

The Implementation of Open Learning in Learning Writing Skill among TESL Teacher Trainees

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Abstract: This study was conducted to investigate how the MOOC web OpenLearning was implemented in the process of learning writing skills among Year 3 TESL teacher trainees in UniversitiKebangsaan Malaysia. The researchers had carried out a case study approach for this study. Eight TESL trainees volunteered to participate in this study. Data was gained through three research tools which are open-ended questionnaire, focus group interviews and document analyses. The documents analyzed are respondents' interactions in the comment section of OpenLearning and also WhatsApp. The findings of research question 1 are; a) Interactive features that help users to improve in writing, b) Friendly and easy to use platform, c) Abundance of subject-related materials provided. The findings of research question 2 are; a) Lack of lecturers' feedback, b) Poor respondents' engagement when completing tasks, c) Unstable Internet connection. The study implies that TESL teacher trainees will be best equipped with 21st Century teaching and learning skills highlighting the media literacy and technology literacy skills to become better future teachers. OpenLearning is used as one of the online mediums for tertiary students around the world to learn. It is an effort to transform the usual teaching and learning method to better suit the 21st Century kind of learning. In addition, the COVID-19 pandemic has also affected how tertiary students learn and to cope with this problem, integrating online learning such as OpenLearning is used more frequently.

Keywords: OpenLearning, teaching and learning, TESL teacher trainees, writing skills

1. Introduction

In the 21st Century, technology has become a big part of our lives. According to Maslin et al. [1], the Internet has grown in importance by many folds. In order to keep up with this uprising trend of technology usage, education should also integrate technology in the teaching and learning process. One of the many websites for learning writing is OpenLearning. A massive

open online course (MOOC) enables an unlimited number of students to take a course.

The introduction of Massive Open Online Courses (MOOCs) has influenced the field of open learning in higher education [2]. The reason for this is because Malaysia needs to evolve from a model of mass production delivery to one where technology-enabled methods are utilized to revolutionize access to education and provide all students with more personalized learning experiences [3]. In 2014, four universities were chosen as content creators by MOE and because of that MOE released four MOOCs. The courses provided are compulsory courses that undergraduates from Malaysian universities should enroll in. OpenLearning was one of the learning platforms selected for the integration of MOOCs for Malaysia [4].

According to the Malaysia Education Blueprint 2015 - 2025 (Ministry of Education), shift 9, focuses on globalised online learning, the landscape of teaching and learning is moving towards a global scale that can be done online. One method used in achieving this goal is by 'Making online learning an essential element of higher education and lifelong learning, beginning with the transformation of MOOCs into standard undergraduate courses, and encouraging up to 70% of programmes to use blended learning models' and what better website to use than OpenLearning.

Since OpenLearning has been globalized and Malaysia has already implemented OpenLearning as a platform for teaching and learning. This research brings relevance because it identifies the perception of OpenLearning website in teaching and learning writing skills among TESL teacher trainees. The research questions are; 1) What are the positive perceptions of using OpenLearning in learning writing skills? 2) What are the negative perceptions of using OpenLearning in learning writing skills?

1.1. 21st Century Skills and MOOC

According to Jan andJrf[5], it is necessary to have a high-quality professional teacher's development program for the formation of a high quality professional teaching force. One method to make this aim achievable is by implementing the 21st Century skills in any teacher's development programs. Concerning this study, implementing OpenLearning in the learning of writing skills will help teacher trainees become innovative teachers in the future[4].

The three main elements of 21st Century Skill are life and career skill, learning and innovation skill, information, media and technology skill. Firstly, for life and career skill, by using OpenLearning, teacher trainees will be able to communicate and exchange information regarding the tips and information about writing with different types of people with different cultures and religions. MOOC learners can be quite diverse because of the massiveness of MOOC students since learners come from various backgrounds that can range from individuals in academia (e.g. undergraduates), industries (e.g. engineers) to individuals working at home (e.g. housewives) [6]. Hence, with such experience, they will be able to handle any type of students when they are let off to work in schools later on.

