

CHAPTER-ONE

INTRODUCTION

The present study is entitled “Students’ Perception on the Use of Online-Resources”. This chapter consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

The contemporary world is constantly penetrating to the world of highly accelerating scientific technology. This is the twenty first century which is synonymous to “The Age of Information Technology”. Information Technology (IT), as defined by the Information Technology Association of America (ITAA) is, “the study design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware”. IT deals with the use of electronic computers and computer software to convert, store, protect process, transmit, and securely retrieve information. IT is revolutionizing the way, in which we live or work. It is changing all aspects of our life and way of living. In order to get access online information of the world, various media technology tools or apparatus and means has been invented and developed so far. scientific technology such as computer, fax machine, means such as E-mail, internet, network (facebook, twitter, Google etc.) blogs, websites are the tools an access of the online –resources that any people can benefited. Scientific technology has limited the world within the screen of the computer. One can highly observe the world through the network sever with technology like computer. In this era of highly developing communication, teachers and students can benefit from the online-resources updated periodically by means of hardware apparatus and software engine. Online-resources are over arching resources that can expedite students’ academic development.

Regarding the new technology of the 21st century, Champelle (2001) says:

As we enter the 21st century, everyday language is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguistics, particularly for those concerned with facets of second language education (p.1).

Since the present world is the world of information technology and the internet has been a boon now-a-days to accomplish every task rapidly and effectively. So, learning language, too, is strongly facilitated by the new technology.

Sontegens (1999) found that “language learning via-Email enhanced autonomous language learning among her BA German students in the united kingdom” (as cited in Shanmuganthan,2001,p.4).

At present, online resources, such as (E-mail, websites, World Wide Web (WWW), blogs, wikis, facebook, chat, browser, audio-conforming, web conforming, Wikipedia, YouTube, Google, e-book, twitter, mobile phone, etc) have impact in all aspects of life and life style. In this way Dudney (2000, p.1) says “the internet is the biggest communication revolution since the advent of the printed book, yet up until not too long ago it was secretive field enjoyed- and jealously guarded – by a few select individuals”. In fact, the Internet contains teaching materials which make it possible to teach every language skills. Web-based ELT can include interactive skills as well. Lessons based on reading materials can lead to communicative activities. In other words, speaking can be incorporated into activities based on internet texts. Provided internet links and the application of e-mail enable communication consisting in reading and writing skills. Numerous Internet-based activities integrate several language skills. Internet-based lessons should include same stages as lessons based traditional teaching materials.

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

Developments in online based education have provided students with a wide Variety of teaching/learning alternatives that have expanded the educational process beyond the traditional classroom. In addition to the face-to –face mode of instruction, the students now receive instruction through teleconferencing, online or web based instruction, e-learning and other achievements currently taking place via telecommunications technologies. The advancements have been rapid and will continue to expand and impact our educational process (Kearsley, 2000).

The technology of the computer assisted language learning and especially the use of internet in the language teaching classes has obviously facilitated the learners to learn the language and the instructors to instruct language.

However, it has some of its own loopholes too. The present researcher tried to dig out the pros and cons of the use of internet in the language teaching classes and analyze its impact on the learners.

The information age is changing the way we work. It is not just affecting the work place. Its influences are felt in our educational system too. Leon and Leon (1999, p.35) say “Our educational system was developed more than a century ago to teach students the basic facts and survival skills they would need for jobs in industry and agriculture-jobs they would probably hold for, their entire life”. They call this model a ‘factory model’ and give the following three reasons for this:

- i. It assumes that all students learn the same way and that all students learn the same things.
- ii. The teachers’ job is to pour facts into students, occasionally checking the level of knowledge in each student.

- iii. Students are expected to work individually, absorb facts and to spend most of their time sitting quietly listening to the teacher.

Now, with the invention of information technology, the world has changed and is changing by the day.

1.2 Statement of the Problem

The most important development of the last few years in the world is the rapid growth and spread of information technology in numerous areas. It is generally accepted that information technology increases materialistic and value, and is widely in area of education. Today, online-resources are on the way of being an important learning environment which provides with a new and rich style of learning. The online resources are able to offer a world-wide democratic learning context to students.

The fundamental skills of reading, writing, speaking and listening remain the corner stone schooling student learning. Studies have shown that student with routing access to technology learn these basic skills faster and better when they have chance to practice them using technology. One of the result cited from this improvement is that student are practice by the technology. As a result, they spend more time learning and practicing the basic task then students who approach the same task in a traditional paper-and-pencil manner. Students are more motivated to learn when technology is part of their daily school experience.

Among the various online tools, students feel difficulty to use them in practice in learning process. Students depend mostly on the books and teachers but, they do not use online resources to larger extent. In this content the continuous use of online resources can assist in strengthening the content and overall development of students. Therefore online-learning is necessary for students' academic development. Lack of habit or knowledge on the use of technology in learning is a major problem in the context of Nepal. So the use of online

resources helps in providing the authentic knowledge and in motivating the students in learning process.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To find out the students' perception on the use of online-resources in terms of; (i) Websites, (ii) G-mail, (iii) E-book, (iv) Blogs and (v) Facebook.
- ii. To find out the usefulness of online- resources for students' academic development.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The study was oriented to find out the answer of the following questions.

- i. Can online-resources contribute on students' academic?
- ii. What are the students' perceptions towards the use of online resources?

1.5 Significance of the Study

We are all living in the age of information and communication technology (ICT). The role of computer and internet is an inevitable part of the society. Even a piece of information or knowledge is communicated to us through the communication (Internet). A message conveyed by the internet is of great importance, because we know the effect of it when compared to a message conveyed by a printed page. We could understand how fast, clear and effective it was. Internet improves teaching-learning process. Online learning and online tutoring are the two examples for that. A famous website like www.tutorvista.com has been working for this purpose only. They are recruiting the faculties through online. If a student wants to clarify his doubts, he has to log in the website and contact the tutor available in the net. The main purpose of internet in education is to benefit more students with fewer teachers.

There is no study has been done previously students' perception on use of online resources. Therefore, the investigator selected the study entitled "Students' Perception on use of Online Resources"

The internet has been the authentic sources of resources the student utilizes. The teacher, textbook writers and syllabus designers can modify their approach in the light of the information provided by this study.

1.6 Delimitations of the Study

The limitations of this study were as follows:

- i. My study area was limited to four private colleges from the Kathmandu district.
- ii. I selected only +2 levels students.
- iii. I used both open-ended and close-ended questions.
- iv. Only forty students were my respondents.
- v. Online resources were; Websites, G-mail, E-book, Blogs and Facebook only.

