

On the basis of analysis and interpretation of the data through questionnaire and observation the major result of the study has been summarized as follows.

- a. The majority of the secondary level novice and experienced English teachers have the concept of e-resources and its use in ELT process and they have responded different e-resources both novice and experienced teacher should use them to meet the objective of the ELT.
- b. It was found that most of the novice (30th) and experienced (30th) English language teachers used computer, audio/video conferencing Google, mobile phone.
- c. All the novice and experienced teachers believed that e-resources help to motivate the students and they help the teachers to develop their profession to provide the different ELT materials.
- d. This study shows that, 90% novice teacher commonly used Audio/video, 85% teachers used Google, 80% teachers used mobile phone, and 70% teachers commonly used computer out of 100%

teachers at the secondary government schools in the Kathmandu district.

- e. Similarly, 90% experienced teacher commonly used Audio/video, 80% teachers used mobile phone, 65% teachers used google, and 60% experienced teachers commonly used computer out of 100% in ELT process.
- f. Likewise, 78% novice teachers used computer, 45% teachers used OHP, and 30% teachers used audio/video out of 100% in the classroom learning.
- g. In the same way, 60% experienced teachers used computer, 25% teachers used OHP, and 90% experienced teachers used audio/video out of 100% in ELT classroom
- h. Similarly, 35% novice teachers used E-mail, 25% teachers used Website, 10% teachers used Blogs, 80% teachers were used Internet, 5% teachers used Wikis, 25% teachers used Web quest, 10% teachers used web page, 25% teachers used You tube and 15% teachers used Twitter out 100% for their professional development.
- i. It was found that 35% experienced teachers used E-mail, 40% teachers used Website, 10% teachers used Blogs, 40% teachers used Internet, 5% teachers used Wikis, 10% teachers used Web quest, 5% teachers used web page, 10% teachers used You tube, 5% teachers used Twitter and 65% teachers used google out of 100% for their professional development .
- j. Only 10% novice teachers used blogs, 5% teachers used wikis, 10% teachers used chat, 10% teachers used web page, 10% teachers used YouTube, 5% teachers used twitter, 5% teachers used smart board and 15% teachers rarely used e-book out of 100% in ELT process.
- k. Comparatively, 10% experienced teachers used blogs, 5% teachers used wikis, 10% teachers used chat, 5% teachers used web page, 10% teachers used You Tube, 5% teachers used twitter, 5% teachers used

smart board, 15% teachers used e-book and 10% teachers rarely used web quest out of 100% in ELT process.

- l. Likewise 81.25% novice and 73.25% experienced teachers commonly use of e-resources out of 100% teachers.
- m. All together 68.33% novice and 58.33% experienced teachers use the e-resources out of 100% in classroom activities.
- n. Similarly it was found that 25.56% novice and 22.5% experienced teachers used e-resources out of 100% for their professional development.
- o. It was found that 8.75% novice and 8.33% experienced teachers rarely used of e-resources in ELT process.
- p. In the same way most of the ELT secondary level teachers used google .com and audio/video conference and internet in ELT.
- q. Most of the novice (35th) and experienced (30th) ELT teachers used various ELT website, e-mail, computer and others resources.
- r. Some novice and experienced teachers used their own blogs in some schools.
- s. Majority of the novice and experienced teachers used computer, audio/video conferencing, mobile phone facebook and World Wide World (www) in ELT in the secondary levels.
- t. This study shows among the internet access novice and experienced teachers used internet to use authentic materials and to provide the authentic knowledge in the classroom.
- u. Among the internet access novice and experienced teachers they used Google log on to get different ELT resources to describe the subject matter in the classroom.
- v. It was found novice and experienced teachers used audio/video conferencing to involve their students in the activities.
- w. It was found 35% novice and experienced teachers used e-mail to share ideas regarding the subject matter with students.

- x. Among the internet access novice and experienced teachers they focused audio/video conferencing among these e-resources.
- y. All the novice and experienced teachers focus on OHP, mobile phone, audio/video to described the subject matter in the classroom.
- z. Most of the novice and experienced ELT teachers agreed/responded the usefulness of e-resources are: updating the new authentic knowledge, materials, updating to the existing body of knowledge, familiarization with innovative teaching methodology, accessing information about the teaching techniques and getting lots of new materials in the ELT classroom.
- aa. It was found that novice and experienced English teachers of secondary level of the Kathmandu district use websites are google.com, neltachautari.com, www.sweetsearch .com, oxforduniversity.com in ELT classroom.
- bb. It was found most of the e-resources access novice and experienced teachers faced the different challenges such as; cut of electricity, no co-operation from administration, no alternative power supply, no hardware and software, students were more interested but not having the acquired knowledge of the technology, lack of teachers training, lack of electronic materials (computer, internet, OHP, e-book) provided by the government and other concerned department.