The next skill is learning and innovation skills. The integration of writing skills in OpenLearning will teach teacher trainees to become better users of technologies. Other than that, innovative skills are required among trainee teachers to become effective 21st-century teachers. Basically, TPD (Teacher Professional Development) in terms of content delivery and mode of training, new interventions are necessary MOOCs have been seen as a possible solution[7]

Lastly is information, media and technology skills. TESL teacher trainees could learn to provide relevant information by uploading materials on OpenLearning for future careers. OpenLearning is easily accessible so it won't be a hassle for students to search for information regarding their studies. Indirectly it helps in making sure that the information that they are given via OpenLearning is valid and relevant to their studies. According to The Ministry of Education Malaysia (2015), the ability to obtain learning contents, resources, and tasks with minimal or no fees and also the ability to receive credits upon successful completion of a MOOC are among the factors behind the popularity of the MOOC phenomenon.

The problem statement that emerged from this research is that writing skill is learned and it is hard for teacher trainees to master the skill[8]. They require a great deal of schooling [9]. Most teacher trainees are competent in writing, yet, for those who will be teaching the future generation in writing skills, their writing skills need to be good. According to Mendivil-Carriónand Campana[10] many researchers have observed that sometimes some trainee teachers get bored in class and do not acquire the expected proficiency and knowledge. In order to ignite Gen Z interest in learning writing, teacher trainees should learn and implement the integration of technology, namely the website OpenLearning in the learning and teaching of writing skills. According to Maslin et al. [1], it was revealed that the use of OpenLearning for their classroom activities and tools makes their lesson more interactive and effective.

2. Literature Review

2.1. Online Learning

Currently, teacher trainees are learning online as it has become a method that switches the traditional method of teaching and learning [11], to a more futuristic education system, especially during COVID-19 lockdown. The reason for this change is because past researches proved that Online learning enhances the students' ability to learn as it forces them to be more creative [12]. Furthermore, students nowadays are tech-savvy and they prefer to learn online [13]. They also stated that a pedagogical change in how we teach and learn is catalyzed by online learning. There is a shift to a more interactive, collaborative approach from the usual top-down lecturing and passive students because now the learning process is co-created by students and teachers. This encourages the learners to learn at their own pace, based on their own convenience.

2.1.1. Learning through MOOC: OpenLearning

One of the many online platforms used in learning is MOOC which is short for Massive Open Online Courses. Some other MOOC-based websites are EdX, Saylor, Coursera and OpenLearning. OpenLearning is an online learning platform that focuses on community, connectedness, and learner engagement beyond content delivery (OpenLearning website, 2012). Malaysia was declared as the world's first nation to introduce Massive Open Online Courses (MOOCs) for all public universities and is presently the only country where MOOCs are implemented by the Government at a national level[14].

2.1.2. Writing via Online Settings

Many researchers suggest that writing via online environments can provide improved learning experiences and chances for pedagogical reflection[15]. Furthermore, the newness and creativity that technology brings to writing in particular, can inspire second-language learners to think of writing in English in new and positive ways compared to writing in a non-technological setting [15]. Other than that, writing may be a central feature in forging intersections between MOOCs and more conventional contexts of higher education [16]. MOOCs make peer review an active and interactive process that is essential to building a scholarship community for enhanced learning and deep conceptual understanding among learners [16]. According to Mechlova and Malcik [17], learning writing utilizing Online learning will emphasize critical thinking and writing-to-learn to establish professionalism.

2.1.3. Importance of Learning Writing via Online

Learning writing online has been implemented but has not been used extensively yet. It should be changed as there is numerous importance of learning writing online. One importance of learning writing online is that it is a student-centered approach. Student-to-student interaction was once neglected in the pedagogy because the traditional teacher-centered method was applied[18]. This is supported by Monje[19], peer-to-peer dialogues happen mainly through writing via MOOCs: in forums and in peer-reviewed tasks. The student-to-student interaction through MOOCs will enhance their writing skill as it is the medium for communication among them.

2.2. Advantages and Disadvantages of Learning Writing via Online

2.2.1. Advantages

Jasni et al. [20], highlighted that Internet-based or assisted language learning could encourage independent language learning and academic writing for tertiary students because students are ardent and skilled users of Internet-based technologies and techniques. Furthermore, students can do their studies and can work independently without pressure. Students may also work in a more relaxed and stress-free environment by removing the tension of deadlines and being compared to others' accomplishments[21]. According to Roblyer and Ekhaml[22],students perform better in online classes because of the versatility and responsiveness experienced in online learning. Furthermore, Sadeghi[12] also stated that the growing number of web-based online platforms, such as online journals and relevant websites, provide great sources of knowledge for online learners. Other than that, Johnston[23] supported that MOOCs have many advantages: easy access; tuition-free; effective video production, outstanding presentation by instructors, a network of peer learning; and an adequate system of learning management.

