

# CHAPTER ONE

## INTRODUCTION

The research is entitled **Teachers' Use of Internet Based Resources for their Professional Development**. This chapter contains background of the study, statement of the problem, objectives of the study, research questions, significance of the study and operational definition of the key terms.

### 1.1 Background of the Study

Teaching requires different sources to provide wide range of information to the students. Teachers can collect information from the variety of sources. Internet can be a good source of information not only for teaching but also for the professional development of teachers. In this regard, teaching and internet based resources are inseparable which can provide better environment as well as direction for learning. Most people are well known about ICT and some of them are being closure by practicing it in their day to day lives (Bowles, 2004, p. 62). In developed and developing countries, ICT is currently being used in education to help teachers for increasing their knowledge and to complete administrative tasks nicely. Internet based resources can establish effective teaching learning process with impacts on the teachers' professional development.

The recent era is regarded as the era of information and communication technology (ICT). The integration of ICT into education will not only provide assistance and guidance for teachers but also give them the opportunity to make use of various types of technologies in order to enhance their instruction. This indicates that there are a number of free websites that provide such learning opportunities to the teacher. Teachers can be benefited on designing materials, preparing lesson plans and preparing effective strategies. So they can build up their confidence level higher. This includes computers and communication

media such as; Internet, E-mail, websites as well as the way we manage information and data electronically. In order to reach the access of information in every part of the world, various media technologies, tools or apparatus have been invented and developed so far. Scientific technology such as Computer, Fax machine, E-mail, Internet, Blogs, Websites are used for the benefits of people. ICT helps us to do things better and make better consequences. Now, with the invention of information and technology, the world has changed and is being changed each passing day. In this regard, Crystal (2001) states that scientific technology has narrowed down the world within a monitor of a computer. One can highly observe the world through the network server with technology like computer.

In other words, internet is the tool for teachers' professional development. Professional development, which refers to the professional growth of teachers achieves as a result of having more experience and examination of his/her teaching systematically (Glatthorn, 1995; Avalos, 2011). Professional development is an integral part of educational institutions and a way of supporting innovations in the practice of teaching (Prestridge, 2014). Use of Information Communication Technologies (hereafter referred to as ICTs) in professional development of teachers can play a substantial role in improving access to all forms of education (Kennewell & Selwood, 1997). Use of the Internet is important for informal education in which teachers get involved for self-directed professional development, a term which refers to "using the Internet outside formal educational settings" (Eynon & Malmberg, 2011, p. 585). For teachers, to fully integrate ICTs into classroom practices and professional development, they not only need to have technical skills and pedagogical knowledge but also require ongoing assistance (Al-Musawi, 2007; Ertmer & Hruskocy, 1999). However, such ongoing assistance may not be always available for English language teachers. Consequently, teachers who are keen on using ICTs for their classroom practices and professional

development need to follow the path of self-directed professional development. The undeniable importance of self-directed professional development has been highlighted by several authors and researchers because this type of professional development provides teachers with the chances to be involved in various areas of learning, based on their areas of interest (Fraser-Seeto, Howard, & Woodcock, 2015). Bolam (1993, as cited in Joshi 2017) states that, teachers' professional development as any professional development activities engaged in by teachers which enhance their knowledge, skills and enable them to consider their attitudes and approaches to the education of children, with a view to improving the quality of teaching and learning process.

In the context of Nepal, use of technology in education sector is increasing day by day, for example digital house, extended internet service in schools and so forth. Nowadays government schools are provided with computers to spread computer knowledge among the students because computer knowledge is being compulsory in this recent era. Internet is very much helpful for teachers as well as learners in teaching and learning process. For English teachers, internet is the source of information and knowledge through which they can grasp knowledge for their professional enrichment in educational field. They also get chance to be familiar with the new knowledge and burning issues so that they can update themselves according to the changes in time.

From the aforementioned description we can conclude that professional development is a process of learning and making progress towards better performance. Teacher professional development is seen as relating to experiences, new challenges and the opportunity for teachers to broaden their horizon of knowledge and take on new responsibilities and challenges. Using computer, searching internet, consulting the websites and with the help of e-mail, teachers can get number of advantages for the betterment of their

teaching career and their professional development. That's why use of internet is useful and necessary for English teachers to enhance their professional development.

## **1.2 Statement of the Problem**

Internet based resources have been extensively used in various sectors nowadays, for example; commerce, sport, bank, media, and even education cannot be the exception. People from various sectors are using internet as a resource tool. Moreover, modern system of education is also being based on digital tools. In addition to this, the use of resources like; online dictionary, e-book, blogs, you tube videos and so forth has helped us to develop our listening, speaking, reading and writing skills. Meanwhile, teachers seem to be lacking much exposure on digital tools to apply properly and guide students both inside and outside the classrooms. Teachers even do not have much access of internet because of poor institutional support given to them. As a researcher, I have experienced the beneficial use of various resources from internet to develop the horizon of my knowledge. Similarly, the teachers can also guide real exposure and authentic materials for learners through internet. Learners are far ahead of some of their teachers due to which they pay less attention towards teachers. Therefore teachers should upgrade themselves in accordance with the changes in time.

In our context, it is quite difficult for teachers to be acquainted with new technology. It is because of lack of sufficient exposure and availability of proper resources. The problem so far I have chosen for the study is, to what extent the teachers use internet based resources for their professional development and why and how do they use. I believe that ICT applications can support teachers to the great extent. Although many research works have been carried out on teacher professional development, very few studies have been done on the use of internet based resources for teacher professional

development. Despite the use of resources from internet the level of teachers' professional development is not found too well. Therefore I assumed it as a research problem and selected for my research study. Moreover, I am curious to see the knowledge of teachers in using computers and internet for professional development. And also explore teachers' attitude in using computer and internet.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- ) To find out the teachers' use of internet based resources.
- ) To explore the role of resources for teachers' professional development.
- ) To suggest some pedagogical implications.

### **1.4 Research Questions**

This Present study had following research questions:

- ) What different internet based resources do teachers use for their professional development?
- ) How do teachers use internet based resources?
- ) What is the role of internet based resources for professional (career) development of teachers?

### **1.5 Significance of the Study**

This study reveals the teachers' application of internet based resources for their professional career development. This study also looks how the English teachers are connected with the internet and what type of benefits they are getting from the use of internet. So, this study seems to be significant to the teachers who are working in the field of English language teaching. It will also

be equally useful for the researchers who want to carry out the researches in the similar topic. Similarly, it will be significant for teachers, educators as well as personnel and organizations in their respective fields. This study helps generate recommendations to policy level, practice level and further research related level. It will be equally fruitful for syllabus and digital materials designers, ELT exports, ELT trainers to conduct different training regarding the use of Internet for professional development and the teachers to make their teaching effective. Likewise, it will be significant for the researcher who wants to explore the role of Internet for teachers' professional career development. Finally it will also be advantageous for other concerned people who are directly or indirectly involved in educational field.

## **1. 6 Delimitations of the Study**

In research, delimitation refers the limitations of the study in terms of area. It bounds the researcher not to go beyond the limit area of the study. Similarly, it provides the information of research design, population, sample and sampling strategies, area of study and data collection tools. This study was limited to the use of internet based resources for professional development. This study was limited on mixed method research design. The sample of the study was limited to forty bachelor level English teachers of Chitwan district, thus the area of the study was the Chitwan District. Moreover, this study was based on Simple random sampling procedure and the data required for the study were collected through survey questionnaire with Likert scale and interview guidelines.

## **1.7 Operational Definitions of the Key Terms**

In this research, several key terms are used. Those key terms along with their operational definitions are given below:

- ) **Internet Based Resources:** Internet based resources is the large worldwide networks of computer that facilitates data communication

services, file transfer, electronic mail, the World Wide Web (WWW) and newsgroup with the common protocols.

- ) **Uniform Resource Locator (URL):** It is a specific character string that constitutes a reference to a resource. It is also known as web address.
- ) **Web Page:** It is a web document that is suitable for the World Wide Web and the web browser. A web browser displays a web page on a monitor or mobile device. The web page is what displays, but the term also refers to a computer file, usually written in Hypertext Markup Language (HTML) or comparable markup language, whose main distinction is to provide hypertext that will navigate to other web pages via links.
- ) **Blog:** Blog is like journal/diary or article, which is found in the internet. It is the personal writing of the blogger where personal feeling is shared.
- ) **Professional Development:** The process of obtaining the skills, qualifications, and experience that allows one to make progress in his/her career.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This section includes review of related theoretical literature, review of related empirical literature, implications of review for the study and conceptual framework.

#### **2.1 Review of Theoretical Literature**

In order to conduct any research work, literature review is necessary for the researchers to gain theoretical knowledge about the related topic. Theoretical knowledge is the base for researcher to internalize enough knowledge about the particular topic of the study. Without good theoretical knowledge and the clear concept of the topic, the researcher cannot integrate the research in good way. So, this section includes the theoretical reviews on use of internet in English teachers' professional development.

##### **2.1.1 Professional Development**

Teacher's professional development is the demand of the day which is inevitable for quality education. It is a process of updating with knowledge and skills in related field. In other words, it can be defined as the process of reviewing, renewing and extending their knowledge and skills in their respective fields. Effective teaching can provide the better collaborative educational opportunities to the students and also help them to learn on their own. Bolam (1993, as cited in Joshi, 2017) states that teachers' professional development as any professional development activities engaged in by teachers which enhance their knowledge and skills and enables them to consider their attitudes and approaches to the education of children, with

view to improve the quality of teaching and learning process. Hayes (2014, as cited in Negy, 2016) remarks that professional development is multi faced life long experience, which can take place inside or outside of work place.

Effective teaching can provide the better collaborative educational opportunities to the students and also help them to learn on their own. From the aforementioned description we can conclude that professional development is a process of learning time and again and making progress towards better performance.

### **2.1.2 Internet : A Tool for Teachers' Professional Development**

Teachers Professional Development has become a buzz word in the field of education since the development of education is based on teachers.

Development generally refers to general growth not focused on a specific job.

It serves as a long term goal and seeks to facilitate growth of the teachers understanding about teaching and of themselves. Teachers' professional development is a lifelong process in which teachers keep themselves in learning and expanding their expertise. Internet based resources are over arching resources that can expedite teachers' professional development.

The complexity of factors affecting teachers' ability to take advantage of the Internet for professional development was identified by Herrington and Herrington (2006) who explored Australian teachers' use of the Internet to support professional development and needs. On the effects of a specific professional model of teachers' practice and beliefs regarding teaching with the Internet, Giordano (2012) conducted mixed-method research in which the focus was the integration of Internet technologies into the regular curriculum. Giordano found that there were changes in teachers' practices and concerns regarding Internet integration. Similar to Schrum (1995), Wiesenmayer and Koul (1999), and Herrington and Herrington (2006), Giordano (2007) has

shown that various factors affect Internet integration in professional development. These factors included support for the use of the Internet, teachers' beliefs regarding the effectiveness of using the Internet, and approaches to professional development. Some studies have focused on teachers' attitudes towards the use of the Internet as an educational tool for professional development. In Cyprus, Charalambous and Ioannou (2008) explored primary teachers' attitudes towards the use of the Internet for personal development and as an educational tool and concluded that teachers had positive attitudes towards the use of the Internet for these purposes. According to Alhabahba and Mahfoodh (2016), one can create a group of specific area and can discuss on a particular issue or attend conferences. For this, the teachers need the following requirements like; access to computer, connection to the internet, basic knowledge of computers.

The information and communication technology is essential in second language acquisition (SLA). Regarding this, Chapelle (2001) 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 (SLE).