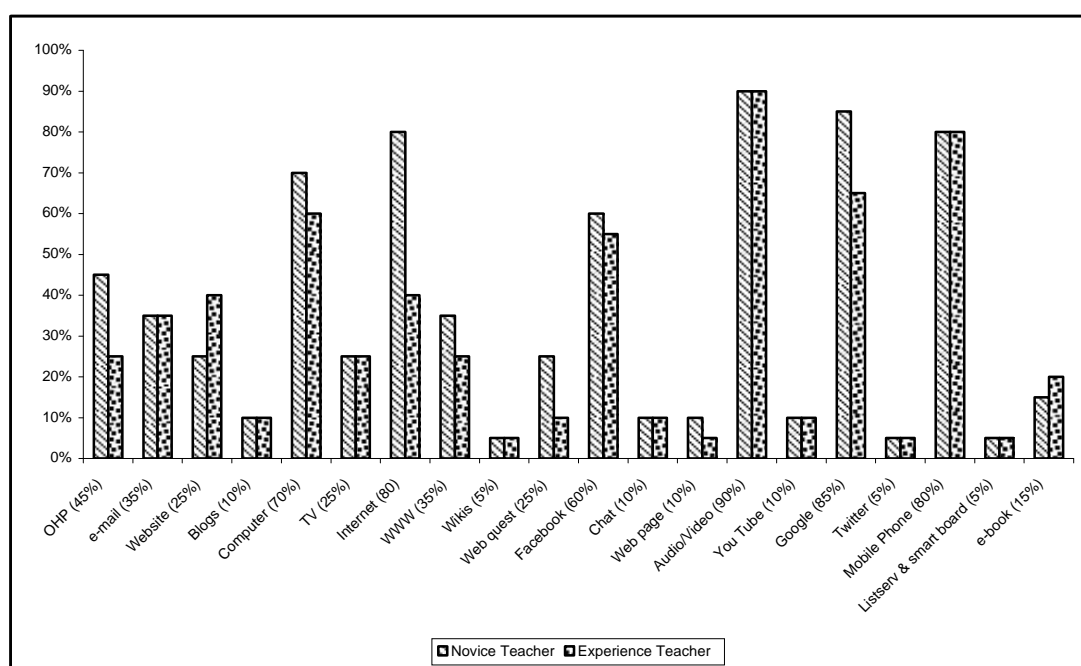
4.2 Discussion/Interpretation

This section deals with the data discussion and interpretation which were collected from questionnaire from the selected sample. In this section, data are analyzed using descriptive approach and statistical tools such as; table and chart. So, this section includes the discussion and interpretation of data to fulfill the objectives.

4.2.1 Comparison of Practices of e-resources Among Novice and Experienced Teacher

The comparison of use of e-resources among novice and experienced teacher can be seen in the following bar-diagram.

Figure No. 1
Comparison of Practices of e-resources Among Novice and Experienced Teacher



It is clear that from the above bar-diagram 45% novice teachers and 25% experienced teachers used OHP out of 100% English language teachers. Similarly 35% novice teacher and 35% experienced teachers used e-mail out of 100%. Likewise 25% novice teachers and 40% experienced teachers used

website out of 100%. Similarly 10% novice and 10% experienced teachers used blogs out of 100%. Likewise 70% novice teachers and 60% experienced teachers used computer out of 100% teachers.

Similarly 25% novice teachers and 20% experienced teachers used TV out of 100%. As well as 80% novice teachers and 40% experienced teachers used internet out of 100% teachers. Likewise 35% novice teachers and 25% experienced teachers used www out of 100%. Similarly 5% novice and 5% experienced teachers used wikis out of 100%. Likewise 25% novice teachers and 10% experienced teachers used web quest out of 100% teachers. Likewise 60% novice teachers and 55% experienced teachers used face book out of 100% teachers. Similarly 10% novice and 10% experienced teachers used chat out of 100% teachers. Likewise 10% novice and 5% experienced teachers used web page out of 100% teachers. 90% novice and 90% experienced teachers used audio/video out of 100% teachers. Similarly 10% novice and 10% experienced teachers used you tub out of 100% teachers. Similarly 85% novice and 65% experienced teachers used google out of 100%. 5% novice and experienced teachers used twitter out of 100%. 80% novice and experienced teachers used mobile phone, 5% novice and experienced teachers used smart board, 15% novice and experienced teachers used e-book out of 100% secondary level English language teachers in the Kathmandu district.

4.2.2 Practice of e-resources Among Novice Teachers

There were altogether 24 open-ended and close-ended question in this section. The obtained information or data collected through questionnaire tabulated, analyzed and interpreted by using simple statistical tools such as percentage and picture has been discussed under the following sub-headings.

