

CHAPTER ONE

INTRODUCTION

This research study is entitled "Use Of E-Resources for Professional Development by the Secondary Level English Language Teachers "in Itahari Sub Metropolitan City". Twenty- first centuries is the age of information and communication technology. The way of updating 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 e-resources. This section consists of background of the study, statement of the problem, objective of the study, research questions and significance of the study, delimitation of the study and operational definition of the key terms.

Background of the study

English language teaching is highly affected by information technology in the twenty-first century. This is also called the period of information technology. When the teachers will use the technology in English language classroom, it can help to site of active learning and critical thinking, Teachers can adopt technology of e-resources to develop and tailor instructional materials to better meet individual student needs. Information Technology as defined by the Information Technology Association of America (ITAA), "the study, design development, implementation, support or management of computer-based information system, particularly software application and computer hardware." (Wikipedia, retrieved Oct. 19, 2009). It deals with the use of electronic computers and software to convert, store, protect, process and securely retrieve information. At present, e-resources have impact in all aspects of life and life style. The digital revolution has given mankind the ability to important information with mathematical precision to transmit it at every high accuracy and to manipulate it. Computers and communication are integral part of our life.

Information technology including the computer and computer software to convert store, protect, process transmit and securely retrace information for the novice and experienced teachers in ELT. The technology helps the teachers and students to collaborate for effective learning activities furthermore, it promotes students autonomy and is the best motivating tool. Processing and students work can

be shared with anyone via the internet. Technology has accompanied the allowing students to create content for process of ELT.

The use of e-resources is challenging for the ELT teachers though they can use the types of e-resources such as; computer, power point, overhead projector, blogs, websites and other online resources in order to present their lesson, administer the tests, instruct about the tasks, feedback for the students and so on. The information technology such as; computer, fax, e-mail, internet, Face book, Twitter, Google, blogs, wikis, and other websites are the tools and means to reach and an access of the e-resources for the novice and experienced teachers and they can get the benefit by using these resources.

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

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

The information technology and innovative are applied in the field of ELT, help the novice and experienced teachers to make their profession easy and faster in order to process the ELT. Technology has brought a great evolution in the field of ELT. According to Mumford, (1992, p. 16), every technical process tends in its perfection at eliminate the active workers from participations and to produce an effective substitute the automation. Even technology is difficult to determine because technology can refer to materials, object of use to humanity such as; machines hardware but can also encompass broader themes including system materials of organization and techniques.

Information technology helps the ELT teachers to visit the world view about the English language teaching and different methods of ELT. Furthermore information technology also become a helpful tool for the ELT teachers for the classroom management, including time and materials management and students will be autonomous and their controlled over learning process should be promoted through technology. In the computer assistance in English language learning, Taylor,(1980) says, "Computer assistance in English language learning means that

computer is to be used to aid to facilitate and to deliver learning materials for the students. Similarly according to Leaderman and Niess, (2000) computer 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.

Use of e-resources for their professional development and it is important to study because it explores the English teacher's practice on the use of e-resources for their professional development. It explores the new information in this area; it presents different views of English teachers. Similarly, it tries to add some extra information and opens the possibilities for further research and provides wealth of information related with e-resources and enhance their professional development. Teachers can get number of benefits for the better environment of their teaching career and their professional development. Both teachers and students get opportunity to be familiar with new knowledge and burning issues which help them to update themselves with the change of time. So, use of internet is necessary for English language teachers to build up their attitude and practice for professional development

There are many types of technology and e-resources which helps the teachers in ELT and technological communication. Technological means of communication such as; e-mail, internet, Face book, websites, blogs, chatting and other resources can be used in ELT. These resources are very common in nowadays, which are useful for teachers. Novice and experienced teachers can get benefit from e-resources updated periodically by means of hardware apparatus and software engine. So, technology and e-resources are most important for the language teachers in the context of Nepal.

Statement of the Problem

The use of e-materials in professional development is very important because e-resources help to provide the various methods and teaching techniques for the ELT teachers. Hardisty and Windeatt, 1994, p. 7) state that a computer by itself is called a stand-alone machine. The computers that are linked together with different e-resources. So the teachers can use each other materials and send each other information messages are said to form a local area network (LAN). Running a network manager looks after the system. So, computer and other e-resources are supposed to be most important for the novice and experienced teachers in ELT process in the 21st century. English language teachers are unable to develop the professionalism due to the lack of using e-resources and they are unable to conduct

the innovative classroom. That's why; this study will help the English language teachers to develop their knowledge and professionalism.

Nowadays, e-resources have become a motivating instrument to teachers and learners. There is no doubt that using e-resources in education improves teachers' instructional process and helps in professional development. Different teachers may have different practices on the use of e-resources for their professional development. While trying to get how teachers deal with the dimensions of teaching, it is necessary to examine their thinking process which underlines teacher's classroom actions with the help of e-resources for professional development. Teaching is a personal activity. Teachers have different attitude about e-resources education.

Among the different e-resources ELT teachers feel very difficult to use in a real practice in ELT process. The teachers depend mostly on the books and teachers guide but, they do not use e-resources. In this context the only solution lies in the continuous e-resources. If the teachers have the skills and habit of the use of e-resources they will be able to face the different challenges in teaching ELT. Lack of habit or knowledge on the use of technology in teaching is a major problem for the teacher and students.

This study can help students by supporting their academic studies by providing some ideas, information and working as an authentic material. Similarly, it will helpful for researchers, they can get the significant ideas and guidelines about their topic, it can help them to select appropriate research methodology and it can help them to learn to carryout survey design. In the same way it will be equally important and useful for almost all the people of the modern world who are interested to know about the e-resources because it will provide a wealth of information about e-learning and e-resources.

Objectives of the Study

The objectives of the study are as follows:

-) To explore the practices of secondary level English teacher towards the use of e-resources for professional development.
-) To identify the effectiveness of these e-resources for professional development.

Research Questions

This study was oriented to find out the answer of the following research question:

-) What is the practice of e-resources as perceived by teachers for professional development?
-) What is the effectiveness of using e-resources for professional development according to the secondary level English language teachers?
-) What types of e-resources are used by the secondary level English teachers for professional development?

Significance of the Study

ELT teachers in the context of Nepal so, the teachers should use the e-materials for providing the authentic knowledge and motivate the students in English language teaching process.

Use of e-resources for professional development is very important as well as challenging and painstaking job in the context of Nepal because all the teachers and students are beyond from the access in use of e-resources. The e-resources are believed to be authentic resources for the ELT teachers because they help the teachers and students to find out the authentic materials as well as different methods and teaching techniques. Similarly, the use of e-resources in ELT helps to develop the students' interest towards the teaching learning activity. The teachers can develop their teaching techniques by visiting the different Universities, Website and Blogs of the professor of the world from the internet.

As the major concern of this study was to investigate how the secondary level English teachers use different e-resources such as (computer, e-mail, internet, face book, twitter, Google, blogs, wikis, e-book, smart board, over head projector) and other resources. This study is important to find out the authentic materials and develop their professional and body of knowledge of the novice and the experienced teachers in ELT. That's why I was interested in this field to carry out the research.

This study reveals the practices of secondary level English language teachers towards using e-resources as perceived 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 is 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.

Delimitations of the Study

The delimitations of this study were:

-) This study was delimited to the use of e-resources based resources for professional development through teacher experiences.
-) Purposive sampling was the procedure used in this study. This study was delimited within the 30 secondary level schools of Itahari Sub Metropolitan City as sample.
-) It was limited to questionnaire and observation checklist as a tool to elicit the data. Likewise, it was based on survey research design. It focused only in the use of e-resources for professional development of the secondary level English teachers.

Operational Definitions of the Key Terms

-) **Apparatus:** the tools or other pieces of equipment that are needed for a particular activity or task complete something.
-) **Diagnosis:** to say exactly what an illness or the cause of a problem is
-) **Effortless:** needing little or no effort, so that it seems easy.
-) **Fluidity:** the quality of being smooth and elegant.
-) **Experimentation:** the activity or process of experimentation
-) **Comprehension:** the ability to understand.
-) **Colloquial:** the words and language used in conversation but not in formal speech.
-) **Professional Development:** The process of obtaining the skills, qualifications, and experience that allows one to make progress in his/her career.
-) **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).

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.

This section is divided into four other sub-heading. The first is review of related literature through light on empirical studies so far carried out on the related topics. The second implication of the review of the study presents relationship between reviewed works and the present one. The third, theoretical framework focuses on describing the theoretical base for the research. The four conceptual frameworks summarize the whole process to be followed for the selected topic.

Review of the Related Theoretical Literature

Technology is a broad term that refers both artifacts created by human being, such as machine and methods used to create these artifacts. In other words, technology is broad concept that refers to use and knowledge of tools and craft, and how these tools and crafts would our ability to control and adapt to the environment. A specific definition for the word 'technology' is difficult to determine because technology can refer to materials object use to humanity, such as machine hardware but can also encompass broader themes including system, materials of organization and techniques. Technology covers broad area of our life.