### **Computer**

Computer is a major technological tool that operates several programs. According to Series (2010 as cited in Dhamala, 2014, p. 8), computer is an electronic device, operated under the control of instructions stored in its own memory, that can accept data (input), process the data according to specified rules(process, produce results(output) and store the results (storage) for future use. It means computer is one of the multi functioning ICT based tool,

which runs through its instructions stored in its own memory, or it only operates its own instructions that called central processing units; it performs most of the processing inside the computer. Similarly, Becker (2000, as cited in Gilakjani 2012, p. 135) states that computers serve as a valuable and well-functioning instructional tool in classroom in which teachers such as: a) have convenient access, b) are adequately prepared, c) have some freedom in the curriculum, and d) hold personal beliefs aligned with a constructivist pedagogy. It means computer is a multi purposive and multi functioning technological tool, which is commonly used in teaching learning activities. It has become very important nowadays because it is very much accurate, fast and accomplishing many tasks easily. It can do very big calculations in just a fraction of second. Moreover, it can store huge amount of data in it.

Computers can be used to play games and watch movies. Likewise, to produce graphic designs, high quality printing services, film editing and many more a computer is used. We also get information on different aspects using internet on our computer. In past, computers were only used by the government and army because at that time using computer was a complicated task. When the microprocessor was invented, computer got smaller in size but after Disc Operating System (DOS) and UNIX (an operating system), it became very easy for the people to use computer. Computer is important nowadays because it is being used in almost all sectors i.e. banks, communication, business, medicine, education, media, travel and ticketing, weather predictions, sports, daily life and so on. So it is clear that computer is playing vital role in our lives. Now is the time where we cannot imagine the world without computer.

Regarding the English sector, use of computer is also necessary. Computers are clearly being responsible for the enhancement of knowledge. Teachers can make their class effective and interesting with the use of computers.

Some of the latest computer developments affecting educations are listed below: Computer Assisted Instruction (CAI) online education, Net meeting,

Conference call, Remote education system, online study materials and Virtual classroom.

From the aforementioned description, it is crystal clear that computer is very important in our life. In each and every sector computer is being used. It is being used in almost all fields and the field of English too remains incomplete without the use of computer.

### **2.1.3 Internet: An Introduction**

Internet is a basic resource of all computer applications. It is commonly known as a computer network which is a cluster or bunch of computers attracted together to communicate, create and disseminate. Computer is a worldwide system of interconnected computer networks for interchange the data.

According to Levine and Baroudi (2000, p. 29), the internet is certainly finding its way into educational institutions of all levels, though we are not entirely convinced of its great benefit to the youngest of our citizens. Aside from the clear research opportunity on the internet, people can see the internet being used to facilitate parents, teacher's communication and teacher/students communication. Many-reputed universities have high quality internet access where teachers can look up pictures and profiles of all their students (vice-versa), and course work routinely distributed through online. Internet makes the learner and the teacher more informative.

Internet set is the biggest computer network especially for providing a variety of information and communication facilities. Therefore, internet is basic resource to search, create and share the knowledge. By using internet teacher can search different websites, he/she can use different software program that facilitate to learn latest teaching techniques, which is fruitful for professional development. There are several websites which are helpful for teaching learning activities. From these websites teachers can share their teaching

problems, solutions; they can talk about new techniques through email, videos conferencing or group chat. Internet is also multi- purposive and multi-functioning. There are several reasons of using internet as a learning tool. People use internet to gather information, communication and social networking that helps to unite people with the globe. It is also used to transfer files, entertainment, Internet transactions, making money, marketing and online education (Glava, 2012). These reasons provide the evidence that today's human activities are fully dependent on Internet. In this regard, Harmer (2007) also suggests second language teachers to create their own websites on internet to provide different reading materials and exercise their students.

#### **2.1.4 Internet: A Resource for English Teachers**

Internet is described as network of networks which means a grouping of computers and peripherals connected together by telecommunications links to enable a group of users to share and exchange information. It is a global network of computers. Millions of computers around the world can share any information at any time by using the world wide network system. Internet is an ocean of information accessible to people across the world. We can reach to the information which we want through surfing internet. We can share information, ideas to one another around the world with the help of internet. Scientific technology has narrowed down 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 developed communication, teachers as well as learners can benefit from the online resources updated periodically by means of hardware apparatus and software engine. Computers and internets

are great sources for English teachers. They can find relevant information, guidelines and varieties of materials through the internet. In fact, using computer can make a teacher's life easier and more efficient. Search engines provide an extensive list of internet links designed to help teachers of reading and writing. Some of the search engines which are very essential for teachers to search information they require are cited below:

- ) [www.google.com](http://www.google.com) (major and large generalized web search engine)
- ) [www.yahoo.com](http://www.yahoo.com) (major generalized web search engine)
- ) [www.bigchalk.com](http://www.bigchalk.com) (education search engine for teachers, students, and parents.
- ) [www.educationworld.com](http://www.educationworld.com) (general education search engine)
- ) [www.ask.com](http://www.ask.com) (search engine which allows you to type questions)

Teachers also find valuable information they require and also get chance to update themselves with new knowledge and burning issues in their respective field through consulting various websites for examples:

- ) [www.bookfi.com](http://www.bookfi.com)
- ) [www.jstor.com](http://www.jstor.com)
- ) [www.nelta.org.np](http://www.nelta.org.np)
- ) [www.languagetesting.info](http://www.languagetesting.info)
- ) [www.nicenet.org](http://www.nicenet.org)
- ) [www.youtube.com](http://www.youtube.com) etc.

### **2.1.5 E-mail: A Medium for Sharing Information**

Besides the websites discussed above, e-mail can also be the effective resource for professional development. Email is an emergence of Internet, which refers to electronic mail system for transferring message from one computer to another computer through internet access. It is useful in English language teaching for sharing learning materials and sharing ideas in safe way.

According to Sharndama (2013), teachers can use email to send learning materials to students; give assignments, assess and post the feedback to the students' email boxes. Therefore, Email is useful for effective teaching and learning process.

It allows a computer user to exchange messages between different distant computers as long as there are networks such as the Internet being connected to them. It is one of the most extensively used services because it is extremely fast and very cheap service of Internet. In other words, it allows people to communicate with people across the globe via electronic media (computer). It is one of the most powerful and popular communication tools in the internet. It is very easy and quick means of communication available in the computer world. We can write an E-mail message in E-mail programmes like Eudora, Outlook Express, and Netscape Navigator etc. and then send to a recipient anywhere in the world. To use E-mail service, first, one must have an E-mail address. E-mail address is a location of the individual's mailbox on the internet. Each and every E-mail user is identified by his/her unique ID, which is called E-mail address. We can create E-mail address from various sites i.e., [www.yahoomail.com](http://www.yahoomail.com), [www.gmail.com](http://www.gmail.com), [www.ymail.com](http://www.ymail.com) etc. An example of E-mail address is: [bibek\\_ghimire@yahoo.com](mailto:bibek_ghimire@yahoo.com).

An E-mail has several advantages over conventional postal mail service. It can be sent and will be received in some minutes. It is much faster as compared to postal mail. Paper, pen, stamp and envelope are not required. It is very nominal as compared to postal mail. It is more economic in international communication whereas postal charge is very high. E-mail is more reliable than postal mail.

English teachers can be facilitated by E-mail. It is a best tool for sharing information among them. The teachers from same field can share their problems among the groups and discuss the solutions with the help of E-mail.

### **2.1.6 Internet Based Resources for Teacher professional Development**

Internet based resources refer to those applications or software/ networks which are useful to search desirable information. E-mail, Online journals, Research articles, E-books, Blog and YouTube videos are the resources that can be found on internet.

#### **E-journal**

E-journal is a scholarly publication consisting articles written by researchers, professors and other experts. E-journal can provide massive amount of knowledge for researching in new areas and equally helpful for teachers' professional development. E-journal can be accessed via internet from any web enabled PC. E-journal also offers the benefit of full text searching and downloading of articles. According to Chauhan (2004), Access to articles in electronic journals can also be made through aggregate services which offer searchable database of contents of E-journals from several publishers and links to journal cites for full text.

#### **E-Book**

E- Book can provide content knowledge for the teacher professional development. E- Book is an electronic copy or soft copy of the book. E-book has been described as a text analogous to a book that is in digital form to be displayed on a computer screen. E-book can be read just like a paper book, using dedicated reader on a computer screen after downloading it. The users have to pay some money to read an e-book. According to Scott (2001, p. 130), 'An e-book is simply a book'. The difference lies in the construction; rather

than going through the print process, an electronic book is formatted to fit on your computer screen, e-book reader or a device like a palm pilot, in a variety of programs. E-books also help teaching learning activities. Interested person can read an e-book software, e-book reader and store in our mobile phone, computer or laptops. It has many advantages in terms of pedagogical implications.

### **Research Articles**

Similarly, the teachers can get wide range of empirical articles based on different topic for teaching and professional development from the internet. A formally written article that describes new knowledge or ideas based on original research, analysis and interpretation. In this regard, Chauhan (2004) states that Research articles report the result of original research, accesses its contribution to the body of knowledge in a given area and is published in a peer-reviewed scholarly journal.

### **E-mail**

Likewise, E-mail is an emergence of Internet, which refers to electronic mail system for transferring message from one computer to another computer through internet access. In email teachers can share their experiences, problems, strategies and related materials with colleagues for their professional development. It is useful in English language teaching for sharing learning materials and sharing ideas in safe way. According to Sharndama (2013), teachers can use email to send learning materials to students; give assignments, assess and post the feedback to the students email boxes. Therefore, Email is useful for effective teaching and learning process.

### **Blog**

Teacher can create a learning blog in internet and can share their ideas in internet. Blog is like journal/diary or article, which is found in the internet. It is the personal writing of the blogger where personal feeling is shared. To be specific, frequently updated websites often resemble an online journal. The information can be revised, edited and updated frequently for the benefit of its users. Harmer (2007, p. 193) puts the concepts as one of the most important ways of telling people what we are thinking is the weblog or blog. It is helpful for teaching learning activities. It encourages the teachers to create blog from website and share their ideas or feelings.

### **You Tube**

YouTube videos provide stepwise procedures of learning that help to develop expertise for teachers and equally provide positive attitude for their professional development. YouTube is a video sharing service that includes users to watch videos posted by other users and if interested to upload videos, it provides us chance as well. In this regard, Rokaha (2014) states that YouTube video is quality training tool to assist teachers in the implementation of higher-order teaching strategies. There are several you tube channels ,they upload several videos related to English language teaching especially teaching techniques, problems and solutions, digital materials etc. From these ELT related videos, teachers and learners can enhance their four basic language skills: listening, speaking, reading and writing.

#### **2.1.7 Importance of Internet Based Resources for Professional Development**

Resources play a key role for teachers' professional development. Resources would enable teachers to stay up to date with improving practices in teaching. Technological knowledge helps to overcome the teachers' problems and also supports him with the basic knowledge of teaching strategies and techniques regarding this:

*National Curriculum Framework for School Education, 2005* included “ICT as a proven tool for educational transformation” to be used in instructional activities in schools MoES, (2005) and the *National Curriculum Framework for School Education, (2007)* reiterated the objective argued that, although the integration of ICT is constituted to meet the national education goal of public service and quality education. In this sense, when teachers have professional expertise then only there will be quality education.

In the context of Nepal, the need for ICT in education has been realized in addition to ICT in education is viewed as an innovative and effective means of teaching and learning which helps to expand access and enhance quality of education. Therefore, in the present time, some policies have been developed and several ICT related programs have been carried out. ICT and computer education courses have been existed in general as well as technical education. SFor example, National Centre for Educational Development (NCED) has been providing training to the teachers through National Radio and FM; Computer science has been taught as compulsory subject from basic level and an optional subject in grades 9 to 12; Computer Engineering/Computer Science/ ICT program in Bachelor's and Master's Levels are run by different colleges under various universities; various Training Institutes conduct technical education and vocational training courses in computer and ICT; Tribhuvan University has started Bachelors and Masters in Education program in computer science.

