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Professional Development of EFL Teachers using Internet at Tertiary Level in Bangladesh: Purposes, Influences and Problems

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I. Introduction

We live in a world where information and technology dominate our life. They dominate our lifestyle, economics, politics, communications, education, culture and what not? Internet is one of the most amazing technologies which can provide one with an answer to any question whenever needed. English language and internet are growing hand in hand as 80% materials in internet are written in English (Akter, 2012). Hence the scenario of 21st century English classroom is also changing. It is not not only a tool (Lee, 2001 Kabilan and Rajab, 2010) for English Language Teaching but also an authentic context where the users are exposed to extensive use of this language and opportunities of professional development. In Bangladesh at university level there is hardly any teacher who is not familiar with the term 'Internet' and the basic uses of internet. Also English is taught in every university as English as a Foreign Language (EFL). Therefore, internet as an endless source of materials and medium of communication can develop teachers' overall competence (Kabilan, 2005). The potential uses of internet can help them to be updated and cope up with current trends of technology and language teaching around the world. With the combination of internet and language teaching, learning of English can be more effective (Lee, 2001).

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Bangladesh has been fast developing in technology sector for the past few years. After the declaration of digital Bangladesh in 2008, different steps have already been taken by the government to enhance the use of technologies like mobile phone, internet, computer and laptop. However, in the tertiary level the use of ICT has also increased to a noticeable level. University teachers have more ICT knowledge and use more e-mail address than secondary and higher secondary level teachers (Bairagi, Rajon and Tuhin Roy, 2011). But, the use of internet forprofessional development of tertiary level EFL teachers is still out of the concern of the researchers. Consequently, the current study investigates the purposes, influences and problems of internet use for professional development of tertiary level EFL teachers in Bangladesh. Based on the findings the paper will also recommend some possible solutions of the problems.

II. Research Questions

- For what professional purposes do tertiary level EFL teachers use internet to develop themselves?
- What are the influences of internet use on the tertiary-level EFL teachers in Bangladesh?
- What problems do they face while using internet for professional development?

a) *Objectives of the study*

The objectives of this study are following:

- To make teaching EFL more effective and enjoyable.
- To ensure infrastructural development to use internet for the growth of EFL teachers.
- As a by-product to make EFL learning more effective.

b) *Significance of the study*

The study is significant in many ways. First of all, it will create insight among EFL teachers about the potentialities of internet and facilitate both pre and in service teachers to increase their professional skill.as this studies focuses on the various uses, influences and problems, it will enable teachers to be more aware about its obstacles and both help and inspire them to use internet more effectively.

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The study is also significant for the researchers. The study only investigates the context of tertiary level EFL teachers. So it can be a leading research for those who want to do research with the same issue at other levels and areas of teacher education and education policy.

Finally, the study bears significance for the education policy makers. It will draw their attention about the integration of internet in the teacher development programs and courses. The study can help them to sort out the problems regarding the use of internet by the tertiary level EFL teachers and introduce proper methods and resources for the growth of these teachers.

c) Limitations of the study

- The research would be stronger if more respondents from public universities were involved in it. As the universities are far away from the researcher's town, and as she does not know any teacher of those universities, it was not possible to include them.
- The study would be more reliable if there were more participants. But not all the questionnaires disseminated were returned back despite the respondents were knocked several times.
- Many respondents seemed not to take the questionnaire seriously. They seemed very busy and not interested to fill up the questionnaire. Some of them filled up the questionnaire very quickly without pondering on the questions.

III. Literature Review

a) Teacher Professional Development

Researchers have defined teacher's professional development in many ways and they have tried to identify the characteristics of it. By teacher professional development Beatrice Avolas (2011) means 'teachers learning, learning how to learn, and transforming their knowledge into practice for the benefits of their students'. 'Increased experience' and 'examining own teaching systematically' are two important elements of teacher development(cited from Glatthorn, 1995, p. 41 Cited in Reimer, 2003, p.11). Reimer also Cites from Ganser (2000) that, teacher development includes both formal and informal experience. In the current research context the use of internet indicates both informal independent and formal experiences that promote teacher's quality.

