CHAPTER ONE

INTRODUCTION

This study is about **Teachers' Perception towards Using Internet in English Language Teaching.** In this study, I have made an attempt to explore the perception of teachers who are teaching in college level about the use of internet in the ELT classroom. This is an introductory section that includes background of the study, statement of problem, objectives of the study, research questions or hypotheses, significance of the study, delimitation of the study and operational definitions of the key terms.

1.1 Background of the Study

This is the age of information and communication which has brought drastic changes in human life. That's why the contemporary world is heavily influenced by the technology. Scientific technology such as computer, fax, e-mail, internet, network (facebook, twitter, google plus, viber) blogs, websites are used for the benefit of people. The world becomes global village because of the magical development in the field of technology. Technology is the part of our life nowadays. It covers almost all aspects of human life like social, economical, cultural, educational and political.

Actually, this study is done for the research of teachers' perception towards using internet in English language teaching. Language teaching involves both teachers and learners. English language teaching is teaching a foreign language in case of Nepal. In teaching and learning the second language, internet helps the L2 teachers and learners to learn about language.

The information technology is essential in second language acquisition (SLA). Chapelle (2001, p.1) says:

> As we enter the twenty first century, everyday language is so tied to

> technology that learning language through technology has become a fact of life with important implications for all applied linguists, particularly for those concerned with facts of second language education.

Internet is a worldwide network in which typically all computers in the institutions or campuses, cyber cafes and homes are connected to each other. It is thus possible to share files among the users. This creates imminence possibilities for collaborative language learning (as cited in Kroonenberg, 1995 http: liteslj org).

The internet is a network of networks. Millions of computers all over the world are connected through the internet. Computer users on the internet can contact one another anywhere in the world. If our computer is connected to the internet, we can connect to millions of computers. We can gather information and distribute our data. Dudeney (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 a secretive field enjoyed-and jealously guarded- by a few selected individuals."

The internet application that is currently drawing the most attention is the World Wide Web (www). WWW is a series of servers that are interconnected through hypertext. Hypertext is a method of presenting information in which certain text is highlighted that, when selected, displays more information on a particular topic. Using the World Wide Web, the students can search through millions of files around the world within minutes to locate and access authentic materials (e.g. newspaper and magazine article, radio broadcasts, short videos, movie reviews, book excerpts) exactly tailored to their own potential interests. They can also use the web to publish their texts or multimedia computers to share with partner classes or with the general public.

On the one hand, computer education serves as knowledge and skill for students' employment preparation as well as for national economic

development. On the other hand, the Internet has been the medium of unlimited resources to broaden the knowledge of teachers worldwide. The use of Internet in education can be the blueprint that predicts integral development of a country. The effectiveness of the use of computer and the Internet in education may be an important factor in determining which countries will have overall success in the future.

If we see the history of English language teaching in Nepal formally dated back from the establishment of Durbar High School by "Shree Tin" Janga Bahadur Rana in 1854 A.D. after return back from the Great Britain (Sharma, 2057). It was the first educational institution in Nepal which commercialized the English education system. Thereafter, English language has been teaching as a foreign language in Nepal. Foreign language refers to a non-native language which is learnt on the environment of one's native language. It is learnt after learning mother tongue or first language. It is taught as a compulsory subject from primary level to college level.

1.2 Statement of the Problem

The statement of problem concerns with issues related to the title 'teachers' perception towards using internet in English language teaching'. In case of Nepal, most of the teachers do not use e-mail, internet, and computer in language teaching. IT (information technology) is cry of the day in every field in the world. It means, IT heavily influences education, health, business, industries, politics. It plays the vital role in teaching the English language. The ELT teachers should have good knowledge of internet to explore the teaching materials. But in Nepal, all the English language teachers do not have adequate access in internet. That's why, based on the study, the problem going to be explored is whether the internet is useful/or not in English language teaching and either teachers have positive or negative perception in use of internet in their ELT classroom.

2.3 Objectives of the Study

The objectives of this study were as follow:

i) To find out the teachers' perception towards use of internet in ELT.

ii) To suggest some pedagogical implications.

1.3 Research Questions

The research questions of this study were as follow:

i) What are the perceptions of ELT teachers towards use of internet in ELT class?

iii) What are the advantages and disadvantages of internet?

1.5 Significance of the Study

Teaching and learning English language is cry of the day but it is not an easy task. To teach effectively and purposefully, the teacher can use technology in their ELT class. Internet is the one of the best means of technology for the sources of knowledge. Due to the internet, the teachers can teach lively and practically ELT classes. On the other hand, learners also learn the language effectively. This study will be useful for the people especially involved in the of language teaching. Especially, it will be significance for the students of language, teachers, syllabus designers, textbook writers, subject experts and so on.

1.6 Delimitations of the Study

The study had the following delimitations:

i) The study was limited to colleges of Sankhuwasabha district.

ii) This study was limited to the English language teachers.

iii) The tools and techniques of data collection were a set of questionnaire.

iv) The sample was 40 teachers.

v) This study was limited to use of internet in ELT class.

1.7 Operational Definition of the Key Terms

The following important terminologies are used in this study:

Perception: an idea, a belief or an image you have as a result of how you see or understand something. Here in this research, it refers to the beliefs of teachers of using internet in the ELT classroom.

Internet: an international computer network connecting other networks and computers from companies, universities.

Profession: a type of job that needs special training or skill especially one that needs a high level of education. In my study, it refers to the teaching profession at college level.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter concerns with the review of related literature for the study. I have consulted different books, articles, journals, and theses to complete the study. This chapter includes theoretical literature review, empirical literature review, implications of review for the study, and conceptual framework.