Similarly, ICT Master Plan (2013) added that MOE has implemented some of the programs related to ICT in Education. Such as One Laptop per Child (OLPC) pilot project in selected 26 schools of six districts; Lab model (computer sharing mechanism) Project in some schools, Internet connectivity to District Education Offices (DEOs), schools (through matching fund to schools), and computer labs with internet connection from local ISPs. Similarly, Central

Level Agencies under MOE, five Regional Directorates (REDs) and 75 District Education Offices have started on their web sites. Department of Education (DOE), with the involvement of some NGOs, has developed interactive digital learning materials for the students of grades 2 to 6 in Nepali, Mathematics, English and Science subjects. Besides, some NGOs, trusts and individuals have been provided computers and other accessories to some schools and basic computers training to teachers.

The Internet can be a tool for collaboration among the teachers locally, nationally or globally. Teachers can not only access the Internet for finding resources for their classes but also supply their own materials, knowledge, and ideas for other teachers' via Internet. For example, they can create homepages for the purpose of their lesson and put their materials online. Internet can be used to acquire information from a large number of language resources for a variety of purposes. Teachers become updated with new knowledge with the help of internet. They can get knowledge and make their classes interesting and effective. Resources help teachers to update themselves, assist to overcome their classroom problems, provide new ideas and concept for making their classes effective. For teachers' confidence development, skill development, content knowledge development, teacher education, classroom instruction, researching, paper presentation and writing articles/ journals and so forth are the internet based resources that can be valuable source of information, so as to develop teacher's professional skills and expertise.

Based upon the theoretical ideas and my own experiences the following can be the importance:

### ) **Confidence Building**

Resources promote positive attitude on the part of teacher. Teacher can see varieties of materials on Internet under the same topic which help to develop the level of confidence in teaching. Such resources tremendously motivate the teacher in their profession; as a result there will be more improved outcomes. Selwood and Pilkington (2005) states most of the teachers' are confident about their ICT ability to be used for supporting teaching and learning process. Whenever teachers are found to be confused, they can search on the internet to be clear about the confusing area or problem.

### ) **Skill Development**

Teacher can learn to make slides, consulting different documents, interlinked files and downloading audio video materials that help to deal with real life problems. In this regard, Khan (2001) asserts that lecturer's and trainer's competency could be enhanced on internet when they made use various internet based resources. Thus, teacher can develop their knowledge and skills via internet based resources

### ) **Content Knowledge Development**

An expert presents his expertise on the internet through oral and written form and the teacher takes help from them. Such writing delivers enough content of the text where he discusses with examples and clarifies with comparisons that promote teacher professional expertise. Empowering teachers' knowledge and pedagogy in terms of constant training is perceived as a medium for driving change in education system (Day and Sachs, 2004, P.7).

### ) **Teacher Education**

Nowadays use of internet is a part of teacher education in Nepal. Hasanain (2005) asserts that those who are no longer expert in the ICT they try to teach in oral form which seems more energy consuming. A teacher cannot continue his training because it is ICT based system. It may result backwardness in the competitions. Old teachers are afraid of using ICT resources in the classroom.

Therefore, some of the schools and colleges have been conducting ICT programs in collaboration with the teachers' and staffs.

### ) **Classroom Instruction**

Even the simple topic may widen the teacher's knowledge when consulted on internet and it can be systematic as well. Teachers can integrate varieties of methods and strategies to make their teaching more effective. Teacher can search an appropriate way of teaching with sufficient examples on internet that may expand the horizon of knowledge. According to Lee (2002), Experiences around the world have identified that teachers' effective professional development that would help build a new understanding of teaching and learning in this technological age.

### ) **Research Itself**

There are varieties of documents under the single topic. While doing research, a teacher is constantly engaged in different files and a file may have new things and more systematic which helps them to get a constructive idea for their studies. Therefore, Internet based resources provide wide ranges of knowledge for the teachers while doing research. Teacher research has become very common now throughout the world and has been implemented in many different ways that reflect different ideological commitments and beliefs about teacher and student learning (Cochran-Smith & Lytle, 1998).

### ) **Paper Presentation**

Sometimes teachers are in a problem what to present, how to present in front of huge audience, in that situation they can take help from the varieties of resources from the internet. Research and experience help us recognize that high-quality ongoing professional development that deepens teachers' content knowledge and pedagogical skills, provides opportunities for practice, research, and reflection; and includes efforts that are job embedded, sustained, and

collaborative which assist in the goal to remain updated (Sparks, 2002). Teachers can learn to make meaningful slides with images and examples with the help of internet, so Internet based resources have guiding capacity for the teachers' professional development.

### **) Writing Articles/Journals**

Consulting Internet may help for developing writing Articles and publication of journals. Teacher can learn academic writing by using different resources and also find sufficient examples of different researches from a number of sites. According to Adam (1970), the use of writing as a support for reflection and the systematic collection of evidence about teaching and learning that are powerful tools for those who choose to pursue their professional development individually. Teachers' who engage in self-directed professional development still need to reinforce their bonds with others.

## **2.2. Review of Empirical Literature**

Past theses, dissertations and reports related to the topic are reviewed for the purpose of getting background knowledge and to support my own research work. However, many researchers have been conducted in this area. I have reviewed some of the related literature as follows:

Schrum (1995) conducted research on "The use of the Internet in teacher education". This study examined the factors that encouraged in-service educators' decision to learn information technologies and the problems that interfered with their learning. The aim of this study was encouraging purposeful exploration of the use and integration of educational telecommunications for professional development and instructional activities. Although this study found that in-service educators were very enthusiastic about using technology in their profession, this study pointed out that weak

technical support, access, and limited resources (budgets) variables limited the educators in their use of ICTs in their schools.

Khanal (2008) carried out a research on "Attitudes of Higher Secondary Teachers towards the Use of Computer and the Internet". He conducted his research to find out the attitudes of higher secondary level English language teachers of Kathmandu valley and their perception on the basis of their personal experience of using computer and internet by using questionnaire and interview tools. The Data was collected from 100 respondents. Analysis of Data yielded with the finding that majority of the teachers had positive attitudes towards the computer and internet. All teachers' were interested in the growing use of computer and the internet access in the future.

Acharya (2013) conducted research on "Use of ICT and WEB Tools in English Language teaching". He conducted his research on 40 English teachers teaching in private schools of Kathmandu valley with objectives to identify the commonly used ICT /web tools in ELT activities. The result revealed that the ICT tools such as mobile phone, laptop, multimedia projector and web tools like: YouTube, Face book, Wiki, E-mail and Blog are used in ELT. Similarly, the majority of the teachers used ICT /web tools to carry out general language skills, specific classroom activities and the tools were found to be very effective.

Gajek (2015) studied on "Implications from the Use of ICT by Language Teachers Participants of International projects". The researcher used survey design to observe language teachers' use of ICT for professional purposes, their strategies of professional development and the way of dealing with technical problems. The main motto of this study was the investigation of the teachers participating in tale-collaborative projects. To fulfill the objective the researcher used online questionnaire as a research tool which had been distributed among 620 language teachers by using purposive random

sampling strategy. The research showed the main ICT related factors influencing regular use of ICT by teacher.

In the same way, Sapkota (2015) carried out research on "Perception and Practice of E-resources by Novice and Experienced teachers" to find out practices in the use of e-resources among ELT teachers and to explore Novice and experienced teachers perceptions towards the use of e- resources. The researcher used survey design by using non-random sampling procedure. The researcher had selected 20 novice teachers' and 20 experienced secondary level teachers from Kathmandu as a population of the study. The researcher had used questionnaire (close- ended and open- ended) as a research tool. The study showed that a large number of teachers' did not practice the use of e-resources in ELT process.

Alhabahba and Mahfoodh (2016) conducted a research entitled "Use of the Internet for English language teacher professional development". This study investigated the relationship between English language teacher motives to use online teaching resources and three types of Internet practices. Teacher practices in using the Internet to collaborate with others, teacher's practices for classroom teaching and the internet contributions to the overall professional development of teacher. In this study, one hundred and seventy four English language teachers completed an online survey. Smart PLS was used to access the measurement and the structural models. The result indicated that participation was a significant determinant of both English language teachers' internet related practices at classroom level and the internet contribution to the overall professional development. Considering gender differences, the results demonstrated that participation in online professional development was significantly related to the English language teachers' practices at classroom level for males but not for females.

### **2.3 Implications of the Review for the Study**

From the review of different researches (both theoretical and empirical) mentioned above, I gathered significant ideas to conduct research in systematic ways. It has helped me to explore the objectives of the research, declare the research questions, methodology and research design. After reviewing different researches and related works to my topic, I got many constructive ideas for my research work.

Theoretical review helped me to define Internet based resources, importance of resources for TPD, important of internet for TPD and so forth. Various research works have been carried out in our Department of English Education in the field of ICT but not about using of Internet based resources for professional development of teachers. This study differs from them in term of topic, research design, objectives and so on. Although these above mentioned researches are indirectly related in my research, it is exclusive in itself because no research works have been carried out to find out about using internet based resources for professional development of teachers'. Each study and literature review is very essential part which helped me to set ideas and concept about particular research area. In this study also, literature review had precious implementations. To select exclusive topic in the area of Internet resources for Professional development I reviewed some previous researches that helped me to identify the gaps between what they have already done and what has been left. Furthermore, their review helped me to gain background knowledge in the area of internet resources for TPD. In the same way, theoretical review was helpful to expand the knowledge of resources in TPD, types of resources, why resources are needed for TPD. Different researches have different viewpoints toward internet for professional development which were included in literature review section.

The abovementioned empirical review helped me to determine research objectives, to construct research questions, to select exclusive research design, data collection procedures, tools to collect data and analyze data for

deriving findings. Among the above mentioned studies, the study by Schrum (1995) provided me the knowledge about the use of internet in teacher education and to identify how teachers were very enthusiastic about using technology for their professional development. Likewise, the study of Khanal (2008) and Achraya (2013) helped me to gather the ideas on the usefulness of ICT tools for teacher professional development. These research studies also helped me to analyze the perception of teachers and learners and the use of ICT like; Google, Webpage and so on. Similarly, the study of Sapkota (2015) supported me to generate ideas about the comparative study of novice and experience teachers' perceptions and practice of e- resources. Likewise, the study of Gajek (2015) supported me to generalize theoretical concepts and importance of ICT knowledge for teacher professional development. Accordingly, Alhabahba and Mahfoodh (2016) assisted me to organize ideas about teacher motivation using online teaching resources for professional development.

After reviewing the works, I came to widen my understandings on internet based resources for professional development and it has become benchmark for my study. This study encouraged me to manipulate research on the bachelor level lecturers' use of internet based resources for their professional development of Chitwan district. It developed curiosity regarding the access of Internet, and the purpose they use for. In the similar vein, developing sample questionnaires, ideas, doing analysis of those questionnaires, and ideas for sorting out finding were grasped by Khanal (2008).

In addition to the practice implications, the review has also revealed implications for future research. All the researches, which are mentioned above, were conducted in the field of ICT and teacher's professional development. My research is also related to the same field. The review of the literature has provided me the following implications:

- ) To extend theoretical basis to conduct my research.

- ) To explore unexplored areas for research.
- ) To contextualize the study.

## **2.4. Conceptual Framework**

Theoretical framework provides the theoretical base for the study. The conceptual framework of the study is given below:

## CHAPTER THREE

### METHODS AND PROCEDURES OF THE STUDY

This section consists of design of the study, population, sample, sampling strategies, research tools, sources of data (primary and secondary), data collection procedures, data analysis procedures and ethical considerations.

#### 3.1 Design of the Study

Research design refers the research method which includes procedures or the ways of carrying out the study in order to achieve the objectives efficiently within the fixed time frame. To be specific, the research design shows the overall outline of how an investigation takes place. In order to achieve the objectives of this research study, I adopted mixed method research design for this study. Creswell (2014) argues that mixed method involves the collection and integration of both quantitative and qualitative data in a study. This means mixed method research design is an approach for collecting, merging and analyzing both qualitative and quantitative forms of data in a single study.

