CHAPTER ONE
INTRODUCTION

This study explores how far secondary level English teachers make use of online resources for their professional development since the days in the era are wonderfully undergoing change because of highly accelerating science and technology. Twenty-first century is, no doubt, known as the age of information and communication technology (ICT). The way of upgrading oneself now is different from the way we upgraded in the past that is, one can develop his/her professionalism getting access to online resources via internet. The study entitled "Attitudes of Teachers towards the Use of Internet for Their Professional Development", in this section, consists of background of the study, statement of the problem, objectives of the study, research questions or hypotheses, significance of the study, delimitations of the study, and operational definitions of the key terms.

1.1. Background of the Study

The recent era is regarded as the era of ICT. ICT is the hardware and software and all the technology we use to communicate with people. This includes computers and communication medium such as Internet, E-mail, websites as well as the way we manage information and data electronically. ICT deals with the use of computers and computer software to convert, store, protect, process, transmit and securely retrace information. In order to reach the access of information in every part of the world, various media technology tools or apparatus have been invented and developed so far. Scientific technology such as computer, fax machine, means such E-mail, the internet, network (facebook, twitter, google plus, sangallo, etc) blogs, websites are used for the benefit of people. ICT helps us to do things better and do better things. Now, with the invention of information technology, the world has changed and is changing day by day. Scientific technology has narrowed down the world within a

monitor of a computer. One can highly observe the world through the network sever with technology like computer.

In the context of Nepal, use of technology in education sector is increasing day by day. Even government schools are provided with computers to spread computer knowledge among the students because computer knowledge is being compulsory in the recent era. Internet is very much helpful for teachers as well as learners in teaching and learning process. Regarding English language teachers, internet is the source of information and knowledge through which they can grasp knowledge for their respective field. They also get chance to be familiar with the new knowledge and present burning issues so that they can update themselves according to the change of time. In other words, internet is the tool for teachers' professional development.

Professional development generally refers to the acquisition of skills and knowledge both for personal development and for career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. In other words professional development refers to the development of a person in his or her professional role. Fullan (1995, p.256) mentions that the professional development is the sum total of formal and informal learning perused and experienced by the teacher in a compelling learning environment under conditions of complexities and dynamic change. Similarly, Victoria (in Burn, 1999, p.216) argues "professional development or growth means enabling teachers to generate their own ideas about clasrom practice". Likewise, Kelchtermans (2004, p.220) states, professional development is conceptualized as "a learning process, resulting from the meaningful interaction between the teacher and their professional context, both in time and context. 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. As Rossner (1992) asserts that teacher development is not just to do with language teaching, it is also about

language development, counseling skills, computing, mediating, cultural broadcasting and so on (cited in Head and Tyler, 1997, p.4).

Teaching is also a profession. If the education is to improve, teacher professionalism must increase because teachers are those critical persons who play direct and vital role to enhance the quality of education by means of teaching. Regarding English language teachers, they must be a professional. There are various ways to enhance English language teacher development. Richards and Farrel (2005) have given comprehensive activities for teachers' professional development. They are: training, workshops, self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching, and action research. Beside these activities, use of computer and Internet cannot be an exception regarding English language teachers' professional development. Internet is a vast resource of knowledge and information. Teachers can not only access the Internet for finding resource for their classes but also supply their own materials, knowledge and ideas for other teaches via the Internet. For example, they can create homepages for the purpose of their lessons and put their material on-line. Sontgens (1999) found "Language learning via e-mail enhanced autonomous language learning among her BA German students in the United Kingdom" (as cited in Shanmuganthan, 2001, p. 4). In the similar vein, Bryant (2000) notes:

> 86 percent of educators use the internet for e-mail or for finding curricular material while only 66 percent of them use the net to enhance their instruction and students learning. Moreover, only 33 percent of them use the internet for the student research purpose and 16 percent of them use the medium for lesson planning. (as cited in Sabieh 2001, p.67)

Moreover, professional development, which refers to the professional growth a teacher achieves as a result of having more experience and examination of

his/her teaching systematically (Glatthorn, 1995; Avalos, 2011), is an integral part of educational institutions and a way of supporting innovations in the practice of teaching (Prestridge, 2014).

From the above mentioned description, it can be concluded that using computer, surfing internet, consulting the websites and with the help of e-mail, teachers can get number of benefit for the betterment of their teaching career and their professional development. They also get opportunity to be familiar with new knowledge and burning issues which help them to update themselves with the change of time. This is why use of Internet is useful and necessary for English language teachers to enhance their professional development.

1.2 Statement of the Problem

Computer is being used in various sectors nowadays. Education field cannot be an exception. Similarly, the case of Internet is also same as computer. People from various sectors are using internet as a resource tool. Teachers as well as students are using Internet too. There are different purposes of using Internet i.e. as resource tool, for entertainment, to connect with people, to play games, and so on. In our Nepalese context, gradually English language teachers are being touched with computer and Internet. To operate computers and to use Internet, teachers as well as students must have proper knowledge. Computers and Internet are regarded as helpful tool for teachers' professional development. But these are only helpful if the user has knowledge to operate and use them. If the teachers do not have knowledge to use these things, they are completely useless. I was curious about status of the knowledge of teachers to use computers and Internet, usage of computers and internet in classes, impacts in classes, and about the types of attitudes they have on the use of internet and so on. These questions encouraged me to do this research.

1.3 Objectives of the Study

The objectives of the study were as follows:
- To find out the attitudes of the secondary level English teachers towards the use of internet as a resource for their professional development.
- To suggest some pedagogical implications.

1.4 Research Questions

This study was oriented to find out the answer of the following research questions:
- What is the attitude of English language teachers towards the use of internet as academic resource?

1.5 Significance of the Study

This study reveals the attitudes of secondary level English language teachers towards using internet and their practices for their professional development. This study also looks how the English language teachers are connected with the internet and what types of benefits they are getting from the use of internet. So, this study will be significant to the teachers who are working in the field of ELT. It will be equally useful for the researchers who want to carry out the researches in the same topic. Similarly, it will be significant to teachers, educators as well as persons and organizations in the respective fields. Finally, the students and all the persons who are directly and indirectly involved in the teaching and learning program will be benefitted from this study.

1.6 Delimitations of the Study

This study had the following limitations:
- This study was delimited within the secondary level schools of Dang district.

- Forty secondary level English teachers were selected from twenty different secondary schools from Dang district as sample.
- Purposive Non-random sampling was the procedure used in this study.
- It was limited to questionnaire only as a tool to elicit the data.

1.7 Operational Definitions of the Key Terms

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

- **Computer:** An electronic symbol manipulating system that is designed to accept automatically input data, store and process them to produce desired output step by step under the instruction provided by the stored program.
- **Internet:** Internet 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.
- **Protocol:** Protocol refers to a set of rules describing how to transmit or exchange data, especially across a network.
- **Transmission Control Protocol/Internet Protocol (TCP/IP):** It defines how computers should be connected over the Internet, and how data should be transmitted between them. TCP is responsible for breaking data down into small packets before they can be set over a network, and for assembling the packets again when they arrive. On the other hand, IP takes care of the communication between computers. It is responsible for addressing, sending and receiving the data packets over the Internet.
- **File Transfer Protocol (FTP):** It is a program that allows users to transfer files from a remote computer to their computer (download) or from their computer to a remote computer (upload).
- **Simple Mail Transfer Protocol (SMTP):** It is a protocol for sending E-mail messages between computers. Most E-mail systems that send mail over the Internet use SMTP to send messages from one server to another.

- **Hypertext Transfer Protocol (HTTP):** It is the standard protocol used by the World Wide Web. HTTP defines how messages are formatted and transmitted, and what actions web servers and browsers should take in response to various commands. For example: when we enter a URL in a browser, this actually sends and HTTP command to the web server directing to fetch and transmit the requested web page.

- **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.

- **Websites:** It is a set of related web pages served from a single web domain. A website is hosted on at least one web server accessible via a Network such as the Internet or a private local area network through an Internet address known as a Uniform Resource Locator (URL). All publicly accessible websites collectively constitute the World Wide Web (WWW).

- **Web browser:** A software application for retrieving, presenting and traversing information resources on the WWW. For example: Opera, Internet Explorer, Mozilla Firefox etc.

- **Search engine:** A program that searches for and identifies items in a database that correspond to keywords or characters specified by the user, used especially for finding particular sites on the WWW.

- **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

A review of literature is the process of collecting, selecting and reading books, journals, reports, abstracts, and other reference materials. A review of related literature is a must in research because it helps the researcher identify and define a research problem. Similarly, it also helps justify the need of studying a problem. It prevents unnecessary duplication of a study. It can be a source of a theoretical basis for the study and so on. The review of related is divided into two subtopics. They are cited below:

2.1 Review of Theoretical Literature

This section includes the theoretical reviews on use of internet in English language teachers' professional development.

2.1.1 Computer

Computer is a programmable machine that performs high speed processing of numbers as well as text, graphics, symbols and sounds. A computer contains central processing unit that interprets and executes instructions; input devices such as a keyboard and mouse through which data and commands enter the computer; memory that enables the computer to store programmes and data; and output devices such as monitor and printer, that shows the results after the computer has processed data. We see that computers have great impact on our society. They are even changing the way we work. Almost all areas or sectors i.e. education, health, medicine, science, business, research, entertainment, government use computers for their specific purpose. Similarly, computer is that tool which has become one of the reasons for development of a country.

2.1.2 Importance of Computer

Computer has become very important nowadays because it is very much accurate, fast and can accomplish 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 gets 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 ELT sector, use of computer is 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
- Virtual classroom

From the abovementioned 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 ELT too remains incomplete without the use of computer.

2.1.3 Internet: An Introduction

In 1969, the Department of Defense (DOD) of the United States of America started a project to allow researcher and military personnel to communicate with each other in an emergency. The project is called Advanced Research Projects Administration Network (ARPANET) and it was the foundation of internet. Internet is defined as a connected group of computer networks allowing for electronic communication. To be fact, Internet is the world's largest computer network that connects thousands of networks and millions of computers around the world. Likewise, it is a system connecting computers around the world using TCP/IP, which stands for Transmission Control Protocol/Internet Protocol, a set of rules for transmitting and receiving digital data. The internet consists primarily of the collection of billions of interconnected web pages that are transferred using Hypertext Transfer Protocol (HTTP), and is collectively known as the World Wide Web (www). The Internet also uses File Transfer Protocol (FTP) and Simple Mail Transfer Protocol (SMPT) to transfer E-mail.

Internet is a global network of networks. People and organization connect into the Internet so that they can access its massive store of shared information. It is a huge storage of knowledge. Any people from any field can find information and knowledge of their respective field. It is a source of information and entertainment too. People can conntect with each other with the help of it.

