The Use of Technology in Teaching of Writing Among Malaysian ESL Secondary School Teachers

Kee Tze Pheng

Faculty of Education,
Universiti Kebangsaan Malaysia, Selangor, Malaysia

Harwati Hashim

Faculty of Education
Universiti Kebangsaan Malaysia, Selangor, Malaysia
Corresponding Author: harwati@ukm.edu.my

Nur Ainil Sulaiman

Faculty of Education, Universiti Kebangsaan Malaysia, Selangor, Malaysia

Received: 5/11/2021

Accepted: 7/12/2021

Published: 7/26/2021

Abstract:

The application of technology in education has become a significant option for a more efficient and interactive approach, particularly in language teaching. However, few studies have investigated the use of technology in the teaching of writing in English language classrooms, especially in the Malaysian context. The present study investigates the teaching of writing practices and technology tools employed by English as a second language teachers when teaching writing skills. Using Technology Acceptance Model as the underpinning theory, this study also examines the effectiveness of the use of technology in the teaching of writing by collecting data from forty secondary school English teachers in Malaysia using a set of questionnaires. The findings indicated that technology is an important tool to improve students' writing skills, assist teachers as a teaching aid and promote student engagement in the classroom. However, the lack of technical support hinders some teachers from using technology because it takes a lot of time which disrupts the teaching and learning process. Nevertheless, there is no doubt that technology plays an important role in helping teachers to improve students' writing skills. Significantly, the findings of this study provide evidence to improve the application of technology in language teaching and learning.

Keywords: English as a Second Language, ESL classroom, technology, teaching writing, Technology Acceptance Model

Cite as: Pheng, K. P. , Hashim, H., & Sulaiman, N. A.(2021). The Use of Technology in Teaching of Writing among Malaysian ESL Secondary School Teachers . *Arab World English Journal (AWEJ) Special Issue on CALL (7)*. 314-330. DOI: <https://dx.doi.org/10.24093/awej/call7.22>

Introduction

English is an international language used by many people around the world as a lingua franca. In Malaysia, English is taught as a second language to Malaysians as a compulsory subject in schools and tertiary institutions. This shows the importance of English language because it is widely used in academic settings and daily life. Proficient English users are highly sought after by employers especially if the company is globally-oriented, making them more employable compared to those with lower proficiency (Ting, Marzuki, Chuah, Misieng, & Jerome, 2017). Both public and private sectors also commented that Malaysian universities are producing graduates with insufficient English language skills (Selvaratnam, 2019). Malaysian graduates are expected to be able to use English proficiently in different contexts upon graduation. However, despite learning English as a compulsory subject for eleven years in primary and secondary school, Malaysian students are still unable to master the language even after entering university.

This brings the issue of English language teaching and learning to attention. Students learn English as their second language and their mother tongue influences their language acquisition process. Teachers play an important role in interacting with the students and scaffolding their learning process to help them improve their English proficiency in the classroom. Malaysia is a multiracial country in national schools where students from different cultural backgrounds study in the same learning environment, classroom interactions contribute to the students' English learning development. According to Firth and Wagner (1997), second language is acquired through interaction and used resourcefully, contingently and contextually (as cited in Yamat, 2012).

In addition, writing is considered one of the most difficult language skills to acquire because writing is a non-linear process. It involves processes such as drafting and brainstorming during pre-writing, proceeded with during writing and editing and revising in post-writing processes. As students write, they may return to previous processes especially during the editing process. Writing is also a cognitive activity because teachers play an important role in guiding students to improve their writing skills which will be useful for their prospective career (Javadi-Safa, 2018). Besides that, the product writing approach is one of the most popular approaches used by teachers in teaching writing in Malaysian classrooms (Ismail, Salam, & Academy, 2015). This is a more traditional approach as compared to the process writing approach which focuses on the process of ongoing drafting and editing with the help of a teacher to assist students in their writing (Jalaluddin, 2019).

In today's modern society, technology is widely used among students especially those who were born after the year 1995, known as Generation Z. These students are digital natives, which means they were born during the digital era and they are accustomed to using technology in their daily lives. Social media websites such as Facebook, Instagram, and Twitter are popular and commonly used as a mean to give and receive feedback as a way to communicate with others and express their opinions (Dolot, 2018). This is also exactly where writing takes place too. More teachers are integrating social media into their teaching methods as a way to teach writing to their students. Web 2.0 tools such as Facebook and Wikipedia allow students to develop their writing

skills and interact with teachers to gain feedback (Yunus, Salehi, & Chenzi, 2012). Innovative and modern teaching and learning processes can be delivered with the use of technology to make classroom activities more student-centred so that they can learn independently at their own pace and level (Yunus, Nordin, Salehi, Sun, & Embi, 2013a). Although using technology to teach English may encourage students to participate in classroom activities actively, not all students have access to the internet nor can afford to own a laptop or smartphone. With the growing global demand for flexible and innovative learning, Information and Communications Technology (known as ICT) can be integrated with traditional instructional methods to teach Malaysian students writing.