Similarly, Khanal (2016) says that the purpose of mixed methods research is to build on the synergy and strength that exist between quantitative and qualitative methods in order to understand fully in a given research phenomenon, In a mixed method research design, qualitative methods provides in-depth analysis of the experiences of relatively small numbers of respondents. Similarly, qualitative information provides descriptive detail that sets quantitative results in their human context (Creswell, 2014). On the other hand, quantitative method summarizes large number of data based on statistics. Thus, mixing both quantitative and qualitative methods is likely to

provide a comprehensive account of the phenomenon under investigation.

Mixed method research helps to answer the questions that cannot be answered by quantitative or qualitative approach alone. As, quantitative method alone is not sufficient to ensure the depth of data, in this sense I also use qualitative methods to get rich and in-depth information from the respondents. There are three types of approaches under mixed method. As, Khanal (2016) says mixed method includes concurrent design, sequential design and embedded design. Out of them, my study was based on sequential design. According to Creswell (2011, p.211), sequential explanatory strategy is characterized by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results. Similarly, in my research study, at first I collected and analyzed quantitative data and then integrated qualitative one.

In this way, in my research study, I blended both quantitative and qualitative approaches for better understanding of a research problem. I used survey questionnaire as a quantitative research tool and interview guidelines as a qualitative research tool and collected the opinion of the respondents. The data from questionnaire were quantified and the data obtained through interview were descriptively discussed.

### **3.2 Population, Sample and Sampling Strategy**

The population of this study included all the English teachers of Chitwan district. Among them Forty college level English teachers were selected as the sample using cluster, random sampling procedure. Out of them, 4 teachers who were teaching English at college level were interviewed to elicit data.

### **3.3 Research Tools**

Tools are the major elements of any research study. In this study, questionnaire with Likert scale and interview guidelines were used as the tools for data collection. The questionnaire and interview focused on: how the teachers get benefit from internet based resources and what sorts of resources they use while teaching.

### **3.4 Sources of Data**

Data is the part of information such as opinions, ideas, numbers or other related materials from which further analysis can be included. In this study, I used both primary and secondary sources of data collection.

#### **Primary Source of Data**

The primary sources of this study included the responses of 40 teachers who have been teaching English for college level in Chitwan District.

#### **Secondary Sources of Data**

Similarly, the secondary data obtained from different related sources like ICT related books, unpublished theses, journals, articles, websites. Mainly I consulted Schrum (1995), Khanal (2008), Achraya (2014), Sapkota (2015), Gajek (2015), Alhabahha and Mahfoodh (2016).

### **3.5 Data Collection Procedures**

I tried my best to negotiate my role with my participants. As mentioned earlier, I used survey questionnaire and Interview guidelines to elicit data for this research. For that I adopted the following procedures to collect data from the primary sources:

In order to carry out this study, first of all I prepared survey questionnaire with Likert scale and guidelines for interview. Then, I selected four colleges of Chitwan district. After that, I had visited forty college level English teachers of those colleges then I took permission from concerned teachers who are teaching English for bachelor level. After getting the permission, I built good rapport with those English teachers. Then, I explained briefly about the background and purpose of my research study. When they were agreed, I distributed the survey questionnaire to them as per my convenience. After

collecting the distributed questionnaire, I invited 4 voluntarily interested teachers from 40 selected teachers to participate in interview to get rich and in depth information from them. Then, I continued interview until saturation of data. With the permission of Interviewees, I recorded audio of each interview and later scripted carefully. From these tools, the data related to the teachers' use of internet based resources were collected. Finally I thanked all the concerned people helping me during the process of my research.

### **3.6 Data Analysis and Interpretation Procedure**

Data analysis is a process, which involves editing, coding, classification, and tabulation of the collected data (Kothari, 2004). After the collection of data, I systematically organized and analyzed them systematically to come to the conclusion. I tabulated and presented the quantitative data obtained through questionnaire using statistical tools such as percentile and frequency. Similarly, the qualitative data obtained through interview were analyzed and discussed descriptively in qualitative manner.

### **3.7 Ethical Considerations**

Ethical consideration is a serious matter in the research. Everyone has their right for the privacy so the researcher should be aware about the participants' privacy and have to make clear about the purpose of the study. The data may not be true or actual unless the respondents are sure about the researchers' intentions. That's why ethical consideration is necessary to make sure that the study will not harm participants' personal status or societal reputation.

This research maintained ethical consideration throughout the research activities. Before conducting research, formal approval obtained from the concerned authority of the study area by submitting an official letter from university. The researcher took verbal permission from the local authority. This study did not associate the information that respondents provide

unrelated in relation to the research topic. I have made sure that the respondents' privacy and confidentiality so, the respondents provided information more freely and accurately.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRATION OF RESULTS**

The chapter mainly deals with the analysis and interpretation of the data collected from the respondents. The data was collected with the help of questionnaire and interview schedule. The data obtained through the questionnaire has been tabulated and analyzed using statistical tools such as percentile and frequency. Similarly, the data obtained from interview were presented, analyzed, interpreted, organized, summarized and synthesized to reach to the conclusion.

#### **4.1 Analysis of Data and Interpretation of the Results**

The detail information obtained from questionnaire and interview has been presented, analyzed and interpreted below:

##### **4.1.1 Teachers' Practice of Internet Based Resources**

In the first phase, the data for the study were collected via the use of survey questionnaire with Likert scale. The questionnaire consisted of 20 items. The Likert scale included strongly agree, agree, neutral, disagree and strongly disagree as the response scale to find out the data under the teachers' use of internet based resources for their professional development. All the responses made by the teachers after each statement were presented in the table with their respective frequency and percentage.

###### **4.1.1.1 Using Internet as a Resource Site**

Internet based resources can be effective for teacher professional development. Teachers' can use internet as a resource site so they can get essential information and knowledge required for their professional development considering that I asked them a question as: *I use internet as a resource site for my professional development*. The responses obtained from them are presented in table 1.

**Table 1**

**Using Internet as a Resource Site**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I use internet as a resource site for my professional development.	24	60	15	37.5	-	-	1	2.5	-	-	40	100

Note: SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree and %= Percentage

The item in table 1 presents that out of 40 respondents (24) 60% respondents in total strongly agreed and (15) 37.5% respondents agreed and no one presented them as neutral and strongly disagree to use internet as a resource site while only (1) 2.5% of them disagreed with the item. As majority of respondents i.e. 97.5% agreed on the item, it has become clear that internet was the most important resource site for English teachers.

**4.1.1.2 Reading Journals and Articles**

Simply, Reading journals and articles is an effective way of consulting internet for getting idea regarding to a particular topic. The main purpose of reading journals and articles is to develop new vocabulary items and researching in a particular area. So, it is one of the effective and common ways to develop knowledge. Whether teacher used journals for their professional development was my concern in the study. So the second item for the respondents was, *I often read journals and articles from the internet.* The responses obtained from them are presented below in table 2.

**Table 2**  
**Reading Journals and Articles**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I often read journals and articles from the internet.	15	30	20	50	5	12.5	-	-	-	-	40	100

The data in Table 2 shows that out of 40 respondents, (15) 30% of them strongly agreed and (20) 50% respondents agreed and (5) 12.5% were neutral and no one said disagree and strongly disagree that they read journals and articles via internet. So it can be argued that more than half of the respondents i.e. 80% agreed to read journals and articles from the internet. From the data above the teacher used IBR for reading journals and articles from the internet.

#### **4.1.3 Sharing via Email**

Teachers can share their English teaching ideas, methodologies, techniques and problems with the help of internet resources i.e. E-mail, Blogs, Gmail and so forth. As Shandharna 2013 said it has been found that teacher can use email to send materials to the students and also among colleagues which keeps them update, active and creative thinking. The third item for the respondent was, *I share my English teaching ideas, methodologies, techniques and problem using Email*. The responses obtained from them are presented in table 3.

**Table 3**  
**Sharing via Email**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I share my English teaching ideas, methodologies, techniques and problems using Email.	7	37.5	16	40	15	37.5	2	5	-	-	40	100

The data in Table 3 shows that out of 40 respondents, (7) 37.5% respondent in total strongly agreed and (16) 40% respondents agreed. On the other hand (2) 5% respondents disagreed on the item whereas (15) 37.5% were neutral and no one said they strongly disagree to share English teaching ideas, methodologies, techniques and problems using Email. So, it can be argued that more than half of the respondents i.e. 57.5% agreed to share their English teaching ideas, methodologies, techniques and problem using Email. Thus as like other resources, e-mail was also an important resource for professional development of English teachers.

#### 4.1.1.4 Being in Contact with Novice and Experienced Teachers

Internet based resources play an important role to contact with colleagues, teachers, and theorists in an easy way. Blogs could be one of the most powerful tools for professional development. Teachers' can write articles and save different documents in their own personal blogs. Teachers' can get many benefits by using blogs for their professional life. The fourth item was, *I try to be in contact with the experienced teachers and be in touch with novice teachers by using blogs*. The responses obtained from them are presented in table 4.

**Table 4**

#### **Being in Contact with Novice and Experience Teachers**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I try to be in contact with the experience	8	20	17	42.5	11	27.5	4	10	-	-	40	100

teachers and be in touch with novice teachers by using blogs.												
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The item in Table 4 presents that out of 40 respondents, (8) 20% in total strongly agreed and (17) 42.5 of them said they agreed. In contrast, only (4) 10% of the respondents said they disagreed whereas (11) 27.5% said nothing and no one said that they strongly disagreed on this item. As more than half of the respondents i.e. 62.5% agreed to the item, it can be concluded that by using blogs teachers are in contact with experience and novice teachers is really fruitful for their professional development.

#### 4.1.1.5 Writing Journals, Articles and Reviews

Teacher can write journals, articles and reviews with the help of resources that they get from the internet. They can find different articles and journals in internet which provide them sufficient knowledge and ideas to write their own articles and journals. So, teachers can go through the sample articles from internet while writing their own articles. Concerning to this aspect, another item asked to them was, *I write journals, articles and reviews with the help of resources that I could get from internet*. The responses obtained from them are tabulated in table 5.

**Table 5**

**Writing Journals, Articles and Reviews**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I write journals, articles and reviews with the help of resources that I could get from internet.	9	22.5	20	50	9	22.5	2	5	-	-	40	100

The item in Table 5 presents that out of 40 respondents, (9) 22.5 in total strongly agreed, half of the respondent i.e. (20) 50% of them agreed while (2) 5% of them disagreed to this item. Similarly, rest of the respondents i.e. (9) 22.5 were neutral and no one presented them as strongly disagreed to the very item. As a large number of respondents i.e. 72.5% of them agreed to write journals, articles and reviews with the help of resources from internet, now it can be concluded that English teachers write journals, articles and reviews with the help of resources that they can get from internet.

**4.1.2 Role of Internet Based Resources**

One of the objectives of this study was to explore role of internet based resources. I administered a few questions regarding the role of IBR. The interpretations of those items are given below:

**4.1.2.1 Promoting Knowledge Skill and Attitude**

Teachers are equipped with sufficient teaching resources via internet that help them to promote their knowledge, skill and attitude. Teacher can consult different documents from the internet whenever and wherever they need. In fact, I was interested to know whether IBR promote knowledge, skill and attitude, so next item used for them was, *I am fully equipped with teaching resources via internet that promote my knowledge, skill and attitude*. The responses obtained from them are tabulated in table 6.