4.2.2.1 Common Practices of e-resources by Novice Teachers

There were seven questions (Q. N. 1 to 7th) related to how the teachers understand the concept of e-resources and what type of e-resources they have

been using in ELT. The responses collected from the questionnaire are transcribed into the number and percentage in the following table.

Table No. 1
Commonly Practices of e-resources by Novice Teachers

S.N.	e-resources	Participants	Use (%)	No use (%)	Total	Remarks
1	Audio/video	40	90	10	100	
2	Google	40	85	15	100	
3	Mobile phone	40	80	20	100	
4	computer	40	70	30	100	

It is clear that from the above table, 90% novice teacher commonly used Audio/video, 85% teachers used Google, 80% teachers used mobile phone, and 70% teachers used computer out of 100% teachers. The data shows that most of the teachers (30th) novice teachers used audio/video and google frequently.

Out of 100% teachers 80% novice teachers mostly used audio/video, google whereas 20% teachers were not to the access to use the resources in ELT process. Regarding the use of e-resources one of the novice teachers said *"Electronic items through which we get many resources used from e-mail, internet in ELT process"*. Similarly, they have responded the importance of e-resources is *"To gain the knowledge scientifically through using different electronic devices."* The data shows that 80% novice teachers used audio/video and google then other e-resources.

4.2.2.2 Classroom Practice of e-resources by Novice Teachers

Similarly, two questions (Q.N.8 to 10th) were asked to which e-resources they have been using in the classroom and why they have been using these e-resources in the classroom. The responses collected from the novice teachers were transcribed into percentage in the following table.

Table No. 2

Practices of e-resources in Classroom by Novice Teachers

S.N.	Tools of e-resources	Participants	Use (%)	No use (%)	Total	Remarks
1	Computer	40	70	30	100	
2	OHP	40	45	55	100	
3	Audio/Video	40	90	10	100	

It is clear that from the above table 78% teachers used computer, 45% teachers used OHP, and 30% teachers used audio/video out of 100% teachers in the classroom learning. Among the e-resources presented in the table 90% novice teachers mostly used audio/video out of 100% and few teachers used OHP in the classroom teaching and learning process.

4.2.2.3 Practices of e-resources by Novice Teachers of their Professional Development

There were five questions (Q.N. 11 to 15) asked regarding the use and reason using as useful tools in ELT as well as professional development. The responses collected from the questionnaire are transcribed into the number and percentages in the following table

Table No. 3

Practices of e-resources by Novice Teachers of Their Professional Development

S.N.	e-resources	Participants	Use (%)	No use (%)	Total	Remarks
1	E-mail	40	35	65	100	
2	Website	40	25	75	100	
3	Blog	40	10	90	100	
4	Internet	40	80	20	100	
5	Wikis	40	5	95	100	
6	Web Quest	40	25	75	100	
7	Web page	40	10	90	100	
8	You Tube	40	25	75	100	
9	Twitter	40	15%	85%	100	

Table no. 3 shows that 35% novice teachers used E-mail, 25% teachers used Website, 10% teachers used Blogs, 80% teachers used Internet, 5% teachers used Wikis, 25% teachers used Web quest, 10% teachers used web page, 25% teachers used You tube and 15% teachers used Twitter out of 100% teachers for their professional development. The data shows that most of the novice (35th) teachers used internet and e-mail frequently.

Among the e-resources 80% novice teachers mostly used internet out of 100% (30) teachers and few (10th) teachers used wikis, blog, and web page of their professional development. In this section, novice teachers said that *"e-resources can provide authentic materials as well as knowledge and teaching techniques in English language teaching. The teachers can use different materials in the classroom from the internet to improve the problems."* This studies shows that novice teachers are frequently used e-mail and internet then others e-resources.

4.2.2.4 Rare Practice of e-resources by Novice Teachers

Similarly, five questions (Q.N.15 to 20) were related to how the novice teachers are different from experienced teachers in terms of use of e-resources in ELT. And which teachers used e-resources mostly novice or experienced. The responses collected from the questionnaire were tabulated into the number and percentage s in the following table.

Table No. 4

Rare Practice of e-resources by Novice Teachers

S.N.	Tools of e-resources	Participants	Use (%)	No use (%)	Total	Remarks
1	Blogs	40	10	90	100	
2	Wikis	40	5	95	100	
3	Chat	40	10	90	100	
4	Web page	40	10	90	100	
5	You Tube	40	10	90	100	
6	Twitter	40	5	95	100	
7	Listerv smart-board	40	5	95	100	
8	E-book	40	15	85	100	

Table no. 4 shows that 10% teachers used blogs, 5% teachers used wikis, 10% teachers used chat 10% teachers used web page, 10% teachers used YouTube, 5% teachers used twitter, 5% teachers used smart boards, and 15% teachers rarely used of e-book out of 100% novice teachers in ELT process.