Thus, this study was conducted to investigate the use of technology in the teaching of writing in Malaysian English as a second language (ESL) classrooms. Particularly, the study examines writing practices and ICT tools commonly utilised by ESL teachers to teach writing skills in ESL classrooms in secondary schools. Advances in technology in education are inevitable as technology has become an integral part of our everyday life. The new generation of students is becoming more tech-savvy and they have a high level of technology literacy. Hence, it is important to investigate the teachers' perception on the use of technology in the teaching of writing classrooms as information regarding the benefits, challenges, implementation, and attitudes of teachers will be a further probe.

Literature Review

Technology in Malaysian ESL Classrooms

Traditional teaching and learning methods are catching up with 21st-century learning as the use of technology is gaining popularity among teachers to create an innovative and motivating learning environment for students to learn English. Web 2.0 is known as a way to create Web pages whereby digital content can be copied, moved, altered, remixed and linked according to the users' abilities (Alexander, 2008). Web 2.0 collaboration tools such as social media platforms and blogging websites allow students to read and create content online with users from all over the world. This gives teachers the opportunity to conduct lessons and assign tasks online because technology enables them to organise virtual meetings through video calls or forums to interact with their students. In 2013, the Ministry of Education Malaysia introduced Frog Virtual Learning Environment (VLE) to primary and secondary schools in Malaysia to promote e-learning (Cheok, Wong, & Ayub, 2017).

Technology is used to motivate students and create an interesting learning environment to attract their attention during lessons (Pazilah, Hashim & Yunus, 2019). However, it is also shown in this study that technology can be distracting to students too. Despite the demand for integration of ICT tools in teaching and learning, not all Malaysian students have access to internet connectivity and devices. Previous studies also showed that there are insufficient technological tools such as internet-connected computers and interactive whiteboards and the use of ICT is not prioritised in schools too (Ghavifekr, Kunjappan & Ramasamy, 2016). Malaysian teachers have access to devices such as computers, laptops and smartphone as well as internet connection, but students only have access to computers when lessons are conducted in the computer lab (Garba, Byabazaire, & Busthami, 2015). Besides that, Malaysian public schools are not supported with

sufficient technical supports to help teachers when faced with difficulties as they are not provided with enough ICT training to deal with such problems (Ghavifekr & Sani, 2015). Students are trained to score in national examinations therefore teachers prioritise the completion of syllabus and there is insufficient time for them to integrate internet into teaching (Eng Tan, 2016). Moreover, little studies have been conducted to explore the integration and effectiveness of technology tools in writing, especially in ESL context.

Writing Skills in an ESL Context

Writing skill is considered the most difficult language skill to acquire especially for ESL learners. Although ESL learners may have little difficulties acquiring communication skills and are able to achieve native-like pronunciation and syntax, they face the same struggles as English as a Foreign Language (EFL) learners when it comes to developing effective writing skills (Webb, 2015). Nevertheless, it is important for ESL learners to have good writing skills in order to achieve academic success. In a study conducted among ESL students, it was found that language inaccuracy such as grammar, coherency, development of writing is a major obstacle in ESL academic writing (Akhtar, Hassan, Saidalvi, & Hussain, 2019). Malaysian ESL teachers in particular, are known to use traditional approaches and encourage the use of model essays as a method to teach students writing skills. This is because teachers do not have the time and availability to guide students individually due to large classroom sizes in Malaysian schools (Thulasi, Ismail, & Salam, 2015).

Additionally, writing activities can also take place in social media platforms such as Facebook, Twitter, Instagram and WhatsApp and help students to develop students' writing skills because students nowadays are avid users of social media. Students also have access to internet and ICT tools such as smartphones, laptops and tablets which enables them to access social media websites too. Social media platforms are used to help users to connect through texting and sharing of posts and there is no doubt that students write by updating their social media accounts too. This is evident in a research conducted by Wil, Yunus and Suliman (2019) as they found that students use social media to communicate with their friends and family. It was also stated that a majority of students agree that social media helps them to write better. Social media is an interactive medium where important information is shared daily which makes the students' learning processes more interesting. A research conducted by Majid and Stapa (2017) showed that students' ESL writing performance improved when their writing processes are scaffolded via Facebook. These studies are also supported by Yunus et al. (2012) as Web 2.0 tools such as Facebook are useful in developing students' writing skills and getting feedback from their teachers to improve on their writing.

Furthermore, there is a need for ESL teachers to be equipped with 21st-century learning skills (CLS) with the shift from teacher-centred to student-centred learning approach. A vast majority of teachers have a substantial amount of knowledge on 21st CLS but the execution of these skills is far from satisfactory (Goh & Muhamad, 2019). This is because teachers find it difficult to implement 21st CLS due to the amount of preparation and workload needed to use 21st

CLS. In addition, Goh and Muhamad also stated that 21st CLS can be associated with connectivism learning theory. According to this theory, learning takes place when learners occasionally make connections with their environment in this digital age as they obtain and exchange information using the Internet (Siemens, 2005). He also claims that new information is acquired frequently, and it is essential for learners to be able to differentiate between important and unimportant information.