**Table 6**

**Promoting Knowledge, Skill and Attitude**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I am fully equipped with teaching resources via internet that promote my knowledge, skill and attitude.	12	30	16	40	10	25	2	5	-	-	40	100

The item in Table 6 shows that out of 40 respondents, (12) 30% in total strongly agreed where (16) 40% of them agreed. Similarly, (10) 25% of the respondents were neutral and remaining (2) 5% of them disagreed the item but no one said that they strongly disagreed on this item. The data shows that majority of respondents, i.e.70% of them agreed to the very item, on the basis of this I came to conclude that internet resources helped to promote knowledge, skill and attitude of English teachers.

#### 4.1.2.2 Internet Based Resources for Research

Researching is one the most important tools for teacher professional development. Teachers' can get wide range of information from the internet while researching in a particular area. Teachers' can read a number of articles from the internet which is related to their own. So, internet resources help them much while doing research. Concerning to this aspect, another item asked to them was, *I carried out some researches in my related field with the help of reading resources from internet.* The responses obtained from them are presented in table 7.

**Table 7**

**Internet Based Resources for Research**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I carried out some researches in my related field with the help of reading resources from internet.	4	10	25	62.5	10	25	1	2.5	-	-	40	100

The data in Table 7 shows that out of 40 respondents, (4) 10% in total were strongly agreed. On the other hand, (25) 62.5 of them agreed. Similarly, (10) 25% of respondents were neutral and remaining (1) 2.5 of them disagreed the item but no one said that they strongly disagreed on the item. As the

maximum number of respondents i.e. 72.5% of them agreed to carry out researches with the help of reading resources from internet. So, internet based resources helped teachers to research on different issues of their classroom.

#### 4.1.2.3 Internet Based Resources for Presentation

Teachers' can take help from the resources that they are getting from the internet while presenting their own research among colleagues. There are various things that they need to learn from the internet while presenting their own i.e. how to present the research, how to make slides in a proper way, how to present nicely and so forth. The eighth item for the respondent was, *I present my researches among the staff confidently with the help of internet.* The responses obtained from them are presented in table 8.

**Table 8**

#### Internet Based Resources for Presentation

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I present my researches among the staff confidently with the help of internet.	3	7.5	23	57.5	9	22.5	4	10	1	2.5	40	100

The data in Table 8 shows that out of 40 respondents, (3) 7.5% in total strongly agreed where (23) 57.5% of them agreed with the very statement. In contrast, (4) 22.5% of them disagreed and only (1) 2.5% of them strongly

disagreed. Similarly, (9) 22.5% of them remained neutral on the very item. The above data show that majority of the respondents i.e. 65% of them agreed and only 12.5% of them disagreed to present researches among the staff confidently with the help of internet. From the data above, I came to conclude that internet helped to a great extent for teachers to present researches confidently for their professional development.

#### 4.1.2.4 Benefits of Internet Based Resources

Teacher can get numerous benefits from the internet based resources i.e. communication, sharing ideas, collaboration, getting knowledge and learning. The ninth item for the respondent was, I frequently use Internet based resources to get direct and indirect benefits for my professional development. The responses obtained from them are tabulated below:

**Table 9**

**Benefits of Internet Based Resources**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I frequently use Internet based resources to get direct and indirect benefits for my professional	18	45	21	52.5	1	2.5	-	-	-	-	40	100

development.												
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The data in table 9 presents that out of 40 respondents, (18) 45% in total strongly agreed and (21) 52.5% of them agreed. Similarly, only (1) of them remained neutral with the item and no one said that they were disagreed and strongly disagreed with the item. Great majority of the respondents i.e. 97.5% agreed on the item. From the data above, it is found out that the internet provided direct and indirect benefits for teachers for their professional development.

**4.1.2.5 Internet Based Resources for Professional Skill**

Internet based resources help to grow professional skills of the teachers. Internet resources are valuable and convenient tools which can be used to develop teacher's capacity in many ways. Resources provide teachers' sufficient learning materials and opportunities to enhance their professional skills.

Concerning to this aspect another item asked to them was, *the knowledge of technology and e- resources help teachers to grow professional skill*. The responses obtained from them are tabulated in table 10.

**Table 10**

**Internet Based Resources for Professional Skills**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
The knowledge of technology and e-resources help teachers to grow professional skill.	24	60	13	32.5	3	7.5	-	-	-	-	40	100

The data in the table above shows that out of the 40 respondents, (24) 60% in total strongly agreed with the statement. On the other hand (13) 32.5 of them said that they agreed with it. However, only (3) 7.5 of them were neutral and disagreed with the statement respectively and no one presented them as disagreed and strongly disagreed with the statement, The knowledge of technology and e- resources help teachers to grow professional skill. A greater number of respondents i.e. 92.5% agreed to e-resources which help teachers to grow professional skills.

**4.1.2.6 Internet Based Resources for Obtaining Useful Information**

The internet has become the most important source of information nowadays. One uses the internet resources to get information about anything. Similarly, teachers' can get useful information in terms of teaching, learning and also for professional life via the internet. Teacher can search scholarly

articles and also acquire new information to develop their professional interest.

Regarding this the next item for the respondent was, *there is a massive amount of useful information on the internet*. The responses obtained from them are presented in table 11.

**Table 11**

**Internet Based Resources for Obtaining Useful Information**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
There is a massive amount of useful information on the internet.	19	47.5	17	42.5	4	10	-	-	-	-	40	100

The data in Table 11 depicts that out of 40 respondents, (19) 47.5% in total strongly agreed and (17) 42.5% of respondents were agreed with this item. In contrast, no one presented them as disagree and strongly disagree to the very item. Similarly, rest of them i.e. (4) 10% of them remained neutral on the very item. The above data show that majority of respondents i.e. 90% of them agreed to the item. One the basis of this, I came to conclude that teachers use internet sufficiently where they got massive amount of useful information for their professional development.

**4.1.2.7 Internet Based Resources for Enhancing Confidence**

Teachers can gain confidence in their teaching skills and developing their teaching ability from the resources that they are getting from the internet. Teacher can see the same thing in quite different ways in the internet which helps them to develop the level of confidence for their professional development. Being Specific to this very item, the participants were asked as, *Journals and articles help me to develop the level of confidence for my professional career.* The responses obtained from them are presented below in table 12.

**Table 12**

**Internet Based Resources for Enhancing Confidence**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
Journals and articles help me to develop the level of confidence for my professional career.	24	60	14	35	2	5	-	-	-	-	40	100

The table 12 shows that out of 40 respondents, (24) 60% in total strongly agreed and (14) 35 % of them were agreed with the item. In the similar vein, (2) 5% of them remained neutral and no one said that they disagreed and strongly disagreed with the item. It shows that a vast majority of the respondents i.e. 95% agreed to develop the level of confidence by reading journals and articles from the internet for their professional development. Thus, journals and articles were most frequently used by English teachers for their professional development.

**4.1.2.8 Internet Based Resources for Gaining Knowledge**

The internet is the limitless source of free information and educational resources. Teachers can attend educational webinars regularly, check news sites to stay update on the latest trends for professional development. Similarly, teachers can get professional development courses through training institution in the internet which helps them to update their knowledge and

skills in their own field. So, internet resources guide the teacher to upgrade themselves.

Concerning to this aspect another item asked to them was, *I get chance to update myself with new knowledge and burning issues in my respective field with the help of internet.* The responses obtained from them are presented in table 13.

**Table 13**

**Internet Based Resources for Gaining Knowledge**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I get chance to update myself with new knowledge and burning issues in my respective field with the help of internet.	23	57.5	16	40	1	2.5	-	-	-	-	40	100

The data in Table 13 shows that out of 40 respondents, (23) 57.5% in total strongly agreed and (16) 40% of them agreed. Similarly, (1) 2.5 of them remained neutral and no one said that they were disagreed and strongly disagreed to get chance to update with new knowledge and burning issues in his/her respective field with the help of internet. So it can be interpreted that most of the respondents i.e. 97.5% agreed to get chance to update

themselves with new knowledge and burning issues via internet for their professional development. Thus, internet updated the teachers with emerging knowledge and burning issues for their professional development.

#### 4.1.2.9 Internet Based Resources to Develop Content Knowledge

Internet is the tool to promote teacher expertise in their professional career. Teachers can see and watch how to do things better in their professional life via internet. Likewise, Teacher can read the same content in various ways which provide them best content knowledge in their teaching and learning. Teacher can search any topic from various resources in the internet and get sufficient knowledge under the same content so internet resources give adequate content for teachers. Regarding this the next item for the respondent was, *Internet helps me to develop content knowledge for my professional development.* The responses obtained from them are presented in table 14.

**Table 14**

#### **Internet Based Resources to Develop Content Knowledge**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
Internet helps me to develop content knowledge for my professional development.	23	57.5	16	40	1	2.5	-	-	-	-	40	100

The data in Table 14 presents that out of 40 respondents, (23) 57.5 in total presented as strongly agreed and (16) 40% of them agreed. Likewise, only (1) 2.5 % of them was remained neutral and no one said that they disagree and strongly disagree with the item. It showed that a vast majority of the respondents i.e. 92.5% agreed that internet helped them to develop content knowledge for their professional development. Thus, I come to know that internet helped English teachers to get content knowledge and teachers used internet frequently to get sufficient knowledge for their professional development as well.

#### 4.1.2.10 Internet Based Resources to Integrate Teachers' Capacity

Teachers use online materials to prepare lessons, to expand knowledge, to develop confidence for teaching and also for capacity building for their own professional development. There are various resources that teachers can visit in the internet which really provide worldwide knowledge in a single minute.

Being specific to this very item the participants were asked as, *worldwide knowledge helps to integrate the teachers' capacity*. The responses obtained from them are presented in table 15.

**Table 15**

#### **Internet Based Resources to Integrate Teachers' Capacity**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
Worldwide knowledge helps to integrate the	16	40	21	52.5	4	10	-	-	-	-	40	100

teachers' capacity.												
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The data in Table 15 presents out of 40 respondents, (16) 40% respondents in total strongly agreed and (21) 52.5% respondents agreed. Likewise, (4) 10% respondents remained neutral and no one said that they disagreed and strongly disagreed with the item. So, it could be interpreted that most of the respondent i.e. 92.5% agreed that worldwide knowledge helped to integrate the teachers' capacity. On the basis of this, I came to conclude that worldwide knowledge helped the teachers to integrate their capacity for their professional development.

#### **4.1.2.11 Internet Based Resources for Developing Materials**

Teaching materials should be effective and meaningful in teaching learning activities. Internet guides teachers how to make teaching materials effectively. Concerning to this aspect another item was asked as, *Internet resources are helpful for making teaching materials needful and appropriate.* The responses obtained from them are presented in table 16.

**Table 16**

**Internet Based Resources for Developing Materials**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
Internet resources are helpful for making teaching materials needful and appropriate.	15	37.5	21	52.5	4	10	-	-	-	-	40	100

The data in Table 16 shows that out of 40 respondents, (15) 37.5% in total strongly agreed whereas (21) 52.5 of them agreed with the very statement. Similarly, (4) 10% of them were neutral and no one said they disagreed and strongly disagreed on the item. As a large number of respondents i.e. 90% of them agreed that the resources they were used from the internet were helpful to make teaching materials needful and appropriate. I found that teachers use resources via internet that were really guiding for making teaching materials needful and appropriate that help for their professional development as well.

**4.1.2.12 Internet Based Resources for Classroom Procedure**

Internet based resources play an important role for meaningful teaching. The ninth item for the respondent was, YouTube videos provide me stepwise

classroom procedures that help to develop my teaching expertise professionally. The responses obtained from them are presented in table 17.

**Table 17**

**Internet Based Resources for Classroom Procedure**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
YouTube videos provide me stepwise classroom procedures that help to develop my teaching expertise professionally.	10	25	20	50	6	15	4	10	-	-	40	100

The data in the table 17 presents that out of 40 respondents, (10) 25% in total strongly agreed and (20) 50% of them agreed. However, only a few respondents i.e. (4) 10% disagreed. Similarly, rest of them i.e. (6) 15% were neutral and no one said that they strongly disagreed on the very item. As majority of the respondent i.e. 75% agreed on the item and only a few i.e. (4) 10% disagreed. I concluded that internet provide the teachers stepwise procedure in teaching which supported them professionally.

