

# **TEACHERS' USE OF INTERNET BASED RESOURCES FOR THEIR PROFESSIONAL DEVELOPMENT**

**A thesis submitted to the Department of English Education**

**In partial fulfilment for the Master of Education in English**

**Submitted by**

**SunitaAdhikari**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**T.U. Reg. No.: 9-2-240-651-2011**

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## **DECLARATION**

I hereby declare to the best of my knowledge, that present work is absolutely original. I claim that this is out of plagiarism and I take responsibility of any other fabrication related to this study.

Date : 2019-5-6

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**SunitaAdhikari**

## RECOMENDATION FOR ACCEPTANCE

This is to certify that **Ms. SunitaAdhikari** has completed her M.Ed. thesis entitled **Teachers' Use of Internet Based Resources for their Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance

Date :2019-5-7

---

**Mr. Guru Prasad Poudel (Supervisor)**

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for necessary evaluation from the following **Research Guidance Committee**.

**Signature**

**Dr. PremBahadurPhyak**

---

Lecture and Head

Chairperson

Department of English Education

T.U. Kirtipur, Katmandu.

**Mr. Khem Raj Joshi**

---

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur

**Guru Prasad Poudel(Supervisor)**

---

Department of English Education

Member

Teaching Assistant

T.U., Kirtipur

Date: 2019-2-25

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

**Signature**

**Dr. Gopal Prasad Pandey**

---

Reader and Head

Chairperson

Department of English Education

T.U. Kirtipur, Katmandu.

**Mr. Lok Raj Regmi**

---

Reader

Expert

Department of English Education

MahendraRatnaCampus, Tahachal

**Guru Prasad Poudel(Supervisor)**

---

Department of English Education

Member

Teaching Assistant

T.U., Kirtipur

Date: 2019-5-20

## DEDICATION

*Dedicated*

*To*

*my beloved parents who have dedicated their precious life to enlighten my life.*

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## ABSTRACT

This research entitled **Teachers' Use of Internet Based resources for their Professional Development** aimed to find out the teachers practice on using IBR and to explore the role of internet based resources for teachers' professional development. To attain the objectives of this research, I chose a mix- method research design. As a Sample, I selected 40 bachelor level English teachers using cluster sampling procedure. Both the primary and secondary sources of data were utilized in this research. Questionnaire and Interview were used as the main research tools to collect the data required for the study. The data collected from the participants were analyzed and interpreted by using both descriptive as well as statistical tools. The Findings of the study showed that all the bachelor level English teachers made use a wide range of internet based resources including: E-journals, Articles, Google, E-books, YouTube videos, Email and Blogs to enhance their professional skills. They used internet based resources for sharing teaching idea, methodologies techniques and problems, writing journals, articles and reviews, researching, presenting, updating, making teaching materials, developing positive attitude, promoting knowledge, skills and attitude and so on. As the role of internet based resources they viewed that IBR made them creative, motivated, confident, active, informed, updated and knowledgeable which are very much necessary to develop their professional quality.

The thesis has been incorporated into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives, research questions, significance of the study, delimitation of the study and operational definitions of key terms of the study. The second chapter

incorporates review of related theoretical, empirical literature, implication of the review for the study and conceptual framework. In the same way, third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling strategies, study area, data collection tools, data collection procedure and data analysis and interpretation procedure. Similarly, the fourth chapter deals with the analysis of data and interpretation of the results and summary of the findings. Accordingly, the fifth chapter includes conclusions and recommendations. Some recommendations for policy related, practice related and further research related are presented in this section. This chapter is followed by references and appendices.

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## LIST OF SYMBOLS AND ABBREVIATIONS

A	-	Agree
CAI	-	Computer Assisted Instruction
DA	-	Disagree
DOE	-	Department of Education
DOS	-	Disc Operating System
Dr.	-	Doctor
Ed	-	Education
ELT	-	English Language Teaching
HTML	-	Hypertext Markup Language
IBR	-	Internet Based Resources
ICT	-	Information and Communication Technology
MoE	-	Ministry of Education
N	-	Neutrals
NCED	-	National Centre for Educational Development
NCF	-	National Curriculum Framework
NELTA	-	Nepal English Language Teacher Association
SA	-	Strongly Agree
SD	-	Strongly Disagree
SLA	-	Second Language Acquisition
SLE	-	Second Language Education
TPD	-	Teacher Professional Development
UNIX	-	A Computer Operating System
URL	-	Uniform Resource locator