Teachers' Perception on the Use of Technology

The use of technology in teaching and learning in the classroom can be perceived through the four anchors in the Technology Acceptance Model (TAM) which are perceived usefulness, perceived ease of use, attitude towards use and behavioural intention to use. Firstly, technology is widely used by teachers in public schools to help them improve their teaching with the latest teaching materials and it also provides many opportunities for effective teaching which could help students to be more active in lessons. Teachers also believe that educational videos can easily be accessed by students online, therefore it helps to improve students' language abilities (Ghavifekr & Sani, 2015). Malaysian ESL teachers have positive perception towards the use of technology as a teaching aid when teaching writing skills because it could gain students' attention in the classroom and make the lesson more interesting (Yunus, Nordin, Salehi, Embi, & Salehi, 2013b). This shows that teachers find technology useful in helping them in creating classroom materials and promoting student engagement during lessons.

Additionally, teachers believe e-learning gives flexibility in learning as students are given the freedom to learn wherever and whenever they want, thus increasing student motivation and ICT usage (Cheok et al., 2017). In another research conducted among English teachers in rural schools in Sarawak, the teachers have a positive attitude towards the use of ICT as they feel comfortable using ICT as a tool in teaching and learning and a majority of them find it exciting to use too (Berok & Md Yunus, 2019). This is conceded by another study conducted in Malaysian secondary schools by Mariappan, Omar and Abu (2018) as they found that a majority of teachers believe that their schools are ready to use Facebook in the teaching and learning process. They also agree the use of Facebook makes teachers more efficient as it also lessens their workload. This shows that the use of technology does not necessarily have to revolve around gadgets but social media platforms such as Facebook can be used to facilitate teaching and learning in schools and show positive outcomes among teachers too. Students can also improve their vocabulary by using online dictionaries which are easily accessible on the internet when they read online materials (Yunus et al., 2013a).

Furthermore, previous studies have shown that teachers have the intention to use ICT to search for teaching and learning materials and preparing lesson plans. When it comes to ease of use, a majority of teachers have no difficulties in using ICT to manage classrooms and the integration of ICT does not hinder their teaching too (Umar & Hassan, 2015). Teachers in Malaysian public schools agree that they prefer to use ICT in school because they are aware of the positive roles of ICT in education (Ebrahimi & Jiar, 2018). This is because students can take charge of their learning process and promote collaborative work between students. Besides that, students

can also concentrate better on their work, thus creating a conducive learning environment where students are more engaged in their learning (Ghavifekr, Kunjappan, & Ramasamy, 2016). However, it was also found that the actual implementation of ICT in Malaysian education is still low. Many teachers emphasised that poor internet connectivity in schools discouraged them from using ICT (Kit & Ganapathy, 2019).

Methods

This study employed survey research design where the researcher collected information from the subjects in order to assess their perception on the use of technology in teaching of writing in ESL classroom.

Participants

A total of 40 ESL secondary school teachers in Peninsular Malaysia participated in this survey. They comprised of thirty-four female and six male English teachers with varying teaching experience from less than five years and to more than ten years of teaching experience. The participants also reported to have at least a medium to high ability in handling technology in teaching.

Research instrument

A set of questionnaires adopted from Ghavifekr and Sani (2015) with 4-Likert scale ranged from 4= Strongly Agree, 3= Agree, 2= Disagree and 1= Strongly Disagree were utilised for this study. The first part of the questionnaire consists of 8 items that assess the teachers' writing practices and ICT tools commonly used by teachers to teach writing skills. The second part consists of 15 items that look into the teachers' perception of the use of technology in teaching writing in terms of perceived usefulness, perceived ease of use, attitude towards using and behavioural intention to use.

Research Procedure

The research was conducted by distributing the survey questions via Google Forms. The link to the survey questionnaire was shared using social media platforms such as Gmail, LinkedIn, Facebook, Instagram and WhatsApp. The data was collected from 31st August till 22nd October 2020.

Methods of Data Analysis

The data collected from the respondents were analysed using the IBM SPSS (Statistical Package for the Social Sciences) version 25 and the descriptive analysis method.

Findings

The first section of the questionnaire aims to identify the teacher's writing practices and ICT tools commonly used to teach writing skills. Scaffolding, process and product writing approaches are among the writing practices used by teachers in the classroom. Some examples of ICT tools used by teachers are social media platforms such as Facebook and WhatsApp and Google Docs. Table 1 shows the ICT tools commonly used by the teachers to teach writing skills. Table 1. *Teachers' ICT tools commonly used to teach writing skills*

	Statement	Frequency	Percentage (%)
1.	Do you use ICT tools as a teaching aid to teach students writing skills?		
	Yes	32	80.0
	No	8	20.0
2.	What kind of ICT tools do you use to teach writing skills in the classroom? (Please skip this if you answered 'No' for question 5)		
	Padlet	3	7.5
	Frog VLE	3	7.5
	Google Docs	10	25.0
	Social media platforms (e.g. Facebook, WordPress, WhatsApp etc.)	12	30.0
	Others	5	12.5
	All of the above	1	2.5
	None	6	15.0
3.	Do you use gadgets such as computers, interactive whiteboards, projectors to teach in the classroom?		
	Yes	32	80.0
	No	8	20.0
4.	Do you encourage the use of collaboration tools such as blogs and social media platforms to promote writing skills among students?		
	Yes	28	70.0
	No	12	30.0

Based on the table, it is shown that most of the teachers, with a percentage of 80.0%, use ICT tools as a teaching aid to teach students writing skills. The most popular ICT tool use to teaching writing is social media platforms such as Facebook, WhatsApp and WordPress, with a percentage of (30.0%), followed by Google Docs (25%). Padlet and Frog VLE are the least popular ICT tools among teachers with only three users respectively (7.5%). However, it is also shown that teachers use other ICT tools such as LCD projector, visualiser, Google Education Suite, PowerPoint slides and Microsoft Word. One teacher responded that she uses all of the options given in the survey while six teachers do not use ICT tools in the classroom to teach writing.