The effects of teacher professional development are enormous. According to OECD (2009) teacher professional development helps in a number of ways as follow:

1. It keeps the teacher updated about the recent changes of the subject.
2. It keeps the teacher updated about the ability, attitude and approaches about the new ways of teaching, goals, situations and researches.
3. It helps the teacher utilize newness to the curricula and other sides of teaching.
4. It helps the institution to implement new ways of curriculum and other sides of teaching.
5. It enables the teacher to share information and skill with other teachers.
6. It helps less efficient teachers to become more efficient.

b) Teacher professional development and internet

How can a teacher developprofessionally? There have been many researches on this subject. Many tools and methods were suggested by the researchers for teachers' professional development. But the last decade,with the rise of internet and technological devices, has seen anincreasing use of technology for teachers' professional development. The relation between the use of internet and teacher professional development is also a much discussed issue among these researches. Internet is supposed to be an authentic problem solution situation related to the necessities of new teachers' development. (Herrington and Omari, 2002). They also say that internet can be highly beneficial for the professional development of newly appointed teachers who face lot of challenges and very few or no support from the colleagues or institution for overcoming those challenges.

Kabilan (2005) finds significant relationship between internet and teacher development. Teachers can develop themselves by participating in different Online Professional Development (OPD) activities. He in his study categorizes the influences of internet in five categories. (1)Motivation: the study shows that sharing experiences through internet makes pre-service teachers concerned about the present and future condition of teaching. Moreover, even when teachers face any problem, internet can come up with relief for them by introducing them with others who are also in problems. It also increases teacher's 'enthusiasm', determination and 'sense of ownership' (Cited from Bennett, Priest, & Macpherson, 1999; Bowman et al., 2000; Ellis & Phelps, 2000; Selinger, 1997; Watabe, Hamalainen, & Whinston, 1995). (2) Skill, Knowledge and Idea: the study finds that internet can help developing teaching skill by providing new ideas for both 'pre-service' (cited from Selinger,1997) and 'in-service' teacher (cited from Spratt, Palmer, & Coldwell, 2000). As internet is a source of huge knowledge it also enriches a teacher with lots of knowledge and skills (Cited from Tsui, Wu, & Sengupta, 1996, p. 1).Moreover, sharing experiences through internet helps teacher to evaluate their own performance and thus develop their thinking power. (3)Self-directed learning: in this process a teacher himself finds out his needs, determines his

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aim, finds the materials and examines themselves without taking help from other. Internet is highly beneficial in this sense because it provides an independent environment to develop oneself by implementing their thoughts and ideas. (4)Interactive competence: Internet, where teachers come to each other, develops interactive competence by providing mutual help, inspiration and acknowledgement. Teachers feel that they are not loaded with the activities they participate in the internet rather their learning is enriched. (5)Computer technology awareness and skills: Internet introduces teachers with other facets of technology. By using internet teacher can understand the importance of using technology in teaching and learning. Internet also increases their knowledge about technologies involved in teaching and learning.

There have been studies on the use of internet by English Language teachers in Zimbabwe (Mushayikwa, 2005), Palestine (Kabilan & Rajab, 2010),Korea (Shin, 2007). However, in Bangladeshno significant studyhas yet been conducted on the uses of internet for professional development of tertiary level EFL teachers. Therefore, this study is going to be one of the primary studies on developing professional skills of tertiary level EFL teachers using internet in Bangladesh.

c) Internet in English Language Teaching:

The history of the use of internet in English Language Teaching (ELT) is not very old just like the history of internet itself. Only thirty years ago, during the 1980s, with the use of Computer Assisted Language Learning (CALL) the journey of English language teaching with technology began(Jelinkova, 2005).But it had some limitations. Only a few activities could be done with CALL, like text-reconstructions, grammar activities, audio and video with the help of CD ROMs (Jelinkova, 2005). Computer was then a tool for information processing and display.

