

**TEACHERS' PERCEPTION TOWARDS USING INTERNET  
IN ENGLISH LANGUAGE TEACHING**

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

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2017**

**T.U. Reg. No.: 9-2-278-421-2008**

**M.Ed. Second Year**

**Exam Roll No. 280374/070**

**Date of Approval of**

**Thesis Proposal: 2072 – 03–28**

**Date of Submission: 18-04-2017**

## **DECLARATION**

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

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This is to certify that **Mr. Milan Tamang** has prepared this thesis entitled **Teachers' Perception towards Using Internet in English Language Teaching** under my guidance and supervision.

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## **DEDICATION**

*Dedicated*

*To*

*My Grandparents and parents whose illiteracy and honesty always mockingly inspired me to get to where I am today.*

## **ACKNOWLEDGEMENTS**

This task of thesis writing has really taken me to a newer world. As a result, I have realized a new experience. I have realized that it is a part of the intensive study that gives a person an insight into self-study. In course of writing this thesis, I have fully been inspired by the invaluable suggestions, guidance, co-operation and encouragement. Therefore, at first, I would like to express my sincere gratitude and honor to my respected Madam and thesis supervisor **Ms. Anju Giri**, Professor, Department of English Education, T.U. for her constant assistance, whole-hearted cooperation, extremely useful suggestions, comprehensive guidance and meticulous

supervisions throughout this research work. Without her regular encouragement and constructive feedback, this work would never see the light of completion.

I equally owe my sincere gratitude to my guru **Dr. Ram Ekwel Singh**, Reader and Head, Department of English Education, T.U., for all the support he provided to me. Likewise, I am very much grateful to **Dr. Purna Kandel** Lecturer, Department of English Education, T.U. for providing me with valuable suggestions and supportive ideas in course of carrying out this research.

I am indebted to **Prof. Dr. Jai Raj Awasthi, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirtha Raj Khaniya, Prof. Dr. Anju Giri, Prof. Dr. Vishnu Singh Rai, Prof. Dr. Laxami Bahadur Maharjan, Dr. Anjana Bhattarai, Dr. Bal Mukund Bhandari, Mr. Raj Narayan Yadav, Mrs. Hima Rawal, Mr. Besh Raj Pokhrel, Mrs. Madhu Neupane, Mrs. Saraswoti Dawadi, Mr. Ashok Sapkota, Mr. Resham Acharya, Mr. Laxami Prasad Ojha, Mr. Guru Prasad Poudel, Mr. Khem Raj Joshi** and other readers, lecturers and teachers of the Department of English Education, Tribhuvan University, Kirtipur Kathmandu for their invaluable and inspirational lectures.

I would like to thank Ms. **Madhavi Khanal** and Ms. **Nabina Shrestha** for their kind help in library study.

My special thanks go to all the respondents who provided valuable information required to complete this study.

Last but not the least; I would like to extend heartily thanks to my respected family members and relatives who have always been with me in every hardship.

**Milan Tamang**

## **ABSTRACT**

The present thesis entitled **Teachers' Perception towards Using Internet in ELT** aimed to find out the perception of the teachers towards using internet in ELT.

Keeping the objectives in consideration, 40 English language teachers from different campus of Sankhuwasabha district were sampled through purposive sampling. A set of questionnaire was the tool of data collection. After the analysis and interpretation of the raw data, it was found that ELT teachers have positive perception towards internet. Majority of teachers do not have internet access even though they have positive perception about internet. Only 10% teachers have knowledge and access of internet. Internet and English language teaching and learning are closely interrelated to each others. Internet motivates the language learners in learning and teaching in classroom.

This thesis consists of five chapters. Chapter one is an introductory part. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Chapter two consists of review of the related



theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, The third chapter deals with methods and procedures of the study under which design and method of the study, population, sample and sampling strategy, study area/field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure are mentioned. The fourth chapter incorporates the analysis and interpretation of results and summary of findings. Finally, the fifth chapter deals with conclusion and recommendations. Implications of the study at policy related, practice related and further research related are suggested. The overall discussion is followed by references and appendices.

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Table 2: Teacher's Knowledge of ICT

Table 3: Internet as a Tool of Motivation

## ABBREVIATIONS AND SYMBOLS

&	: And
CUP	: Cambridge University Press
Dr.	: Doctor
Eg.	: For Example
ELT	: English Language Teaching
Et.al.	: And Others
i.e.	: That is
Ibid.	: In the Same Book and Page Number
M.Ed.	: Master of Education
No.	: Number
OUP	: Oxford University Press
P.	: Page
Per.	: Percentage
Prof.	: Professor
Reg.	: Registration
RUP	: Rutgers University Press
TEFL	: Teaching English as a Foreign Language
T.U.	: Tribhuvan University
Viz.	: Namely