

Primary School Teachers' Usage and Perception of Online Formative Assessment Tools in Language Assessment

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Abstract

Language Assessment is still very important and needs to be continued in helping the teachers to understand their learner's performance and maintained it even though the schools are closed temporarily. This study is to explore the use of Online Formative Assessment Tools (OFAT) to ESL young learners' language performance. A descriptive mixed method design was implemented in this study to analysed the data. A set of questionnaires and three open-ended questions was distributed to 100 English teachers to two districts in Bintulu, Sarawak Malaysia. The results of the study revealed that most of the teacher agree that the use of OFAT to assess the students' performance makes teaching easier but for some extend due to some challenges such as the teacher's age, location of the schools and facilities make it difficult to be implemented in ESL classroom and prefer the traditional method instead. Further recommendation is discussed in the conclusion section regarding how to deal with the challenges of using OFAT.

Keywords: Language Assessment, Online Formative Assessment, Teacher's Perception, ESL Classroom

Introduction

Popham (2011, p. 270) defined formative assessment as a process which teachers fine-tune their on-going instruction and provides the students with specific and non-evaluative feedback just in time so that they able to improves their performance. Teachers and educators around the world attempt to engage their students in a formative assessment process to gauge the understanding and correct misunderstandings by using multiple techniques such as diagnostic tests, set inductions, cards, quizzes, group discussions, peer-to-peer sharing, etc. Teachers can get benefit from implementing formative assessment techniques as they give them the chance to assess their methodology effectiveness and, accordingly, adjust and modify their teaching activities. In other words, formative assessment not only improve the students' performance but also allow the teacher to manage the lesson

better but the traditional method of formative assessment need to be changed or improve in order to cater to 21st century needs.

Based on the research made by the Pew Research Centre, about 14 percent of the people around the globe had access to the Internet and the number keep increasing by the year of 2014. Generation Z has contributed 87 percent of the users (Dimock, 2019). What is Generation Z? According to Cilliers (2017), Generation Z is the youngsters that born after 1995, but who tends to be digitally natives, quick and highly connected decision makers. Now, the young generation are known as Generation Z. According to Rothman (2016), Generation Z was the first generation to be born globally with the presence of the Internet and to be connected to the world. Besides, they also received the exposure to ICT is more compared to the previous generations. So, they tend to rely on ICT instead of the traditional method of learning and incline to be more critical thinker and see a lesson as “come and entertain me” this mean the students in this generation demand for instant feedback or information (Cilliers, 2017). Hashim (2018) also supported the statement by stating that as the teachers, they could not move away or decline the application of technology in teaching and learning because as for the students, technology is no longer accessory to life but more as a way of life. Thus, these clients demand transformation in the education. From this, we can see that it is a real challenge for the teachers because the traditional time-consuming Formative language assessment might not be as effective tools to measure the current Generation Z learners. The same thing as the summative assessment will make the Gen-Z easily bored in learning the language.

Technology has been improving and evolving since decades ago and we have seen how it benefits the language education around the world (Hiradhar, 2013). In the ESL classroom technology through online learning, web learning, enhanced language learning etc. seems to have become a norm (Hiradhar, 2013). Besides, through the use of technology too, learners can learn anywhere as long as the right tools are available and the users have the knowledge to utilize it (Maslawati Mohammad et. al, 2018). Learners would be able to experience the language learning even though they are not in a classroom and they also able to get connected with other people from around the world and share their knowledge and ideas too (Kern et. al, 2008)

According to Chapelle (2003) the developments in ICT have significantly increased the English language learning and teaching possibilities, thus this raise the need for teachers to evaluate language learning through the use of technology. Teachers can use the Online Formative Assessment Tools to assess the learners’ language performance. Studies conducted by PEW Research Center on the use of digital media in language education (writing) to learners showed a positive result in terms of the effect of internet and emerging technology. (Purcell, K. et. al, 2013). Teachers were expected to a obtain certain level of ICT knowledge in order to guide their students in an ICT integrated learning environment. (Maslawati Mohammad, Naiman Ghazali, 2018).

The use of current online classroom reply system in formative assessment is interesting to be used to enhance the students’ learning. Irving (2015) stated that these tools able to assist in the assessment process by supporting classroom environments that allow students and teachers to assess learning. On the same time, it can provide the mechanisms to present current progress about student learning. It as Online Formative Assessment tools (OFAT) and there are many newly-introduced and affordable technologies and software which help teachers to use formative evaluation during education to improve learning and evaluation. Some examples of the tools are Clickers, *Socrative*, *Kahoot*, *Plickers* and *RecaP*.

