CHAPTER- ONE

INTRODUCTION

This is the study entitled **English Language Teachers' Beliefs on the Use of Electronic Media for Professional Development**. The first chapter of this study consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

The use of information technology has broadly increased for the purposes of enhancing the administration and teaching, and learning efficiency (Abdel-Rahman &Ayman, 2011, p. 6). It means teaching and learning have a positive influence for the effectiveness of learning outcomes through the use of information technologies. Nowadays, the way of giving and taking education seems to be changed due to the technological change and advancement. Similarly, technological development has brought a drastic change in the world and almost all the activities and jobs are based on the networking system. So, information technology is becoming the necessity of people in this era.

To support this, Castells,1996 (as cited in Ibrahim, 2010) says "Information and communication technologies (ICTs) have been instrumental in social transformations from the industrial society of the 20th century to the network society " of the new age of Informationalism" - where even intercontinental neighbors are now one button-push away" (p.211). There have been fundamental shifts in the tertiary landscape with the move from the traditional to the online learning environment where people are interconnected globally with modern innovations of technologies.

Similarly, Tylor (2001) also has also assured that the technological innovation has changed the social, political, economic, and cultural fabric of life since the

end of the Cold War. It means that the innovation of technologies has created an ease and better life to enjoy with modern way of lifestyles world widely.

Different types of information communication and technologies (ICT) are used in the different fields for various purposes to meet the intended objectives. Likewise, different types of plans and policies have been made regarding the use and implementation of ICT tools in education. To support this, MOE (2013, p.10) has implemented some of the program related to ICT in education i.e., one Laptop per child (OLPC), to improve educational management and delivery system. In the same way, MOE has provided some additional ICT related equipments to all the Districts Education Office and also have launched websites by each District Education Office. Similarly, SSRP (2009-14) states that ICT assisted teaching and learning will be implemented and expanded in all schools. So, we can say that English language teaching is also one of the fields where different types of technological devices are required and should be used.

In this regard, adopting and accepting the new ways of ICT tools in language teaching and learning has become the important part of education. ICT as electronic media plays an important matter of concern to ELT teaching and learning. It helps extremely in the process of any language teaching and learning. That is the reason behind the use of electronic media in ELT teaching and learning. The need of fundamental and massive change in teachers' perception about how languages are being taught and how it should be taught has become a matter of concern in education. Therefore, each and everyone should be familiar or conditional about the technologies for the development of teaching profession.

Teacher is a person who plays an important and crucial role to enhance the quality of education as well as to achieve the target aims, goals and objectives by conducting teaching learning activities. It is a teacher who implements the curriculum effectively and tries to achieve the goals determined by the

curriculum. In order to make teaching learning fruitful and effective, teachers should have the knowledge of different technologies and should use it during teaching learning process which will obviously help teachers for their professional development. As we know that this is the age of information technology, teachers should have the clear idea of different technologies and the way to use those materials.

In the field of teaching, teachers seems to be the most important stakeholders of the academic field, they play very important role to promote entire education system of any of the nation. According to Joshi (2014, p.1), "A person who graduated yesterday stops learning today becomes uneducated tomorrow". The same thing will happen if teachers do not keep up- to- date themselves with the current knowledge and the latest developed technologies. So, it is very important for the teachers to keep themselves updated with the current knowledge and the different technologies. Being updated with the current knowledge, the technologies could help teachers towards their professional development. In this regard, Underhill 1996 (as cited in Head and Taylor, 1997, p.1) says, "Teacher development is the process of becoming the best kind of teacher that I personally can be". Therefore, teacher development means the positive change in the teachers along with the overcome of past weaknesses and bringing of some new insights in them.

Nowadays, teachers are using different types of electronic media or ICT tools in their teaching and learning process and in their personal life as well. They may have different attitudes and beliefs regarding the use of electronic media or ICT tools for their professional development. So up to now also there has not been much more research works in this area. No particular study has been done to find out the English language teachers beliefs on the use of electronic media for professional development. Therefore, I am interested to find out the English language teachers' beliefs on the use of electronic media for their professional development. Similarly, my experience as a learner in semester system, a student in Tribhuvan University, I got motivated by observing the

useful enhancement of EM use in language classroom and my study was enhanced by the use of EM so that is the reason, I preferred to study on this research as a researcher to investigate the usefulness of it for TPD.

1.2 Statement of the Problem

Electronic media (EM) is being used in various sectors nowadays. In this sense, educational field also acknowledges to the use of EM for effective teaching and learning. Similarly, the teachers' belief as television, radio, mobile and internet (EM) contribute to the teachers' for enhancing their professional development is the need of the day. It is the belief of teachers that the modern technology and media can equip the students with overall and ease understanding of the context through them. So, various programs related to EM (ICT) have also been implemented by MOE (2013) and SSRP (2009) to support the teachers for their professional development.

Especially after the provision of managing one laptop for one student as to improve educational management, and to delivery system (MOE, 2013), the shifting of teaching and learning through EM is being increased in Nepalese educational field. It seems that the flow of using EM in private schools/ colleges has compelled the public schools/ colleges to make use of EM to compete with them. Whatever the reasons are the success of using EM as teachers' belief, they require knowledge, training, availability, resources, etc to enhance in real teaching context. It means using of EM is not an easy task to regulate in real practice as there is a huge gap between policy and practice. There are different factors that hindrances the use of EM in actual classroom teaching.

To teach through the use of EM, ICT trained teachers and adequate electronic materials in ELT classroom are necessary. Similarly, ICT Zone should be facilitated to both teachers and students. The policy implementations cannot be succeeded unless the teaching through the use of EM is practiced in the real

contexts. It means well infrastructures and ICT trained teachers are the prerequisites for teaching through EM.

In this regard, what we can say is that the teachers' belief support for the use of EM in the one hand and the lack of resources and ICT trained teachers problematize in real practice throughout teaching on the other hand. So the concern of my study is to research on English language teachers' belief on the use of electronic media for professional development. It has focused on whether English language teachers are being benefitted from the electronic media or not in their professional development.

1.3 Objectives of the Study

The main objectives of the study were as follows:

1. To find out the beliefs of English language teachers' on the use of electronic media for professional development
2. To suggest some pedagogical implications.

1.4 Research Questions

This study was oriented to find out the answers of the following research questions:

a) What are the English language teachers' beliefs on using electronic media for professional development?
b) How ELT teachers are being benefitted by the use of EM in their profession?

1.5 Significance of the Study

Nowadays, the innovations of technologies are contributing significantly to the quality of education. In the same way, electronic media are highly substituting its impacts, providing new functions, and allowing more sophisticated uses in ELT contexts. Since, they are becoming crucial one for most of the individual

in every part of the world; it has a great role in facilitating for both teachers and students related to ELT spaces.

This study is of national importance as it concerns with the issues of ICT planning in general and its practice in particular. As this study aims to explore the ELT teachers' belief on using EM for their professional development and provides the information about how they are being benefitted by its use throughout their professional carrier. It will be beneficial especially for educational policy planners because this study will present the importance of using EM, expectations of teachers, and changes during their professions in ELT contexts. Mainly, various reasons which encourage them to monitor networking as well as impacts regarding the past and present teaching through EM found out from this study. So government and political bodies or language planner will get the hints to plan the use of EM in education. They will be informed that what are the prerequisites of EM programs and so will make appropriate and judicious EM policy that works better in ELT contexts (schools/colleges). As all the teachers may not be proficient in using EM, regarding this, teachers need to update them according to the demand of time and situation. They also should be aware of being trained and knowledgeable in the present era, and also to face the challenges as well as to get the opportunities of EM programs.

It will be helpful to the teachers to get expertise in teaching, managing profession and knowing about the tools and importance of electronic media for professional development. This study is supposed to play an important role to all those who are directly or indirectly involved in teaching learning activities and their professional development. Being a different research from other researches, mainly teachers of English are benefitted from this study. Similarly, syllabus designers, curriculum developers will also be benefitted from this study because it will help to find out the English language teachers' beliefs in using electronic media for Teacher Professional Development (TPD). Moreover, novice teachers will also be benefited from this study as it helps in

familiarizing them regarding the use of electronic media for their professional development. Likewise, it will be significant to the English language teachers to incorporate ICT or electronic media for professional development. In wider context, this study will be beneficial to all teachers of developing countries for their professional development and to those who want to conduct the research in similar field.

1.6 Delimitations of the Study

As the researchers are limited by time, human resources and financial factors, he/ she have to limit his/her study to a certain boundary. Therefore, this research study was also limited in terms of study area, population, sample population, research tools and findings. The study was only limited to the higher secondary level colleges of Kathmandu and Lalitpur districts. Only six ELT teachers who had an experience of more than five years were the sample of this study. Likewise, semi-structured interview was the tool for data collection (three private teachers and three public teachers). Similarly, this study was limited to the electronic media such as: radio, television, mobile and internet. Thus, my study was delimited in terms of the above mentioned criteria.

1.7 Operational Definitions of the Key Terms

The following words are used as the key terms in this study with the given specific meanings:

Beliefs: Beliefs means feeling of being sure that someone exists or that someone is true or a feeling something is good right or valuable. The word 'beliefs' refers t the teachers of secondary higher secondary teachers' views in the use of electronic media for their professional development in my study.

