Motivational level towards the use of ICT among level 2 primary school pupils

Siti Fadiah Abu Bakar
fadiah93@gmail.com
Universiti Kebangsaan Malaysia,
Bangi, Selangor, Malaysia

Parilah Mohd Shah
drparila@gmail.com
Universiti Kebangsaan Malaysia,
Bangi, Selangor, Malaysia

ABSTRACT

The use of Information and Communication Technologies (ICT) is steadily integrated into the teaching and learning process. Therefore pupils' exposure and opportunities in using ICT in learning have become an important factor. The purpose of this research is to investigate the level of motivation for the use of ICT among ESL learners at the primary school level. Thus A group of 70 levels two (year 4, 5 and 6) pupils of a suburban primary school in Alor Gajah, Melaka were chosen as respondents for this research. The research adopted quantitative methods to find out the motivational level of pupils in learning the English Language towards the use of ICT in 21st-century learning. The finding showed that the ESL pupils are motivated to use ICT in learning wherein specific of this research, the level of motivation among female pupils are higher than male pupils. In conclusion, it is good if educators could find a way to be more competitive in the integration of ICT in teaching and learning processes based on what barriers teachers are facing in using ICT in their daily classrooms in schools.

Keywords— ESL Pupils' Motivation, ICT, Gender Differences, 21st Century

1. INTRODUCTION

For the last few decades, the education system has faced many reforms due to the rapid emerging of modern Information and Communication Technologies (Stockwell, 2013). With the arrival of the new generations that are technologies-literate, Integration of technology into language education has become more important. More resource materials have been produced extensively to enhance the teaching and learning of the English language. Ministry of Education (MOE) has also come out with many initiatives to cater to the needs of the 21st Century learners. In this 21st century, the new generations are no longer bound to the traditional way of learning in a physical classroom. The youth are now able to find knowledge on their own through online forum discussions, shared electronic documents or even on the instant messaging platforms at the comfort of their own home (Melor, 2014). Thus, teachers' roles as a lecturer are expected to shift to a role as a facilitator of learning to help the pupils to be more independent and self-sufficient. (Murray et. al, 2005).

In context of learning language with the ICT, technology tools such as interactive videos, the internet, emails, and World Wide Web can help the learners to acquire linguistic skills, establish contact and interaction with other language users and broaden their mind about different practices in cultures, values and contemporary lifestyle in countries of English first language speaker or as second language speakers. (Azmi, 2017). With the wide variety of resources it offers, the learning styles will focus more on the student-centered with them learning in their comfort zone. (Malagon & Perez, 2016). Zainal (2012) mentioned that with how technology has an impact on motivating learners to learn English, teachers are more influenced to integrate them into the lesson.

One of the best ways to evaluate new teaching and learning medium is pupils' opinions on the use of technology. Perspective from pupils is a crucial factor that influences the decision of whether the programs can be successful or not. According to Nakanishi (2020), motivation in language learning is an important factor because it can influence the efforts and acts of learners, and determined the correct attitudes of learners in order to achieve the goals and ensure success in language learning. In exploring the opportunity that ICT has to offer for language learning, Haslinda Haji Hashim et. al (2006) found out that using ICT tools in language learning has a big potential as motivational factors.

However, many of the ICT based materials usually cater to the interest of the male population where the design and content of the materials are fewer appeals to female pupils (Cooper, 2006). The studies so far also revealed the most of the studies are mainly

focused on higher level of education, and the results of these studies are more significantly valuable for undergraduates or older learners, this revealing fewer benefits for lower-level school pupils (Livingstone, 2014)Thus, this study aims to investigate the level of motivation towards the use of ICT among ESL learners in primary school level and measure the gender differences between male and female pupils. paragraph of content related to your research. Add the content in the font size 10 and justified font. All paragraphs further should have the same styling. Some content related to your research work in running paragraphs. Some content related to your research work in running paragraphs. Some content related to your research work in running paragraphs.

2. LITERATURE REVIEW
2.1 ICT and Education Malaysia
In the context of education, Information and Communication Technologies (ICT) have many advantages that can be offered as an important and useful pedagogical too (Melor, 2014). Ministry of Education (MOE) has also realized that the use of ICT in education is inevitable for the new generations that are born within the time of technology advancement. In order to keep up with the current teaching and learning trends, the technologies in classrooms whether in physical forms or digital forms are steadily being integrated into the educational plans. Considerable expenditure and transformation of infrastructure in classrooms in the past decade will be justified as the ambition that the educational outcomes would be improved with the use of ICT (Livingstone, 2014).

