

**FACTORS ASSOCIATED WITH THE USAGE OF MOBILE TECHNOLOGY DEVICES
AMONG UiTM ENGLISH LANGUAGE LECTURERS**

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5. Report

5.1 *Executive Summary*

The development of information and communication technology (ICT) has initiated e-learning pedagogies into the language curriculum that exhibits the vision of lifelong learning and knowledge based society. Due to this, the Academy of Language Studies has integrated online assessments as to fulfil the need to integrate e-learning in teaching and learning practices. Being the biggest university in Malaysia, Universiti Teknologi MARA (UiTM) faces the problem of having inadequate classrooms due to budget constraint. Problems in providing sufficient computer and internet facilities could be overcome with the utilization of mobile technology devices into teaching and learning activities. However, this approach requires the educators to equip themselves with relevant skills in using mobile technologies. Based on the literature of technology acceptance, this study aims to identify the factors that affect UiTM English language lecturers' behaviour intention to adopt mobile technology. Questionnaires are distributed through simple random sampling method and analyses of the findings include Statistical Package for Science (SPSS) program and Structural Equation Modelling (SEM). The analysis will consequently identify the factors that can be used to explain user behaviour of the English language lecturers in UiTM. The result may help the educators to acquire relevant skills and assist UiTM to take efficient measures to promote the usage of mobile technologies in its teaching and learning practices. In addition, it also supports the national research agenda in providing better quality of life and innovative human capital.

5.2 Introduction

The development of mobile technology has led to the introduction of mobile learning which permits moveable learning surroundings and allow learners to access learning materials beyond their conventional classroom situations. Mobile technology devices have been used to learn languages especially the English language (Pirasteh & Mirzaeian, 2015) which allows the language learners to retrieve audio or video tutorials, send text or picture messages or make phone calls to ask for guidance and information. Moreover, learners get to access websites that offer sources of vocabulary, grammar and idioms particularly in the English language.

Even though mobile technology application is relatively new in education world, its usage in teaching and learning practices has started to gain interest of higher learning institutions (Harwati, Melor, & Mohamed Amin, 2012). On top of that, curriculum for language courses has integrated blended learning in fulfilling the requirements of the nation to produce technologically-enabled students. The choice of integrating mobile teaching and learning in universities might be formulated without considering the factors that influence the students' or academics' acceptance and practice of technology. Failure to recognize these elements can lead towards the users' unwillingness to accept and utilize the technology; consequently, resulting to the failure of integrating technology in teaching and learning. Due to this, educators need to prepare themselves with relevant knowledge or skills to enable them in using the technology. Thus, it is important to conduct researches related to the acceptance of mobile technology especially in the higher learning institutions' environment.

Literature has shown that various determinants were used in Technology Acceptance Model (TAM) to predict user behaviour of mobile technologies which presented inconsistencies of results. Through the investigation of UiTM English language lecturers' perception towards the usage of mobile technology, it will provide a set of determinants that can be used to further enhance the knowledge of TAM variables across different types of technology and sampling.