

CHAPTER-ONE

INTRODUCTION

The title of the present work is “Cyberculture in ELT: A Reflection from Nepali Fictions”. It will show the usefulness of cyberculture in English Language Teaching inferring some ideas from some Nepali fictions. The first chapter of the study, that is, introduction consists of general background, technology in English language teaching and learning, cyberculture as a postmodern fact, cyberculture in literature, literature: a reflection of culture, literature as a means of language teaching, interrelationship between literature and language teaching, cyberculture in ELT, technology in Nepal, possible use of technology in the Nepalese ELT scenario, review of related literature, objectives of the study and significance of the study.

1.1 General Background

This modern world is entirely dominated by technology as often said that the 21st century is an era of science and information technology. In one sense, we can view that the entire world is encroached by technology be it the computational fields or the digital. We are unable to run even our daily chores in the absence of these means. So, it is the digital age. And ELT cannot remain untouched from it.

The impact of technology is very immense, it cannot be judged in general. Earlier, there were strata in terms of production and economy from the standpoint of Marxist philosophy, but now there exists strata with regard to access to technology as techno-poor and techno-rich, the concept of post-Marxism. Those having no or a little access to technology are techno-poor and those having access are techno-rich. Especially, the people from the third world countries fall under the first category, no matter whether they are well-educated. Obviously, the one being very closed to technology can update him with the flux of the world, he can broaden his horizon of knowledge, and can be more critical and creative thinker since he requires the skills to operate and

be familiar with the emerging modern technology and analyze the pros and cons of it in his daily life. It is the critical literacy which is also required in English language teaching.

English is becoming an international lingua franca. The person remains isolated purely from academic world if he lacks this language. Although some languages as Chinese, Spanish and others try to replace it, it is not so easy to be so. Therefore, accepting this fact, almost all emphasize teaching and learning English even for the survival in academia. At a moment, English language teaching has also been immensely affected by science and Information Technology (IT). With the use of different innovative means and methodology, it is taught and learnt. For a time being, let us say it is the cyberculture that has left the impact on it.

Now there is CALL (Computer Assisted Language Learning) and which is also a part of cyberculture amid many others. The use of Internet, TV, recording devices, multimedia, movies, and cell phones can also make ELT the live one. Especially, in literature teaching, one has to deal with the trend that is being used on it. Literature is also a pivotal part to teach language. Since there is the use of newer and nobler trend, the instructor has to be well familiarized with it. He needs to know cyber world, if there exists its use. This is the age of information, and literature also gets bloomed as per the time. There comes cyberculture and the instructor is reluctant to know it on the one hand and on the other hand, he has to know the cyber world since ELT is cuddled up by the technology per se.

Cyberculture is entirely connected with the terminology cyberspace, which is actually a network as Levy (2001, p.xvi) says:

Cyberspace is the new medium of communications that arose through the global interconnection of computers. The term refers not only to the material infrastructure of digital communications but to the oceanic

universe of information it holds as well as human beings who navigate and nourish that infrastructure. Cyberculture is the set of technologies (material and technological), practices, attitudes, modes of thought, and values that developed along with the growth of cyberspace.

The global interconnection of computers is immense now. Every place is closely linked via network; therefore, there does not remain the concept of distance as near and far, and in the same fashion, the concept of past and present also seems to be archaic. This is due to network and creation of cyberworld. There is no any area which refrains from cyberculture. ELT too uses much of it to update itself with techno-revolution. It can be seen through some fictions of Nepal which are also available in English versions.

1.1.1 Technology in English Language Teaching and Learning

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 "wiring 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)

(<http://www.marthalakecov.org>)

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. Supporters of educational technology continue to believe that technology will make a difference in academic achievement, but tend to rely on anecdotal evidence about student 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 Edutopia, the North Central

Educational Lab (NCREL) and the Centre for Applied Research in Educational Technology (CARET) are documenting research studies that link technology to increases in academic achievement.

Now the question arises here: can the third world countries too afford such big amount to introduce technology in language teaching? It is the major challenge for the developing countries. It seems impossible since the third world countries are lacking even to provide basic education which go through chalk and talk kind of methodology with teacher-centered pedagogy. But does it mean that we need not be familiar with modern techno-methodology? Does it also mean that all the learners do not have access with technology? Obviously, it is a big "no". Even in the context of Nepal, some good schools have already got access to these technology and others are trying for them. The computers are there even in rural areas. The mobile networks are everywhere throughout Nepal. The techno revolution seems out of blue in Nepal within a short period. It clearly depicts that we are in dire need to use them in pedagogy and especially in language teaching. Provided the technology is used for language teaching and learning, certainly there will be positive effects as motivation towards learning and critical thinking to operate them.

We basically talk two types of devices when we deal with the technology that is used in language teaching and learning. They are computational devices and digital devices. These are discussed as below.

A. Computational devices

These are the devices related to computers or computation and operate in binary system. The devices having functions that are analogous with the functions of computers fall under this category. Desk-top computers, lap-tops and notepads come under this since they serve computer-specific functions.

Earlier there were super-computers which were as big as the room and now it has been minimized to the size of notepads or iphones. Laptop which is

portable is with most of the people to work with their daily chores. It seems as if we cannot survive without these means.

In English Language teaching and learning, computational devices have tremendous impact if they are well-used, and computer assisted language learning is directly related to these devices. Computer assisted language learning (CALL) which originates from CAI (Computer Accelerated Instruction) was first viewed as an aid for teachers. The philosophy of CALL puts a strong emphasis on student centred lessons that allow the learners to learn on their own using structured and/or unstructured interactive lessons. These lessons carry two important features: bidirectional (interactive) learning and individualized learning. CALL is not a method; it is a tool that helps teachers to facilitate language learning process. CALL can be used to reinforce what has been learned in the classrooms. It can also be used as remedial to help learners with limited language proficiency.

So far as Web-based CALL is concerned, the emergence of the world wide web (now known simply as “the Web”) in the early 1990s marked a significant change in the use of communication technology for all computer users. Email and other forms of electronic communication had been in existence for many years, but the launch of the first graphical Web browser, Mosaic in 1993 brought about a radical change in the ways in which we communicate electronically. The launch of the Web in the public arena immediately began to attract the attention of language teachers. Many language teachers were already familiar with the concept of hyper-text on stand-alone computers, which made it possible to set up non-sequential structured reading activities for language learners in which they could point to items of text or images on a page displayed on the computer screen and branch to any other pages, e.g. in a so-called “stack” as implemented in the Hyper-card program on Apple Mac computers. The Web took this one stage further by creating a world-wide hypertext system that enabled the user to branch to different pages on computers anywhere in the world simply by pointing and clicking at a piece of

text or an image. This opened up access to thousands of authentic foreign-language websites to teachers and students that could be used in a variety of ways. A problem that arose, however, was that this could lead to a good deal of time-wasting if Web browsing was used in an unstructured way (Davies, 1997, pp. 42–43), and language teachers responded by developing more structured activities and online exercises (Leloup&Ponterio, 2003). Davies (2010) lists over 500 websites, where links to online exercises can be found, along with links to online dictionaries and encyclopedias, concordances, translation aids and other miscellaneous resources of interest to the language teacher and learner.(http://en.wikipedia.org/wiki/Computer-assisted_language_learning retrieved on 15 January, 2011)

The launch of the (free) Hot Potatoes (Holmes & Arneil) authoring tool, which was first demonstrated publicly at the EUROCALL 1998 conference, made it possible for language teachers to create their own online interactive exercises.

In its early days the Web could not compete seriously with multimedia CALL on CD-ROM and DVD. Sound and video quality was often poor, and interaction was slow. But now the Web has caught up. Sound and video are of high quality and interaction has improved tremendously, although this does depend on sufficient bandwidth being available, which is not always the case, especially in remote rural areas and developing countries. One area in which CD-ROMs and DVDs are still superior is in the presentation of listen/respond/playback activities, although such activities on the Web are continually improving.

Since the early 2000s there has been a boom in the development of so-called Web 2.0 applications. Contrary to popular opinion, Web 2.0 is not a new version of the Web, rather it implies a shift in emphasis from Web browsing, which is essentially a one-way process (from the Web to the end-user), to making use of Web applications in the same way as one uses applications on a desktop computer. It also implies more interaction and sharing. Walker et al.

(2011) list the following examples of Web 2.0 applications that language teachers are using (http://en.wikipedia.org/wiki/Computer-assisted_language_learning retrieved on 15 January, 2011):

-) Image storage and sharing
-) Social bookmarking
-) Discussion lists, blogs, wikis, social networking
-) Chat rooms, MUDs, MOOs and MUVES (virtual worlds)
-) Podcasting
-) Audio tools
-) Video sharing applications and screen capture tools
-) Animation tools - comic strips, movies, etc.

There is no doubt that the Web has proved to be a main focus for language teachers, who are making increasingly imaginative use of its wide range of facilities. It is Web which has made us connected in cyber or virtual world.

Virtual worlds date back to the adventure games and simulations of the 1970s, for example Colossal Cave Adventure, a text-only simulation in which the user communicated with the computer by typing commands at the keyboard.

Language teachers discovered that it was possible to exploit these text-only programs by using them as the basis for discussion. Jones G. (1986) describes an experiment based on the Kingdom simulation, in which learners played roles as members of a council governing an imaginary kingdom. A single computer in the classroom was used to provide the stimulus for discussion, namely simulating events taking place in the kingdom: crop planting time, harvest time, unforeseen catastrophes, etc. (http://en.wikipedia.org/wiki/Computer-assisted_language_learning retrieved on 15 January, 2011)

The early adventure games and simulations led on to multi-user variants, which were known as MUDs (Multi-user domains). Like their predecessors, MUDs were text-only, with the difference that they were available to a wider online

audience. MUDs then led on to MOOs (Multi-user domains object-oriented), which language teachers were able to exploit for teaching foreign languages and intercultural understanding. (Donaldson &Kötter, 1999) and (Shield, 2003) (http://en.wikipedia.org/wiki/Computer-assisted_language_learning retrieved on 15 January, 2011)

The next major breakthrough in the history of virtual worlds was the graphical user interface. Lucafilm's Habitat (1986) was one of the first virtual worlds that were graphically based, albeit only in a two-dimensional environment. Each participant was represented by a visual avatar who could interact with other avatars using text chat.

Three-dimensional virtual worlds such as Traveler and Active Worlds, both of which appeared in the 1990s, were the next important development. Traveler included the possibility of audio communication (but not text chat) between avatars who were represented as disembodied heads in a three-dimensional abstract landscape. Svensson (2003) describes the Virtual Wedding Project, in which advanced students of English made use of Active Worlds as an arena for constructivist learning. (http://en.wikipedia.org/wiki/Computer-assisted_language_learning retrieved on 15 January, 2011)

The 3D world of Second life was launched in 2003. Initially perceived as another role-playing game (RPG), it began to attract the interest of language teachers with the launch of the first of the series of SLanguages conferences in 2007. Walker et al.(2011) and Molka-Danielsen&Deutschmann (2010) describe a number of experiments and projects that focus on language learning in Second Life. (http://en.wikipedia.org/wiki/Computer-assisted_language_learning retrieved on 15 January, 2011)

To what extent Second Life and other virtual worlds will become established as important tools for teachers of foreign languages remains to be seen. It has been argued by Dudeney (2010) in his 'That's Life' blog that Second Life is

“too demanding and too unreliable for most educators”. The subsequent discussion shows that this view is shared by many teachers, but many others completely disagree. Regardless of the pros and cons of Second Life, language teachers’ interest in virtual worlds continues to grow. The joint EUROCALL/CALICO Virtual Worlds Special Interest Group was set up in 2009, and there are now many areas in Second Life that are dedicated to language learning and teaching, for example the commercial area for learners of English, which is managed by Language Lab, and free areas such as the region maintained by the Goethe-Institute and the EduNation Islands.

In this way, computer linking through web has created the virtual world and which has been the useful means to learn language. So far as the English language is concerned, much matter is found in different related websites. In this regard, the computer has been demonstrated its usefulness as a patient and obedient taskmaster. Some sophisticated programs respond to student answers by increasing or decreasing the difficulty of subsequent questions or exercises. This is the basic strategy of computer-adaptive tests (CAT), such as computerized TOEFL.

Therefore, the culture to use computational devices can enrich English language learning be it through tiny ones as iphones and notepads or through desk-tops or lap-tops. It is the cyberculture that can dramatically change the language learning scenario.

B. Digital devices

Even some of the devices which fall under computational ones overlap here. No clear distinction can be drawn as it is found between analog and digital ones. Anyway, for our convenience, the distinction has been drawn in terms of its operation. The devices that have computer specific function are computational ones and except these others fall under digital category. MP3, Blackberry, smart phones/iphones, multimedia projector are the instances of it.

It has digital system. In regard to its use in ELT, it can play the remarkable role to motivate learners and to make the teaching genuinely effective.