These technologies are commonly called for in collecting formational data in real time to help teachers to provide accurate feedback. Beatty and Gerace (2009) reported that teachers have limited time to evaluate and provide feedback, but new technological advances can help to solve this problem.

The aim of this paper is to explore the use of Online Formative Assessment Tools (OFAT) to ESL young learners' language performance and to answer these questions.

- (i) What are the teachers' perception towards the use of online formative assessment tools in ESL classroom?
- (ii) (ii) How do teachers perceive the potential benefits and challenges toward use of online formative assessment tools in ESL classroom?

Literature Review

To make the language learning more effective in our current education trend especially in the 21st-century classroom, it is a necessity to integrate the technology in the language assessment. According to Sorensen (2005) the effective integration of formative language assessments into online learning environments. It is because it can provide an appropriate structure to ensure sustained and meaningful interactions between learners and teachers and encourage the development and assessment of effective learning communities. Elmahdi (2018) also support that with the help of the technology, it can activate the learners' thinking, plus it also provides immediate feedback and promoting participation among them. Besides, it switched the classroom from teacher-oriented to learners oriented.

Besides, Kavitha Nagandla and Sharifah Sulaiha (2018) supported that Online formative assessments have been identified as being less time consuming with automated feedback. Based on their study, Online formative assessment are perceived as tools that foster autonomous learning, enhanced knowledge and personalized learning needs and style. This would be benefitting the learners because it suits their current learning needs. The study conducted by Baleni (2015) showed important findings regarding the online formative assessment can give the learner a better learning experience. Meanwhile, Velan et al. (2008) added the benefits of online formative assessments include instant feedback and able to take the assessment anywhere and anytime. The instant feedback will boost the learner's confidence level in learning.

From all those previous studies and research, we can conclude that online formative assessment is a great tool in learning especially to the current learners the Generation Z. It suits their learning needs. According to Dyer (2019), there are more than 70 digital tools and applications that can be used by the teachers to support formative assessment in the classroom. Examples of digital tools are *Coggle*, *FreeOnlineSurveys*, *Google Forms*, *Kahoot*, *Plickers*, *Quizlet*, and many more. So, from all these tools teachers can choose how they conduct their language lessons and assess the learners.

Teacher's perception on the Online Formative Assessment might be vary because it depends on the individual on their acceptance to use the technology in their lesson or not. According to Davids, Bagozzi, and Warshaw (1989) had introduced the Technology Acceptance Model (TAM). It can tells us in details how user accept or decline the use of Technology in their lesson. According to them the goal of an individual to use technology comes from four factors, namely perceived usefulness (U), perceived ease of use (EoU), attitude toward using (A), and behavioral intention to use (B). All is explained as follows:

1. *perceived usefulness (U)*,

According to (Davis et al., 1989) Perceived usefulness (U) regulates the acceptance of users by using a specific item to enhance their performance. It means that the user knows what is the benefits of the things that he or she used it is either for personal or other user. The beliefs of using that kind of tool might be able to enhance his or her performance and certainly, he will use it. If it is in the teaching context so the teacher feels ICT can enhance his performance in teaching and he will use it. Thus, it will boost his motivation and accept the use of technology in the lesson.

2. *perceived ease of use (EoU),*

According to Jahangir and Begum (2008) states that perceived ease of use (EoU) is the extent to which users' expect the new target or technology to be free of effort or easy to be used. The literature points out that difficulties in using a particular technology may arise from technical and non-technical issues. Lack of electrical support, poor Network access, unavailability of equipment are the example of the technical things that teachers are likely to faced when using technology. Due to the technical problem, it may lead to reduce the motivation of the teachers to use it in the classroom.

3. *attitude toward using (A)*

Attitude toward using (A) is explained as the desirability of the individual to use the particular information systems application (Davids et al., 1989). In other words, it means that how the user feels toward the technology use. It is all depending on the teacher's feeling and mood. If he or she feels good then he may use it, if not then the vice verse.