2.1.4 Importance of Internet

The main importance of Internet is that it has made information available in a quick and easy manner, publicly accessible and within easy reach. People communicate, share data and work through the Internet all day. Internet plays a great role in removing the borders on nations, and assisting in the process of globalization. The Internet is very useful. We can communicate with people around the world, whether for important business or just talking to friends. Internet has many different ways of helping people such as to find out the particular websites with search engines like Google, entertainment, game website like miniclip, video websites like youtube, communication, E-mail website such as hotmail, online shopping site like amazon. So, it is useful to each and every people in the world. Some of the most common services provided by the Internet are cited below:

- Electronic Mail
- Information sharing and resources
- Business communication
- Advertising
- Online shopping
- Stock trading
- Discussion and chat
- Entertainment

Internet helps people in number of ways. It provides knowledge, is a source of entertainment, connects people with each other, helps to share information, and helps to remove the boarders on nation and so on. Thus, Internet is essential to everyone

2.1.5 Internet: A Tool of Resources for English Language Teachers

Internet is described as network of network 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 source for English language teachers. They can find suggestions, lesson plans, practical support, information and 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 (major and large generalized web search engine)
- www.yahoo.com (major generalized web search engine)
- www.bigchalk.com (education search engine for teachers, students, and parents.
- www.educationworld.com (general education search engine)
- 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 i.e.,

- www.bookfi.com
- www.jstor.com
- www.nelta.org.np
- www.languagetesting.info

- www.teachingenglish.org.uk/eltecs
- www.nicenet.org
- www.youtube.com etc.

2.1.6 Internet : A Tool for Teachers' Professional Development

Teachers' Professional Development has become a buzz word in the field of education. Development generally refers to general growth not focused on a specific job. It serves a longer 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. Online resources are over arching resources that can expedite teachers' professional development.

The Internet is expanding very rapidly, and more and more people are using it. There is a massive amount of useful information on the Internet. It is getting to be one of the largest libraries in the world. The Internet allows information to cross national borders. More than 80% of the information on the Internet is in English, and if one can communicate in English, the Internet will be necessity for his/her professional development. Regarding English language teachers' professional development, it is a better tool. English language teacher must have knowledge to make use of Internet.

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 (2007) 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

13

development. These factors include 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. (Cited in Alhabahba, M. M., & Mahfoodh, O. H. (2016))

Underhill (1986) opines "Development means change and growth. Teacher development is the process of becoming the best teacher that I personally can be" (as cited in Head and Taylor 1997, p.1). The teacher will be best only if he/she updates his/her knowledge according to the change of time and he/she consults the internet resources to expand his knowledge. Similarly, Lange (1990, p. 250) defines teacher professional development as "a process of continual intellectual, experiential and attitude growth to teachers …some of which is generated in professional and in service programs" (as cited in Bailey 2010, p. 318). Online resources mean the resources that any teachers or learner can get access either through synchronous tools or asynchronous tools (e.g. wiki, blogs, facebook, youtube, Google, etc) which are importantly useful, meaningful and authenticate to regularly update in one's existing competence via internet. Now-a -days, online training is a common term and has been the means to get resources in order to develop professionalism of English language teachers. It is a form of instruction which involves the creation of teaching content focuses around a specific topic which is then assembled into a variety of multimedia elements such as presentations, interactive content, and graphics, audio and video which form a course. Interaction between experts or instructors and learners are conducted via an online medium through chat or e-mail or video conferring which plays a great role for English language teachers' professional development. Now-a-days, online conferring tool like "Skype" is providing such a facility. One can create a group of specific area and can

discuss on a particular issue or attain conferences. For this the teachers needs the following requirements:

i. Access to computer
ii. Connection to the internet
iii. Basic knowledge of computers

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

> As we enter the twenty first century, everyday language is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguists, particularly for those concerned with facts of second language education (SLE).

Uses of computers obviously make English language teaching and learning process very much effective. Regarding the computer assistance in English language learning, Taylor (1980) says, "Computer assistance in English language learning means that the computer is to be used to aid to facilitate and to deliver learning material for the students" (as cited in Sabieh, 2001, p.68). Similarly, Lederman and Niess (2000) say, "It is a powerful tool since it puts demands on the students cognitive functioning." The computer is not perceived as an end tool but as a means to an end -the language learning process" (as cited in Sabieh, 2001, p. 68)

In this era of highly developed communication, English language teachers can benefit from the online resources updated periodically by means of hardware apparatus and software engine. Online resources are over arching resources that can expedite teachers' professional development. They can continuously broaden the horizon to the existing body of knowledge when they log into several websites to get access to online resources.

2.1.7 E-mail: A Medium for Sharing Information

E-mail stands for Electronic mail. It is most widely used feature on the internet. Sending and receiving messages electronically through the internet is called E-mail. 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 inexpensive 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 an E-mail programme like Eudora, Outlook Express, 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, www.gmail.com, www.ymail.com etc. An example of E-mail address is: 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 language 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.

2.1.8 Teaching as a Profession

A profession is a job, which requires specific training and regulated by certain standards. The word 'profession' has religious overtones as in a professional

faith. (Villegas-Reimers, 2003, p.33) states, "There have been debated over the years and throughout the nation as to whether teachers are professionals as opposed to mere 'workers' and whether teaching is a profession and not just an occupation". Villegas further states, "Fortunately, the tendency over the last and few years has been to begin to accept teaching as a profession and consequently, the transformation from the teacher training to teachers' professional development" (p.36). Profession is a kind of job or occupation, which can only be well rewarded because of the difficulty in attaining it and the public good it brings. Professionalism requires prolong academic training and formal qualification and professional activities involve systematic knowledge and proficiency. Teachers are the professionals like doctors, pilots, engineers, who require special skills to accomplish their particular job. Khaniya (2006) supports this view and states, "Teachers, professors, doctors, engineers, lawyers etc are regarded as professionals …professional is who performs tasks involving not only skills and knowledge but also expertise" (p. 67). From the above-mentioned definition, profession is someone's systematic and total involvement in particular having specialize knowledge and skill with some sort of innovation and this is required in the field of ELT. Wallace (ibid) has proposed five distinctive qualities of profession which include:

- A basis of scientific knowledge
- A period of rigorous study which is formally assessed
- A sense of public service
- High standards of conduct, and
- The ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

The abovementioned qualities are possessed by the English language teachers. Then, why do not we call them as the professionals? Thus, teaching is a profession and teachers are the professionals.

2.1.9 Importance of Internet in Teachers' Professional Development

Internet is regarded as the ocean of information and knowledge. The main importance of Internet is that it has made information available in a quick and easy manner. It is a powerful tool for finding information from educational organization, governmental organization, business companies, and individuals across the world. The internet is also an important medium that provides the potential for purposeful and powerful use of online communication in language classes. On the internet, English as foreign/second language teachers can reinforce students to use target language in an authentic setting. It means that Internet is useful for teachers as well as students too. The Internet can be a tool for collaboration among the teachers locally, nationally or globally. Teachers cannot only access the Internet for finding resources for their classes but also supply their own materials, knowledge, and ideas for other teachers via the Internet. For example, they can create homepages for the purpose of their lesson and put their materials on-line. Internet can be used to acquire information from a large number of language resources for a variety of purposes. Teachers get updated with new knowledge with the help of internet. They can get knowledge and make their classes interesting and effective. Internet helps teachers to update themselves with new knowledge, helps to overcome their classroom problems, provide new ideas and concept for making their classes effective. It means Internet is a tool for teachers' professional development.

2.2. Review of Empirical Literature

Past theses, dissertation, findings of the research program etc. related to the topic are reviewed for the purpose of getting background knowledge and to support own research work. Finding the pre-conceptual knowledge, a researcher can lead his/her research work to the fixed shape what is intended to be in fact. Some reviews of the related literature are presented in the next page.

Khanal (2008) conducted the research entitled "Attitudes of Higher Secondary English Teachers towards the Use of Computer and the Internet". His aim was to find out the attitudes of higher secondary English language teachers towards the use of computer and internet for educational purpose in Kathmandu valley. The target population in this study was higher secondary English teachers of Kathmandu valley using descriptive and qualitative statistic were employed for analyzing the data of study. He used questionnaire as research tool. His major findings were: growing IT industry the world has created an interest towards the use of internet among the English language teachers of higher secondary schools in Kathmandu valley. Another finding was teachers' attitude towards the use of computer and the internet has been recognized as an important factor for implementing the technology in teaching and learning activities.

Chaudhary (2010) carried out research on "Use of the Internet as a language learning tool". The study was carried out to find out the extent to which the students use the internet as a language learning tool, to find out nature and variation of the Internet use by two groups of students and to list some pedagogical implications. Questionnaire was the research tool and the sample size was 80 students: forty students from each group. His findings were that 80% of the M.Ed. and 76.67% of the M.A. students used the internet as a language learning tool and since the number of the Internet users as a language learning tool in M.Ed. exceeded than that of M.A. by 3.33%, the study was significant.

Similarly, K.C. (2012) conducted research on "Use of Internet for Language Learning". He aimed to find out the use of the Internet for language learning. He selected Sanothimi Educational Campus, Bhaktapur as a research area. Research was carried out on the students of two classes: M.Ed. first year and second year English. Among two classes he selected eighty students using non-random sampling procedure. He used questionnaire as a research tool. His major findings were: majority of students (i.e. 100%) have access to the Internet of M.Ed. first year and 97.5% of the M.Ed. second year students. It

was found the majority of students use the Internet for entertainment and chatting purpose while minority of students from both groups use the Internet for reading news and making use of online resources.

Shrestha (2012) conducted the research entitled "Use of Online Resources for English Language Teachers' Professional Development" and his aim was to identify the percentage of lectures of English they make use of online resources via Internet through various synchronous and asynchronous tools and to find out the usefulness of online resources for lecturers of English in their professional development. The study was carried out with lectures from three districts: Kathmandu, Bhaktapur and Lalitpur. He used questionnaire as research tool. He used non-random sampling procedure to select the lecturers of 9 colleges where he selected 54 lecturers as sampling units. His major findings were: majority of lecturers of English have the concept of professional development and online resources for professional development while the least numbers of lecturers of English have general concept regarding to ELTD since it was a new course introduced. It was found that 22.22% lectures of English use Internet daily, 44.45% use frequently, 22.22% occasionally and 11.11% use rarely.