So far as the use of mobile phone is concerned, it can play a significant role in language teaching and learning. The latest mobile phones like blackberries, smart phones and iphones have all sorts of facilities. We can listen songs via music player, browse some sites via opera mini, and watch some sort clips via video player. It seems to be a mini-computer. The question remains here how they help in language learning and teaching then?

For me, language teaching also means teaching culture. It stakes further claim through the Schuman's acculturation model of second language acquisition. Since we need to teach culture as well, we can do it through native songs and videos in our context. Unless we make the students watch the videos which are natively produced, they cannot frequent with the culture, and the songs. They can understand the language being used there. It means they frequent with the informal language. It also helps them to understand when they encounter with the native speakers. The problem with Nepalese students is they do not understand what actually the speakers say when they make a chat with native ones. It is due to pitch variation and some tonal features they possess and since Nepalese students are only familiar with the tones used by non-native English teachers, the problem is frequented. Therefore, to mitigate these problems, the cultural sensibility should be generated through audio and videos clips produced by native ones and if the habit of listening to English songs and English news is fixed to students, the obstacles may be swept away. The major question always arises here -what is the use of teaching English language if they can't comprehend the native tones? The solution is now- the blackberries, iphones, smart phones which are always with students in this modern era since they are getting cheaper day by day.

Now the students google in their mobiles opera mini. When they encounter some complex terminologies while learning language, they immediately

google. Be they in parks or pubs , be they in classrooms or school premises no matter, the network has been the boon in this 21st century for the learners.

Shoel and Power (2011) state,

Mobile technology could have a significant role to play in educational development in the Global South (Banks, 2009). Recently, research has begun to focus upon mobile learning (e.g. Naismith et al, 2004), but the potential of mobile media players (for example, the iPod) is only recently being explored. It has been suggested that language learning is one of the disciplines particularly likely to benefit from widespread ownership of mobile devices such as phones and media players (Kukulaska-Hulme, 2006). There are arguments and counter arguments whether it is appropriate to deployment of technologies for education, or not, in the Global South (Leach, 2008), but many governments from Africa, South Asia and South America are investing in different ICT enhanced educational projects (Leach et al, 2005).

Mobile learning can be defined in Traxler's (2005) words as 'any educational provision where the sole or dominant technologies are handheld or palmtop devices' which is available 'anywhere, anytime' (Geddes, 2004). In other words, learning mediated through any mobile devices that is accessible anywhere anytime is mobile learning (Kukulaska-Hulme and Shield, 2008). Mobile technology can be used to increase access to authentic teaching and learning materials which could be used at a time convenient to teachers, such as when they are

preparing lesson plans or while travelling to schools (Shohel and Banks, 2010). Materials like this have a great impact on teachers' own learning and their classroom practice (Power, Deane and Hedges, 2009).

However, the use of technologies in education is very low in south Asian countries like Bangladesh and Nepal. But there is some evidence from other studies that, without prior knowledge or experience of using particular new technologies, teachers and students could use them and bring about changes in educational outcomes (Leach, 2008; Leach et al, 2005). (Introducing mobile technology for enhancing teaching and learning to the English classroom in Bangladesh.

http://oro.open.ac.uk/23533/5/Shohel_and_Power_2010.pdf retrieved on January, 2011)

In Bangladesh and some other countries researches have already been carried out to find out the effectiveness of the use of mobile technologies in language teaching and learning, but it is not seen in Nepal. Anyway, these digital devices can also be the landmark in teaching and learning language.

1.1.2 Cyberculture as a Postmodern Fact

Postmodernism, the buzz term in the present era, rules over every disciplines. Be it the literature or politics, be it arts or architecture, it fixes its impact on them. It seems it is like a catch-all term for just about anything. Postmodernism started life mainly as an academic category concerned with certain developments in the arts, but soon became a descriptive term for all sorts of proposed shifts and changes in contemporary society and culture. Oxford Advanced Learners' Dictionary (2010, p.1183, 8th edition) defines it as "a style and movement in art, architecture, literature etc in the late 20th century that

reacts against modern styles”. It is not a school of thought rather it is a set of ideas or unified intellectual movement which tries to define or explain the state of affairs in the society. Therefore, it does not comprise of a single theoretician or a spokesperson. In fact, it is not easy to define postmodernism. To say the description over disillusionment or unsystematic going as postmodernism is insufficient. Since postmodernism is concerned with different fields, the obscurity over definition is customary. Anyway, in general, it is a hard strike against modernity. It is ‘the end of the history’, ‘the end of man’ and ‘the death of the real’. (Ward, 2009)

The end of history is the skepticism about the idea of progress. It also relates to debate about how histories are written, and to the thought that events lack unity or direction. Similarly, the death of the real is to do with postmodernism’s abandonment of the pursuit of absolute truth, and its preference for the temporary, superficial and the apparent. The end of man is an interrogation of mankind as a social and historical invention. It is connected with the idea that new technologies are moving us into a ‘post-human’ stage of development. In other words, postmodernism describe about the role of technology in modern human life which is cyberculture indeed. Therefore, since postmodernism studies the impact of digital devices in human lives i.e., cyberculture, it takes cyberculture as one of the aspects among many postmodern facts.

Different terminologies have been evolved which are closely connected with cyberculture. Postmarxism, digital culture, globalization, cultural imperialism, cyber feminism and cyber punk are the jargons which have been frequented while dealing cyberculture as a postmodern fact.

A. Post-Marxism

Marxists view ‘mode of production’ or ‘economy’ as a major entity to create different strata in a society. The stratification exists there viz. bourgeois and proletarian due to economy and they viewed economy as a central entity while the post-Marxists object the stratification and advocates freedom and

democracy; they view nothing remains in a centre. Further, they possess the idea i.e., the strata have been shifted to 'techno-poor' and 'techno-rich' in terms of technology. It is in regard to the access of technology. Those having access are 'techno-rich' and without access are 'techno-poor'.

B. Cyber Feminism

It is the term coined by critics of feminism. Seeking their space in cyberculture, Bhattarai (2006, p.83) says, "It is purely the novel concept in a literary theory. The analysts for the feminists' theory are seeking their space in cyberculture by impeding into the debate prevalent over there."

Obviously, feminists conclude females are being technically dominated. In other words, they have a little or no access with technology vis- a-vis male. Females are not much interested in using technical devices and even they depend upon males or others to get their actions completed which need technical supports whereas the males are technically superior. The time they allocate in using technology is extensive; it is how the newer strata are formed in terms of impact of technology in gender. Once again Bhattarai (ibid.) says, "Most of the people say, this, cyber space is the deliberate structure formed by the male-dominated mentality which affects the female participation. It is clear through the email, bulletin board system, discourses, web-designs, and the structure of computer industries that we see." The current study on feminism in computer technology in Asia shows despite having equal qualifications to male, the females are not going forward in using technology, bearing risks and seeking the help from either offspring or husbands or others. It also shows another stratum. Now the feminists politics is entering gradually in this academic discipline i.e., literature.

C. Digital Culture

One of the buzz words in this modern era: digital culture is so prevalent since our entire culture is dominated through electronic culture. This is digital age and our culture is also the digital one. The digital technologies: cellular phone,

pedger, CD ROM, I-phone, I-pod has tremendously affected our lives. These all are linked to the computer which transmits message through electronic signals in an inanimate way.

We all are moved through silicon chips-which are one of the very dangerous aspects of digital age. Nothing remains secret and confidential. We are being observed everywhere through surveillance camera no matter where we are, be it while bathing in a bathroom or in a department store. It depicts that we have lost our freedom which is the major impact of digital culture. Cyberculture in literature also regards this as a major phenomenon in its study and deals the matter.

At a moment, the identities of writer and readers have been metamorphosed. Readers do not require being script-literate. Just visual or sound-literate is enough since any information can be extracted via these means, and writers also can enjoy copy and paste sort of stuff since all the sources can be googled and obtained. It shows that archaic status of reader and writer has been entirely changed.

D. Globalization

This is another terminology related to cyberculture. Due to the immense use of satellite, the world has turned into a small village. This is globalization. The transportation, commerce and trade have been grown larger besides communication. Along with this, cultures have travelled very far crossing the national boundary and now transnational state is being developed which does not have any specific boundary. Now the literati should not think of only his country but also has a view as if he is a common citizen of the world.

The prime reason to get the same food, same fashion and same brand throughout the world is due to globalization. We can know the information about holy places, hotels, mega events being closed inside a room. Since there is everything global product, it threatens the local ones. We surmise, there can be a time when the local ones may not be seen as it will be entirely replaced by

the global ones, the tremendous impact of globalization, the cultural imperialism indeed.

E. Cultural Imperialism

The situation indeed evolved, due to globalization is cultural imperialism. Not only in this 21st era, can even its foundation be seen in Roman period. Just the shape has been changed remaining the quality or imperialism as usual. It denotes the way the developed countries impose their values, trends, cultures to the third world countries to be followed. The values, trends and local cultures of the third world countries are being encroached and they get diminished. When global stuffs substitute local ones, all the things become common gradually. These all things and cultures would be only of developed countries. The entrance of multinational companies and the substitution of local goods and cultures by the global ones are some of the instances of cultural imperialism.

Another reason of cultural imperialism in the third world country is due to the migration of youths in search of employment, education and other facilities to the developed countries. When they return back to their own countries after their certain purposes get fulfilled, they also bring the cultures of the developed ones which become the modal for being encroached. On one hand, the activities and language used in cyber help to promote it, on the other hand, the migration of youth to the developed countries.

F. Cyber Punk

Cyber punk, the crucial concept in cyberculture is related to rock music (punk rocker which was popular in 1960 to 1980) (Bhattarai, 2006). There was its own feature; one who would sing with extreme dissatisfaction to the world having long hair, chain on the body was known as punk rocker and it was adhered to the voice of freedom from the chaotic, sorrowful and pity society. However, in literature, the cyber punk fiction has its own unique existence. It became so much popular after William Gibson published his fiction entitled

'Neuromancer'. It is used in sci-fi genre. The then cyber punk music was regarded as the symbol for destruction, devastation, mutilation and revolution but the present day cyber punk fiction is regarded as intellectual criticism to the current society.

Cyber punk fiction analyzes the future role and qualities of human through the creation of virtual world with the assistance of computer and modern technology. People are living in non-places these days creating global village. Humans have got second life as every chatting, clothing and chewing has been virtual which have been possible due to techno-revolution.

At a moment, many sci-fi movies are seen in the market which has been tremendously affected by the cyber punk genre. Some instances: 'Robot', 'Neuromancer', 'The Matrix', 'The Machine Girl', 'The Eagle Eye' and many other show its radical use. In this regard, the literature, both eastern and western has been saturated entirely through cyber punk in particular and cyberculture, in general.

1.1.3 Cyberculture in Literature

Needless to say, literature is tremendously affected by cyberculture. Be in the form of online literature or be it by mingling terms related to cyberculture or creating virtual world, literature is closely connected to it. As earlier mentioned, it is a postmodern fact; postmodernism is also closely connected to literature and ELT. Here, we will mainly view western and eastern literatures which have been entirely saturated by cyberculture. Our major concern is: how literature is immensely affected by cyberculture and which literary genres indeed.

Since it is the age of technology and noble invention, literature cannot refrain from it. The writers whoever write, are triggered by virtual world created by technology and happen to use the similar terminology creating similar characters in their writings. Let us say they are hypnotized via cyber world

since they enter it with no much consciousness. It is found in the literature of both worlds: western and eastern.

1.1.3.1 Western Literature

Western world is very fast to catch every happening of modern world. They flow with the flux of time; therefore, it is redundant to maintain that their literature gets abstained from it. Since cyberculture, in particular and postmodernism, in general was at its peak in the 1970s so many literary pieces related to it evolved during that period.

'Neuromancer' by William Gibson was a major feat which was sci-fi came in 1984, although many things described there at that time seem real at a moment. It was the winner of science fiction 'triple crown'. The Nebula Award and The Philip K D Award are the major awards it could achieve. It tells the story of a washed-up computer hacker hired by a mysterious employer to work on the ultimate hack. It was the first sci-fi to work on the ultimate hack. It was the first sci-fi in which www was used for world wide web. Cyberspace was also the term used in this fiction where human memory is literalized and mechanized.

After Gibson's feat to cyberpunk fiction, there are so many literary pieces related to cyberculture. We can find so many e-literary magazines, literary sites via googling which are the results of cyberculture. Similarly, a numerous literary works related to cyber world is also the major outcome of this postmodern style.

1.1.3.2 Eastern Literature

Eastern literature has also been immensely affected by cyberculture. South Asian literature is entirely influenced by it. Our major concern here is Nepali literature which cannot remain detached from cyberculture. It is not so early as western literature could grab already to be linked with cyber world. It has been nearly a decade, cyberculture has touched Nepali Literary World.