2.1 Review of Theoretical Literature

This sub- chapter deals with different theoretical perspectives related to the factors that directly or indirectly associate with the English language teaching. English language teaching is cry of the day. To make ELT classes more effective, we can use the different internet resources. But the teachers do not perceive internet as a source of teaching because they may not have good knowledge in ICT. Internet can play the vital role in teaching profession. Using internet in teaching may have both positive and negative aspects to the students and the teachers. Positive aspects can be source of knowledge, materials, familiar with technology, means for self study, to be up-to-date with global world and supportive for teaching and learning. And negative aspects also can be costly, use for entertainment only, no access for all, use for criminal activity. The theoretical review of the related literature is mentioned below:

2.1.1 Perception: An Introduction

We all have perception about anything because we have mind. Here, perception simply means how a person takes about a thing. It is the way of understanding and interpreting something in his/her own way. Hornby (2010), perception refers to (a) the ability to see, hear, or become aware of something, through the sense, (b) a way of understanding or interpreting, something and, (c) be ability to understand the nature of something; insight. It generally refers to the way

that one thinks about someone or something or the impression one has of it. To be precise, it means the understanding of somebody about something. Obviously perception varies from one person to another. It is perception that determines the behavior and the belief system of the people. Sometimes if the perception is positive towards something, it helps to bring about the expected changes in the fields of interest. All in all, perception is term that is used to refer to the way one behaves and/or believes in a particular way. Hence, the very term in this study indicates how the parents and the teachers understand or think of the students' actual level of performance in English they have developed after studying it for about a long time.

2.1.2 English Language Teaching (ELT)

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Richards and Rodgers (2001) state that language teaching in twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Much like water and air, today English language is being one of the very basic needs of the world's people. It has global spread and is used globally. This indicates to the fact that English language has received the recognition of global use or it is being one of the international languages. People in each corner of the world teach and learn this language. The English language teaching and learning has received very important place in today's time because it is similar with the case that human life will become paralyzed if petrol and computers are not available anymore and people of the world will become useless and jobless without the proper knowledge of English language. Different countries of the world use English language for

different purposes like the countries:

- Britain, USA, and Australia use English language as the primary language for the purpose of communication, teaching and learning and official purpose as well.
- In some other countries like India, Nigeria, Singapore use English as an official or widely-used second language.
- Finally, some other countries use English as a foreign language like in Nepal, Japan, China.

This is the present scenario of English language in the world. Therefore, it is very important for the teachers to realize that ELT is a subject through which the students are expected to develop their English language proficiency and this could only be done if the students get ample opportunity to use English in their classroom activities. The teachers need to address the elements of ELT in the class. The elements of ELT include of the following types:

Teaching Language Skills

- Teaching listening skill
- Teaching speaking skill
- Teaching reading skill
- Teaching writing skill

Teaching language aspects

- Teaching vocabulary
- Teaching pronunciation
- Teaching grammar
- Teaching language functions

2.1.3 English Language Teaching Situation in Nepal

Bhattarai (2006), in the context of Nepal, though there exists different types of education system and/or different types of schools, two of the types of schools viz. government aided public schools and institutional schools have the dominant role. In case of institutional schools, all the subjects are taught in English except Nepali, whereas in government- aided public schools, all others subjects except English are taught in the national language Nepali as a medium of instruction. However, both these streams meet finally at the same point; complete for the same when students sit for school leaving certificate examination at the end of tenth grade. Although approximately five hundred thousand students appear in each of these national examinations every year, only half of those go to the university level examination. And alarming number of students from the Nepali medium school fail because they cannot secure pass mark in English which is a huge wastage in resources(Bhattarai, ibid). Classes in Nepal are usually large. It is a great challenge for teachers to manage large classes with mixed ability students. Individual differences, learning ability of the students, and personal strategies are to be taken into consideration in the classroom instruction. Most of the language classes are conducted in large classes and the lecture method, as a common tool of instruction is used in the classroom (Bhudathoki, 2010). Students involve in rote learning and low priority is given to active participation of the students (Shrestha, 2013). National Curriculum Framework (2063) clearly mentions that the medium of instruction of English subject should be in English. Conversely, it is not implemented satisfactorily in all the cases. Some private schools in certain places teach their students through English. Beside these places, translation, paraphrasing and lecture methods are popular.

By and large, language is a means of communication and system of systems, too. It is revealed that the present trend of teaching and learning of English is to communicate in English in certain circumstances. But in reality, there is very little progress in communication. Poudel (2013) through his research work

found out that the English language teachers in the contexts of Nepal are using communicative method non-communicatively.

2.1.4 The Internet

The internet is a computer network that is made up of a huge number of networks worldwide. It is constituted of a series of interrelated web systems. The internet, sometimes calls simply 'the net', is a worldwide system of computer networks-a network of networks in which users at any one computer can, if they have permission, get information from any other computer. E-mail is one of the applications of the internet. It can be used to exchange the messages. The students and teachers can use e-mail and internet for various purposes of their tasks. In this regard, Warschauer and Whittaker (2002, as cited in Richards and Renandya, eds.) note:

> There are several possible reasons for using the internet in language teaching. One rationale is found in the belief that the linguistic nature of online communication is desirable for promoting language learning. It has been found, for example, that electronic discourse tends to be more lexically and syntactically complex than oral discourse and features of a broad range of linguistic functions beneficial for language learning. Another possible reason for using the internet is that it creates optimal conditions for learning to write, since it provides an authentic audience for written communication. A third possible reason is that it can increase students' motivation.

Wikipedia, the Free Encyclopedia- the internet is a global system of interconnected computer networks that use the standard internet protocol suite (TCP/IP) to link several billion devices worldwide. It is a network of networks

that consists of millions of private, public, academic, business and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. The internet carries an extensive range of information resources and services such as the inter-linked hypertext documents and applications of the World Wide Web (WWW), the infrastructure to support e-mail and peer-to peer networks for file sharing and telephony.

2.1.5 Internet in Education

The internet is a computer network made up of thousands of networks world wise. Hyden (2000, p.10) defines:

> A computer network is basically a bunch of computers hooked together to communicate somehow. In concept, it's sort of like a Radio or TV network that connects a bunch of Radio or TV stations so that they can share the latest episode of the x-files.

The application of the Internet is the World Wide Web (www) which is a series of servers that are interconnected through hypertext. The internet has positive as well as negative aspects. The positive aspects are presented below:

- **Source of knowledge**

  Internet has the vast source of knowledge. We can find various related knowledge which is applicable in our respective field through internet.