**4.1.2.13 Internet Based Resources for Positive Attitudes**

Internet based resources create positive feelings in teachers towards learning which make their gaining professional knowledge and skills more effectively.

Being specific to this very item, the participants were asked as, *the videos that, I get from YouTube help me to develop positive attitude*. The responses obtained from them are presented in table 18.

**Table 18**

**Internet Based Resources for Positive Attitude**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
The video that I get from YouTube help me to develop positive attitude.	9	22.5	18	45	8	20	5	12.5	-	-	40	100

The data in the table 18 presents that out of 40 respondents, (9) 22.5 in total strongly agreed with the statement. On the other hand, (18) 45% of them said that they agreed with it. However, (8) 20% remained neutral and rest of the respondents i.e. (5) 12.5 disagreed on the item. As more than half of the respondents' i.e.67.5% agreed and 12.5% disagreed on the item. Now, it could be said that YouTube video provide positive attitude to the teachers.

**4.1.2.14 Internet Based Resources for Preparing Articles**

Teachers frequently consult journals and articles to prepare their own articles because teachers can get meaningful insights from others writing while writing their own. Teachers also get numbers of journals and articles regarding the same topic via internet which help them to get sufficient knowledge regarding how to make their writing more academic. Whether teachers get benefits from IBR for writing articles was my concern so, next item included in questionnaire was, *I often consult journals and articles to prepare my articles.* The responses obtained from them are presented in table 19.



**Table 19**

**Internet Based Resources for Preparing Articles**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I often consult journals and articles to prepare my articles.	12	30	22	55	6	15	-	-	-	-	40	100

From the data given in the table 19, it was found that out of 40 respondents, (12) 30% in total strongly agreed while (22) 55% of them agreed, However, remaining (6) 15% were neutral with the item, *I often consult journals and articles to prepare my articles*. From the above mentioned data, I came to conclude that great number of respondents i.e. 85% agreed to consult journals and articles from the internet to prepare their articles. To be specific, teachers consulted journals and articles from the internet while writing their own articles.

**4.1.2.15 Internet Based Resources for Professional Development**

Teachers find differences before and after using internet based resources. They can develop their knowledge, skills, confidence and so forth with the help of internet based resources. Regarding to this very item, the participants were asked as, *I found many improvements like: confidence development and content knowledge development for my professional development after the use of resources via internet*. The responses obtained from them are presented in table 20.

**Table 20**

**Internet Based Resources for Professional Development**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%
I found many improvements like: confidence development and content knowledge development for my professional development after the use of resources via internet.	14	35	24	60	2	5	-	-	-	-	40	100

Table 20 depicts that out of 40 respondents, (14) 35% of them strongly agreed and (24) 60% of respondents were agreed with this item. Similarly, rest of them i.e. (2) 5% of them remained neutral on the very item. The above data show that majority of the respondents i.e. 95% of them agreed to find improvement in content knowledge and confidence development via internet resources. Since the majority agreed, one of the roles of IBR is found as the resources for professional development.

### **4.1.3 Teachers' Use of Internet Based Resources**

In order to get in-depth ideas on the use of IBR for teacher professional development, I used interview data. The obtained information from the teachers about the use of internet resources is analyzed and interpreted under the following themes.

#### 4.1.3.1 Resources Used

Teacher professional development cannot be sustained unless the adequate resources are not provided so that teacher need to use and practice varieties of resources for developing their professional skills. In this regard, the very first question I asked them was, " Do you use internet based resources for your professional development?" The common information obtained from them is: "*yes, we use internet based resources to develop our professional skills*". This line makes a sense that all teacher use internet based resources for their professional development. In this regard, teacher A said:

*Really, I often use internet based resources because it plays very important role for the development of my professional quality.*

His opinion indicates that he uses internet resources for his professional development. More importantly, he said he uses those resources to develop his professional quality.

Similarly, teacher 'B' viewed:

*Yes, I have been using internet based resources for my professional development but I am not using very much since, the text book offers sometimes enough for the students. So, I consult and visit internet based website for those areas which are not much covered by the textbook so I tend to be selective and use internet based resources not for all the topics so I used selectively.*

Regarding his opinion, he is in the habit of using internet based resources but he choosy. He depends more on textbooks which are nearly sufficient for the students. Whenever he finds insufficient content in the text books he consults internet and gathered the ideas to deal with the topic.

In the same way, teacher 'C' reported:

*Well, frankly speaking I do use Internet based resources for my professional development.*

Likewise, teacher 'D' further added:

*Yes, well, I used them for various purposes basically, for the purpose of communication and social networking. But also definitely for the purpose of may be sharing some teaching learning ideas and I use internet for assessing information that are available in the internet.*

His opinion indicates that he is use to consulting internet for multi purposes. He uses internet for communication and social networking it means for day to day communications and sharing experiences. Partly he uses the internet to share teaching learning experiences and to assess information.

Now it is apparent that all English teachers used the Internet based resources i.e. Google, You Tube, Blog, E-books, Gmail and so forth for their professional development.

From the evidences above, it could be concluded that all the English teachers used internet based resources such as to visit websites, to develop professional quality, for assessing information, to share some English teaching learning ideas, for communication and social networking, sometimes textbook offers it and so on to develop them professionally.

#### **4.1.3.2 Ways of Using Internet Based Resources**

Bachelor level English teachers use internet based resources in quite different ways. In this regard, I had asked them, 'Why and how do you use internet based resources? In the responses to this question the teachers put forward

different views and opinions regarding the ways of using internet based resources. In this regard, teacher 'A' said:

*You know these days textbooks are not available in the market easily. This age is also the age of modern technology. Everything is available on internet, it's so easy but the problem is every time and everywhere internet does not work so sometime I download the materials, sometimes read directly, that's all.*

Similarly, teacher 'B' viewed as:

*Actually, internet based resources keep us up to date, new concept, new technology offer us various ideas, yeah! Up to date basically.*

*Yes, sometimes I download some very important materials and sometime just I visualize the video just to see the concept and to follow the procedures and tasks so sometimes I recorded and teach phonetics and phonology download some of the IPA symbol.*

This excerpt shows that teacher used internet resources from different ways because it updates teachers in their professional life.

In the same way, teacher 'C' opined:

*Obviously, internet based resources they are used for the personality development, and in my case I use them just to prepare materials for classroom usage. Sometime, I download YouTube videos, sometime I download books and sometimes if journals and articles are Accessible and downloadable then I downloads them as well.*

His opinion indicates that he consult internet for multiple purposes. He finds many things for personality development in the internet. He prepares teaching materials with the help of internet. He is in the habit of downloading books you tube videos, articles and soon.

Likewise, teacher 'D' stated:

*Well, It is necessary these days because the printed books that are available in the library in the form of let's say hardcopies may not be sufficient, may not fulfill our needs and we need to find out present affecting information to our students so it has become necessary. Knowledge changing very fast, information of being aided every hour or every minute and so to be able to explain something or may be explain a concept fully to the student, we frequently need to use it.*

*Basically, yes sometimes I consult online pages and I do not download the materials because it is not very necessary to download all pages. Once I find the page online I read Online and watch it online. Sometime if download is available in the form of document and we have download access and if it is important than I download it.*

To analyze all the excerpts above, I find that Bachelor level English teachers use internet based resources in quite different ways i.e. downloaded, recorded, visualize, read and watch and so forth. They said that using internet based resources create positive feelings in them towards teaching learning activities which help to make their teaching much effective. More importantly, they reported that using internet resources make them move with the time, and do the things easier and quickly.

#### **4.1.3.3 Role of Internet Resources for Professional Development**

In order to find out the role of internet resources for professional development, I asked them, " What is the role of internet based resources for your professional development?" In a response to this question, all the teachers revealed that there were various roles of internet resources for their professional development. In this regard, teacher A stated:

*It plays very important role because it makes my professional life very active. It makes me up to date with new method, techniques and approaches of teaching. The teacher may not be informative with new methods and techniques which are recently introduced in the field of teaching. These internet resources will make me up to date to me.*

Regarding his opinion, he is strong supporter of using internet. Internet plays a vital role in his career. He learns to move with the times with the help of internet.

In the same concern teacher 'B' added:

*To enrich the professionals is the major role. When I use internet resources I feel enriched in ideas, concept and the matter becomes much clearer so that I can clarified the concept easily in the classroom so to keep us up to date and enriched.*

Regarding his ideas it can be said that he finds internet is a must to enrich professionally. He is satisfied using internet and he feels confident whenever he uses it.

Likewise, teacher 'C' articulated his viewed:

*Yeah! It has very quite effective role. Professional development these days is a must and then we need to be quite professional also. There is a competition among the teachers and we need to be updated and students are very much updated with their textbooks and things and we need to be a little beat ahead of them. That's why internet helps us a lot in our professional development.*

By analyzing his ideas internet is a lifeline for the teachers. There is a keen competition among the teachers professionally. Both the students and the

teachers use internet so the teacher should be more familiar with internet than the students otherwise he cannot satisfied the students.

Similarly, teacher 'D' stated:

*Well, Internet is become a daily need like, we cannot go to class for a week continuously without having to consult some internet based resources related to different topic, subjects or concepts. So, it's a kind of necessary for survival for making a day to day teaching effective so, if not for development it is necessary for continuing a job.*

To be a competent teacher internet is a must. It is part and parcel of day to day teaching life. Our teaching career solely depends upon internet and it is basic for bread and butter.

The above statements clearly indicate that most of the teachers use internet based resources for their professional development as well as for classroom teaching. So we can say that there are quite effective role such as it makes teacher active, creative, updated, informative, knowledgeable and so on for teachers professional development.

#### **4.1.3.4 Types of Resources**

In order to find out what sorts of resources teacher use for their professional development, I asked them a question like, "What kinds of internet based resources do you use for your professional development?" In a response to this question all the teachers reported the common answer that they used different kinds of internet resources for their professional development. In this regard, teacher A said:

*Different kinds, such as I use E-books, I often consult different articles and journals published by different ELT professionals. Sometime I consult videos on YouTube. I often search different kinds of materials in Google's like this.*

By analyzing this excerpt, he is in the habit of consulting internet for written and visual materials like: books, articles, you tube and ELT materials.

In the same light, teacher 'B' viewed:

*Sometimes I used E-books that are unavailable in the market and sometimes I make use of classroom teaching videos to get the ideas and concepts regarding the task and activities that can use in the classroom so the videos that we can find in the internet sometime useful, sometime read journals, Articles in the internet so these are the areas.*

From his opinion, we can conclude that he is a good internet user. He consults internet for teaching purposes and he reads journals and articles for his professional development.

Similarly, teacher 'C' presented:

*Usually these days, internet have become quite widespread and it is easily accessible to the teachers as well as students and I prefer using YouTube and some blogs likewise some journals, articles published by the latest theorist, researchers who publish these things yeah, and these things are I use for my professional development.*

Concluding his ideas, it is crystal clear that a professional teacher is incomplete without using internet. He uses internet so often to update himself in the daily walk of his professional life.

Furthermore, teacher 'D' added:

*Well, for professional development like we use internet for visiting websites for may be different Colleges, Universities, and Organizations right so that we can get information about them. Next we can use internet for downloading teaching materials or learning materials for ex: we can download articles, free access books, E-books or we can just sometime may be look for something like to know the definition of particular word, concept and we look it in the Google So that's how we help ourselves or keep ourselves informed.*

From his excerpts, I came to know that he is a regular internet visitor. He wants to keep himself updated with recent happening around the world and recent development in teaching. He consults internet to clarify himself with different knowledgeable things including word meaning, concept and so on.