Besides that, 80% of the teachers use gadgets such as computers, interactive whiteboards, projectors to teach in the classroom and 70% of the teachers also responded that they encourage the use of collaboration tools such as blogs and social media platforms to promote writing skills among students.

Table two (refer Appendix) shows the teacher's perception of the use of technology in teaching writing. There are four parts in this section which are: (i) the perceived ease of use towards technology, (ii) perceived usefulness towards technology, (iii) behavioural intention to use technology and (iv) attitude towards using technology. There are five items in part one, seven items in part two, four items in part three and four items in part four.

Based on Table two, some of the teachers believed that the ICT facilities in their school are functioning well and are easy to use but some do not think the same way. Some teachers also received technical support when they are faced with difficulties when using ICT tools. Besides that, most teachers, with a total percentage of 75%, have a computer lab in their school in which they can bring their students to watch educational videos which are beneficial for teaching writing. Some teachers also think that the lack of support from the school top management does not discourage them from using technology to teach writing. A majority of the teachers, with a percentage of 90%, agree that they are given the freedom to design their own teaching materials with the use of technology. This means that most of the teachers find that technology is easy to use in the classroom.

The next factor is the perceived usefulness towards technology among teachers. Most of the teachers believed that they have more time to cater to students' need if technology is used in teaching writing, with a total percentage of 65%. However, teachers also believed that they can teach effectively without the use of technology, with a percentage of 90.0%. Furthermore, 72.5% of the teachers disagree that the use of technology in teaching writing is a waste of time and about half of the teachers are confident that their students learn best without the help of technology. A majority of the teachers, with a total percentage of 67.5%, disagree that classroom management is out of control when using technology to teach writing. On top of that, 62.5% of the teachers also disagree that students pay less attention when technology is used to teach them writing. It is found that most teachers believed that their students make effort for their lesson if technology is used to teach writing in the classroom. The results show that the majority of teachers find technology useful in teaching.

The third factor is teachers' behavioural intention to use technology. 37 out of 40 teachers agree that the use of technology helps them to improve teaching writing with more updated materials. 90% of them also agree that the use of technology improves the quality of teaching writing. Additionally, 95% of teachers believed that the use of technology helps them to prepare teaching resources and materials. A majority of the teachers, with a percentage of 82.5%, think that the use of technology enables students to be more active and engaging in the lesson. This concludes that most teachers have positive behaviour towards the use of technology.

The last factor is teachers' attitude towards using technology. A majority of the teachers agree that they feel confident learning computer skills and they also find it easier to teach by using technology with a total percentage of 87.5% and 80% respectively. Besides that, 95% of the teachers are aware of the great opportunities that ICT offers for effective teaching too. Lastly, 95% of teachers agree that technology-supported teaching makes learning writing more effective. In conclusion, it is clear that Malaysian ESL teachers have a positive attitude towards using technology to teach writing skills in the classroom.

Discussion

The Writing Practices and ICT Tools Commonly Used by Teachers to Teach Writing Skills

The results of this study show that a majority of the teachers prefer using modern teaching style over traditional style and they have a medium to high ability in handling technology in teaching. This shows that technology is widely used among teachers to teach writing in an ESL classroom, as compared to the use of traditional learning aids. It is also found that a majority of the teachers use modal essays as a method to teach writing skills. This supported the claim that high number of teachers have extensive knowledge of 21st CLS (Goh & Muhamad, 2019) which may influence their preferred teaching method especially in ESL classroom. However, this contradicts with a previous study conducted by Thulasi et al. (2015) which shows that Malaysian ESL teachers prefer using traditional approaches by encouraging the use of modal essays as a way to teach students writing skills. The findings also imply that the teachers prefer to use ICT tools as a teaching aid to teach students writing skills. Besides that, it is proven that most teachers guide students in their writing process by scaffolding and providing comments and feedback. This is further supported by a previous study which shows that scaffolding is useful in improving ESL students' writing performance via Facebook (Majid & Stapa, 2017).

This study also proved that most teachers prefer using social media such as Facebook, WordPress and WhatsApp and Google Docs to teach writing. This is in line with a previous study which shows that more teachers are integrating social media as a way to teach writing to their students (Yunus et al., 2012). Other ICT tools used by teachers include computers, PowerPoint slides, Microsoft Word, LCD screen, visualiser, and iPad. In other words, teachers are familiar with using technology and prefer using it to teach writing in the classroom. In addition, this also indicates that teachers attempt to match with the students' communication and learning style which are predominantly involves the use of social media (Wil, Yunus & Suliman, 2019).