2.2.2. Disadvantages

Zounek and Sudický[24] agreed that there is still a considerable imbalance among students in terms of material equipment and internet connectivity, despite the dynamic development of ICTs and decreasing prices of gadgets. Other than that, technology-improved learning could also lead to negative resentments with learners who lack adequate motivation and the ability to manage tasks and learn independently[24]. The statement was further agreed that too much contact and ongoing communication through various channels and services can cause a substantial distraction to prevent focused, concentrated learning and task solving for students [25]. Thurmond[26]mentioned that students' satisfaction relies more on the instructor's quality as well as efficiency and guidance than on the technology used.

2.3. Theories Relating to Writing

2.3.1. Piaget Cognitive Constructivist Theory

Piaget's cognitive theory brings significance to this study because this theory is among the first theories used to explain writing highlighting the importance of the cognitive process[27]. This was then agreed by Hodges, [28] that writing is seen as a complex system of cross-cognitive processes rather than concentrating on writing as a mere creative endeavor. Furthermore, teacher trainees use the cognitive processes in their brains to write. This is supported by Flower and Hayes [29],writing process is best described as a set of unique thinking processes masterminded or structured by writers during the composition process. This helps teacher trainees because writing may be beneficial to cognitive abilities because it necessitates focusing on attention, planning and forethought, organizing one's thinking, and reflective thinking, thus sharpening these abilities through practice and reinforcement [30].

2.3.2. Vygotsky's Sociocultural Constructivist Theory

For this research, sociocultural theory is related to the study because teacher trainees can connect socially through the OpenLearning website when they learn writing skills through it. The sociocultural theory occurs when teacher trainees connected and cooperated with other teacher trainees through OpenLearning when they reviewed and commented on other teacher trainees' works on OpenLearning. Not only that, but teacher trainees were able to connect globally as OpenLearning is used all around the world. This is supported by Baturay[31], who stated that MOOCs assemble academics and like-minded fellow learners worldwide with time and place flexibility.

Concerning the Zone of Proximal Development theory, this theory is applied when teacher trainees use tools and other materials provided by lecturers in OpenLearning for self-betterment in the writing skill aspect. Other than that, teacher trainees use other teacher trainees' works as examples to fulfill their assignments. Reviewing from the ZPD theory, assistance from peers and tutors is an aspect of the theory that can be related to this study because TESL teacher trainees will be able to improve themselves when they review others' works.

2.3.3. *Connectivism Theory and MOOC*

This theory relates to this study because TESL teacher trainees use OpenLearning to learn writing skills by integrating technology in the form of an online platform. Other than that, OpenLearning intrigues TESL teacher trainees to learn independently but at the same time, it nurtures a sense of connectivity with other students by commenting or reviewing other student's works. Furthermore, according to Kesim and Altinpulluk[32], who also stated that MOOCs use a system in which the learner is free throughout the learning process instead of being restricted, this enables them to determine their learning objectives. Furthermore, according to de Waard et al.[33], most OpenLearning courses are collaborative because it involves participants with various types of actions with materials (e.g. e-books, e-library, videos) or outside sources and even with their brain.

3. Methodology

The research design chosen for this study is a qualitative approach. The researchers studied people experiences in terms of their views, paying attention to the context wherein they arise[34]. This is further supported by Denzin[34] that the core property of qualitative research is that it examines how people make sense in their minds and expressing their experiences using their own words about their real-world experiences. This design is suitable for this research because it accumulated the perceptions of OpenLearning in learning writing skills experienced by Year 3 TESL teacher trainees.

3.1. Setting

The course Teaching of Writing in an ESL Context is a compulsory course for Year 3 TESL trainees of Universiti Kebangsaan Malaysia. The lecturers of this undergraduate course have used OpenLearning as a platform for teaching and learning. In 2019, the COVID-19 pandemic has spread throughout Malaysia. Thus, Malaysia government has encouraged students to return home as the Movement Control Order (MCO) was enforced. Since then, most gatherings including physical class are prohibited.

3.2. Respondents

The respondents of this research were chosen by purposive sampling based on a few criteria outlined by the researchers. One of the criteria; all of the respondents have enrolled in a course,

Teaching of Writing Skills in an ESL Context, during semester 2, 2019/2020. The respondents must have used OpenLearning website during their study. Another criterion is the respondents must volunteer to participate in this study. From the total number of students in this class which consists of 44 students, only 8 students volunteered to participate in this study.