Among the above e-resources out of 100% novice teachers only the 10% novice teachers used Blogs, wikis, chat, web page, YouTube, twitter, listerv, smart board and e-book in ELT process. In this section one of the novice teachers said "*teachers most aware on the website or other materials which provides the authentic materials and both teachers can use e-resources if they are interested to use it*". It shows that novice teachers rarely used of above mention resources because of lack of available.

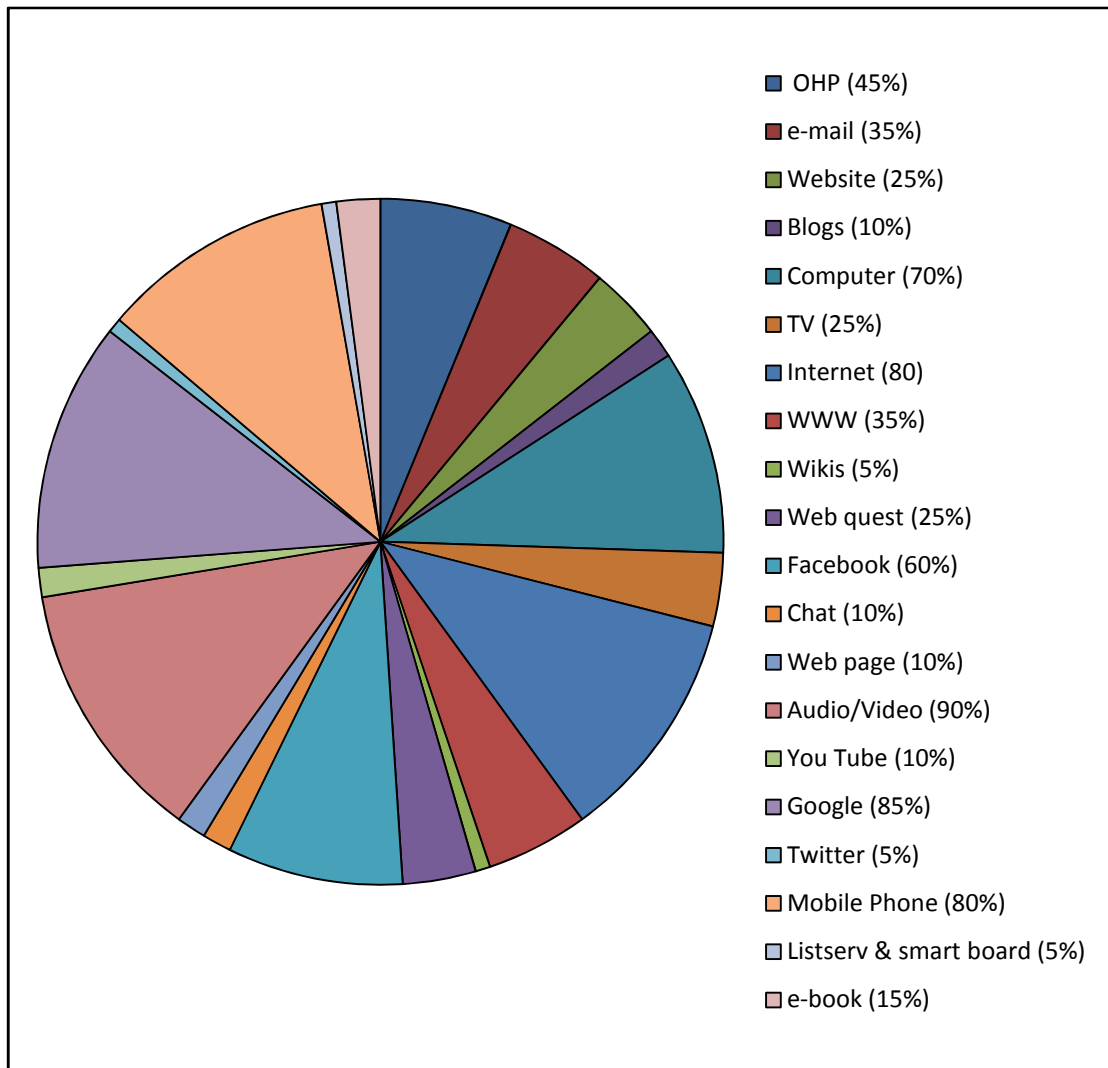
4.2.2.5 Problems of Practices e-resources Faced by Novice Teachers in ELT Process

There were four questions (Q.N. 20 to 24th) asked regarding the problems faced by novice teachers in ELT process. Regarding the use of e-resources the one of the novice teacher said that, "*No available of e-resources in the classroom, lack of electricity in the school, parents do not know the importance of e-resources, and lack of teachers training about the use of e-resources, students could not create their own, they have depended with other.*" This study shows that, enough e-resources and teachers training are not available in the school.