Teachers' Perceived of the Use of Technology

The results of this study have identified teachers' perceptions towards the use of technology in teaching English in the classroom. Four factors were determined according to the Technology Acceptance Model (TAM), which are (i) perceived usefulness, (ii) perceived ease of use, (iii) attitude towards using and (iv) behavioural intention to use.

Perceived Usefulness

Based on the results of this study, most teachers have a positive perception towards the use of technology in teaching writing. One reason is because a majority of teachers are given the freedom to design their teaching materials with the use of technology too. This is proven in a

study conducted by Ghavifekr and Sani (2015) as they mentioned that technology is widely used by teachers because it provides the latest teaching materials which help them to improve their teaching. This gives them the flexibility to develop their lessons too. Besides that, it is clear that teachers also encourage the use of collaboration tools such as blogs and social media platforms to promote writing skills among students. This is supported by Ebrahimi & Jiar (2018) as they found that teachers are aware of the positive roles of ICT tools as students can promote collaborative work among students.

Perceived Ease of Use

Results also indicate that the use of technology in teaching writing has helped teachers to explore new ideas and approaches. This is supported by Yunus et al. (2013a) as it is found that students can improve their vocabulary using online dictionaries because they are easily accessible on the internet. Besides that, results also show that technology helps students to focus better and promote student participation. Students are more motivated and interested in learning when technology is used too. This is in line with a study conducted by Ghavifekr et al. (2016) as it is proven that students can concentrate better on their work through collaborating learning, thus creating a conducive learning environment where students are more engaged in their learning process.

Attitude towards Using

The findings of this study also reflect teachers' progressive attitude towards the use of ICT. Teachers are confident in learning new computer skills and find it easier to teach using technology. This is in line with previous studies which found that teachers have no difficulties in using ICT to manage classrooms and the inculcating ICT in the classroom does not hinder their teaching too (Umar & Hassan, 2015). They are also aware of the great opportunities that ICT offers for effective teaching. Teachers think that technology-supported teaching makes learning writing more effective and interactive too. Past studies asserted that Web 2.0 tools such as Facebook and Wikipedia allow students to develop their writing skills and interact and receive feedback from their teachers (Yunus et al. 2012).

Behavioural Intention to Use

The results of the survey also show teachers have a positive behavioural intention to use technology in teaching writing. They believed that technology helps them to improve the teaching of writing because the latest materials are available online, thus improving the teaching quality. This is supported by a study conducted by Mariappan et al. (2018) which revealed that majority of teachers believed that their schools are ready to use Facebook in the teaching and learning process. Technology does not have to revolve on gadgets alone, but social media platforms can be used in the classrooms too. Teachers also agree that technology helps them to prepare teaching resources and materials and enable students to be more active and engaging in lessons. These results are

supported by a previous study conducted by Yunus et al. (2013), whereby results show that Malaysian ESL teachers find technology useful in helping them creating classroom materials to teach writing skills. Thus, teachers have a positive behavioural intention to use technology.

Conclusion

The research was conducted among Malaysian ESL teachers teaching in secondary schools in Peninsular Malaysia to investigate the use of technology in teaching writing in ESL Malaysian classrooms. Overall, most teachers see technology as a beneficial tool that can help students to improve their writing skills because teaching and learning materials can be obtained easily. Technology is also seen as an effective tool to teach writing in the classroom. Besides that, teachers are able to handle technology and use modern teaching approaches to teach writing. They use technology to give feedback and interact with students on social media platforms which enhances the students' writing processes. The findings also imply that the use of technology in teaching writing has helped teachers to explore new ideas and approaches. Hence, teachers are confident to learn new skills and improve their ICT knowledge to be utilised in their teaching and learning processes. Modern teaching approaches are also crucial in this era when online learning is slowly becoming more mainstream with a global pandemic that has forced schools to close, reducing face-to-face interactions between students and teachers.

In brief, the use of technology in teaching writing in an ESL Malaysian classroom is significant to help teachers in improving students' writing skills. Technology includes gadgets, social media, and Web 2.0 which can be used in different ways to create fun and innovative teaching and learning materials for an ESL classroom. Hence, schools must provide technical support and improve ICT facilities to encourage teachers to integrate into the teaching of writing in an ESL classroom. Technology has the potential to help students improve their English writing skills and equip students with 21st-century skills which are crucial in this digital age. Therefore, the study of the use of technology in teaching writing in an ESL Malaysian classroom should be explored further to help students improve their writing skills and encourage more teachers to make full use of technology in the classroom.