1.7 Operational Definitions of the Key Terms

Perception- attitude or opinion often held by people and based on appearance.

Online Resources- The information that are available in internet

E-mail – message sent via telecommunication from one person to one or more other people.

Internet – Worldwide electronic communication network.

World Wide Web- on the internet, a system that connects sites through hypertext links.

Information Technology- technology such as the computer used to disseminate information.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Related Theoretical Literature

Technology is a broad term that refers to both artifacts created by human beings, such as machine and methods used to create these artifacts. In other words, technology is a board concept that refers to use and knowledge of tools and craft, and how these tools and craft mould our ability to control and adopt to the environment. Technology covers broad area of our life.

Similarly Beard's (1992) says:

Technology constitutes the supreme instruction of modern progress. It is not been explored and defined in detail. Indeed, so wide reaching is its ramification that the task is difficult and hazardous. Narrowly viewed, technology consists of the totality of existing laboratories, machine and processes already developed mastered and in operation with pure science.

2.1.1 Value of Online- Resources in Academic Development

Development of educational technology breaks the limited of the four walls of the classroom. Any individual can continuously broaden the horizon to the existing body of knowledge when he or she logs into several websites to get access to online resources. Even the people who have the basic knowledge of computer can get access to online resources. Such online resources have several benefits to the people who are inquisitive the thirsty of knowledge. One can easily get access to knowledge when she/ he has problem in carrying out researches.

The internet application is currently drawing the most attention in the World Wide Web. Using the World Wide Web, the students can search through millions of files around the world within minutes to locate and access authentic material like newspapers, radio broadcasts, video clips, movies, books and so on as per their personal interest. So, the use of internet has a variety of freedom of choice in which obviously the learners are motivated and an enthusiastic in learning as well as gaining the knowledge. By the use of internet the learner and the teachers both can have an access to share the ideas and publish their creations among them, which facilitates the learning activity.

Linder (2004) says “Using the internet for language teaching is not a simple endeavor; the internet is actually many different things, each with a different pedagogical value”. Linder (ibid) says that despite that complexity, the internet is a valuable tool for language education, with the potential to become an indispensable tool for language teaching in the future.

Linder lists the following five basic possibilities that the internet offers for the networking in the classroom:

- i. Real- time communication with other network users (using the internet as a telephone or video conferencing device, Internet Relay chat, or other).
- ii. Deferred –time communication with other network users (e-mail, mailing lists, newsgroups, and other).
- iii. Source of information (text, images, voice, sound, especially on the World Wide Web).
- iv. Outlet for publication (text, images, voice, sound, especially on the World Wide Web).
- v. Distance teaching/ learning.

The students have access to authentic knowledge through the use of internet. They can use the internet outside the classroom as a text-based means of acquiring information (for example, gathering data about a certain topic and receiving e-mails) or a text-based meaning sharing information (for example, sending emails and setting web sites).

Values of online resources to the points are as follows:

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

2.1.2 Tools and Means of Online Resources

There are two broad tools of online resources: synchronous tools and asynchronous tools. Synchronous tools require two individuals to be online simultaneously for example, audio conferring, chat, twitter, web conferring (e.g. Skype) whereas asynchronous tools are e-mail, wiki, blogs (word press, blogger), Facebook and You Tube.

As overall means to get online resources through various synchronous and asynchronous tools is internet. Similarly, another means to get online resource is mobile learning (m-learning) derived from the term e-learning. It is a form of online learning that takes place anytime anywhere with the help of mobile device. This device is capable of presenting learning content and providing wireless two-way communication between teachers and learners. So, by means of internet, online resource is possible. So, when we talk about tools that are two types:

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

Audio-Conferring: It is two-way audio interactive communication. This is possible when you login to Yahoo Messenger, Skype, etc. Two participants need to be online synchronously. So, one can highly be benefitted from audio-conferring on particular topic and update him or her.

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

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

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

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

E-mail: E-mail is the most widely used features on the internet. One can exchange any message with people around the world by using e-mail. E-mail is the most frequently used application of the internet. You can create the message, log onto the internet and send it. E-mail address is the location of individual's mailbox on the internet. An e-mail address is required to send and receive e-mail. Some e-mail programs are internet mail, Outlook Express, Yahoo mail, G-mail etc.

Wikipedia: It is a free online encyclopedia and it is open to everyone to read and also to edit. In other words, a wiki is a simple to use software which allows users to create, edit and link pages together. It is an easy way for the people to collaborate on documents online and because of this, it is often called community website.

Blogs: A blog is an asynchronous tool to grasp online resources. It is a frequently updated website that often resembles an online. Blogs (Weblogs) are uncensored forum for public. Blogs seem very constructive and important for learners. Any reader can make comments in comment box of the home page of the blog. Students can create blog from website like <http://www.blogger.com> or <http://wordpress.com>. Mainly, blogs provide three aspects: construction, communication and research.

Google: To Google someone means to search for information about them on the net. It is the largest internet search engine in the world and is the fastest growing company in history.

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

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

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

2.1.3 Internet in Education

Education is a process of changing human behavior in the desirable direction or helping an individual to bring out his/her best potential. Teaching and learning both work independently but are depended each other for certain specified objectives of teaching and learning. The internet is transporting teachers and students beyond the walls of their classrooms by providing access to people around the world. It is a rich streaming media high band width access and advanced website designing are revolutionizing the educational world.

Internet plays an important role in education, research and development. The student can get all information about his subjects through the relevant websites. (For example, www.wikipedia.org) Because of the internet, the students can get the application in the internet and apply through online. Nowadays, online learning becomes very popular among college students.

The research students can site the research articles, journals and magazines through the internet. So many libraries have hosted their online services. The student can borrow the book through the online and return it. For some research articles, the user has to pay certain amount. If he has the debit card, he can site those rated articles for his research.

Free e-books are also available for all subjects in the internet. (www.ebooks.com) Students can download the books if he/she couldn't get it in the shops. Mostly, it will be in the form of text document or ms-word document or PDF format. The student can easily download it and use it.

2.1.3 Internet Resources for Students

The most effective communication resources, computers and the internet, are part of our life and have become one of the important tools in education. The internet helps transfer information between different points therefore this makes the internet a very powerful information system. People in different groups and jobs, students and academicians who do scientific research and prepare projects prefer using the internet because it is the easiest, fastest, and cheapest way of accessing necessary information (Cloud, 1989). Many of the sites on the internet enable anybody to submit any kind of information without being controlled.