This discussion and interpretation can be diagrammatically presented in a pie-chart as a whole:

Figure No. 2

Analysis of Practice e-Resources in ELT by Novice Teachers



From the above figure 45% novice teachers used OHP out of 100%. Similarly 35% novice teachers out of 100% used e-mail, 25% novice teacher out of 100% used website, 10% novice teachers out of 100% used blogs, 70% novice teachers out of 100% used computer, 25% novice teachers out of 100% used TV, 80% teachers out of 100% used internet, 35% novice teachers out of 100% used WWW, 5% novice teachers out of 100% used wikis, 25% novice teachers out of 100% used web quest, 60% novice teachers out of 100% used facebook, 10% novice teachers out of 100% used chat, 10% novice teachers out of 100% used web page, 90% Audio/video, 10% teachers out of 100% used you tube, 85% novice teachers used Google, 5% novice teachers used twitter, 80%

novice teachers out of 100% used mobile phone, 5% novice teachers out of 100% used smart board, and 15% novice teachers out of 100% used e-book.

4.2.3 Practice of e-resources Among Experienced Teachers

There were altogether 24 questions in this section. The obtained information or collected data through questionnaire were tabulated, analyzed and interpreted by using simple statistical tools such as percentage and picture has been discuss under the following sub-headings.

4.2.3.1 Common Practice of e-resources by Experienced Teachers

There were seven questions (Q. N. 1 to 7th) related to how experienced teachers understand the concept of e-resources and the type of e-resources they have been using in ELT. The responses collected from the questionnaire were transcribed into the number and percentages in the following table.

Table No. 5
Commonly Practice of e-resources by Experienced Teachers

S.N.	e-resources	Participants	Use (%)	No use (%)	Total	Remarks
1	Audio/video	40	90	10	100	
2	Mobile phone	40	80	20	100	
3	Google	40	65	35	100	
4	Computer	40	60	40	100	

It is clear that from the above table it is clear that , 90% experienced teacher commonly used Audio/video, 80% teachers used mobile phone, 65% teachers used Google, and 60% experienced teachers used computer out of 100% teachers in ELT process. The data shows that most of the teachers (30th) experienced teachers used audio/video and mobile phone frequently.

Among the e-resources 90% experienced teachers mostly used audio/video out of 100% and few teachers used computer in ELT process. Regarding the use of

e-resources one of the experienced teacher said " *Electronic materials which are related to references materials that we found from internet*". Similarly, they have responded that the importance of e-resource " *E-resources have immense of effect in ELT as a language instructor to get more than enough teaching materials and boost of vocabulary, and it helps the teachers to motivate the students about their subject matter far better than text book as well as it is helpful for teachers to collect the authentic materials in teaching learning process.*" The data shows that 80% experienced teachers used audio/video and mobile phone then other e-resources.

4.2.3.2 Class room practices of e-resources by Experienced Teachers in Classroom

Similarly, two questions (Q.N.8 to 10th) were related to which e-resources they have been using in the classroom and why they have been using these e-resources in the classroom. The responses collected from the questionnaire were transcribed into the number and percentages in the following table.

Table No. 6

Practice of e-resources by Experienced Teachers in Classroom

S.N.	Tools of e-resources	Participants	Use (%)	No use (%)	Total	Remarks
1	Computer	40	60	40	100	
2	OHP	40	25%	75	100	
3	Audio/Video	40	90%	10	100	

From the above table, 60% teachers used computer, 25% teachers used OHP, and 90% experienced teachers used audio/video out of 100% teacher in ELT classroom.

From the above analysis we can say that 90% experienced teachers used audio/video out of 100% and other teachers used OHP in the classroom. In this section, one of the experienced teacher said " *Computer, OHP, Audio/Videos*

are used in the classroom". Similarly they response that "OHP materials is important for the students towards the lesion and it will be better than blackboard". It shows that, experienced teachers mostly used audio/video and computer then the other resources.

4.2.3.3 Practices of e-resources by Experienced Teachers of their Professional Development

There were five questions (Q.N. 11 to 15) were related to what type of e-resources do they use the different e-resources in the professional development. The responses collected from the questionnaire were transcribed into the number and percentages in the following table.

Table No. 7
Practices of e-resources by Experienced Teachers of their Professional Development

S.N.	e-resources	Participants	Use (%)	No use (%)	Total	Remarks
1	E-mail	40	35	65	100	
2	Website	40	40	60	100	
3	Blog	40	10	90	100	
4	Internet	40	40	60	100	
5	Wikis	40	5	95	100	
6	Web Quest	40	10	90	100	
7	Web page	40	5	95	100	
8	You Tube	40	10	90	100	
9	Twitter	40	5%	95%	100	
10	Google	40	65	35	100	

Among the use of e-resources 35% experienced teachers used E-mail, 40% used Website, 10% teachers used Blogs, 40% teachers used Internet, 5% teachers used Wikis, 10% teachers used Web quest, 5% teachers used web page, 10% teachers used You tube, 5% teachers used Twitter and 65% teachers used Google out of 100% teachers for their professional development .