However, the internet and WWW was invented during the 1990 and since its beginning it has been creating a revolution (Wu,Li and Ben-Canaan, 2006) in the history English language teaching and learning. According to them both the spread of English and internet are endless. They also say that internet being the 'Linguistic medium' is influencing the structure of the language itself. It has also changed the role computer in the language class. Now with the help of internet computer is a 'tool for information process and communication'. While the features of CALL are still available (Jelinkova, 2005), the addition of communication feature of internet is enabling both the learners and the teachers to be exposed to real language context (Wu, Li, Canaan, 2006).This benefit of internet is not only influencing the language but also its teaching and learning. The accumulated result of all this is the rise of internet based pedagogy in the 21st century.

d) Recent status of internet in Bangladesh

In recent years Bangladesh has experienced a bump in the use of internet. The government declared digital Bangladesh in 2008 as a part of 'Vision 2021'. After that the government took several projects to enhance the uses of technologies including internet. For ensuring the use of technology in education sector the government has already disseminated laptop and multimedia projector in 20,000 schools. Primary and secondary teachers are also given training for using these technologies (Chandan, 2014).Moreover, the introduction of 3G internet in 2012 the users of internet through mobile phone have increased.At present 30% population of the country is using internet and most of them are using internet through mobile phone (Rahman, 2014).However, the greater part of the population is still out of the use of internet. As a result a 'digital divide' (Rahman, 2014) has arisen. Still the introduction of this new technologies e.g. internet, smartphone is inspiring the young generation to use internet more and more for their socio-economic and learning activities.

IV. Research Design

A mixed approach seemed appropriate for the context under investigation. For quantitative data collection questionnaire survey was conducted and for qualitative data five of the questionnaire respondents were interviewed.

The questionnaire: The questionnaire is divided into two parts. The first part explains to the participants the aim and importance of the study. It also asks the participants to give some of their personal information, like, age, gender, duration of teaching, and their designations. The questionnaire contains 21 close-ended questions which are based on the research questions of the study. A pilot survey among 15 teachers of different universities was done to ensure the validity and reliability of the questionnaire.

Participants: 46 teachers of three public universities and nine private universities participated in the survey. The three public universities are University of Dhaka, Jahangirnagar University, Barishal University, and the nine private universities are University of Liberal Arts Bangladesh, Daffodil International University, American International University, International University of Business Agriculture and Technology, Stamford University of Bangladesh, University of Development Alternative, ASA University of Bangladesh, IBAIS University, Bangladesh University. All the participants were teaching EFL in their respective universities.

Data collection: The questionnaire was distributed among the participants in the way most suitable for the situation. Some of the questionnaires were distributed manually by the researcher. Some participants, who are acquainted with the researcher, were contacted through mobile phone and the

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questionnaires were sent to them via email and Face book.

a) Data analysis

Data were analyzed by using Microsoft excel and Microsoft office word.

b) The interview

In order to get deeper insight about the research questions, five of the questionnaire participants were interviewed. The participants are given number identity like T1, T2, T3, T4, and T5 in the findings and discussion of interview section.

The interview was a semi-structured interview w. The findings of the interview were compared and contrasted with those of the questionnaire.

Before taking the interviews, the permission of the participants was taken. The schedules of the interview were determined over the phone. The interviews were taken in the interviewees' own office room at their free time. Each interview lasted for about 15 minutes. All the interviews were recorded and then turned into written document.

c) Findings and discussion of the questionnaire survey

Based on the research questions the findings of the survey are divided into three parts. They are: a) Purposes of using internet for professional development by tertiary level English language teachers, b) influences of using internet on EFL teachers at tertiary level in Bangladesh, c) problems of using internet for professional development of tertiary level EFL teachers in Bangladesh

Purposes of using internet for professional development by tertiary level English language teachers.

Table 1 : Purposes of using internet

questions	yes	no	No comment	other	total
1. Aware about the positive effects of internet on professional development on EFL teachers.	44 95.65%	2 4.35%	0 0%	0 0%	46 100%
2. Use internet for reading/writing journal/blogs/ websites for professional development.	45 97.83%	1 2.17%	0 0%	0 0%	46 100%
3. Use worksheet, lesion plan, questions etc. from internet	37 80.43%	2 4.35%	3 6.52%	4 8.70%	46 100%
4. Use audio, video materials from internet for teaching EFL.	34 73.91%	8 17.93%	2 4.35%	2 4.35%	46 100%
5. Use internet for knowing about new trends of teaching EFL.	37 80.43%	4 8.70%	3 6.52%	2 4.35%	46 100%
6. Use internet for getting innovative ideas for teaching EFL.	39 84.78%	4 8.70%	1 2.17%	2 4.35%	46 100%
7. Share professional views and experiences with teachers of other areas through internet	23 50%	19 41.30%	2 4.35%	2 4.35%	46 100%