3.3. Course Objectives

This course objective is to equip learners with the writing skills necessary for effective teaching of writing in English as a Second Language. By the end of this course, learners should be able to:

- 1) understand the theories and approaches required for effective teaching of writing skills.
- 2) teach to write grammatically correct English.
- 3) utilize appropriate writing skills essential for the teaching of ESL writing.

3.4. Research Instruments

The three research instruments used in this study are open-ended questionnaire, semi-structured focus group interviews and observation of field notes. These instruments were chosen to obtain the positive perception and the negative perception of implementing OpenLearning in learning writing skills by TESL teacher trainees.

The respondents filled in the open-ended questions via a Google form. The researchers analyzed participants' conversations from the comment section in the OpenLearning and their thread of conversations in the class WhatsApp.

The questions for the open-ended questions were reviewed by an expert from Universiti Kebangsaan Malaysia, who has 10 years of experience in teaching TESL teacher trainees. After all the eight respondents have filled in the open-ended questionnaire via Google form, a copy of their answers was then returned to the respondents for them to validate their answers.

The questions for the semi-structured interview were also reviewed by the same expert. The duration of each focus group interview was one hour with four people per group. After the interview, the participants' responses were transcribed in verbatim. The transcriptions were then returned to the respondents to validate their answers.

Another measure to ensure the validity and reliability of the research is the triangulation of data using more than three research instruments. In order to ensure confidentiality and to adhere to research ethics, the respondents were given pseudonyms. The pseudonyms given for all eight respondents are R1- R8. The respondents were informed about the research objective and the activities that they would do throughout the research.

4. Findings and Discussions

4.1. Participants' Background Information on The Use of The Internet and MOOCs

Figure 1 shows the respondents' use of the Internet and MOOC (Massive Open Online Courses). Since the participants' geographical location spreads throughout Malaysia, the Internet connection accessibility varies. 75% of the respondents have an Internet connection at their home whereas the other 12% do not have an Internet connection at their home and opt to use data for any kind of connection. In relation to that, 100% of the respondents are frequent users of the Internet. In relation to this study, 100% of respondents have the basic skills in using MOOC websites namely OpenLearning. It is concluded that all of the respondents are frequent users of the Internet and are also familiar with using OpenLearning as a learning platform.

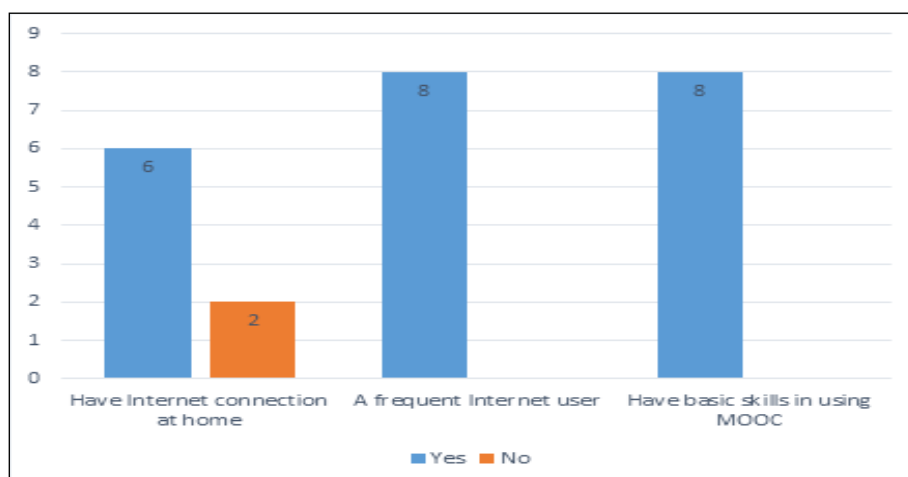


Figure 1. Respondents' use of the Internet and MOOCs

4.2. What are The Positive and Negative Perceptions of Implementing OpenLearning in Learning Writing Skills from TESL Teacher Trainees Point of View?

This section presents the findings of RQ (1) - to identify the positive perceptions of using OpenLearning in learning writing skills whereas RQ (2) - to find the negative perceptions of using OpenLearning in learning writing skills. The responses are summarized below.