Wagle's 'Palpasa Café', Anmolmani's 'Nilima Ra GadhaAndhYaro', M.Mishra's 'The Dream Assembly', P. Sing's 'SamanantarAkash', S.S. Tharu's 'Virtual Reality', Sarubhakta's 'SahasrabdikoAntimPrem Katha', these all are entirely affected by cyberculture. Adhikari(2009) in a column in The Kathmandu Post analyzing Anmolmani's 'Nilima Ra GadhaAndhyaro, writes:

AnamolmaniPaudel, a journalist by vocation and littérateur by volition, has emerged with his first short story collection Neelima Ra GaadhaAndhyaro. This slim book contains a dozen short stories that revolve around urban life, love, trauma and the disorder of war, science, and cyber culture. But the most overarching element that encompasses these stories is conflict. There is conflict between tradition and modernity, between scientific invention (particularly test tube babies and cloning) and human emotions. Love is the recurring theme in Paudel's stories.

It depicts that Anmolmani has used cyberculture intensively and this is the reason it seems somehow novel and distinct than other stories. This is indeed the nobler attempt. Once again Adhikari (ibid.) writes about his book as:

The stories are mostly set in a thinly-veiled Kathmandu, and Paudel beautifully captures the sounds and sights, color, and character of urban life. The language is simple yet very evocative. The first story titled Test-Tube Baby Ra MeriPremika, like several stories in this collection, is experimental. In it, he has not only introduced cyber culture in Nepali literature but also questions the encroachment of science in the realm of

human relations. The narrator of the story comes across a chat mate in MSN Messenger. The chat mate turns out to be a test-tube baby. After his parents' (both university professors) disagreement on bearing kids leads to their divorce, he was conceived in another woman's body. His mother, in a letter which the central character sends to the narrator as an email attachment, explains that as a modern woman she wanted to exploit science's advancement, i.e. she didn't want to be impregnated. As a result of this, the chat mate is a test-tube baby. He laments the decay of humanity. Bordering on science fiction, this story with the details of semen banks, vaginal plastic surgery, and the buying and selling of sperm and ovum at times sounds morbid. (The Kathmandu Post, 23rd March)

Not only Anmolmani's work, Shibani Singh Tharu's 'Virtual Reality' also deals profusely on cyberculture creating virtual characters in her drama. The sympathy they express in computers, the roles they play via it, the way they live, sing, dance in virtual world although their relation is bitter in reality shows the encroachment of technology in modern human lives. Kudos to the virtual world which has also created human life as virtual. Obviously, the same sentiment is there with other fictions too. It clearly depicts Nepali literature also gets cuddled up through cyberculture entertaining the gigantic cyber world.

1.1.4 Literature: A Reflection of Culture

Literature which is vague enough is defined by different people differently. Oxford Advanced Learners' Dictionary (2010, p.901, 8th Edition) defines it as pieces of writing that are valued as works of art, especially novels, plays and

poems (in contrast to technical books and newspapers, magazines, etc) . Similarly, for Pound it is simply language charged with meaning to the utmost degree. For Roland Barthes, it is question minus the answer. Some say it is the use of language to evoke a personal response in the reader or listener. Lazar (1993) defines literature as those novels, short stories , plays and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered. This definition seems to be having much focus on linguistic aspect. Anyway, all the definitions are adhered with their own standpoints. To me, it is the field through which cultures, values, feelings and emotions can be expressed with the use of so much linguistic property that is available.

Literature is no doubt, the reflection of culture. Lazar (ibid.) mentions

... although students may find it easier to respond personally to a text from within their own culture, there is a strong argument for saying that exposing students to literature from other cultures is an enriching and exciting way of increasing their awareness of different value, beliefs, social structures and so on.

It is clear that literature reflects cultures and values which learners learn while learning literature. They also got enriched through it.

Schumann(1978) also advocates acculturation model of second language acquisition. Acculturation as Brown (1980 a, p.129) defines it as “the process of becoming adapted to a new culture.” Adaptation is possible only through authentic language i.e., the language by native speakers and it is frequented in literature. Schumann (1978 c, p. 34) says,“... second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language”.

It depicts the more acculturation, the more language learning takes place. So even to teach language, a teacher needs to think of acculturation which is possible by giving a lot of literary works to them. They can know culture that is being practiced and act accordingly.

Schumann (ibid.) also talks of social and psychological distances which impede language learning or acculturation. Whenever there exists these distances more, language learning gets pidginized. In other words, learner fails to progress beyond the early stages. For him, a social distance is related to learning situation whereas psychological distances are language shock, cultural shock, motivation and age boundary.

Schumann (ibid.), Lazar (ibid.) and others advocate as well as consider literature as a reflection of culture; therefore, the culture that is depicted in literature must be noticed to the learners. It is cyberculture which literature embraces these days. It should be noticed to the learners.

1.1.5 Literature: A Means of Language Teaching

Literature is a great source of language teaching. Since it has deviant form, learners can learn different varieties of language through literature. They learn culture being practiced, feelings being described and others. At present, since literature is entirely emerged in cyberculture, it should be introduced to the students to make them aware with the present day world.

Lazar (ibid.) mentions different implications of literature in language teaching. They are as follows:

1. One of our main aims in the classroom should be to teach our students to read literature using the appropriate literary strategies. This involves them not in reading for some practical purpose, for example to obtain information, but rather in analyzing a text in terms of what it might mean symbolically or philosophically. Students may have already acquired this kind of literary

competence in their own language , in which case we simply need to help them to transfer these skills. If not, we need to find ways of engendering the necessary competence.

2. Our main task in the classroom is to pinpoint how far literary language deviates from ordinary language. This obviously poses a problem for students- to what extent will they be confused or misled by studying deviant rather than normal language, and how far is this a useful activity for them?

3. Literary texts have a powerful function in raising moral and ethical concerns in the classroom. The tasks and activities we devise to exploit these texts should encourage our students to explore these concerns and connect them with the struggle for a better society.

4. The texts traditionally prescribed for classroom use may generally be accorded high status, but often seem remote from, and irrelevant to, the interests and concerns of our students. In fact, being made to read texts so alien to their own experience and background may only increase students' sense of frustration, inferiority and even powerlessness. We therefore need to select texts for classroom use which may not be part of the traditional literary canon, but which reflect the lives and interests of our students.

5. Our main aim when using literature with our students is to help them unravel the many meanings in a text. Students often need guidance when exploring these multiple levels of meaning in a literary text- we need to devise materials and tasks which help them to do this.

6. Literature provides wonderful source material for eliciting strong emotional responses from our students. Using literature in the classroom is a fruitful way of involving the learner as a whole person, and provides excellent opportunities for the learners to express their personal opinions, reactions and feelings.

7. We should not expect to reach any definitive interpretation of a literary text with our students. Rather we should use the text as the basis for generating discussion, controversy and critical thinking in the classroom.

He also mentions some of the reasons to use literature in the language classroom which are as:

1. It is very motivating
2. It is authentic material.
3. It has general educational value.
4. It is found in many syllabuses.
5. It helps students to understand another culture.
6. It is a stimulus for language acquisition.
7. It develops students' interpretive abilities.
8. Students enjoy it and it is very fun.
9. It is highly valued and has a high status.
10. It expands students' language awareness.
11. It encourages students to talk about their opinions and feelings.

Among these reasons, our major concern is on the fifth point i.e., it helps students to understand another culture. Culture for him includes the following:

1. Objects or products that exist in one society, but not in another
2. Proverbs, idioms, formulaic expressions which embody cultural values
3. Social Structures, roles and relationships
4. Customs/ rituals /traditions / festivals
5. Beliefs/values/ superstitions
6. Political, economic and historical background

7. Institutions
8. Taboos
9. Metaphorical meaning/connotative meaning
10. Humor
11. Representativeness -to what slice of a culture or society does a text refer?
Does it describe a particular class or subgroup?
12. Genre-how far do different genre translate cross-culturally?
13. The status of the written language in different cultures and the resulting strategies for reading a text.

Lazar (ibid.) clearly shows the culture we talk about, it is, social structures, representativeness, genre and the status of written language. It reveals that learning culture is of much worth and to deal literature, one must be aware of what culture it adopts since it is 21st century, the age of science and technology, learners must be aware of cyberculture indeed.

1.1.6 Interrelationship Between Literature and Language Teaching

Literature is the manifestation of current time which represents the current culture that is prevalent. It is a means of language teaching. Through literature, the linguistic and cultural aspects both can be taught simultaneously. Since literature represents culture, language teaching also means adapting teaching or acculturation, learners should notice the culture that is being practiced throughout the work.

In the present day world, there is extreme practice of postmodern culture in general and cyberculture in particular in any literary works. It is to steer with time and its flux. Therefore, it is customary to say that learners of language need to know the cyberculture that is extremely practiced in literature; be it western or Nepalese one. Since it is better to teach our own literary text written by Nepali writers of English as they are in accordance with our own local

context, learners need to be familiar with the culture in which the text gets wrapped by.

At present, most of the Nepalese literary works by Nepali writers of English are completely wrapped by cyberculture which learners of English must notice of while learning language through locally produced authentic materials.

Bhattarai (2010) in the E-journal of NELTA, 'www.neltachautari.com' writes how postmodernism and its branch cyberculture are useful in language teaching.

How can we make use of postmodernist theory in an ELT class? Firstly, it says all knowledge is constructed not just given; all knowledge is invented or “constructed” in the minds of people, they say. This belief requires student centered teaching, student autonomy and more freedom.

It promotes and nurtures multiplicity so it applies for multicultural setting of the learner and equal respect and attention to all.

It explores new centers and therefore every student has equal opportunity to be honored– the handicapped, disable, deprived, backward and marginal and excluded. The teacher treats them equally on grounds of humanity. Students that form diverse picture in the class are assets to him or her.

Cyber culture is part of our life so technology will create virtual worlds and learning modes are changed abruptly and totally. Teacher education is incomplete without resorting to the use of technology (radio, Edusat, mobiles, ICT) etc. The electronic media has erased the geographical

distance and historic time so the modes of teaching and ways of learning are totally different from what they used to be before. An English Language Teacher, like any other should be equipped with this Knowledge.

The final implication shows that teacher must be multifarious in term of IT knowledge to be up-to-date with the modern world and the same skill is demanded even in language teaching. Postmodern philosophy gives a novel twist to a language teaching through its introduction in literature. It talks a need of seeking new centre, multiplicity of meanings and constructed knowledge which is noble concept indeed.

It also shows that they are intricately related since literature is one of the crucial means of language teaching. In other words, literature takes the help of linguistic device and language teaching gets help of literature for its perfection. While teaching, the culture must be noticed which is in practice in a literary work.

1.1.6 Cyberculture in ELT

Now we come to a certain terminological twist from cyberculture in literature to cyberculture in ELT. It is crystal clear that while teaching English language, one must take account of cyberculture. The reason is literature is one of the crucial means of language teaching, and while dealing with literature, one must be familiar with culture that is being practiced; therefore since cyberculture is extremely practiced in literature, it should be taken into account while teaching language.

Nowadays, there are profuse talks and conferences taking place on cyberculture in ELT. Actually, it represents the use of Internet, mobile SMS, MMS, Bluetooth service, computer games in the language classroom. Having said

this, there should be immense practice of these new technologies in the language classroom since it can be a motivating factor to create a live class. Although there exists the classification between the technology users viz. digital native, one who has grown up with digital technology and digital immigrant, one who grew up without digital technology and adapted to it at his/her adult, the use of it in the classroom can be a great help to both the groups (Lewis, 2009).

1.1.6.1 Internet

The Internet is a huge network of connected computers, linked across the world. The world wide web (www) is the part of the Internet where information can be accessed. It is the colorful, fun part of the Internet, consisting of a limitless and ever-expanding number of pages which we navigate by using web browsers such as Internet Explorer, Mozilla, Netscape, Google's Chrome or Safari.

Almost any web site has potential for students of English. They can go and visit a virtual museum for a project on history or science. They can go to a website which offers information and song lyrics from their favorite rock group and they can access time tables, geographical information, and weather facts. There are also a number of sites designed especially for students of English as a foreign language where they can exchange e-mails, do exercises and browse around reading different texts, playing games, or doing exercises.

There are so many advantages in using world wide web in the ELT classroom. As per Lewis (2009) the advantages are as:

1. The Internet provides authentic content: students and teachers get limitless 'real' content in the target language. They can read a real menu, find out when a train leaves Paddington station, listen to a sports broadcast, or watch a movie trailer. The Internet can complement our course book by bringing language learning to life. Let's not forget that

the Internet also provides teachers with lesson plans, ideas banks, test generators, and pretty much anything else you would want to know as a teacher.

2. The Internet offers meaningful language. Studies have shown that students learn language better when the language they are exposed to is meaningful. The Internet creates contexts for language use which, through their authenticity, become purposeful in the eyes of the students. The students actively manipulate the language for a clear and logical purpose.
3. The Internet promotes critical thinking skills and ‘constructivist’ learning. On the Internet, knowledge is transient. Unlike course books which transmit information in a predictable order, working with the Internet is constantly evolving. Students make choices and ‘construct’ knowledge every time they go online. Each search is unique.
4. The Internet reduces focus on the teacher. Working with the Internet can take the focus of you and shift communication from teacher-student to student-student. If you are a bit unsure of your own English-language skills, authentic listening and reading from the Internet can help model the language you want to teach.
5. Internet –based work can increase motivation. It is colorful, exciting, and undeniably ‘cool’. Computers and the Internet are a key component of youth culture and lend language learning street-credibility.