2.3 Implications of the Review for the Study

On the basis of the above mentioned theoretical perspective I, as a researcher, have also developed some insights going thoroughly the existing body of literature significant to my present study. After reviewing different researches and related works to my topic, I got many fruitful ideas for my research work. From Khanal (2008), a concept regarding the attitudes of teachers towards the use of computer and internet was built. Similarly, from Chaudhary (2010), I found M.A. and M.Ed. students used internet as a language learning tool which encouraged me to find the possibility of applicability of same thing in teachers. Furthermore, research conducted by Shrestha (2012) was the base of my study. The research conceptualized me the attitudes of English teachers towards the use of Internet which was the benchmark for my study. This study encouraged

me to do research on the attitude of English teachers of secondary level of Dang district regarding the use of internet for professional development. It developed curiosity regarding the access of secondary level English teachers to 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 was grasped by Shrestha (2012).
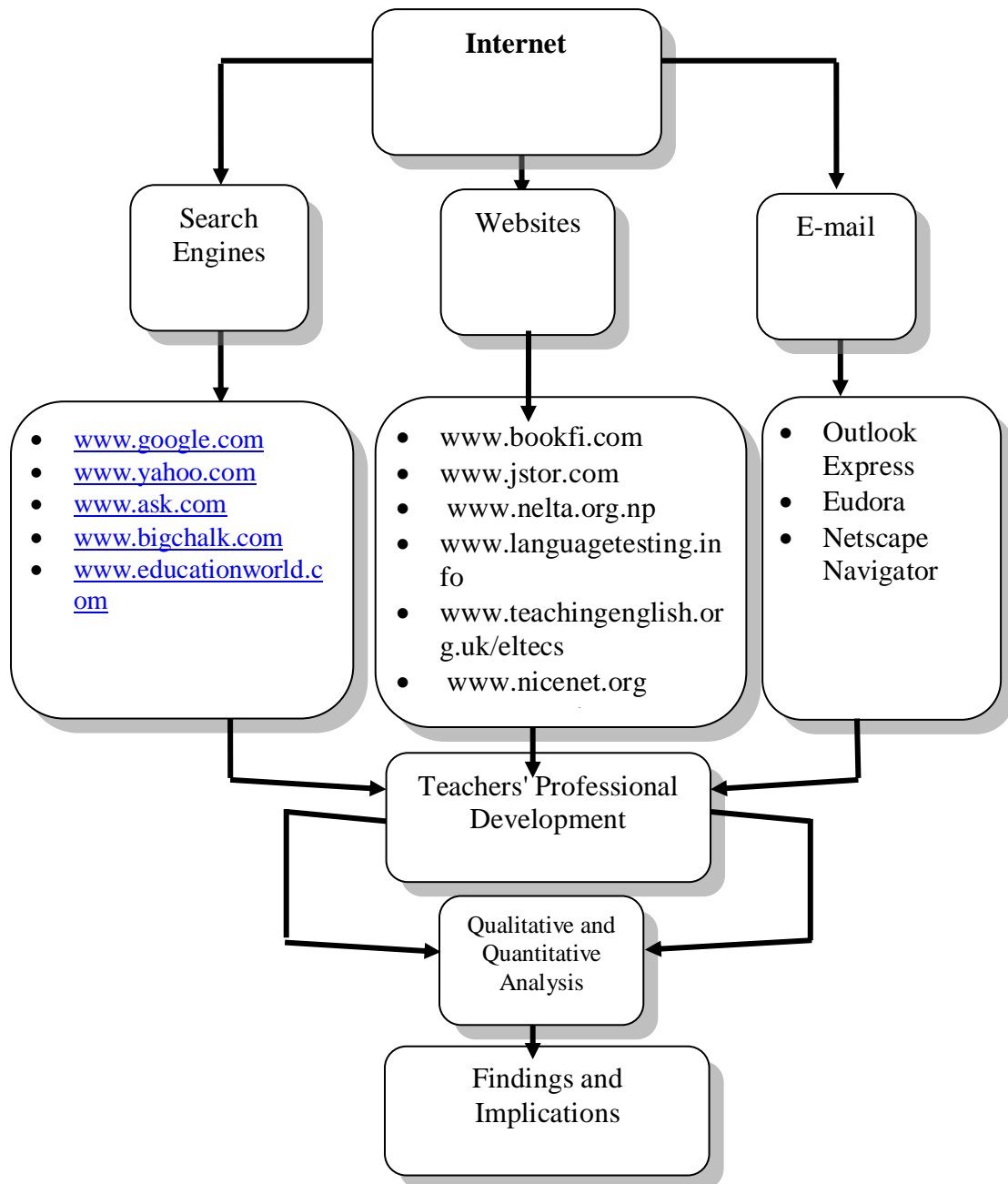
In addition to the practice implications, research study has also revealed implications for future research. All the researches, which are mentioned above, were conducted in the field of use of ICT and teacher's professional development. My research is also related to the same field. The review of the literature has provided the following implications:

- Theoretical basis to conduct my research.
- Researcher can find out the areas of researches which are still untouched and
- Enable me to contextualize the study.

2.4. Conceptual Framework:

Theoretical framework is the theoretical bases of the study. Kumar (2005, p.37) writes, "The theoretical study consists of the theories or issues in which study is embedded". Kumar (ibid) writes, "The conceptual framework is the base of problems".

Becoming specific to the study, the theoretical base is the definition given by different scholars. The conceptual framework of the study can draw in the following way:

```
                        ┌─────────────────┐
                        │    Internet     │
                        └─────────────────┘
          ┌─────────────────────┼─────────────────────┐
          ▼                     ▼                     ▼
  ┌───────────────┐     ┌───────────────┐     ┌───────────────┐
  │    Search     │     │   Websites    │     │    E-mail     │
  │    Engines    │     │               │     │               │
  └───────────────┘     └───────────────┘     └───────────────┘
```

- www.google.com
- www.yahoo.com
- www.ask.com
- www.bigchalk.com
- www.educationworld.com

- www.bookfi.com
- www.jstor.com
- www.nelta.org.np
- www.languagetesting.info
- www.teachingenglish.org.uk/eltecs
- www.nicenet.org

- Outlook Express
- Eudora
- Netscape Navigator

Teachers' Professional Development

Qualitative and Quantitative Analysis

Findings and Implications

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter includes design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures.

3.1 Design and Method of the Study

The current study is a survey research which was developed in the 18th century. However, in the second part of the 19th century a systematic literature was made available. In survey research, investigators ask questions about peoples' beliefs, opinions, characteristics, and behavior. The survey questionnaire which is widely used as a source of data in studies in sociology, business, psychology, political science, and education also provides information used for non research planning and policy setting in the areas of government, business, health, and education.

Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables. In other words, survey research is the method of collecting information by asking a set of pre-formulated sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population.

From the above mentioned discussion it is crystal clear that survey research is one of the research designs which is carried out to find out the opinions, attitudes, views of people on different issues, situations and phenomena. The current study too needs the opinions of secondary level English teachers towards the use of Internet for their professional development and it is also used to find out opinion of the large population. So, survey research was selected for this study.

3.2 Population, Sample and Sampling Strategy

The population of this study was the English language teachers teaching to secondary level students and the sample consisted only forty secondary level English language teachers working in Dang district. Forty different schools which run secondary level classes in Dang district and one teacher from each school were selected through purposive non-random sampling procedure.

3.3 Study Areas

Secondary level English language teachers' perception on the use of Internet for their professional development is the study area of this study which is limited within Dang district.

3.4 Data Collection Tools and Techniques

A set of questionnaire was used as the research tool for data collection; which contained both open ended and closed ended questions. There were fifteen closed ended and three open ended questions.

3.5 Data Collection Procedures

The researcher collected the data from the primary sources with the help of questionnaire. For this purpose, I adopted the following procedures.

At first, I went to the selected schools, talked to the authority and built up rapport with the teachers who were available at those schools and/or talked via email to those who were not currently available. Then, I consulted teachers and explained them the purpose of the research and requested him/her to take part in it. I assured them of the confidentiality in terms of the ethics of research regarding the information obtained through questionnaire. After that, I handed over the questionnaire and/or sent the questionnaire via email. Finally, I collected the questionnaire and thanked the informants and school authority for their cooperation.

3.6 Data Analysis and Interpretation Procedures

Objective data are analyzed and interpreted with the help of   tables and bar graphs where as subjective data are analyzed qualitatively.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. Finally this chapter is wrapped up with the summary of findings.

4.1 Analysis of Data and Interpretation of the Results

Forty secondary level English teachers teaching English language to secondary level students in Dang district were given a set of questionnaire.

Most of the questions were close ended in nature where the informants were requested to show their response by ticking the most appropriate option. A very few questions were open ended in nature in which case the informants had to write a few words or sentences to show their opinion. The data obtained from the respondents are analyzed and interpreted below.

4.1.1 Attend Online Conferences

The respondents were given the statement 'Have you ever attended any online conferences?' to find out the teachers' perception on the practice of attending online conferences. Their responses are presented in figure 1.
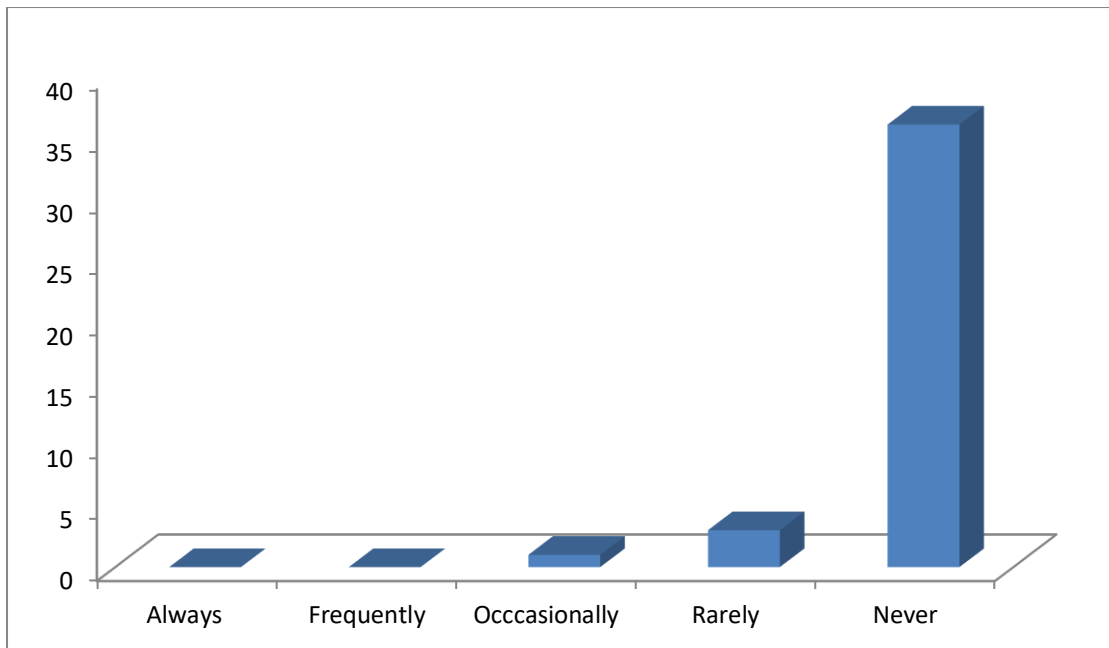
Figure 1: Attending online conferences

The diagram above shows that none of the respondents always attend online conferences, none of them frequently attended. Likewise, 2.5% occasionally, 7.5% rarely, and 90% never attended the conferences. The majority of the respondents never attended online conferences. So, I came to the conclusion that the teachers of Dang district never attended any online conferences.

