ICT Usage among Chinese Language Teachers in Malaysia Educational System

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Abstract-This study examined the perceptions, effectiveness, and problems faced by teachers in the use of information and communications technology (ICT) in teaching and learning of Chinese language in schools and teachers' views and interests on ICT courses. The Instructional Design Model by Dick and Carey (1990) was modified as a conceptual framework of this study to develop a questionnaire. The sample consisted of 549 teachers in Chinese National Primary schools (SJK(C), National Secondary Schools (SMK/SMJK), and Chinese Private Independent Schools in Johor, Selangor, Penang and Sabah. One-way ANOVA analysis shows that the state, school type, level of computer skills, and the frequency of teachers using ICT in teaching and learning of Chinese produce significant differences between respondents in ICT usage in teaching and learning of Chinese language in general. Teachers who are more skilled were found to be more effective in application of ICT teaching and delivery of Chinese language.

To enhance the use of ICT, then ICT courses must be widely introduced to the Chinese language teachers, and not just focused on teachers of English, science and mathematics only.

Keywords-ICT, Chinese Language, Malaysia, CALL, education

I. Introduction

Development and rapid progress in the field of microelectronics in the new millennium has led to the creation of Information and Communications Technology (ICT) and increasingly seen ICT influence on human life. Changes in the era of globalization through the explosion of knowledge and technological advances have changed the usage of multimedia in education from the 'sage on stage' (priest on stage) to the 'guide by the side' (guide on the side) [1].

To face these challenges and achieve the Multimedia Super Corridor (MSC) and 2020Vision, initiatives to integrate ICT in teaching and learning have been implemented at the right time. The usage of computers is no longer confined to research laboratories and large corporations only as happened in the 1970s, but has penetrated the classroom in primary schools, secondary schools up to tertiary level [2]. In Malaysia, the usage of ICT in education is still in its infancy stage, but growing rapidly.

Capability of early technology application in education such as usage of radio, cassette recorder, television and OHP (Over Head Projector) is now become less effective in attracting students' attention. As Md. Yumus, Aupsia Lubis, and Chua [3] stated, in terms of pedagogy, the development and application of various technological innovations in education has sparked a revolution in the teaching and learning process. The latest integrated technology has the advantage of combining realistic visuals with text and voice, allowing teachers better flexibility in creating teaching materials. Knowledge of the technology has become a necessity to ensure the success of an individual in this sophisticated world.

Thus, teaching and learning methods also undergo changes with the introduction of information and communications technology (ICT) in education. Various new methods are introduced and used to make teaching more effective besides making learning more meaningful, especially in language teaching in the field of education [4].

ICT development in areas of technology, satellite, telecommunications, multimedia and information technology enable teachers to deliver, collect, transmit, distribute, manage, process, store or combine various types of information easily and quickly [5]. Following development of this technology, communication between the interactive nature of individuals can be made quickly and easily.

All the community consisting of teachers, students and others may communicate and interact with each other quickly and easily in the global nature of cyberspace. E-mail, World Wide Web, digital technology, internet, CD-ROMs and other interactive multimedia materials have become tools or new facilities in the smart education system that the Information society can provide for a competent, creative and innovative generation [6].

Ajiya [7] says the use of computers in teaching and learning can improve students' motivation, interest and excitement to pursue their studies. Similarly, computer application can also encourage concentration and engage pupils in teaching and learning.

According to Rusmini [8], ICT usage in teaching and learning will be discussed in accordance with aspects of teaching (for teachers using ICT) and aspects of learning (pupils using ICT). In the context of learning, the usage of ICT in teaching and learning can be categorized as tutorial, exploration, and communications applications. In the context