4. *behavioral intention to use (B).*

behavioral intention to use (B) highlights the chances for a particular individual to use the technology (Davids et al, 1989). If a teacher is optimistic about ICT implementation, he or she will possibly use it and vice versa in the future.

Based on the TAM, there are many factors that can lead the teacher to not use ICT in their teaching practice. Besides the skill of ICT also important because there are still no benefits if they cannot use it to the fullest. Age is another factor because most veteran teachers preferred the traditional method more than using ICT. (Demetriadis et al., 2003)

According to study done by Maslawati Mohammad et. al (2018), the study was about the perceptions of learners and teachers in Malaysia on the use of Google+ towards the teaching of ESL lesson (writing skill). The results of study shows that the integration of technology in ESL lesson enable learners to learn new knowledge in a more exciting way. Most of the participants were eager with the use of Google+ in their lessons. This statement is extracted from the interview responses from the class instructor, interview responses from the focus group, and field notes. Both group, learners and the teacher acknowledged during the interviews that they loved using Google+, it is helpful as it has created a fun learning environment in learning language. Besides this method also enable them to get new knowledge by swapping ideas with each other, regaining current news and enjoyable. Interview responses and findings showed that they were more alert and less tired as compared with traditional teaching and learning methods when it was enjoyable. So, this is one of the examples based on the perception of teachers towards the use of Online tools in order to increase the language performance of the learners.

Other than that, Sadaf, Newby, and Ertmer (2015) studied the perceptions of teachers in their future classrooms using Web 2.0 technology. The 12 student participants in the qualitative exploratory study in a large Midwest University were the first-year students in a teacher education program. 190 students finished an open-ended survey in addition to the

12 initial participants. The results have shown that a majority (51%) are committed to Web 2.0 as a tool, mainly because it increases student engagement. The teachers at the pre-service agreed that although they were skilled technology users who felt comfortable with their use, they needed assistance in using it effectively in the classroom.

Methodology

Research Design

The study employed the mixed methods design. The quantitative data is analyzed using percentage and qualitative is analyzed teachers' answers for three open-ended questions. The authentically results were enhanced with three open-ended questions. No pre-determined replies were necessary and participants had the freedom to comment. Woike (2007) defines open-ended answers as "A unique and perhaps most important aspect is that they offer individuals freedom of expression" (p. 293). Participants were asked to respond to a questionnaire where all questions were mandatory to be answered.

Research Sample

The study sample consisted of 100 English teachers in two districts in Bintulu. A simple random sampling technique was used because the researcher wanted the respondents to be the English teachers from one of the PPDs (District Education Office) in Bintulu. According to West (2016) 'simple random sampling', Where each of the population members has the same opportunity to be included in their samples and if all samples of a given size have the same opportunity to select. The teachers were randomly picked from novice till seniors' teachers. So, the age group are between 24 till 60 years old. Besides, the teachers were selected from three area urban, suburban and rural schools.

Research Instruments

The questionnaire used in this study consisted of six sections. Demographic Details, The most used Online Formative Assessment tools, 6 items are related to Perceived usefulness of using Online Formative Tools for Language Assessment. Followed by 6 items related to Perceived of Ease-of-Use of using Online Formative Tools for Language Assessment. Then, 5 items for Intention to Use Online Formative Tools for Language Assessment and 3 items for Open Ended Question. Statements are rated on a five-point Likert scale ranging from one (Strongly Disagree) to five (Strongly Agree). For open-ended questions, only three questions were used to ask students about their perception on Online Formative Assessment tools replace the traditional way of assessing our learners; if plan to keep using Online Formative Assessment tools in your classrooms and why; and if there are any problems that may occur when using it in the classroom. The open-ended questions gave the participants the opportunity to elaborate and explain in-depth their perception regarding the use of Online Formative Tools for Language Assessment to improve learning. The use of the mixed methods is to triangulate the data collection so deeper understanding can be attained.

A pilot study was conducted for this study to assess the questionnaire's internal consistency. The questionnaire was administered to 30 participants respondents. According to Chua (2014), the acceptable reliability score is between .65 to .95. The result obtained from Cronbach's alpha coefficient test conducted in the pilot study showed that the internal consistency of the items in the questionnaire is .909. Besides, the questionnaire was validated by two experts in the use of technology and education.

Data Collection

The researcher obtained permission and gave briefing to the respondents on the area of investigation, the objectives of the study, instruments and the procedure of the study. The respondents need to know the overall picture of the study so that they are willingly participate in the study.