Among the above e-resources 65% novice teachers mostly used google, and internet out of 100% and few teachers used wikis, blogs, twitter, and web page. Regarding the use of e-resources one of the experienced teachers said that *"E-resources provide authentic materials as well as knowledge in English language teaching. The teachers can use different materials in classroom from the internet and teachers can success to provide the knowledge of hardware and software to their students"*. This studies shows that experienced teachers are frequently used e-mail and internet then others e-resources.

4.2.3.4 Rare Practices of e-resources by Experienced Teachers

Similarly, five questions (Q.N.15 to 20) were related to with how novice teachers were the different from experienced teachers in terms of e-resources in ELT and the frequently use of e-resources. The responses collected from the questionnaire were transcribed into the number and percentage in the following table.

Table No. 8
Rare Practices of e-resources by Experienced Teachers

S.N.	Tools of e-resources	Participants	Use (%)	No use (%)	Total	Remarks
1	Blogs	40	10	90	100	
2	Wikis	40	5	95	100	
3	Chat	40	10	90	100	
4	Web page	40	5	95	100	
5	You Tube	40	10	90	100	
6	Twitter	40	5	95	100	
7	Listerv smart-board	40	5	95	100	
8	E-book	40	15	85	100	
9	Web quest	40	10	90		

From the table we can say that 10% teachers used blogs, 5% teachers used wikis, 10% teachers used chat 5% teachers used web page, 10% teachers used You Tube, 5% teachers used twitter, 5% teachers used smart boards, and 15% teachers rarely used of e-book and 10% teachers used web quest out of 100% in ELT process.

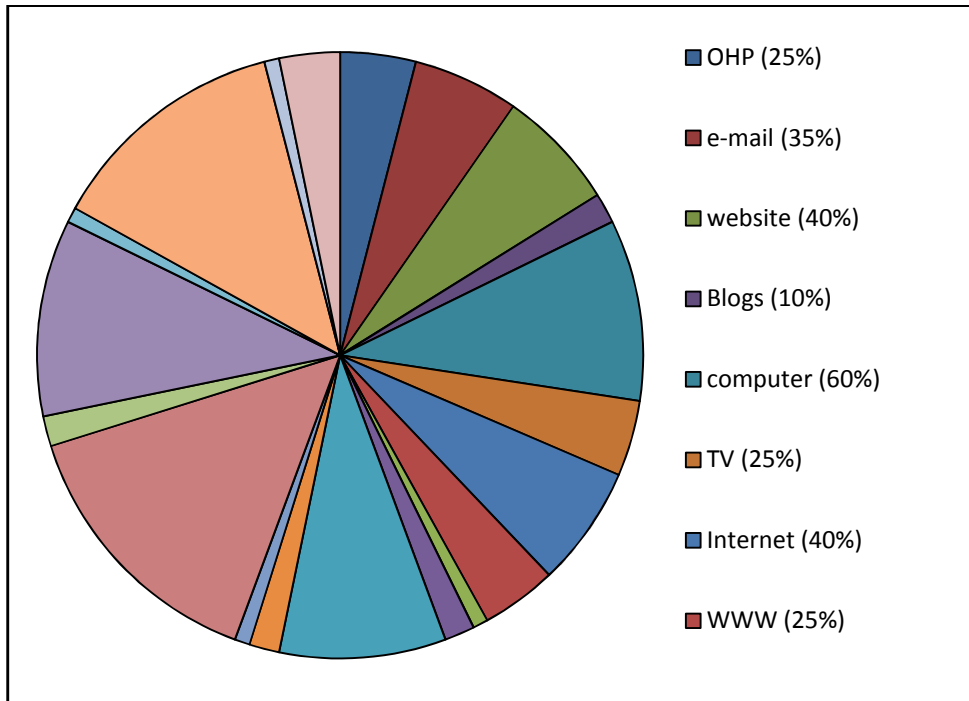
Among the above e-resources only the 5 to 10% experienced teachers rarely used Blogs, wikis, chat, web page, youtube, twitter, listerv, smart board and e-book in ELT process. In this section, one of the experienced teacher said *"Novice teacher can use more e-resources in comparison to the experienced teacher because experienced teachers feel difficult to use of e-resources"*. Similarly, one of the experienced teacher said *"ELT teachers can develop their profession by using different authentic materials by the internet"*. It shows that experienced teachers rarely used of above mention resources because of lack of availability.