Figure no.1 explains the different resources and their accessibility for the students through the internet.

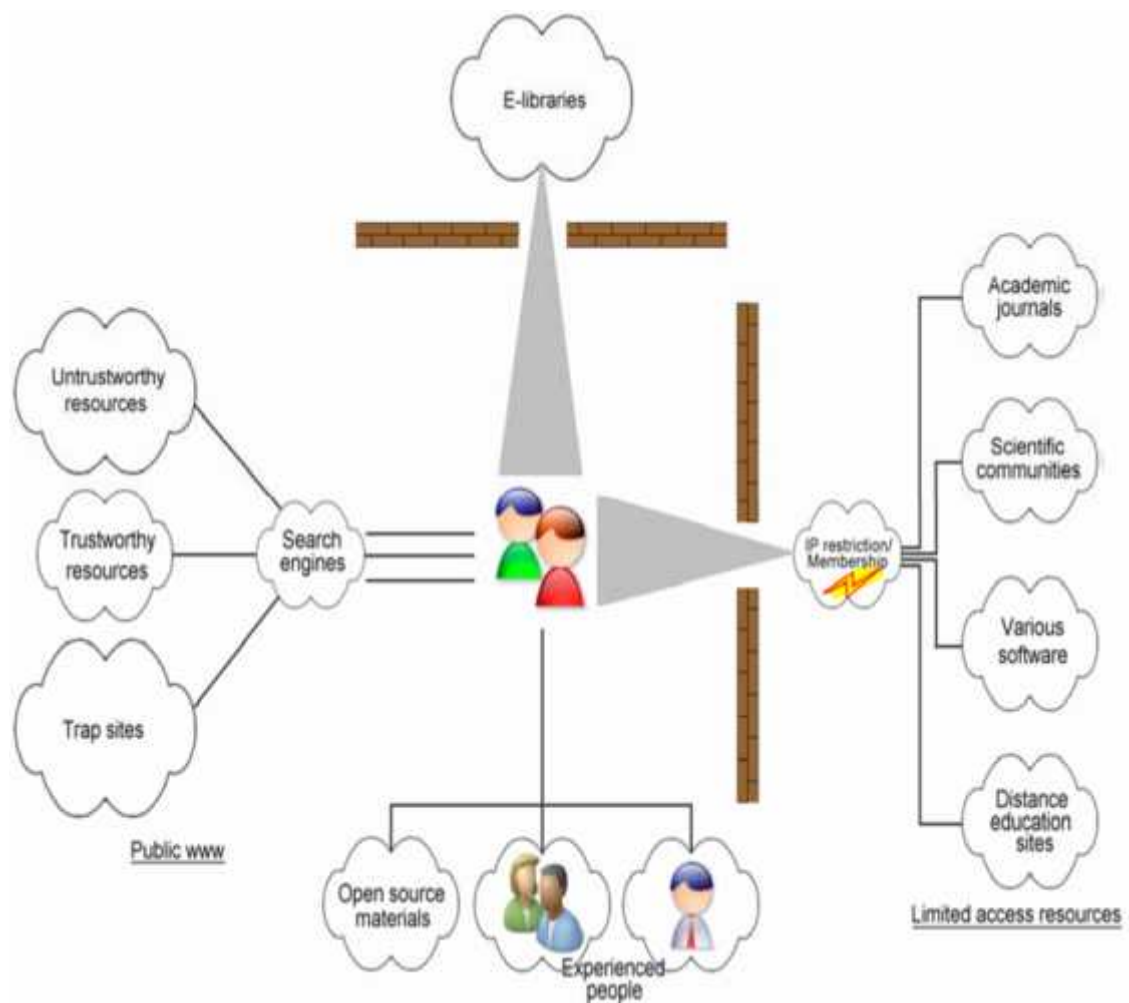


Figure1. Resource accessibilities for student

Retrieved from: The Turkish Online Journal of Educational Technology

2.2 Review of Related Empirical Literature

The review of literature enables the researcher to know what is known so far and what is unknown. It helps in conceptualizing the problem, conducting the study and interpreting the findings. It provides the for the development of the present study and brings the investigator who ignores prior research and theory, chances pursuing a trivial problem duplicating a study already done, or reporting others mistakes exists. The goal of research contributing to the knowledge base of the field may then never be realized. Review of related literature is a very important one to provide an insight into the problem, to familiarize the researcher with the studies previously done and to make the researcher to adopt suitable design. I have reviewed a few of research works in my access.

Aasheal Al-Salem (2007) in his article entitled “The Internet in English Language Teaching: Advantages, Disadvantages and its application in the English Teaching Process” claims that Internet is the “greatest boon to English teaching. [...] It provides a variety of material that meets individual student abilities and address individual student goals, leading to purposeful, constructivist learning.”

Adhikari (2008) conducted research on “Effectiveness of Using Computer in Teaching Vocabulary.” He aimed at finding out the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. He prepared the tools for data collection on the basis of ‘Our English grade nine’ prescribed for high school curriculum. He selected 24 students for his study. These students were classified into two groups namely controlled and experimental on the basis of odd and even number of their scores on pre-test. He concluded his research work stating that using computer in teaching vocabulary was a significantly effective way of presenting new vocabulary items in EFL classroom.

Khanal (2008) conducted research on “Attitudes of higher secondary teachers towards the use of computer and the internet.” This study was carried out to study to the attitudes of higher secondary English language teachers of Kathmandu Valley and their perception on the basis of their personal characteristics, relative computer and internet advantages. Questionnaire was used for data collection. He has concluded his study with the findings that majority of the teachers have positive attitudes towards the computer and the internet. Although less than twenty five percent English teachers of Higher Secondary Schools in Kathmandu valley are still away from computer and the internet access, they are aware of use of computer and the internet and gave the positive attitudes towards the use of them in curricular activities. All teachers are interested to increase the computer and the internet access in the future.

Pushpanathan (2009) carried out research “A Study of B.Ed., Students’ Attitude towards Using Internet in Vellore District”. His Objectives was to find out the attitudes of B.Ed. students’ towards using internet. He was selected 250 students from five education colleges, which were selected by using random sampling procedure. Questionnaire was used for data collection. He concluded his study with the findings that 76.04 percentages of B.Ed. students have favorable attitude towards using internet and 23.04 percentages of them have an unfavorable attitude towards using internet. And that the genders of the students can cause no significant difference in respect of their attitude towards using internet.