About The Authors

Kee Tze Pheng is a Teaching English as a Second Language (TESL) undergraduate student at the Faculty of Education, Universiti Kebangsaan Malaysia (UKM). ORCID ID: <https://orcid.org/0000-0002-8426-7903>

Harwati Hashim, PhD, is a senior lecturer at the Centre for Innovation in Teaching and Learning, Faculty of Education, Universiti Kebangsaan Malaysia (UKM). She is an educational technology enthusiast and an m-learning practitioner. Her areas of concentration are TESL, mobile learning, Mobile-assisted Language Learning (MALL), technology acceptance as well as innovative pedagogy and the use of technology in teaching English as a Second Language (ESL). ORCID ID: <https://orcid.org/0000-0002-8817-427X>

Nur Ainil Sulaiman PhD, is a lecturer at the Centre for Innovation in Teaching and Learning, Faculty of Education, Universiti Kebangsaan Malaysia (UKM). ORCID ID: 0000-0001-6212-7494 Email: nurainil@ukm.edu.my

References

- Akhtar, R., Hassan, H., Saidalvi, A., & Hussain, S. (2019). A Systematic Review Of The Challenges And Solutions Of Esl Students " Academic Writing. *International Journal Of Engineering And Advanced Technology*, 8(5c), 1169–1171. <https://doi.org/10.35940/Ijeat.E1164.0585c19>
- Alexander, B. (2008). Web 2.0 And Emergent Multiliteracies. *Theory Into Practice*, 47(2), 150–160. <https://doi.org/10.1080/00405840801992371>
- Berok, V. J. J., & Md Yunus, M. (2019). Chasing The Emerging Trend Of Ict: The Challenges Faced By Esl Teachers And Their Attitude In Integrating Ict In Rural Schools Of Tatau District. *Journal Of Information System And Technology Management*, 4(13), 84–96. <https://doi.org/10.35631/Jistm.413008>
- Cheok, M. L., Wong, S. L., & Ayub, A. F. (2017). Teachers ' Perceptions Of E-Learning In Malaysian Secondary Schools, 5(2), 20–33.
- Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *Mis Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>
- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User Acceptance Of Computer Technology : A Comparison Of Two Theoretical Models. *Management Science*, 35(8), 903–1028. Retrieved From <https://doi.org/10.1287/Mnsc.35.8.982>
- Dolot, A. (2018). The Characteristics Of Generation Z. *E-Mentor*, 2(74), 44–50. <https://doi.org/10.15219/Em74.1351>
- Ebrahimi, S. S., & Jiar, Y. K. (2018). The Use Of Technology At Malaysian Public High Schools The Use Of Technology At Malaysian Public High Schools. *Merit Research Journal Of Education And Review*, 6(3) 54-60.
- Eng Tan, K. (2016). Internet Integration As Sociocultural Practices By Urban English Teachers In Malaysia. *Arab World English Journal*, 7(1), 48–62. <https://doi.org/10.24093/Awej/Vol7no1.4>
- Garba, S. A., Byabazaire, Y., & Busthami, A. H. (2015). Toward The Use of 21st Century Teaching-Learning Approaches: The Trend Of Development In Malaysian Schools Within The Context of Asia Pacific. *International Journal Of Emerging Technologies In Learning*, 10(4), 72–79. <https://doi.org/10.3991/Ijet.V10i4.4717>
- Ghabool, N., Mariadass, M. E. A., & Kashef, S. H. (2012). Investigating Malaysian Esl Students' Writing Problems On Conventions, Punctuation, And Language Use At Secondary School Level. *Journal Of Studies In Education*, 2(3), 130–143. <https://doi.org/10.5296/Jse.V2i3.1892>
- Ghavifekr, S., Kunjappan, T., & Ramasamy, L. (2016). Teaching And Learning With Ict Tools: Issues And Challenges From Teachers' Perceptions. *Malaysian Online Journal Of*

- Educational Technology*, 4(2), 38–57.
- Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching And Learning With Technology: Effectiveness Of Ict Integration In Schools. *International Journal Of Research In Education And Science*, 1(2), 175–191. <https://doi.org/10.21890/Ijres.23596>
- Ghavifekr, S., & Sani, I. M. (2015). Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Science*, 2(8), 175–191.
- Hashim, H. U., & Yunus, M. (2018). English As A Second Language (Esl) Learning : Setting The Right Environment For Second Language Acquisition. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 3(2), 207–215. <https://doi.org/10.24042/Tadris.V3i2.2941>
- Ismail, F., Salam, A. R., & Academy, L. (2015). Evaluating Product Writing Approach In The Context Of Malaysian Classrooms : A Conceptual Paper, 2(2), 1–6.
- Jalaluddin, I. (2019). Process Approach In Teaching Of Esl Writing : Teacher ' S Assistance And Its Practicality In Real Classroom, 9(2), 66–78.
- Javadi-Safa, A. (2018). A Brief Overview Of Key Issues In Second Language Writing Teaching And Research. *International Journal Of Education And Literacy Studies*, 6(2), 12, 15–25. <https://doi.org/10.7575/Aiac.Ijels.V.6n.2p.15>
- Kit, L. W., & Ganapathy, M. (2019). The Reality Of Malaysian Esl Teachers' Ict Pedagogical Practices: Challenges And Suggestions. *English Linguistics Research*, 8(3), 39–48. <https://doi.org/10.5430/Elr.V8n3p39>
- Lawrence, D., & Wah, L. K. (2016). Collaborative Writing Among Second Language Learners Using Google Docs In A Secondary School Context. *International Journal On E-Learning Practices*, 3, 63–81.
- Lembaga Peperiksaan Malaysia. (2018). *Laporan Analisis Keputusan Sijil Pelajaran Malaysia (2018)*. Retrieved From [http://lp.moe.gov.my/images/bahan/spm/2019/14032019/Laporan Analisis Keputusan Spm 2018 - Upload.Pdf](http://lp.moe.gov.my/images/bahan/spm/2019/14032019/Laporan_Analisis_Keputusan_Spm_2018_-_Upload.Pdf)
- Lembaga Peperiksaan Malaysia. (2019). *Laporan Analisis Keputusan Sijil Pelajaran Malaysia (2019)*. Retrieved From <http://lp.moe.gov.my/index.php/Laporan-Analisis-Keputusan/900-Laporan-Analisis-Keputusan>
- Majid, A. H. A., & Stapa, S. H. (2017). The Use Of Scaffolding Technique Via Facebook In Improving Descriptive Writing Among Esl Learners. *The Southeast Asian Journal Of English Language Studies*, 23(4), 77–88. <https://doi.org/http://103.219.237.47/31/Article/View/20559>
- Manan, N. A. A., Zamari, Z. M., Pillay, I. A. S., Adnan, A. H. M., Yusof, J., & Raslee, N. N. (2017). Mother Tongue Interference In The Writing Of English As A Second Language (Esl) Malay Learners, 7(11), 1294–1301. <https://doi.org/10.6007/Ijarbss/V7-I11/3566>
- Mariappan, L., Omar, A., & Abu, A. G. (2018). Esl Teachers ' Perceptions Towards The Use Of Facebook In Teaching Literature For Secondary Schools. *The Asian Journal Of English Language And Pedagogy*, 6, 11–21. <https://doi.org/https://doi.org/10.37134/Ajelp.Vol6.2.2018>
- Muhamad, M., & Goh, H. S. (2019). Teachers' Perspective Of 21st Century Learning Skills In Malaysian Esl Classrooms. *International Journal Of Advanced And Applied Sciences*, 6(10), 32–37. <https://doi.org/10.21833/Ijaas.2019.10.006>
- Mukundan, J., Mahvelati, E. H., Din, M. A., & Nimehchisalem, V. (2013). Malaysian Secondary

