



**THE USE OF COMPUTERS IN THE TEACHING OF ENGLISH IN  
SK ST. TERESA, SK ST PATRICK TANGGA, SK SERIAN AND SK  
TANAH MERAH, SERIAN**

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## ***Abstract***

*This study aims to highlight various issues pertaining to the level of literacy in the use of computers by the teachers in the language classrooms with specific reference to the teaching of English in SK St. Teresa, SK Tangga, SK Serian and SK Tanah Merah respectively. The study focuses on teachers' content knowledge and their ability to use computers effectively as well technical constraints faced during the course of language classroom instruction. Based on the responses to the questionnaires, it is revealed that most of the respondents still lack the knowledge about computing, whilst the use of computers in classroom instructions is very minimal. Since the scope of study is limited to just four schools, the findings can in no way represent the present scenario of the application of computers in the classroom in other schools particularly in Serian District and the country as a whole. However, it is hoped that the findings might trigger similar and broader research to be conducted on similar field of studies.*

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# CHAPTER 1

## INTRODUCTION

### 1.0 Introduction

Over the past few years, there seems to be a sign of paradigm shift in the way teachers present their lessons in the classroom. This is clearly illustrated by Warschauer & Healey (1998) in their statement, “Recent years have shown an explosion of interest in using computers for language teaching and learning.” (Warschauer Healey, 1998: Pg 31)

A decade ago, the use of computers in the language classroom was only confined to a small number of computer specialists. However, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world. Computers are slowly coming into the classroom. This is probably because computers are found to be of great help in enhancing teaching and learning process. It is beginning to transform the way teachers impart their knowledge to the pupils.

Bennet (1999), suggests that computers are often able to determine what type of material presentation is appropriate for a particular student. The fact that computers really enhance teaching and learning process was further echoed in an article entitled *Multimedia – The new Audio –Visual Experience* which argues that, “... it will be possible for the computer

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter will attempt to provide an overview of current teaching practices and research by discussing issues related to the uses of computers in the language classroom. It will be divided into main parts: (1) The capability of computers in language teaching; (2) The role of computers in language teaching (3) Computer Assisted Language Learning (CALL); (4)The internet in language classroom (5) Upgrading computing skills in order to be able to use the gadgets more effectively and issues pertaining to technical constraints faced by teachers.

#### **2.1 The Capability of Computers**

Recent years have shown a sudden and tremendous upsurge of interest in using computers for language teaching and learning. A decade ago, the use of computers in the language classroom was of concern only to a small number of computer specialists. However, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world. As have been mentioned earlier on, computers are wonderful gadgets that can enhance effective teaching if the users have the knowledge and capability in employing them in the language classroom. John (1998),