From the discussion above, I come to identify that teachers used different internet based resources including Google, YouTube, E-books, online journals and articles for their professional development. Teachers are quite familiar with these resources which help them in their day to day professional life. They also visit websites of different Universities and colleges to get information about them. Teachers often consult journals and articles published by different scholars, theorists and researchers in the internet.

#### **4.1.3.5 Need of Internet for Professional Development**

Similarly, in order to find out perception of bachelor level English teachers about the need of Internet based resources for their professional development, I asked them, " Do you think Internet is really needed for your professional development?" All of the English teachers replied that they realized the need of Internet for their professional development. In this regard, teacher 'A' stated:

*Yeah! There is no doubt internet is highly needed for professional development of any teachers because traditional text books and methods are not applicable now therefore I get modern methods and techniques in internet so it is highly needed.*

From this excerpt, I found that using internet is all accepted habits. It is urgently needed to update teachers for new methods and techniques.

Similarly, teacher 'B' opined:

*Yes, why not! Internet is very useful this 21<sup>st</sup> century is the age of Information. Recent information is delivered through the internet. This is the source of information. So we become familiar. Recent methodologies and techniques comes through the internet these are useful.*

From this excerpts, I came to know that twenty first centaury is the age of internet. Recent development in teaching is delivered through internet so internet is everyday needs.

Similarly teacher 'C' further aided:

*Yes, these days internet is really needed and then what happen in my case, if I don't use internet, I found myself quite crippled. Regularly I used internet so that I would boost up my confidence level and that I would get some fresh materials for my students.*

From his ideas, I came to know that teaching is crippled without using internet. He uses internet regularly. It is a lifeline for teaching.

More interestingly, teacher 'D' regarded:

*Yes, of course! Internet is a good option although many kind of development for our professional skill, If we go for special classes like training classes,*

*workshops, seminar these are the ways but we cannot go for every time and frequently. There are no training frequently but we need updated time and information, so when there is internet, it is easily available so that kinds of become a need.*

He opines that internet is above all the resources for teaching. Trainings and workshops are rare what is easily available is the internet. So it is basic need.

After analyzing the above excerpts, it has been found that all the respondents strongly realized the need of internet for their professional development.

Similarly, they viewed that internet is needed as it helps update anybody, to be active, well informed and knowledgeable for professional career. They also revealed that internet provides them various learning opportunities which help to boost-up their creativity and confidence level in an effective manner.

#### **4.1.3.6 Use of E-books**

In order to find out the E-books used by English teacher, I asked them, "Do you use E-books and how E-books are helpful for your professional development?" During the interview it has been found out that all the English teachers' use E-books as supporting materials to develop the level of knowledge in their professional life. In this regard teacher 'A' added:

*I often use E-books. E-books you know whatever the information I want to search E-books provide me the information on time so it so useful and helpful. It helps me getting immediate information.*

He opines that he used E-books for timely information and is useful as well as helpful.

Likewise teacher 'B' articulated:

*Yes, sometimes! Some books are not available in the market so E-book is the only alternative for the teachers because all books are not available in the market. So, sometimes should makes use of E-books also.*

Regarding his opinion, it can be said that E-books is the only solution for textbooks and textbook users.

In the same light, teacher 'C' added:

*E-book quite often but I do use it. It's quite helpful. In my case, E-books are not always downloadable but we can read them and we cannot show them after reading these E-books but PDF file is ok. Sometimes I make slides from picture taken from PDF files and then I do use them also.*

From this excerpt, it can be said that E-book is quite helpful for teachers and he can make teaching materials from the internet

Furthermore, teacher 'D' responded:

*Yes, I have been using several E-books so kind of let's say sometime refining the prescribed textbooks in the forms of E-books and many of them are freely downloadable. Some can be just consulted but cannot be downloaded. I have been using E-books for over or more than 5 years. I use E-books as alternative of printed textbooks and when latest printed textbooks are not available there are E-books available so, has as a substitute for textbooks, I have using E-books.*

Regarding his ideas, E-books are alternative to textbooks for him. He has been E-book user for some years.

Now it is apparent from the above discussion that teachers' used E-books to develop them professionally. Teachers' use E-books as an alternative of printed books if that is not available in the market. In this time E-books are

only one alternative so it helps them to provide good materials and equally for their professional development.

#### **4.1.3.7 Teachers Suggestions for Using Internet Based Resources**

At the end of interview, the teachers were asked to point out the ideas and suggestions to those teachers who heavily focus on textbook only. Different teachers present different suggestions in their own way for that very question.

Regarding the suggestions to those teachers who heavily focus on textbooks, teacher 'A' said:

*Yeah, alright! Focusing on textbook also not bad thing you know but apart from textbook, any teachers should consult E-books, internet resources. You Tube, Google and different other internet resources to get immediate information on how to teach and for different kinds of information, new methods and techniques on teaching so they have to use it. (T.A)*

From the excerpts, I came to know that apart from textbook teacher should consult E-book and internet resources to update him in teaching.

Likewise teacher 'B' viewed:

*Yes, my suggestion is to make use of internet based resources because internet based resources keep the teachers up to date and for teachers' professional development for successful teaching.*

Regarding his suggestions IBR keep the teachers updated and successful professionally.

Furthermore, teacher 'C' articulated:

*If the teachers only focus on textbook and do not get the extra knowledge to the students so it's per the need of the time. They become outdated, the teachers become outdated. So if you want to be quite updated of the latest version of the theories and researches and if you know something about child psychology, student's psychology you need to get the help from the internet. And if you only based on the textbook, I think you will be not considered to be a good teacher.*

From his suggestions, it is clear that internet is the demand of the time. An Old and outdated teacher cannot move with the times. A successful teacher must consult internet for his job and career development.

In the same regard, teacher 'D' said:

*The suggestions we can give them is well, if textbooks are available, if all the reference books are available in the market in the form of may be printed books then fine but I don't think that going to be possible ok, so another drawback within the use of textbooks or depend on textbooks is, are the textbook updated in every year? That may not be updated so for updated information, we better may be start learning to use internet if we are not using*

*it so textbooks are may be the basic sources but for the knowledge for the improvement, I think we need to start using internet based resources.*

By analyzing his suggestions, it is clear that internet is helpful for day to day knowledge but textbooks are not revised every year so it is through using internet that we can improve teaching using the internet.

In this way, most of the teachers suggest that teacher should use internet for their professional development as well as for effective classroom teaching. Similarly, they also suggest that to be updated with the immediate information teacher should consult internet. Thus, they should not limit their knowledge and understanding with only the textbook which is not sufficient for them. Furthermore, they are also suggested that in this present time. Everything is becoming changing day by day so to get updated information they should go beyond the textbooks. Thus, these suggestions given by English teachers to those teachers who heavily rely on textbooks might help them to pave better and concrete ways for their professional development.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

This is the final chapter of the study. This chapter includes the findings derived from the analysis and interpretation of the data. It also includes the conclusion of the study along with some points of recommendations to the policy makers, practitioners and researchers.

#### 5.1. Findings

This research envisaged to identify the Practice and role of IBR for teacher professional development. After the analysis and interpretations of data, I derived following findings:

##### A. Findings Related to the Practice of Internet Based Resources

- ) A vast majority of the respondents i.e. 97.5% agreed to use internet as a resource site for their professional development.
- ) Similarly, a good number of the respondents i.e. 80% agreed that they read journals and articles from the internet to develop their professional skills.
- ) Likewise, it has been pointed that half of the respondents i.e. 57.5% agreed to share their English teaching ideas, methodologies, techniques and problems using Email.
- ) Similarly, it has been revealed that a large number of respondents i.e. 72.5% agreed to write journals, articles and reviews with the help of resources via internet.
- ) A considerable number of the respondents i.e. 70% agreed to fully equip with teaching resources via internet that promote their knowledge, skills and attitude.

) It has been found that more than half of the respondents i.e. 65% agreed to present researches among the staff confidently with the help of internet resources.

#### **A. Findings Related to Role of Internet Based Resources.**

) For the maximum number of the respondents i.e. 97.5% use internet resources to get direct and indirect benefits for professional development.

) Similarly, they used IBR to develop knowledge of technology and to grow professional skills. It is because 92.5% in total accepted it.

) In the similar vein, a vast majority of the respondents i.e. 95% agreed to develop the level of confidence by reading journals and articles from the internet for their professional development.

) In terms of reporting the different events, it has been found that a great majority of the respondents i.e. 97.5% agreed to get chance to update themselves with new knowledge and burning issues via internet for their professional development.

) Likewise, the study has revealed that the great majority of the respondents i.e. 90% agreed that the internet based resources are helpful for making teaching materials needful and appropriate.

) Similarly, it has been pointed that most of the respondents i.e. 85% agreed to consult journals and articles from the internet while writing their own articles that help for their professional development as well.

) From the interview with teachers, I come to found that English teachers preferred to use a wide range of internet resources. Internet resources like: You Tube, Google, Gmail, Email and Blog are the most preferred resources. Teachers consult internet based websites in their areas which are not covered by the textbooks. To share some

teaching learning ideas, to assessing information, to make their teaching more effective and meaningful teachers use internet based resources.

- ) As the ways of using internet based resources, they viewed that they downloaded, read directly, visualized the video and sometime recorded the materials. Similarly, they opined that internet based resources kept them updated with sufficient knowledge, preparing materials for classroom uses as well as personality development in their professional life.
- ) Regarding the role of internet for professional development, the teachers viewed that, internet resources made them active, informative, updated with new method, techniques and approaches for teaching. Likewise, ideas and concepts were enriched that helped them a step ahead of the students.
- ) In relation to the type of resources, it has been found that all the English teachers appreciated the use of E-books, because with the help of E-books they got everything they needed for teaching as well as learning very easily and quickly as per their convenience. Similarly, teacher use E-books as alternative of printed textbooks because some books are not available in the market so, E-books are only alternative for the teachers.
- ) Regarding the suggestions to the teachers who heavily focus on textbooks, they suggested that every teacher should be creative. Teachers should consult internet to get immediate and update information, new methods and techniques on teaching, know about child psychology and also for knowledge development, teacher should start using internet based resources.

## **5.2. Conclusion**

In the present scenario of the world every individual wants to learn freely without being imposed from others. Internet has become a major source of information to the teachers for their professional development. They can use these resources such as: YouTube, Google, Blog, Gmail, Email and so forth. This present study was mainly concerned with finding the teachers' use of internet based resources for their professional development. This study revealed the reality that all the English teachers made use of wide range of internet based resources to enhance their professional skills.

After the study of major findings, I come to conclude that English teachers made use a wide range of IBR including: E-journals, Articles, Google, E-books, YouTube videos, Email, Blogs to enhance their professional skills. They used IBR for sharing teaching ideas, methodologies techniques and problems, writing journals, articles and reviews, write researches, presenting, updating, preparing materials, preparing articles, developing positive attitude, promoting knowledge skill and attitude.

The findings help me to realize that all the teachers appreciated that internet based resources helped them to get everything they needed easily and quickly as per their own time. On the basis of this, I thought that every teacher should highly focus on using different modern internet resources to practice and developing their professional skill in an effective manner. Likewise, regarding the role of internet for professional development of teachers, I found that internet made teacher creative, informative, Update and active. It helps to familiar with new methods, techniques and approaches in their teaching.

Before the study, I thought that if teachers had textbook and teacher guides would be enough. However, after getting the responses from teachers now I get, internet has become the cry of the day. In this regards, IBR create positive feelings for the teachers towards teaching and equally for professional life.

Internet based resources also helped to become a competent teacher in their related field. That's why every teacher should be creative, explorative, confident and enthusiastic and they always go beyond the boundaries of the textbooks.

