TEACHER TRAINEES’ ATTITUDE AND MOTIVATION TOWARDS USING THE INTERNET AS RESOURCE FOR THE ESL CLASSROOM

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APRIL 2008
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TEACHER TRAINEES’ ATTITUDE AND MOTIVATION TOWARDS USING THE INTERNET AS RESOURCE FOR ESL CLASSROOM

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A report submitted in partial fulfillment of the requirements for the award of the degree of Bachelor of Degree (Teaching English as a Second Language)

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APRIL 2008
I declare that this thesis entitle “Teacher Trainees’ Attitude and Motivation towards Using the Internet as Resource for the ESL Classroom” is the result of my own research except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

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Name : SHAMINI A/P SANMUGAM

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I wish to express my sincere appreciation

To my beloved parents, grandma, sisters, brothers, brother in-law, uncles, aunts and cousins

To my sincere friends Jeyavany, Ammani, Shambah, Loga, Dinesh and Diana

To my truthful juniors Kunasundari, Sharmila, Umapathy, Loges, Shalini and Theresa

To my beloved supervisor Dr. Noor Zainab Abdul Razak
ACKNOWLEDGEMENT

In preparing this thesis, I was in contact with many people who had contributed towards my understanding and thoughts. In particular, I wish to express my sincere appreciation to my thesis supervisor Professor DR. Noor Zainab Abdul Razak, for encouragement, guidance, critics and friendship. I am also thankful to my examiners Professor DR. Mohammad Hassan Zakaria and Mr. Effendi Hashim.

I am grateful to all my family members and my fellow undergraduate students for their assistance and support. Unfortunately, it is not possible to list all of them in this limited space. Without their continued support and interest, this thesis would not have been the same as presented here.
ABSTRACT

The purpose of this is to investigate teacher trainees’ attitude and motivation towards using the Internet as resource for the ESL classroom. The respondents in this study are 40 TESL teacher trainees in third and fourth year from Faculty of Education. The methodology used in this study is a set of questionnaire. The data in this study have been analyzed using SPSS 12.0 software (Statistical Packages for Social Science) and presented in the form of frequency and percentage. The findings of this study explain that most of the teacher trainees have a positive attitude towards the use of the Internet for the ESL classroom. Through this study, it could be concluded that the use of the Internet for the ESL classroom should be encouraged because it helps to motivate teacher trainees and generate a positive attitude towards English language learning.
ABSTRAK

Kajian ini bertujuan untuk mengkaji sikap dan motivasi guru-guru pelatih terhadap penggunaan Internet dalam pengajaran dan pembelajaran Bahasa Inggeris. Dalam kajian ini, sample responden adalah 40 orang guru-guru pelatih tahun tiga dan tahun empat daripada Fakulti Pendidikan, UTM. Metodologi yang telah digunakan dalam kajian ini adalah satu set boring soal selidik. Data yang diperolehi telah dikaji dan dianalisis menggunakan SPSS 12.0 (Statitical Packages for Social Science) dan ini dipertimbangkan dalam bentuk kekerapan dan peratusan. Keputusan kajian ini membuktikan bahawa guru dan pelajar menunjukkan sikap yang positif dan mempunyai motivasi yang tinggi terhadap penggunaan Internet dalam proses pembelajaran dan pengajaran. Kesimpulannya, pengunaan Internet di dalam proses pengajaran dan pembelajaran perlu digalakkan kerana ini membantu menyalurkan motivasi kepada guru-guru pelatih dan mewujudkan sikap yang positif terhadap pembelajaran Bahasa Inggeris.
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1.0 Introduction

In recent years, computer technology, become more significance in human lives. Shelly et al (2001) defines that a computer is an electronic machine, operating under the control of instructions stored in its own meaning that can accept data (input), manipulate the data according to specified rules (process), produce results (output), and store the results for future use.

The emergence of the Internet is a revolution especially in the computer technology development. Shelly et al (2001) defines that Internet, which is a world wide collection of network that links together millions of business, governments, educational institutions, and individuals using modems, telephone lines, and other communication devices and media. The Internet has begun to play an important role in education. The possibilities for computer enhanced language learning have been on the forefront of educational studies. Warschauer (1997: 470) states that “even a cursory glance at the programs of regional and national conferences of languages teachers indicates that the number of presentations related to online learning has expanded geometrically in recent years”. Wolff (1999) summarizes the reasons for the increase in interest in technology.
use as owing mainly to fast pace technological changes in recent years and to the new methods of teaching languages which are also undergoing change.

For teachers, the Internet bridges the gap between the educational activities that are the major concern in the teaching and learning process. Initially, the teachers can use the Internet to send messages to other connected users, including teachers and students. Then, they can access a wealth of information, including curriculum and lesson plans, activities and teachers guides. Other than that, the teachers can join an educational community to collaborate with teachers and students around the world. Finally, they can access sources of educational content such as encyclopedias, online museums, magazines and other project collections (Shelly et al, 2001).