4.2.1. Positive Perceptions of OpenLearning

The answers to research question 1 are divided into three categories; a) Interactive features that help users to improve in writing, b) Friendly and easy-to-use platform, c) Abundance of subject-related materials provided.

a) Interactive Features that Help Users to Improve in Writing

Most respondents agreed that OpenLearning features; the discussion and commenting section, helps them in becoming better writers. According to Roblyer and Ekhaml[21].They have discussed that students perform better in online classes because of the versatility and responsiveness experienced in online learning. The statement is further supported by R1 from the open-ended questionnaire; ***"I can read other people writing as well and from there, I managed to pick up a thing or two skills and ways of writing,"***

Other than that, the respondents also admitted that OpenLearning helped them in writing because it gives them the freedom to convey their opinions without the constraints in expressing their ideas. This is supported by R8 in the focus group interview; ***"I have that kind of freedom where I can just share what I want to write with other students. And then when they give me the feedback I can improve from there and it's like, there's no constraint for me to write anything that I want."***

The method of document analysis is also done to triangulate the data for this section. As explained by the respondents, the comment section is used to review other students' works and this enables them to produce answers that are well organised. Based on a conversation by R7 and the researchers through WhatsApp, R7 stated; ***"Helps to remind me to be organized in writing, because I think that's one of the most important aspects in writing to be organized when writing."***

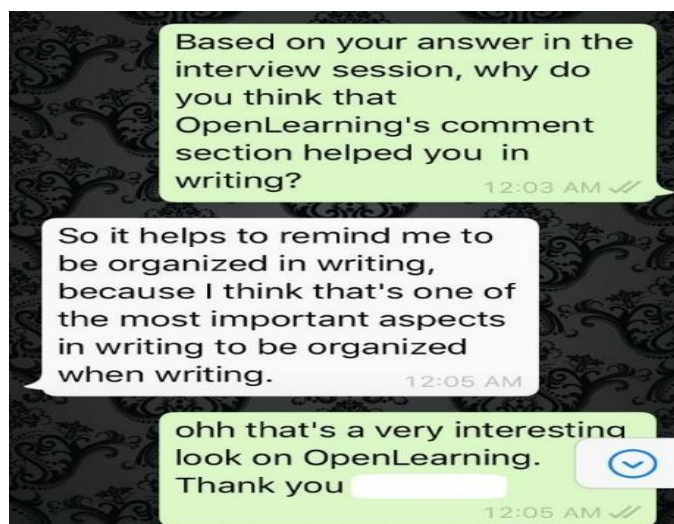


Figure 2. WhatsApp discussion thread between researchers and R7

The findings of this research show that the interactive feature; the discussion and comment section of OpenLearning is an advantage of the website that proved to be helpful for TESL Teacher Trainees in learning writing skills. Reviewing from Vygotsky's Zone of Proximal Development theory, assistance from peers and tutors is an aspect of the theory that can be related to this study because TESL teacher trainees will be able to improve themselves when they review other TESL teacher trainees' works.

b) Friendly and Easy to Use Platform

The respondents have agreed that OpenLearning is a straightforward and easy-to-use platform because the instructions provided are clear. This is said by R3 in the questionnaire analysis; *"Yes, because it is very user-friendly and easy to navigate."* In addition, based on the researchers' conversation with R5 through WhatsApp, R5 explained that; *"OpenLearning is easy because of the non-complicated arrangement of the website"*. Figure 3 is an evidence of a WhatsApp thread between the researchers and R5:



Figure 3. WhatsApp thread of R5 and the researchers

In addition, the respondents also agreed that OpenLearning eliminates pressure when they are in the process of completing tasks. According to R6 from the interview session; *"Other subjects also give me pressure to finish work on time, but um... OpenLearning, the writing subject gives me time until the end of the semester to finish my work."* This statement is supported by a research done by Jasni et al., [20] who stated that students may also work in a more relaxed and stress-free environment by removing the tension of deadlines.

Furthermore, as future teachers, the respondents also agreed that using OpenLearning to teach writing to their future students is beneficial. This is because OpenLearning promotes individual learning as well as a stress-free learning environment. This is further supported by R5 from the focus group interview who stated; *“It's also a great platform for students too so that we can encourage students for individual learning.”* and R1 also added that; *“By using OpenLearning, we can give students more time for them to write. So I find that to be, um... helpful for the students, you know, they don't feel rushed as well.”* The respondents' answers proved that the findings are relevant to this study because Jasni et al. [20], deduced that Internet-based or assisted language learning could encourage independent language learning and academic writing.