Chaudhary (2010) carried out research “The Impact of Internet on Language Learners in ELT”. His objectives were to explore the opinion of students towards the use of internet in ELT and to find out the impact of the use of internet in ELT. Forty students from M.Ed and M.A second year students of Tribhuvan University was his sample. Questionnaire was used for data collection. His findings were that 80% students from M.Ed. and 76.67 % students from M.A used internet as a language learning tool and since the number of internet users as a language learning tool in M.Ed. exceeded than that of M.A by 3.33% only, the result was significant.

Shrestha (2012) carried out a research on “Use of Online-Resources for English Language Teacher Professional Development”. The main objective of his study was to identify the percentage of lectures of English they make use online resources via internet through various synchronous and asynchronous tools.. The tool used by him was questionnaire. He used both primary and secondary sources for data collection. His findings were; 22.22 % lectures of English use internet daily, 44.45 % use frequently, 22.22% occasionally and 11.11% rarely. From three districts; Kathmandu (83.33%), Lalitpur (50%) and Bhaktapur (61.11%) make use of online resources for their professional development.

2.3 Implications of the Review for the Study

I have reviewed existing literature like thesis, books and articles and read them critically. The literature review has helped me to enhance and consolidate my knowledge and helped me to integrate my study with existing body of knowledge.

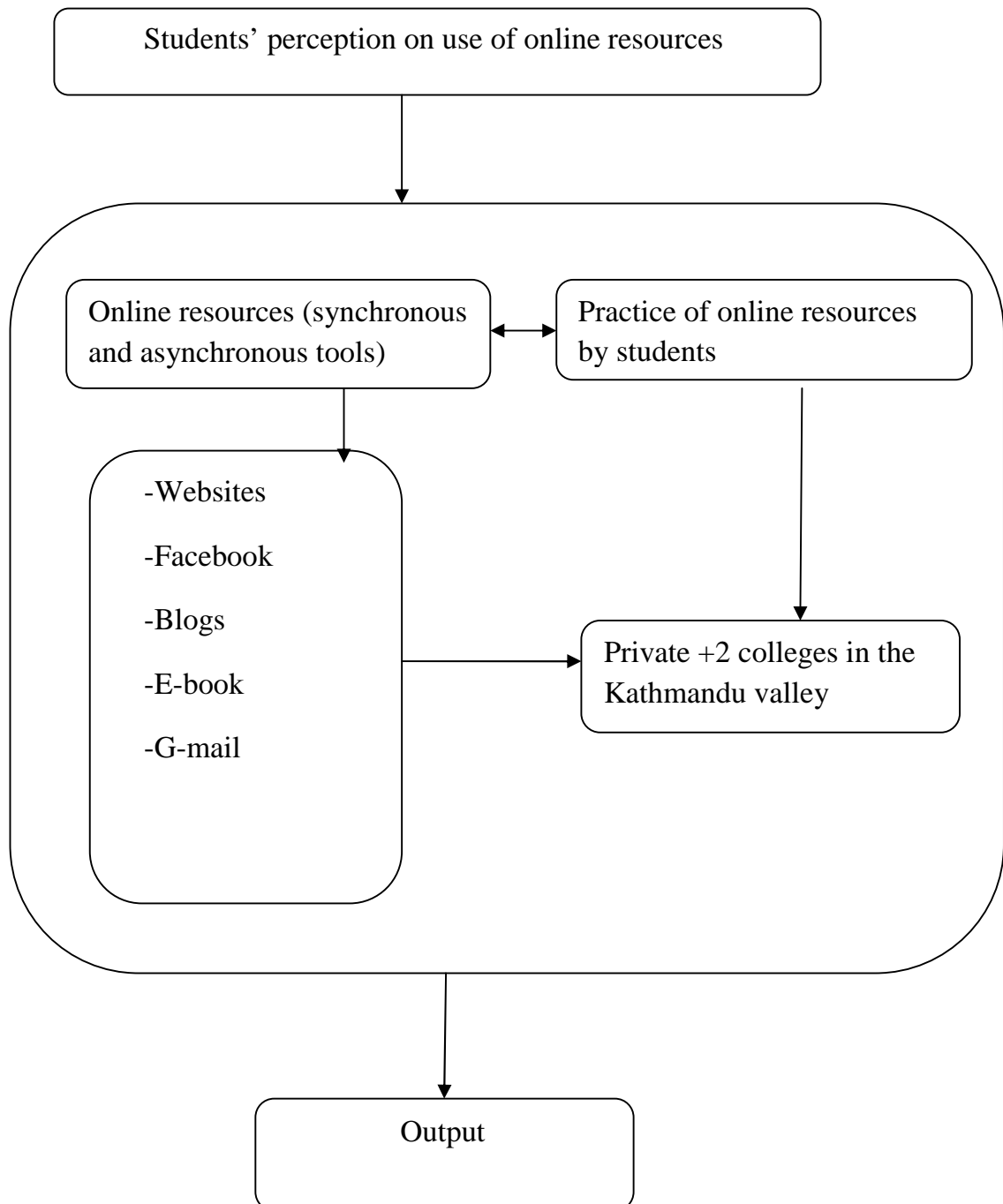
Specially, I have reviewed six different studies. These studies were conducted regarding the various online-resources for learning. These studies are some extent related to my study. After reviewing these works, I have got lots of ideas regarding my study. They have used survey research design and I will also follow the same i.e. survey research design. Therefore, after reviewing these research works, I have got ideas on the process of survey research design. Likewise, they have used questionnaires as a tool to elicit data and I will use the similar tool for my study.

From the study of Shrestha (2012) I have got the idea about the study of Online-Resources for Teacher Professional Development. Similarly from the study of Adhikari (2008) I have become familiar with the Effectiveness of Using Computer in Teaching Vocabulary. The studies of Pushpanathan (2009) have made me familiar with Students’ Attitude towards Using Internet in

Vellore District. The studies of Chaudhari (2010) have served me to familiar with the Impact of Internet in ELT. At last from the study of Khanal (2008) I have got ideas about Attitudes of Teacher towards the Use of Computer and Internet. Moreover, the tools which were used by them will assist me to prepare the questionnaires. The survey research process which was used by them will be applied to my study.

2.4 Conceptual Framework

The study on “Students’ Perception on Use of Online Resources” was based on following conceptual framework.



CHAPTER- THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

It is one of the most important parts of the research. It includes design of the study, population and sample of the study, sampling procedure, data analysis and interpretation procedure.