Of course, students surf so many sites which publish online resources and authentic articles so as to enrich themselves. It comprises of these things: emails, blogs, social networks, googling, webquests, webinars, online exams and so on.

1.1.6.2 Mobile Teaching

It is teaching through mobile technology. It is currently seen in practice in Bangladesh and some other south Asian countries. During NELTA presentation, there was a presentation on MALL(16th International Conference of NELTA, 2011, a paper presentation on MALL by NusratJahan and AnisurRahman).

MALL which stands for Mobile Assisted Language Learning would be expected to use technologies such as mobile phone, Mp3, Mp4 players, PDAs and palmtop computers . Net generation students can get access to the materials at any time and any place.

Different types of instructional materials were developed for m-learning. There is development of multimedia messages and short message services (SMS), quizzes via mobile phones. For this, students are provided positive feedback about their instruction materials that were sent to them.

In DukeUniversityiPODs were used for collaborating Language Learning. (Belanger, 2005)

It incorporates SMS, Bluetooth service and wi-fi service.

These all terminologies are found, and their use is seen in modern literature; therefore, while adopting literature as a means for language teaching, one should duly concentrate on them, i.e., cyberculture.

1.1.6.3 Computer Games

Language games related to computer can also be of great help in language teaching. There can be found the great difference between general games and games played through computer. Since they enjoy sheer autonomy, they are highly motivated with the computer games. It also teaches them to be honest and disciplined as they need to follow the rules that computers instruct. They

can get the answers themselves later so that they don't feel humiliated even if they don't know the answers.

A personal computer game (also known as a computer game or PC game) is a game played on a personal computer, rather than on a video game console or arcade machine. Computer games have evolved from the simple graphics and gameplay of early titles like Spacewar!, to a wide range of more visually advanced titles.

PC games are created by one or more game developers, often in conjunction with other specialists (such as game artists) and either published independently or through a third party publisher. They may then be distributed on physical media such as DVDs and CDs, as Internet-downloadable, possibly freely redistributable, software, or through online delivery services such as Direct2Drive and Steam. PC games often require specialized hardware in the user's computer in order to play, such as a specific generation of graphics processing unit or an Internet connection for online play, although these system requirements vary from game to game (Retrieved from Wikipedia on 16, March).

As of the 2000s, PC games are often regarded as offering a deeper and more immersive experience than console games. These games which are related to ELT can be brought inside the classroom and teach through them. In Nepal as well, the MiDas producer has produced a lot of computer games.

It is use of technology in ELT classroom. In other words, it is bringing cyberculture to the ELT classroom.

1.1.7 Technology in Nepal

Nepal is a third-world country; therefore, it is just in a phase of techno-enhancement. It is progressing in a field of technology vis-à-vis other countries. Ncell, UTL, NTC are launching various Internet, GPRS, GMS and

other facilities. Brodlink, Worldlink, Smart-cells are also competing with each other. Anyway, they are trying to serve in a proper way albeit no ownership of their own satellites.

IT policy in Nepal is formulated in 2057 B.S. (2000 A.D.) with the vision to place Nepal on the Global map of Information Technology within the next five years. The Information Technology Policy was developed to attain the following three objectives:

- i. To make information technology accessible to the general public and increase employment through this means.
- ii. To build a knowledge-based society.
- iii. To establish knowledge based industries.

There are seventeen policies formulated for the implementation of the strategies. The policies which are related to computer, Internet and education are listed below:

- A. To provide Internet facilities to all village development committees of the country in phases.
- B. To render assistance to educational institutions and encourage native and foreign training as a necessity of fulfilling the requirement of qualified manpower in various fields pertaining to information technology.
- C. To increase the use of computers in the private sector.
- D. To use information technology to promote e-commerce, e-education, e-health, among others, and to transfer technology in rural areas.
- E. To include computer education in the curriculum from the school level and broaden its scope.

To implement the national information technology policy and fulfill its objectives, different plans are mentioned which are as follows:

- A. Participation of private sector in infrastructure development.
- B. Infrastructure development
- C. Human resource development
- D. Dissemination of information technology.
- E. Promotion of e-commerce and so forth, and
- F. Facilities

Some of the measures that IT policy plans to pursue for the extensive dissemination of information technology are given below:

- i. To introduce the distant learning system through the Internet and intranet as well through radio and television.
- ii. To develop networking systems like school-net, commerce-net and multilingual computing.
- iii. To formulate and launch a three year program to extend the use of computer in governmental offices.
- iv. To link all ministries, departments and offices to the Internet, and to encourage other agencies to be linked through the Internet.

The plan regarding computer and Internet that IT policy aims to implement within five years has not been implemented to the full extent so far. But still there seems some possibility to have most of the classrooms be equipped with technology as Nepal is focusing much on techno enhancement these days.

1.1.8 Possible Use of Technology in the Nepalese ELT Scenario

Since IT is growing so fast in Nepal and there is a launch 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 aspirations make it possible.

The use of Internet and cell phones 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 tool. 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 too with the assistance of some foreign countries is distributing laptops to poor ones in remote schools 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 Magsese Award is also creating IT village in Nepal. E-commerce, IT education, e-medicine are the major attractions in his village named Nangi which is extensively remote part of Nepal. Students of low grade are googling in a village called Nangi at Myagdi district. A great astonishment! All these are the signals of possible feat to be achieved in the near future. A worthy and mega practice of cyberculture!

1.2 Review of Related Literature

This study does not claim to be purely new and novel in computer assisted language teaching. Moreover, it is the study reflecting the ideas of cyberculture from Nepali fiction to English language teaching arena. Many researchers have already carried out their researches on computer assisted language learning at national and international level. Among them, I have reviewed some of the research works in my access.

The Russian psychologist Vygostky (1978) states that “research on computer mediated communication (CMC) in the language classroom has been thin and has largely consisted of innovators reporting on the outcomes of their own teaching” (as cited in Shanmuganathan, 2000, p.3).

Cononelos and Oliva (1993) organized e-mail exchanges between entire classes of students in order to generate discussion, improve writing skills, and promote peer interaction. In this particular project, advanced level Italian students employed e-mail newsgroups to improve both their writing, as well as their knowledge of contemporary Italian society. In this manner, the teaching of culture was also facilitated through the immediate feedback and contact of L2 speakers who were interested in informing others about their culture.

Davis and Chang (1994) point out that as writers on both sides of the world shared questions and comments, jokes began to surface. Over time, the students' reading and writing began to change as well. Through surveys and informal case studies of student writing during the conference, it was found that for the most part, students' writing had improved in both fluency and organization. Surveys also indicated that students saw some carry over to their study literature, and that they had a better understanding of English usage.(retrived from <http://www.gse.uci.edu/ed168/resume.html>)

John and Cash (1995) found that an adult improved his German language via e-mail exchange with a native. The adult would first store all new vocabulary and phrases from the e-mail, and when he wanted to write, he would review the past messages. Likewise, Sontgens (1999) found that, “language learning via e-mail enhanced autonomous language learning among her BA German students in the United Kingdom” (cited in Shanmuganathan , 2001, p.4). In the same way, Fuller (2000) states that "The national center for Education Statistics (1997 a and 1997b) reported that, in 1992, less than 41.3 percent of students did not use computer weekly and that more than half of those who did use the computer at

all that year used it to play games or practice computer literacy skill" (as cited in Sabieh,2011 and further from Chaudhari, 2010, p.13).

Lewis (2009) states, "A recent study by the Pew Charitable Trust estimates that by the year 2020, 50 per cent of Internet users will never have used a computer to access the world wide web. Instead, their mobile phones will be their access point".

Lewis (ibid.) further maintains,

Considering that there are approximately 900 million computers in the use today, but a staggering 2.7 billion mobile phones scattered across the globe, improving connectivity through mobile devices seems only logical. With prices lower than those of computers, mobile technology will certainly help to bridge the digital divide.

In the department of English Language Education, TU there are a few studies carried out on computer assisted language learning but not on cyberculture as a whole trend, in ELT. Some of them are reviewed as below:

Adhikari (2008) conducted research on 'Effectiveness of Using Computer in Teaching Vocabulary'. He aims at finding the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. He prepared the tools for data collection on the basis of 'Our English grade nine' prescribed for high school curriculum. He selected 24 students for his study and divided them as controlled and experimental group since his study was of experimental type. He concludes his research work stating that using computer in teaching vocabulary was a significantly effective way of presenting new vocabulary items in EFL classroom.

Khanal (2008) conducted research on 'Attitudes of Higher Secondary Teachers towards the Use of Computer and the Internet'. This study was carried out to study the attitudes of higher secondary English Language teachers of

Kathmandu Valley and their standpoints on the basis of their personal characteristics, relative computer and Internet advantages, cultural perception, computer competence and the availability of computer and the Internet. He has concluded his study with the findings that majority of the teachers have positive attitudes towards the computer and the Internet.

Paneru (2009) conducted research on 'Use of computer for Teaching English Grammar'. The objectives were to find out the effectiveness of the use of computer in the teaching of grammatical items viz. reported speech, tense, conditional clauses, subject verb agreement, relative clauses, use of neither and so, voice, use of modal verbs, use of like and prefer verbs. For this, the class tests were given related to these grammatical items via computer with certain interval of the lessons. The conclusion was teaching grammar using computer was more fruitful than teaching it without.

Gohiwar (2009) carried out research on 'Effectiveness of Using Power Point in teaching English tenses.' His objectives were to find out the effectiveness of using power point in teaching English tenses in secondary level students in a private English boarding school in Kathmandu Valley. For this the tools he used were test items, MiDas CD-ROM, Ratnasagar CD-ROM, Burns (1998) and grade 8 and 9 textbooks. He concluded that the use of power point in teaching the English tenses is an effective way of presenting them in the classroom in the case of ninth graders of private schools that exist in the valley.

In the same fashion, Chaudhary (2010) carried out the research on 'Use of Internet as a Language Learning Tool'. He aimed to find out the extent to which the students use Internet as a language learning tool and the nature and variation of Internet use by two groups of students. He used both primary and secondary sources of data to accomplish the objectives of this study. He selected his sample population 2nd year M.A. and M.Ed. students of Tribhuvan University, thirty from each faculty using non-judgmental random sampling procedure. His conclusion is almost nearly the eighty percent students

use Internet as a language learning tool from both streams. He furthers that the number of students from M.Ed. exceed the students of MA in use of Internet as a language learning tool.

Adhikari(2008), Paneru (2009),Gohiwar (2009) and Chaudhari(2010) carried out experimental research, action research and survey research respectively. The former two went through experimental research. They aimed to find out the effectiveness of using computer in teaching vocabulary and effectiveness of using computer in teaching English Grammar. Gohiwar aimed to find out the effectiveness of use of power point in teaching English terms. Similarly, Chaudhari aspired to find out the extent to which the students of English language at university level use Internet as language learning tool. So far as my research work is concerned, it aims to present an analytical survey of cyberculture in the present day world so as to find out the usefulness of it in ELT and to determine the different tools of cyber technology applicable in the field of ELT by reflecting the trend from Nepali fictions. It adheres both language and literature, in this regard, I prefer a jargon 'Stylistics' to indicate my research work. It studies the whole trend of cyberculture from Internet use to mobile teaching , webinars to the use of wi-fi facilities in ELT; therefore, it's purely the novel taste in ELT albeit its vagueness you can encounter throughout my research work.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To present an analytical survey of cyberculture in the present day world.
- ii. To determine the different tools of cyber technology applicable in the field of ELT.
- iii. To analyze the use of cyberculture in the selected Nepali fictions.
- iv. To suggest some pedagogical implications.

1.4 Significance of the Study

This is the study on cyberculture that can be used in ELT deriving the concept from Nepali literature. Cyberculture in this modern world has indulged in each and every field and even it has tremendously affected English language teaching and literature. The modern world seems to be in existence due to cyberculture. It can be either through digital or computational technologies. It will also be useful to language teachers to understand its use in ELT classroom and make them enable to use different software so that they can make a success to motivate students on it. Similarly it can be of much use to course designers since they will be guided via the programs and different learning activities related to cyberculture which can be used in language classroom.

Understanding the learners' interest and capability in adopting cyberculture, they can include it in syllabus as worthy activities. As to the significance of this study to ELT arena, I completely agree with Lewis, (2009) who says,

The important point to understand is that using technology is not a choice anymore. It is a necessity. In a world full of sights and sounds it would be inappropriate to try and teach through the printed world alone.

Many of your students will be interested in using technology because it is new and exciting. But although it is good to encourage this interest, you also need to bear in mind your language teaching goals.

Lewis (ibid.) also suggests another significance which is related to my study as,

For teachers and administrators, the new tools will give schools flexibility of delivery. Schools will be able to choose to teach certain elements online and others in the face-to-face classroom. With course

materials delivered in modular online units, schools will be able choose to print out some units and leave other online.