4.2.3.5 Problems of Practices e-resources Faced by Experienced Teachers in ELT Process

There were four questions (Q.N. 20 to 24th) related to the types of problems were faced by experienced teachers in ELT process and what is the striking points in the use of e-resources on the part of novice and experienced teachers in ELT. The most of the informants response as common of this question were as; *"No available of e-resources in the classroom, lack of electricity in the school, lack of co-operation from a administration, no alternative power supply no hardware and software knowledge of the teachers, student more interested but not having the acquired knowledge of technology, parents do not know the importance of e-resources, and lack of teachers training about the use of e-resources"*. This study shows that, enough e-resources and teachers training are not available in the school. This discussion and interpretation can be diagrammatically presented in a pie-chart as a whole.

Figure No. 3

Analysis of Practices of e-Resources in ELT by Experienced Teachers



From the above figure 25% experienced teachers used OHP out of 100%. Similarly 32% experienced teachers out of 100% used e-mail, 40% experienced teacher out of 100% used website, 10% experienced teachers out of 100% used blogs, 60% experienced teachers out of 100% used computer, 25% experienced teachers out of 100% used TV, 40% experienced teachers out of 100% used internet, 25% experienced teachers out of 100% used WWW, 5% experienced teachers out of 100% used wikis, 10% experienced teachers out of 100% used web quest, 55% experienced teachers out of 100% used facebook, 10% experienced teachers out of 100% used chat, 5% experienced teachers out of 100% used web page, 90% Audio/video, 10% experienced teachers out of 100% used you tube, 65% teachers used Google, 5% experienced teachers used twitter, 80% experienced teachers out of 100% used mobile phone, 5% teachers out of 100% used smart board, and 20% experienced teachers out of 100% used e-book.

CHAPTER – FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1 Summary

This study is carried out on "Use of e-resources in ELT by novice and experienced teachers" in the government schools of Kathmandu district. There are different e-resources that help the teachers in English language teaching process. This study was how the e-resources such as; computer multimedia, OHP, TV, mail (e-mail), the internet, world wide web (www), blogs, wikis, web quest, online resources, face book, chat, web page, browser, audio/video conferring, Google, twitter, mobile phone, listserv, smart-boards, e-book, and so on) used by novice and experienced teachers in ELT process.

5.2 Conclusion

The conclusion of this study can be seen in the following points

- J Among the novice and experienced teachers 36.25% novice teachers, 31% experienced teachers practiced e-recourses in ELT and 63.75% novice and 69% experienced teachers do not practices in the use of e-resources in ELT process.
- J Among the use of e-resources 90% novice and experienced teachers mostly used of audio/video in ELT classroom.
- J The perception of novice teachers towards the use of e-resources in ELT of their own words "E-resources are important because they help the teachers to teach authentic, updated knowledge as well as help the teachers to motivate their students towards the teaching learning activity.
- J Similarly the perception of experienced teachers towards the use of e-resources in ELT of their own words "E-resources are use in ELT because, they help the teachers to developed their profession and provide the authentic knowledge to the students and they helps the teachers to engage their students in the activities."

5.3 Implications

In fact present research is not complete study of using e-resources in ELT by novice and experienced teachers of Kathmandu district, because it was limited to twenty secondary schools of Kathmandu district. On the basis of the findings derived from the analysis and interpretation of the data, the following recommendations for pedagogical implications are suggested below.

- a. All the novice and experienced teachers should have access to internet and make use of e-resources in ELT classroom. 21st century is the period of information technology and different technology provides various authentic knowledge and materials related to ELT.
- b. Some novice and experienced teachers were found that they don't have idea about accessing different e-resources they need to provide guidelines in making use of various e-resources in ELT classroom.
- c. All the novice and experienced teachers should not use only books and guide they should make use of different e-resources in ELT.
- d. They should frequently and periodically update themselves in different teaching methods and techniques by using various e-devices.
- e. Every novice and experienced teachers should learn to use internet as it is the sources of authentic materials in ELT by using various e-resources.
- f. The ELT teachers need to provide the ideas to their students about how to use the different e-resources.
- g. Use of e-resources in ELT by novice and experienced teachers should be the area of interest to the subject experts and text book writers.
- h. The novice and experienced teachers should involve in various workshops, seminar and group discussion, online with expert of technology about to use the e-resources in the ELT classroom.
- i. In the area of this study highly accelerating information technology, novice and experienced teachers' of the secondary level should take the

advantage of resources via various e-resources as far as possible to face the challenges in ELT process in the secondary level.

- j. ELT students' should be facilitated by teachers in their self-learning discovering themselves new methods, trends, techniques etc. by using various e-resources
- k. The government and other concerned department of education need to provide the different e-resources in every school and they need to provide the training related to use of technology/e-resources in every school.
- l. Finding derived from the survey should be analyzed and implications stipulated from the findings should be implemented in every government added school of Kathmandu district.

5.3.1 Policy Level

This study is an important for the policy level to find out the use of e-resources in government schools in the present context. Similarly, this study is helpful for novice and experienced teachers and students about how to use different e-resources in ELT process. The government can lunch the training about the use of e-resources in government schools to find out the real condition of the schools. The curriculum designers and policy makers can be instructed from this study to find out the real practices of e-resources in government schools and they can make the policy of the education according to the needs of students and community.