- **Source of materials**

  Internet has a wide range of different materials of different fields. These materials are found easily by surfing the internet.

- **Familiar with technology**

  One of the advantages of internet is it makes people familiar with technology. Using internet means the use of latest scientific invention that

makes habituated for using it.

- **Means for self-study**

  There are a lot of source materials, reference books, journals and research articles on the internet. So, it can be used as a means for self study.

- **Up-to-date with global world**

  Internet is also used for social connectivity. There are different social sites that connect the world. Through the interaction with people, one can be updated through it.

- **Supportive for teaching and learning**

  A huge cache of data is available on the internet on every single subject. So, teachers and students can make use of using internet in the teaching learning activities in the classroom or at home.

Some of the negative aspects of internet are presented below:

- **It is costly**

  In the developing countries like Nepal, the internet is supposed to be costly compare to the developed countries.

- **No access for all**

  Due to different reasons like expensiveness, lack of electricity and lack of skilled manpower, there is not the access of internet to all the people.

- **Used for criminal activities as well**

  One of the disadvantages of the internet is it can be used for the criminal activities. Important and secrets information of people or offices are hacked through internet. People may use it for negative purpose as well.

- **Lost creativity of the individual**

  Relying heavily on the internet creates problem to the individual. The habit of searching source materials on the internet paralyzes the mind of person which may make dull in the future.

- **Use for entertainment only**

  There are a lot of online games on the internet. We can find different movies, entertainment applications on it. So, there are the chances that the students may use it only for entertainment purpose which harms their study.

2.1.6 Internet as a Tool of Language Learning

Webster (2005) says, the Internet is generally defined as a worldwide network of continually connected computer systems. It is a network of networks. Millions of computers all over the world are connected through the internet. Computer users on the internet can contact one another anywhere in the world. If our computer is connected to the internet, we can connect to millions of computers. We can gather information and distribute our data. Dudeney (2000) 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. Nevertheless, Internet-based lessons should include a pre-computer task, the main task and post-computer task.

The internet application is currently drawing the most attention is 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 and magazine article, radio broadcasts, video clips, movies, books, book reviews 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 the language 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 language learning activity.

Similarly, many English teachers recognize the potential of the internet for long-distance communication. It enables English language to communicate with others across the globe. It provides them the opportunity to exchange the information with the students and other related personals. Through the use of internet there are three types of electronic communications possible within a single class i.e. teacher-student communication, outof-class electronic discussion, and in class, real time electronic discussion. Although the potential of the Internet for educational use has not been fully explored yet and the average schools still make limited use of computers, it is obvious that we have entered into a new age in which the links between technology and the TEFL have already been established. The development of the Internet has brought about a revolution in the teachers' perspective, as the teaching tools offered through the network gradually becoming more reliable. Now-a-days, the internet is gaining immense popularity in foreign language teaching and more and more educators and learners are embracing it.

According to Murray (1999, as cited in Linder 2004, p. 11), the ideal internet access through computer labs in education is not uniform. Internet access tends to be greater developed in developed nations than in developing nations, and within nations accessibility tends to be greater in more affluent urban areas than in less affluent outlying areas. Likewise, Linder (2004) says that "Using the internet for language teaching is not a simple endeavor; the internet is actually many different things, each with a different pedagogical value". He further 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. He lists the following five basic possibilities that the internet offers for the networking English 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.

vi) The students have access to authentic English 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 emails) or a text-based meaning sharing

2.1.7 IT Policy in Nepal

IT policy in Nepal is formulated in 2057 B.S. (2000 A.D.) with the vision to place Nepal on the Global map of Information Technology within the next five years. The Information Technology Policy was developed to attain the following three objectives:

i. to make information technology accessible to the general public and increase employment through this means;

ii. to build a knowledge-based society;

iii. to establish knowledge based industries.

There are 17 policies formulated for the implementation of the strategies. The policies which are related to computer, internet and education are listed below:

i. to provide internet facilities to all village development committees of the country in phases;

ii. to render assistance to educational institutions and encourage native and foreign training as a necessity of fulfilling the requirement of qualified manpower in various fields pertaining to information technology;

iii. to increase the use of computers in the private sector;

iv. to use information technology to promote e-commerce, e-education, e-health, among others, and to transfer technology in rural areas;

v. to include computer education in the curriculum from the school level and broaden its scope.

To implement the national information technology policy and fulfill its objectives, different plans are mentioned which are as follows:

i. participation of private sector in infrastructure development;

ii. human resource development;

iii. dissemination of information technology;

iv. promotion of e-commerce and so forth, and

v. facilities

Under infrastructure development, IT policy aimed to establish an internet node in all development regions by fiscal year 2058/ 059 (2001/ 2002) and in district headquarters by fiscal year 2060/ 061 (2003/ 2004) with participation of the private sector in order to make internet available throughout the kingdom as well as to extend the use of internet to rural areas gradually. Similarly, under human resource development, IT policy aims to formulate a long term program with a slogan "computer education to all by 2010 A.D." and to teach computer education as an optional subject in some public secondary schools from the coming academic year and to make a compulsory subject in phases. Another plan is to make the knowledge of computer compulsory to all newly recruited teachers in phases so as to introduce computer education in schools, and

provide computer education to all in- service teachers in phases through distant education. IT policy gives emphasis to providing computer education from the school level. There is a plan to make internet facility available free of cost to universities and public schools for four hours a day within the next five years to provide computer education in a systematic way.

Some of the measures that IT policy plans to pursue for the extensive dissemination of information technology are given below:

i. To introduce the distant learning system through the internet and intranet as well through radio and television;

ii. To develop networking systems like school-net, research-net, commerce-net and multilingual computing;

iii. To formulate and launch a three year programme to extend the use of computer in governmental offices;

iv. To link all ministries, departments and offices to the internet, and to encourage other agencies to be linked through the internet.

The plan regarding computer and internet that IT policy aims to implement within five years has not been implemented to the full extent till now.