Similarly, Beard (1992) says that technology constitutes the supreme instruction of modern progress. Narrowly viewed, technology consists of the totality of existing laboratories, machine and processes already developed mastered and in operation. But it is far more than mere objective realities. Intimately linked in its origin and operation with pure science, even its most remote mathematical speculation, technology has a philosophy of nature and a method-an attitude toward materials and work-and hence is a subjective force of high tension. It embraces within its scope great constellation of ideas, some explored to apparent limits and others ever since the passed problem and emergent issues dimly understood. (As cited in Bhatt & Sharma, 1992, p. 19-20). In this regard e-resources are influencing and changing many aspects of modern living. Today, it is common to communicate

by email, chat online and browse for information. So, e-resources play a vital role to develop the knowledge of the teachers' and students' in ELT process.

E-resources are defined variously in the ways as something that can be used for support or, help an available supply that can be drawn on when needed the ability to deal with difficult or, troublesome situation means that can be used to cope with the difficult situation. Due to the increasing production and e-resources the teachers and learners can get access both synchronous and asynchronous tools. Synchronous tools denote to the tools happening or, existing and happening at the same time e.g. Audio-conferencing, chat, twitter, web-conferencing etc. are synchronous tools and Wiki, blogs, Facebook, YouTube, Google etc. are asynchronous tools. These are importantly useful and meaningful to regularly update in one's existing competence via internet.

Technology and ELT

Technology plays an increasing role in ELT. Dudney (2000, p.1) says, "The internet and Technology is the biggest communication that is used to benefit students of all age in the learning process. It is helpful for the English language teachers in the teaching learning process. Software can be used to supplement class curriculum technology which provides the activities even text and quizzes for a class that can help students continue learning outside the classroom". The recent internet-based technology employed in English language instruction is web 2.0 includes wiki, blog, social network and video conferencing have demonstrated the capability of the current technology in ELT. Internet through technology will provide many opportunities for novice and experienced teachers to learn and acquire new skills over the internet, keep up with credentials and returns help them improve their teaching abilities. Dudney (2000, p.1) says, the internet is the biggest communication revolution since the advent of the printed book, yet up until not to long ago, it was a secretive field enjoyed and jealously guarded by a few selected individuals.

According to Murry (1999, as cited in Linder 2004, p.11), the ideal internet access through computer labs in education is not uniform. Internet access tends to play greater role in developed nations than in developing nations. In developed nations accessibility tends to be greater in more affluent urban areas than in less affluent outlying areas.

Over the last fifteen years American schools have dramatically increased spending on classroom technology to more than \$5 billion annually, because there has been a widely held belief by governmental, business and educational leaders that "writing schools, buying hardware and software, and distributing the equipment throughout will lead to abundant classroom use by teachers and students and improved teaching and learning (Cuban et al., 2001).

Greenwood J. (1990) says, America's return on this massive investment in classroom technology seems even more questionable when parents, policymakers, and educators look for evidence of the impact on student achievement. Support of educational technology continues to believe that technology will make a difference in academic achievement but, tends to rely on anecdotal evidence about students' motivation and their development of critical thinking skills to support this belief. Recently, a growing number of researchers have published studies that provide substantial evidence that technology can play a positive role in academic achievement. Several organizations like Editorial, the North central Educational Lab (NCREL) and the Centre for applied Research in Educational Technology (CARET) are documenting research studies that link technology to increase in academic achievement.

The use of e-resources in the classroom is important for students and teachers to maintain an organized environment for both students to get the very most out of their learning experience. For example, PowerPoints, computer, internet, blogs and anything else in between is a crucial foundation for a student's learning journey and professional development.

Similarly, computer and English language teaching go side by side for long time and contribute as a teaching tool in second or foreign language classroom. Despite the latest advance applicable to language teaching such as specialized websites, blogs, wikis and language teaching methodology. Journal, computer and technology are still a source of fears and insecurity for many ELT teachers everywhere in the world. Johnson and Eisenberg (2006) says, "a consequence computer should be no longer be a little more than a way to write (as they are sometime today) send message and when lucky, to browse out for information on the net. Thus the usage of technology in the ELT the students learn basic skills reading, writing, listening and speaking better and faster. Students develop the technical skills

required to use the internet for communication and information gathering. They acquire geographic awareness based on understanding the global nature of internet connection and communications. The students, who have opportunity to use technology, acquire and organize information. The students and teachers who regularly use technology take more pride in their work, have greater confidence in their abilities and develop their professionalism in the ELT.

Computer Assisted Language Learning (CALL)

Computer assisted language learning (CALL) first appeared in early 1980s. CALL program requires learners to respond to cues on the computer screen and involve tasks such as matching sentence, filling in gaps, texts and doing multiple choice activities. Levy (1997, p.1) defined CALL as "the search for and study of application of the computer in language teaching and learning." In the same way Egbert (2005, p. 4) says, "CALL means learners learning language in any context with and around computer technologies." In this regard computer assisted language learning helps the ELT teachers to provide their students with classroom opportunities to involve in collaborative interactions in various forms. Computer can be used not only to display the materials but also to find out the resources to exchange the ideas, information and to engage the students in online interaction and discussion. According to Blake (2008) recent advances in CALL empower students to be engaged in online activities with such computer applications that provide the learning opportunities for the students as prescribed by various second language learning theories.

According to Levy (2007) "technological innovation has some relative stability after the 1990 with the advent of the internet, the World Wide Web (www), multimedia and a variety of communication technologies that after decades of experimentation, finally converged and provide the infrastructure to enable users to communicate with one another using integrated forms of text, image and video while at a distance." Similarly, Hardisty and Windeatt (1994) say, CALL is not a universal panacea but simply another medium, a powerful one, for promoting learning. It is the latest in the series of modern aids to language learning which began with the gramophone. It is the term most commonly used by the teacher and student to describe the use of computer as a part of language course. According to Warschauer (1999) computer assisted language learning has outgrown its usefulness as a

construct for teaching and research. The problems, Warschauer states that CALL framework posits the computer as an outside instrument rather than as part of ecology of language use while these may have been found in the early days of the CALL when computers were used to perform structural drills. For Warschauer, the use of computer should not be framed as a special case but rather as an integrated aspect of language learning and language use.

Computer Assisted Language Learning seems to be changing according to the change of technology and computer application. CALL is a tool that is designed to provide interactive learning materials. The students will be benefited in language learning by using CALL. In CALL, students can work individually in pairs and groups or as a whole class. Each student within each group can interact in various ways with the computer the role of groups and the teacher. In the CALL students are involved in writing, editing, commenting, reading and other asking for help.

Thus, from the descriptions above CALL task is influenced by behaviorism and structuralism. It focuses on the drills, practice, activities with the help of computer programs. The different computer based resources such as; internet, website, e-mail and other parts of e-resources are used in ELT by the teacher. Similarly, the computer is useful to give feedback and assessment to the students on their performance in ELT. CALL will be helpful to engage in various activities, software program, drills and practice, activities, games and puzzles with the help of internet and different activities are also available in the websites (eg.puzzlemaker.com) through the computer and computer programmed.

Types of E-resources

E-resources are defined variously in the ways as something that can be used for support or, help an available supply that can be drawn on when needed the ability to deal with difficult or, troublesome situation means that can be used to cope with the difficult situation.

Due to the increasing production and e-resources the teachers and learners can get access both synchronous and asynchronous tools. Synchronous tools denote to the tools happening or, existing and happening at the same time e.g. Audio-conferring, chat, twitter, web-conferring etc. are synchronous tools and Wiki, blogs, Facebook, YouTube, Google etc. are asynchronous tools. These are importantly

useful and meaningful to regularly update in one's existing competence via internet.

E-resources involve the use of computer and other electronic devices e.g. modem routers, USB drivers, telephone line etc. Similarly, e-learning also involves in the e-resources using internet or internet logging into different websites and using the useful e- resources. There are different types of e- resources such as; (computer/multimedia overhead projector, television (TV), e-mail, internet, world wide web (www), blogs, wikis, web quest, online resources, Facebook, chat, webpage, website, browser, audio conforming, web conforming, Wikipedia, YouTube, Google, e-book, twitter, mobile phone, listserv, etc.) are the common types of e-resources. These resources will be helpful for the novice and experienced teachers in the ELT.

Computer / Multimedia

Computer/multimedia is one of the major e-resources. In ELT multimedia technology plays the important role in English language teaching methodology. So, sophisticated computers and multimedia and word processors have vertically contributed a lot for actual practice of language teaching. According to Levey, (1997), CALL is defined as the search for and study of application of the computer in language teaching and learning.

The computer and multimedia technology are also important in 21st century for the language teacher and learners to involve in different activities. The learners will be able to improve their poor hand writing by using the computers. The teachers will translate the text and improve the grammatical problems by using the different components of computer and multimedia technology. These components are; sound card, speaker, and CD room. These components of computer and multimedia require enough processing power and memory to accommodate multimedia programs that make great demands of the computer processing components.

Over Head Projector (OHP)

It is another kind of e-resource used as an alternative to a chalkboard. It is also device or written text picture etc. but the things into which text materials are to be printed should be transparent. These are called transparencies. They can be written or, drawn by the teacher either at home or during the lesson and can be controlled what appears in the screen. The overhead projector also can be used to show the materials point to various details and explanations and difficult words while

maintaining the teachers' position facing the different problems in the classroom. The advantage of OHP can be seen in the following points:

-) It can be used as an alternative to the white board and blackboard.
-) The teacher can save time by preparing in the advanced materials.
-) It can be used to create more interest curiosity of the students.