As Bangladesh is digitally fast developing county, the Tertiary level EFL teachers are highly aware about the benefits of using internet for teaching English language. The table shows that 96.65% teachers are aware about the use of internet ford professional development. Interestingly only 4.35% are not aware about the influences of internet on English language teachers.

Bangladeshi tertiary level EFL teachers use internet for reading and writing articles, journals and websites and blogs which contributes to their professional development. In this way they are trying to enhance their teaching expertise by using internet.97.83% participants use internet for the above purpose. The table shows that only 2.17% teachers don't use internet for reading or writing journals, articles, blog or websites.

Using worksheets, Lesson plans, and questions is also quite common among the tertiary level English language teachers.80.43% teachers take help of internet to teach EFL and in this way they are trying to teach English in better ways. The table shows that 4.35% teachers do not use internet for drawing academic materials.6.52% answered no comment and 8.70% use these materials sometimes. A study in Korea also shows that teachers used internet for classroom materials (Shin, 2007). So the tertiary level EFL teachers in Bangladesh are not lagging behind in the technological sector.

Computer Assisted Language Teaching is enhanced by the use of internet by tertiary level EFL teachers in Bangladesh as they are using internet for getting audio and video materials for class.73.91% teachers draw audio and video materials for using their

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in their class. This not only enables them to teach better but also keeps them aware about the importance of CALL. However, 17.93% teachers are not using internet for audio and video materials.4.35% teachers are silent about it and 4.35% use audio and video materials from internet sometimes.

The table shows 82.22% teachers use internet to know about the recent trends about EFL. 8.89% participants don't use internet for knowing about recent trends of EFL. 6.67% are silent, 2.17% did not answer the question and 2.17% use internet a little for knowing about the recent trends of EFL.EFL teachers of tertiary level in Bangladesh keep themselves updated about recent trends of EFL through internet. They try to know what changes are going on around the world in the field of English language teaching and upgrade their own ways of teaching and cope up with the world. A study in Palestine (Kabilan and Rajab, 2010) also shows that teachers use internet for getting updates about recent trends.

EFL teachers in universities seek new ideas for teaching on the internet. They are interested to develop their teaching through innovative ideas that are shared on the internet. The table shows that 84% teachers seek new ideas in the internet which would not be so much available in the real world.8.70% participants don't use internet for getting innovative ideas for teaching EFL.2.17% participants are silent.4.35% teachers use sometimes.

Professional development by sharing views and experiences through internet is a common practice among the English language teachers at tertiary level in Bangladesh. Teacher share their own thoughts, ideas and experiences and enrich themselves for more effective outcome of their teaching. However, the table shows that 50% teachers share their experiences and views whereas 41.30% participants do not which is one third of the participants and cannot be ignored.4.35% participants are silent and 4.35% participants sometimes share their professional views and experience through internet.

Influences of internet on tertiary level EFL teachers in Bangladesh.

Table 2 : Influences of internet on Tertiary-level EFL teachers

questions	yes	no	No comment	other	total
8. Internet helps to be creative	44 95.65%	0	2 4.35%	0	46 100%
9. Internet helps to increase professional skill and knowledge	43 93.48%	1 2.17%	2 4.35%	0	46 100%
10. Internet increases motivation in class.	36 78.26%	4 8.70%	4 8.70%	2 4.35%	46 100%
11. Enjoy developing professional skill using internet	39 84.78%	3 6.52%	2 4.35%	2 4.35%	46 100%

EFL teachers at tertiary level in Bangladesh are becoming more and more creative with the help of internet. They search internet for new and better ideas for teaching EFL. Table-2 shows that 95% teachers think that internet help them to be creative in teaching EFL.4.35% are silent about it.