4.1.2. Internet has Massive Amount of Useful Information

The respondents were asked a question related to the availability of massive amount of useful information on the internet. The question was asked to find out whether they agreed that Internet has massive amount of useful information? The actual statement was 'There is a massive amount of useful information in the internet' the responses obtained from the respondents are presented in table 1.

Table 1: Internet has massive amount of useful information

S.N.	Result	No. of Respondents	Percentage
1	Strongly agree	25	62.5
2	Agree	7	17.5
3	Not sure	3	7.5
4	Disagree	3	7.5
5	Strongly disagree	2	5
	Total	40	100

The table 1 shows that 25 (i.e. 62.5%) respondents strongly agreed and 7(i.e. 17.5%) respondents are agreed that Internet has massive amount of useful information. Similarly, 3 of the respondents not sure, 3 of them disagreed whereas 2 of them strongly disagreed. The majority of the respondents strongly agreed with the statement. So I came to the conclusion that there is availability of massive useful information on internet.

4.1.3 Importance of Integration of Technology in English Language Classroom

The statement 'It is fruitful to integrate technology in English language classroom' was given to the respondents to find out the importance of integration of technology in English language classroom. The responses obtained are presented in figure 2.
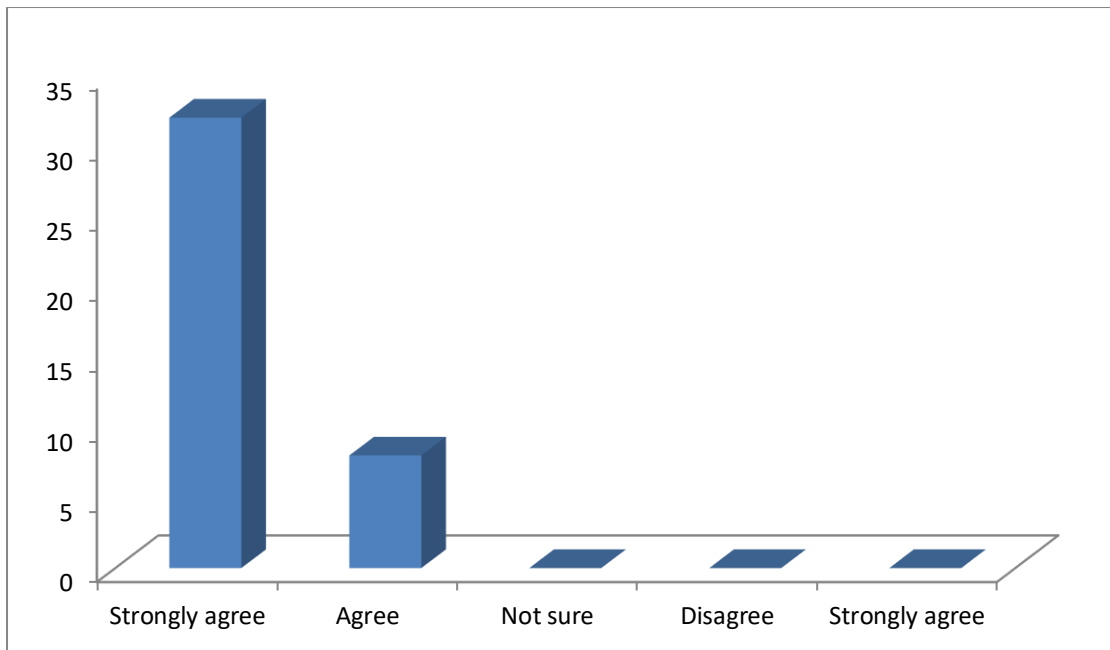
Figure 2: Importance of integration of technology in English language classroom

From the figure above, it is clear that out of the 40 respondents 80% of the respondents strongly agreed, 20% agreed and none of the respondents was sure, disagreed and strongly disagreed. Since majority of the respondents strongly agreed with the statement, I am in position to conclude that the teachers are aware of the fact that it is fruitful to integrate technology in English language classroom.

4.1.4 Teachers' Knowledge of Technology and Internet

The forth statement given to the respondents was 'Teachers must have knowledge of technology and Internet'. Figure 3 clearly shows the responses gathered from the respondents.
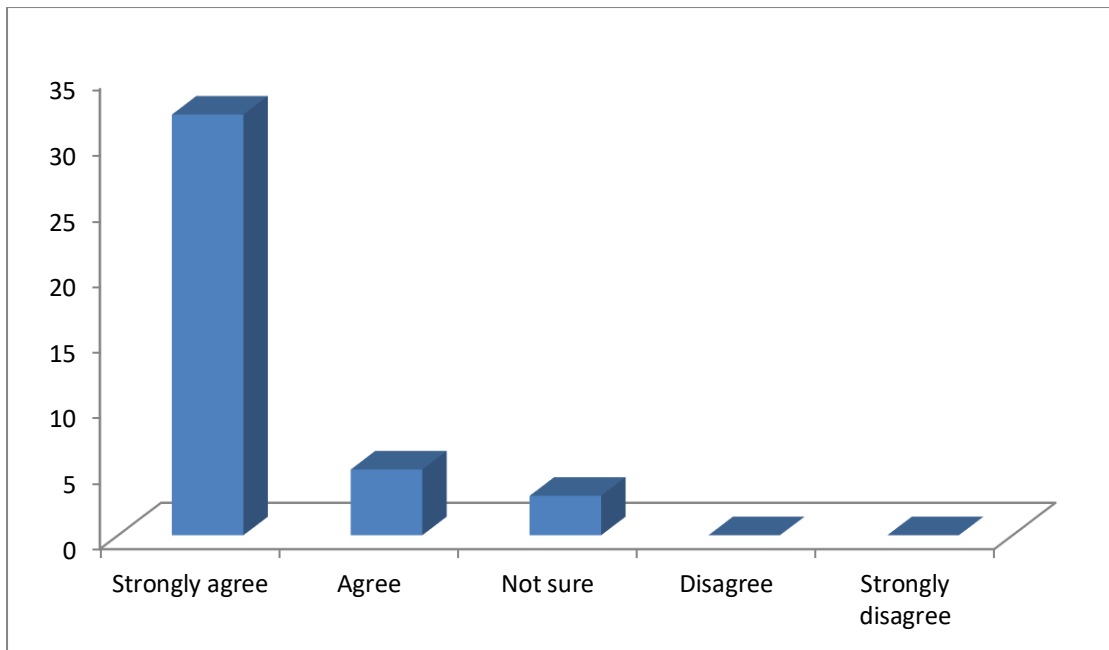
Figure 3: Teachers' knowledge of technology and Internet

As presented above, 80% strongly agreed, 12.5% agreed, 7.5% not sure, none of the respondents disagreed and strongly disagreed with the given statement. It indicates that majority of the teachers have the opinion that teachers must have the knowledge of technology and Internet for effective teaching learning activities. So, I concluded that teachers must have the knowledge of technology and Internet for effective teaching learning activities.

4.1.5 Attitude of Teachers towards ICT for their Professional Development

The statement 'Positive attitude towards technology and Internet is necessary for teachers' professional development' was given to the respondents with the purpose of finding out whether our teachers have positive attitude towards' ICT for their professional development or not. The responses obtained from the respondents are presented in figure 4.
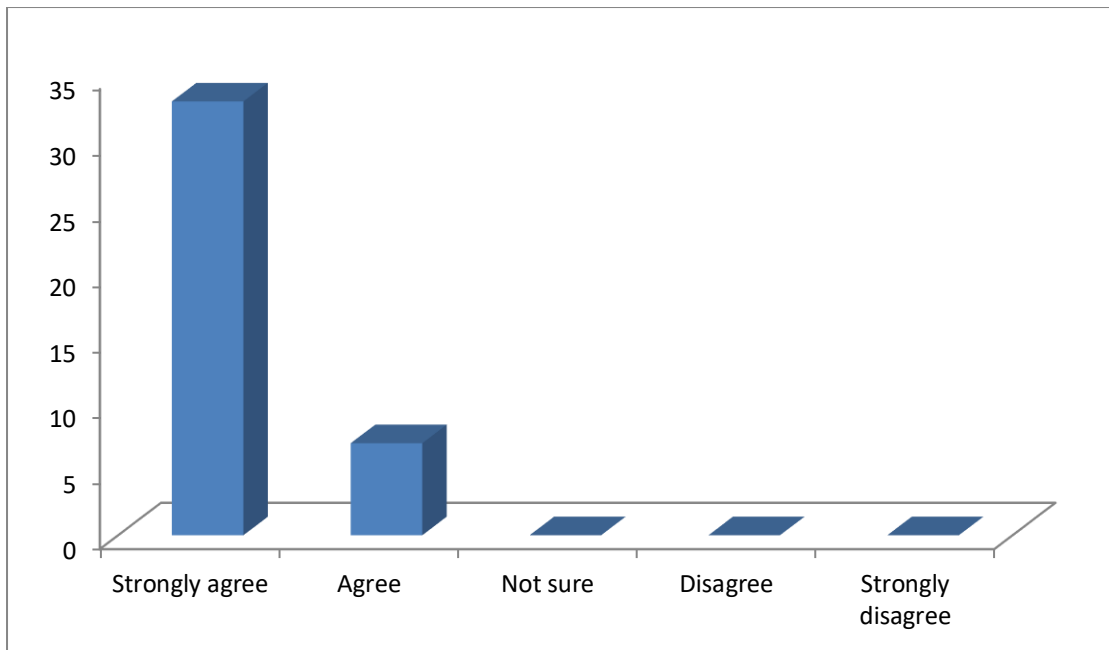
30

Figure 4: Attitude of teachers towards ICT for their professional development

From the figure 4, it is clear that 82.5% strongly agreed, 17.5% Agreed and none of the respondents told they are sure, disagreed and strongly disagreed. Since the majority of the respondents strongly agreed with the statement given, I concluded that positive attitude towards technology and Internet is necessary for teachers' professional development.