To conclude, we can say that the value of the internet for English Language teaching and learning is undeniable. As a source of authentic materials, a place for publication for material produced in the classroom, and a tool for intercultural communication, it is particular useful when doing project-based and content-based work.

2.2 Review of Related Empirical Literature

In this section, the theses that have done in the related topic of this study are reviewed. These theses are Luitel (2007), Adhikari (2008), Khanal (2008), Paneru (2009), Gohiwar (2009) and Pandit (2011). They helped me to carry out

my work in a good way because they gave me an outline.

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."

Luitel (2007) made a research study on "Language Study on SMS". He has represented the comparative analysis of the characteristics of English used on SMS. The comparison has done in syntactic structures, mechanism of writing, abbreviation non-linguistic sign, numerals, code mixing and formality of language. He has found that there is maximum use of self created abbreviation in the language use on SMS.

Adhikari (2008) conducted research on "Effectiveness of using computer in teaching vocabulary." He aims at finding 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 concludes 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, cultural perception, computer competence and the availability of computer and the internet. 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.

Gohiwar (2009) carried out research on "Effectiveness of using Power Point in teaching English tense." He aims to find out the effectiveness of using PowerPoint in teaching English tenses incase of secondary level students in a private English Boarding School in Kathmandu Valley. For this purpose, he analyzed and interpreted time-on-tasks in daily classroom teaching, pre-test, post-test, and progressive tests as well. He used both primary and secondary sources of data. The primary data was elicited from the forty students of grade 9 of Milan Vidya Mandir, Anamnagar by administering time-on-tasks, pre-test, post-test and progressive tests. The secondary sources of data he used were Midas CD-ROM, Ratanagar CD-ROM, Burns (1999) and grade 8 and 9 English textbooks. His conclusion is that the use of PowerPoint in teaching the English tenses is an effective way of presenting them in the classroom in the case of ninth graders of Milan V idya Mandir School, Anamnagar.

Paneru (2009) conducted research on "Use of computer for Teaching English Grammar." The objectives of his study were to find out the effectiveness of the use of computer in the teaching of grammatical items such as: i) reported speech ii) tense iii) conditional clauses iv) subject verb agreement v) relative clauses vi) use of neither and so vii) voice viii) use of modal verbs ix) use of like and prefer verbs. The class tests were given to the students at the interval of every six or seven lessons of grammar items taught with the help of computer. He concludes his study saying that teaching grammar using computer was more fruitful than teaching it without.

Pandit (2011) conducted research on "The Impact of Internet on Language Learners in ELT". He aimed to find out the opinion of students towards the use of internet in ELT and also find out the impact of use of internet in ELT. He delimited the study in university campus Kirtipur of M.Ed and M.A second year English students. He prepared questionnaire as a data collection tool. He concluded the study stating that most of the students of M.Ed and M.A use internet in ELT class and motivated the learners to learn English language.

2.3 Implications of the Review for the Study

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

Perceived problems of beginning teachers in their first years of teaching are reviewed. Issues such as the reality shock and changes in behaviors and attitudes are considered and person specific and situation specific differences, views of the principles, problems of experienced teachers, and job satisfaction of beginning teachers are discussed also.

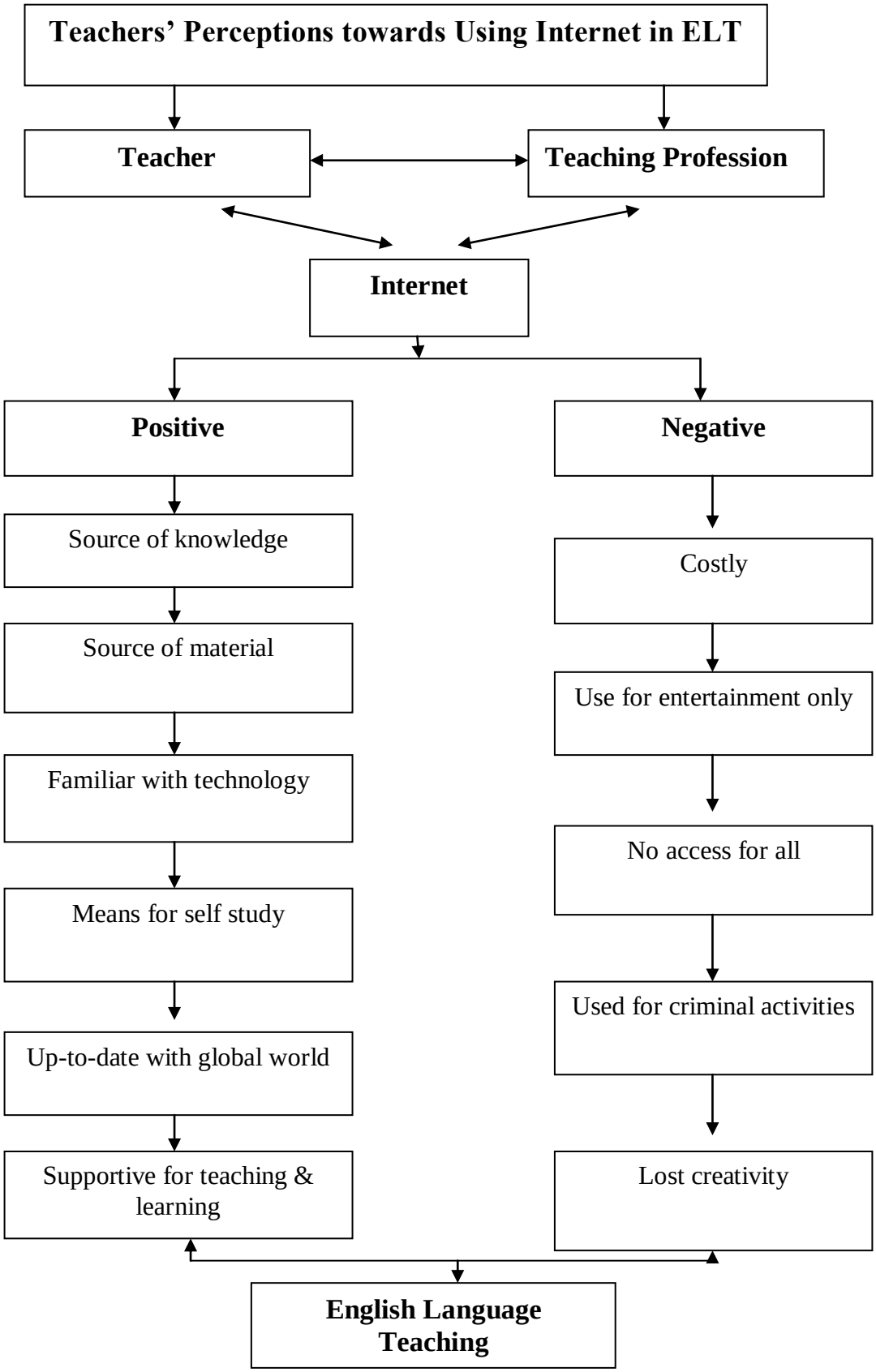
These all abovementioned research work will help me while caring out my own research for that these helps me while collecting data from different sources. Similarly, I will be benefitted to analyze the data and find out the appropriate findings by looking their research. These previous research works helps me for find out the strategies used by ELT teacher and their problems that they face while presenting their lesson.