Electronic media: The things or results produced or operated by the flow of electronic devices and its use for the transmission of message to the audience. It includes radio, television, internet, computers, desktops, and laptops. In my

study electronic media means the electronic devices that help the teachers' for the sake of their professional development.

Professional development: Professional development refers to many type of educational experience related to an individual's work. In this study, Professional development refers to the process of improving or increasing capabilities of teachers.

Teacher development: The noticeable and the reformative change in teacher's professional and personal life.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND

CONCEPTUAL FRAMEWORK

Review of the related literature and conceptual framework is essential for any types of research work. To make the research valid and reliable, the researcher needs to study different types of materials like article, journals, thesis, and books related to the topic which helps in identifying the research gap. This section deeply and broadly deals with the literature review and the theory related to the research. In this section, I have tried to collect many more ideas and theories related to the area of study and sources available to my study. Specially, this section includes the review of related theoretical literature, review of empirical research, implications of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

Review of theoretical literature provides an insight to researcher related to the number of aspects that have a direct or indirect bearing in the research topic and makes every research authentic and valid. Review of theoretical literature is the central and most important part in the research. Literature review is also important for clarifying the concept of depth study to the research. This study provides information of previous research and other related literature on the use electronic media and ELT teachers' beliefs in using those media related tools for TPD. The main aim of reviewing the previous research and literature is to explore what has already been done and studied before. Literature review also helps in finding out the gap.

2.1.1 Teachers' Beliefs: An Introduction

The term belief refers to a state/habit of mind in which trust or confidence is placed in some person or thing. It is defined as a feeling of trust in the worth or ability of someone to be sure that someone or something exists or something is true.

Hume (1987) has defined beliefs as a perception that has a certain feeling to the mind which is the same as saying that it is a perception that is 'conceived in a certain manner' (p.96). Furthermore, beliefs are those perceptions that most affect the will, and they are able to do this either by virtue of being impressions themselves or by virtue of their 'relations to the impressions' or memories that give rise to them (Hume, ibid). The definition of beliefs supports primarily on teachers' belief to the concern of my study. Teachers' belief can have great importance in adopting new strategies as using of electronic media in teaching and learning.

Technology is being accepted as a crucial factor and additional aid to educational spaces to improve the quality of education, as well as influential one in the sense of a strong belief. To support this, Borg (2003) defines beliefs as "a major influencing factor in many areas of education, and technology is not exempt from this influencing phenomenon" (as cited in Galvis, 2012, p.96). So, teachers' beliefs as well as technology serve as a powerful tool in teaching and learning.

Teachers' belief is centralized to their own determined perceptions, attitudes, knowledge, ides, and concerned theory to teaching in the classroom. Therefore, the belief of teachers' varies from individual to individual and it considers with their own choice of adopting the teaching process. The definition addressed to teachers' belief by Pajares (1992):

> Beliefs as a messy construct, and one difficult to disentangle from
>
> similar concepts, beliefs usually overlap with close psychological terms

such as knowledge, attitude, opinion and ideology. In this perspective, a definition for beliefs is "at best a game of player's choice. (p. 309).

In this contrast, Smyth 1989, (as cited in Riel, 2000) state that teaching and learning with a belief that "part of being a teacher involves grappling with and collectively confronting the contradictory demands of the educational system" (p.2). The confrontation arouses with the demand of teacher to be as changing agent with the current need and educational system, residing the struggle between their beliefs or modification to innovative trends of teaching.

The concepts of teachers' beliefs influences on approaches to teaching which may encourage teachers to experience new methods and techniques of teaching or conversely constrain and restrict their desire for a new teaching experience. Meanwhile, teachers' belief as defined by Artzt & Armour-Thomas (1998) as "an integrated system of personalized assumptions about teaching and learning" (as cited in Li, 2014, p.8) which shape the way teachers' perceive and interpret classroom interaction and influence their construction of intentions in response to those interaction.

Regarding to the complex relationship between teachers' beliefs about their teaching and what their teaching practice really is. The aforementioned definition along with some researchers' different opinions about teachers' beliefs as: Smith (2005) argue on teacher beliefs that can guide teacher decisions, and help further develop teachers' repertoire after being aware of their beliefs (Cochran-Smith & Lytle, 1999), and others findings on inconsistency between teacher beliefs and their actual teaching practices Sandetto, & Heath (2002) provides various insights to teachers' belief on teaching and learning (as cited in Li, 2014, p. 38).

This means to say that teacher comes inside the classroom with their own assumptions and the systems of beliefs, to some extent they themselves make a choice and make relation to how they teach and what they teach inside the classroom. They are guided according to the beliefs that he/she possess.

Similarly, teachers' beliefs have a greater influence than teacher knowledge on the way they plan their lesson, on the way they take decision and on their daily and general classroom practices. So do, teachers' beliefs guide on the teachers while taking decision and the action they take inside the classroom.

Therefore, teachers are the main agent in language teaching and learning process. As language teachers can use different kinds of approaches to teaching depending upon their assumptions and the beliefs about how students learn and on the kind of methodology that they believe best supports his learning process. In the sense, teachers' belief highly influences in teaching behavior and also in the learners' development, they should comprehend accordingly to the context where they strongly can utilize and adopt their beliefs for learning and teaching achievement. This is to say that teachers' beliefs can guide how to teach, how to deal or interact with the student, how to plan the lesson, what shorts of decision to be taken and so on. So do, teaching and learning inside the classroom is affected by teachers' beliefs and what they do inside their classroom depends upon the beliefs that a teacher possess and what teacher does in the classroom is based on what their beliefs are. Teachers' beliefs and attitudes are important for understanding and improving educational process. They are closely linked with the teachers' strategies for coping with challenges in their daily professional life, to their general wellbeing to, to make students learning environment, influences to the student' motivation and achievement.

In a nutshell, beliefs are important concept in understanding teachers' thoughts to process instructional practices and learning to teach them relevant. Teachers' beliefs can be represented as a set of conceptual representation which store general knowledge of subject, people and events and their character relationship.

2.1.2 Teacher Professional Development

Teacher Development (TD) is defined in multiple ways by multiple people. In fact, it is not really easy to define what TD actually is because of different

scholars have opined their different views regarding TD in various ways to the study of their concern. To this regard, Underhill (1986) states that TD is the process of becoming the best kind of teacher (as cited in Head and Taylor, 1997, p.1). Furthermore, he added an idea and stated that development starts from the very beginning and continues until the retirement professionally and until the death bed. Similarly, the term refers as World Bank stated 'Teacher development as a process along a continuum of learning' (1998) which means a long term process as well as supportive one for ongoing professional growth and support.

Apparently, TD begins with the development of a teacher to be professionally skilled, knowledgeable, and career growth, and also to be very supportive for TPD. It plays a vital role as a cover term to enhance teaching as well as profession. According to Tecle (2006) TPD refers to the 'process embracing all activities that enhance professional carrier growth'. It is primarily concerned with the teachers' development, beginning from any initial preparation of teaching, to ongoing development and finally to career growth. So do, those knowledge and the skills which are obtained for both professional and career development is known as TPD. It encompasses all types of facilitated learning opportunities ranging from college degree, formal course book, and informal learning opportunities situated in practice.

PD is consulted with the development of a person or profession in his/her professional life. For PD, different types of training, workshops, seminar, and so on are required. According to Ganser, 2003 (as cited in Villegas and Reimers, 2003) states "PD includes final experiences (such as attending workshop and seminar, professional meetings) and informal experiences such as reading professional publication, watching documentaries, related to the academic discipline".

In addition, TPD plays a very important role in the improvement of professional development of teachers. Until and unless the teachers are professionally grown up, they cannot perform their job perfectly and

confidently. Paying attention to only one aspect of PD is not sufficient. So, the teachers' needs and perceptions should be properly analyzed before finalizing the strategies for teacher professional development. There are various views opined by different scholars on teacher professional development from their own perspectives.

According to Richards and Farrell (2005, p.1), "Teacher professional development is a next step when one teachers' period of formal training is over." It indicates that TPD starts with the involvement of teachers in different professional activities and after the completion of that kind of program, we enter into the real professional and the development starts from there.

Similarly, Villegas-Reimers (2003) defines TPD as:

> the development of a person in his or her professional role". More specifically, TPD is the professional growth of a teacher who achieves as a result of gaining increased experience and examining his or her teaching systematically. It includes formal experiences such as attending workshops and professionals meetings, mentoring and informal experiences such as reading professional publications, watching television documentaries to an academic discipline. (p. 9)

TPD means a continuous, ongoing, and lifelong process which never gets finished. It is the key factor to bring the positive change and effect on the educational product. It involves many changes so, TPD demand many more experience in teachers. Teacher can bring change in their profession from their own effort as well but only effort from individual perspective will not be sufficient for their professional growth. Therefore, there should be the effort from institutional perspectives which will help the teacher for their professional growth. For their professional growth, teacher must attend the formal as well as

informal programs and training and should implement theme in practice to enhance their professional growth.