3.1 Design of the Study

Design of the study is a plan, structure and strategies of investigation. It helps to obtain answer to research questions or problems. The plan is the complete schema or program of the study. It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data. For the purpose of my study, I have used survey research design.

Survey research is a descriptive type of research which studies large and small population. Survey research is mostly commonly used method of investigation in educational research. Survey research can be carried out either by a group of researchers or by an individual. Surveys are widely used for collecting data in most areas of social inquiry, from politics sociology, from education to linguistics. Survey research is always done in natural setting. It is mainly, carried out to find out peoples' attitudes, opinions and the specified behavior on certain issues, phenomenon, event and situation. In survey research data are collected through questionnaires, interviews, test scores, attendance rate, published exam result, attitude scales, etc. It can be explanatory and descriptive or analytic. It is cross sectional study. Survey is useful for gathering faculty of information, data on altitudes and performance beliefs and predictions, behaviors and experiences of both past and present.

The purpose or objective of carrying out a survey research is to find out behaviors and attitudes of different educational researchers towards certain issues, events or phenomena and to study certain trends on educational

program. In order to complete the survey research Nunan (1992) has presented eight steps of survey research. According to him the first step is to define objectives. The researcher finds out beliefs and predictions, attitudes and behaviors towards their school or any other educational organizations or institutions. The second step is to identify the target population. Here the research finds out the population covered by the survey. The third step is reviewing a related literature. In this step the researcher views different writers 'opinion related to his/her research activity. The fourth step is to determine sample. This step describes about how many subjects a researcher should include. Sample is a representative of the population as a whole. The fifth step is to identify the survey instruments. Here the researcher collects the data through questionnaires or through interviews or a combination of both questionnaires and interview. The sixth step is to design survey procedures i.e. how will the data collection be carried out? The seventh step is to identify analytic procedures. Here the systematically collected data will be identified, analyzed and interpreted. The eighth step is to determine reporting procedures. The researcher presents the results of his/her activity.

3.2 Population, Sample and Sampling Strategy

The population of the study was +2 students from Kathmandu district. Out of them, forty students from four private colleges were selected as the sample of the study. I selected ten informants from each college by using purposive non-random sampling procedure.

3.3 Study Area

My study area was Kathmandu district. Forty +2 students from Trinity International College, NIST College, Global College of Management and Kathmandu Model College were selected as the informants.

3.4 Data Collection Tools

As a tool of data collection, I used questionnaire. It consisted of both open-ended and close-ended questions

3.5 Data Collection Procedure

After the preparation of the questionnaire, I personally visited four selected +2 colleges of the Kathmandu valley. I requested the principals and concerned authorities for permission to carry out this study.

I purposively selected ten students from each college in a day and explained them about the purpose of the questionnaire prepared.

Then, I gave them survey questionnaire and requested them to fill this questionnaire. It took three days to collect questionnaire along with responses from the respondents.

This process continued up until I received responses from respondents of each college.

3.6 Data Analysis and Interpretation Procedures

Systematically collected data will be analyzed and interpreted descriptively using simple statistics tools. The researcher will present the fact in different lists, points table and charts.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION

This section deals with the data discussion and interpretation which were collected from questionnaire from the selected sample. The data were collected from forty students from four +2 private colleges in Kathmandu valley.

The data were collected using questionnaire (see Appendix -1). There were altogether 22 questions consisting of open-ended and close-ended questions. In this section, data have been analyzed using descriptive approach and simple statistical tools such as: table and chart. I categorized these questions into sub-headings of close- ended and open- ended questions and analyzed according as follows:

4.1 Analysis of close-ended Questions

There were altogether 18 close-ended questions in this section. I have categorized and analyzed these 18 questions in terms of the following sub headings.

4.1.1 Online Resources for Academic Development

The question (5th) was asked to find out which tools the students used for their academic development. Hence, the various tools that students used presented in the following table.

Table no.1

Online Resources for Academic Development

S.N	Tools of online resources	Respondents	Percentage (%)
1	Websites	22	55
2	Blogs	14	35
3	E-mail	10	25
4	Facebook	6	15

From the above table, it is clear that 55% students used websites, 25% students used E-mail, 35% used Blogs, and 15% students used facebook, for their academic development. The majority of the students used websites, blogs etc to develop their academics.

4.1.2 Use of Internet

The (8th) question was asked regarding the use of internet. This question was asked to find out the students used online resources for their educational and other purposes. The responses collected from the questionnaire have been presented in the following table.

Table no.2

Use of internet

S.N	Use for	No. of respondents	Percentage (%)
1	Online resources	30	75
2	Entertainment	20	50
3	Chatting	12	30
4	Games	10	25
5	E-mail	8	20
6	Others	2	5

From the above table, it shows that 75% students used online resources, 20% students used E-mail, 30% students use chatting, 50% students use entertainment, 25% students used games, 5% students used others. It is clear that 75% students used internet for their educational and other purposes.

4.1.3 Preference of Resources for Student's Academic Development

The (2nd) Question was asked regarding the use of various online resources to develop their academic. This question was asked to find the resources for their academic development. The responses collected from the questionnaire have been presented the following table.

Table no.3

Preference of Resources for Students' Academic Development

S.N	Resources	Respondents	Percentage
1	Online resources (websites, facebook, blogs, G-mail, etc)	32	80
2	Journals	4	10
3	Articles	4	10
4	Others	0	0

From the above table, it shows that 80% students used online resources via internet through various synchronous and asynchronous tools, 10% students used journals, 10% students used articles, out of 100% for their academic development. The Majority of the students preferred online resources i.e. 80% to develop their academic writing.

4.1.4 Access of Online Resources

The question (10th) was asked “where do you think is most accessible to get information through online resources for learning?” the responses collected from the questionnaire have been presented in the following table.

Table no.4

Place of Accessibility to Get Information

S.N	Place of accessibility	No. of Students	Percentage (%)
1	From internet centers/cyber	20	50
2	From friends	10	25
3	From libraries	5	12.5
4	From teacher	5	12.5
5	From others.....	0	0

The above table shows that the majority of students i.e. 50% used internet center/cyber to get online information for academic development, 12.5% the teachers, 25% from friends and 12.5% from libraries.

4.1.5 The Purpose of Using Online Resources

In this section, the question (11th) was asked “what purpose did you use online resources for?” Regarding the purpose of online resources the responses collected from students were shown in the following table:

Table no.5

Purpose of Online Resources

S.N	Questionnaire	No.	%
1	To consult the subject matter	22	55
2	To download or have access to notes on the net	14	35
3	As support in the library	4	10
4	Others.....	0	0

From the above table, it is clear that 55% students' purpose of using internet was to consult the subject matters, 10% students' purpose was as support in the library, 35% students' purpose was to download or have access to notes on the net. The Majority of the students' purpose of using internet was to consult the subject matter regarding the course.

