

**USE OF ONLINE RESOURCES FOR ENGLISH
LANGUAGE TEACHERS' PROFESSIONAL
DEVELOPMENT**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

Hem Raj Shrestha

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Hem Raj Shrestha has prepared this thesis entitled **“Use of Online Resources for English Language Teachers’ Professional Development”** under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated

to

**My parents who devoted their entire life to make me what I am
today.**

DECLARATION

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

Date: 23-04-2012

.....

Hem Raj Shrestha

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Hem Raj Shrestha

ABSTRACT

The study attempts to identify use of online resources for professional development of lecturers of English. I used both primary and secondary sources of data in this study. Eighteen lecturers from each district were selected using non random judgmental sampling procedure. After a rapport developed, questionnaires for data collection were given. The secondary sources of data were various books, journals and internet to the study. I analyzed and interpreted data collected through questionnaire and transcribed data into percentage using simple statistical tools. The study shows that 83.33% lecturers from Kathmandu district, 50% from Lalitpur and 61.11% from Bhaktapur make use of online resources for their professional development. The total number of lecturers of English make use of online resources via internet is 35 out of 54 lecturers i.e. 64.81%.

This thesis consists of four chapters. Chapter one deals with introduction to professional development and online resources, value of online resource in professional development, internet and online resources, tools and means of online resources. It further entails review of related literature, objectives and significance of the study. Chapter two deals with the methodology adopted to carry out the research. It contains the information on the sources of data, sampling procedure, tools, and process of data collection and limitation of the study. Chapter three presents analysis and interpretation of data collected through questionnaire, which are presented qualitatively using appropriate statistical tools and tables. Chapter four deals with the major findings of the study derived on the basis of analysis and interpretations of the data. It also further deals with some recommendations stipulated on the basis of the findings derived, and pedagogical implications are also suggested.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	-	Percentage
&	-	Ampersand
CAI	-	Computer Aided Instruction
CALL	-	Computer Assisted Language Learning
CBT	-	Computer -Based Learning
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ELTD	-	English Language Teacher Professional Development
i.e.	-	that is
IATEFL	-	the International Association of Teachers of English as a Foreign Language
ISP	-	Internet Service Provider
IT	-	Information Technology
LAN	-	Local Area Network
M.ED	-	Master of Education
NELTA	-	Nepal English Language Teachers' Association
No.	-	Number
P.	-	Page
S.N	-	Serial Number
SLA	-	Second Language Acquisition
T.U	-	Tribhuvan University
TD	-	Teacher Development
USA	-	United States of America
VLE	-	Virtual Learner Environment
WAN	-	Wide Area Network
WWW	-	World Wide Web