With regard to TPD, the SSDP (2016) program also aims to provide diverse means of continuous professional development as an introduction, including online and mobile phone based self-learning resources, short modular courses, support for development and sustenance of subject teacher networks and school based professional development for secondary teachers.

2.1.3 Characteristics of Professional Development

Professional development enhances 'competence and skills' of all teachers in a learning community to persuade their lifelong learning (Sachs, 2000 as cited in Reimers, 2003, p.80). To the sense, teachers get motivated by observing a learning environment. So do they develop their competencies by applying the trained skills in real practice and lead themselves to be competitive as a professional teacher. To support this, Reimers (2003) has mentioned some of the characteristics of TPD (p.220) which are presented as:

   i.   It is based on constructivism in which teachers are treated as active learners.
  ii.   It is intimately linked to school reforms.
 iii.   It is perceived as a long process as it acknowledges the fact that teachers learn over a time.
  iv.   It is intimately linked to school reforms.
   v.   It may look and be very different in diverse settings.
  vi.   A teacher is conceived as a reflective practitioner.
 vii.   It emphasizes on knowledge creation or generation or exploration or innovation, rather than knowledge transmission

To conclude, it is a collaborative process of learning which is largely based on constructivism. For the development of teacher's professionalism, he/she should collaborate and interact with different people related to that field. As teaching is an act of thoughtfulness and teachers are the people who guide

pupils to light the lamp of knowledge, they are considered as a reflective and active practitioner who highly focuses on constructivism. It is a long term process where teacher learns over a period of time. Teachers need great effort for their PD. It generally deals with the creation of a new and advanced knowledge and exploration of those knowledge, and ideas among students. It highly focuses on the creation of new knowledge and ideas rather than transmission. So teachers' are the active agent to bring change on their profession.

2.1.4 Electronic Media

Rapid communication through latest technology has facilitated speedy information, gathering and dissemination. This has become an essential part of the modern society. It was Marshall McLuhan (2001) who said that electronic technology is reshaping and restructuring patterns of social interdependence and every aspect of our personal life (p.8). Similarly, extraordinary information explosion have dramatically shrunk time and distance and have converted our world into a global village. Regarding this, electronic media have transformed communication and our ability to share, store and gain information and knowledge. The widely available media services are changing the ways in which we live and work, and also altering our perceptions and beliefs.

In short, any type of device that stores and allows distribution or use of electronic information is known to be electronic media. This includes television, radio, internet, fax, CDROMs, DVD, Overhead projector (OHP), mobile and any other electronic medium. To support this, Abone (2012) says that electronic media refers to any equipment used in the electronic communication process. (e.g. television, radio, desktop, computer, and hand held devices). Likewise, the term encompasses the result produced or operated by a flow of electronic and its uses air waves to reach the message to the audience.

EM in the field of education is taken as an influential and striking factor to enhance the profession of any teacher. Regarding this, Meyrowitz (1998) asserts:

> Macrolevel medium literacy, for example, provides a way of understanding how the shift from oral to literate forms of communication supported new educational institutions and educational practices, which are now themselves being reshaped by the addition of various electronic media-leading to the calls for new forms of literacy. (P.107)

This definition focuses primarily on relation to the use of EM for enhancement of professional development as well as teachers' belief to adopt electronic tools/resources as a new technique for TPD. Moreover, technologies support and add fruitfulness to the existing teaching to a new shift as call/ change of development through addition way of adapting literacy to enhance real communication as well as practices.

To be specific, the concern of my research work is based on the English language teachers' beliefs on the use of electronic media such as radio, Television, OHP, internet newspaper, magazines and how these electronic media help teachers for their professional development, how do they perceive these electronic media for their professional development and what are its benefits for their professional development.

2.1.5 Types: Electronic Media for Professional Development

To support my thesis study, electronic media is classified into the listed types. Some of the types of electronic media for enhancing teaching profession are as follows:

a) **Radio**

According to Arulchelvan and Viswanathan (2006), radio is considered as a medium for information and communication to the masses is predicted to retain its relevancy and potency. It means radio is the means of communication through which different programs are broadcasted with the medium of sound to the public. It is the transmission of and reception on electromagnetic radio frequency, especially those carrying sound message. Different types of programs, news, educational programs, and songs are broadcasted on radio. These programs, news broadcasted on radio will help the teacher for their personal, professional growth and development. Different types of educational program are broadcasted in radio by listening to which educational program; teacher can bring change on them and also helps them to find their own weakness and strengths as well. The teachers may keep themselves updated with the happenings of the world through radio.

b) **Television**

Television is an electronic device, used to receive sound and images which creates television programs that people watch. It is the system of converting visual images with sound into electrical signals by displaying them electronically on a screen. Television has the power to engage the viewers, power to present conceptual information visually and also has the power to show the real people and environment throughout the world. World Bank (2008) states television can support TPD by giving teachers opportunities to observe other teachers as they implement new instructional practices. By enabling teachers to anticipate what will happen, television reduces the risk inherent in experimentation. Teacher can get many opportunities to learn about language and by watching programs broadcasted in television teacher can develop their pedagogical side also. Different types of program

related to teaching learning activities are broadcasted in television by watching them visually teacher can bring change in their professional life. Sometime training are also broadcasted in television so, by watching them visually teacher can apply those methods and techniques which they find applicable to them. And also the different programs, news related to the education sector are broadcasted in television which helps teachers to become update with the resent news.

c) **Internet**

Internet is defined as a connected group of computer networks allowing for electronic communication to enhance the teaching profession as well as to teach effectively. To be fact, Internet is the world's largest computer network that connects thousands of networks and millions of computers around the world so do is the source of information and entertainment so do any people from any field can find information and knowledge of their respective field.

According to Chapman (2011) Internet plays a major role in the lives of young people today. It is defined as significant one among the youngsters in present situations. Likewise, children and youngsters engage in online activities both inside and outside the classroom (Sefton-Green, 2004). It means pupils' as well young teachers both can utilize the use of electronic tools in real teaching as well as outside the classroom. They can be motivated through the effective use of EM for their teaching development.

The concept of EM helps to understand the context of knowledge clearly and easily in the field of education. Alike, the native speakers' videos and tutorials from YouTube and can also see different books, articles, journals and other many more teaching and learning materials from different sites for educational support and spaces.

We can also see different training and ways to promote TPD which will obviously help teachers' for their professional growth. By watching

different training related videos teacher can bring change on them and on their profession as well. Way of teaching, technique and whatever things do the teacher wants related to the content and the subject matter can be found and stored on internet. So, teacher can use them whenever they like, wherever they want, whatever they like and use, and apply those in their real life and can bring change in their profession.

d) **Mobile**

In general, a mobile device is a portable, handheld communication devices connected to a wireless network that allows user to make voice calls, sent messages and run application. Even simples mobile phones, nowadays, are equipped with different functions such as SMS, MMS, internet browser, camera, MP3/Mp4 player sound record, video recorder including many other applications. Similarly, most of the phones have special in build software such as e-dictionary, alarm clock and planners to wakes up or to remind us of important dates. (May & Hearn, 2005) opines that the mobile phone has truly become, 'a new information medium' as well as a device to 'harvest from the ever increasing palette of the digital domain (p, 200).

Additionally, mobile phones incorporate basic daily personal information management tools like address books and calendar which let people to get rid of their phonebooks and agendas (Trinder, 2005). The numbers of mobile users in the world are increasing rapidly day by day and so is the case for Nepal. Laptops and computers are being replaced by mobile phone as it offer more simple, easy features and functions and as it is cheap to buy than laptops and computers. Even simple mobile phone can produce greater educational importance. As mobile include dictionary and other many more software and features it will help teacher to find the meaning of difficult word, find the content matter of subject at any time and wherever they like and instead of

trawling through books for a piece of literature, they can search on Google and be directed to a specific word.

2.1.6 Advantages of Using Electronic Media in English language teaching (ELT)

In this recent era, English has increased its popularity all over the world. English is also a language which is used to give expression of thoughts and feelings of a social group. As English is a foreign language for Nepalese, it is not easy to teach English in schools and colleges of Nepal. But with the help of technological media, teaching English can be smoothed down with fruitful results. In real sense, media has become an unavoidable part of teaching and learning process. Each and every teaching and learning tools and materials has its own kind advantages and disadvantages. Most frequently, an advantage of any tools plays a vital role in teaching and learning process.

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

> Many English languages teaching method were based on psychological studies of learning of their senses more often to acquire information. Teacher began to understand that, language acquisition was not passive process but depends on the learner's interest, habits, background and attitudes. However, it was difficult for traditional methods to address these concepts until media was integrated.methods during 20th century. Language course began to integrate approaches that focused on visual, auditory and sensor learning because it became known that students have different learning capacities and use one

> (www.ehow.com, retrieved on 19 December 2010)

Using of electronic media in ELT creates a good platform for the exchange during teaching learning process and also enables both teacher and students to take active part during teaching learning process. As electronic media helps to improve the efficiency and the quality of teaching, the most important thing is that the teacher can manipulate the network among the teachers and the students as well. By using electronic media, ELT teacher can convey and receive the message through email. The next advantage of using electronic media in ELT is that it makes the classroom situation live and interesting. The next advantage of electronic media in ELT is that it helps to train both teacher and students to speak and develop communicative competence. Similarly, electronic media helps to improve the confidence, motivation and self- esteem of both teacher and students (Cox et al, 1999).