Data Analysis

Survey questionnaire was used to collect data and they were tabulated and analysed descriptively for the purpose of answering the two research questions. The Statistical Package Social Science (SPSS) version 26 was used to analyse the raw data from the questionnaire. Using the descriptive statistics the questionnaires were analysed as means to collect frequency and percentages. Results were presented in the forms of tables.

Findings

Perceived Ease of Use

This section presents the results of teachers' perceptions towards perceived ease of use with regard to the use of Online Formative Assessment shown in table 1, table below. The researcher will be looking at three aspects based on the respondents' demographic background age, their location, and gender.

Table 1:

Descriptive Statistics for percentage of respondents and age

Age	Percentage of respondent				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21-30	0.66	10	2.83	18.83	8.66
31-40	1.5	20.16	5.83	9.16	0.33
41-50	2	7.5	0.66	1.83	0
51-60	3.83	6.16	0	0	0

Based on the age, there are 41 respondents are in 21-30 years old, 37 of them are 31 till 40 years old, 12 are between 41 to 50 years old and the rest, 10, are in between of 51 to 60 years old. Table 1 revealed that 27.49% of respondents at the age of 21 to 30 agree that OFAT is easy to be used in assessing their students. 2.83% of them feel neutral and 10.66% said they are not agree. Meanwhile, respondents who are between 31-40 years old, 21.66% of them are not agree and 9.49% of them agree that OFAT is easy to be used in assessing the students performance. The rest 5.83% feel neutral. For respondents who are in between of the age of 41 till 50 years old, most of them which are 9.5% did not agree on the use of OFAT. 0.66% of them feels neutral and 1.83% of them feels that OFAT is easy to be used as assessing tools. Lastly, all the respondents who are between 51-60 years old, 9.99% of them from the overall sampels feels OFAT is not easy to be used in assessing the students.

Table 2:

Descriptive Statistics for percentage of respondents and their location

Location	Percentage of respondent				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Urban	0	0.83	0.16	7.6	7.3
Suburban	0.83	21	5.83	17.6	1.6
Rural	7.5	22	3.33	4.5	0

Based on Table 2 above the total number for respondents that come from urban area are 16. Followed by the Suburban which is 47 as the majorities and 37 respondents are from rural area. There is a total of 14.9% respondents from the urban area are agreed that OFAT is easy to use. 0.16% feel neutral and only 0.83% from the urban area disagreed. Meanwhile, in suburban, majoriti are disagree. There are 21.83% of them and only 5.83% feel neutral and the rest, 19.2% are agree that OFAT is easy to use. In rural area, a total number of 29.5% of the respondents disagree and 4.5% of them agreed. The rest 3.33% feels neutral about the ease of use of OFAT.

The Potential Benefits and Challenges Toward Use of Online Formative Assessment Tools in ESL classroom

The research has further revealed the answer for the potential benefits and challenges toward the use of OFAT in ESL classroom. In the study, the researcher posted three open-ended questions i) Do you plan to keep using Online Formative Assesment tools in your classrooms? If the answer is yes, would you please explain the reasons? ii) Would it be better if the Online Formative Assesment tools replace the traditional way of assessing our learners? State your opinion and iii) Do you find using the Online Formative Assesment tools in your classroom will make your lesson better? State your opinion. Based on the answers and responses from the teachers, the researcher classifiy all the response into two themes which are the benefits and challenges of using OFAT in their lesson. This findings could be seen in Table 3.

Table 3:

The Challenges of using OFAT in ESL classroom

No.	Challenges of using OFAT in ESL classroom	Responses from the teachers.
1	Slow/no internet connection	<i>..the lack of accessibility to internet connection and on the students' part, reliable gadgets. (T1)</i> <i>... no internet at school (T7)</i> <i>...The poor internet connection always become the contributing factor that makes online bases learned cannot be done perfectly... (T12)</i>
2	Extra time needed	<i>..it takes a lot of time to explain on the usage at the earlier stage of introducing the tools. (T27)</i>
3	Lack of skills	<i>Some pupils are not IT literate (T15)</i>
4	Lack of facilities	<i>Yes. Using of the hardware at school something need time to resolve it or totally cannot use it because some of the pc tools was broken that cannot using anymore. (T13)</i> <i>Not all of them able to access. (T24)</i> <i>Lack of proper infrastructure (T41)</i> <i>Some of the students can't participate because of the gadget problems (T</i>
5	Lack of motivation	<i>It is hard to teach when learners lack of motivation (T48)</i>