Therefore, my study is new in the field of English education especially in the Department of English Education and this work is new attempt in the

exploration of above mentioned untouched areas. Kathmandu 'valley is the capital city of our country where the technologies are more available but Sankhuwasabha district is rural one where there is no enough access on technology. The objectives are also different in his study and my study. The sample size is also different; he selected 119 samples but I selected 40 teachers as sample.

2.4 Conceptual Framework

The conceptual framework of my research is presented below:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the objectives of this study, the following methodologies and procedures have adopted.

3.1 Design and Method of the Study

Research is multidimensional activity that is done to discover the truth. It is learning and interactive process. Kumar (2005) says that research is a way of thinking. It is the process of describing a series of sequential steps, beginning with identification of a research problem or question, than to a statement of a conceptual modal, data collection and finally analysis and conclusions. Nunan (1992) says that research is a systematic process of formulating questions, collecting relevant data relating to such questions, analysis and interpreting the data and making the result publicly accessible.

This study was carried out with the survey research design. There are many research designs. Among them survey research design was most reliable to this research topic. To define the survey research, various scholars had forward their unique views. According to Cohen (2000), surveys are the most commonly used descriptive methods in educational research and may vary from large scale government investigation to small studies carried out by a single researcher. This study is of survey type because of the following:

i. This study was conducted to identify the perception of teachers towards using internet in ELT classroom.

ii. This study represented whole Sankhuwasabha district.

iii. Population sample was carried out from the large number.

iv. Data were collected at a single time.

v. Dual approach of data collection was utilized.

vi. The findings were generalized to the whole population.

To complete this study, I followed these steps:

- going to the field and contacting the informants
- establishing rapport with respondents
- distributing research tools to respondents
- collecting the information/data
- analyzing the data
- comparing the data
- calculating the findings
- listing the suggestions.

3.2 Population, Sample and Sampling Strategy

The population of this study consists all the English language teachers who are teaching in various colleges of Sankhuwasabha district. Among them, 40 teachers were selected as the sample. I used purposive sampling procedure to select the sample to achieve the objectives of this study.

3.3 Study Areas/ Field

Colleges of Sankhuwasabha district were the study area for this study.

3.4 Data Collection Tools and Techniques

Questionnaire was the data collection tool for this study. The questionnaire consisted both open-ended and close-ended questions.

3.5 Data Collection Procedures

In order to collect the authentic data, after determination of the prerequisites, I visited different schools, colleges and established rapport with the concern authority. After clarification of the purpose and getting approval, I visited the English teachers and handed the questionnaires to them appealing them to complete them within a week as per the constrained time. Then, the questionnaires were collected from the respondents for the further steps.

3.6 Data Analysis and Interpretation Procedures

Most of the survey researches are qualitative and quantitative in nature. Being a survey research, it has the characteristics of both qualitative and quantitative analysis. In this study, I analyzed the data descriptively and statistically.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter incorporates analysis and interpretation of the data which have been collected from different sources. Data were collected using questionnaire. In this section, the researcher has mostly tried to analyze the data, using descriptive approach. Moreover, statistical tool like percentage is used to show it more vividly. So, this chapter includes the analysis and interpretation of data obtained from the respondents to fulfill the set of objectives.

4.1 Analysis of Teacher's Perception of internet in ELT of Close-ended Items

This is the era of science and technology. Because of science and technology, this world has become the global village. In the field of language teaching and learning, the science and technology has brought drastic changes by which the teachers and students have been facilitating in their English language teaching and learning.

The researcher conducted a survey research to findout the teacher's perception in internet in ELT in a Sankhuwa-Sava district. 40 teachers were selected as the sample population and their attitudes were collected. Sankhuwa sava district lies in a himalayan region which is rural one. By collected data, it comes to know they are very poor in using internet in their language teaching. Even though, some of the teachers don't know much about the internet. It means, they don't have the knowledge of internet let alone the use of the internet in their classroom. But they have the positive attitude about the internet in English language teaching. The data shows that they are interested to learn and teach English language by the internet.

The responses of the close-ended items which had the options of **'Yes', 'No'** and **'Not Sure'** are presented in the following table.