2.1.7 Electronic Media for Teachers' Professional Development

Mass media plays an important role for mass communication to transfer message, information, advertisement, and entertainment. Until and unless, mass media cannot be reliable, it cannot be meaningful so, for reliable and meaningful mass communication firstly, mass media should be reliable and accessible. As media is often known as mass media usually television but sometime recordings forms of popular music and some computer mediated. Without mass media, there is no possibility of mass communication.

Previous studies support that media are the powerful tool which reveal the facts and disseminates the day to day distilled events (Tamang, 2015). Media as the means of communication channels through which news, entertainment, education, data or promotional message are disseminated are referred to be electronic media. It includes every broadcasting and narrowcasting medium such as newspaper, magazines, T.V, radio, billboard, direct mail, telephone, fax and internet.

In the present era, mass media is playing a crucial role for the development and betterment of people, country, business, and so on. It has been playing a crucial

role in delivering the message, information, entertainment to the audience throughout the world within a short period of time. Moreover, mass media have revolutionized our social as well as personal life. Likewise, the role of media provides the information, advertisement, entertainment, and so on within the people around the world.

Additionally, electronic media have been playing a vital role, making assess or possible the variety of learning resources. Electronic media does not only impact on teaching and learning process but also on the ways and opportunities educators learn. Generally, most of the teachers are using electronic media in their daily teaching and learning process because it helps them in various ways like being clear about the content and the subject matter, to know or get extra and much more information related to the subject matter, learning new methods, techniques and strategies and for other various purposes.

To support this, Hooker (2009) assumes that ICT or electronic media helps to make the classroom interactive, easy to control class, and easy to teach the subject matter and much information can be given or delivered in short time. Both teacher and students can use electronic media to expand their knowledge and to gain more information. Different types of ICT tools or electronic media have been developed among them radio, television computers, laptops, mobile, overhead projector, and multimedia are commonly used by the teachers during teaching learning activities and for their professional development. By the use of electronic media, teacher can build confidence by providing the adequate subject knowledge. They can bring change on their teaching style, and new techniques and strategies can be adopted. As well, they can bring noticeable change on them by using electronic media which leads them to be competent as well as professional.

As professional development (PD) refers to an ongoing activities or training that a teacher receives to improve in area of deficiency, to gain knowledge or insight in a particular area. Richard and Farrell (2005) views "PD as a process

that takes place over a time, starts and ends with in formal training of graduate education" (p.4). The first and the most important indicator of professionalism is teacher's self-awareness about his or her job or profession. So for PD, a teacher himself or herself is the first indicator to bring change on them.

To the concern, TPD is the development of teachers from their own try, without readiness from their own side, they cannot develop their professional. Teachers should be active for their own development for development teachers have to be readable and concerned with the training. Teacher should up to date according to the present academic needs and recent developed electronic tools.

In other words it is a continuous and ongoing process of transforming human potential into human performance which never ends. Generally, development is a dynamic process of positive change that improves the standard of people. It encourages teachers to generate their inner and own potential to bring change within them. Tamang (2015) says 'these condition stills holds, for the most part of teaching English Language. To solve pedagogical problem, it is really impossible to bring and send teachers in training center the care and guidance of teacher guide'. Teachers should have their inner desire to take part in teacher training. For their professional development, teachers must be up-to-date with the recent knowledge and technologies. For their professional growth and development, teachers should think that teacher learning is not something that teachers need to achieve on their own.

In a nutshell, media specially, electronic media is important means which help teachers for their professional development. Teachers are the learning skills so they can learn and adopt different types of theories and develop their skills and teaching strategies using electronic media. They can learn the different ideas of teaching language skills from different program broadcasted from electronic media. By hearing to the different programs broadcasted from radio and television like BBC, different educational program they can enhance their language proficiency. Similarly, use of mobile is easy and can be available

anywhere and at any time teacher can use it for networking and cooperating with peers and talk about the subject matter, make them clear about the confusion about the subject matter. So it can be said that electronic media plays a crucial role for TPD.

2.2 Review of Empirical Literature

Regarding the research or the study related to Electronic media and Professional Development many researcher have carried out the research in Nepal and foreign as well. Although many research have been carried out related to ICT, few researcher have carried out the research "English Language Teachers' (ELT) Perception on the Use of Electronic Media foe Professional Teacher Development". So through this study I am trying to find out the ELT perception on the use of electronic media for TPD. I have reviewed some of the previous studies that have been carried out by the different researchers related to electronic media and TPD. While reviewing those studies I have found many interesting things. Those studies which I have reviewed was researched by Shamoail (2005), Shrestha (2012), Oli (2014), Tamang (2015), Qasem and Thappa (2016), Thanet (2071), Neupane (2017), and Khulal (2017).

Shamoail (2005) carried out a research on "Teachers Perception and Experiences in Adopting 'Blackboard' computer Program in a Victorian Secondary School." The main aim of his study was to investigate teacher's perceptions and experiences in adopting new technology known as the "Blackboard" learning system. Catholic Secondary School was the focus of his study and the data were drawn from four sources, i.e. teachers interview, direct observation, email dialogue and school documents during (2004) academic year. Teachers were interviewed for three times. His research designed was case study. Open- ended interview and the Observation were the main tools for data collection. The obtained data were analyzed using the system of content analysis, i.e. identifying, coding and categorizing main themes. The findings of

his were importance of access to the computers, ongoing professional development and leadership support for the integration of "Blackboard" and other related technologies in teaching, teachers need sufficient time to practice and plan their lesson with the new technology and the last findings of his study was teachers were most receptive to learning from and with their colleagues about the integration of the Blackboard program into their classroom practice.

In the same way, Brandstrom (2011) carried out a research on "Using the Internet in Education: Strength and Weakness". An objective of the study was to investigate the influence of the use of the internet on planning and instruction. Five upper secondary schools teachers' were interviewed face to face. Five themes were identified in the interview data. i.e. general opinion and experience of the internet, attitudes to teaching and learning, opinion on the use of internet as a planning and teaching resources, effects of the use of internet on students and teachers and drawbacks of the use of internet in the school. It was found that teachers think that internet is a valuable source of information and an important additional teaching tool. Internet can motivate the students, make teaching more fun and allows variation in teaching. Four major drawbacks of the use of internet were reported by the teachers, viz. students' cheating, unreliable information, technical problems and students' extracurricular activities during lesson.

Similarly, Shrestha (2012) conducted a research study on "Use of Online Resources for English Language Teachers' Professional Development". The aim of this study was to identify the percentage of lecture of English use of online resources in their professional development. The sample populations of his study were 54 English teachers of various colleges from Bhaktapur, Lalitpur and Kathmandu districts. He used non-random sampling procedure and questionnaire as a tool for collecting data. He conclude his study with the findings that majority of the lectures of English language have the concept of TPD and use online resources for professional development while least number of lectures of English have general concept regarding ELTD since it was a new

course introduce. The teachers are involved in online resources they could use new methodologies, techniques and concept in teaching and learning activities. Whereas those teachers' who are not involved in using online resources they are far away from those types of professional activities.

Arifah (2014) carried out a research entitled "Study on the Use of Technology in ELT Classroom: Teachers' Perspective" that the use of multimedia and internet have positive impact in language teaching. The main objectives of the research were to know the response from the teachers about the use of multimedia and internet in classrooms and how they are teaching language skills. The research study was based on survey design and limited to Admjee cantonment Public College Dhaka, Bangladesh which was facilitated with technologically advanced classroom. The researcher used the questionnaire and observation as the research tools to collect data. The researcher selected fifteen English language teachers who were using technology as the sample from Admjee Cantonment Public College by applying non-random sampling procedure. The finding showed that technology helps to promote communication approach of teaching, use of authentic materials, introduce a lot of exposure to students.

Similarly, Tamang (2015) have conducted a research on "Beliefs of English Teachers on the use of Electronic Media for Professional Development". The main objective of her study was to find out the beliefs of English Language Teachers on the use of electronic media for their professional development. The populations of her study were lower secondary level and secondary level English teachers from Bhakatpur District and the sample population of her study were 30 English teachers from 15 schools. She used non random judgmental sampling as sampling procedure. She used both primary and secondary source for collecting the data and was used. She used both open-ended and close- ended questionnaire for data collection. Findings of her study was the use of electronic media is very useful, helpful and as well very important for teachers professional development and all most all the teachers

thought that electronic media is ultimately a basis for teacher professional development.