Teachers who are using internet for teaching EFL at tertiary level think that their professional skills and knowledge are increased by the help of internet. As internet is a great source of materials and articles, it contributes greatly to their knowledge and skill. Table-2 shows that 93.48% teachers think internet helps to develop their professional skill and knowledge.2.17% is silent.2.17% thinks it depends on the situation and 2.17% think it sometimes helps to develop their skill and knowledge.

Internet increases tertiary level EFL teachers' motivation in class. As internet helps EFL teachers to be creative and more skilled, they feel more confident and motivated to teach better. Table-2 reveals that 78.26% teachers think internet increase their motivation in the class. Therefore, as motivation is a key factor for teaching, internet is helping Bangladeshi tertiary level EFL teacher to upgrade their level of motivation for better teaching in the class. Only8.70% teachers think internet doesn't increase their motivation in class.8.70% participants are silent about it and 4.35% teachers think sometimes it help to increase their motivation.

Internet is a driving factor of professional development of EFL teachers in Bangladeshi universities. As internet offers a personal environment, it inspires EFL teachers to take the opportunity of internet to develop their teaching ability. The high percentage in table-2 is considerable in this sense.84.78% teachers enjoy developing themselves using internet.6.52% participants don't enjoy developing their professional skill using internet.4.35% participants are silent and 2.17% participants sometimes enjoy and 2.17% does not enjoy it always.

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V. Problems of using Internet for Professional Development in Bangladesh

Although Bangladeshi tertiary level EFL teachers are using internet for their professional development, they still face some problems in using internet for professional development.

Table 3 : Problems of using internet for professional development

Questions	yes	no	No comment	other	total
1. Satisfied with the cost of internet	13 28.26%	27 58.70%	5 10.87%	1 2.17%	46 100%
2. Cost of internet hampers the use of internet for professional purpose	22 47.38%	14 30.43%	8 17.39%	2 4.35%	46 100%
3. Satisfied with the speed of internet	6 13.04%	34 73.91%	1 2.17%	5 10.87%	46 100%
4. Speed of internet hampers the use of internet for professional purpose	35 76.09%	6 13.04%	2 4.35%	3 6.52%	46 100%
5. Institutions Provide enough support to use internet for professional purpose	20 43.48%	21 45.65%	2 4.35%	3 6.52%	46 100%
6. Get enough time to use internet for professional development.	18 39.13%	23 50%	4 8.70%	1 2.17%	46 100%
7. Has enough technological skill for using internet for professional development	23 50%	17 36.95%	3 6.52%	3 6.52%	46 100%
8. Received pre-service training on use of internet for professional development	7 15.22%	35 76.09%	4 8.70%	0 0%	46 100%
9. Received in-service training on use of internet for professional development	4 8.70%	39 84.78%	3 6.52%	0 0%	46 100%
10. Thinks that training on effective use of internet for professional development is needed	28 60.87%	16 34.78%	2 4.35%	0 0%	46 100%

a) Poor internet facility

One of the major problems faced by the EFL teachers while using internet for professional activities is the high cost of internet. They are not satisfied with the cost of the internet which affects their use of internet for professional development which is supported by table-3. 58.70% participants think the cost of internet is dissatisfactory in Bangladesh.28.26% participants are satisfied with cost.10.87% participants are silent and 2.17% think to some extent they are satisfied. And 47.38% think their professional works are hampered by the cost. However, 30.43% participants don't think their professional activities are affected by the cost of internet. This can be because of the recent availability of internet offered by mobile phone companies at cheap rates. 17.39% participants are silent about it and 4.35% participants think to some extent it hampers their professional activities.