### **5.3. Recommendations**

Every research study should have its recommendations in one way or other. So, this research work has also some recommendations. It is hoped that the findings of the study will have implications at different levels. The recommendations in those levels have been presented separately below:

#### **5.3.1 Policy Related**

Policy is a plan of action agreed or chosen by a certain organization, business and state. Since, policy is a higher level action it works as a catalyst for the development of the country. The recommendations of this research related to the policy level are mentioned below:

- ) Since the findings of the study depict the need of internet based resources i.e. 80% informants responded affirmatively for the teachers to read journals and articles, sharing English teaching ideas, presenting, updating, and getting information so, there should be easy access of Internet for the teachers in Departments and Libraries.
- ) There should be E-Library for the teachers in all parts of the country.
- ) The concerning departments and organizations like: NCED, CDC should organize trainings and seminars to make the teachers familiar with using internet for their professional development.
- ) The findings indicate that English teachers i.e. 95% use varieties of supportive materials from internet to develop the level of confidence. That's why MoE, DEO, EDCU should provide internet access to the teachers.

#### **5.3.2 Practice Related**

After analyzing the findings of my study, I have drawn some practice related implications:

- ) Internet based resources made teacher more creative and active. In this way the teachers can get more professional input from the IBR.
- ) Internet based resources are needed for teachers to boost up creativity and confidence level. That's why new methods, techniques and approaches should encourage the teachers to visit WebPages for gaining professional expertise.
- ) Internet provides teachers with enough opportunities to use the varieties of resources as per their convenience. So, all the Schools, Colleges and Universities should provide the teacher with well-equipped internet facilities and also encourage them to use varieties of web sites.

### **5.3.3 Further Research Related**

Each and every research has its own purpose and findings. The present research was conducted to explore the role of internet based resources for teacher professional development. It is a complete study according to the objectives of my research, but due to the delimitations of my research, I could not include some other areas in my study. There might be many more areas for further investigation and exploration. So, other researches can go beyond this.

The findings drawn from this study may not be generalized to the whole nation as this research was limited to a narrow area. So, similar type of study can also be done in other areas as well. More participants can be included for data collection so that the data will be very much validated. Similarly, this research is based on mixed method research design, so other researchers may follow other research designs such as co-relational study, experimental design, and case study etc. Here, I have mentioned some possible titles for the new researchers, which can be as follows:

- ) New research area for further research can be effectiveness of ICT in teaching.
- ) Similar research can be conducted to involve many private and community based schools in order to determine Issues and challenges for implementation of ICT in education.
- ) Further research also is conducted to investigate the activities used by English teacher for their professional development.

And finally, I hope that this study will be a step of ladder where other several steps are left and by stepping on this step, other research can reach their own destinations in the field of educational research. Therefore, this study will be highly beneficial as it will provide a valuable secondary source of data for the researchers who are interested in conducting further research.

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## **PARTICIPANTS INFORMATION STATEMENT**

Thesis supervisor

Guru Prasad Poudel, Lecturer

T.U., Kirtipur, Kathmandu , Nepal

### **Teachers' use of internet based resources for their professional development.**

#### **1. What is this study about?**

You are invited to participate in a research entitled "Teachers' use of internet based resources for their professional development. Which aims to explore the role of Internet based resources for their professional development. Up to now there has not been any research related to this topic in this department.

You have been requested to participate in this study because I am interested to explore the role of internet you use for your professional development.

This participant information statement tells you about the research study.

Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participant in this research is voluntary. So it is up to you whether you wish to take part or not.

By giving your consent to take part in this study you are telling us that you: Understand what you have read.

Agree to take part in research study as outlined below.

Agree to use the personal information as described.

You will be given a copy of this participant information statement to keep.

#### **2. Who is carrying out the study?**

This study is carried out by Ms. Sunita Adhikari as the student of the Master of Education in English at the Tribhuvan University of Kathmandu. This study will take place under the supervision of Guru Prasad Poudel lecturer of Department of English Education T.U., Kirtipur.

**3. How much of my time will the study take?**

It will take you about 15 minutes to complete the questionnaire.

**4. What will the study involve for me?**

This study involves completing the set of questionnaire. The questionnaire contains 20 questions where you will be asked to tick the one correct option.

**5. Who can take part in the study?**

All the English teachers who are teaching bachelor level can participate in this study.

**6. Do I have to be in the study? Can I withdraw from the study once I've started?**

Participation in this study is completely voluntarily. Your decision whether to participate or not will not affect your current/ future relationship with the researcher. If you take part in the study and then change your mind later, you are free to withdraw from the study. Your participation in the study will not harm in your career and future rather it will help you to understand about the Teachers' use of Internet resources for professional development. Submitting your completed questionnaire is an indication of your consent to participate in the study.

**7. Are there any risks or costs associated with being in the study?**

Besides from your time investing to answer the questionnaire, there will not be any risks or costs associated with taking part in this study.

**8. Are there any benefits associated with being in the study?**

This study will help you for your professional development.

**9. What will happen to information about me that is collected during the study?**

Your information will only be used for the purpose outlined in this participation information statement. Unless you consent otherwise your information will be kept strictly confidential, except as required by law. The findings of the study may be published, but you will not be individually identifiable in these publications.

**10. Can I tell other people about the study?**

Yes, you are welcome to tell other people about the study and you will get the summary of the overall findings of the study.

**11. What will do if I would like further information about the study?**

If you would like to know more about my study, please feel free to contact Ms Sunita Adhikari. (Email: sunitadhikari106@gmail.com).

**12. Will I be told the results of the study?**

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T.U., Kirtipur, Kathmandu.

**13. What if I have a complaint or any concerns about the study?**

The ethical aspects of this study have been approved by the Tribhuvan University Department of English Education Kirtipur, Kathmandu. Any person with concern or complaints about the conduct of a research study can contact the researcher.



## PARTICIPANT CONSENT FORM

Supervisor

Guru Prasad Poudel, Teaching Assistant

### "Teachers' Use of Internet Based Resources for their Professional Development"

I,..... agree to take part in this research study. In giving my consent I state that:

- 1) I understand the purpose of the study, what I will be asked to do, and risk /benefits involved.
- 2) I have read the participant information statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.
- 3) I have got answer to any questions that I had about the study and I am happy with the answers.
- 4) I understand that my participation is completely voluntary.
- 5) I understand that I can withdraw from the study at any time before I submit the response to the given questionnaire.
- 6) I understand that personal information about me that is collected over the course of this study will be limited to this use or other research related usages as authorized by Tribhuvan University.
- 7) I understand that personal information about me that is collected over the course of this study will be kept more confidential in the secure position of the researcher.
- 8) I understand that the data I will provide will not be used to evaluate my performance anyway.
- 9) I understand that personal information about me will only be told to others with my permission, except as required by law.
- 10) I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I Consent to:

**Completing questionnaire**

**Yes**

**No**

**Signature .....**

**Name.....**

## **Appendix I**

### **Questionnaire for Candidates**

Dear Teachers',

This questionnaire is a research tool for collecting information for my master level research entitled "Teachers' use of internet based resources for their Professional development" under the supervision of **Mr. Guru Prasad Poudel**, lecturer of Department of English Education. I would like to request you to assist me with information enclosed in the form of questionnaire.

Information provided by you would be of great help to me in making my research as one of the best and major increase in the knowledge in terms of research study. All the information collected through the questionnaire will be kept confidential and will not be use for any purpose other than the research. The researcher will appreciate your honest opinions and assure that your responses will be completely anonymous.

**Please feel free while filling the questionnaire**

**Thank you for your kind cooperation**

**Researcher,**

**Sunita Adhikari**

T.U Kirtipur, Kathmandu

## Questionnaire to the Candidates

Date:

Name of the Candidate:

Academic Qualification:

SA= Strongly Agree

A= Agree

N= Neutral

D= Disagree

SD= Strongly Disagree

Please put tick mark (✓) only space of the given box that you like most.

### 'Items related to the practice of Internet based resources'

S.N.	Statements	SA	A	N	D	SD
1	I use internet as a resource site for my					

	professional development.					
2	I often read journals and articles from the internet.					
3	I share my English teaching ideas, methodologies, techniques and problem using Email.					
4	I try to be in contact with the experienced teachers and be in touch with novice teachers by using blogs.					
5	I write journals, articles and reviews with the help of resources that I could get from internet.					
6	I am fully equipped with teaching resources via internet that promote my knowledge, skill and attitude.					
7	I carried out some researches in my related field with the help of reading resources from internet.					
8	I present my researches among the staff confidently with the help of internet.					

**'Item related to the role of Internet based resources'**

S.N.	Statements	SA	A	N	D	SD
1	I frequently use Internet based resources to get direct and indirect benefits for my professional development.					

2	The knowledge of technology and e-resources help teachers to grow professional skill.					
3	There is a massive amount of useful information on the Internet.					
4	Journals and articles help me to develop the level of confidence for my professional career					
5	I get chance to update myself with new knowledge and burning issues in my respective field with the help of internet.					
6	Internet helps me to develop the content knowledge for my professional development.					
7	Worldwide knowledge helps to integrate the teachers' capacity.					
8	Internet resources are helpful for making teaching materials needy and appropriate.					
9.	YouTube videos provide me step wise classroom procedures that help to develop my teaching expertise professionally.					
10	The video that I get from YouTube help me to develop positive attitude.					
11	I often consult journals and articles to					

	prepare my articles.					
12	I found many improvements like: confidence development and content knowledge development for my professional development after the use of resources via Internet.					



## **Appendix II**

### **Interview Schedule for English Teachers**

I am going to carry out the research work entitled "Teachers' use of Internet Based Resources for their Professional development" under the supervision of Mr. Guru Prasad Poudel, lecturer of Department of English Education, T.U. Kirtipur. In order to collect data, I will conduct semi-structure interview with four Bachelor level English teachers who are using internet for professional development. So, I develop the guidelines for interview.

**Name of the Candidate:**

**Date:**

1. Resources used by English teachers for professional development.
2. Ways of using internet based resources.
3. Role of internet based resources for professional development.
4. Types of resources.
5. Need of internet for professional development.
6. Uses of E-books.
7. Suggestions for those teachers who highly focus on textbook.

## Appendix III

### Transcribed From Oral Interview

#### Interview-I

) *Do you use internet based resources for your professional development?*

Yes, I have been using internet based resources for my professional development but I am not using very much since, the text book offers sometimes enough for the students. So, I consult and visit internet based website for those areas which are not much covered by the textbook so I tend to be selective and use internet based resources not for all the topics so I used selectively.

) *Why and how do you use internet based resources?*

Actually, internet based resources keep us up to date, new concept, new technology offer us various ideas, yeah! Up to date basically.

Yes, sometimes I download some very important materials and sometime just I visualize the video just to see the concept and to follow the procedures and tasks so sometimes I recorded and teach phonetics and phonology download some of the IPA symbol.

) *What is the role of internet based resources for your professional development?*

To enrich the professionals is the major role. When I use internet resources I feel enriched in ideas, concept and the matter becomes much clearer so that I can clarified the concept easily in the classroom so to keep us up to date and enriched.

) *What kinds of internet based resources do you use for your professional development?*

Sometimes I used E-books that are unavailable in the market and sometimes I make use of classroom teaching videos to get the ideas and concepts regarding the task and activities that can use in the classroom so the videos that we can find in the internet sometime useful, sometime read journals, Articles in the internet so these are the areas.

) *Do you think Internet is really needed for your professional development?*

Yes, why not! Internet is very useful this 21<sup>st</sup> century is the age of Information. Recent information is delivered through the internet. This is the source of information. So we become familiar. Recent methodologies and techniques comes through the internet these are useful.

) *Do you use E-books and how E-books are helpful for your professional development*

Yes, sometimes! Some books are not available in the market so E-book is the only alternative for the teachers because all books are not available in the market. So, sometimes should makes use of E-books also.

) *Do you have some suggestions to those teachers who heavily focus on textbooks?*

Yes, my suggestion is to make use of internet based resources because internet based resources keep the teachers up to date and for teachers' professional development for successful teaching.