Television and Videos (TV)

Television is one of the electronic resources that a language teachers use as an aid in the classroom to present audio-visual programs better the students to provide them with exposure to a real life situation of the development of target language used. Television is an important e-resources tool for the secondary level teachers and students. They can use TV to develop listening and speaking skills of learners.

Mail (e-mail)

The word e-mail is one of the major features of internet. It is also called abbreviation of electronic mail. Email message can be exchanged across different networks both locally and globally. E-mail is mail that electronically transmitted by computer through the internet. Through the e-mail we can exchange clues, task, production and other related materials of the ELT.

E-mail allows easy access of communication to people all over the world. This makes the idea of pen-pals and contact between different schools much more plausible than the hand written equivalent.

Talking about e-mail further, Lewis (2009, p. 40) mentions: E-mail is an asynchronous tool (partners do not have to be online at the sometime to communicate). This has certain distinct advantages over chat, which is a synchronous written communication tool (communication takes place in real time, like spoken communication). Chat requires a higher degree of fluency to be effective, and can be the challenge to lower-level language. In addition, e-mail communication is easier to organize for teachers. Since there is no need to arrange a specific time to be online to communicate with a partner, email projects can be flexibly scheduled and even conducted from on computer if necessary.

The Internet

The internet is a computer network that is made up of huge number of networks worldwide. Internet will facilitate the communication service such as; e-mail, world wide web (www) etc. The students and teachers use the internet for the various purposes. Harmer (2007) suggests L2 teachers to create their own websites on internet to provide different reading materials and exercise their students.

The teachers and students can search so many sites which publish online resources and authentic articles so as to enrich themselves. It comprises of these things: emails, blogs, social network, googling, web quests and other resources form the internet. There are several websites that provides the e-resources for the ELT teachers.

For example:

-) <http://www.google.com>
-) <http://www.bbc.com.UK/worldservice/learningenglish>
-) <http://www.teachingenglish.org.Uk/eltecs>
-) <http://www.jcmc.indian .education>
-) <http://www.languagetesting.info>
-) <http://www.nicenet.org,etc>.

World Wide Web (WWW)

The World Wide Web (www) is a system for accessing information on the internet. The web browser helps us to view the text stored on the internet. Through the webpage, people all over the world are available for viewing. Li and Hart (2002, as cited in Sharma, 2012, p. 360) state that from the viewpoint of English language instruction, an added advantage is the fact web documents, which cover a huge set of subject matters, are mostly written in English. Using the World Wide Web (www) students and teachers can search through millions of files around the world within minutes to locate and access authentic materials.

Blogs

A blog is a synchronous tool to group e-resources. It is a frequently updated website that often resembles an online. The information in the blog can be revised, edited, and updated frequently for the benefit of its users. We can create our blogs

and keep updated information in them. The learners as well as teacher may visit blogs created by experts or, professors around the world. Any reader can make comments in comment box of the home page of the blog. Teachers can create blog from website like <http://thenewtanuki.blogspot.com>, the class blogs the teacher and students have collaborative discussion e.g. Bee online <http://www.beeonline.blogspot.com> and the learner blog (it involves giving each students an individual blog: students have own personal online space).

Lewis (2009, p. 63) mention the following details about blogs: A blog is an electronic journal where readers post their thoughts and opinions on a regular basis. It is usually arranged in backwards chronological order, and readers focus on the latest post and read down until they reach the place they left the last time they logged on.

The key feature of a blog is the comment function. Only the author of a blog can edit a post, but anyone who has permission to access the blog can comment on what the blogger has written, or comment on the comments of other readers. This makes a blog dynamic and ever changing, unlike a websites, which tends to remain in one constant state for an extended period of time.

Wikis

A wiki is simple software which allows user to create edit and link page together. It is an easy way for people to collaborate on documents online and for this reason often used for community websites. It is founded by Jimmy Wales in 2001 in the US. It is easy way for people to collaborate on documents online and because of this, it is often called community website. Wiki is one of many web 2.0 components. Wikispaces, Wetpaint, PB wiki, Editme, Mediawiki are some versions of wiki. Some examples of wikis are;

) <http://www.practicalenglish.pbworks.com>

) <http://www.neltabrances.pbworks.com>

Web Quest

A web quest is an inquiry-oriented activity in which some or all of the information which come from resources on the internet. Web-quest is a constructivist approach to learning students not only collect and organize information they have

found on the web they orient their activity towards a specific goal, they have been given often associated with one or more roles modeled on adult professions.

Lewis (2009) says the following on web quests: Web quests are structured search activities for the World Wide Web. Unlike treasure hunts, where the core focus is on finding information (for example, finding the distance between two cities, getting departure/arrival times from a timetable, etc.), web quests are centered on a defined task which uses information from the world wide web for a specific purpose. These purposes are directly related to specific higher order thinking skills, such as comparing, analyzing or evaluating-in other words, the search is not an end in itself, but a part of the means to solve a problem or support an argument. Web quests are excellent examples of what we call inquiry based learning.

There are certain steps to be followed in a web quests. They are as follows:

-) Present the context/scenario
-) Explain the task
-) Explain the steps
-) Explain the product and assessment

Thus, web quests are task and content driven and are not activities generally associated with promoting accuracy. However, it is possible to create very specific criteria for presentation and worksheets which will generate defined chunks of language. The examples of web-quest; <http://www/zinal.com/part1.php> and finding web-quest: <http://www/webquest.org/search/index.php>.

Online Resources

Language learning processes which are available in the internet are called online resources. Various websites, e-dictionaries encyclopedias are very useful online resources. Similarly, different institutions such as; British council, the BBC, the CNN, Universities, school, e-libraries also have become very important online resources. These resources will provide us various language learning materials in the ELT.

Facebook

Facebook is a social network that allows us to entertain in the world

community. Facebook was founded by Mark Zuckerberg with his friends; Eduardo Saverin, Dustin Muscovit and Chris Hughes in 2004. Now a days Facebook is highly gaining popularity because of ease to operate, upload images, audio and video files, create own page, groups, update status etc. it can highly be benefited when he/she creates an account, enters to chat with the experts and follows links and other status shared by other.

Chat

Chat is a form of interactive online communication that enables users to have a real time conversation with other people who are also online chatting or the internet can take place via websites. Facebook chat was released to the entire Facebook user based on April 5, 2008. The learners can meet experts online and ask for the links to get access to required resources. Experts can provide several links to go through Yahoo Messenger chatting Facebook and so on.

Web Page

Webpage is the location of information that is stored in the website. The WWW consists of huge collection of documents with related website called webpage that provides vast amount of information of the different websites.

Browser

A browser is a software application used to locate and display web pages. The most popular browsers are Netscape Navigator and Microsoft Internet Explorer. Both of the graphical browser which mean that they can display graphics as well as text. Browser is the Client Sever that allows a user to display and interact with other learning documents.

Audio Conferencing/Video Conferencing

Audio/video conferencing is a two-way interactive communication. This is possible when login to Yahoo Messenger, Skype, Gmail. Two participants need to be online synchronously. A money saving project in British Columbia use audio/video conforming and conference calls for consultation with student, teachers (Cross and Murphy, 1990, as cited in Bailey, 2010). A language teacher can use audio/ video conferencing in the classroom to exposure the real life situation for the development of `target language used. One can be benefited highly from audio/video conferencing on

particular topic and update him or, her.

YouTube

YouTube was founded by Chad Hurley, Steve Chen and Jawed Karim in 2005 in the US. Above 100 millions clips are watched a day. When Chad Hurley and Steve Chen began working in a garage in San Mateo 2004 to figure out an easy way to upload and share funny videos they had taken at a dinner party. They launched the user-friendly site in February (2005) and it has since become one of the most popular sites on the net. YouTube videos can be used in the ELT classroom for various purposes of English as to enhance vocabulary, accents, pronunciation, voice modulation and many more. The ELT teachers can use it as a tool for improving the listening, speaking, reading, and writing skills.

Google

Google was founded by Larry Page and Sergey Brin in (1998) in the US. A billion search requests per day. To Google someone means to search for information about them on the net. It is the largest internet to search the engine in the world and is the latest and fastest growing company in history. Google provides others services such as; e-mail, news (google news), cartography (google maps), literature (google book search) free telephone (goggle talk), and other e-resources can be found through google.

Google search consists of a series of localized websites. The largest of those, the google.com site, is the top most-visited websites in the world. Some of its features include a definition link for most searches including dictionary words, the number of results we got on our search, links to other searches (e.g. for words that Google believes to be misspelled, it provides a link to search the results using its proposed spelling), and more.

Mobile Phone

It is a teaching technology. It is currently seen in practice in Bangladesh and some other south Asian countries. The use of mobile phone as a learning tool has a wide variety of applications. The teachers can ask the students to make the photo documentary using the camera function on their mobile phone. The students and teachers can also find the dictionary, online books in mobile phone.