5.3.2 Practice Level

This study can be used in the practice level because the purpose of this study is to find out the ELT teachers use of e-resources in ELT process. Novice and Experienced teachers can gain the ideas about how to use different e-resources in their professional development. The students also get benefited from this study about how to use the technology and other e-resource. From the practices

of e-resources teachers can success to provide the authentic knowledge in the classroom and they can develop their technological knowledge. In this regard this study is helpful for novice and experienced teacher practices on the use of e-resources in ELT process.

5.3.3 Further Research

This study is applicable for all the researchers. It has not covered all the area about the use of technology in ELT process. In this regard. The researcher can study the following topics related to this study:

-) Use of e-resources in ELT by the teachers in primary and lower secondary level.
-) Use of e-devices by higher secondary level teachers in ELT.
-) Importance of use of technology in ELT in the government added schools.
-) Use of e-resources as a language learning tools.
-) Use of e-resources in ELT teachers for their professional development.
-) Use of internet to develop the students' writing proficiency.
-) Use of e-devices in classroom learning.

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- <http://www.teachingenglish.org.Uk/eltecs>
- <http://www.jcmc.indian .education>
- <http://www.gse.uci.edu/ed168/resume/html>)
- <http://www.teachers.tech.nology.com>
- <http://www.bbc.com.UK/worldservice/learningenglish>
- <http://WWW.marthalakecov.org>

Appendix-1

Dear informant,

This research entitled "**Perception and Practice of e-Resources in ELT by Novice and Experienced Teachers**" is carried out under the guidance of **Mr. Ashok Sapkota, Teaching Assistant**, Department of English Education T.U., Kirtipur, Kathmandu. I assure you that your responses will remain confidential and used only for the research purpose. I look forward to getting your co-operation in completing these questionnaire to complete my research with the scheduled time frame.

Researcher

Santi Prasad Sapkota

TU, Kirtipur

Personal information

Name:

Sex:

Age:

Name and address of college:

Level:

Qualification:

Please complete the following questionnaire with true information:

1. What do you mean by e-resources?

.....
.....

2. What kinds of e-resources are you using in ELT in the secondary level?

.....
.....

3. What do you think is the importance of e-resources in ELT? How?

.....
.....

4. Do you believe in e-resources to create motivation to your students?
If yes or no could you provide some reason?

.....
.....

5. What are the usefulness of e-resources for the novice and the
experienced teacher in ELT?

.....
.....

6. Do you have access to internet?

(a) Yes

(b) No

Which website do you log on to get access to different ELT resources?

.....
.....

7. Which of the tools of e- resources do you use in ELT process? Tick
the best which you want to used in ELT classroom.

i. Overhead projectors

- ii. E-mail
- iii. Website
- iv. Blogs
- v. Computer/Multimedia
- vi. Television
- vii. Internet
- viii. World Wide Web
- ix. Blogs
- x. Wikis
- xi. Web Quest
- xii. Facebook
- xiii. Chat
- xiv. Web Page
- xv. Audio/video conferring
- xvi. YouTub
- xvii. Google
- xviii. Twitter
- xix. Mobile phone
- xx. Listserv smart-boards
- xxi. E-book

9. Have you ever used a computer, overhead projector in ELT classroom ?

- (a) Yes
- (b) No

10. What are the benefits of using OHP in ELT classroom?

.....
.....

11. Do you use e-mail to share ideas regarding the subject matter with your students?

.....
.....

12. Do you think e-resources will help to develop the authentic knowledge in ELT? How?

.....
.....

13. Why different e-resources have become more useful in ELT?

.....
.....

14. Among these tick answer which e-resources do you used in ELT classroom & why?

.....
.....

15. Have you found any improvement on your students after the use of e-resources in ELT?

.....
.....

16. How is the novice teacher different from the experienced teacher in terms of the use of e-resources?

.....
.....

17. How can teachers develop their profession by using e-resources?

.....
.....

18. Among the novice or experienced teachers, who do you think use more e-resources?

- (a) Novice teachers
- (b) Experienced teachers

19. Do you think only the experienced teacher can use e-resources (or novice too)? How?

.....
.....

20. If you use, Please name any five websites that you make use for your
ELT process or classroom teaching?

http://www.....

http://www.....

http://www.....

http://www.....

21. What is the main purpose of using e- resources in ELT?

.....
.....

22. Do you feel any difficulty while using e-resources in ELT?

.....
.....

23. What is the striking point of the use of e-resources on the part of the
novice and the experienced teachers in ELT?

.....
.....

24. What are the challenges you have faced while using e-resources in
your ELT classroom?

.....
.....

Thank you for your kind co-operation