CHAPTER- TWO

METHODOLOGY

The research project adopted the following sources and procedures for its fulfillment:

2.1 Sources of Data

Only the secondary sources of data were used to accomplish the objectives of this study.

2.1.1 Secondary Sources of Data

Among secondary sources, primarily the four Nepali fictions having English translated version viz. '**Palpasa Café**' by Narayan Wagle, '**The Dream Assembly**' by ManojBabu Mishra, '**A Parallel Sky**' by Padmawoti Singh and '**The Socrates' Footsteps**' by Govinda Raj Bhattarai were used. The use of cyberculture trend and thought were analyzed in these fictions. Secondly, various books , especially, Hatch and Farhady (1982), Nunan (1992), Bonno (2001), Moran (2001), Bell et al. (2004), Bhattarai (2005), Kumar (2006), Bell(2007), Bhattarai (2007), Best and Kahn (2008), Lewis (2009), journals , articles, research studies, blogs and some websites related to the topic were consulted.

2.2 Sampling Procedure

I purposively selected four Nepali fictions viz. **Palpasa Café**, **The Dream Assembly**, **A Parallel Sky** and **The Socrates' Footsteps** in which cyberculture trend were analyzed. The major reason of selecting these novels is that they are entirely different from each other in a way of writing although drenched somehow by postmodern thought. And since cyberculture is one of the postmodern facts, I found these four novels very suitable for my study as they

deal with variegated ideas being based on postmodernism. After analysis, this cyberculture trend was linked to ELT. To select these Nepali fictions from the plethora of Nepalese fictions, I used non-random judgmental sampling procedure.

2.3 Tools for Data Collection

I used only observation as my tool to collect the data.

2.4 Process of Data Collection

To collect the data the following procedure were used.

- i. At first, I read the novels selected for my study thoroughly and highlighted the lines related to cyberculture trend.
- ii. Then I observed each highlighted line minutely and determined their relationship to cyberculture. At the same time, I located the situations in which cyberculture trend has affected immensely.
- iii. Finally, I observed its relation to the English language teaching field.

2.5 Limitations of the Study

The study was limited in the following ways:

- i. The study was limited to four selected fictions amongst the plethora of Nepalese fictions having only English translation.
- ii. It was limited to the novels written by Nepalese writers only.
- iii. Only the use of cyberculture trend was observed in those fictions and their relation was sought in ELT.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with analysis and interpretation of data collected from secondary sources. The secondary sources were analyzed intensively to find out the use of cyberculture in them, the specific situations in which this trend is used and its different modes and its relation with ELT.

3.1 Analysis of Cyberculture Trend in PALPASA CAFE

Chapter

One

Sentences Related to Cyberculture

I switched on my laptop. There were three new e-mails but I wasn't in the mood to reply. Some idiot had sent dirty jokes.

Incident

The protagonist, Drishya was at the hotel of café.

Trend

Digital Culture

The use of Internet and email as the modes/tools to establish links between characters.

Relation with ELT

Both Internet and emails can be used for language teaching in the ELT classroom.

Chapter

Two- Four : No use of cyberculture trend.

Chapter

Five

(i)

Sentences Related to Cyberculture

Then I sat down, eating in front my computer.

A sixteen-year-old girl had entered the chat room.

'Sweet sixteen,' I wrote, 'I'm twice your age!'

'No problem,'??came the reply. 'I like mature men.'

Incident

At night while Drishya was with his friend, Tshering

Trend

Creation of virtual world.

Talking about their interested area suspecting one another.

Making a chat albeit unfamiliar to one another.

Remaining in non-places.

Relation with ELT

Students can talk about their interests with unknown fellows which help them to be more extrovert and sociable.

A teacher can create virtual world and make the student chat with the friends of other institutions.

Creation of e-pals.

(ii)

Sentences Related to Cyberculture

My mobile beeped then. Tshering had sent a message, asking what I was up to. 'Busy in chat room,' I texted back. I hoped he wouldn't call to invite me to his place for dinner so late. He didn't. He just sent another message: 'who with?'

'Teenager,' I replied.

'Congrats,' he wrote. 'Feel young again?'

Incident

Tshering was chatting with Drishya with fake email account of Lara, a foreign girl.

Trend

Digital culture

Mobile texting

Relation with ELT

Since one does not know the partner whom he is making a chat , he can express his feelings without any fear.

Through SMS texting, the classroom instruction can be done with the use of anagrams and e-flash cards.

Sentences Related to Cyberculture

(iii)

Outraged, I switched off the computer but immediately wondered why I'd done it. Angrily, I switched it back on and put on a CD. I wanted to fall asleep to the sound of music but the song I'd chosen wasn't right. Still irritated, I went to the cupboard and took out a Narayan Gopal CD. I put it on: 'I don't know where I'll be going after I get up in the morning...'

Incident

After Drishya knows that the chat partner was Tshering

Trend

Use of Multimedia as CDs to listen to the recorded songs.

Relation with ELT

CDs can be used in the classroom either to display visual recordings or audio ones.

Help the classroom to be lively.

Chapters

Six- Twelve : No use of cyberculture trend

Chapter

Thirteen

Sentences Related to Cyberculture

Perhaps it surprises you that someone who's met you only once should write you a letter. I want you to know this is my first hand written letter to anyone.

People don't write letters by hand anymore. They prefer e-mails. I use a computer to write my letters too. The computer's become the paper and post for our messages, but writing to you now, I'm beginning to realize how artificial e-mails are. You've given me the desire to write a letter in my own hand and I'm grateful to you for that.

Incident

Letter sent to Palpasa's grandmother by Drishya

Trend

Cultural Imperialism

The culture of manual writing is being encroached by digital age.

Relation with ELT

Students can write e-mails to their teachers which teach them the way of writing e-mails and letters .

They can know the content asking questions related to the issues.

Chapter

Fourteen : No use of cyberculture trend

Chapter

Fifteen

Sentences Related to Cyberculture

The hills could be different in the future. People would start coming back. We were living in the age of global communication. Communicating was becoming easier and cheaper every day. Thanks to microchips, satellites, optical

fibers and the net, I could live in this village and still be a part of the global village. Trekkers who wanted to experience the hills alone would always come, but these days everyone wanted access to the Net. I knew the thought of combining the hills alone would always come, but these days everyone wanted access to the Net. I knew the thought of combining the hills and the Internet was strange but I was fascinated by the idea of bringing them together. It intrigued me to think that my village, though remote, could be part of the global village. Was it possible? A satellite dish above the gourd vine could usher in a new age.

Incident

Drishya, thinking of setting the cyber café up at Dhanchuli, where he was born

Trend

Globalization (the world seems to have much shrunken due to technology).

However, remote his village is, he would establish café to link his village with the world.

Relation with ELT

Students can know about global cultures viz., food, dresses, products and gain information about holy places, wonders and so on which will make them know the world events.

Chapter

Sixteen- twenty-five : No use of cyberculture trend

Chapter

Twenty-six

Sentences Related to Cyberculture

I switched on my computer and got a surprise. My e-mail account was overloaded with messages. Among the messages were innumerable e-mails from Christina. I wondered if she was all right. Her last message had arrived only yesterday. She'd written, threateningly, 'If you don't reply, this will be my last e-mail to you.'

I counted her previous e-mails. There were at least a dozen. No wonder she'd lost patience.

I opened each of her e-mails and read them carefully. She wrote about my art and expressed concern about the changing situation in Nepal. She also wrote she was coming back to do some reporting.

Incident

When Drishya returns back from village to his gallery and finds alone there.

Trend

Digital Culture

To break monotony and share the ideas through e-mail.

Relation with ELT

Helps establish good relation with friends by making e-pals.

Chapter

Twenty-seven: No use of cyberculture trend

Chapter

Twenty-eight

(i)

Sentences Related to Cyberculture

I went to my desk, switched on my computer, poured some hot water into a glass and put some coffee in it.

Incident

When Drishya was with Krishna.

Trend

Digital Culture

Checking mail

Relation with ELT

Can be taught process of replying mails.

(ii)

Sentences related to cyberculture

After checking my e-mails, I made a few phone calls. Then I put the newspapers out in the sun. The delivery boy had brought them wet that day.

Trend

Digital culture

Relation with ELT

Can be taught process of replying mails.

Chapter

In the end

Sentences related to cyberculture

After Drishya's abduction, I went to the gallery to comfort Phoolan. She was busy at the computer. I realized she managed Drishya's mailbox for him. She replied to most of the e-mails he was sent. Drishya was so busy that sometimes didn't reply e-mails for months.

Incident

Wagle goes to meet Phoolen to comfort her in his gallery.

Trend

Digital Culture

Checking mails

Relation with ELT

Can be taught process of replying mails.

The above data shows that cyberculture trend is very dense in Palpasa Café. Characters are linked through e-mails. They talk about globalization and digital culture. In different incidents, like to break monotony, to reply letters, to talk with alien friends, they use this culture. Similarly, learners of English also can

use in the same fashion. Even by bringing them in the live classroom, they can make giant flux as given in the the section called 'relation with ELT'.

3.2 Analysis of Cyberculture in A PARALLEL SKY

Chapter

One-Six: No use of cyberculture trend

Chapter

Seven

Sentences Related to Cyberculture

As I was savoring the taste of the soup, I also wondered, 'How vastly different the city life is as compared to the life in a village. Let alone the lifestyle, everything about there was different; the people's behaviors, their languages, their customs and their practices. Kathmandu looks fully engulfed by modern life-style. But, of course, it is very natural in a way, considering the fact it was the capital of a nation. It has all kinds of facilities and easy accesses to the outside world. The arrival of the tourists and the easy access to the outer world, due to the advancement in field of electro-communication technology has brought about these differences between the living standards of Kathmandu people and that of the people of the remote village where they are deprived of even the basic facilities like schools and the health services. No wonder the world has turned into a global village. There is this TV that is entertaining us and also updating our knowledge each and every minute. That is the reason why our country gets so quickly influenced by the happenings of other countries.

Incident

Susmita, the major female protagonist was in a restaurant and in a state of deeper contemplation.

Trend

Globalization

Cultural Imperialism

Impact of digital culture

Relation with ELT

Since we are affected with digital technologies immensely, bringing them in the classroom will make learners know the foreign culture that in turn help to learn language as per acculturation model.

Chapters

Eight- Eleven : No use of cyberculture trend

Chapter

Twelve

Sentences Related to Cyberculture

I had hardly any time left for myself to think about my kids and my home. It was almost half day's walk to reach the place where I could make phone calls from. I was completely cut-off from the rest of the world after I had gone there.

Trend

Digital Culture

- shows that life seems complex and impossible without this culture.

Relation with ELT

ELT also demands the same role so that the new learning ambience will be created.

Chapter

Thirteen

Sentences Related to Cyberculture

Arpana's wedding detained me in Kathmandu for another few days. She was my niece and was studying in the U.S.A. She was going on in full swing. Her meeting with her to-be husband was an interesting incident. She was working in California. Her future husband was studying in a university in Washington. The two first knew each other through emails. Then they sent their bio-data and photos to each other. They got closer and they shared information about their family, lifestyle, culture etc. And after two years of affairs and a live-in relationship in Washington, they had finally decided to get married. Then they wrote to their parents for their permission.

Incident

Susmita talking about Arpana's wedding

Trend

Cultural Imperialism

Globalization

Relation with ELT

As Schumann says the more culture is shared, the more language learning takes place. Understanding the culture used in the fiction can be one of the plus points in language learning.

Chapter

Fourteen: No use of cyberculture trend

Chapter

Fifteen

(i)

Sentences Related to Cyberculture

With my head on my pillow, I sobbed silently, for quite some time. Then suddenly, it struck to my mind that I had a proposal to present to the R.R., next day.

'How forgetful of me,' I said to myself, and got up to work in the computer. I typed the proposal.

Incident

At night, Susmita thinking about the relationship with Abinash, her husband.

Trend

Digital Culture

- Now there is direct writing on a computer, pen and paper no more.

Relation with ELT

Students can write directly on computer and show to their teachers which make them confident since there will not be so many errors as spelling checker and grammar options are activated.

(ii)

Sentences Related to Cyberculture

When I returned home, I was completely exhausted. I had no one in my home to share my feelings, and that annoyed me a lot. I had to pass the evening, toing-and-froing my eyes from one end of the horizon to another, To evade the monotony, I descended down to the second floor from the verandah. Then I went to check my e-mail. Finding no mails in the computer, I went to help Sita in the kitchen, perfunctorily.

Incident

Susmita in a solitary mood in a room.

Trend

Breaking monotony by getting into the digital world.

Relation with ELT

Students in the classroom can also break their monotony by playing creative games on computer, watching some authentic videos and so on.

Chapter

Sixteen

Sentences Related to Cyberculture

I went and sat before the computer to lighten the burden that lay heavy in my mind. I tried to focus my mind on a report that I was preparing.