Qasem and Thappa (2016) conducted the research on "Teachers' Perception towards Information Communication Technology (ICT) integration; Professional Development through Blended Learning". The main purpose of this study was to analyze in-service science teachers perception towards integrating ICT in instructional design by training them using blended learning approach. The study was conducted on a sample of population of 60 science teachers of Secondary School of Yemen who were knowledgeable about computer and internet basics. Their research was based on quasi-experimental in nature where pre-test and post- test designed was employed. They used simple random sampling method for selecting the sample population. Questionnaire was used to determine the in- service teachers perception towards integrating ICT in instructional design which included 25 items. To analyze and interpret the collected data they used t- test and ANCOVA statistical tools. The finding of their research was there was a significant difference in teachers' perception towards integrating ICT especially, in the group who were trained through blended learning approach.

In the same way, Khulal (2017) conducted the research on study "Students' and Teachers' Perceptions towards Mobile Assisted Language Learning". The objectives of his study were to explore the perceptions of teachers and students towards mobile assisted language learning, and to find out how M.Ed. students use of mobile phone in language learning. Sample populations of his study were 35 M.Ed 3rd semester and 5 teachers from English department of Tribhuvan University Kathmandu. Both primary and secondary sources were used by the researcher to collect the data. Qualitative data were collected through questionnaire. The results indicate that all most all the student's use mobile phone for learning and improving their English language. The second findings indicates that mobile assisted language learning helps students in

learning and believed that using mobile phone in learning English is effective and have got positive attitudes towards using mobile for learning English.

Similarly, Neupane (2017) has made the study on "Teachers and Students Perception on Digital Divide in English Language Learning". The main objective of this study was to document teachers' and students perceptions on digital divide in English language learning. 10 teachers of M.Ed from Tribhuvan University and Sanothimi Campus and 30 students from Tribhuvan University who were using new technology for learning were the sample population of his study. Questionnaire was used as the tools for data collection. The researcher used both primary and secondary source for data collection. Both open-ended and close-ended questions were asked to both teachers and students. Findings of this study from teachers perspectives was most of the English language teachers use new technology in classroom buy yet some teachers do not use ICT in their teaching and those learners who uses new technology can show high learning performance than others who do not use it. And his findings from students perspectives was all the selected sample population use new technology (ICT) such as computer, mobile and internet for learning English and the use of new technology (ICT) in English language teaching and learning brings collaboration among the teachers and learners.

2.3 Implications of the Review for the Study

The above reviewed research works helped me in so many ways to carry out my study.

I reviewed Joshi (2014) that helped me to understand the concept of TPD and way to cote the definition given by scholars. In the same way, I reviewed Arifah (2014) it helped me to categorized different headings regarding professional development. In the same way, Oli (2014) studies helped me to develop the tools for data collections and methodology of the study. Similarly, I reviewed Tamang (2015) that helped me in constructing the question and defining the topics and sub-topics accordingly. Sharma (2015) research helped
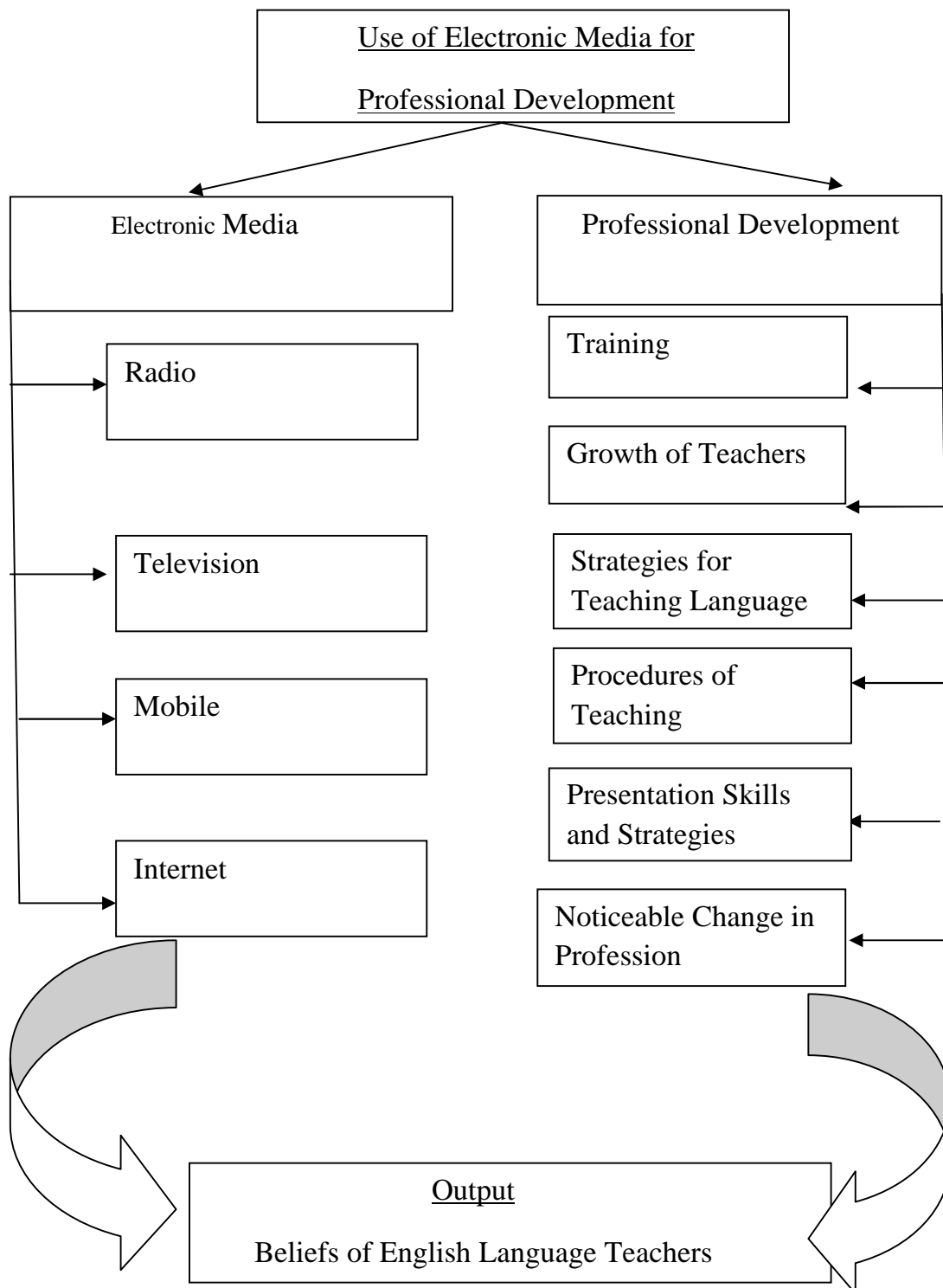
me to write the ethical considerations and the way of writing references Likewise, Qasem and Thappa (2016), studies helped me to construct the ideas regarding electronic media (ICT) and write accordingly. In the same way, I reviewed the research carried out by Khulal (2017) it helped me construct the conceptual framework of the study. The research carried out by Neupane (2017) helped me to write about implications of the review for the study.

These reviews seem highly applicable to my study. It has provided the theoretical foundation to this study and it has facilitated me to select appropriate methodology and sample size/population. In the same way it helped me to select appropriate research tools and sampling procedures. Similarly, from the above mentioned studies, I knew how to group the findings and to identify the actual findings. From this, I noticed that there are few researches done regarding teachers perception on the use of electronic media for TPD.

As my study tries to explore teachers' beliefs on the use of electronic media for TPD and this study is the first study carried out on this specific topic in the Department of English Education.

2.4 Conceptual Framework

This study will be based on following conceptual framework:

Use of Electronic Media for Professional Development

Electronic Media	Professional Development
Radio	Training
Television	Growth of Teachers
Mobile	Strategies for Teaching Language
Internet	Procedures of Teaching
	Presentation Skills and Strategies
	Noticeable Change in Profession

Output

Beliefs of English Language Teachers

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the methods and procedures adopted to find out the predetermined goals or objectives. This chapter deals with the main methods and procedures that were used for carrying out the research. The following methodologies were adopted to fulfill the above mentioned objectives and to conduct the research scientifically.

3.1 Design and Method of the Study

Research design is a route, plan, or strategy of investigation. According to Kumar (2006, p. 4) "A research design is a plan for structure and strategy and investigation so concerned as to obtain answer to the research question or problem". The research design of this study was designed to find out the ELT teachers beliefs on using electronic media for TPD. I have chosen interpretative qualitative study design as my focus to find out teachers' beliefs. Interpretative study is referred as a synonymous term to qualitative study. The term studies within the particular linguistic, historical and values standpoints (Bevir & Kedar, 2008). It is based on the study of languages, past evidences, and the norms and values of the particular contexts. Similarly, it is distinctive in its approach to research design, concept formulation, data analysis and standard of assessment. Likewise, interpretative methodologies encompasses an experience near orientation that sees human action as meaningful and historically contingent (Bevir & Kedar, ibid).

This present study is bases on interpretative analysis to collect the in depth information about the beliefs of English language teachers regarding the use of electronic media for their professional development. This study could be easily conducted through the survey design by using the questionnaire as a research tool but that would not be more reliable and valid. The original views of real

situation and reason could be missed. So, I selected interpretative qualitative study design to conduct the research and semi structured interview as a research tool in this study for detail information.

