

USE OF E-RESOURCES FOR PROFESSIONAL DEVELOPMENT BY
SECONDARY LEVEL ENGLISH LANGUAGE TEACHERS

Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English Education

Submitted by
Bijaya Pyakurel

Janta Multiple Campus, Itahari
Faculty of Education
Tribhuvan University
2023/2080

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DECLARATION

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

Date

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RECOMMENDATION FOR ACCEPTENCE

This is to certify that **Ms. BijayaPyakurel** has completed her M.Ed. thesis entitled **Use of E-Resources for Professional Development by Secondary Level English Language Teachers** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:

Tirtha Raj Acharya, MPhil (Supervisor)

Lecturer

Department of English Language Education

DEDICATION

Dedicated to my parents, siblings, friends and teachers who taught me to believe in self and keep my dreams alive.

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The present study is an output of the continuous and rigorous encouragement of my respected thesis supervisor, seniors, researchers, and valuable participants who provided me their valuable time, kind support, and proper guidance during this process. Thus, I would like to express my deepest gratitude to each individual for their regular inspiration and kind support on time.

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Bijaya Pyakurel

ABSTRACT

This research entitled "Use of e-Resources for Professional Development by Secondary Level English Language Teachers" aims to identify the practices of secondary level English teacher towards the use of e-resources for professional development. The present study was based on survey research design. For this purpose, thirty different schools were selected through purposive sampling procedure. Data were collected using a set of questionnaires consisting of both close ended and open-ended questions which was used as a tool for collecting data. The collected data were analyzed statistically and descriptively. From the study, it was found that teachers themselves as highly motivated to apply new method and techniques in practices of e-resources for professional development.

This research showed that e-resources are essential for teacher professional development. Teachers used internet as a resources tool, to improve their language skills and aspect to update themselves with the new knowledge in the field of ELT with the change of time and most importantly, they said that the improvement in their professions as well. The majority of the respondents (i.e.72.8%) were aware and they strongly agreed with the fact that teacher's knowledge of e-resources is very important in English language classroom. The majority of respondents (i.e. 94.45%) are accessed to the internet.Majority of the teacher are agreed that there are number of benefits of using internet for teacher's professional development. The majority of the secondary level English Language teachers of Itahari Sub Metropolitan have been using e-resources to increase their knowledge to update themselves with the concurrent changes and innovations in ELT, to improve all skills & aspects regarding English for their professional or not. This study entitled 'Use of e-resources for professional development by secondary level English Language teachers' was conducted.

This study comprises five chapters. The first chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, de-limitations of the study, operational definitions of the key terms. The second chapter consists of review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework of the research. Likewise, the third chapter deals with the methods and procedures of the study.

It includes research design, population, sample and sampling strategy, data collection tools, data collection procedures, Methods of analysis of data and ethical consideration. Similarly, the fourth chapter consists of results and discussions. Fifth chapter consists of conclusion and recommendations. Overall discussion is followed by references and appendices.

ABBREVIATIONS AND SYMBOLS

CAI	: Computer Aided Instruction
CALL	: Computer Assisted Language Learning
e.g.	: Example
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ELT	: English Language Teaching
GPRS	: General Packet Radio Services
i. e	: That is
ICT	: Information Communication Technology
IT	: Information Technology
M. A.	: Master of Arts
M. Ed	: Master of Education
MS	: Microsoft
ECD	: Organization for Economic Co-operation and Development
OHP	: Over Head Projector
PDA	: Personal Digital Assistant
PISA	: Programme for International Student Assessment
SABER	: System Assessment and Benchmarking for Education results
S.N.	: Serial Number
TPD	: Teacher Professional Development
URL	: Uniform Resource Locator
WAP	: Wireless Application Protocol
WSIS	: World Summit Information Society
WWW	: World Wide Web

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