Table 1

Teachers' perception oo advantage of using internet in ELT

S.No.	Items	Yes	No	Not Sure
1.	Teachers can learn English language through the use of internet.	40 (100%)	0 (0.00%)	0 (0.00%)
2.	Internet is an authentic source of materials for English language learning and teaching	36 (90%)	0 (0.00%)	4 (10%)
3	The internet is an interesting tool of ELT	38 (95%)	0 (0.00%)	2 (5%)
4	The use internet facilitates use for the all round development of the English language skill	39 (97.5%)	0 (0.00%)	1 (2.5%)
5	Internet has advantages to ELT teachers	39 (97.5%)	0 (0.00%)	1 (2.5%)
6	We can find difference materials from the internet	33 (82.5%)	0 (0.00%)	7 (17.5%)
7	Internet helps us to present language items in ELT classroom.	39 (97.5%)	0 (0.00%)	1 (2.5%)

The above table shows the teachers' perceptions towards using the internet in

ELT. As in item no.1, 100% or all the teachers thought that English language can be learnt through the use of internet. Similarly, in second statement, 90% of the total respondents said that internet is an authentic source of materials for English language learning and teaching. Only 10% respondents are not sure about this. Likewise, 95% of the total respondents said that the internet is an interesting tool of ELT and 5% respondents were not sure about it in the third statement.

Furthermore, the next statement was 'the use of internet facilitates the all-round development of the English language skill'. In response to this statement, 97.5% of the total respondents said 'yes' and 2.5% respondents were not sure about it. More than 97% respondents said that internet has advantages to ELT teachers and less than 3% respondents were not sure about it. The next statement was 'different materials are found in internet'. 82.5% respondents said 'yes' and 17.5% respondents were not sure about this statement.

In the final statement of the above table, 97.5% respondents said that the internet helps us to present language items in ELT classroom. Only 2.5% respondents said they are not sure about it.

From the above analysis, it can be concluded that the teachers have positive perceptions towards the use of internet. They are aware of using internet and they surf internet for useful and valuable information to present in the ELT classroom.

4.2 Teacher's Knowledge of ICT

It is believed that the language teachers should have necessarily the good knowledge of ICT because the language teachers can get the many more resource materials in internet. But the condition of developing country like Nepal is very backward in the field of ICT. The teachers do not have adequate knowledge of internet. On the other hand, there is no good provision of email-internet or ICT in colleges. Even if there is the facility of Internet, the teacher's

may not have knowledge how to use and how to get materials. And the concern authority is not giving them training and they themselves are not learning so effectively. The following table shows knowledge of teachers about internet.

Table 2

Teachers' Knowledge of ICT

No. of teachers	Knowledge of Internet		Learning	
	Yes	No	Self	Others
10%	√		√	
90%		√		

The above table 2 shows the situation of the teachers about the knowledge of internet. Only 10 percent teachers have the knowledge of internet and remaining 90% teachers do not have knowledge about it.

4.3 Internet as a Tool of Motivation

Either teaching or learning, motivation plays vital role. All the time, the teachers or students are not getting motivated in language teaching and learning. Teachers are also learners whereas the learners are always searching of knowledge. To learn something new, s/he has to search something that is possible and easy in internet. Use of internet in language teaching motivates the teachers in their profession because they can find teaching materials and information's as required. Moreover, they find both materials to learn and to teach English. For learning, there are many learning exercises and new ways of presentation about language by language experts and for teaching new innovation techniques. The responses of the respondents about the internet as a tool of motivation is presented below:

Table 3

Motivation of Internet

S.N.	Items	SA	A	NS	D	SD
1.	Internet creates a strong motivation for learning and teaching English language.	38 (95%)	0 (0.00%)	2 (5%)	0 (0.00%)	0 (0.00%)
2.	Use of internet for the English language learning can help us for our self study	85 (87.5%)	3 (7.5%)	2 (5%)	0 (0.00%)	0 (0.00%)
3.	The use of internet is a waste of time and money	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (12.5%)	35 (87.5%)

Where, SA = Strongly Agree, A = Agree, NS = Not Sure
D= Disagree, SD = Strongly disagree

The above table 3 shows the responses of the respondents about the internet as a tool of motivation. In the statement no.1, 95% of total respondents strongly agreed that the Internet creates a strong motivation for learning and teaching English language and 5% respondents were not sure about it.

The next statement was ‘the use of internet for the English language learning can help for self study’. In response of this statement, 95% of total respondents agreed it and 5% respondents were not sure about it.

In the response of the final statement of the above table, all the respondents i.e. 100% disagreed that the use of internet is a waste of time and money. From this analysis, it can be concluded that the internet is a useful and motivational material for ELT.

The teachers who are teaching using internet, they are motivated but the teacher's who are teaching not using internet also agree that the internet motivates them in language teaching and learning. Those teachers who use internet in English language teaching said that they could easily find the things what they need. Moreover, internet helps them in their classroom presentation of language.

4.4 Availability of Computer and Internet

Sankhuwasava is a rural district of Nepal which lies in himalayan region. There is not good access of computer network and internet. Computer and Internet are the goods means of language learning but the colleges of Sankhuwasabha district can't afford the facilities of it. The reason behind the lack of computer and internet is lack of physical infrastructure of the colleges and don't have enough capital to buy the accessories of ICT. On the other hand, the teacher's also don't have the access of computer and internet. They are not ready to buy computer and the computers are not easily available. Because of least developed of infrastructure of development like road, communication, education. The communication network does not work properly and enough.

4.5 Internet and English Language Teaching: Analysis of the Responses of Open-ended Items

Teaching English language is teaching a foreign language in Nepal. English is an international language which has been teaching in Nepal as a compulsory subject in school level to college level. Teaching English language is getting more priority than other language. The respondents had positive as well as mixed views regarding the use of internet. It was found that most of the respondents said that a teacher can learn many things related to language teaching. So, they think the Internet helps in language teaching. They said that due to the lack of electricity and internet facilities, the teachers are not using the Internet in their classroom teaching.

The respondents believe that the Internet facilitates teachers to find new data, new idea, new techniques and ways of teaching the language that assist in their teaching profession. They said that it also helps to use language function as well as grammatical function and other teaching items and help to develop language skills. The respondents had pinpointed the advantages and disadvantages of internet as well which is discussed in the next heading. In the responses, it was found that internet is means for self study to some extent that provides materials of different field and aspects. The respondents said that they find both learning and teaching materials of English. For learning, they search for exercises and new ways of presentation about language and for teaching; they go for new innovative techniques.

Internet can be the part of ELT. Right way of using internet with ELT can be beneficial. For learning, there are many learning exercises and new ways of presentation about language by language experts and for teaching new innovative technique can be there.