It is safe to conclude that OpenLearning is a user-friendly and easy-to-use platform. This section's findings reflect the theory of Connectivism because as stated by Kesim and Altinpulluk[32], MOOCs use a system in which the learner is free throughout the learning process instead of being restricted, this enables them to determine their learning objectives.

c) Abundance of Subject Related Material Provided

Based on the open-ended questionnaire, respondents admitted that OpenLearning provides an abundance amount of materials relating to the subject matter. Based on research done by Sadeghi [12] stated that the growing number of web-based online platforms, such as online journals and relevant websites, provide great sources of knowledge for online learners. In this case, any materials related to writing skills provided by the lecturers helped respondents to better understand lessons.

Other than that, respondents agreed that OpenLearning is a platform that allows the usage of numerous media and resources and these aided the respondents to be more interested in learning. This is supported by R4 in the focus group interview who admitted that *“Yes, because the resources are helpful and because it's a platform that can flexibly use media such as infographics and video to teach and I'm more interested to learn using media.”*

Concerning preparing themselves to become teachers, one of the respondents also agreed that OpenLearning intrigued them to use other websites and platforms to create their content which later helps them become better teachers. This statement is supported by R6 who admitted that *“The lecturers gave infographic, materials, gave a slide show and gave the freedom of website to create my content. So, it gives me ideas to become a teacher that is flexible to a lot of platforms to allow my students to access.”* For the document analysis, the researchers analysed the comments section of OpenLearning(refer to Figure 4) and found out that the respondents make use of the materials provided by their lecturers in OpenLearning by stating;

“The content provided was clear enough and easy to assimilate.”

“Thank you for the very informative content.”

“Thank you for the great content.”

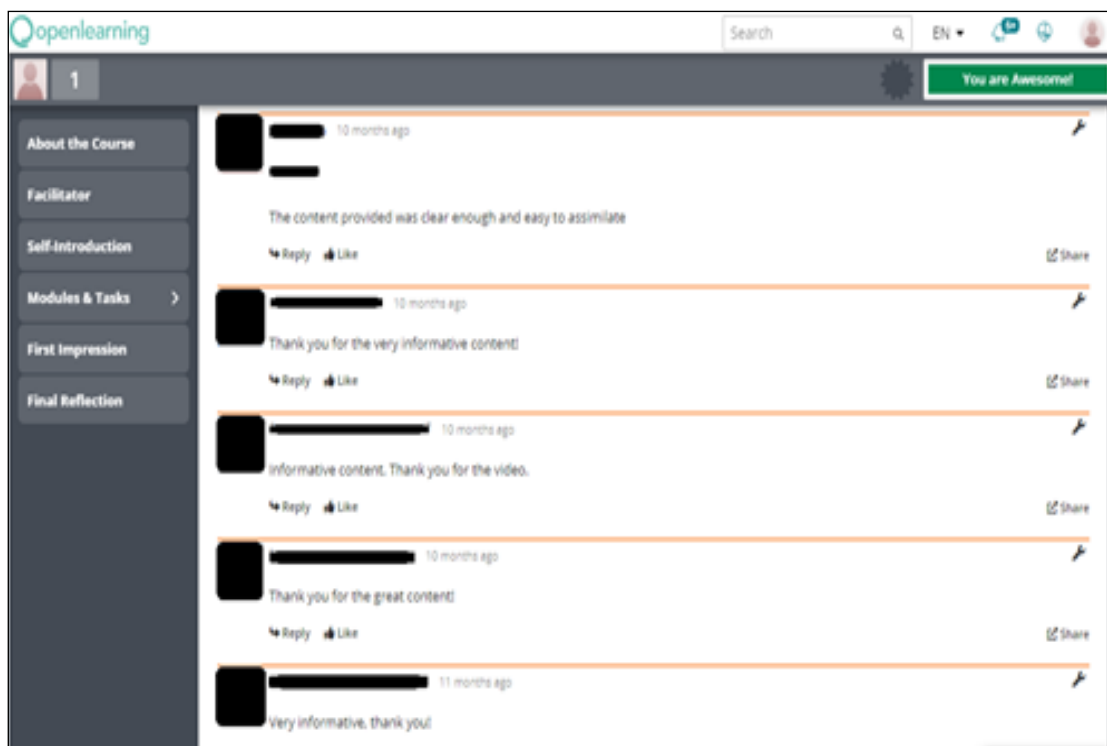


Figure 4. The comment section in OpenLearning

It is safe to state that the multitudinous materials provided in OpenLearning by lecturers, is an advantage of OpenLearning and thus helped respondents to better understand lessons regarding writing skills. The finding obtained is parallel to the Connectivism theory as stated by Duke[33], most OpenLearning courses are collaborative because it involves participants with various types of actions with materials (e.g. e-books, e-library, videos) or outside sources and even with their brain.