1.1 Background of the study

The Internet is simply a network of hundreds of thousands of computers all over the World, connected in a way that lets other computers access information on them. So if a computer is connected to the Internet, in principle, it can be connected to any other computer on the network. Today, the Internet comprises more than 45000 regional, national and international networks, which connect more than 30 million people in over 200 countries. This includes organizations, schools, universities, companies, governments, groups and individuals (Gray, 1999) as cited in (Salih, 2003).

The usage of the Internet is rapidly growing in the world wide. People are using the Internet to get more information, to locate information, and for other purposes.
Internet has become a good source for the educational activities to the teachers. The activities from the Internet may become more exciting, new and bring more fun to the students. There are thousands of activities can be find through the Internet (Shelly et al, 2001).

Some time ago, only textbook was used as an educational tool in the classroom. After a while, course book were introduced as a supplement for the teaching and learning process. But, these materials have provided same activities for the students and keep on using the same material every year. Recently, the Internet provides material that can utilize by the teachers for the teaching and learning process (Chen, 2007). In Malaysia, the Internet is widely used in the government, schools and higher institutions for daily activities.

This research is to find out the ESL teacher trainees’ attitude and motivation toward using Internet as resource in the classroom and the factors that lead or hinder them from using the Internet.

1.2 Statement of Problem

Currently, computer and the Internet become part of daily lives. Everything is done easily with the aid of computer and the Internet. In Malaysia, the government, schools and higher institutions are using the Internet to communicate with each other, to update information and to serve to its customers. In University Technology Malaysia (UTM), the Internet is used by the lecturers, students and staffs to store and exchange information, to keep records, for administration, to submit assignments, to give comments and to update the marks. The students and lectures are using the Internet regularly for academic purposes. For example, E-learning system is used by both lecturers and students to submit assignments and to update information. This may help both parties to communicate regularly although not through face to face interaction. In the Faculty of Education, the Internet mostly is using for administration and to keep data by the staffs. The teacher trainees are using the Internet to
search for lesson plans, teaching materials, and for exercises. In Teaching of English as a second language (TESL) context, the Internet is being used by the teacher trainees to complete their assignments, to search for articles and journals related to their field, to get lesson plans and to update information that related to teaching profession. But, it is still a query that the teachers having the motivation or attitude on using the Internet and to what extents the Internet be used in the teaching and learning in the English second language classroom (ESL) classroom and the factors that hinder them from using the Internet. The removal of anxiety barrier is not sufficient to guarantee the success of using computer in teaching but it also requires the active support and participation of the teachers if they are to succeed. (Woodrow, 1999)

1.3 Purpose of the study

This study aims to investigate the attitude and motivation of the teacher trainees toward using the Internet as resource in their ESL classroom. The outcome of this study hoped to help of the usage of the Internet as resource in the university and also in the school.

1.4 Objectives of the study

This research was carried out to achieve the following objectives:

i. To find out teacher trainees’ attitude towards using the Internet as a resource in the classroom.
ii. To find out teacher trainees’ motivation towards using the Internet as a resource in the classroom.
iii. To identify factors that hinder (if any) the teacher trainees from using the Internet.

1.5 Research Question

This research is guided by the following three research questions, which are:

i. What are the teacher trainees’ attitudes towards using the Internet as a resource in the classroom?

ii. What are the teacher trainees’ motivations towards using the Internet as a resource in the classroom?

iii. What are the factors that hinder (if any) the teacher trainees from using the Internet?

1.6 Scope of the study

The study focuses on the attitude and motivation of the teacher trainees towards using the Internet as resource in the ESL classroom. The study will be conducted among third and fourth year Teaching English as a second language (TESL) teacher trainees from Faculty of Education, UTM who have completed their teaching practical. There are 33 female and 7 male respondents. For this study, data will be collected via questionnaire and interview from 40 teacher trainees.
1.7 **Significance of the study**

There is no concrete evidence to show that Internet is used widely in the ESL classrooms that can help the teaching and learning process. The findings of this study are very important to create awareness among the teacher trainees on using the Internet resources in classrooms. This research is to may help the teacher trainees to use the Internet to conduct more educational activities for the ESL classroom.

1.8 **Definition of Terms**

**Motivation**

Motivation means the level of conscious, value and driven behaviours versus habitual and automatised behaviour; and multiple motives for the same behaviour for the same person on different occasion or for different people.

**Attitude**

Attitude means the set of values which a pupil brings to the foreign language learning experience.
| **Internet** | It is a world wide collection of network that links together millions of, governments, educational institutions, and individuals using modems, telephone lines, and other communication devices and media. |
| **Resource** | It is a path for information and full of materials, exercises relevant information used by both teachers and students. |
| **Teacher Trainees** | TESL students in third and fourth year and who have completed their teaching practical and took CALL 1 and CALL 2. |