Internet is the networks of computers which connects worldwide. Internet and English language teaching have the close relationship. All most all the teachers have the opinion that internet can help in language teaching. They said that the

things which are necessary for teaching and learning of English language available in internet. Internet can foster the knowledge of ELT teachers. Language teaching can be the effective. If the teachers use the internet in classroom, the students get motivated in English language teaching. The teacher gets the ideas and techniques to present the language items in classroom by the help of internets. Internet makes the language teaching and learning easy and effective. The teachers and students and get the necessary materials or they can search any things which they need. Audio materials, video materials and audio-video materials are also easily found and can practice by the learners. So language teaching won't be burden for the students and language teachers can also present any skills and functions of language easily and comfortably but the teachers should have the good knowledge of computer and internet.

4.6 Advantages of Internet in English Language Teaching

The respondents have given the following advantages of internet in English language teaching.

i. Availability of language teaching materials, information and methodology to use them in classroom teaching.

ii. Internet motivates the language learners both teachers and students.

iii. It helps teachers to find out the new innovative techniques.

iv. The language teaching and learning will be effective and long lasting.

v. All kinds of audio, video and audio-video materials which are necessary in language teaching can get easily.

vi. It helps in presentation of classroom. Because the teachers can prepare himself or herself before going to classroom.

vii. Internet helps in carrying out the research of any topic because the needed information for the research can be found easily.

viii. The language teachers can have the access of reference material through the internet. The teachers can't busy and all the materials, books, etc. related to English language teaching and impossible too.

ix. Internet helps to the language learners who do not have time to go the colleges or university. In other words, it helps in self study.

The respondents have pinpointed some disadvantages of internet as well like it destroys the creativity of teachers and learners, and avoid book reading habit.

4.7 Internet: Means of Self Study

This study shows that the internet is the good means of self study. All the learners of English language may not have time to go to regular classes in colleges or university. The language learners may involve in any kind of job. This kinds of language learners can learn English language through the internet as their suitable time.

Majority of teachers (95%) are agreed with internet as a means of self study but minority (5%) is unsure about it. Because the minority teacher. (5%) does not know much about the internet. But the teachers (10% who have access of computer and internet) are strongly agreed with this statement and they have been learning English Language through the internet. They put forward their view about it is that the teachers learn everything about the language like, skills, pronunciation, function etc. By taking information from the internet, the teachers present the language items in classroom and suggest, the learners to go through the internet, website. The language teacher finds the things that s/he needs in the internet and this helps in his/her professional skill development.

4.8 Summary of Findings

The summary of the findings is presented below:

Teachers' Perceptions on the Positive Aspects of the Internet

- Hundred percent (100% respond0ents thought that English language can be learnt through the use of internet. So, they positively perceive the use of internet in ELT.

- Ninety percent (90%) of the total respondents said that internet is an authentic source of materials for English language learning and teaching. So, they positively perceive the use of internet in ELT that provides authentic source of materials.

- Ninety-five (95%) percent of the total respondents said that the internet is an interesting tool of ELT.

- More than ninety seven percent (97%) said the use of internet facilitates the all-round development of the English language skill. So, they positively perceive the advantage of internet that facilitates the all round development of English language skills.

- More than ninety-seven percent (97%) respondents said that internet has advantages to ELT teachers.

- More than ninety-seven percent (97%) respondents said that the internet helps to present language items in ELT classroom.

Teachers' Perceptions on Internet as a Tool of Motivation

- Ninety-five percent (95%) of total respondents strongly agreed that the Internet creates a strong motivation for learning and teaching English language. So, it is found that the internet is a motivating tool for ELT classroom.

- Ninety-five percent (95%) percent of total respondents agreed that the use

of internet for the English language learning can help for self study.

- All the respondents i.e. hundred percent (100%) disagreed that the use of internet is a waste of time and money. So, it can be concluded that internet has a wide range of advantage and it is not the waste of time.

Teachers' Perceptions Summarized from the Open-ended Items

- Majority of the respondents are positive about the complexity of use of computer and the internet for educational and curricular activities if they were provided the sufficient access and trainings on computer and the internet.

- The teacher's perception on relative advantages of computer and the internet is highly positive. They responded that teaching with technology creates the interest in students, saves times and teachers present the language items effectively.

- Teacher's attitudes towards the use of computer and the internet have been recognized as an important factor for implementing the technology in teaching and learning activities.

- The respondents believe that the Internet facilitates teachers to find new data, new idea, new techniques and ways of teaching the language that assist in their teaching profession.

- They said that it also helps to use language function as well as grammatical function and other teaching items and help to develop language skills.

- It was found that most of the respondents said that a teacher can learn many things related to language teaching. So, they think the Internet helps in language teaching.

- The respondents said that they find both learning and teaching materials of English. For learning, they search for exercises and new ways of

presentation about language and for teaching; they go for new innovative techniques.

So, the Internet is an invaluable means of language learning. The learners can learn English language using internet because s/he can find many more learning materials which help in teaching too. Internet and English language learning/teaching are closely interrelated each other; in the absence of internet language teaching/learning may not be complete.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.1 Conclusion

The research was carried out to find out the perception of college level English teachers towards using internet in ELT classroom. The researcher has elicited the views of ELT teachers about the topic. The researcher used the questionnaires both open ended and closed ended as research tools to collect the primary data. The researcher selected 40 sample populations from different colleges of Sankhuwasabha district by purposive sampling procedure. The researcher has listed the major findings and implications of the study after the rigorous analysis of the collected data. Both descriptive and statistical methods have been used to analyze the data. The respondents i.e. teachers were asked to find the questionnaire for the collection of data.

After analysis and interpretation of the raw data, the researcher came to the conclusion that the teachers have the positive attitude about internet in ELT classroom. Almost all the respondents i.e. teachers have the some positive attitude even if they all don't have the adequate knowledge about internet. There is lack of adequate access of computer, email, internet in every hook and corners of our country.