4.1.6 Sharing of English Language Teaching Ideas, Methodologies, Techniques and Problems Using E-mail

The respondents were provided a statement with a purpose to find out teachers' attitude on sharing of ideas, methodologies, and techniques of ELT using E-mail service. The statement given was 'I share my English language teaching ideas, methodologies, technologies, techniques and problems using E-mail service'. The responses obtained from the respondents are presented clearly in figure 5.
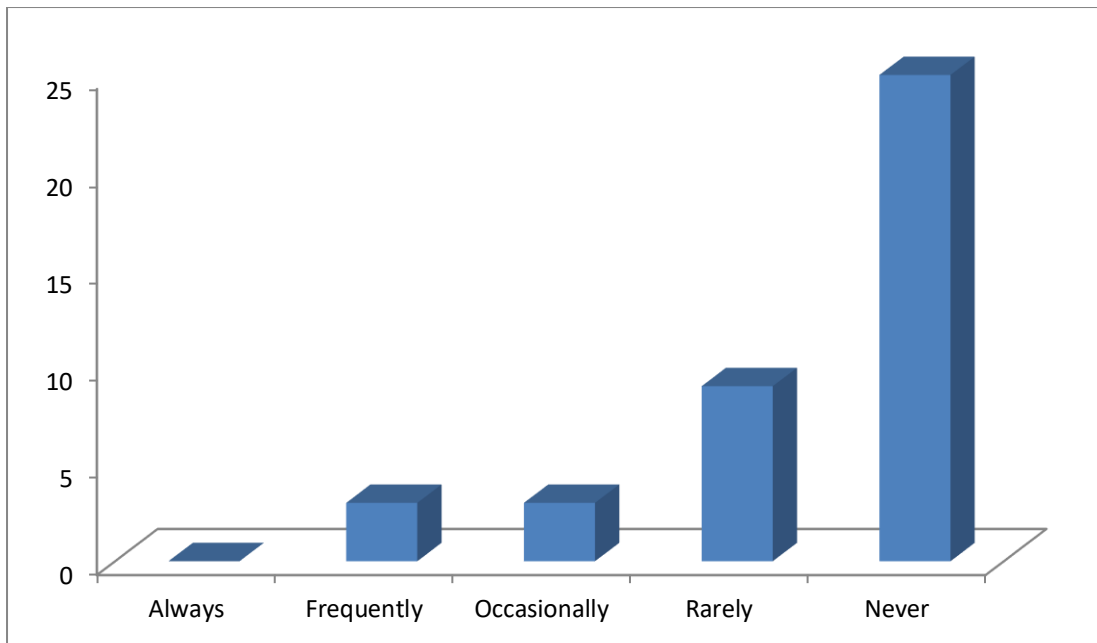
Figure 5: Use of E-mail for sharing ELT ideas and problems

As the above figure shows, none of the respondents always use E-mail for sharing ELT ideas, methodologies, techniques and problems, 7.5% frequently, 7.5% occasionally, 22.5% rarely and 62.5% of the total respondents never used E-mail. Majority of the respondents never use E-mail to share their ideas, techniques, methodologies and problems with the statement. It shows that majority of respondents never used Email for sharing of ideas, methodologies, and techniques of ELT. So I concluded that secondary level English teachers of Dang district never use E-mail for sharing ELT ideas and problems.

4.1.7 Direct and Indirect Benefits of Using Internet

This part consisted of a set of question related to the direct and indirect benefits of using internet. The data obtained by the English language teachers are analyzed and interpreted separately in figure 6.
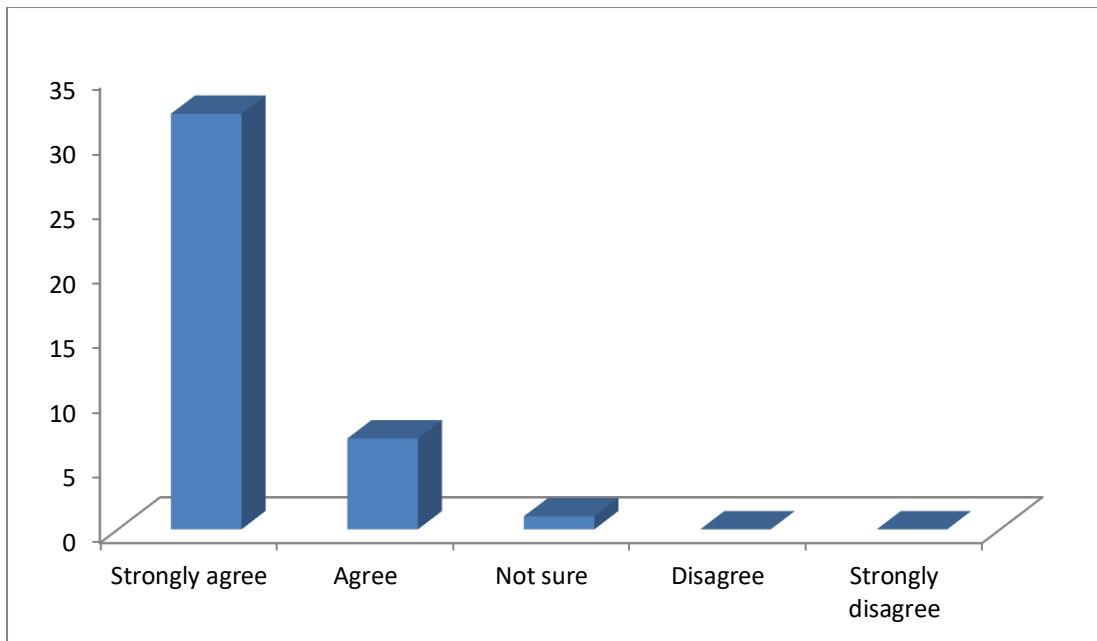
32

Figure 6: Direct and indirect benefits of using Internet

From the figure above, it is clear that 80% strongly agreed, 17.5% Agreed, 2.5% said that they are not sure about the direct and indirect benefits of using Internet and none of the respondents disagreed and strongly disagreed. Since the majority of the respondents strongly agreed with the statement given, I concluded that there are number of direct and indirect benefits of using Internet for teachers' professional development.

4.1.8 Using Internet for Updating with New Teaching Learning World

This part consisted of a set of questions related to the use of internet to update oneself in new teaching learning world. The data obtained by the English language teachers are analyzed and interpreted in figure 7.
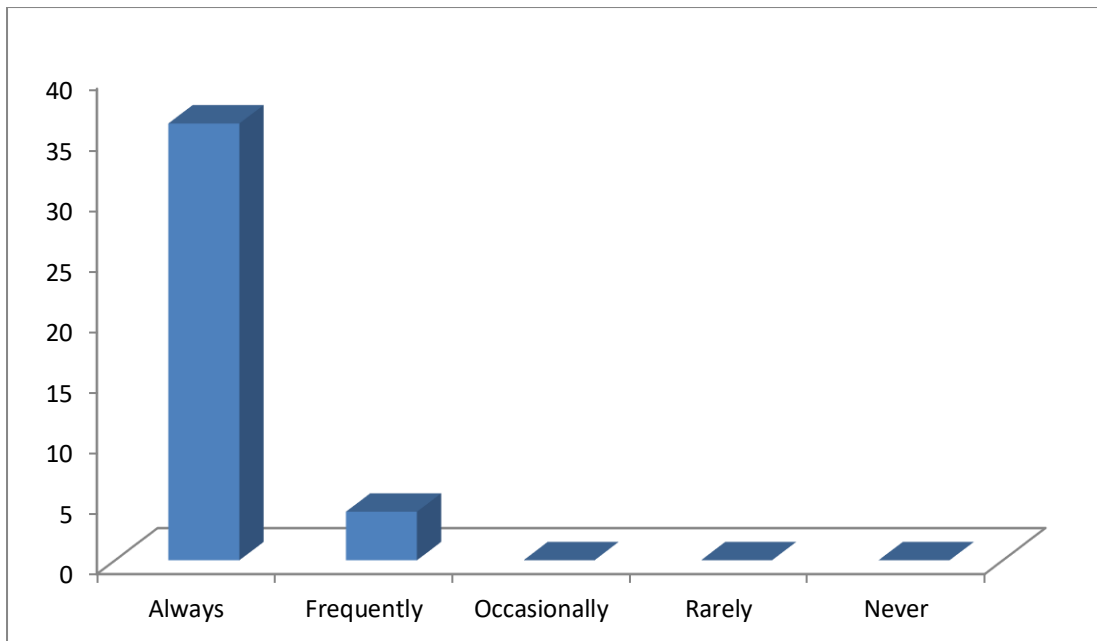
Figure 7: Using internet for updating with new teaching learning world

From the figure above, it is clear that 90% strongly agreed, 10% Agreed, none of the respondent said that they are sure, none of them disagreed and strongly disagreed about the use of Internet to update oneself in the new teaching learning world. Since the majority of the respondents strongly agreed with the statement given, I concluded that one (English teacher) must use internet to update him/herself in the new teaching learning world.

4.1.9 Worldwide Knowledge Helps to Integrate Teachers' Capacity

This part consisted of a set of questions related to the worldwide knowledge help to integrate teachers' capacity. The data obtained by the English language teachers are analyzed and interpreted separately in figure 8.
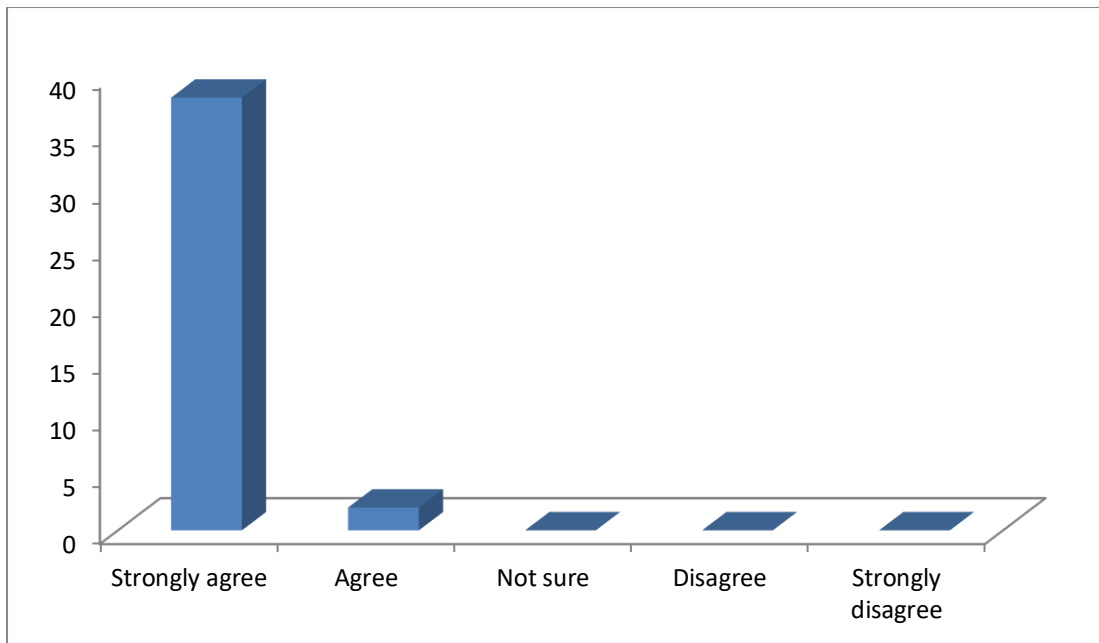
Figure 8: Worldwide knowledge helps to integrate teachers' capacity

From the figure 8, it is clear that 95% strongly agreed, 5% Agreed, none of the respondent said that they are sure; none of them disagreed and strongly disagreed about worldwide knowledge helps to integrate the teachers' capacity. Since the majority of the respondents strongly agreed with the statement 'Do you agree that worldwide knowledge helps to integrate teachers' capacity'? I concluded that worldwide knowledge helps to integrate the teachers' capacity.