Table 3 shows the challenges of using OFAT in ESL classroom. The survey revealed 5 challenges that faced by the respondents. The first challenge is the internet is slow or no internet at all. Some of the respondents provided responses such as “the lack of accessibility to internet connection and on the students’ part, reliable gadgets.” Moreover, some of the school has “no internet” or “poor internet connection always become the contributing factor that makes online bases learned cannot be done perfectly”. Those are the challenges faced by most of the respondents. The second challenge is more time needed for the teacher to apply the tools in the lesson. They responded “it takes a lot of time to explain on the usage at the earlier stage of introducing the tools.” “Using of the hardware at school something need time to resolve it or totally cannot use it because some of the pc tools was broken that cannot using anymore”. Other than that, the respondents also faced challenges such as lack of skills. They said “Some pupils are not IT literate”.

Next challenge encountered by the teacher while using OFAT in ESL classroom is lack of facilities. Some of the responses recorded are “Not all of them able to access because lack of proper infrastructure.” Other than the facilities at the school, the students also need to have it for themselves. For example “Some of the students can't participate because of the gadget problems.” and “Most students don't have the device to do the online assessment.” Finally, the respondents also faced the motivational problem from the learners. One of the responses was “It is hard to teach when the learners lack of motivation”.

Table 4:

The Beniefits of using OFAT in ESL classroom

No.	Benefits of using OFAT in ESL classroom	Responses from the teachers.
1	Easy to use	<i>..Easy way to do teaching and learning. (T6)</i> <i>..Yes, it makes our teaching easier. (T12)</i> <i>Yes. More manageable (T41)</i>
2	Improve teaaching practise	<i>..it can help grade my students' work or answers automatically. (T34)</i> <i>It is more convenient to assess my students' learning. (T44)</i> <i>Yes. It helps me to get to know where are the weaknesses of my pupils.(T54)</i>
3	Improve students' performance	<i>Yes. It's help the pupils how to use it correctly especially fot those suburban pupils that have limited exposure to it. (T13)</i> <i>Yes, so that we can help those who are eager to learn. (T32)</i> <i>...Because it is interactive and it gives an impact to the children"s growth.(T52)</i>
4	Pupils interested to learn	<i>Yes, it is more flexible and interesting for pupils(T19)</i> <i>..it can attract student's interest in learning and follow the current changes in learning.(T22)</i> <i>...because it makes learning activity more interesting. (T34)</i>
5	Convinence	<i>it is time & cost efficient (T27)</i> <i>..we could carry out the assessment in any way, anywhere. (T47)</i>

Table 4 shows the potential benefits of using OFAT in ESL classroom. The first one is easy to use it. The responses are "Easy way to do teaching and learning." and some says "it makes our teaching easier" and "more manageable" Other than that, OFAT benefits the respondents in terms of improving the teaching practise. Some of the responses are "...it can help grade my students' work or answers automatically." and "it is more convenient to assess my students' learning." Besides, some said "It helps me to get to know where are the weaknesses of my pupils." The next benefit is the OFAT can improve the student's performance. So, based on the respondents' answers many said "It's help the pupils how to use it correctly especially fot those suburban pupils that have limited exposure to it." and "we can help those who are eager to learn." Other than that, they also responded "because it is interactive and it gives an impact to the children"s growth." Besides, other benefits that the respondents give in their response is OFAT increase the interest for the students to learn. Their responses are "It is more flexible and interesting for pupils." and some said "It can attract student's interest in learning and follow the current changes in learning." Additionally, some respondents agree and said that "it makes learning activity more interesting." Thus, all this increase the students' attention span during lesson. Another perk of using OFAT in the ESL classroom is the cost effectiveness. Even though some online tools required the user to pay but there are still free apps available online and this reduce the cost. What we need is just the internet and suitable gadgets. Some of the respondents said "it is time & cost efficient"and they added that "we could carry out the assessment in any way, anywhere." It is rather convinence for them.