And having completed the report, I drank a cup of tea and began thinking about Aastha. I was concerned about her future. She had taken her ISc exam. If she did well in her ISc examination, I thought I would send her abroad to study medicine, the subject of her choice. But if she did not fare well in her exams, her life's dream would remain unfulfilled.

Incident

Susmita in her living room and thinking about Astha, her daughter.

Trend

Use of computer to prepare report.

Relation with ELT

Students can also google or browse different sites to prepare their project work or report.

Chapter

Seventeen: No use of cyberculture trend

Chapter

Eighteen

Sentences Related to Cyberculture

I received an e-mail from Prabhat. He had submitted Astha's application form in one of the most renowned universities of America her application was accepted. My daughter's dream of going to the USA had almost materialized. She would be going to study Mass Communication course. My only aim in life was to give my children higher educations. One of my desires was about to be fulfilled. I was happy and gratified.

Incident

Receiving e-mail from Prabhat who was residing at USA.

Trend

Digital Culture

-submitting documents through e-mail for applying in the universities.

Relation with ELT

Documents can be shared, articles can be published in a blog and comments can be achieved.

Chapter

Nineteen

Sentences Related to Cyberculture

*I Switched my computer on and tried to contact Prabhat. He came on-line.
Then we got down to a long chat.*

I asked him, " Why are you on-line?"

He replied, "I am too sad and depressed at the moment."

I asked for the reason.

*He told me that he was sick and tired of the mechanical life style of the USA
and he wanted to come to his home country.*

I asked, "What do you intend to do once you are back here?"

He replied, " I just want to come there and settle down."

*This made me laugh.He wouldn't , of course, be hearing me because we were in
on-line chatting.*

*I told him, "That's so wonderful. Better be quick about it. I will get a girl ready
for you."*

I got no reply after that.

*It looked like he had turned his computer off. I was speechless. Then I
contacted him over the phone.*

"Why did you cut it off ?" I asked him.

*"See Sushmita, I find you very weird. When are you going to be serious, and
begin to appreciate my feelings?" He sounded very hurt.*

"What kind of feelings, and for whom?" I was in a mood to tease him.

"Do I need to tell you everything?"

"Yes, it does," I replied.

He was silent.

Incident

Susmita making a chat with Prabhat about their feelings and relations.

Trend

Online Chatting

Social-networking

Creation of virtual world

Relation with ELT

Students can chat with their pairs of the same interest group. They can create their social profile and make many friends and share their feelings. This makes them extrovert and sociable.

Chapter

Twenty

Sentences Related to Cyberculture

After dinner, I switched the TV on. As I was watching the national and international news, I began to marvel what an amazing thing the TV was that made people possible to know things, happening at some distant corners of the world, just by sitting inside a room. The progress in communication technology had already transformed the world into a close-knit village making the concept of a global village possible more obvious.

I checked the mail before going to bed. There were birthday greetings from Prabhat, Astha and Akash.

I was really jubilant reading my birthday greetings. I had no idea that it was my birthday, that day. How forgetful of me! After the departure of Astha and Akash for their higher studies, I had almost forgotten all about my birthdays. It was mostly my children who celebrated my birth-days.

Incident

Susmita about to go to bed, meanwhile she checked her mails.

Trend

Globalization

Cultural Imperialism

-Her offspring shows the distant culture; it is due to techno-revolution. In other words, greeting in such a way with cakes means learning other cultures disregarding own.

Relation with ELT

Checking mails can remind one about what he is doing and needs to do. Apart from these, the teacher also can inform all the learners very formally about any project through it.

Chapter

Twenty-one

Sentences Related to Cyberculture

Prabhat's mail, after a long gap, lit up my mind. And it danced with joy when I got some mails form Akash and Astha as well. My joy and happiness lay in the

intimacy and attachment of those three beings though they all were miles apart physically. The media through which we remained in touch with one another were the telephones and the Internet. That was a kind of irony of living a modern day world.

Incident

Susmita was receiving Prabhat and his offspring's mail in Nepal.

Trend

Non-places

Virtual world

Digital culture

- Everyone gets linked with technology, there is no more concept of distance.

Relation with ELT

Creation of virtual world and making them play different roles in language classrooms.

Chapter

Twenty-two - No use of cyberculture.

Singh has talked about cultural imperialism which was not much seen in Palpasa Café by Wagle. In other words, it clearly depicts how local culture is affected immensely and gets substituted by global ones. Globalization, digital culture and cultural imperialism are the general trends that are used here. But it goes against cyber-feminism since the female protagonist, Susmita operate technology much throughout the novel.

3.3 Analysis of Cyberculture in THE DREAM ASSEMBLY

Chapter

One - No use of cyberculture.

Chapter

Two

Sentences Related to Cyberculture

"Hello, Hello, who is speaking? Is this Gautam? From where? You mean, from Lumbini?"

"Ask him, whom does he want."

"Yes, yes, this is Boudha Art Hermitage. You men Nagarjun? Oh, he has already left. Asanga, Basubandhu, and Dinaga, all have left yesterday."

"This is Yamphu, an artist speaking. Whom do you want? Oh, you want Confucious? Yes Yes. He has already left 'Lu' two weeks before. He is said to have reached Jhikache. Probably, he will arrive there this evening or tomorrow to participate in the symposium here. Yes, 'Lu'? This is another ancient name of Shantung Province of China. Yes, right there is the dwelling place of Kung Fu. Yes! Okay! I will tell everybody. This is a common home for all pious people. Balabahu has established this Hermitage, so that anybody visiting here may not feel foreign. Balabahu has invited many great souls here. You are also heartily welcome. Yes! You will also meet here many pious souls. Phidius also is visiting here."

Incident

Yamphu, Balabahu's assistance is making a call.

Trend

Use of cell phone

Relation with ELT

Cell phone can also be used to teach vocabulary items through anagrams and e-flash cards.

Chapter

Three- No use of cyberculture

Chapter

Four

Sentences Related to Cyberculture

I had been up there to meet Nagarjuna. But he had gone to consult with Yama so as to relieve Asoka from Avichi, the hell supposed to be the most severe and the longest of all the infernal torments. I could not meet him there but I received a fax from Athens on Balabahu's name." Out of his Satchel, he took a fax-letter containing sketches of Athena Parthenos in the front and read it to all.

Incident

Gautam at the assembly bringing a fax letter.

Trend

Use of Fax letter

Relation with ELT

Use of e-mail to inform all the friends about their projects.

Chapter

Five

Sentences Related to Cyberculture

"You may have all noticed that with the co-operation of scholars, world renowned artists, sculptors, architects and engineers from various countries of the world, Yamphu and Rabi Challa are whole-heartedly dedicated to the construction of that spiritual souls' Rest house and the Statue of Union. We are going to have our forth-coming union meeting in that Test house. From our communication centre established on mars you shall be all informed as to when and how we are going to hold our meeting. Until then, we shall be travelling around this biological world." With thanks Bacon got up from his petrified seat. Exhilarated with the shrill sound of cricket from amidst the surrounding trees and the gush of wind blended with the fragrance from the jasmine grove, all the spiritual souls finding Hermitage under the influence of unique and unworldly spell, rose from their petrified chairs one after another.

Incident

Bacon thanking all the attendees of the conference.

Trend

Digital Culture

Establishment of communication centre.

Relation with ELT

Students can exchange their mails and share their opinions.

Chapter

Seven

(i)

Sentences Related to Cyberculture

"Yes! It is true. Offering garland with pride, I bade farewell to Ural-my descendant. At the moment he is in Mars. He is now far beyond gravitation force of the earth. He has reached the divine sphere far above the sphere of spiritual souls. Like Gautam who abandoned his palace, Ural too after post graduation at the age of thirty bade good bye to the mother-earth in order to establish his home as far off in the universe as science could carry him and bring back to the earth whenever he wishes. Ural had come to me once to consult with me in this matter. Not only me even Lord Yalambar had appreciated and inspired him not to be confined to the study of earth alone in the modern age but to explore and study more about the universe to have knowledge about it. Young people must have the spirit for research and investigation. Go ahead. We bless you. With these words I had motivated him and bidden him farewell."

Incident

Talking about Yural by the assembly.

Trend

Investigation and research work through the signals(Internet)

Relation to ELT

Students can prepare project and research viagoogling or browsing any worthy websites.

(ii)

Sentences Related to Cyberculture

"What is that round looking like a glass resting far up on the top like a lancet?" Mathias questioned.

Balabahu answered to that question.

"This is a self-vision glass or a special type of prism. Besides two magnetic poles of north and South, this prism has altogether one hundred and eighty chips. The spiritual souls we intend to meet appear into one of its numerous chips. Then he enters from there into our Electro-magnetic machine and appears in the screenagain. Then we can sit in front and have dialogues with one another. However, at the present juncture, we shall be having the least time of thirty seconds to talk face to face. Anyway, the exchange of words will go on and on."

Incident

Balbahu briefing about the technology to the assembly.

Trend

Use of forth-coming modern technology(digital culture)

-formation of the technology analogous to the Internet facility where we can have a video chat.

Relation to ELT

Through video chat, Students can share their ideas and talk about their hobbies, interests and so on.

In 'The Dream Assembly' the trend of cyberculture has been less used. However, it is the fictional story of ancient characters when there were no such technologies but still they were creating their own technologies and using them to establish link between themselves. It shows that cyberculture is of much use everytime and ELT cannot refrain from it in this modern era. Mishra through his novel shows the importance of technology even in an ancient time which is prevalent elsewhere at this age of information and technology.

3.4 Analysis of Cyberculture in SOCRATES' FOOTSTEPS

Although it is postmodern novel and uproars the same philosophy throughout, there is no use of cyberculture. Had there been its use, the protagonists Ananata and Purnima would have met each other and their bond would have been stronger. Similarly, Ananta would have been much successful and would not have thought of killing oneself although it is not sure if there was suicidal case of him in this novel.

Ananata could know the significance of life browsing many sites provided he had the access with such facilities. He could know about the world and he could be familiar with the global trend. But he was completely detached from the external world and technology. Similarly, on the other hand, Purnima, the female protagonist could pass her English paper through her intensive study googling through Internet resources but in reality, such facility never entered in their life. They could not frequent themselves as people do nowadays creating non-places in the virtual world. It too, weakened their relationship which instigated Purnima to be the Maoist gurilla and gave up her life. Finally, this becomes the great pain for Ananta and who also thought of killing oneself. It is all due to the absence of cyberculture indeed. The question remains here- had there been facility of Internet, what could have been in their lives? Perhaps,

they could change their life so drastically into the positive direction. The same thing is encountered in reality too. This incident depicts the significance of cyberculture in the real world through literature. It is clear enough the intensity of importance of this culture even in ELTas Nepali fictions show the different impacts that cyberculture can have in our real day to day life.

3.5 Analysis of Cyberculture Trend in General

Palpasa Café has intensive use of cyberculture and it clearly shows the globalization and digital culture as its trend. Chapter one, five, thirteen, fifteen, twenty-six and in the end section altogether in ten different places, it comprises of this trend. It means 35.71 percent of cyberculture trend is found if we view in regard to the number of chapters.

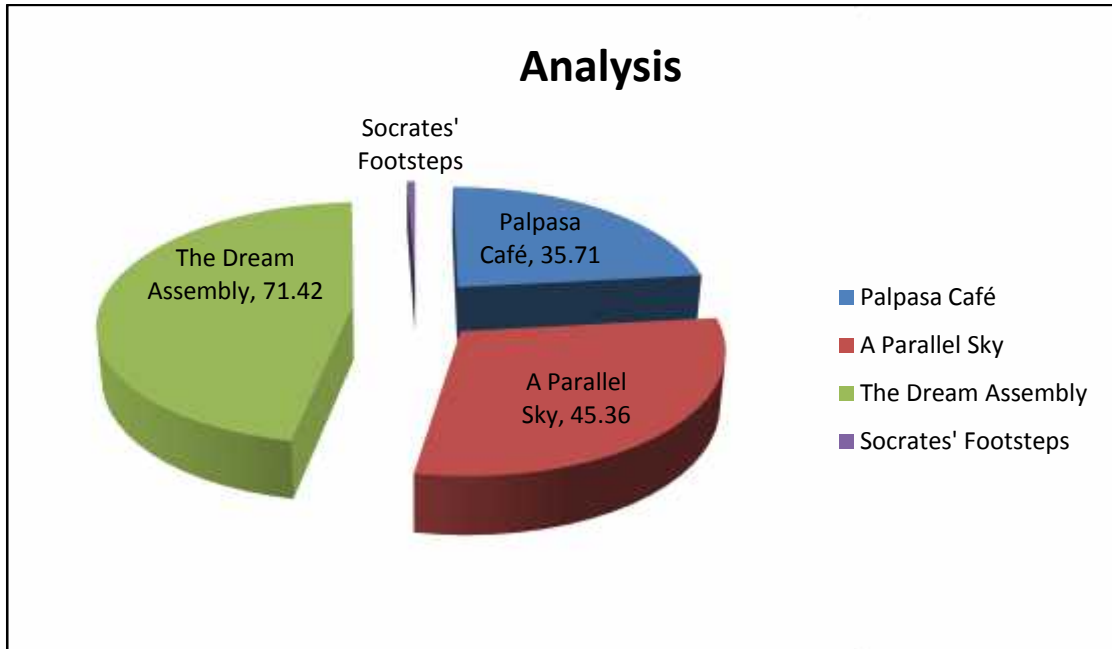
Similarly, 'The Rebel Woman' also has used this trend in ten different places and in these chapters viz., seven, twelve, thirteen, fifteen, sixteen, eighteen, nineteen, twenty and twenty-one. While converting it into percentage, it is 45.36 percent in terms of the number of chapters. It seems so higher the use. Since this fiction contains less chapters than **Palpasa Café**, its percentage exceeds the percentage of **Palpasa Café**, but still **Palpasa Café** exceeds the real use of cyberculture trend.