3.2 Population, Sample and Sampling Strategy

The population of this study was the English language teachers teaching at higher secondary students of Kathmandu and Lalitpur district. The sample of this study consisted of six ELT teachers (three from privet sector and three from government sector) from different higher secondary colleges of Kathmandu and Lalitpur district. Purposive non-random sampling was used as a sampling strategy.

3.3 Research Tools

I used semi structured interview as the research tools for collecting the data. It was difficult to use others tools to get the detailed information. So, I thought semi structured interview would be the best research tools to collect the detailed information from the teachers who have been teaching from many years. The interview schedule was semi structured recorded through the use of mobile. Some basic questions were predetermined and other questions were asked on the basis of their responses.

3.4 Sources of Data

Both primary and the secondary sources were used for the collection of required information.

3.4.1 Primary Source of Data

The fundamental bases of the study were the primary sources of data. English language teachers of higher secondary college from Kathmandu and Lalitpur district were the primary sources of data. The data from primary sources was collected through interview.

3.4.2 Secondary Source of Data

On the other hand, secondary data are those data that has been already collected by and readily available from other sources. It means that one purpose's primary data is another purpose's secondary data. So that secondary data is the data that is being reused. In order to complete the study, I consulted published informative available sources like various books of Teacher Professional Development, Electronic media articles, journals and different research works such as Richard and Farrell (2005), Ibrahim, 2010, Moore (2010),Brandstrom (2011), Shrestha (2012), Oli (2014), Tamang (2015), Qasem and Thhapa(2016), Khulal (2017), Neaupane (2017).

3.5 Data Collection Procedures

I used the following stepwise methodological procedures to collect the required data.

1. At first, I prepared guidelines of question that were asked to the teachers.
2. Then, I selected six schools and college (3 private and 3 governments).
3. After that, I went to the field to get permission from the respected authority to consult the English language teachers.
4. Then, I visited the selected teachers from secondary and higher secondary college of Kathmandu and Lalitpur districts and talked about the purpose of my study.
5. I established rapport with them and asked their favorable time for interview.
6. I assured them of the confidentiality in terms of the ethics of research regarding the information obtained through interview.
7. After that, I went to take the interview according to their allocation of the time.
8. At last, I thanked them heartily for their kind co-operations.

3.6 Data Analysis and Interpretation Procedures

The processes of data analysis and interpretation were started after the collection of data from interview. It can be seen as systematic procedures of collecting data, observing it, organizing it, structuring them, getting meaning from the raw information and interpreting under different thematic headings. To fulfill the objective of my study, firstly I took field notes and recorded interview. Then, I transcribed and translated in written form, analyzed descriptively and presented thematically.

3.7 Ethical Considerations

Ethical aspects plays important role while doing a research. So, while conducting a research, the researcher should be careful about ethical issues. To maintain the ethicality, I conducted my research by taking permission of sample populations that are teachers from higher secondary teachers of Kathmandu and Lalitpur district by informing them about my research objective and purposes. Likewise, I kept the responses of the respondents confidential and the ideas generated in this research were my own expect from the cited one. One another important ethical aspect is about plagiarism. To avoid the risk of plagiarism I have given the proper credit to the authors of books, journals, articles, thesis, research works.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The collected data through the research tools were analyzed and interpreted following interpretative approach. The qualitative data elicited by using interview was analyzed through the process of transcribing and coding.

4.1. Analysis of Data and Interpretation of Results

This chapter of thesis is mainly concerned with analysis and interpretations of the raw data gained through interviews. The collected information from the interviewee were analyzed and interpreted to explore the ELT teachers' belief on the use of EM for PD. The data were elicited by using the semi-structured interview questionnaires. The responses obtained from the respondents have been analyzed following interpretative qualitative study. The recorded data were transcribed into written form, and then subsequently thematized for the purpose of getting teachers' belief for using EM to enhance their profession. The research study has tried to study as depth as possible to obtain the motto of the objective of the research work. Data for the objective of the research study are analyzed in sub- headings.

4.1.1 Beliefs of teachers' on the use of EM for PD

While making query about teachers' belief, I came to know that the teachers were benefitted by the use of EM for enhancing their profession as well as teaching and learning as the 'strongest predictor' of its use in the classroom (Russel et al., 2003, p. 307). As well, most ELT teachers have appreciated the use of EM for developing their teaching skills and to make students clear to the understanding of the contents and contexts (OECD, 2009). Similarly, the belief

as a good, qualified and knowledgeable teacher who uses EM in ELT classroom has been asserted by the teachers.

According to Shifflet and Weilbacher (2015) study, it offers a tool kit for detecting the exploration of teachers' perception and implementation of technology while teaching and learning. The study helps to explore the belief of teachers on the use of EM, whether it contradicts or concurs regarding their perception. Based on their theory, my area of study also concerned to the use of EM for their TPD. The study was analyzed and transcribed thematically under the listed sub-topics:

4.1.1.1 Use of EM in ELT classroom

The term EM refers to the adaptation of different technologies as used by the teachers in teaching process. In this regard, the main belief from the ELT teachers to common use of EM explored with the use of internet, projector and mobile i.e., 'e- learning' as they feel ease and feasible for ELT profession (Carlson & Gadio, 2016).

What I first found out when interviewed the teachers, and the response explored as most of the teachers prefer to use EM in ELT classroom to get information easily and quickly. Likewise, EM as a key reference tool has helped both teachers and students to find out all teaching ideas and materials through internet and feel well confident throughout their teaching and learning.

To the response of question about beliefs and usage of EM in ELT classroom, one of the teachers from government sector said:

> As we are known to the fact that visual power is more effective than the hearing power. Regarding this, if I need to show the picture of daffodil, I just type the word and search on my laptop through internet and display that picture of daffodil among the students. And they get

to know clearly about what daffodil means and how does it look like.

It means the picture speak itself rather than the words.

Similar sound was echoed in an interview with another permanent teacher from same sector. He stated:

I prefer my students for using internet on mobile while teaching in ELT classroom so that they can understand the actual meaning to the confusing and difficult words regarding their learning outcomes. On my absence in the classroom, the students can find out difficult words by themselves and solve the problems relating to the leaning activities.

During the study almost all of the respondents kept their beliefs and use of common EM as laptop, mobile and projector. They said that common EM as laptop, mobile and projector had helped them to teach effectively and in a convenient way. It shows that teachers' beliefs and usage to EM has made the classroom environment efficient, productive learning, lively, interesting and participating as motivating one (Zhelezovskaia , 2016).

4.1.1.2 EM used for language proficiency

Language proficiency refers to the ability of an individual to speak or to perform in a language. Similarly, it is the ability to use the language in a real world situation in an appropriate and acceptable way. According to Tafani (2009) electronic media provides learners with a lot of language practice through activities using radio, television, mobile, internet and tasks which develop reading, writing, speaking and listening skill. It means EM is a means to the learners to develop language skills as well as language practice through which they can learn actively and consciously.

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In course of study, it is reported that the belief behind the use of EM for language proficiency was to develop professionally as well as personally. An English teacher who had an experienced of more than five years, have also a belief that EM is a crucial tool regarding teaching and learning language proficiency.

While taking view from a teacher of a private college about the role of EM for the development of language proficiency, he answered:

> Generally, I watch English videos and movies more often to make my English language good and proficient. And also it develops the fluency. Similarly, I practice the vocabulary used on the videos and movies, and can proficiently use in the classroom.

Similar view was expressed in the interview with another teacher from same sector. To the support, he exclaimed:

> I use computer, mobile, mobile dictionaries, and also more frequently from radio and internet I watch and listen to different English program to get mastery over English language.

Another teacher expressed his view on EM use and belief for language proficiency and answered:

> We have the group of ELT association group in face book, imo, viber, and messenger. We only use English as a medium of language to make good English to communicate as well as for language proficiency.

When I talked with one of the teachers of a government sector, he firstly spoke on the effectiveness of English language proficiency that assisted through EM teaching. Further he stated:

> More often, I listen to BBC broadcasted from radio because the
> pronunciation used by the BBC reporter is good and I listen to it so do
> practice for making my English language good.

Another teacher from the same sector opined her view:

> Likewise, instead of showing and teaching students through Nepali
> rhymes, video, I prefer to make them expose to the English rhymes,
> videos and songs from their early period so that they can be fluent in
> English language.

> While interpreting their voice, it can be assumed that the ELT teachers'
> motivation is always encouraged by the use of EM for teaching and
> learning language proficiency. Similarly, the use of EM has helped for
> enhancing real world situation for learning as well teaching language
> skills. The practice of language skills through English videos and movies
> has created a motivation for learning English languages and to get mastery
> over the English language. Likewise, the ELT teachers' association groups
> has highly benefitted for discussing on the problems and solving related
> contexts thoroughly. The study of Ray (1996) has supported on the beliefs
> of EM for language improvement as 'an important role in improving one's
> language standard.'

4.1.1.3 EM for teachers' networking

Teacher networking is the process of communication where teachers can share,
exchange and receive knowledge, information, views, and experience from one
another. It allows the teachers to communicate with each other and with the
people across the globe via electronic media. Rodinadze and Zarbazio (2012)
conclude that the use of those information technologies provides an even

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greater venue for interaction among the peers and between teachers, and students.