- School Students' Esl Writing Performance In An Intensive English Program. *World Applied Sciences Journal*, 22(12), 1677–1684. <https://doi.org/10.5829/idosi.Wasj.2013.22.12.730>
- Nor, S., Rahamat, R., & Abdul, A. (2010). Writing In The Second Language : Support And Help Needed By The Low Achievers, 7(2), 580–587. <https://doi.org/10.1016/J.Sbspro.2010.10.078>
- Pazilah, F. N. P., Hashim, H., & Yunus, M. M. (2019). Using Technology In Esl Classroom: Highlights And Challenges. *Creative Education*, 10(12), 3205–3212. <https://doi.org/10.4236/Ce.2019.1012244>
- Romli, N. H., & Aziz, M. S. A. (2015). The Use Of Bahasa Melayu In The English Language Classroom By 'Non-Optionist' English Teachers. *Procedia - Social And Behavioral Sciences*, 172, 770–777. <https://doi.org/10.1016/J.Sbspro.2015.01.431>
- Salehuddin, K., Tan, K. H., Ang, L. H., & Rahim, H. A. (2011). Collocations In Malaysian English Learners ' Writing : A Corpus-Based Error Analysis. *The Southeast Asian Journal Of English Language Studies*, 17, 31–44. Available at <http://www.ukm.my/ppbl/31/31home.html>
- Samad, A. A., & Nurusus, E. (2017). The Influence Of Teaching Experience , School Location And Academic Background On Teachers ' Beliefs In Teaching Grammar, 11(15), 257–266. <https://doi.org/10.5539/Ass.V11n15p257>
- Selvaratnam, V. (2019). Malaysia's National Language Policy And Graduate Employability, (28), 2017–2019.
- Siemens, G. (2005). Connectivism : A New Learning Theory. *Journal Of Instructional Technology And Distance Learning*, 2(1), 1–5. Retrieved From <http://elearning.surf.nl/e-learning/english/3793>
- Thulasi, S., Ismail, F. B., & Salam, A. R. Bin. (2015). Role Of Model Essays In Developing Students Writing Skills In Malaysian Schools: A Review Of Literature. *Mediterranean Journal Of Social Sciences*, 6(2s1), 56–61. <https://doi.org/10.5901/Mjss.2015.V6n2s1p56>
- Ting, S. H., Marzuki, E., Chuah, K. M., Misieng, J., & Jerome, C. (2017). Employers' Views On The Importance Of English Proficiency And Communication Skill For Employability In Malaysia. *Indonesian Journal Of Applied Linguistics*, 7(2), 315–327. <https://doi.org/10.17509/Ijal.V7i2.8132>
- Umar, I. N., & Hassan, A. S. A. (2015). Malaysian Teachers' Levels Of Ict Integration And Its Perceived Impact On Teaching And Learning. *Procedia - Social And Behavioral Sciences*, 197(February 2015), 2015–2021. <https://doi.org/10.1016/J.Sbspro.2015.07.586>
- Vygotsky, L. (1978). *Mind In Society: Development Of Higher Psychological Processes*. (M. Cole, V. John-Steiner, S. Scribner, & E. Soubberman, Eds.). Harvard University Press. <https://doi.org/10.2307/J.Ctvjf9vz4>
- Webb, R. (2015). Teaching English Writing For A Global Context: An Examination Of Ns, Esl And Efl Learning Strategies That Work. *Pasaa: Journal Of Language Teaching And Learning In Thailand*, 49(June), 171–198.
- Wil, C. S. C., Yunus, M. M., & Suliman, A. (2019). The Use Of Social Media To Assist Writing Skills Among Secondary Pupils. *International Journal Of Academic Research In Business And Social Sciences*, 9(9), 224–236. <https://doi.org/10.6007/Ijarpd/V8-I3/6388>