4.2.2. Negative Perceptions of OpenLearning

The answers are divided into three categories; a) Lack of lecturer feedback, b) Poor respondents' engagement when completing tasks and c) Unstable Internet connection. However, in this paper, c) Unstable internet connection is not discussed because it is a common problem with regard to online learning. This is supported by research done by Zounek and Sudický[24]. They agreed that there is still a considerable imbalance among students in terms of material equipment and internet connectivity.

a) Lack of Lecturer's Feedback

For the first negative perception, respondents admitted that in terms of feedback, OpenLearning can be quite vague. Either with the instructions or the materials provided on the platform. Based on research done by Sadeghi [12], it is stated that students' satisfaction relies more on the instructor's quality as well as efficiency and guidance than on the technology used. The lack of feedback in OpenLearning rejects the effectiveness of the instructor because respondents are not receiving the responses that they deserve. This is mainly because, without the lecturer's feedback, respondents are not sure about their learnings. Based on the response given in the questionnaire, R2 admitted that; "There are some that I cannot understand because it only **provides a video that is very vague in terms of contents.**" R2 also added from the WhatsApp conversation: "The contents provided are vague because sometimes there is **no further explanation or detailed information** to explain the contents." The evidence is as

shown in Figure 5:

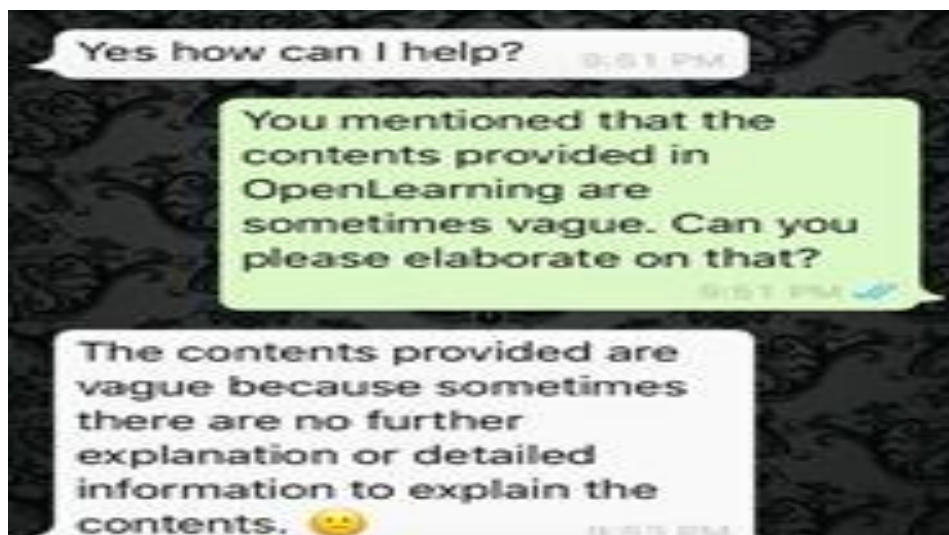


Figure 5. WhatsApp thread of R2 and the researchers

Reviewing from the focus group interview, the lack of feedback is further discussed. Respondents agreed that as writing is a subject of implementation, feedbacks are a must as to make the learning experience successful. R5 stated that; "I didn't get immediate feedback. So, and also writing is something that, it's not like we read and understand, it needs a lot of implementation and somewhere that we can refer to and ask questions immediately. And they were like, we can't even ask our lectures because we can't have immediate feedback."

Furthermore, they also agreed that OpenLearning's lack of ability to communicate is tedious because they would have to find other platforms to communicate with the lecturers. Evidence of this statement is provided by R6; "So I do need feedback and OpenLearning does not offer that. And I also think that, um, it is **hard for me to communicate** with the lecturer, whether about **feedback or about other things I have to find other platforms to communicate with lecturers**, like WhatsApp or email."