Similarly, the chapters are so much bulky of Manoj Babu Mishra and out of seven chapters, he talks about this trend in these chapters viz., two, four, six and seven and altogether in five different places. The chapter-wise percentage is 71.42. Although percentage seems quite larger, it is not the fact that it talks this trend intensively. It just superficially touches the trend.

And the final novel 'Socrates' Footsteps' nowhere deals with this trend albeit postmodern one and the message is clear what happens with the characters when there is no use of cyberculture. Breakage, frustration, loneliness, frantic mood are the general outcomes with characters since it remains detached from this trend.

It is diagrammatically presented in a pie-chart.

Figure No 1. Analysis of Cyberculture Trend in Four Different Novels



CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The present study was conducted to analyze the use of cyberculture in literature and from this I attempted to reflect the usefulness of cyberculture in literature. It was also carried out to find out different modes of cyberculture that can be used while teaching the English language. For this, I purposively selected four Nepali fictions. Earlier, I had a doubt that it would be much difficult to draw the different modes of cyberculture from Nepali novels and to reflect its use in ELT but later since I found the intensive use of cyberculture in Nepali fictions, I could make a success. I have shown the different trends of cyberculture in Nepali fictions along with pedagogical implications in ELT.

On the basis of the analysis and interpretation of the data , the following findings have been derived.

4.1 Findings

1. Among four novels, **Palpasa Café** and **A Parallel Sky** have used cyberculture immensely. Throughout the novel, they have talked this trend in ten different places. They have also successfully dealt globalization, cultural imperialism and digital culture. They both are the post-modern novels.
2. **The Dream Assembly** as it is entirely a fantasy has used this trend in five different places. He has created an assembly where the real characters of different times meet from different places. Some meet through the use of technologies. Most of the characters are ancient and such technology had not developed in their time but Mishra had shown its development in his novel. It falls under the third rank in regard to the use of cyberculture out of four novels.

3. The novel **Socrates' Footsteps** albeit the postmodern in nature, deals cyberculture trend nowhere. Therefore, the characters suffer much financially and mentally with regard to their existence. It shows that we cannot be detached from cyberculture in this modern world.
4. From the analysis , it is found that there is extreme need of cyberculture in ELT. Since we view literature as a means of language teaching, students must notice of the trend that is applied in literature. The trend at a moment prevalent is cyberculture and students of ELT must know it to learn language. It is even better to use the same trend while teaching English language. For this, one must be familiar with the different modes of cyberculture.
5. The different modes that are found through the analysis of Nepali fictions seeking their relation to ELT are as with brief descriptions.

1.1.6.1 Internet

The Internet is a huge network of connected computers, linked across the world. The world wide web(www) is the part of the Internet where information can be accessed. It is the colorful, fun part of the Internet, consisting of a limitless and ever-expanding number of pages which we navigate by using web browsers such as Internet Explorer, Mozilla, Netscape, Google's Chrome or Safari.

Of course, students surf so many sites which publish online resources and authentic articles so as to enrich themselves. It comprises of these things: emails, blogs, social networks, googling, webquests, webinars, online exams and so on.

A. Emails (Electronic-mail)

E-mail is the most widely used features of the Internet . We can exchange any message with people around the world by using e-mail. Even with the multimedia excitement of the web, e-mail is the most frequently used application of the Internet. Many people who have access to the Internet at school, home and work, use it for no other purpose than to send and receive e-mails.

E-mail allows easy access of communication to people all over the world. This makes the idea of pen-pals (or mouse-pals) and/or contact between different schools much more plausible than the hand written equivalent. Getting students from different countries to write to each other has greatly increased both their English development and especially their motivation.

It should be remembered, however, that e-mails are often written in a special speaking like informal style (Harmer,2001 as cited in Sharma and Phyak,2007). Students are often free of grammatical correctness or correct spelling.

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 same time 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 learners. In addition, email 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.

Since its development for commercial use in the 1980s, email has been a popular form of communication used to establish contacts, often known as twinning, with partner schools or learners around the world. With email you can address both individuals and groups and you can add attachments to your mail to share with your partners.

He also suggests the possible email project to be utilized in the classroom,

Same Life, Different Location

In this project, students link with a corresponding school in another country. The school may be in an English-speaking country or, as an interesting alternative, it could involve schools from two non English-speaking countries communicating through the medium of English—something that is becoming more and more common these days. The goal of the project is to compare the lives of students and reflect on the similarities and differences they find.

This project can be carried out on a number of different levels. Some points to compare are:

-) Daily schedule
-) Subject studied
-) Living spaces
-) Popular culture
-) Free time

Each student can choose one aspect of life to work on and then exchange documents with a partner from the corresponding school. As a final step,

students can write a paragraph outlining how their life would change if they were to trade places.

Since they frequent with these terms and practice in literary text, it becomes an instigator to learn more these trends.

B. Blogs

Ablog (a blend of the term web log) is a type of website or part of a website. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other materials such as graphics or videos. Entries are commonly displayed in reverse-chronological order. Blog can also be used as a verb, meaning to maintain or add content to a blog. (Retrieved from Wikipedia on 10th March)

Most blogs are interactive, allowing visitors to leave comments and even message each other via widgets on the blogs and it is this interactivity that distinguishes them from other static websites.

Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic. The ability of readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art (art blog), photographs (photoblog), videos (video blogging), music (MP3 blog), and audio (podcasting). Microblogging is another type of blogging, featuring very short posts.

Lewis (2009, p.63) mentions 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.

Blogs can be written by individuals, groups, or organizations. Blogs can also be used to host discussions or projects. In a blog, the author shares opinions, insights, and links to related sites of interest that may contain videos, images, audio files (podcasts), or other types of digital media.

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 website, which tends to remain in one constant state for an extended period of time.

In education, there are four types of blogs:

1. A teacher blog. This can be used to communicate with students and provide links to resources. For example, the teacher can post homework assignments and linked to useful resources. The teacher can also use a blog to manage resources and share with colleagues both local and around the world.
2. Student blogs. These can be used for a variety of writing assignments. They can be managed as the focus of projects by individuals students (for example, in the form of an e-portfolio, which we discuss later, they can also be a communication tool to share student reflection with the teacher and their peers.

3. Class blogs. These are student blogs for the whole class group. They are particularly useful in twining projects. A class blog can link to both individual student blogs and teacher blogs.

4. Project or topic blogs. Blogs need not only be defined by their users- the subject of a blog is equally important. We can create a blog for a specific topic or project. The blog can be ongoing, or you can simply delete it when the project is over or we move onto a different topic. Blogs are not designed to be permanent and we can delete and create as many blogs as we like.

Blogs are the fine platforms where we can publish our write-ups and get so many comments, they are the real impetus for our further writings.

D. Social Networks

The core idea behind social networks is to create a common space where people with shared interests can exchange ideas, experiences, and information. Some social networks have been created based on content areas such as lovers of football, cooking enthusiasts, students of English, or people from a particular city, but the large communities, such as MySpace, Facebook, or YouTube, have created a space for self-expression which is not bound by specific topics or interests. Within the larger community, smaller 'interest groups' emerge as members make 'friends' who in turn have 'friends', each one with their own set of interests and sub-conversations going on.

Social networks can be used to get positive effect in countless ways in teaching and learning. However, there are risks inherent in sharing and collaborating online, which go beyond viruses, worms, and identity theft. When we and our students use a social website, a of our identity necessarily goes online. As we link to 'friends' who in turn have friends, and friends of friends, your information can travel around the world.

If we educate ourselves and our students on Internet safety, we can limit that risk and have an enriching experience using web 2.0 tools. Below are some key points to consider which Lewis(2009) mentions:

-) Have your students sign an Internet code of conduct. Many Internet safety groups such as BECTA (www.becta.org.uk) in the UK have sample documents you can use as examples. Awareness is the first step towards Internet security. Another Internet safety group is www.isafe.org, a non-profit group in the USA.
-) Explore the structure of the social networking site you are considering using. Can you adjust privacy settings? Nowadays, most major social networking sites have privacy settings which can limit the people who have access to your information. Be sure to check that your students have set their profiles to private. Luckily, Many social websites are now setting profile defaults to private.
-) Even if you control access to your network, only post information you are comfortable showing to other people. Remember that once something is posted publicly online you can't get it back. Even if you delete the information it can still be sitting socially on someone's computer. Make sure your students understand this.
-) Don't share passwords and when creating passwords take care to make them 'strong'. Strong passwords are complex and make it hard for creating strong passwords:
 -) Make your password long.

- J Mix numbers, letters, and special characters.
- J Substitute symbols or numbers for letters (ye\$ for yes , !ndia for India)
- J Use a word or phrase that only you can understand.
- J Create usernames that do not give hints to your real identity.
- J Consider using a new email account (hotmail, googlemail, and yahoomail all offer free accounts) to set up your online account. That way, if your information is compromised your central email account is still protected.
- J If you are working on social networking sites in a language lab, be sure that you and your students always log out after a session.
- J Using large open social networks also presents the risk of students accessing inappropriate content. Most social websites do not allow students under 13 to create profiles and this should be a minimum age limit for children to surf these sites as well.

Social networks provide rich opportunities to use English in a targeted, purposeful way. In fact, each step in the process of using the network creates multiple opportunities for authentic communication. Below are two steps common to most social networking sites.

1. Create a profile. All social network services will ask the user to create a profile, asking for some personal information.
2. Find friends. Once you have created a profile, the next logical step is for the students to look for 'friends' who share similar interests. You can either search through a list of groups for friends already on the network or you can invite a non-member through email. Once the user finds a group that meets their interests, they can join and participate in discussions or engage with individual members and invite them to be their friends. They can also create their own new groups.

Besides these, even we can get linked with teachers and solve so many problems related to our learning through simple chatting.

E. Googling

It is a search engine through which we can search any page that we intend for. Google Search or Google Web Search is a web search engine owned by Google Inc. and is the most-used search engine on the Web. Google receives several hundred million queries each day through its various services. The main purpose of Google Search is to hunt for text in WebPages, as opposed to other data, such as with Google image search. Google search was originally developed by Larry Page and Sergey Brin in 1997.

Google Search provides at least 22 special features beyond the original word-search capability. These include synonyms, weather forecasts, time zones, stock quotes, maps, earthquake data, movie show times, airports, home listings, and sports scores. There are special features for numbers, including ranges, prices, temperatures, money/unit conversions ("10.5 cm in inches"),

calculations ($3*4+\sqrt{6}-\pi/2$), package tracking, patents, area codes, and language translation of displayed pages.

Google search consists of a series of localized websites. The largest of those, the google.com site, is the top most-visited website 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 the search results using its proposed spelling), and more.

F. Webquests

Lewis (2009) says the following on webquests:

Webquests 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.), webquests 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 part of the means to solve a problem or support an argument. Webquests are excellent examples of what we call inquiry-based learning.

Well designed webquests encourage technology integration, where the lines between the computer and the classroom lesson blur. If you are in the fortunate position of having multiple computers in your classroom

you can quickly send your students to the Internet to collect information and then ask them to return to their seats to complete their tasks offline. The web search component of the quest need not take long. If you give clear instructions on where to search, students can find the information they need in a matter of minutes.

One of the greatest challenges for language students using the world wide web lies in one of the web's greatest strengths - its authenticity. Although there are lots of websites aimed at language learners, most webquests involve the use of non-pedagogical websites with ungraded language.

Webquests 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.

There are certain steps to be followed in a webquest. They are as follows

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

Lewis(ibid.) presents the activity of webquests as,

Tell the students to imagine they are an entrepreneur and want to open a restaurant in the city of Dublin. What kind of restaurant will it be? Where will it be located? They can research locations, buildings, menus and choose recipes to include on their menu.

G. Webinars

Web conferencing is used to conduct live meetings, training, or presentations via the Internet. In a web conference, each participant sits at his or her own computer and is connected to other participants via the Internet. This can be either a downloaded application on each of the attendees' computers or a web-based application where the attendees access the meeting by clicking on a link distributed by e-mail (meeting invitation) to enter the conference.