- Yamat, H. (2012). Developing Identity in Diversity: A Second Language Acquisition Experience. *GEMA Online® Journal of Language Studies*, 12(2).
- Yunus, M. M., Nordin, N., Salehi, H., Embi, M. A., & Salehi, Z. (2013a). The Use Of Information And Communication Technology (Ict) In Teaching Esl Writing Skills. *English Language Teaching*, 6(7), 1–8. <https://doi.org/10.5539/elt.v6n7p1>
- Yunus, M. M., Salehi, H., & Chenzi, C. (2012). Integrating Social Networking Tools Into Esl Writing Classroom: Strengths And Weaknesses. *English Language Teaching*, 5(8), 42–48. <https://doi.org/10.5539/elt.v5n8p42>
- Yunus, M., Nordin, N., Salehi, H., Sun, C. H., & Embi, M. A. (2013b). Pros And Cons Of Using Ict In Teaching Esl Reading And Writing, 6(7), 119-130. <https://doi.org/10.5539/ies.v6n7p119>

Appendix

Table 2. *Teacher's perception on the use of technology in teaching writing*

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D.
		Frequency and Percentage (%)					
	Part 1: Perceive Ease of Use Towards Technology						
1.	The ICT facilities in my school are well functioning and are easy to use.	3 (7.5%)	13 (32.5%)	19 (47.5%)	5 (12.5%)	2.65	.802
2.	The technical supports are provided if teachers are faced with difficulties.	2 (5.0%)	15 (37.5%)	18 (45.0%)	5 (12.5%)	2.65	.770
3.	There is computer lab in my school in which I can bring students there to watch educational videos which are beneficial for teaching writing.	1 (2.5%)	9 (22.5%)	19 (47.5%)	11 (27.5%)	3.00	.784
4.	Lack of supports from the school top management discourage me from using technology to teach writing.	7 (17.5%)	15 (37.5%)	13 (32.5%)	5 (12.5%)	2.40	.928
5.	Teachers' are given the freedom to design their own teaching materials	0	4 (10.0%)	20 (50.0%)	16 (40.0%)	3.30	.648

	with the use of technology.						
	Part 2: Perceived Usefulness Towards Technology						
6.	I have more time to cater to students' need if technology is used in teaching writing .	1 (2.5%)	13 (32.5%)	21 (52.5%)	5 (12.5%)	2.75	.707
7.	I can still have an effective teaching without the use of technology.	0	4 (10.0%)	21 (52.5%)	15 (37.5%)	3.28	.640
8.	I think the use of technology in teaching writing is a waste of time.	10 (25.0%)	19 (47.5%)	11 (27.5%)	0	2.03	.733
9.	I am confident that my students' learn best without the help of technology.	5 (12.5%)	17 (42.5%)	16 (40.0%)	2 (5.0%)	2.38	.774
10.	The classroom management is out of control if technology is used in teaching writing .	9 (22.5%)	18 (45.0%)	10 (25.0%)	3 (7.5%)	2.18	.874
11.	Students' pay less attention when technology is used in teaching writing .	8 (20.0%)	17 (42.5%)	11 (27.5%)	4 (10.0%)	2.28	.905
12.	Students' makes no effort for their lesson if technology is used in teaching writing .	8 (20.0%)	18 (45.0%)	12 (30.0%)	2 (5.0%)	2.20	.823
	Part 3: Behavioural Intention to Use Technology						
13.	The use of technology helps teachers to improve teaching writing with more updated materials.	0	3 (7.5%)	18 (45.0%)	19 (47.5%)	3.40	.623
14.	I think the use of technology improves the quality of teaching writing .	0	4 (10.0%)	24 (60.0%)	12 (30.0%)	3.20	.608
15.	I think the use of technology helps to prepare teaching resources and materials.	0	2 (5.0%)	18 (45.0%)	20 (50.0%)	3.45	.597
16.	The use of technology enables the students' to	0	7 (17.5%)	20 (50.0%)	13 (32.5%)	3.15	.700

	be more active and engaging in the lesson.						
	Part 4: Attitude Towards Using Technology						
17.	I feel confident learning new computer skills.	0	5 (12.5%)	19 (47.5%)	16 (40.0%)	3.28	.679
18.	I find it easier to teach by using technology.	0	8 (20.0%)	19 (47.5%)	13 (32.5%)	3.13	.723
19.	I am aware of the great opportunities that ICT offers for effective teaching.	0	2 (5.0%)	21 (52.5%)	17 (42.5%)	3.38	.586
20.	I think that technology supported teaching makes learning writing more effective.	0	2 (5.0%)	21 (52.5%)	17 (42.5%)	3.38	.586