Smart-boards

Interactive whiteboards are good replacement for traditional whiteboards or, flipcharts as they provide ways to show students. Everything can present on a computer or desktop. Smart boards help teacher to use a student-centered approach to teach language arts. Teachers can use smart boards to improve reading comprehension, and teach grammar and writing. With smart boards, teachers can combine video, audio, web browsing and word processing to teach students interactively.

E-book

E-book is another type of e-resources. One advantage of e-book is that we can get instant delivery from our web book shop to our e-book. E-book technology allows us an entire library on our personal computer; a modern laptop can already hold more than three hundred books. E-books can also include links an additional content which provide the broader knowledge for ELT teachers.

In the context of Nepal, e-resources are not properly used in every school because of lack of electricity, training about the use of technology for the teachers. As English has turned into a universal language, it's presence and value in the world has expanded enormously in the past decades. But if the language teachers teach as they taught earlier, then they required goal of ELT may not be achieved in the present global scenario. In the past no productive creativity and constructive activity was given in the learners and develop the four language skills. With the changing needs of our (time) technology is developing day by day. We are living in the 21st century and it is the age of technological advancement. Thus the recent trend in ELT has been affected by the e-resources and modern technological tools. All concerned authorities (government, teachers, parents, students) should be responsible to use of e-resources in ELT in the context of Nepal.

Since IT is growing so fast in Nepal and there is a lunch of so many new technologies by national and international companies, its future seems to self-sustain and growing. Needless to say, Nepalese people aspire to it and aspiration makes it possible.

The use of e-resources is so demanding in the present context that it was not thought half a decade ago. Now even some well-facilitated schools use internet as

their language learning tools. Some schools have Wi-Fi facilities if not ADSL (asynchronous digital subscriber line) ones. It seems very much probable that almost all the schools will have these facilities in no time.

Even the government with the assistance of some foreign countries is distributing laptops to poor ones in remote school with regard to 'one child one laptop policy'. It has already been initiated in some parts of the country. It is although a small step seems to be mile stone indeed, to get IT policy fulfilled. Similarly, Mahabir Pun, the winner of Roman Masses Award is also creating IT village in Nepal. E-commerce, IT education, e-medicine are the major attractions in his village named Nandi which is extensively remote part of Nepal. Students of low grade are goggling in a village called Nandi at Myagdi district. A great astonishment, all these are the signals of possible features to be achieved in the near future.

Zoom Video Communication

Zoom Video Communication, Inc. is an American communications technology. It headquartered in San Jose, California. It provides video telephony and online chat services through a cloud-based peer-to-peer software platform and is used for teleconferencing, telecommuting, distance education, and social relation.

Review of Related Empirical Literature

In the department of English education, researchers have carried out the studies related to other context and research practices from the innovative perspectives. This study is a quite new field of study in our context. Though some researchers have been carried out on related topics such as language used in mass media, Impact of internet on language teaching and learning, cyber culture in ELT, and so on, but the research on "Use of e-resources by secondary level English teachers for professional development" has not been carried out yet. Some works and researches related to this study can be observed as follows.

Sapkota (2004) has carried out a research on "A study on the language used in e-mail and text message SMS." The main objective of his study was to find out the context in which English-Nepali code switching takes place. The researcher in his study attempted to analysis the characteristic features of English language used in email and SMS in the morphological, syntactic and functional levels. He prepared the tools for data collection on the basis of e-mails collected from people and he will

accomplish participant and non-participant observation to record the different chat and Skype conversation. The findings of his study showed that the language used in e-mail, chat and SMS was informal, colloquial and grammatically incomplete. Mostly subject is deleted and somewhere code-switching was also found. Similarly, he selected using judgmental and sampling design and his research took place only in cybercafé.

Khanal (2008) has carried out research entitled on "Attitude of higher secondary English teacher towards the use of computer and the internet. "The objective of his study was to study the attitudes of higher secondary English language teachers of Kathmandu valley and their perception on the basis of their personal characteristics, relative's computer and internet advantages, cultural perception, computer competence and the availability of computer and the internet. He concluded his study with the findings that the majority of the teachers have positive attitudes towards the computer and internet. Moreover, about twenty five percent of English teachers in Higher Secondary School in Kathmandu valley were away from computer and the internet access. Similarly, all the teachers showed their interest towards the access of computer in order to enhance their learning.

Regarding the use of e-resources in the classroom plays vital role in language teaching and learning. Technology helps the students and teachers while teaching and learning about the rule of grammar and helps them to gain apprenticeship into new discourse communities. The computer is a powerful tool for this process. It allows the teachers and students to online environments of international communication. By using technology in language classroom, the teachers and students can be able to find out the various methods and techniques about the ELT process.

Adhikari (2008) has carried out research on "Effectiveness of using computer in teaching vocabulary." The objective of his study was to find out the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. The tools used in his study for data collection were prepared on the basis of our English grade nine prescribed for High School curriculum. He selected 24 students for his study. These participants were classified into two groups namely controlled and experimental on the basis of odd and even number of their score on pre-test. He concluded his research study setting that using computer in teaching

vocabulary was significantly effective way of presenting new vocabulary items in EFL classroom.

Chaudary (2010) has carried out a research on "Use of internet as a language learning tools." The objective of his study was to find out nature and variation of internet used by two groups. M. Ed. and M. A. students and list some pedagogical implications. The tool he used was questionnaire and the sampling size was 60 students, thirty students from M A and thirty from M. Ed. 2nd year. Findings of his study showed that 80% of the students from M. Ed and 76.67% student from M.A. used internet as a language learning tools and since the numbers of internet users as a language learning tools in M. Ed exceeded than that of M.A. by 3.33% only the result was significant.

From the above description what we can say is that, technology will be applicable in the field of teaching vocabulary. The current methods of teaching vocabulary do not help the learners to learn vocabulary with effortless and retain the words learnt in appropriate situation. Hence, e-resources (email, interment) are important to teach and to learn vocabulary in the context of Nepal.

Shrestha (2011) has carried out research on "Cyber culture in ELT: A reflection from Nepali fiction." The study was carried out to present on analytical survey of cyber culture in the present-day world and to determine the different tools of cyber technology applicable in the field of ELT. He used non-random judgmental sampling procedure and tool was observation. He concluded his study that among four novels such as; (Palpasa cafe by Narayan Wagle, A Parallel sky by Padmawoti Sing and Socrates' Footsteps by Govinda Raj Bhattarai), Palpasa Café and A Parallel Sky have used Cyber culture immensely. Throughout the novel they have talked this trend in different places. They have successfully dealt globalization, cultural imperialism and digital culture. Both of them were the post-modern novels.

Shrestha (2012) carried out research on "Use of online resources for English language teachers' professional development". The objective of his study was to identify the percentage of lecturers of English use of online resources in their professional development. The sampling procedure he used was non-random sampling procedure while selected colleges were from three districts: Kathmandu, Bhaktapur and Lalitpur. The sample size of his study was fifty-four English teachers in various colleges of Kathmandu, Lalitpur and Bhaktapur districts. He concluded his

study that majority of English lecture (83.33%) from Kathmandu district (50%) from Lalitpur and (61%.11%) from Bhaktapur district were found to use online resources for teachers' professional development. Moreover, lectures of these colleges didn't attain any online conference and did not suggest their learners to visit websites to attain abroad concept, and were not found encouraging them logging in different useful website.

Pundit (2013) studied on "The Study on the Impact of Internet as Language Learning in ELT". The objectives of study were to find out the impact of internet in learning English language. He selected 25 students of grade eight in Rautahat district using action research design. He selected the sample random sampling procedure and his tools were the test items. The finding of that study has that internet had impact in student learning of English.

Sapkota (2015) carried out research on "Use of Electronic materials by novice and experience teachers for professional development." The objective of his study is to find out novice and experience teachers' perception and practices of electronic materials for professional development. The sampling procedure he used was non-random sampling procedure while selected school and college from Kathmandu district. The sample size of his study was 40 novice and experienced teachers from Kathmandu district. He concluded his study that 36.25% novice teachers, 31% experienced teachers practiced electronic materials in ELT and 63.75% novice and 69% experienced teachers do not practice in the use of electronic materials. Most of the novice and experienced teachers use audio-video in materials for the professional development and in the classroom.

Malla (2017) conducted a research on "Major English Student Perception towards use of Google in their study". He conducted the research to identify the perception of major English student towards the use of Google in central department of English education were selected as the sample procedure. It is survey research. The study used questionnaires containing open and closed ended question for thirty students of department of fourth semester. The major finding of the research is that the entire student had positive attitude today the use of google in their study.

Adhikari (2019) research was on "Teacher use of Internet-based resource for their professional development". The study was to find out the teacher using the internet development in left. He carried out his research in to English teaching in

reheat district. He selected 40 teachers use of internet purposively as the sample of the teacher. He used survey questionnaires consisted of the teacher 20 items. The finding of the study shows that the teacher uses of internet-based resources for their professional development in let classroom.

From the above findings through review of articles and dissertations, it seems that this thesis is trying to find out something new especially in the field of attitude and practice of the secondary level English teachers towards the use of e-resources as a resource for their professional development. This research is trying to discuss about e-resources for professional development. It is also trying to discuss about attitude and practice of teachers towards the use of e-resources for professional development.

