



Investigating Students’ Perceptions of the Use of Technology in the Teaching and Learning of a Language

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Abstract

With the current trend in our daily activities, the use of technology is no doubt has created positive impacts in our life. It speeds up information transfer, enables faster processes as well as creates enjoyable and fun learning atmosphere. Traditionally, the teaching and learning of a language are done solely between a teacher and students---typically, a teacher will disseminate his or her knowledge verbally and perhaps will scribble or write down notes on whiteboards, whereas students will listen and take notes without questioning even though the class is boring. However, with the invention of technology such as computer, internet, television, video camera, mobile phones, learning is no longer a linear process. It is used to enhance students’ interest and involvement in the learning process. Technology is believed to be able to make students respond positively in a language classroom. However, some students may find technology troublesome or new to them that they give poor responses in class. Why do they give such responses? Perhaps negative perception or lack of exposure to the technology use in the classroom has elevated their anxiety that results in silence or poor responses in a language classroom. Therefore, this article will discuss about students’ perceptions of the technology use in the teaching and learning of a language and the reasons for the perceptions. About 30 respondents doing two foreign languages, i.e. English and Spanish, in Universiti Malaysia Sabah, Malaysia, will be asked to answer a questionnaire that will elicit their perception of the use of technology in the teaching and learning a language and the reasons for their perceptions.