Most frequently, EM is used by the teachers for the purpose of keeping touch with each others, sharing the ideas and solving the related problems. To the response of question about the perception on use of EM for teacher networking, one of the teachers from private college puts his view:

> If we (means our ELT groups) are confused in any topic or matter, we just ask to the friends at night through chat or video call in our ELT teachers' association group and be clear about the confusions. These recently developed electronic media or tools have made our communication easier, faster and applicable.

Similarly, to the concern of query to my research study, another respondent from same sector replied:

> I give assignment to the students and ask them to submit through email. As well as I provide message, information, and notification through email or posts from face book and twitter to colleagues and students. So most frequently, I use internet and email for networking purpose.

While taking interview with the teachers from governmental college, I got to know that the most useful and easy access to teaching means is mobile. They feel ease in teaching through the use of EM. In this sense, one of the teachers said:

> If I have some problem, the first and easily available means is mobile. So I feel more easy and comfortable with mobile and I use it frequently. Just a few days ago, I was unable to prepare pdf file. At the very time, I

telephoned one of my colleagues and asked him the way to prepare pdf

file. He gave me the instruction and I prepared it. It means the

technology has made our job easier and faster. What I mean to say is

that EM has been used for networking purpose and has made our life

easier and faster.

From these interviews, it can be interpreted that teachers think EM as a friendly kit for keeping them in touch with each other and sharing their knowledge, information, and confusion within a short period of time. It has helped in exchanging the information at the time of teaching and learning. With the growing demand of EM in present situation, teachers as well as students feel ease, feasible and helpful tool for the access to development regarding profession development (Shifflet and Weilbacher (2015).

4.1.1.4 EM for sharing and gaining training

Simply, training refers to the action of teaching a person with a particular skills or types of behavior. Though, it is expected that 'continuous training is important in order to use the new technology effectively, so for them the motivation for learning is a basic must' (Mezgar, 2006). While trying to know about the use of EM for sharing and gaining training, all most all of the respondents argue that EM is the best means and tools for sharing and gaining training. But yet, they haven't attended any training nor have they shared any training related to EM. But one of the respondents had taken training related to the use of electronic media while teaching inside the classroom and about the way to prepare the instructional materials.

Trying to know about the training that they have attended by seeing the notification published on EM, one of the respondents from government sector replied:

Last time I took 6 days training conducted by 'Education Training Center Naxal' about the use of electronic media or tools, when to operate, how to operate, how to solve the problem by using those media and the most important thing is I share with my friend in our ELT teachers'Association group. And some days before I have attained to the 1st ELT teachers' conference conducted at Central Department of English Education by looking to the notification published on face book.

To the contradiction, other five teachers responded that they had not ever attended any training related to EM and teacher training. Similarly, from the response with six teachers, only one teacher found to have taken the training to EM and the rest teachers were found unaware of training programs related EM and their profession as well. So it can be interpreted that sharing and gaining in training or through training is as miserable condition in context to Nepal for developing teacher profession.

4.1.1.5 EM for applying new strategies or techniques

Simply, strategy means methods or plans chosen to bring the desirable outcomes, goals or solutions to a problem. Learning strategies means the structure, system, method, techniques, procedure and process that a teacher uses during instruction. Hartsell et al. (2009) asserted that traditional methods, techniques and strategies of teaching do not meet the needs of today's generation or students so; new methods, techniques and strategies should be adopted. It means that due to globalization the world has become a small space. A new intervention is explored day by day. So for today's time new techniques and way should be adopted to meet the demand of the learners.

Regarding this, one of the respondents from public sector reported:

As we are in the age of 21st century, different types of electronic media or tools have been emerged and in the process of emerging. Mostly teachers should keep them updated with those medias and technologies

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and should apply the new strategies during teaching learning activities which give new flavor to the instructional activities and also students can enjoy it.

Similarly, another respondent from the same sector said:

We find new style of handling students and delivering them about the content. So, what I believe is that every teacher should keep them updated with those new techniques and strategies and should apply them.

In the same way one of the female teachers from private sector argued that:

We find huge amount of videos related to our profession with new techniques and strategies for teaching but all of them are not applicable, it is the duty of the teacher to make a good choice and apply those methods and techniques in their profession and as well in their teaching learning process.

Similarly, another respondent from the same sector replied:

Yes, we find new techniques and strategies in media. They are helpful as well. But frankly speaking, I don't watch them at all because of my busy schedule as I teach in many colleges and as I have to take care of my children too.

As discussed in the analysis above, it can be interpreted that training techniques and methods should be improved and new strategies and approaches should be introduced to add fruitfulness in their teaching and learning process (Gu et al.

(2009). The teacher gets motivated for the proper selection of appropriate methods and strategies through EM and the way to be adopted in teaching and learning.

4.1.1.6 EM and its impact on ELT instruction regarding past and present

ELT instruction refers to teaching and instructing the students in English language classroom. Regarding the use of EM (ICT) in ELT, Lam and Lawrence (2002) states that the tradition of ELT has been drastically charged with the remarkable entry of technology and use of ICT in teaching which not only gives learners the opportunity to control their own learning process but also provided them with ready access to vast amount of information over which the teacher has no power or control.

Therefore, regarding the impact of EM in ELT, their past experiences, one of the respondents from private sector said:

> When I use to teach the students without EM, it was really hard to teach. The only the material was the book. I had to shout out loudly over the whole day and sometimes, students felt bored to listen and the classroom environment was not as interactive as it should be. But as I started using EM during teaching and learning process, students got motivated towards learning and the classroom environment is live and interactive now and the next thing is that it is easy for me as I don't have to shout loudly and frequently.

Similarly another respondent from the same sector argued:

> During first two years were very difficult for me as I felt shy to speak in mass and as I know only few things about the content and the materials

was only the text book but at present as I started to use EM during teaching learning activities and during preparing the lesson to be taught in the next class. Now, I can speak among mass of people. I watch different videos related to my profession and if applicable bring them inside the classroom.

In the same regard, respondent from public sector replied:

EM had a great impact in my teaching carrier. Earlier, I was not well known about media and tools , and used to teach through chalk and talk method but now a days, I don't follow the chalk and talk method, I follow the recent method of teaching i.e. projector. Further, he added that it is cost effective from the economic point of view as well. He clarifies this sentence by saying that for preparing the content to be taught and to be familiar with the additional knowledge, I used to buy different books and read them but now no need to buy the book now. We can find everything and every kind of knowledge and information in internet. Whenever and wherever we want we can explore them.

In the same way, one female respondent remembered the incident and share her experience as:

When I was an English teacher and teaching in class two, there were brother and sister who had been recently shifted from mountain region. One day, I gave them homework and told them that, those who come to the class without their homework; I will make them to do up and down

for 100 times. On the next day, the child came along with their parents. I was teaching on the same class which was near to the office. I heard someone shouting and telling to the principal that as far as our children told she is a young lady teacher, ok its fine, call her if she can do 100 times up and down then my children will also do but if she could not then she should leave the school. But thankfully, principal was positive towards me and told them that her intention was not to make them do so. She is just making students' frighten. Again, parents keep on shouting and principal told them to take their children to the next school if they don't want their children to be scold.

Furthermore, she added that it means she was unknown to make students to do their homework or the way of teaching but as she started using EM now, she knows how to conduct instructional activities and teach actively throughout teaching periods.

From above mentioned experience about the beliefs regarding the impact of EM on their teaching, it can be can be claimed that EM has helped teacher a lot in their profession and to apply the methods, techniques during their instructional activities.

4.1.1.7 EM for enhancement of ELT for their PD

According to Klentien and Kamnungwut (2015) Using of electronic media in teaching and learning English helps to improve vocabulary and grammar as well as enhance learners' and motivation for further study. It means EM is very useful one to learn new words and explore the appropriate structure. So does it motivates the learner's to enhance their learning skills for future studies.

While interviewing teachers from government as well as private sectors, it is believed that EM has enhanced their ELT process during their teaching profession. Along with the enhancement of EM in teaching and learning practices, teachers had been encouraged and benefitted by the merging of EM use along with textbooks use while teaching in a classroom.

An experienced private teacher said:

> As I tell about the content myself among the students and ask them what they have understood. Only few of them speak. But when I show them visually, they start querying about the contents.

Similarly, most of the government teachers exclaimed:

> The use of EM in teaching and learning develops the confident level, fluency, understanding power and educational knowledge, and enhances all-round development as well as update ourselves to be activated towards effective teaching and learning.

While interpreting their different voices, it can be seen that the use of EM has supported to foster positive attitude as well as created favorable atmosphere for enhancing it throughout the teaching process. It is believed that the teachers as well as students got feeling of confidence, motivated and encouraged by the use of EM (Lam, 2000).

4.1.1.8 Suggestions to use EM by teachers for their professional development

During the time of interviewing the teachers, I asked them about the suggestion that they want to suggest to those teachers who have not yet used these kinds of media and tools. In response to this question, different respondents present their suggestions in their own way. Some of the excerpts are below.