The use of ICT has been actively promoted in Malaysia since the 1990s by the MOE through various programs and initiatives. To ensure that the students are able to enhance their learning through ICT, MOE through the Education Blueprint 2013-2025 has been divided into three waves where the first wave, scheduled for 2013-2015 focusing on ensuring that the basics requirements for ICT in school are properly set. The three keys area for the first wave focusing on providing adequate access to the ICT devices, learning platforms with sufficient network bandwidth to use ICT services and teachers to have basic competency in ICT.

The second wave, 2016-2020 focused on furthering innovations in using ICT in Malaysian education and setting best practice standards for schools and teachers in cooperating ICT in teaching and learning processes. In the third wave which is in the timeline of 2021 until 2025, the focus will be on ensuring that ICT is fully embedded into education practices and that innovative use of ICT in education is a continuous process.

2.2 21st Century Learning
In this 21st century, the new generations are no longer bound to the traditional way of learning in a physical classroom. The youth are now able to find knowledge and information on their own through online forum discussions, shared electronic documents or even on an instant messaging platform at the comfort of their own home (Melor 2014). Bax (2011) as cited in Malagon, Perez (2016) using Vygotsky's mediation model, he explained the ICT normalization in the languages teaching where he mentioned that the higher mental processes development of a child can only be explained by their social interaction and cultural engagement with the group the belong to. Thus, it is difficult to actually define the new generation if the ICT is separated from them. In order to cater to the needs of this new generation, ICT should and can be offered as a vital and useful pedagogical tool.

The concept of ICT in classroom learning is about incorporating various forms of information technologies as pedagogical tools in everyday education. The use of ICT in classroom teaching is not a fixed concept in itself. One of the ways of integrating ICT in classrooms is where teachers themselves use information technologies. This way of integrating ICT is sometimes due to the reason being the schools where ICT resources are limited. Teachers can still use ICT interactively by using email or forums for student feedback and parental communication, or the usage of presentation tools to better facilitate the interactive learning environment.

The other way of incorporating ICT in the teaching and learning process is where each student using electronic devices such as a laptop or a tablet for teaching and learning processes in classrooms or at home. Independent learning is promoted in students as using such technologies for research and information gathering activities, the teacher would only need to provide guidance and leads discussions around the subject. The teacher's role becomes less of an instructor and more of a facilitator in the learning process.

In the 21st century learning, teaching and learning processes are no longer limited to a physical classroom where teachers and students need to be in a room facing each other. With the current trends of everything is available online, teaching and learning sessions can also be held using an online education platform or known as virtual learning environments (VLEs). VLE is a platform specially designed for learning where repositories for educational documents or videos are shared by teachers and students who use the platform. Interaction between teachers and students, students with peers are also available through chat forums so the learning would occur beyond the physical class sessions. The integration of using VLE can enhance the flexibility of the learning period as it allows communication between teachers and pupils anytime and anywhere with internet access.

2.3 Motivaion in Language Learning
When it comes to learning the language, ICT usage has been considered as a way to increase the motivation and commitment to obtain fast results (Wheeler, 2001). Tinio (2002) mentioned by Bilyalova (2016) said that the use of ICT in the process of education where it provides learners with digital-age literacy, inventive thinking, creative thinking, higher-order thinking, effective communication, and high productivity will contribute to the building and development of their sociocultural competence. ICT tools such as interactive videos, the internet, emails, and World Wide Web can help the learners to acquire language skills, build connection and interaction with other language users and widen their mind about different practices in cultures, values and current lifestyle in countries of English first language speaker or as second language speakers. (Azmi, 2017).

Many researchers argue that ICT can influence students' motivation to learn and can increase their interest and attention and ensure more involvement and engagement in the classroom (Azmi, 2017). Melor (2010) in her research of using courseware showed positive use of ICT in promoting active learning where she mentioned that use of courseware effectively help as a learning tool where it has all the positive criteria which are language learning potential, learner fit, meaning focus, authenticity, positive impact and practicality. The use of ICT may also provide a learning environment where motivation is maintained and enhanced (Azmi, 2017). He also mentioned that ICT has the potential benefits of motivation and engagement in the language discussion.

Strambi & Bouvet (2003) suggest that ICT provides the flexibility of material and learning tool as well as an abundance pool of information. As a result, learners are offered with different learning styles and learning environments that could promote interactivity and more exposure to authentic materials. The American Psychological Association (APA) (2005) states when learners are exposed to tasks, positive attitudes can be triggered towards language learning. In a research study done by Abdullah et. al (2019), The engaging, encouraging, and interactive flipped classroom environment of the study contributed effectively to the gradual improvement that occurred in the students' motivation levels in their EFL speaking classroom. Norlida & Supyan (2002) in their research on using the World Wide Web (WWW) find that there are positive changes in students' motivation, confidence and anxiety level when students are exposed to such learning materials in writing classes.