Discussion

The findings revealed the answer to the perception of the primary teachers towards the use of Online Formative Assessment tools (OFAT) is different based on their current situation. It is true that the use of OFAT can change the way of the students' learn and being assess in order to meet the the objective of formative assessment. (Gikandi et al., 2011) but in certain case it is depends on the individual, facilities and the environmental factor (location). Based on the findings the age group of 20 to 30 contributed to the highest percentage of approval that OFAT is easy to be used as assessment to measure the performance of the students. Albion et al. (2011) previous study stated that when it comes to the different age group the skills and confidence might be different. However, the it would be not suitable to generalize or assume this difference between age group in terms of the use of ICT because there still some senior teachers who are expert in using it. Zehra and Bilwani (2016) stated in their paper that the use of ICT in lesson can lead to frustration and time consuming too. Many senior teachers in this study agreed with the statement and gave responses such as they prefer the traditional method because using technology can slow them down and this will lead to the lesson will become ineffective. (Zehra & Bilwani, 2016) Additionally, if we compare it with the result of this study, age group of 50 to 60 majority were disagreed that OFAT is easy to be used. Some of their response shown that "Not really. I prefer the traditional way of teaching since kids acquire knowledge through reading and listening skill in a class (T21)" and some stated that "Prefer traditional way of assessing our learners. (T43)" Abdullah et al. (2016) also supported those statements and said that more senior teacher have less interest in utilizing ICT.

However, the younger teacher seems to be not having much problem when they are asked regarding the use of OFAT in their lesson. Phan and Dang (2017) said that the important things are the attitude or the way of life that will influence the readiness of the teachers. Zehra and Bilwani (2016) also supported that statement by stating that the successfulness of using ICT in the teaching and learning session depends on the teachers themselves. Plus, Abdullah et al. (2016) stated lack of effective training program resulting the teachers to not include any ICT based materials in their teaching. Nowadays, the younger teacher (20-30 group) were majority were trained and exposed to the use of online materials and given guidance by their lecturers on how to integrate ICT to the lesson. Thus, this could be the factor that contribute to higher approval by younger group respondents on the use of OFAT in ESL classroom.

In terms of the location, the urban and suburban had shown the highest approval on the ease of use of OFAT in ESL classroom. Majority the teachers from rural area feel using ICT is a challenge due to lack of facilities. Abdullah et al. (2016) explained that this lead to demotivation of the teachers to integrate the technology in the lesson. Most teachers from the urban and suburban claims that using OFAT in their lesson really improve their teaching skills and the students are more interested to learn. This statement is supported by Cilliers (2017) where students nowadays are considered as the Generation Z and they are more attracted to learn using technology because the brain structure are different from previous generation and they were born in the era of Internet so the exposure are more. For this reason, Hafifah (2020) stated that teachers need to be flexible and be the expert of digital literacy in order to create lessons that cater to these students' needs. Besides, one of the teachers, Teacher 52 said the use of OFAT in her classroom attracted he students to learn better because it is interactive and able to give impact upon their learning progress. Katona (2017) supported that statement in his study where he said that interactive based learning

actually will support the students to be more independent learner which will become handy when they grow up in the future. From here we know teachers' perception toward the use of OFAT is positive. The result would be different if it is in rural area because of lack of facilities and tools to conduct the lesson using ICT. This problem could be solved too because there is online formative tools that can be used offline and the students did not have to use gadget. It is called "*Plickers*" (Elmahdi, 2018)

Conclusion

In conclusion, the Primary ESL teachers of this two districts perceived OFAT as useful but it for some extend age of the user and location of the school will determine the acceptance to use it. Anyhow, a lot of the teachers agree OFAT can be a great medium to enhance the quality of teaching and learning but still there are a lot of challenges that obstruct the teachers to fully utilized it in the ESL classroom. From there we know that not all have the opportunities to learn in a better environment. Those challenges are the issues that requires consideration by the administrator or ministry in order to curb the problems. From the findings, the researcher would like to recommend a few things for future research. It is to utilize any offline apps like "*Plickers*" or other similar type to be used in rural area. Will the presence of this kind of technology change how teacher assess the students in rural area? The future study could be done in a larger scale so that the data can be generalized to a larger population.

This study is important especially for the policy makers and ministry to identify the impact of strength and weaknesses of the current technology to the education system in Malaysia, especially rural area. The voice of the teachers who are considered as the front lines of the teaching and learning process could be useful for them to revisit the current education and redesign it in order the learners from interior area could experience similar process of learning as the one in the city.

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