Implications of the Review for the Study

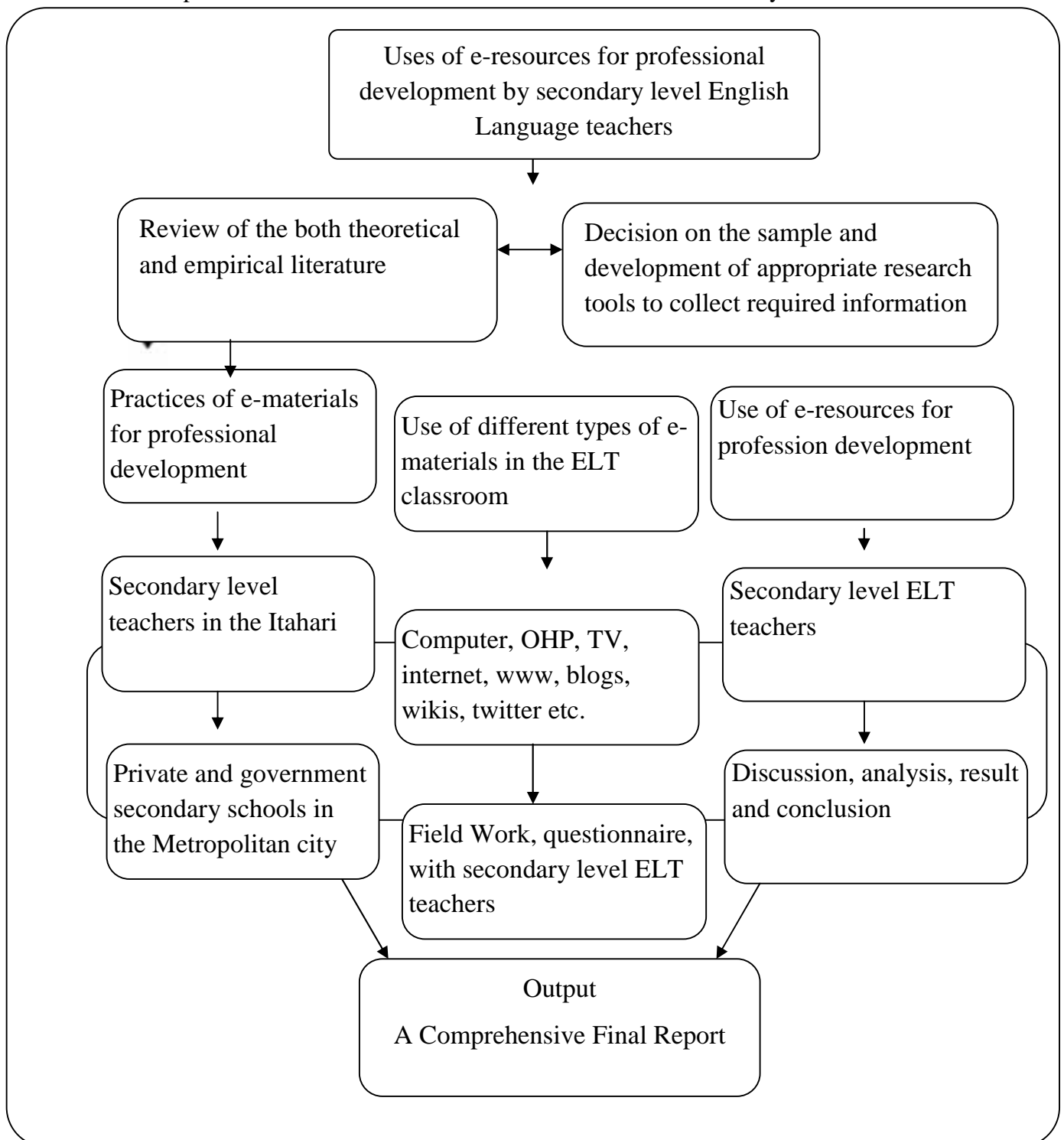
On the basis of the above-mentioned theoretical perspective I, as a researcher, have also developed some insights going thoroughly the existing body of literature significant to my present study. After reviewing different researches and related works to my topic, I got many fruitful ideas for my research 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 In Itahari Sub Metropolitan City regarding the use of e-resources 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 e-resources and teacher's professional development. My research is also related to the same field. The review of the literature provided the following implications:

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

Conceptual Framework

The study on "Use of e-resources for professional development by secondary level English teachers" A conceptual framework is very important component of a research. It is the plan or frame on which the very study is established. The conceptual framework to conduct this research can be dramatically shown as:



CHAPTER THREE

RESEARCH METHODOLOGY

Methodology and procedures are the vital elements of a research study. If any research works follows appropriate methodology and procedures, it will obtain its objectives easily. Appropriate methodology helps the researchers to go in a right path in his/her research work. 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. To achieve the set of objectives of the study the following methodologies have been adopted.

Research Design

This study was based on survey research design. Survey research is the most popular design of research in the field of education. It is mainly carried out to find out people's attitudes, opinions and the specified behaviors on certain issues, phenomenon, events and situation.

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p.160). This type of research allows for a variety of methods to recruit participants, collect data and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research (Singleton & Straits, 2009). In the same way, Bukaliya (2012, p.77) states that survey research is the method of collecting information by asking a set of pre-formulated questions in predetermined sequences in structured questionnaires to a sample of individual.

On the basis of above mentioned definitions of survey research, a conclusion can be drawn. Survey research design can be employed in number of sectors; no matters the study is small or larger scale. It is used to gather data at a single point of time from a sample and the findings are generally liable to the whole study population.

My study is based on survey research design where 30 numbers of the

English teachers of the secondary level of Itahari Sub Metropolitan was selected as the population of the study. The data was collected from primary source in this research works, basically I used questionnaires and classroom observation tools as a main tool in order to find out the English teacher's practices e-resources as perceived by teachers for professional development. I asked pre-formulated questions to the secondary school English teachers in pre-determined place of Itahari Sub Metropolitan. Furthermore, through survey research, a great deal of information can be obtained by studying large population. It was studied in small group and the findings were generalized in a large group of population. Similarly, it is easier than other research because in this research data was collected only at a single point of time aiming to obtain an overview of an issue, phenomenon, event or situations. Therefore, I selected this design in my study.

Population, Sample and Sampling Strategy

The populations of this study were the English language teachers teaching to the secondary level students and the sample consisted of only 30 secondary level English language teachers working in Itahari Sub Metropolitan city, 30 different schools which run secondary level classes in Itahari Sub Metropolitan city and a teacher from each school were selected through purposive non random sampling procedure.

Data Collection Tools

A set of questionnaire and classroom observation form were used as the research tool for data collection; it contained both open ended and closed ended questions. There were 21 open ended and 21 closed ended questions. (See appendix I and II)

Data Collection Procedures

-) Firstly, I personally visited the thirty selected government and private schools of Itahari Sub Metropolitan to get information about the use of e-resources for professional development by secondary level English teacher.
-) I took the permission from the principal and concerned authorities for permission to carry out this study.

-) I purposively selected one teacher consisting of equal number of secondary levels from each school in a day and explained them about the purpose of the questionnaire prepared.
-) Then, I gave them survey questionnaire and requested them to fill this questionnaire.
-) It took three days to collect questionnaire along with responses from 30 teachers of 30 secondary schools of Itahari Sub Metropolitan city.

Methods of Analysis of Data

Primary data was processed and tabulated. They were analyzed by descriptive way as mentioned above in the research design. The data was qualitative as well as quantitative which are processed by the statistical program. table and percentage method were used to describe and analyzed the attitudes of teachers towards the use of e-resources for professional development.

Ethical Considerations

Ethical consideration refers to the moral values that should guide decision making and behavior in a particular context. I obtained informed consent from the participant in my study, promising to keep their information confidential and to only use it for the purpose of my research. I had maintained ethical consideration throughout the research activities. Before conducting research, formal approval was obtained from concerned authority of the study area by submitting an official letter from university. I took verbal permission from the local authority and mentioned the respondent confidently during and after data collection.

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter is mainly concerned with the analysis and interpretation of the collected data. The data were analyzed, tabulated and interpreted to identify use of e-resources as perceived by teachers for professional development. I have presented, analyzed and interpreted the data obtained from primary source in this chapter. I have collected data from the forty secondary level teachers of Itahari Sub Metropolitan as the respondents and used questionnaire and peer observation checklist as a tool to collect the data.

The data were collected using questionnaire and peer observation checklist (see Appendix-I and Appendix-II). Where altogether 21 questions were open-ended and 21 were close-ended questionnaire from classroom observation checklist and they were thematically arranged to meet the objective of the study. The result and discussion/interpretation of the data collected through questionnaire and are presented under the single broad heading.

Results

On the basis of analysis and interpretation of the data through questionnaire and observation the major results of the study have been summarized as follows.

-) The majority of the respondents of the total population 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 the secondary level English teachers have the concept of e-resources and its use in professional development.
-) The majority of the English language teacher believed that e-resources help to develop the professionalism.
-) The majority of respondents of the total population are accessed to the internet. · Majority of the respondents agreed that there are number of benefits of using internet for teacher's professional development.
-) Majority of the respondents of the total respondents agreed that e-resources provide new plate form of learning.
-) The majority of the respondents presented their views that e-resources helps to build manner and methods.

