

Ict usage in tesl education: insights and obstacles faced by teacher-trainees in Kota Kinabalu

ABSTRACT

This study explores the integration of Information and Communication Technology (ICT) in English language learning among TESL teacher-trainees in Kota Kinabalu, Malaysia. Since English is a compulsory subject in Malaysian education, the government has been placing increasing focus on ICT use to improve language learning. In the past two decades, much has changed in policy and practice to create more positive perceptions of ICT as a possible solution; but while these shifts may now make sense on paper, several obstacles remain for making changes effectively simply by introducing yet another new technology. The main objectives are to find out TESL teacher-trainees' perception towards usage of ICT in classroom and obstacles in using ICT faced by TESL teacher-trainees in classroom. Shortage of technological infrastructure, technology access, and trained teachers on the usage of ICT are some challenges. In addition, different perceptions among teacher-trainees indicate issues such as low self-confidence in ICT usage. This paper uses a mixed-methods approach, using both quantitative questionnaires and qualitative interviews to capture the trainee experience. Using a purposive sample of 88 TESL trainees, primarily practicum participants in Sabah, this study employed a mixed-methods approach with quantitative questionnaires and qualitative semistructured interviews. Fifteen trainees were selected for interviews to provide indepth insights. The significant finding concludes a strong and positive correlation between teacher perception towards ICT usage in the classroom. Nevertheless, lack of resources, and training may hinder the effectiveness of the ICT. The knowledge gained will help to direct policy and curriculum development-informed teacher training aimed at increasing the use of ICT in English instruction.