In the subsection question (3rd) was asked "what purpose did you use Google for?" majority of the students' responded that they used Google for searching information. And in response to it 85 percent of the total respondents said that they used Google for searching information while the others i.e. 15% of the respondents said that they used Google for sharing information with friends.

4.1.6 Problems Faced by +2 Students in Learning Process

In this section Question (12th) was asked regarding the problems faced by +2 students in learning process. The responses collected from the questionnaire are shown in the following table:

Table no.6

Problems Faced by +2 Students in Learning Process

S.N	Questionnaire	No.	%
1	Lack of teachers training about the use of online resources	18	45
2	No availability of resources in the classroom	10	25
3	Lack of knowledge concerning internet use resources	8	20
4	Lack of electricity in the college	4	10

The above table shows that, 20% students have lack of knowledge concerning internet use, 25% responses no availability of resources in the classroom, 10% responses no electricity in the college, and 45% responses lack of teacher training about the use of online resources. This study shows that enough resources and teachers training are not available in the college.

4.1.7 Internet and Learner Motivation

There were three questions (Q.N. 17.1 to 17.3) were asked regarding the perception of internet and their motivation in learning. After collecting the responses from the respondents the researcher came know that online resources have a good and positive impact upon the students of higher level. The responses of the respondents are presented below:

Table no 7
Internet and Learner Motivation

S.N	Question	Responses	No.	%
1	I find learning with internet is interesting.	Strongly agree	22	55
		Agree	18	45
		Disagree	0	0
2	It provides more opportunities to enhance my learning.	Strongly agree	26	65
		Agree	14	35
		Disagree	0	0
3	Online resources creates strong motivation for learning	Strongly agree	12	30
		Agree	28	70
		disagree	0	0

From the above table, it is clear that almost all the students had positive perception and they agreed that online resources created motivation and interest for learning.

The first question from this category shows that 55% students strongly agreed, 45% agreed, that internet is interesting tool for learning. The second questions from this category shows that 65% students strongly agreed, 35% agreed, that internet enhance their learning. The last question of this category shows that 30% students strongly agreed, 70% agreed that internet creates a strong motivation for learning. Certainly the students' response shows that the users of internet in learning can grow their skills and creativity rapidly and effectively.

4.1.8 Online Resources and its Impact in Learning

There were three questions (Q No.17.4, 17.5, and 17.6) were related to how online resources impact in their learning. The responses collected from the questionnaire have been presented in the following table.

Table No. 8

Online Resources and its Impact in Learning

S.N	Question	Responses	No.	%
1	I find online resources to be as informative as teachers.	Strongly agree	10	25
		Agree	22	55
		Disagree	8	20
2	I like to learn with internet because it brings reality in the classroom.	Strongly agree	0	0
		Agree	36	90
		Disagree	4	10
3	It allows effecting sharing of information.	Strongly agree	20	50
		Agree	20	50
		disagree	0	0

The first question from this category shows that 25% students strongly agreed, 55% agreed and 20% students disagree that online resources is to be as informative as teachers. The second question of this category shows that 90% students agreed, 10% disagree that online resources brings the class lively. The last question of this category shows that 50 % students strongly agreed, 50 % agreed that online allows effective sharing of information. Majority of the student agreed on that online resources have positive impact in learning.

4.1.9 Duration of Making Use of Online Resources via Internet

The question (16th) was asked “please indicate where you usually use the internet and how often?” The responses collected from the questionnaires are transcribed into the number and percentage in the following table.

Table No.9

Duration of Making Use of Online Resources via Internet

Place	Very often (%)	Often (%)	Sometimes (%)	I don't use it (%)
At home	75%	10%	15%	
In a cybercafé	0%	5%	80%	15%
At college	5%	50%	10%	20%
Others			10%	

The first question in the above table shows that 75% students used internet very often, 10% used often,15% used internet sometimes at home. Similarly, the second question in the above table shows that 5% students used internet often, 80% used sometimes and 15% students didn't used internet in a cybercafé. The third question in the above table shows that 5% students used internet very often, 50% used often, 10% used sometimes and 20% students didn't used internet in college. The last question shows that only 10% students used internet in other places. It was found that the majority of the students used internet frequently at home i.e.75% in comparison to cybercafé and college for their academic development.

4.1.10 Students' Activity to Use Online Resources

The question (9th) was asked the students whether they use online resources in study or other activities. The responses collected from the questionnaires have been presented in the following table.

Table No.10

Students' Activity to Use Online Resources

S.N	Items	Respondents	Percentage
1	Study	30	75
2	Games and Entertainment	8	20
3	As a hobby	2	5
4	Others	0	0

Form the above table, it shows that 75 % students were used for study about the subject matter through online resources. Similarly, 20% students were used for Games and Entertainment and 5% students were used for as a hobby. Majority of the students i.e. 75% were used online resources for their study.

4.1.11 Interest of Students Using Internet

The question (13th) was asked “Why using internet in study seems interesting to you?” the responses collected from the respondents have been presented in the following table.