-) Majority of the respondents agreed e-resources for finding appropriate materials to develop teacher's profession.
-) Most of the respondents with email and internet are main sources for professional development.
-) Majority of the respondents agreed with the statements e-materials are helpful for professional development.
-) Majority of the respondents agreed e-resources helps to build manner and methods.
-) Majority of the respondents agreed e-resources has massive amount of useful information.
-) Majority of secondary level English teacher agreed with e-resources save both time and effort in English language teaching.
-) About the benefits for English teachers for using e-resources most of the teachers said they get chance to improve skills, know key concepts familiar with current innovations, life skills etc.
-) Majority of the respondents (i.e., 32.5%) frequently, (i.e., 32.20%) occasionally and 35.75% never attended online conferences for their professional development.
-) Majority of the respondents agreed with e-resources helps to share method, techniques and problem using e-resources.
-) Majority of the respondents taught grammar and some teachers updated their knowledge using e-resources.

Discussions

This section deals with the data discussion and interpretation which were collected from questionnaire from the selected sample. In this section, data are analyzed using descriptive approach and statistical tools such as; table and chart. So, this section includes the discussion and interpretation of data to fulfill the objectives.

Analysis of Data and Interpretation of Results Related to open-ended and closed-ended open-ended refers to the process of evaluate the understanding and opinion of respondents related to the subject and Close-ended refers to the process of evaluate the practical concept or ideas of person, towards topic. Some thought of teachers towards use of e-resources for professional development are as follows: -

Importance of e-resources in English language classroom

The purpose of this section is to find out teachers' perception towards the importance of e-resources in English Language classrooms. Regarding this, teachers were given a statement “*It is fruitful and effective for teaching and learning using e-resources in English language classroom. It also gives practical concept to the teacher and students in teaching and learning activities*” and their responses have been presented as:

Table 1: Importance and use of e-resources in English language classroom

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Disagreed
1.	Importance of the use of different e-resources such as (OHP, E-mail, website, computer, TV, Internet, www, audio video, mobile phone, google, YouTube, mobile phone etc.) for the professional development	30	100	72.8	27.2

Table no. 1 shows that out of the 30 respondents, 72.8% of the respondents strongly agreed, 27.2 % of the respondents were disagreed. Since the 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 use e-resources in English Language classroom because an innovative teacher should integrate e-resources in teaching. It seems e-resources in learning develop language skills and aspects of English.

Regarding the question no. 2 Do the teachers have access to internet? The purpose of this section is to find out teachers' perception towards they are access to internet or not. Regarding this, teachers were given a statement “*we are access to the internet in the school and home also and we use it to update teaching techniques and reference materials*”.

Table 2: Teacher access to internet

S.N.	Statement	Total respondent	Total (%)	Agree (%)	Disagree (%)
------	-----------	------------------	-----------	-----------	--------------

2.	Teachers have access to internet	30	100	95.45	4.55
----	----------------------------------	----	-----	-------	------

Table no. 2 shows that that out of the 30 respondents, 95.45% of the respondents were agree they access to the internet, 4.55% of the respondents were disagree with the statement. Since the majority of the respondents' access with the statement. I am in position to conclude that the teachers are aware to use the internet and e-resources in their teaching learning process.

E-resources help you to get authentic and updated reading materials for the professional development.

The purpose of this section is to find out teacher perception towards how e-resources help to get authentic and updated reading materials for the professional development. Regarding this, the teachers were given the statement “*e-resources helps to develop our knowledge and makes easy for professional development through authentic and updated teaching materials*” and their responses have been presented as follows:

Table 3: E-resources help you to get authentic and updated reading materials for the professional development

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Agreed
3.	E-resources help you to get authentic and updated reading materials for the professional development	30	100	60.73	39.27

Table no. 3 shows that out of 30 respondents, 60.73% respondents strongly agreed, 39.27% respondents disagreed that e-resources help to get authentic and updated reading materials for the professional development. I concluded that e-resources are the current applications of technology where the teacher can get different authentic materials for the professional development.

Benefits of using e-resources for teacher's professional development.

The purpose of this section is to find out teachers' perceptions towards the benefits of using e-resources for teacher professional development in English language classrooms. Regarding this, the teachers were given a statement “*E-*

resources helps to provide better educational content, models and simulations of effective teaching” and their responses have been presented as follows:

Table 4: Benefits of using e-resources for teacher professional development

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Agreed
4.	Benefits of using e-resources for teacher professional development	30	100	70.73	29.27

Table no. 4 shows that out of 30 respondents, 70.73% respondents strongly agreed, 29.27% respondents agreed about the benefits of using e-resources for professional development and none of the respondents disagreed. The data showed that e-resources enhance the initial preparation by providing good teaching and training materials, simulators and feedback.

E-resources create new platform of learning for the teacher's professional development.

The purpose of this section is to find out teachers' perceptions towards using e-resources create new platform of learning for the teacher of their professional development. Regarding this, the teachers were given a statement *"Using e-resources makes English language teaching easier and more efficient by providing teaching methods, learning principles, teaching activities, learning guidelines"* and their responses have been presented as follows:

Table 5: E-resources create new platform of learning for the teacher of their professional development

S. N.	Statement	Total respondent	Total (%)	Agree (%)	Disagree (%)
5.	E-resources create new platform of learning for the teacher of their professional development	30	100	72.55	27.45

Table no. 5 shows that out of 30 respondents, 72.55% respondents were agreed and 27.45% respondents were disagreed with the statement. It indicates that majority of the teacher have the opinion that e-resources create new platform for learning for the teacher of their professional development. So, I came to the

conclusion that using e-resources helps to create new platform of learning, find different techniques and teaching skills for professional development.

Email and internet are main sources for teachers' professional development.

The purpose of this section is to find out teachers' perceptions towards how email and internet are main sources for teachers' professional development? Regarding this, the teachers were given a statement "*we can use email and internet to find out appropriate materials for teaching*" and their responses have been presented as follows:

Table 6: Email and internet are main sources of teachers' professional development

S.N.	Statement	Total respondent	Total (%)	Agree (%)	Disagree (%)
6.	Email and internet are main sources for teachers' professional development	30	100	65.55	34.45

Table no. 6 shows that out of 30 respondents, 65.55% respondents were agreed and 34.45% respondents were disagreed with the statement. It indicates that majority of the teachers had the opinion that email and internet are useful for making teaching materials needy and appropriate. I concluded that many teachers use email and internet to get appropriate material for professional development.

Use e-resources to get new methods, techniques and other materials for the professional development.

The purpose of this section is to find out use e-resources to get new methods, techniques and other materials for the professional development in English language classroom. Regarding this, the teachers were given a statement "*E-resources helps to increase knowledge and makes different techniques, methods and authentic materials*". and their responses have been presented as follows:

Table 7: Use e-resources to get new methods, techniques and other materials for the professional development

S.N.	Statement	Total respondent	Total (%)	Agree (%)	Disagree (%)
------	-----------	------------------	-----------	-----------	--------------

7.	Use e-resources to get new methods, techniques and other materials for the professional development	30	100	72.5	27.5
----	---	----	-----	------	------

Table no. 7 shows that out of 30 respondents, 72.5% respondents were agreed and 27.5% respondents were disagreed with the above mention statement. I found that English teacher of Itahari Sub Metropolitan City had improved their profession and professionalism using different methods, techniques and other materials from the e-resources.

What sorts of e-materials do you think are helpful for professional development? List out them.

The purpose of this section is to find out teachers' perception towards types of e-materials that are helpful or not for professional development. Regarding this the teachers were given a statement that "*There are different e-materials such as; OHP, E-mail, website, computer, TV, Internet, www, audio video, mobile phone, google, YouTube, mobile phone etc. are helpful for the professional development,*". Their practical responses have been presented as:

Table 8: Type of e-materials they are helpful for professional development

S. N.	Statement	Total respondent	Total (%)	Agree (%)	Disagree (%)
8.	Use OHP, E-mail, website, computer, TV, Internet, www, audio video, mobile phone, google, YouTube, mobile phone etc. are helpful for the professional development	30	100	84.50	15.50

Table no. 8 shows that out of 30 teachers, 84.50% teachers were agree and 15.50% teachers said disagree with the statement like OHP, E-mail, website, computer, TV, Internet, www, audio video, mobile phone, google, YouTube, mobile phone etc. are helpful for the professional development. The majority of the teachers are agreed that some sort of e-materials were helpful for professional development.

E-resources help to build manner and methods.

The purpose of this section is to find out teachers' perceptions towards: can e-resources help to build manner and methods in English language classroom? Regarding this the teachers were given a statement "*E-resources helps to teach by*

using different methods and it changes the teaching style of teachers” and their responses have been presented as follows:

Table 9: E-resources help to build manner and methods

S. N.	Statement	Total respondent	Total (%)	Agree (%)	Disagree (%)
9.	E-resources help to build manner and methods	30	100	69.45	30.55

Table no. 9 shows that, 69.45% respondents said that e-resources helps to build manner and methods, 30.55% respondents were not agreed that e-resources helps to build manner and methods. I concluded that learning guidelines, methodology, teaching activities through e-resources helps to develop teacher’s manner and methods.