All in all, the researchers concluded that lack of lecturers' feedback is a disadvantage of the MOOC website OpenLearning. This problem should be solved because as supported by Saidon et al. [34], to help students improve their writing, the provision of written feedback is vital. This can be done by pointing out writing inaccuracies and asking questions to guide students to clarify their points further.

b) Poor Respondents' Engagement when Completing Tasks

Lastly, poor respondents' engagement when completing tasks is also one of OpenLearning's disadvantages. According to the open-ended questionnaire, the respondents admitted that at times when using OpenLearning, students might copy other classmates' answers because they share them in the comment section. This is supported by R4; "Students copying answers, especially for Citra courses." with evidence from R1 who stated: "Let's be real here, I feel like there are people who copy other people's answers." This problem failed in achieving the purpose of learning writing through OpenLearning because students are not doing tasks on their own. R1 further explained in the WhatsApp conversation that; "... because they are too lazy to think of the answers themselves." Figure 6, shows the evidence of R1's statement in the WhatsApp conversation:

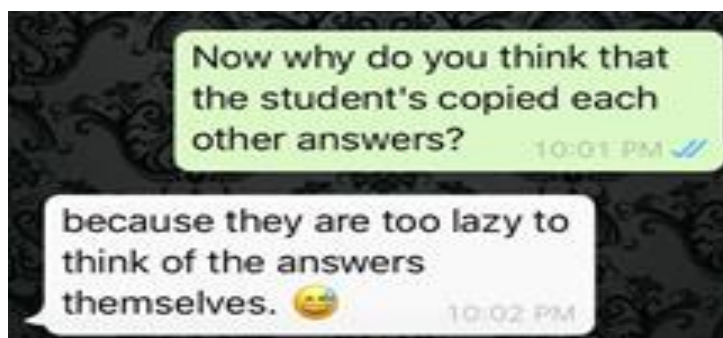


Figure 6. WhatsApp thread of R1 and the researchers

Based on the focus group interview analysis, a respondent said that OpenLearning is not engaging for them because the interaction is very limited among students and between students and the two lecturers. This statement is accentuated by R8; "OpenLearning is **not engaging** for me. So, the **interaction is really limited**. Okay it's just a **platform to learn, not to interact with people** like that. So, there's nothing like this engaging communication with me and other students." The reason for that statement to appear is because respondents admitted that they would prefer face-to-face interaction when learning writing skills. R5 supported this statement by saying; "OpenLearning is **more to individual learning**. It's not face-to-face interaction. Uh, for me, I would **prefer face-to-face interaction** when it comes to learning writing."

Furthermore, they also stated that because OpenLearning is accessible at any time, the respondents admitted that this feature causes them to not focus on the tasks and procrastinate their work. This is supported by R7; "I don't think we can, we can call it de-motivating but it gives us some slack for us to go through the videos, the links that are given. Like you can finish it in one hour, but sometimes I choose to do it later, so it kind of makes us procrastinate." This is further supported with research done by ZounekandSudický, [26] who claimed that technology-improved learning could also lead to negative resentments with learners who lack adequate motivation and the ability to manage tasks and learn independently.

In summary, poor respondents' engagement is a feature of OpenLearning needs to be improved to make the teaching and learning process in OpenLearning effective.

5. Conclusion

Based on this research, there are numerous methods to use OpenLearning to enhance the teaching and learning process of writing skills. In this context, the integration of OpenLearning is more than just an online platform for learning: It is also a platform to promote individual learning. It also helps teacher trainees to become future teachers who are equipped with 21st Century skills, highlighting the media and technology literacy skills. The researchers had identified the positive perceptions of TESL in using OpenLearning when learning writing skills and they are; interactive features that help users to improve in writing, a friendly and easy to use platform, and abundance of subject-related materials provided. Other than that, the researchers had also identified the negative perceptions of TESL teacher trainees in using OpenLearning in learning writing skills and they are; unstable Internet connection, poor lecturers' feedback and poor respondents' engagement when completing tasks.

It could be deduced that the outcomes of the qualitative approach were consistent and reflected the advantages and the disadvantages of implementing OpenLearning in learning writing skills as perceived by TESL teacher trainees from a particular institution which is Universiti Kebangsaan Malaysia. This research, however, only focuses on the implementation of OpenLearning, which was only used in the 14 weeks of the course Teaching of Writing in an ESL Context. Due to that, this research may not reflect other courses using OpenLearning as a

learning platform. Furthermore, only TESL trainee teachers were the respondents of the research. Studies should therefore be conducted with a larger number of students from other courses and institutions for the results to be generalized.

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