To sum up, the respondents implicitly pointed out the use of internet in English language teaching is beneficial and necessary. After all language teaching can be effective and learner centered. The language teachers are attracted towards internet but they don't have access in internet because of geographical topography, lack of physical infrastructure.

5.2 Recommendations

Based on the result of this study the following recommendations and pedagogical implications have suggested below:

5.2.1 Policy Related

The recommendations at policy level are as follow:

1. One of the findings of my study showed that the internet provides authentic source of materials. So, it is suggested to the stakeholders to make clear policy about use of internet in teaching and learning.

2. It was found that many teachers do not have the access to the internet. It is recommended to the concern authorities to provide access of internet and electricity in the ELT classroom.

3. It was found that numbers of teachers do not know how to use internet though they have the facility. So, training, seminar about ICT should be conducted where and when is needed that encourage the language teachers to use internet in English language teaching.

5.2.2 Practice Related

The recommendations at practice level are as follow:

1. As the findings of my study showed that Internet helps to find out huge source of knowledge. So, the teachers are recommended to use the internet in the language classroom.

2. Internet helps to be updated with the global world. The maximum use of it facilitates the students' learning. So, it is recommended to the teachers to use internet in the classroom.

3. The colleges should manage the sources for computer and internet and encourage, the teachers in teaching language by the internet.

4. All the language teachers should have computer and internet access for their professional skills development as well as to transfer the technology culture to new generation.

5.2.3 Further Research Related

The recommendations at further research level are as follow:

1. This research study can be an important secondary source for other research to be undertaken in the topics like use of multimedia in the ELT classroom.

2. This study is limited to the perception of college level teachers towards using internet in English language teaching. Similarly, other levels and areas can be investigated.

3. It is also important to carry out research to identify the causes of teacher's unwillingness to learn ICT and apply in the classroom activities for the better teaching and learning.

4. This study was a small-scale survey. So, the findings cannot be generalizable everywhere. That is why the new researcher can be suggested to take large scaled experimental and action research on the importance of internet in ELT classroom.

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Appendix I

QUESTIONNAIRE

Dear sir/madam,

This questionnaire is a research tool for collecting information for my research entitled **Teachers' Perception towards Using Internet in ELT** under the supervision of Professor Dr. Anju Giri, University Campus Kirtipur. The questionnaire is based on the perception of English teachers towards internet in teaching. Your co-operation in responding the questionnaire and your responses will have a great value in accomplishing my research. I appreciate your perception and assure you that your responses will completely anonymous. Please feel free to put your responses as required by the questionnaire. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Researcher

Milan Tamang

Personal Details:

Name: .....

Name of Institution: .....

Address: .....

Qualification: .....

Experience: .....

Training (if any): .....

Please go through the questionnaire and feel free to answer the questions that seek your individual perspectives towards using internet in teaching profession. And be sure that the survey data will remain strictly confidential and be used for research purposes only.

General Questions

1. How long have you been engaged in the field of English language teaching?

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2. Are you satisfied with your profession?

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3. Textbook is only source of language teaching. Agree/Disagree? Why?

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4. Have you ever written any online articles? If yes, how often?

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5. Have you got any training about ICT? Or have you learnt yourself?

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6. Do you think ICT is necessary in language teaching?

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7. What is your attitude towards internet in language teaching?

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Specific questions

1. What do you think the internet helps in language teaching and learning? Yes/no? How?

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2. Do you use internet in your classroom teaching? Why and how?

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3. What are the learning achievements after using internet in language teaching?

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4. How does the internet help teachers in their teaching profession?

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5. Does internet motivate you in teaching? Why?

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6. How often do you use internet? Does it really help you?

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7. What are the advantages of internet in language teaching?

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8. Does the internet have disadvantages? If yes mention them.

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9. How do you relate internet with ELT?

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10. What kind of materials do you find in internet to learn and teach English language?

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11. Is the internet means for self study? Why? And How?

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.....

12. Does the internet develop the teaching profession?

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Appendix II

QUESTIONNAIRE

Dear sir/madam,

This questionnaire is a research tool for collecting information for my research entitled 'Teachers' Perception towards Using Internet in ELT' under the supervision of Professor Dr. Anju Giri, University Campus Kirtipur. The questionnaire is based on the perception of English teachers towards internet in teaching. Your co-operation in responding the questionnaire and your responses will have a great value in accomplishing my research. I appreciate your perception and assure you that your responses will completely anonymous. Please feel free to put your responses as required by the questionnaire. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Researcher

Milan Tamang

Personal Details:

Name:

.....

.....

Name of Institution: .....

Address: .....

Qualification: .....

Experience: .....

Training (if any): .....

Please go through the questionnaire and feel free to answer the questions that seek your individual perspectives towards using internet in teaching profession. And be sure that the survey data will remain strictly confidential and be used for research purposes only.

General Questions

1. Do you think we can learn English Language through the use of internet?

   a. Yes b. No

2. Do you think that internet is an authentic source of materials for English language learning and teaching?

   a. Yes b. Not sure c. No

3. Do you find the internet an interesting tool of English Language teaching?

   a. Yes b. No

4. Which of the following will you prefer for learning and teaching English Language?

   a. classroom activities b. textbooks

   c. internet d. others

5. Internet creates a strong motivation for learning and teaching English language.

   a. Strongly agree b. Agree c. Not sure

   d. Disagree e. strongly disagree

6. Can the use of internet facilitate us for the all round development of the English language skill?

a. Yes b. No c. Not Sure

7. Use of Internet for the English Language Learning can help us for our self study.

a. Strongly agree b. Agree c. Not sure

8. How often do you use internet for language learning purpose in a day?

a .once b. twice c. more than two time d.not use

9. The use of internet is a waste of time and money.

a. Strongly agree b. Agree c. Not sure

d. Disagree e. strongly disagree

10. Does internet have advantages to ELT teachers?

a. Yes b. Not sure c. No

11. Do you find enough materials that you search for from the internet?

a. Yes b. No c. Not Sure

12. Does internet help us to present language items in ELT classroom?

a. Yes b. No c. Depend on you