A webinar is a neologism, short for Web-based Seminar, a presentation, lecture, workshop or seminar that is transmitted over the Web, specifically a portmanteau of web and seminar, to describe a specific type of web conference. It is typically one-way, from the speaker to the audience with limited audience interaction, such as in a webcast. A webinar can be collaborative and include polling and question and answer sessions to allow full participation between the audience and the presenter. In some cases, the presenter may speak over a standard telephone line, while pointing out information being presented onscreen, and the audience can respond over their own telephones, speaker phones allowing the greatest comfort and convenience. There are web conferencing technologies on the market that have incorporated the use of VoIP audio technology, to allow for a completely web-based communication. Depending upon the provider, webinars may provide hidden or anonymous participant functionality, making participants unaware of other participants in the same meeting. (retrieved from Wikipedia on 14th March, 2011)

For interactive online workshops web conferences are complemented by electronic meeting systems (EMS) which provide a range of online facilitation tools such as brainstorming and categorization, a range of voting methods or structured discussions, typically with optional anonymity. Typically, EMS do not provide core web conferencing functionality such as screen sharing or voice conferencing though some EMS can control web conferencing sessions.

It is a Web-based seminar, a presentation, lecture, workshop or seminar that is transmitted over the Web. (retrieved from www.webopodia.com 10 March, 2011)

A key feature of a Webinar is its interactive elements -- the ability to give, receive and discuss information. Contrast with Webcast, in which the data transmission is one way and does not allow interaction between the presenter and the audience.

From this webinar as well, students can organize mini-seminars and conferences to build their overall skills which are important for language learning.

H. Online Exams and E-assessment

Online exams are so popular in these modern days. When there is no possibility to travel so far places to get certain academic degrees, it comes to a much use. TOEFL, IELTS, GRE, GMAT, SAT are some of the examples.

So far as E-assessment is concerned, it is the assessment through the use of computers.

In its broadest sense, e-assessment is the use of information technology for any assessment-related activity. This definition embraces a wide range of student activity ranging from the use of a word processor to on-screen testing. Due to its obvious similarity to e-learning, the term e-assessment is becoming widely used as a generic term to describe the use of computers within the assessment process. Specific types of e-assessment include computerized adaptive testing and computerized classification testing.

E-assessment can be used to assess cognitive and practical abilities. Cognitive abilities are assessed using e-testing software; practical abilities are assessed using e-portfolios or simulation software.

E-assessment is becoming widely used. It has many advantages over traditional (paper-based) assessment. The advantages include:

1. lower long-term costs
2. instant feedback to students
3. greater flexibility with respect to location and timing
4. improved reliability (machine marking is much more reliable than human marking)
5. greater storage efficiency - tens of thousands of answer scripts can be stored on a server compared to the physical space required for paper scripts
6. enhanced question styles which incorporate interactivity and multimedia.

1.1.6.2. Mobile Teaching

It is teaching through mobile technology. It is currently seen in practice in Bangladesh and some other south Asian countries. During the 16th international conference of NELTA, there was a presentation on MALL by NusratJahan and AnisurRahman.

NusratJahan and AnisurRahman from Bangladesh claimed that it is effective enough to teach through mobile technologies. In the 16th international conference of NELTA, they showed the two programs that can be used to teach via it. They are as:

A. Flash Card

It is the E-flash card given to them which consists of a word. They guess a meaning of this word and type via their mobile set. Whenever their word doesn't match then the software provides them the correct word upon their request. It seems as if a game. It is especially designed for vocabulary teaching.

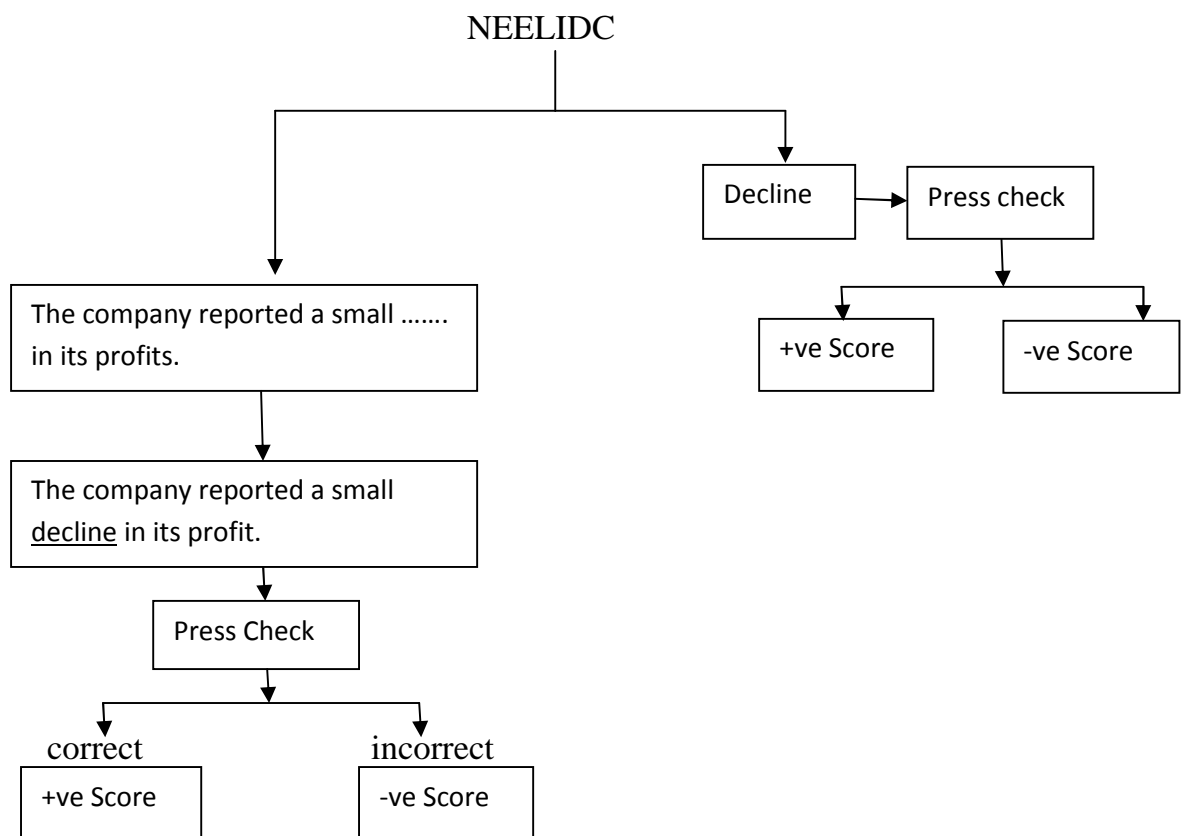
The program is as:



B. Anagram

It is another program which is also used for vocabulary teaching. But the difference is that the meaning of the word can be guessed here in two different ways; one with the provision of hints and another without hints. If there occurs guessing with hints, it awards certain points which is lesser than the marks that is achieved without hints. The full mark is awarded in case of no hint is taken.

It is diagrammatically presented as:



Mobile Teaching incorporates SMS, Bluetooth, service and wi-fi service.

A.SMS (Text Messaging)

SMS stands for short message service .It is also possible to use in language teaching. Sending some questions from SMS to a group and giving them the feedback as per their answers is the way to do it.

So far as text message is concerned, Lewis (2009, p.43) says:

Text messaging or texting is really a new language, with abbreviations and rules of its own. This poses a great challenge to teachers. To some, texting is destroying the English language. Clearly, we want to make language learning relevant to students and in this sense texting can't be ignored. Here are two ways you can preserve the English language and still integrate texting into your class.

He also mentions some activities which are as follows:

Translate Texts

Make a list of text message abbreviations and ask students to 'translate' them. For example:

LOL : laugh out loud/lots of love

CU : see you

BBL : be back Later

B4 : before

2MORO : tomorrow

CLD : could

BTW : by the way

FYI : for your information

Then ask your students to tell you the abbreviations they use for you to guess.

i. Emoticons

Emoticons are the funny little pictures students use to express emotions, For example:

:D (laughing), ☹ (unhappy) , :- (angry)

He further suggests some exercises in this way related to emoticons:

Ask your students first to identify what each emoticon symbolizes and then to create their own. If you then ask them to explain how you create emotions from text, this will help them to practice words for punctuation.

In this way even text message becomes useful in teaching English language which is used in literature as well due to the impact of cyberculture.

B. Bluetooth Service

Bluetooth service is a service operated through webs. For this both the devices which are to be operated must have this service. It can be used to send and receive information and other programs. It is the program related to hardware.

Bluetooth is a proprietary openwireless technology standard for exchanging data over short distances (using short wavelength radio transmissions) from fixed and mobile devices, creating personal area networks (PANs) with high levels of security. Created by telecoms vendor Ericsson in 1994, it was originally conceived as a wireless alternative to RS-232 data cables. It can connect several devices, overcoming problems of synchronization. Today Bluetooth is managed by the Bluetooth Special Interest Group.

Bluetooth uses a radio technology called frequency-hopping spread spectrum, which chops up the data being sent and transmits chunks of it on up to 79 bands (1 MHz each; centered from 2402 to 2480 MHz) in the range 2,400-2,483.5 MHz (allowing for guard bands). This range is in the globally unlicensed Industrial, Scientific and Medical (ISM) 2.4 GHz short-range radio frequency band.

Bluetooth provides a secure way to connect and exchange information between devices such as faxes, mobile phones, telephones, laptops, personal computers, printers, Global Positioning System (GPS) receivers, digital cameras, and video game consoles. (Retrieved from Wikipedia on 16th March)

A master Bluetooth device can communicate with up to seven devices in a piconet. (An ad-hoc computer network using Bluetooth technology) The devices can switch roles, by agreement, and the slave can become the master at any time.

At any given time, data can be transferred between the master and one other device (except for the little-used broadcast mode). The master chooses which

slave device to address; typically, it switches rapidly from one device to another in a round-robin fashion.

It can be used to transfer the exercises in their operators activating the services which enable them to do it with a lot of fun.

C. Wi-fi

It is also software through which we can have GPRS Service.

Wi-Fi is a trademark of the Wi-Fi Alliance. A Wi-Fi enabled device such as a personal computer, video game console, smartphone, or digital audio player can connect to the Internet when within range of a wireless network connected to the Internet. The coverage of one or more (interconnected) access points — called hotspots when offering public access — generally comprises an area the size of a few rooms but may be expanded to cover many square miles, depending on the number of access points with overlapping coverage.

'Wi-Fi' is not a technical term. However, the Alliance has generally enforced its use to describe only a narrow range of connectivity technologies including wireless local area network (WLAN) based on the IEEE 802.11 standards, device to device connectivity [such as Wi-Fi Peer to Peer AKA Wi-Fi Direct], and a range of technologies that support PAN, LAN and even WAN connections. (Retrieved from Wikipedia on 16, March)

Wi-Fi certified and compliant devices are installed in many personal computers, video game consoles, MP3 players, smartphones, printers, digital cameras, and laptop computers.

These all terminologies are found, and their use is seen in modern literature; therefore, while adopting literature as a means for language teaching, one should duly concentrate on them.

1.1.6.3. Computer Games

Language games related to computer can also be of great help in language teaching. Since they enjoy sheer autonomy, they are highly motivated with the computer games. It also teaches them to be honest and disciplined as they need to follow the rules that computers instruct. They can get the answers themselves later so that they don't feel humiliated even if they don't know the answers.

These games which are related to ELT can be brought inside the classroom and teach through them. In Nepal as well, the MiDas producer has produced a lot of computer games.

It is the use of technology in ELT classroom. In other words, it is bringing cyberculture to the ELT classroom.

4.2 Recommendations

On the basis of the findings derived from the analysis and interpretation of the data, the following recommendations for pedagogical implications and further research are made:

1. The different modes/tools of cyber technology were found to be much effective in English language teaching: therefore, prospective teachers of the English language can use these modes/tools to make the classroom live as well as up-to-date. The different modes/tools are viz., Internet, mobile teaching and computer games.
2. The course designers and language experts also must think to include this culture in ELT since it is prevalent over literature in this modern era.
3. The prospective teachers seem to be imperfect without this trend. The reason is: all sorts of resources are only available at online in this era. They can publish their write-ups and get feedbacks as well as create virtual world

for the learners to make them sociable and extrovert which is a must for language learners. This should be a matter of interests to all the teachers as well as curriculum designers.

4. The present study is limited to only four different Nepali fictions. It has created the room for further researches in other fictions as well as the fictions of the western world.
5. It is purely a new concept and challenging as well to teach through blogs, social networks and mobile phones. However, it can be made since the noble and new innovations always motivate the students. It is what the new taste to ELT with the creation of virtual world.

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Appendix-I

Information about Some Books

Some books like **Uttar adhunikBimarsa**, **Uttar adhunikAina**and **Shrastara digital barta** were consulted throughout my research work and their date of publication has been changed into A.D. from B.S. The date of publication of **Uttar adhunikBimarsa**(2064), **Uttar adhunikaina** (2062) and **Srastara digital barta** (2066) have been changed into 2005, 2008 and 2010 respectively.