

## **Teacher Trainees' Attitude And Motivation Towards Using The Internet As Resource For ESL Classroom**

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**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 (Statistical Packages for Social Science) dan ini dipersembahkan 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, penggunaan 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.

*Keywords:* attitude, motivation, ESL classroom

### **Introduction**

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).

### **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)

### **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.

### **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 were collected via questionnaire and interview from 40 teacher trainees.

### **Significance of the study**

There is no concrete evidence to show that the 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.

### **Methodology**

#### **Samples of study**

The samples of this study were a population of 40 teacher trainees presently in third and fourth year in TESL program offered by Faculty of Education, UTM, Skudai. They were 33 female respondents and 7 male respondents. In this study, the teacher trainees have taken CALL I, CALL II and have finished their teaching practical. The following conditions were established earlier, in order to choose a significant sample of students that could provide a good range of opinion and motivation based on experience using the Internet in their learning environments.

#### **Research Instrument**

In this study, the researcher used questionnaire. The questionnaire was designed based on the objectives and research questions of this study. The objective of the questionnaire is to find information regarding teacher trainees' attitude and motivation towards using the Internet in ESL classroom.

## **Questionnaire**

The questionnaire consisted of 30 questions. The questions were divided into 5 sections. The first section consists of 4 items, which require teacher trainees to fill in the blanks appropriately based on their background. The respondents were required give the background information on gender, race, and year of study.

The second section consisted of 5 yes-no items, in which teacher trainees have to answer either yes or no according to their knowledge of using the Internet. The third section consisted of the sample of Internet resources. For example, the respondents were required to state what type of resources they get from World Wide Web (WWW). In this section, the respondents were allowed to tick more than one based on their experience.

The fourth section contains 14 items, on the attitude of the teacher trainees towards using the Internet as resource for the ESL classroom. The fifth section contains 10 items based on the motivation of the teacher trainees towards using the Internet as resource for the ESL classroom. Both sections were evaluated based on 5 point Likert Scale to get information from the respondents on their attitude and motivation towards using Internet as resource for the ESL classroom. Choices are ranged from strongly agree, agree, not sure, disagree and strongly disagree.

## **Result and Discussion**

### **Teacher Trainees' Knowledge of using the Internet**

A majority of the respondents have knowledge of using the Internet in the classroom and outside the classroom in the University. All of the respondents have access to the Internet at the University. Generally, they do not face any problem in accessing the Internet. Most of their assignments require them to use the Internet. A high percentage of the respondents (75%) agreed that they know how to make use of the Internet for teaching purposes. This statement supports the research done by Singhal (1997) that the Internet is a medium for experiencing and presenting creative works. The teacher trainees can use the Internet as platform for their own work, such as essays, poetry or stories. The majority of the respondents (77.5%) used pen drives and diskettes. They utilize pen drive and diskettes to save the information. A majority (80%) of the respondents used emails to submit assignments and to share information with each other. E-mails help them to exchange teaching materials and exercises with each other. It supports the research done by Chen (2007) that the Internet provides the learners more opportunities to create a meaningful communication with native-speakers and simultaneously develop communicative skills and strategies via e-mail and online chatting.

All of them believed that Internet knowledge and skills are very important. Almost all (80%) of respondents believe that knowledge of using the Internet is essential. Generally, this study shows that respondents believe that the Internet is helpful and useful for the teaching of English.

A high percentage (70%) of the respondents used the Internet to join and to participate in the discussion group. This shows the respondents actively engaged in discussion in order to share knowledge and materials with each other. Usually, if respondents are interested in using the Internet for teaching, it is most likely that they will find ways to learn how to use them to do their work. There may be some (20%) quite new at it and do not know how to utilize the Internet, but this is not a deterrent to the teacher trainees' as they want to improve themselves. The majority (80%) find that knowledge of using the Internet is essential for them share material and exercises. This was claimed by Goh (2000) that the Internet help students to prepare for next class to complete their assignments and for those who missed the teacher's point can go over the lecture notes and presentation.

### **Teacher trainees' attitude in the ESL classroom**

In general, the majority of the respondents had a positive attitude towards using the internet as resource for the ESL classroom.

In the response to the statement 'I think that teaching English using the Internet is boring', majority of the respondents show their disagreement (85%) shows the Internet is not a dull resource and it able to capture teacher trainees' attention for the ESL classroom. A high percentage (92.5%) felt the using the Internet is interesting as more teacher trainees find it boring to use paper and marker as their teaching material. Most (75%) disagreed to the statement 'I think that teaching English using the Internet is waste of time' and (92.5%) of the respondents agreed to the statement 'I think that using the Internet to teach English is fast and speed in getting information' shows that the teacher trainee's can search find materials even faster and easier compare to the text books and other materials for the ESL classroom. It can save teacher trainees' time and search for ample materials for the ESL classroom.