4.1.10 Using Computer to Make Teacher's Life Easier and More Efficient

The next statement given to the respondents was 'In fact, using computer can make a teacher's life easier and more efficient.' Figure 9 clearly shows the responses gathered from the respondents.
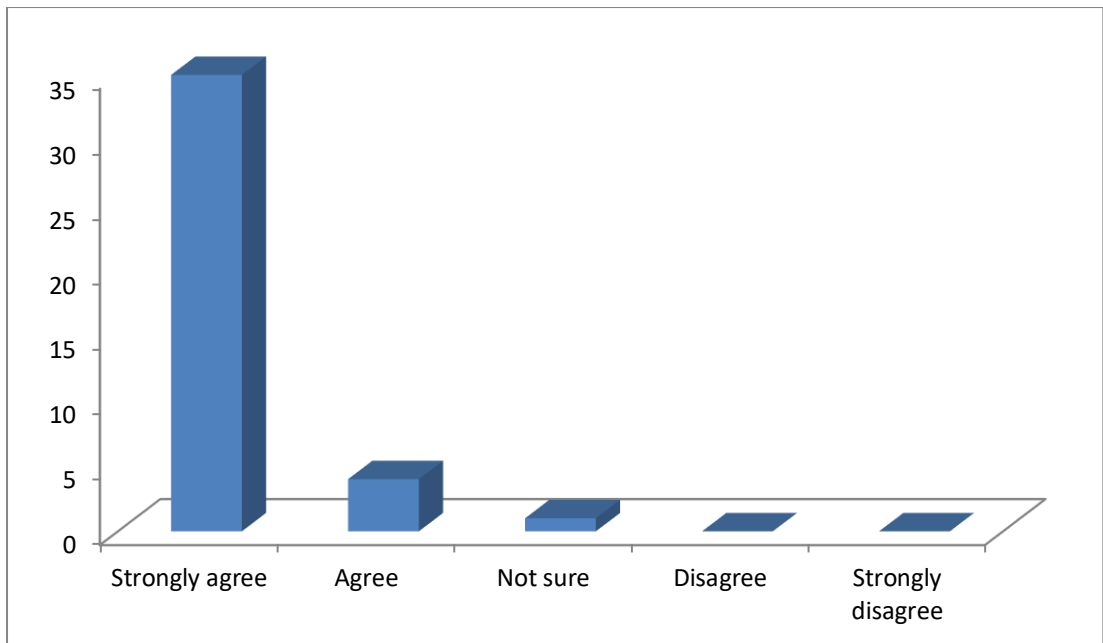
Figure 9: Using computer to make teacher's life easier and more efficient

As presented above, 87.5% strongly agreed, 10% agreed, 2.5% were not sure, none of the respondents disagreed and strongly disagreed with the statement. It indicates that majority of the teachers have the opinion that using computer can make a teacher's life easier and more efficient. So I came to the conclusion that using computer can make teachers' life easier and more efficient.

4.1.11 Online Resources for Making Teaching materials Needy and Appropriate

The statement given to the respondents was 'Do you agree that online resources are helpful for making teaching materials needy and appropriate'? Figure 10 clearly shows the responses gathered from the respondents.

36
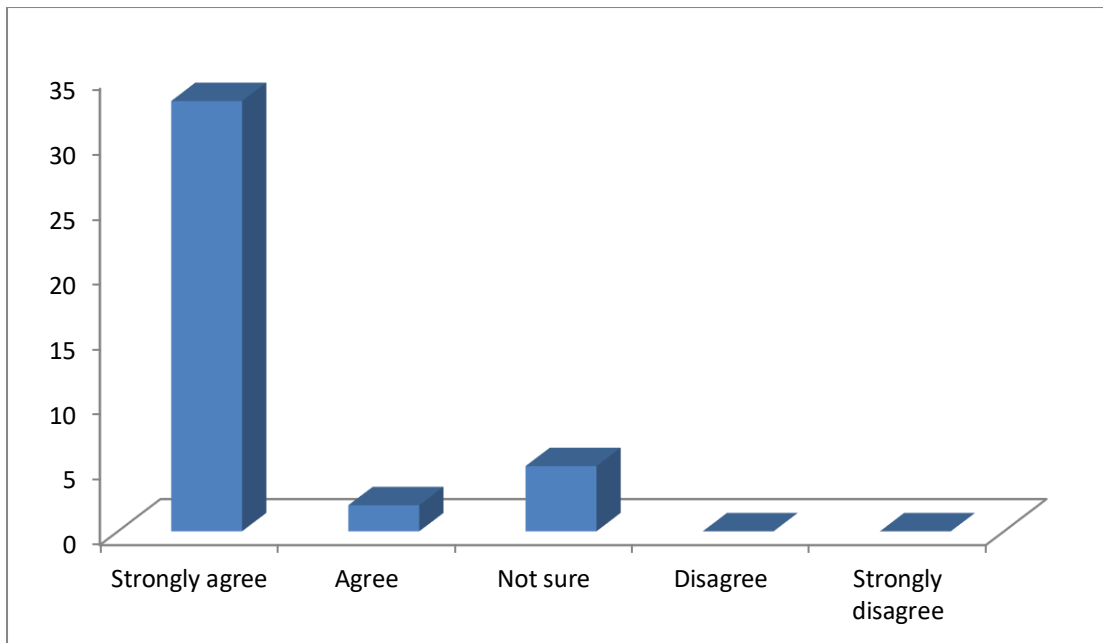
Figure 10: Online resources for making materials needy and appropriate

As presented above, 82.5% respondents strongly agreed, 5% agreed, 12.5% were sure, none of the respondents disagreed and strongly disagreed with the given statement. It indicates that majority of the teachers have the opinion that online resources are useful for making teaching materials needy and appropriate. So, the researcher concluded that online resources are helpful for making teaching materials needy and appropriate.

4.1.12 Using Internet to Update with new Knowledge and Burning Issues in Respective Field

The statement given to the respondents was 'Teachers get chance to update themselves with new knowledge and burning issues in their respective field with the help of Internet'. The figure presented below clearly shows the responses gathered from the respondents.
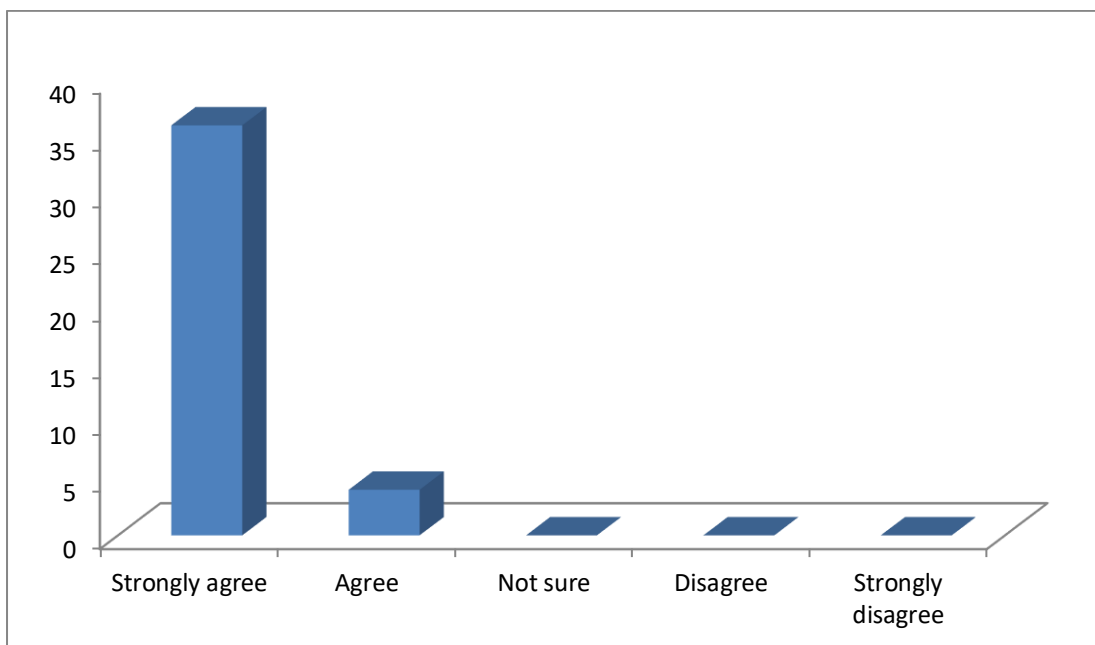
Figure 11: Using Internet to update with new knowledge and burning issues in respective field

From the figure above, it is clear that 90% strongly agreed, 10% Agreed, none of the respondent said that they are sure, none of them disagreed and strongly disagreed about the use of Internet to update oneself new knowledge and burning in respective field. Since the majority of the respondents strongly agreed with the statement given, I concluded that teachers get chance to update themselves with new knowledge and burning issues in their respective field with the help of Internet.