The greater problem is the poor speed of internet connection.73.91% participants are dissatisfied about the speed of internetas appears in table-3. As Bangladesh is still on the way of development of internet technology, the speed is not yet very smooth to work with it satisfactorily for the professional development of the EFLteachers. However, 13.04% participants are satisfied with the speed.2.17% participants are silent and 6.52% participants are not happy with the speed always.2.17% participants have no idea about it and 2.17% participants think the speed is satisfactory at office but not at home. This dissatisfactory speed hampers the online professional activities of teachers to a great extent.76.09% participants are hampered by the poor speed of internet.13.04% participants are not hampered by the speed. 4.35% participants are silent and 6.52% participants think that it disturbs them sometimes. Because of these problems of internet service EFL teachers can't still avail all the potentialities of internet. Hence their professional development is restricted

b) Lack of institutional support

For technological skill development and for using that skill for professional development institutional support is highly important. The institution must take every possible responsibility for its human development. The study finds that lack of institutional supportaffects the professional activities and development of tertiary-level EFL teachers. 45.65% participants think that their institutions do not provide them enough internet support to develop their professional skill using internet. However, due to the wave of creating digital Bangladesh the internet and CALL facilities are increased in many universities.43.48% participants think that their institution provide enough support to use internet for the professional development. 4.35% think that their institutions provide very poor internet support.4.35% participants think the supports are not enough and 2.17% participants think most of the time it is enough.

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c) Lack of enough time to use internet for professional development

Lack of time to use internet in Bangladesh is another serious problem for using internet for professional development. 50% of the subjects think that they don't get enough time to use internet for professional purpose whereas 39.13% participants think that, they get enough time to use intenet.2.17% think that they don't get always time to use internet.8.70% participants are silent. Therefore, table-3 suggests that, teachers are loaded with their institutional duties, so they can't get enough time to use internet for professional activities to develop themselves.

d) Lack of technological skill for using internet for professional development

As for technological skill, in table-3, 50% of the subjects think they are skilled enough to use internet whereas 36.95% participants think they don't have enough skill to use internet for professional development. Rest 4.35% thinks that they also have enough knowledge and 2.27% participants think they need improvement. Therefore, a good portion of the subject still lacks technological skill to use internet for professional development. They are slowing down in the competitive world of continuous technological advancement.

e) Lack of Training on the use of internet for professional development

Another paramount problem for using internet for professional development found in table-3is lack of training.76.09% of the participants have not received any pre-service training on the use of internet for professional development and 84.78% participants have not received any in-service training for the same purpose.60.87% participants think that they need training to use internet more effectively for their professional development. Because of the lack formal training and knowledge, the EFL teachers at tertiary level in Bangladesh cannot utilize internet for the maximum professional development.34.78% participants do not need any training as they think they have enough skill as supported by Table-2.A similar study in Korea also finds that, most of the High school EFL teachers did not receive any training for using internet for professional activities (Shin, 2007). Therefore teacher development through the use of internet is still not an established practice in some other countries including Bangladesh.

VI. Findings of the Interviews

a) Purposes of using internet

More than 90% respondents of quantitative study answered positive about their awareness about the positive influences of internet on EFL teachers. In the qualitative research also all the respondents replied that they are very about this.

T3 said, "Internet has made things easier for English language teachers. If we want to be more creative and involve our students in class, we can download and use materials from the internet. There are so many resources. We can browse download them and make our class lesson interesting."

Conforming to the questionnaire data, about 70-80% respondents use internet for using materials like worksheet, lesson plan, question and audio and video materials and innovative idea for teaching EFL. One thing that came out of all the interviews is that, they are also using these materials from internet; however, they are using them by adapting these materials according to their needs.

T4 stated, "I take materials from internet and modify them as my students need them. I modify and improvise them because our students are not that much up to the standard. We have to minimize the levels. These materials are for universal students, but our students come directly from remote areas, from farmer family. We need to improvise them (material) and make them easy for our students."

As reported by questionnaire data 80-90% participants are using net for reading and writing article and keeping themselves updated. Similarly, all the interviewees also agreed that they read articles from internet and keep themselves updated.

T1 said, "When I read journals proceedings of conferences, new issues of journal, I know about new things and remain updated about recent trends.

According to the questionnaire data, 41.30% participants are not using internet for sharing experiences through internet and 50% participants share their ideas through internet.All the interviewees replied that, they also share their ideas and experiences through internet.

As T4 and T5 informed that, they share their professional views and experiences sometimes on the Face book.

b) Influences of using internet

In the questionnaire survey more than 90% participants answered in positive that internet increases their creativity, professional skill and knowledge. In the interview also most of the interviewees (T1, T3, T4, and T5) said that internet increases their creativity.