E-resources has massive amount of useful information.

The purpose of this section is to find out teachers' perceptions towards the e-resources has massive amount of useful information. Regarding this teacher had given the statement regarding that e-resource is effective in the mass also. Regarding this, teachers were given a statement “*There is a massive amount of useful information in the e-resources because we can update our teaching techniques, ideas and other contemporary knowledge from the e-resources*”. Their practical responses have been presented as follows:

Table 10: E-resources has massive amount of useful information

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Agreed	Not sure	Disagreed
10.	E-resources has massive amount of useful information	30	100	14.5	62.5	15.5	7.5

Table no. 10 shows that 14.5% respondents strongly agreed and 62.5% respondents were agreed that it had massive amount of useful information. Similarly, 15.5% of the respondents were not sure, 7.5% of them disagreed. So, I came to know that there is availability of massive useful information on e-resources which helps to develop teacher’s profession.

E-resources save both time and effort in English language teaching.

The purpose of this section is to find out teacher perceptions towards: Can e-resources save time and effort in English language classroom? Regarding this, teachers were given a statement “*E-resource helps to find out needy materials*” and their responses have been presented as:

Table 11: E-resources save both time and effort in English language teaching

S.N.	Statement	Total respondent	Total (%)	Agree (%)	Disagree (%)
11.	E-resources save both time and effort in English language teaching	30	100	87.15	12.85

Table no. 11 shows that 87.15% respondents were agree and 12.85% respondents disagree with the statement. Since the majority of the respondents agreed with the statement. I concluded that e-resources helps to find out needy methods in few minutes and provides time to search different materials for career development.

Sharing of English language teaching ideas, methodologies, techniques and problems using e-resources.

The purpose of this section is to find out teachers' perceptions towards sharing of English language teaching ideas, methodologies, techniques and problems using e-resources in English language classrooms. Regarding this, teachers were given a statement “*We shared teaching ideas, methodologies, techniques and problems using e-resources in meeting and training only*” and their responses have been presented as follows:

Table 12: Sharing of English language teaching ideas, methodologies, techniques and problems using e-resources

S.N.	Statement	Total respondent	Total (%)	Agreed (%)	Disagreed (%)
12.	Sharing of English language teaching ideas, methodologies, techniques and problems using e-resources	30	100	90.50	9.50

Table no. 12 shows that, 90.50% of the respondents were agreed used e-

resources for sharing ELT ideas, methodologies, techniques and problem, 9.50% respondents were disagreed. I concluded that most of the teachers shares teaching ideas, methodologies, techniques and problems to each other using e-resources.

Writing journals, articles and review regarding e-resources.

The purpose of this section is to find out teacher's perception towards writing journals, articles and review regarding resources. Regarding this, teachers were given a statement "*we occasionally wrote journals, articles and review using e-resources*" and their responses have been presented below.

Figure 13: Writing journals, articles and review regarding e-resources

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Agreed	Not sure	Disagreed
13.	Writing journals, articles and review regarding e-resources	30	100	10.5	20.95	40.50	29.50

Table no. 13 shows that 10.5% of the respondent strongly agreed to write article and review to share some ideas regarding e-resources, similarly 20.95% agreed, 40.50% not sure 29.50% disagreed to write journals, articles and reviews to share some ideas regarding e-resources. I concluded that few of the secondary level English teachers wrote journals articles and review to share some ideas regarding e-resources for professional development.

Effectiveness of using e-resources for teaching English grammar.

The purpose of this section is to find out teacher perceptions towards the importance of e-resources for teaching English grammar. Regarding this, the teachers were given a statement "*yes, we feel easy to teach grammar through various e-resources and it also helps to get different ideas for teaching grammar*". and their responses have presented as follows:

Table 14: Effectiveness of using e-resources for teaching English grammar

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Agreed
------	-----------	------------------	-----------	----------------	--------

14.	Effectiveness of using e-resources for teaching English grammar	30	100	85.55	14.45
-----	---	----	-----	-------	-------

Table no. 14 shows that, 85.55% of the respondents were strongly agreed, 14.45% agreed and none of the respondents were not sure and disagreed. I am in the position to conclude that the teachers feel easy to teach English grammar through e-resources which helps to develop teaching profession.

Teachers get chance to update with new knowledge and burning issues in the teaching field using e-resources.

The purpose of this section is to find out teacher perceptions towards teachers get chance to update with new knowledge and burning issues in teaching field. Regarding this, teachers were given a statement “*e-resources helps to learn effective and innovative knowledge which helps to teach effectively in English language classroom*” and their responses have been presented as follows:

Table 15: Teachers get chance to update with new knowledge and burning issues in the teaching field

S.N.	Statement	Total respondent	Total (%)	Agree	Disagree
15.	Teachers get chance to update with new knowledge and burning issues in the teaching field using e-resources	30	100	60.73	39.27

Table no. 15 shows that, out of the 30 respondents 60.73% were agreed, 39.27% respondents were disagreed. Since majority of the respondents were agreed with the statement. I concluded that e-resources are the main tool to update with knowledge, provide opportunity to develop the profession of teachers.

Attend online conferences.

The purpose of this section is to find out teacher perceptions towards attend any on-line conferences. Regarding this, the teachers were given the statement “*Online conferences are effective to learn so, sometime we attend on-line conferences*” and their responses have been presented as follows:

Table 16: Attend online conferences

S.N.	Statement	Total respondent	Total (%)	Always	frequently	occasionally	Never
16.	Attend online conferences	30	100		32.5	32.20	35.75

Table no. 16 shows that, none of the respondents always attended any on line conferences, 32.5% frequently, 32.5% occasionally, 35.75% never attended any on-line conferences. I concluded that some of the respondents never attended on-line conferences because teachers thought that conferences are not taken seriously.

Improvement in professional development after use of e-resources.

The purpose of this section is to find the improvement in professional development after use of e-resources in English language classrooms. Regarding this, teachers were given a statement “*E-resources helps to increase knowledge and improve the skills of teachers so, we get many changes in our professional development like we update our level of knowledge, teaching techniques and methodology etc.*” and their practical responses have been presented as:

Table 17: Improvement in professional development after use of e-resources

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Agreed	Not sure
17.	Improvement in professional development after use of e-resources	30	100	5.30	84.55	10.15

Table no. 17 shows that out of 30 respondents 5.30% were strongly agreed, 84.55% agreed, 10.15% not sure, none of the respondents were disagreed and strongly disagreed. I concluded that e-resources play vital role to achieve sound knowledge and to improve professional development.

Using e-resources for collecting information for teacher professional development.

The purpose of this section is to find out teachers' perception towards: using websites for collecting information for teacher professional development. Regarding this, the teachers were given a statement that “*E-resources are the main tool to collect information for teacher professional development*” and their responses have been presented as follows:

Table 18: Using e-resources for collecting information for teacher professional development

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Agree	Agreed
18.	Using e-resources for collecting information for teacher professional development	30	100	70.45	20.50	9.5

Table no. 18 shows that, 70.45% respondents strongly agreed to use e-resources for collecting information for teacher professional development. 20.50% agreed, 9.5% disagreed to use e-resources for collecting information for teacher professional development. I concluded that most of the teachers used e-resources for collecting information because e-resources help to find out ideas quickly, keywords, linguistic clues etc. for professional development.

Websites related to ELT for collecting information for professional development.

The purpose of this section is to find out teachers' perception towards what types of websites do they use for professional development. Regarding this, teachers were given a statement “*21st century is an era of science and technology so, we use Wikipedia, Youtube.com, Google.com, Englishcentral.com, Speech Yard, Linguee, Cambridge Online Dictionary etc. WordPress.com*” and their responses have been presented as follows:

Table 19: websites related to ELT for collecting information for professional development

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Agreed	Not sure
19.	websites related to ELT for collecting information to your professional development	30	100	70.10	20.40	9.50

Table no. 19 shows that, 70.10% respondents strongly agreed to practice e-resources for English language development, 20.40 % agreed, 9.50% not sure to practice e-resources. I concluded that 21st century academic study has been guided by

the recent innovations so; teachers need to practice e-resources for English language development.

E-resources motivate the teachers in teaching for career development.

The purpose of this section is to find out teachers' perceptions towards: e-resources motivate teachers in teaching for career development. Regarding this, teachers were given a statement *“In this technological world e-resources is the key element to motivate teachers in teaching for career development because it provides different plate for the teacher to share teacher's ideas and concept”* and their practical responses have been presented below:

Table 20: E-resources motivates teachers in teaching for career development

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Agreed	Not sure
20.	E-resources motivate the teachers in teaching for career development	30	100	80.25	15.50	4.25

Table no. 20 shows that, 80.25% respondents were strongly agreed, 15.50% agreed, 4.25% not sure, none of the respondents were dis-agree and strongly disagreed. I concluded that in this modern age e-resources motivates teachers in teaching for career development.

ICT based teacher training got by teachers for professional development.