3. METHODOLOGY
3.1 Respondents
For this study, pupils from a primary school in Melaka, Malaysia were chosen. This school is located in a military camp in Alor Gajah, Melaka. The majority of the pupils studying in this school have an average socio-economy status where at least one of the parents is working as the military staff. Most of the pupils come to school by bus or by motorcycles; a few of them come to school by car. There are a number of 539 level 2 pupils in the school where it consists of 70 pupils from mixed ability years 4, 5, and 6 ESL will be selected using random sampling methods.

3.2 Instruments
The adapted version of the questionnaire consisted of 10 background information statements and 10 statements concerning pupils' motivation on the use of ICT in learning the English language.

3.3 Data collection Procedure
The questionnaire was distributed during the teaching and learning process of level 2 pupils during the ICT class in the computer lab of the school. The respondents were given the questionnaire in the form of digital materials where a link to the questionnaire was given to the respondents.

3.4 Data Analysis Procedure
The data of the survey are analyzed qualitatively. The instruments used in this study include background information and motivation scale questionnaire which ranges from 1-5, the measurement is adapted by Hanson et. al where the means score of agreements range from 1.00 to 2.33 are construed as low motivation, mean scores of agreements range from 2.34 to 3.67 are construed as a moderate motivation and mean scores of agreements range from 3.68 to 5.00 are construed high level of motivation. (Hanson, Cresswell, Clark, Petska & Cresswell, 2005). The adapted version of the questionnaire consisted of 10 background information statements and 10 statements concerning pupils' motivation on the use of ICT in learning the English language. The data was then coded and analyzed using statistic calculators.

4. FINDINGS AND DISCUSSION
4.1 Section A
This chapter presents the analysis and discusses the find findings from the questionnaires where the results of the questionnaire are presented in tables. The first section of the questionnaire contains statements about the respondents' background information. All 70 respondents were age from 10 to 12 years old pupils randomly selected from the grades. 30 (50%) of the pupils are males and 35 (50%) are female pupils.

4.1.1 Pupils' use of ICT for Learning Purposes: Results showed that 69% of the males have been using ICT for more the 2 years. 30% of male pupils have been using ICT for around one year. 66% of the female pupils, on the other hand, have been using ICT for more than 2 years while 31% of them have been using the ICT for around a year as stated in table 4.1

Table 1: Years of using internet

Years of using the internet	Number of respondents
Less than 6 months	1
Around 1 year	23
Around 2 years	47

4.1.2 Pupils access to the internet: All the pupils have been able to access the internet in the school and though not all the pupils own a laptop or tablet, they have internet lines at home and able to access the internet (male 71%, female 69%).

Table 2: Pupils access to the internet

Access type	Male	Percentage	Female	Percentage
I own a laptop/tablet	6	17%	4	11%
There is an internet line at my home	25	71%	24	69%

I access the internet at my home	19	54%	20	57%
I access the internet at cybercafé	3	9%	1	3%
I access the internet at school	35	100%	35	100%
I access the internet at other places	12	34%	7	20%

4.1.3 Preferred Learning Style: As stated in table 4.3, 100% of the male pupils preferred to learn in a technology-enhanced classroom. 97% of female pupils preferred the technology-enhance learning style.

Table 3: Preferred learning style

Preferred Leaching Style	Male	Female
Technology-enhanced	35	34
Traditional teacher-centred	0	1

4.1.4 hours of Internet use: Table 4.4 showed that more than half of the pupils (male 74%, female 63%) spend 1-10 hours per week to use the internet. 23% of the male pupils and 34% of the female pupils spend 11 to 21 hours per week using the internet. Only 3% of both male pupils and female pupils spend 21 to 30 hours per week using the internet.

Table 4: Hours of Internet use

Hour of Internet use	Male	Percentage	Female	Percentage
1-10 hours per week	26	74%	22	63%
11-20 hours per week	8	23%	12	34%
21-30 hours per week	1	3%	1	3%

4.2 Section B

Section two consists of the scales of pupils' motivation to the use of ICT in learning ESL. To determine the level of motivation to use ICT in learning ESL, an interpretation mean scores of agreements were employed. Pupils' responses were categorized into three categories which are high, moderate and low.