Respondents from private sector argued:

> Curiosity is the mother of invention. So please start using newly
> developed media tools. Until and unless you start using media and ICT
> tools, you don't know how effective it will be and how much that is
> important for you.

Similarly, another respondent from same sector responded:

> Don't press your throat, press electronic media and tools, and play with
> gadgets. Whenever you play with these devices, you obviously get
> mastery on using those Medias and devices.

Next respondent from same sector said:

> This is the 21st century considered as the age of Information and
> Communication. So, use newly arrived deices while teaching and keep
> yourself up dated with the recently developed medias and technologies
> and bring change on yourself and in your profession as teacher are the
> change agent.

In the same regard respondents from public sector told:

> It is the effective mode of teaching so, use media as far as possible and it
> is cost effective as well as it saves your money, time, and energy as
> well.

Furthermore, he added:

Actually we need skills and enough technological knowledge to use electronic media and ICT tools. So, every institution, schools and college should have the facilities of ICT tools & electronic media and yet only few of the teachers have taken training about media and technology so, training should be provided time and again.

In the same way next participants said:

Teachers have to update their knowledge time and again through media and device. So, update yourself and your knowledge according to the demand of time and situation and participate in different training related to profession.

The above excerpts interprets that teachers must use recently developed electronic media and devices and should keep them updated with those media and devices along with the need of the time to make their profession professionalism. Different respondent have provided different kinds of suggestions to the use of EM for professional development.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of findings, conclusions and recommendations related to policy related, practice related and further research related.

5.1 Findings

On the basis of the analysis and the interpretations of the data, following findings about the beliefs' of ELT teachers' on the use of EM for their professional development have been outlined.

As this study intended to find out ELT teachers' belief on using EM for their PD so does it also aimed to suggest some pedagogical implications. After analyzing and interpreting the data, this study has come up with the following findings.

a) It was found out that all the teachers have positive beliefs about using EM and accepted EM as a referential toolkit in developing their profession. Similarly, e- learning as ease in clear and better understanding the contents and contexts. So do classroom environment as efficient, productive learning, lively, interesting and participating as motivating one.

b) Using of EM for language proficiency by the teachers has made teachers to develop personally and professionally. Likewise, teachers could develop fluency, pronunciation, and vocabulary through the merger of EM in teaching and learning contexts. EM is adopted as a crucial tool to improve one's language as standard.

c) Likewise, it was found that all the teachers have made the real use of electronic media in their profession as real world situation. Motivational one in the sense that teachers could discuss the problems related to teaching and learning and solve them thoroughly.

d) Generally, TV, mobile, internet and projectors are used by the teachers in their teaching profession to communicate easily, fast, and applicably. So do, to enhance teachers' networking for the purpose of providing messages, information and notification through use of EM. EM is used as a useful and friendly kit to share the knowledge, information and confusions within a short period of time. Quality of education has been enhanced by the use of EM during teaching learning activities.

e) Regarding the training and conferences, though EM is adapted as the best means for sharing and gaining training as well as helpful in attending the training by notifications published through EM. But most teachers seemed to have not attended any training related to EM yet. On the other hand, only few have attended via notice published on media. It means the miserable condition could be seen in context to Nepal.

f) Regarding the use EM for applying new strategies and techniques, teachers are motivated to be updated with recent media and technologies. Likewise, the adaptation of new strategies i.e., teaching through the use of EM could improve the skills and aspects of English language. Similarly, it could benefit teachers in good choice and applying the methods and techniques in their PD. So far, training could be also introduced to add fruitfulness to develop their profession. Teachers could communicate with each other and could share their problems, experiences, findings and so on.

g) Students are seemed to be motivated towards learning as well as classroom is live and interactive, and ease in teaching for teachers. Teachers are seen to be free to deliver the contents in front of mass. Similarly, cost effective one from the perspective of economic point of view. To addition, teachers are benefitted with how to apply instructional activities throughout teaching periods.

h) Regarding the enhancement of ELT through use of EM, it seems as useful one to learn and explore the new and appropriate vocabularies.

Similarly, students get motivated to enhance their learning skills for their future studies.

i) The merging of EM has encouraged and benefitted teachers as well as students. It has created the favorable environment as well as supported to foster positive attitudes in teaching and learning. Likewise, changes and improvement have been found in their profession after using EM.

j) To suggest as use of EM by teachers for the enhancement of their PD, it seemed that teachers are curious to start using of newly developed media tools. Particularly, accommodating and assimilating according to the demand of time and contexts to adapt for PD. Suggestions as to participate in different training related to profession and to be updated to new techniques and methods of teaching and learning.

5.2 Conclusion

This present study was an interpretative qualitative study conducted to explore the beliefs of ELT teachers' on the use of EM for their PD. The study revealed the reality that the teachers are adopting EM in their profession. The use of EM as regarded as the best tool or device for taking out the information that is required. There are various ways for the teachers to grasp the knowledge required to their field. EM found to be one of the best medium which helps the teachers to grasp the knowledge and develop their profession. As teachers are learning different types of skills, knowledge, strategies, and techniques from EM, electronic media provides huge amount of information, teaching materials and learning environment as well.

However, the study of higher secondary teachers of Kathmandu and Lalitpur district has shown that the teachers are moving towards postmodernism as this 21st century is considered as the age of information communication and technology. After the completion of collecting the data from the teachers, it was found that the teachers teaching at higher secondary level students are using EM for grasping knowledge in the field of ELT. It was also found that

teachers who were teaching for more than five years have got positive beliefs regarding the use of EM for their PD and trying to update themselves using EM. Most of the teachers have used EM during teaching learning process to enhance the quality of education and as well to collect the relevant information for their PD. In fact, teachers are using EM for improving skills and aspects. Moreover, they are using EM for learning new strategies, techniques which will be applicable in their profession. Using of EM has made their life as well as profession easier and more efficient. Finally, it was found that teachers of Kathmandu and Lalitpur district have found improvement and noticeable change in their profession after the use of EM. Thus, EM has played a crucial role for the teacher in developing their profession.

5.3 Recommendations

Being based on my findings, I have provided policy related, practice related and further researcher related recommendations for the pedagogical implications:

5.3.1 Policy Related

The findings of my study shows that since the world need some sort of changes in every sector, use of Internet or electronic media cannot be an exception. Hence, Internet and EM should be used in language pedagogy too. ICT related workshop, trainings, seminars should be provided to the teachers by the government side as well as from the institution side. Both government and institution should manage computers for both teachers and students in schools

5.3.2 Practice Related

Only making the policy is not sufficient for the proper and successful implementation of any program. For the successful implementation of any program, reliable and acceptable policy should be made which can be practiced. After analyzing the findings of my study, I have drawn some practices related to policies. Only telling or asking the teachers to use EM or

tools during teaching learning activities is not sufficient. So, proper training regarding its use, way to use, seminars and workshops related to the teacher training should be conducted according to the level, need and interest of the teachers. And the next thing is that the teacher should actively participate on different trainings provided to the teachers according to their own interest and curiosity. Without their own interest and cooperation to each other, it will not be possible to deliver the training to the teachers.

5.3.3 Further Research Related

Each and every research has its own purpose and findings. The present research was conducted to find out ELT teachers' beliefs on the use of EM for their PD. It is complete study according to the objectives of my study but due to the delimitations of my research, I could not include some areas in my study. Since using EM has become the cry of the day for teachers to enhance their professional development. The areas which I couldn't incorporate in my study can be the matter of research to contribute more to the existing knowledge regarding the use of EM for TPD.

This present study explored the ELT teachers' beliefs on the use of electronic media for teacher professional development. So, new research area for the further research can be effectiveness of EM in TPD. Next area for conducting the research can be use of EM to enhance students' knowledge or learning. Similarly, as this study was confined only in Kathmandu and Lalitpur district, other study can be conducted in other district. As this study was limited to higher secondary ELT teachers', further research can be conducted in other level like lower secondary, secondary, and graduate level.

Therefore, I prefer to recommend that there is no research conducted in this area yet.

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Topic: English Language Teachers' Beliefs on the Use of Electronic Media for Professional Development

Objectives: To find out the perceptions of English language teachers' on the use electronic media for professional development

1. How long have you been working in this field?

2. How do you define electronic media?

3. Do you use any electronic devices or media during teaching learning activities? If yes which one you use frequently and how do you use it.

4. Do you get support from your institution? (regarding internet access, multimedia, or projector access)

5. During the preparation of the content to be taught do you use internet?

6. How often do you pass your leisure time playing with electronic media or devices?

7. How often you discuss with your peers about the recently developed electronic tools and also about the content?

8. If yes, which media do you use for communication and if not why you don't?

9. What do you think, using of electronic media by the teachers help for professional development of the teachers, how?

10. How language proficiency can be developed though electronic media?

11. How can we develop our knowledge through electronic media?

12. Have you taken any training related to the use of those media or attained any training by looking online notification?

13. What changes have you found on your teaching carrier from beginning till now?

14. What impact have you found in your profession (while teaching and learning) through the use of media or tools?

15. Suggestion that you wants to convey to the teachers those who haven't yet used electronic media or tools in their teaching learning activities.