The purpose of this section is to find the teacher's perceptions towards what types of ICT based training they got and how it is helpful for professional development. Regarding this, teachers were given a statement *“we got pre-service, in-service and on-service integrated teacher training to develop the technological pedagogical content knowledge”*. and their responses have been presented as follows:

Table 21: ICT based teacher training got by teachers for professional development

S.N.	Statement	Total respondent	Total (%)	Strongly Agree	Agreed
------	-----------	------------------	-----------	----------------	--------

21.	Effective development of teacher's skills through e-resources	30	100	75.60	24.60
-----	---	----	-----	-------	-------

Table no. 21 shows that, out of 30 respondents, 75.60% were strongly agreed, 24.60% respondents were agreed and none of the respondents were dis-agreed with this statement. I concluded that ICT based teachers' training will be the helpful for professional development.

4.3 Major Findings of the Study

-) 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 respondents (i.e. 70.73%) agreed that there are number of benefits of using internet for teacher's professional development.
-) Majority of the respondents (i.e., 72.55%) agreed that e-resources provide new plate form of learning.
-) The majority of the respondents (i.e., 49.50%) presented their views that e-resources helps to build manner and methods.
-) Majority of the respondents (i.e. 65.55%) agreed e-resources for finding appropriate materials to develop teacher's profession.
-) Most of the respondents (i.e., 72.5%) with email and internet are main sources for professional development.
-) Majority of the respondents (i.e., 84.45%) agreed with the statements e-materials are helpful for professional development.
-) Majority of the respondents (i.e., 69.45%) agreed e-resources helps to build manner and methods.
-) Majority of the respondents (i.e., 62.5%) agreed e-resources has massive amount of useful information.
-) Majority of secondary level English teacher (i.e., 87.15%) agreed with e-resources save both time and effort in English language teaching.
-) About the benefits for English teachers for using e-resources most of the teachers (i.e. 72.5%) said they get chance to improve skills, know key

concepts familiar with current innovations, life skills etc.

-) Majority of the respondents (i.e., 32.5%) frequently, (i.e., 32.20%) occasionally and 35.75% never attended online conferences for their professional development.
-) Majority of the respondents (i.e., 90.50%) agreed with e-resources helps to share method, techniques and problem using e-resources.
-) Majority of the respondents (i.e., 85.55%) taught grammar and 60.73% teachers updated their knowledge using e-resources.
-) Most of the respondents (i.e., 84.55%) improved their profession using e-resources.
-) Majority of the respondents strongly agreed (i.e., 70.10%) motivate in teaching career using e-resources.
-) Majority of the respondents (i.e., 75.60) teacher got ICT based training for professional development.

CHAPTER FIVE

FINDINGS, CONCLUSION AND IMPLICATION

This is the final chapter of the study. In this chapter, I have presented the major findings, conclusion on the basis of findings and provided some points of recommendations to the policy makers, practitioners and researchers.

Summary

From the analysis and interpretation of the information obtained, the major finding was most of the respondents have positive attitude towards the use of e-resources for their professional development. The majority of respondents are accessed to the internet. Majority of the respondents agreed that there are number of benefits of using internet for teacher's professional development. Modt of the techers were aware and strongly agreed with the fact that teachers knowlege of e-resources is very important and English language classroom.

Majority of the teachers taught grammar and updated their knowledge using e-resources. Few teachers attended online conferences for their professional development. E-resources help them to share method, techniques and problem using e-resources. Through e-resources their profession is improved well. E-resources help to build manner and methods in them.

Conclusions

In the present era e-resources is regarded as best tool for taking information and knowledge. There are various e-resources based technologies to practice and built-up attitude in professional development. Nowadays, in the context of Nepal government has started providing computers and internet service in government schools. To find out whether secondary level English teachers of Itahari Sub Metropolitan are 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 by secondary level English teachers for professional development' was conducted.

To accomplish this purpose, a sample of thirty secondary level English language teachers teaching to the secondary level students in forty different schools

of Itahari Sub-Metropolitan was distributed questionnaire which contain both closed and open-ended questions. The data collected from the respondents were analyzed both qualitatively and quantitatively. Most of the teachers shared their attitude and practice using e-resources in teaching. It was also found that the experienced teachers i.e. teachers having experience of English of about 25 years are also trying to update themselves in different e-resources tools. Most of the respondents have gone through the e-resources tools: youtube.com, computer, laptops, radio, websites and projector to collect the relevant information and resources for their professional development. In fact, teachers are using e-resources for improving their skills and aspects. Moreover, they are using e-resources for making materials needy and appropriate, practicing and using e-resources for collecting information for teacher's professional development and using e-resources make their life easier and more efficient. Finally, it is found that secondary level English teachers of Itahari Sub-Metropolitan found improvement in their professional development after the use of e-resources.

Implications

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

Policy Related

-) Policymakers and curriculum designers should assess the needs and preferences of students.
-) This study is an important for the policy level to find out the use of e-resources in government schools in the present context
-) Concern authorities can conduct regular supervision and monitoring from school administration and Ministry of Education should notice to develop teacher profession.
-) Government of Nepal should manage particular budget for the teachers on the proper implementation of e-resources in school level. E-resources related workshop, trainings, seminars should be provided to the teachers by the government.

Practice Related

-) This study can be used in the practice level because this study showed use of e-resources helps to increase knowledge and teaching methods for teacher's

professional development so teachers should be aware of the wider opportunities of e-resources in education. Teachers need to be updated with the recent trends and innovations regarding ELT via IT.

-) Collaboration with teachers' will help to gain ideas about innovative teaching methods and techniques to use e-resource effectively in their classroom teaching. E-resources are becoming current application of technology, increases knowledge, makes confidence and save time and effort to develop teaching profession.
-) Sharing teaching ideas, methodologies, techniques and problems using e-resources only in meeting and training. Teacher's get chance to update with new knowledge, improvement in profession and practice through e-resources for English language development. While identified a number of influences affecting successful professional development programs, more research is required to understand the complexities of teacher's practices and how professional development can helps teacher's better serve their professional needs.

Further Research Related

Due to the de-limitations of my research, I cannot include some areas in my research study. Since using e-resources are effective for teachers to enhance their professional development, the areas which I couldn't incorporate here can be a matter of research to contribute more to existing knowledge regarding use of Internet for professional development. Further studies can be done by using advance statistical tools. For example, the future studies can use randomly statistical tools. This study is based on primary data. The further study can make much more comprehensive using experiments, case study, interviews, group discussion etc., the following directions for further research appear promising:

-) Use of e-resources in ELT by the teachers in primary and lower secondary level.
-) Use of e-resources as a language learning tools.
-) Use of e-resources in ELT teachers for their professional development.
-) Use of internet to develop the students' writing proficiency.

References

- Bhattarai, A. (2009). *The first activity in research..* journal of NELTA
- Bhattarai, G.R.(2001). *A Thematic analysis of research report.* Kathmandu:RatnaPustakBhandar.
- Davis, G. and Higgins, J. (1982). *Computer, language and language teaching.* London: London SWIY 5AP.
- Greenwood,j. (1990). *Resource book for teachers.* Oxford: Oxford University Press.
- Harmer, J. (2007). *The Practice of English language teaching.* UK: person Longman.
- Head, K. Taylor, p. (1997). *Readings in teacher development.* Oxford: Heinemann ELT.
- JAMES,P. (2001). *Teachers in action.* Cambridge: Cambridge University Press.
- Khanal, L.N. (2008). *Attitude of higher secondary teachers towards the use of computer and the internet.* Unpublished M.Ed. thesis, Tribhuvan University. Kathmandu, Nepal.
- Kumar, R. (2005). *Research methodology.* Delhi: Pearson Education. Linder, D.R.(2004). *The internet in every classroom? ELT journal, 58/1,1016.*
- Richardes, J.C. and Rodgers, T.S.(2009). *Approaches and methods in language teaching.* Cambridge: cup.
- Robert, J. (1998) *Language teacher education.* London: Arnold.
- Sabie,C. (2001). *Computer in ELT: why not use them? Journal of NELTA,6,66-73.*
- Shrestha, N. P., 2009. *A Study of Human Resource Readiness for e-Governance in the Municipalities of Kathmandu Valley.* A report submitted to University Grants Commission, Nepal.
- Shrestha, S. (2012). *Cyber culture in ELT: A reflection form Nepali fictions.*
- Shrestha, S. (2011). *Cyber culture in ELT:A reflection form Nepali fictions.* Unpublished M. Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Shrestha,S. (2011). *Cyber culture in ELT: A reflection form Nepali fictions.*
- Shrestha, S. (2012). *Cyber culture in ELT: A reflection form Nepali fictions.*

- Stockley, D. (2003). *Online resources are supported by the electronic tools*. Retrieved November 25, 2011, from
- Tsui, A.B.M. (2003). *Understanding expertise in teaching: case studies of second language teachers*. Cambridge: Cambridge University Press.
- Warschauer, M. (1996). *Computer assisted language learning: An introduction*. Tokyo: Logos International.
- Wright, T. and Bolitho.R.(2007).*Trainer development*. London: continuum.
- Yadav, S. (2011).*E- Government Implementation Strategy in Least Developed Countries: A Nepalese Case*. A report submitted to University Grants Commission Nepal.
- Yusuf, M.O. (2005) Information and Communication technology & education: Analyzing the Nigerian national policy for information technology. *International Educational Journal* 6(3), 316-321.