Table 5: Scale of the level of Motivation to use ICT in learning ESL

Mean scores	Level of Motivation
1.00 - 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

4.2.1 Male questionnaire

Table 6: Mean scores of the male pupils' motivation to use ICT in learning ESL

No	Items	Mean Score	Std. D	Level of Motivation (Hanson et. al, 2005)
1	I think I will look forward to coming to class and learn English with ICT	4.26	0.49	High
2	I think I will learn English better with ICT	3.89	0.63	High
3	I think learning English using ICT is interactive and engaging	4.09	0.28	High
4	I like learning English using ICT	4.11	0.40	High
5	I think learning English using ICT is fun	4.09	0.28	High
6	I think ICT made learning English enjoyable	4.14	0.35	High
7	I think I rather use ICT to learn English than textbooks and worksheets	4.26	0.60	High
8	I think ICT made me interested to learn English	3.94	0.41	High
9	I think the use of ICT is only for playing games	1.97	0.36	Low
10	I think using ICT to learn will not improve my English learning	1.91	0.28	Low
	Total mean	**3.66**		Moderate

As shown in Table 6; the results showed that the total mean (M=3.66) indicated that the male pupils have a moderate level of motivation to the use of ICT to learning ESL.

4.2.2 Female questionnaire

Table 7: Mean scores of the female pupils' motivation to use ICT in learning ESL

No	Items	Mean Score	Std. D	Level of Motivation (Hanson et. al, 2005)
1	I think I will look forward to coming to class and learn English with ICT	4.34	0.63	High
2	I think I will learn English better with ICT	4.03	0.56	High

3	I think learning English using ICT is interactive and engaging	4.20	0.40	High
4	I like learning English using ICT	4.14	0.35	High
5	I think learning English using ICT is fun	4.09	0.28	High
6	I think ICT made learning English enjoyable	4.26	0.44	High
7	I think I rather use ICT to learn English than textbooks and worksheets	4.2	0.58	High
8	I think ICT made me interested to learn English	4.06	0.23	High
9	I think the use of ICT is only for playing games	1.91	0.44	Low
10	I think using ICT to learn will not improve my English learning	1.97	0.45	Low
Total mean		**3.72**		High

On the other hand, the result of the female questionnaire showed that the total mean scores (M=3.72) indicate that the female holds a high level of motivation to learn ESL using ICT.

Based on the findings, both male and female pupils were motivated to use the ICT for learning ESL. This agrees with the finding reached by Malagon & Perez (2016) and Azmin (2017) who found that language learners are motivated to learn using technologies. Result also agrees with the research done by Alakrash (2018) who found that female pupils were more motivated to use technology to learn the English language.

Since the pupils consist of year 4 pupils, it was expected to find that both male and female pupils are motivated to use the ICT to learn ESL because they are categorized as Z generation (Alakrash, 2018). With the rapid growth of the technologies, their access to the digital world also increases as they are exposed more to the use of online social media. According to the data obtained, even though only a few of the pupils actually own a laptop or tablet which is not surprising considering their age, most of them are able to access the internet from home perhaps under parents or other older siblings' supervision.

The pupils' preference for technology-enhanced learning styles suggests that pupils have the drive to learn a language using ICT in the classroom. The use of ICT in the classroom can optimize pupils' language acquisition and substantially motivate them to continue their learning and stimulate their creativity and passion. With the changes in time, the ICT that once pre-dominantly tailor for male interest now also cater to the interest of the female population too. Likewise, the result of the finding in this study also showed that the female pupils are more motivated to use ICT in learning ESL compared to the male pupils.

5. CONCLUSION

Technologies have become parts of pupils' daily lives. The present study aimed to investigate primary school pupils' level of motivation in using ICT to learn ESL. The participants of the study were 70 levels 2 pupils of a primary school in Melaka. The descriptive statistics results showed that the female pupils are highly motivated compared to the male pupils who were moderately motivated. Integrating technologies in ESL lessons can offer the pupils a positive learning environment given if the teachers are able to exploit the privileges effectively. Often time, teacher's integration of ICTs is too constrained in order to accommodate the allocated time in each period rather than focusing on the interaction between pupils. Educators could find a better way of how the integration of ICT can be done by understanding pupils' motivation to learn a language using ICT.

With the current flow of technologies, it is unavoidable to have ICT integration discussed but an in-depth study of ICT integration in core subjects in schools is least discussed. It is good if educators could find a way to be more competent in the integration of ICT in teaching and learning processes based on what barriers teachers are facing in using ICT in their daily classrooms in schools. Besides that, the suggestion that educators could also create the best teaching practice standard based on the school context. This is because some schools may have different learning environments with different access to ICT. In order to maximize the use of ICT in the classroom, the teachers need to adapt the technologies based on the ICT conditions in their respective schools. Much time can be saved on managing the technologies and the teachers would be able to focus on their lesson planning.

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