4.1.13 Writing Journals, Articles and Reviews Regarding ICT

The statement given to the respondents was 'I write journals, articles and reviews to share some ideas regarding ICT'. Figure 12 clearly shows the responses gathered from the respondents.
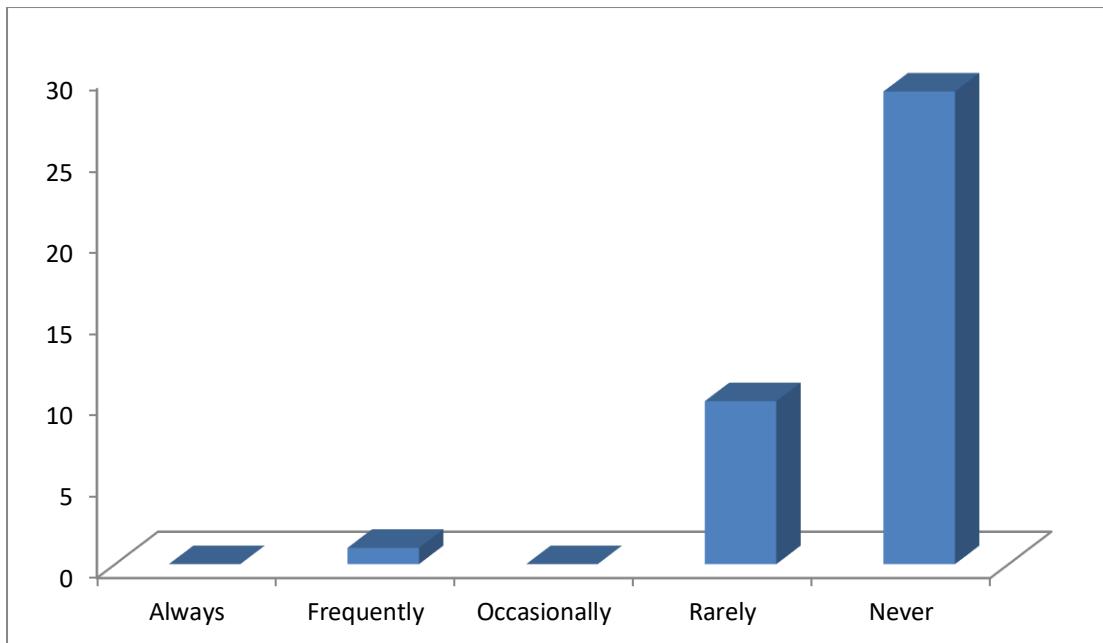
Figure 12: Writing journals, articles and reviews regarding ICT

From the figure 12, it is clear that none of the respondent always write article and reviews to share some ideas regarding ICT. Similarly, 2.5% frequently, none of them occasionally, none of them said that they are sure, 25% rarely and 72.5% never write journals, articles and reviews to share some ideas regarding ICT. I conclude that secondary level English teachers of Dang district never write journals, articles and reviews to share some ideas regarding ICT.

4.1.14 Being Touched with Expert as well as Novice Teachers

The statement given to the respondents was 'I try to be in contact with the experienced teachers and be in touch with novice teachers'. Figure 13 below clearly shows the responses gathered from the respondents.
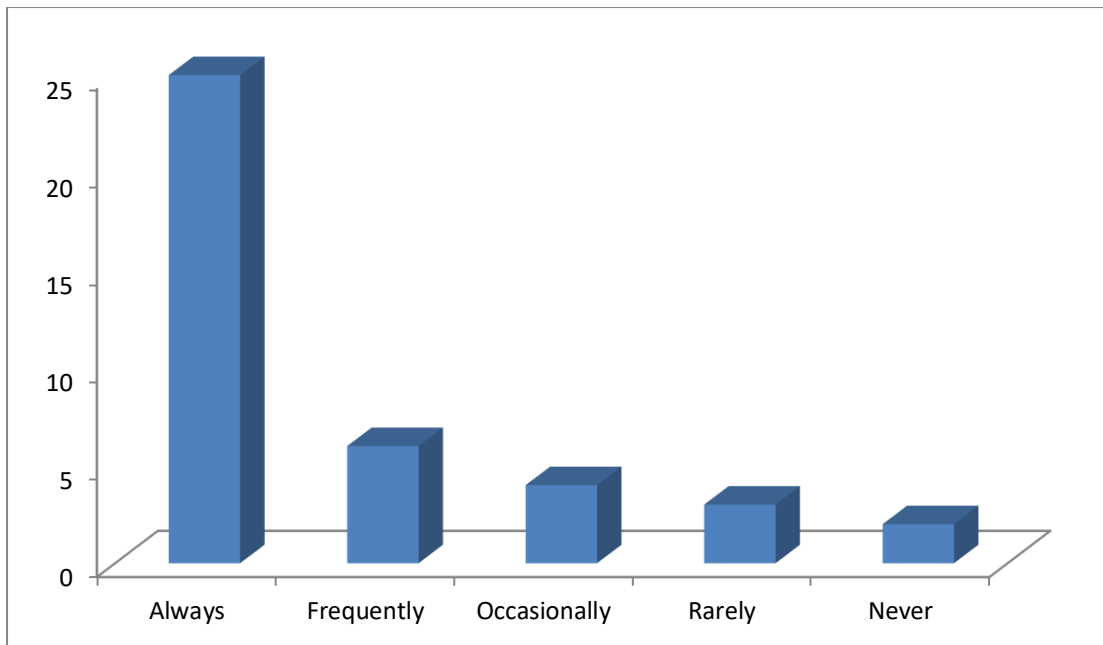
Figure 13: Being touched with expert as well as novice teachers

From the figure above, it is clear that 62.5% of the respondent always tried to be in contact with experienced and be in touch with novice teachers. Similarly, 15% frequently, 10% occasionally, 7.5% rarely and 5% never tried to be in contact with the experienced teachers and be in touch with novice teachers. So, I came to the conclusion that, secondary level English teachers of Dang district always tried to be in contact with experienced and be in touch with novice teachers.

4.1.15 Improvement in Profession after the Use of Online Resources in Internet

The statement given to the respondents was 'I found any improvement for my professional development after the use of online resources via Internet'. Figure 14 clearly shows the responses gathered from the respondents.
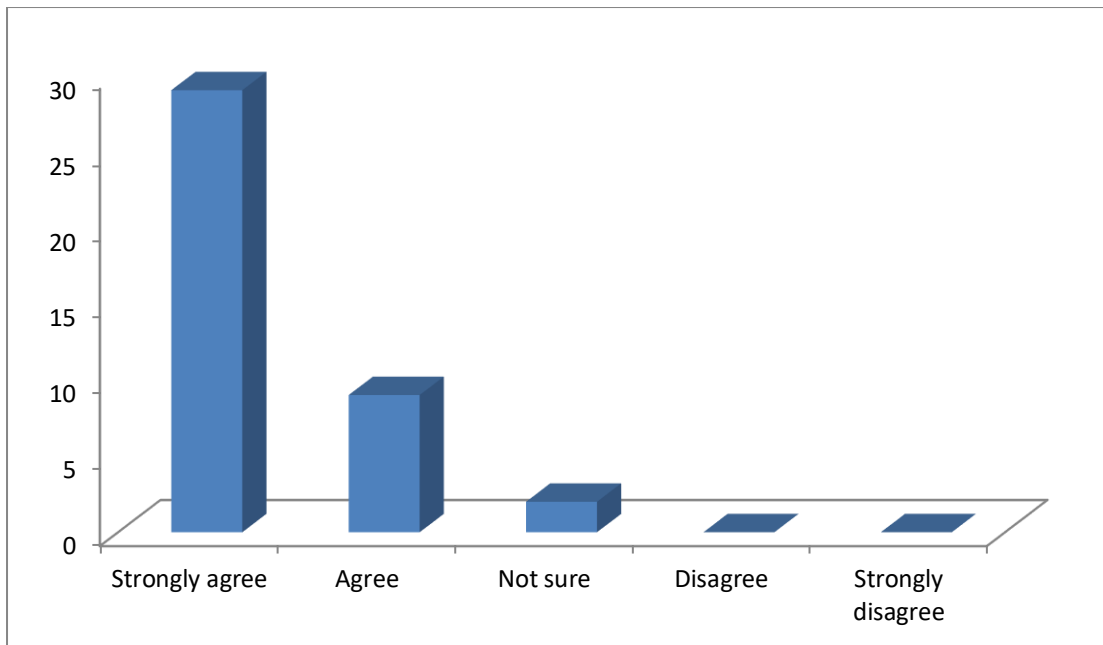
Figure 14: Improvement in profession after the use of online resources in Internet

From the figure 14, it is clear that 72.5% respondents strongly agreed with the abovementioned statement. 22.5% agreed, 5% were not sure and none of the respondents disagreed and strongly disagreed about finding any improvement for his/her professional development after the use of online resources via Internet. So, I came into the conclusion that, secondary level English teachers of Dang district found any improvement for their professional development after the use of online resources via Internet.

4.1.16 Use of Internet for Enhancing Teachers' Professional Development

The respondents were asked to mention the ways that using the internet can enhance teachers' professional development. The ways that the teachers suggest are thematically presented below:

- o Since Internet is the ocean of knowledge, English language teachers get different reliable resources and materials via Internet.
- o Internet is a quest of sharpening knowledge, skills, and experiences.

- o Internet provides authentic text.
- o Teachers can be updated with the recent trends and burning issues in ELT.
- o Teachers can share their ideas, problems, experiences to their colleagues who are in country or abroad.
- o Teachers can download useful material relevant to ELT from respective websites in the Internet.
- o Teachers can participates in various webinars and learn from various online courses.
- o Internet helps teachers to have improvements on their language skills and aspects.
- o The Internet is a platform for experiencing and presenting creative works such as essays, poetry, and stories.

Most of the respondents opined that Internet helps teachers to be updated with current trends and innovations in ELT. Moreover, it provides massive authentic and reliable resources for teachers' professional development.

4.1.17 Websites for Collecting Information for Teacher's Professional Development

The respondents were asked to mention that what sort of websites they are gone through to collect the information for their professional development. The list of web addresses of websites is presented below:

- o www.wikepedia.org
- o www.nelta.org.np
- o www.jestor.com
- o www.doe.gov.np
- o www.nced.gov.np
- o www.esl.com
- o www.youtube.com
- o www.bookfi.com

- o www.moe.gov.np
- o www.cdc.gov.np
- o www.google.com.np
- o www.britishcouncil.org.np
- o www.coursera.org
- o www.edx.org

Most of the respondents have gone through the sites i.e. jestor.com, bookfi.com, nelta.org.np, youtube.com, wikepedia.org, and so on to collect the relevant information and resources for their professional development.

4.1.18 Benefits for English Teachers by Using Internet

The respondents were asked to mention what sort of benefits an English teacher get from Internet for professional development? The benefits that the teachers get are presented below:

- o At first, teachers can get chance to improve his/her skills and aspects regarding English language.
- o Building teachers' numeracy and literacy skills including spoken and written language
- o Build teachers' most advanced subject mastery
- o Understand key concepts of related field
- o Build familiarity with approaches to teaching and learning
- o Teachers can collaborate with others regarding respective subject matter
- o Teachers can be familiar with current innovations, ideas and got chance to update oneself
- o It helps English teachers to communicate with native speakers in real situation which allows them to practice specific skills such as negotiating, persuading, clarifying meaning, requesting information, and engaging in true-life, authentic discussion.

Most of the respondents opined that skills and aspects of English language can be improved with the use of Internet. Moreover, teachers can communicate with each other and can share their problems, experiences, findings and so on. Similarly, teachers can get chance to be familiar with new innovations and ideas and update him/herself using internet.