Table no.11
Interest of Students Using Internet

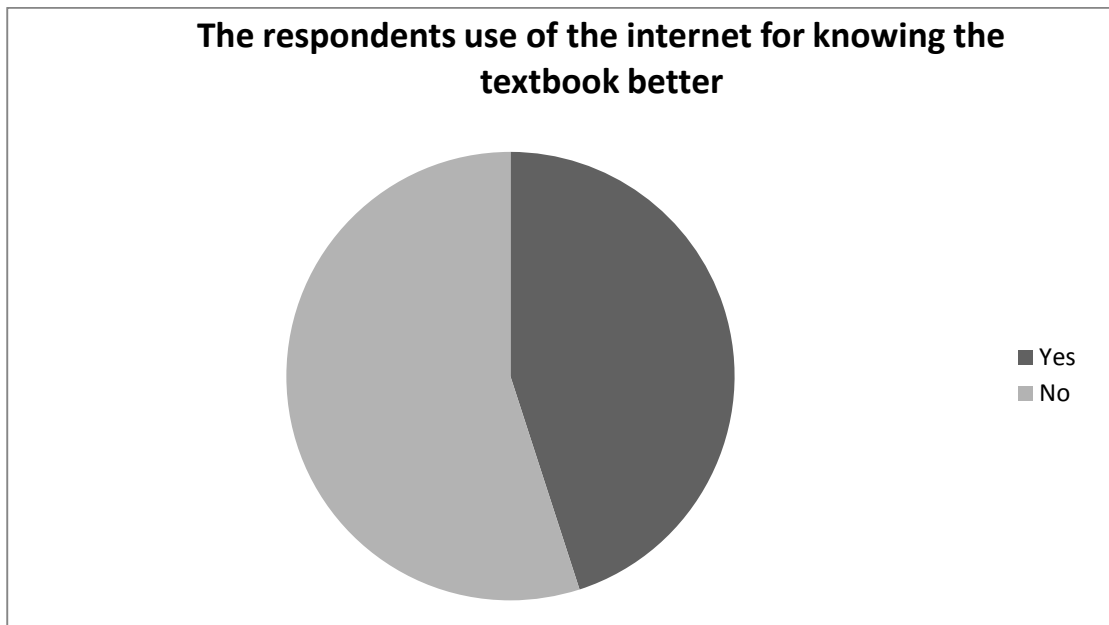
S.N	Items	Respondents	Percentage
1	I would have access to course material at any time	16	40
2	It would improve the quality of teaching and learning	14	35
3	It would motivate me to study more	6	15
4	It would have classes to make live	4	10

The above table shows that 40% students were used internet to access course material at any time, 15% were motivating towards the study, 35% were improving their learning and 10% help their classes to make live. The majority of the students used internet to search course material and help their improving in learning.

4.1.12 Use of Internet for Knowing the Textbook Better

In the section Question (4th) was asked whether they use internet as a tool to learn the things of their textbook. The responses of the respondents were varied. However most of them expressed their opinions that they use it for knowing the things of their textbook better.

Figure No.1

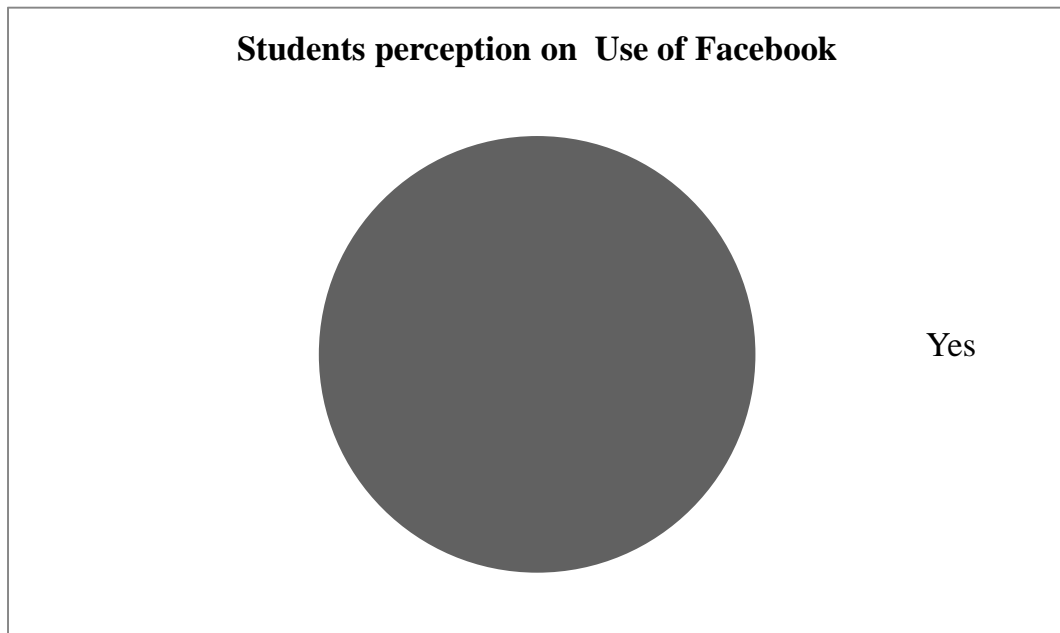


The above figure shows that the 45% of students search in the internet for knowing the textbook better, whereas the remaining 55% of them show their passivity towards it. Since the majority of students find pleasure in learning the matters of their textbook through internet, the researcher finds out the positive impact of internet in the students.

4.1.13 Students' Perception on Use of Facebook

The (7th) question was asked to the students "Do you think facebook is popular nowadays? All the respondents collected from the questionnaire shows that 100 percent students' perception was facebook is popular nowadays. This can be presented in the diagram below.

Figure No.2



The above figure shows that 100 percent students had positive perception about used of facebook for improving their writing skills. It means that facebook is the important tool for learning the students. It was found that students' perception on facebook were as follows;

- i. Most of the people have its access and can share ideas easily.
- ii. It provides extra- knowledge than confined materials found in textbook.
- iii. It helps to improve the way of writing.
- iv. Good source of sharing with others.

4.2 Analysis of Open-ended Questions

This section dealt with four open ended questions, (Q.N. 1, 6, 14 and 15). I have categorized and analyzed them in terms of the following sub headings.

4.2.1 Students Perception Towards the Use of Online Resources

The first question was asked “What do you mean by online resources?” This question helped to collect their ideas about online resources through various synchronous and asynchronous tools. The majority of the students responded that online resources meant the electronic materials that are found on internet for educational and other purposes. Some common perceptions of students are given below.

- i. Online resources meant the study materials available in the internet to expand the horizon of knowledge.
- ii. Any resources that involves virtual network, internet websites etc for specific purpose is called online resources.
- iii. Source of knowledge through internet is called online resources.
- iv. Online resources are the means of resources in which we can learn through internet.

4.2.2 Improvements, Usefulness and Authentication of Online Resources

In this sub section Question No. 6 was supposed to be dealt with improvements. The question asked was “Have you found any improvement after the use of online resources?” All the internet users who used online resources have lots of improvements in their study and updating knowledge regularly. One of the student said, in his own words “*I have acquired in-depth knowledge of different subject matters*”.

Similarly, In regard to the authentication the question (14th) was asked “What do you think the resources collected through online are authenticate?” students

agreed that information found Wikipedia may not be true since one can edit and further information. In case of other websites, information is true when information is coded with published date, authors' name and with pdf file. Majority of the students believed that it is uploaded by professors, experts and researchers.

The question (15) in the questionnaire presents that what are the useful of online resources for students in your opinion. Most of the students agreed upon the following perceptions for the useful of online resources.