A high percentage (90%) of the respondents agreed that teaching English using the Internet is beneficial. It explains that the Internet provides variety of materials which the teacher trainees can utilize for the ESL classroom. The materials available also written by famous scholars and it offers range of materials to teach English. For the negative statement 'I dislike teaching English using the Internet', (75%) of respondents disagreed shows that teacher trainees be fond with the Internet materials to use it for the ESL classroom and it conforms when (80%) of the respondents love to teach English using the Internet. It illustrates that using the Internet enjoyable and teacher trainees have positive attitude towards the Internet to teach English. It supports Gardner's research that attitudes are relevant to second language acquisition because they serve as motivational supports.

Most (90%) of the respondents felt that using the Internet is effective and (87.5%) of the respondents agreed that teaching English using the Internet is useful. Teacher trainees find the Internet facilitate them in finding materials and guide them to prepare functional lesson for the ESL classroom. A high percentage (80%) of the respondents agreed to the statement 'I think that teaching English using the Internet is related to the topic taught' shows that Internet aid the teacher trainees to prepare daily lesson and help them to find materials for all the topics available in the syllabus. Most (87.5%) of the respondents felt the teaching English using the Internet is appropriate to their level. It illustrates that the Internet resources suitable for the teacher trainees, because it is not that complicated or too easy for thee to prepare for the ESL classroom.

A high percentage (95%) of the respondents agreed that teaching English using the Internet can provide variety of materials. It explains that the Internet resources have many type of materials which can engage students' interest towards the lesson in the ESL classroom. Most (92.5%) believed that teaching English using the Internet can help to get huge amount of exercises to gain more knowledge. Besides textbooks, the Internet assist teacher trainees to serve many other exercises that can help the learners to increase their knowledge in English. Apart from that, a total percentage of (77.5%) of the respondents disagreed with the statement 'I don't like to use the Internet to prepare exercises for my students' shows that most of the teacher trainees like to use the Internet to prepare exercises and have positive attitude towards the Internet.

### **Teacher trainees' motivation in the ESL classroom**

The main focus of the discussion is students' motivation attitudes towards using the Internet as resource for the ESL classroom. The following discussion will answer the research questions of this study.

In answer to the statement 'I am motivated to try out new exercises by using the Internet in the ESL classroom' a high percentage (80.9%) of the respondents indicated that they had high motivation when they do new exercises through online. The finding correlates with the statement 'I look forward to get more teaching materials for my ESL classroom by using the Internet', (95.0%) means that they emphasized that the Internet resources have motivated them to teach English.

Apart from that, 'I feel happy when I use the Internet as resource in the ESL classroom' shows that teaching English by the Internet resources is fun and joyful. Enjoyment is another factor that motivates the teacher trainees to teach English. It means the Internet motivates them to be confident for the ESL classroom. This finding conform what Gardner (1985) as cited in Hua (2006:10) said about desire such as happy motivates teacher trainees to teach English.

The majority (92.5%) felt that the Internet helps them and prepare them well to for the ESL classroom and increase the level of motivation through the statement 'I think using the Internet as resource can help me to teach English'.

A high percentage (90%) felt that they gain confidence and motivated to teach English through the statement 'I am motivated when I use the Internet as resource in the ESL classroom'.

A high percentage (87.5%) shows their disagreement to the statement 'I feel bored when the online exercises are used for ESL classroom' shows that the teacher trainees' motivated to use the online exercises and happy about it. The statement 'I do not think that teaching English using the Internet is useful' also shows the disagreement from the teacher trainees because they felt using the Internet resource for the ESL classroom is beneficial and saves their time.

The statement 'I do not want to utilize the Internet exercises for ESL classroom', a percentage of (82.5%) show their disagreement and for the statement 'I do not think that the use of Internet resources is essential to make me feel motivated to teach for ESL classroom' a percentage of (60.0%) show their disagreement to this statement shows that the teacher trainees' make use of the Internet exercises and materials and motivated to use this for the ESL classroom. They disagreed with both these statements because the Internet builds confidence inside them and they motivated to utilize the Internet resources.

All the respondents in this study are motivated to use the Internet as resource for the ESL classroom. However, in response to the statement 'I am confident that the Internet exercises can help the student to score excellent in the quizzes and examination', the respondents show their agreement and disagreement and that is (25%) agreed and (15 %) disagreed. But, still the respondents agreement is more then the disagreement.

## **Conclusion**

Based on my study, the TESL teacher trainees' have positive attitude and they are highly motivated towards using the Internet as resource for the ESL classroom. The revolution of the Internet shows the path for the teacher trainees to use the Internet as resource for the ESL classroom. The teacher trainees used the Internet to search for resources such as Electronic mail, Mailing lists, Telnet, World Wide Web and Newsgroups. The teacher trainees' positive attitude that includes interest, enjoyment, love and curiosity leads to have good climate in the classrooms. The teacher trainees' high motivation also builds a relax environment for the students to learn English. It can be concluded that all the Internet resources that available in the Internet stimulates positive attitude and high motivation among the teacher trainees for the ESL classroom.

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