4.2 Summary of Findings

From the analysis and interpretation of the information obtained, the major finding was most of the respondents have positive attitudes towards the use of Internet for their professional development. Similarly, I have drawn the following findings:

- The majority of the respondents (i.e. 90%) never attended online conferences.
- The majority of the respondents (i.e. 62.5%) told that Internet provides massive amount of useful information regarding ELT.
- Majority of teachers (i.e. 80%) are aware of the fact that teachers must have knowledge of technology and Internet and it is fruitful to integrate technology in English language classroom.
- The majority of respondents (i.e. 82.5%) presented their views that positive attitude towards technology and Internet is necessary for teachers' professional development.
- Secondary level English teachers (i.e. 62.5%) never used Email for sharing of ideas, methodologies, and techniques of ELT.
- Majority of the respondents (i.e. 80%) told that there are number of direct and indirect benefits of using Internet for teachers' professional development.
- Majority of the respondents (i.e. 90%) strongly agreed with the statement that secondary level English teacher must use internet to update him/herself in the new teaching learning world.
- Majority of the respondents (i.e. 95%) strongly agreed that worldwide knowledge helps to integrate the teachers' capacity.

- Majority of the respondents (i.e. 87.5%) strongly agreed that using computer can make a teacher's life easier and more efficient.
- Majority of the respondents (i.e. 82.5%) told that online resources are helpful for making teaching materials needy and appropriate.
- Majority of the respondents (i.e. 90%) strongly agreed with the statement that teachers get chance to update themselves with new knowledge and burning issues in their respective field with the help of Internet.
- Secondary level English teachers (i.e. 72.5%) of Dang district never write journals, articles and reviews to share some ideas regarding ICT.
- Secondary level English teachers (i.e. 62.5%) of Dang district always tried to be in contact with experienced and be in touch with novice teachers.
- Secondary level English teachers (i.e. 72.5%) of Dang district found improvement in their professional development after the use of online resources via Internet
- Most of the respondents opined that skills and aspects of English language can be improved, teachers can communicate with each other and can share their problems, experiences, findings and so on. Moreover, it provides massive authentic and reliable resources for teachers' professional development.
- Most of the respondents have gone through the sites i.e. jestor.com, bookfi.com, nelta.org.np, youtube.com, wikepedia.org, and so on to collect the relevant information and resources for their professional development.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, I have presented the conclusions of the study and some recommendations for the further study.

5.1 Conclusions

There are various ways for teachers to grasp knowledge in their related field. In the present era Internet is regarded as a best tool for taking out information needed. Nowadays, in the context of Nepal as well government has started providing computers and Internet service in government schools. To find out whether Secondary level English teachers of Dang district are using Internet to increase their knowledge, to update themselves with the concurrent changes and innovations in ELT, to improve all skills and aspects regarding English for their professional or not, this study entitled 'Attitude of Secondary Level English Teachers towards use of Internet for Professional Development' was conducted.

For this purpose, a sample of forty secondary level English language teachers teaching to secondary level students in forty different colleges of Dang district was distributed questionnaire which contained both open and close ended questions. The data collected from the respondents were analyzed both qualitatively and quantitatively. What the researcher found is the teachers teaching to secondary level students are using Internet for grasping knowledge in the field of ELT. It was also found that the experienced teachers i.e. teachers having experience of teaching English of about 30 years are also trying to update themselves using Internet. Most of the respondents have gone through the sites i.e. jestor.com, bookfi.com, nelta.org.np, youtube.com, wikepedia.org, and so on to collect the relevant information and resources for their professional development. In fact, teachers are using Internet for improving their skills and aspects. Moreover, they are using Internet for making teaching

materials needy and appropriate. Using computer made their life easier and more efficient. Finally, it was found that secondary level English teachers of Dang district found improvement in their professional development after the use of online resources via Internet.

5.2 Recommendations

Being based on my findings, I have provided policy related, practice related and further researcher related recommendations for the pedagogical implications:

5.2.1 Policy Related

a. Since the world needs some sort of changes in every sector, use of Internet cannot be an exception. Hence, Internet should be used in language pedagogy too.
b. ICT related workshop, trainings, seminars should be provided to the teachers by the government.
c. Government should manage computers for both teachers and students in schools.
d. The facility of Internet should be made free and or easily accessible to teachers.

5.2.2 Practice Related

a. Teachers should have the knowledge of operating computers and Internet.
b. Teachers need to be updated with the recent trends and innovations regarding ELT via Internet.

5.2.3 Further Research Related

Due to the delimitations of my research, I could not include some areas in my research study. Since using Internet is the cry of the day for teachers to enhance their professional development, the areas which I could not incorporate here can be a matter of research to contribute more to the existing knowledge regarding use of Internet for professional development. Some of those areas can be recommended as follow:

a. The use of Internet does not only enhance teachers' professional development. But also it enhances learners' knowledge which can be the area of research.

References

Alhabahba, M. M., & Mahfoodh, O. H. (2016). The Use of the Internet for English Language Teachers' Professional Development in Arab Countries. *Australian Journal of Teacher Education*, 41(4).

Butler, C. (1985). *Computer in linguistics.* Oxford: Basil Blackwell.

Chapelle, C. (2001). *Computer application in second language acquisition.* Cambridge: Cambridge University Press.

Chaudary, R. A. (2010). *Use of internet as a language learning tool.* An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu, Nepal.

Crystal, D. (2001). *Language and Internet.* Cambridge: CUP.

Davis, G. (1982). *Computer, language and language learning.* London: CILT.

Dudeney, G. (2000). *The internet and the language classroom.* Cambridge: CUP.

Giordano, V. A. (2007). A professional development model to promote internet integration into p-12 teachers' practice: A mixed methods study. *Computers in the Schools.*

Glatthorn, A. (1995). *Teacher development.* In L. Anderson (Ed.), *International encyclopedia of teaching and teacher education* (pp. 41-45). London: Pergamon Press.

Head, K. and Taylor, P. (1997). *Readings in teacher development.* Oxford: Heinemann ELT.

Herrington, A., & Herrington, J. (2006). Using the internet for professional development: The experience of rural and remote professionals. ASCILITE 2006 - *The Australasian Society for Computers in Learning in Tertiary Education*, 1, 313-322.

Khanal, L. N. (2008). *Attitudes of higher secondary teachers towards the use of computer and the internet.* An Unpublished Thesis of M.Ed., T.U., Kirtipiur.

Luitel, A.P. (2001). *Language used on SMS: Descriptive study.* An unpublished M.Ed. thesis, T.U., Kathmandu.

Sabieh, C. (2001). Computer in ELT: why not use them? *Journal of NELTA*, 6, 66-73.

Sapkota, S. (2004). *A study on the language used in e-mail and text messaging SMS*. An Unpublished Thesis of M.Ed. T.U., Kirtipur.

Schrum, L. (1995). Educators and the Internet: A case study of professional development. *Computers and Education*, 24(3), 221-228.

Shanmuganathan, T. (2001). E-mail: A tool for teaching writing. *Journal of NELTA*, 6, 1-21.

Shrestha, S. (2011). Cyberculture in ELT: *A reflection form Nepali fictions*.

An Unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.

Unpublished Thesis of M.Ed., T.U., Kirtipur.

Warschauer, M. (1996). *Computer assisted language learning: An introduction*. Tokyo: Logos International.

Warschauer. M., Shetzer, H., & Meloni, C. (2000). *Internet for English teaching*. Virginia: Alexandria TESOL.

Wiesenmayer, R. L., & Koul, R. (1999). Level of Internet use among science teachers involved in a professional development project. *Journal of Science Education and Technology*, 8(2), 123-135.

Appendix One

Pre- survey Questionnaire

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled "Attitudes of Secondary Level English Language Teachers towards the Use of Internet for their Professional Development" under the guidance of Mr. Resham Acharya, Teaching Assistant, Department of English Education, T.U. The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

Researcher

Bibek Ghimire

Contact No: 9857835235

Department of English Education

T.U., Kirtipur

bbkghm@gmail.com

Name:	Qualification:
Name of the institution:	Experience:
Address:	Contact No.:

SET "A"

Put a tick(✓) on the box next to the alternative that best indicates your response.

1. Have you ever attended any on-line conferences?

    a. Always☐   b.Frequently ☐   c.Occasionally☐

    d .Rarely☐   e. Never ☐

2. Do you agree that there is a massive amount of useful information on the Internet?

    a. Strongly agree ☐   b. Agree☐   c. Not sure☐   d. Disagree☐

    e. Strongly disagree☐

3. It is fruitful to integrate technology in English language classroom.

    a. Strongly agree ☐   b. Agree☐   c. Not sure☐ d. Disagree☐

    e. Strongly disagree☐

4. Teachers must have the knowledge of technology and Internet.

    a. Strongly agree ☐   b. Agree☐   c. Not sure☐ d. Disagree☐

    e. Strongly disagree☐

5. Positive attitude towards technology and Internet is necessary for teachers' professional development.

    a. Strongly agree ☐   b. Agree☐   c. Not sure☐ d. Disagree☐

    e. Strongly disagree☐

6. I share my English language teaching ideas methodologies, techniques and problems using E-mail service.

     a. Always □   b. Frequently □   c. Occasionally□

     d. Rarely□   e. Never □

7. There are number of direct and indirect benefits of using Internet.

     a. Strongly agree □   b. Agree□   c. Not sure□   d. Disagree□

     e. Strongly disagree□

8. I use Internet to update myself in the new teaching learning world.

     a. Always □   b. Frequently □   c. Occasionally□

     d. Rarely□   e. Never □

9. Do you agree that worldwide knowledge helps to integrate the teachers' capacity?

     a. Strongly agree □   b. Agree□   c. Not sure□   d. Disagree□

     e. Strongly disagree□

10. In fact, using computer can make a teacher's life easier and more efficient.

     a. Strongly agree□   b. Agree□   c. Not sure□   d. Disagree□

     e. strongly disagree□

11. Do you agree that online resources are helpful for making teaching materials needy and appropriate?

     a. Strongly agree □   b. Agree□   c. Not sure□   d. Disagree□

     e. Strongly disagree□

12. Teachers get chance to update themselves with new knowledge and burning issues in their respective field with the help of Internet.

    a. Strongly agree □   b. Agree□   c. Not sure□   d. Disagree□

    e. Strongly disagree□

13. I write journals, articles and reviews to share some ideas regarding ICT.

    a. Always □   b. Frequently □   c. Occasionally□

    d. Rarely□   e. Never □

14. I try to be in contact with the experienced teachers and be in touch with novice teachers.

    a. Always □   b. Frequently □   c. Occasionally□

    d. Rarely□   e. Never □

15. I found any improvement for my professional development after the use of online resources via Internet.

    a. Strongly agree □   b. Agree□   c. Not sure□   d. Disagree□

    e. Strongly disagree□

SET "B"

Please provide the response in your own words for these questions:

1. In what ways do you think using Internet can enhance teachers' professional development?

....

....

....

....

....

....

2. Have you gone through the websites related to your field for collecting information for your professional development? If yes, list down the web addresses.

....

....

....

....

....

....

3. What sort of benefits an English teacher get from Internet for professional development?

....

....

....

....

....

Thank you for your participation.