- i. Online resources update the new knowledge across the world.
- ii. It expands the horizon of knowledge.
- iii. Online resources update to the existing body of knowledge, familiarize with innovative learning methodology.
- iv. It is useful for self study, unlimited and effective learning.
- v. Online resources enhance knowledge and talent development.
- vi. One gets lots of new materials on particular area and can download what they need.

4.3 Summary / Findings

The study was carried out on “Students on Use of Online Resources” in +2 private colleges of Kathmandu valley. There are different online resources that help the learners in their learning process. This study was how the online resources such as; (Gmail, blogs, websites, facebook and E-books) used by learners in the process of learning.

- (i) Out of 40 students, 32 i.e. 80% students preferred Online Resources apart from the textbook for their academic development.
- (ii) Majority of the students' purpose of using online resources was to consult the subject matter regarding the course.
- (iii) The perception of students towards the use of online resources, it helps the student authentic, updated and expand the horizon of knowledge.

- (iv) It was found that 75% students used internet for educational and other purposes.
- (v) The study shows that enough resources and teachers training are not available in the college.
- (vi) It was found that 45% students search in the internet for knowing the textbook better whereas 55% of them show their passivity towards it.
- (vii) The study shows that 100 percent students had positive perception towards the use of facebook for improving their writing skills.
- (viii) The majority of students i.e. 50% used internet center/cyber to get online information for academic development.
- (ix) It was found that majority of the students (i.e. 75%) use internet frequently at home in comparison to cybercafé and college.
- (x) Almost all the students had positive perception and agreed on that online resources create motivation and interest for learning.
- (xi) Majority of the students agreed that online resources are the most important source of learning but in their practicality a considerable percentage of them were found to passive about it.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

On the basis of the findings obtained from the analysis and interpretation of the collected data, conclusion with some recommendation has been suggested as follows:

5.1 Conclusion

With the results stated above, it can be concluded that students find the online resources very useful and accessible. The implication is that online resources have come to stay globally and in all higher intuitions. This is so because information and communication technology is now the modern means of improving teaching and learning. The study found that +2 college students in Kathmandu valley were generally favorable to online resources in an academic setting.

5.2 Recommendations

On the basis of the findings from the analysis and interpretation of data, some recommendations have been made. The recommendation of this research have been divided into three levels, like policy level, practice level and further research related level. They are briefly discussed as follows.

- (i) All the students should have access to internet and make use of online resources through various synchronous and asynchronous tools via internet for their academic development.
- (ii) Some students are found that they don't have idea about accessing online resources; they are to provide guidelines in making use of online resources for their academic development.
- (iii) They should frequently and periodically update themselves reading books, journals, and articles and accessing to online resources via internet.

- (iv) In the era of highly accelerating information technology, students should take the advantage of online resources via internet as far as possible to face the challenges in academic field.
- (v) Students' should be facilitated by teachers in their self learning discovering themselves new methods, trends, techniques etc. by such various online resources.
- (vi) The teachers should frequently encourage the students to utilize the internet positively as a learning tool and for enhancing their knowledge.
- (vii) The learning from the online resources should be made more interactive. They should share the ideas about using the internet and the learned things to their friends and teachers through e-mail.
- (viii) Since it is the burning area of interest of the young learners the subject experts and the textbook designers should include the learning method through internet in the college curriculum too.
- (ix) Findings derived for the survey should be analyzed and recommendations stipulated from the findings should be implemented solemnly.

5.2.1 Policy Level

This study is important for the policy level to find out the use of online resources in +2 private colleges in the present context. Similarly, this study is helpful for teachers and students about how to use various asynchronous and asynchronous tools via internet in the learning process. The curriculum designers and policy makers can be instructed from this study to find out the real practices of online resources in private colleges and they can make the policy of the education according to the need of students and community.

5.2.2 Practice Level

This study can be equally useful in practice level as well. The teachers of +2 levels can have knowledge on the students' perception on the use of online resources and they can address the students' needs and interests. They can

follow the recommendations given above to make their teaching fruitful and more successful. Similarly, the management committee of +2 colleges can get information about students' positive perception on the use of online resources. It helps them to run their colleges as per students' interest which ultimately leads them towards success.

5.2.3 Further Research Related

The present study entitled "students perception on use of online resources" tries to find out the students perception on online resources. There are various tools of online resources. My study only focuses on websites, G-mail, E-book, facebook and blogs. Similarly this study is limited to the Kathmandu valley. The interested researcher can have such types of research in other districts concerning more online resources.

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Appendix – I

Survey Questionnaire

Dear informant,

Since this study is a part of the research, the researcher is carrying out a survey entitled “Students’ Perception on Use of Online-Resources”. The researcher would highly be grateful to if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used for the research purpose only and your identity will kept highly confidential.

Name:

College name:

Class:

Please complete the following questionnaire with true information.

1. What do you mean by online-resources?

.....
.....

2. Apart from the textbook, which of the following sources do you prefer?

- | | |
|---------------------|----------------|
| a. online resources | b. journals |
| c. articles | d. others..... |

3. What purpose you use Google for?

- a. for searching information
- b. for creating page together
- c. for sharing with friends
- d. others.....

11. What purpose you use online resources for ?
- a. To consult the subject matter.
 - b. As support in the library.
 - c. To download or have access to notes on the net.
 - d. Others.....
12. What are the difficulties with using online resources during studies?
- a. Lack of knowledge concerning internet use
 - b. No available of resources in the classroom.
 - c. Lack of electricity in the college.
 - d. Lack of teachers training about the use of online resources.
13. Why using internet in study seems interesting to you?
- a. I would have access to course material at any time.
 - b. It would motive me to study more.
 - c. It would improve the quality of teaching and learning.
 - d. It would help classes to make live.
14. What do you think the resources collected through online are authenticate?
How?

.....

.....

15. What are the usefulness of online resources for students in your opinion?

.....

.....

16. Please indicate where you usually use the internet and how often?

Place	Very often	Often	Sometimes	I don't use it
At home				
In a cybercafé				
At college				
Others				

17. Based on your judgment. Please tick the most suitable box.

(Strongly agree = 1, agree = 2, disagree = 3). Here, 1 indicates strongly agree, 2 indicates agree and 3 indicates disagree.

S.N	items	1	2	3
1	I find learning with internet is interesting			
2	It provides more opportunities to enhance my learning			
3	Online resources creates strong motivation for learning			
4	I like to learn with internet because it brings reality in the classroom			
5	I find the online resources to be as informative as teachers			
6	Online resources allow effecting sharing of information.			

Thank you for your kind co-operation