T3 said, "It helps me for my continuous development. If it were not there what would happen? Suppose I want to know something which is not available on text. I can get it in internet."

T5 uttered, "Internet helps me to develop my professional skill and knowledge and I think a teacher who uses internet is far more advanced than a teacher who does not use internet."

According to questionnaire data internet is increasing motivation more than 70% respondents in class. Most of the interviewees (T1, T2, T3, and T5)

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informed that, their motivation is increased with the use of internet.

T5 explained, "When last night I was preparing my lecture, I could not find suitable example for my topic. Then I searched the internet and found a lot of examples. So I was inspired and motivated that, I would be able to give a good lecture tomorrow."

c) Problems of using internet

Poor speed and high cost of internet are the main problems. The questionnaire data shows that about 50% participants are hampered by the cost and more than 70% participants are hampered by the speed.

T5 asserted, "I am not satisfied about the speed. It should be much higher. When I face the poor speed, I feel frustrated and de-motivated to use the internet. Then I feel less interested to use internet and I go for other sources like printed materials. It also causes me waste of my time."

As reported by questionnaire survey about 45% respondents think their universities are not providing them enough support whereas 43.65% respondents think their institutions provide them enough support. Likewise, the greater portion of the interviewees (T1, T3, and T5) informed that, their universities don't grant enough logistic support like computers. Apart from this, several other issues came up:

T1opined, "There are not enough workstations. There are many journals which we have to subscribe. My university subscribes to a number of journals, but that is not enough."

T5 reported, "My institution does not provide enough support. My institution has given us internet connection, but it does not take any initiative to inspire us to use that internet. So it might happen despite having internet connection,a teacher may not use internet once in a month. We don't have enough computers. We have computer in our office, but no computer for all teachers."

According to the questionnaire data, 50% participants believe that they have enough technological skill to use internet effectively whereas 36.95% participants believe the opposite. On the contrary, all the interviewees informed that, they don't think their technological skill is enough.

T1 explained, "I do not have enough skill. I have the basic skill and there is no limit to the skills. New ways are there. New search engines are there. Internet is renewing every moment. I am not up to the speed of the internet. New tools are there. I do not have enough knowledge about them."

About 70-85% questionnaire respondents have not received any training and 60% respondents think that, they need training for using internet effectively. In the same way, all the interviewees also told that, they never had any pre-service or in-service training, and they need training.

T5 said, "Since we live in an age of internet we need more computers and we need more pre-service and in-service training."

VII. Recommendations

1. Special funding should be introduced for the teachers to ensure uninterrupted internet use.
2. Institutions should provide enough logistic supports e.g. computers, Wi-Fi network etc. to make the best use of internet by the EFL teachers.
3. Institutions should ensure better quality internet services so that teachers can use them without being affected.
4. Teachers' workload should be minimized and they should be given enough scope to use internet.
5. Sharing professional views and experiences using should be made more popular. In this case institutions can help the teachers by introducing them to different chatting websites, professional websites by organizing workshops or seminars.
6. Teachers should be more aware about the development of their technological knowledge.
7. Institutions can also invite internet specialists and organize training programs for their teachers.
8. A separate technology course can be introduced in undergraduate or post graduate ELT program which will facilitate pre-service EFL teachers with updated technological knowledge.
9. Teacher training program for giving technological support to in-service EFL teachers can be introduced and made mandatory by the government.
10. Government can enact a law to ensure better quality internet facilities especially for EFL teachers.

VIII. Conclusion

There is no doubt that, EFL teachers at tertiary level in Bangladesh are trying to enhance their professional standard by utilizing internet. They are exploiting internet in various ways to make their teaching more effective. With the help of internet they are keeping themselves updated, increasing their creativity, professional skill, knowledge and motivation. Despite all the prospects of endless professional development using internet, the existing problems in our context are making the progress slow and limited. If the suggested solutions are followed, these problems will be minimized to a negligible level. Sequentially, internet will open new windows for the development of our EFL teachers in universities. Otherwise "The digitally poor, who do not have the equipment, the knowledge or the confidence to enter the online world fully, may be missing out on developmental opportunities (Elliot,2009)."

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