

ENGLISH TEACHER'S CONCEPTION OF WRITING SKILLS VIA ONLINE LEARNING DURING THE COVID-19 PERIOD

Nurul Farah Natalia Mohd Arfan

*Faculty of Psychology and Education, Universiti Malaysia Sabah,
Kota Kinabalu, Sabah*

NURUL_FARAH_MP20@iluv.ums.edu.my

Received: 25 October 2020 | Accepted: 30 November 2020 | Published: 01 December 2020

Abstract. Writing is an essential skill in language learning and is the focus of instruction in language classrooms. The sudden move to teach online would provoke a change in teachers' perception about teaching language skills. The study aims at exploring English teachers' conception about teaching writing skills online during the COVID-19 pandemic and explain the relationship between teachers' conceptions of online teaching and their strategies to teach writing skills. This research is a qualitative phenomenological study. The research is qualitative because a qualitative design provides grounds for the researcher to explore the contextual information collected of the participants' understanding of the phenomena. Themes arise from thematic analysis found that ESL teachers' conceptions about teaching English online and challenges encountered in using technology in online teaching. Overall, the teachers reported that online teaching has considerably impacted their teaching instruction and role in class as well as their professional development as teachers.

Keywords: writing skills, English teachers' conception, online teaching, professional development.

INTRODUCTION

Writing is an essential skill in language learning and is the focus of instruction in language classrooms. Successful writing skills take place in the cognitive domains that includes comprehending, applying and synthesizing new information (Defazio et al., 2010) that enables ideas to be expressed and information to be conveyed which is crucial for language learning. Students are expected to consider writing features such as content, sentence structure, vocabulary, punctuation and spelling when constructing a sentence. On top of that, students also need to be able to integrate information into comprehensible sentences and texts (Dang, 2019). The ability to externalise thoughts and ideas in a comprehensible and fluent form is what makes writing a complex skill. The need for students to combine and apply these skills to produce clear writing makes it even more challenging for second language (L2)

learners to acquire writing skills. Since writing is a complex skill, adequate writing instruction is important (Graham, 2018). The key to producing good writing is practice. The challenge for teachers is to motivate students in writing (Moses & Mohammad, 2019). Students are reluctant to write because writing is perceived as a laborious task (Alsied & Ibrahim, 2017), hence their disinterest in learning writing. Thus, due to these challenges, teachers find teaching writing difficult.

The outbreak of the COVID-19 pandemic has forced the education sector to put a temporary halt to learning. The Malaysian government imposed a movement control order (Abdullah et al., 2020) in order to curb the spread of the virus. Hence, as the educational sector is put in a situation wherein no classes can be held in schools and universities, the only option is to opt for online learning. This applies to the teaching and learning of English language classes as well. Thus, changing how language is acquired (Sivaniswary Karuppannan & Lubna Ali Mohammed, 2020).

While online learning is not a stranger to the educational world, and even have gained popularity as a method that provides teachers and students flexibility to study from anywhere (Chirikov et al., 2020; Fuller, 2020), the abrupt shift to online learning has left teachers in Malaysia to be unprepared in teaching online (Sivaniswary Karuppannan & Lubna Ali Mohammed, 2020). Kamal et al. (2020) states that the change to online learning needs to be planned and well designed for effective learning. Teachers are put in a situation wherein they have to perform teaching through online platforms revoking the usual classroom teaching methods and practice that teachers are used to. The adaptation to the new normal of teaching and learning through online is obviously not an easy process. Nevertheless, effective instruction is necessary for the continual development of writing skills in students.

PROBLEM STATEMENT

The COVID-19 pandemic had brought significant change to the mode of teaching and learning. Traditional face-to-face (F2F) method of teaching is replaced with online learning that requires teachers and students alike to use digital resources for learning (DeAlwis & David, 2020). The shift in teaching and learning required all teachers to move their teaching plans online. English language teachers are to teach language skills online to ensure the continuous learning of English language skills even amidst the pandemic so that students' development in acquiring English are not hindered. The learning of writing skills, in particular, are in high demand even in the middle of the pandemic, as it is seen as a necessary skill for academic success (Klimova, 2013). However, teachers' unpreparedness for the shift to online learning can affect the teaching and learning of English language learners (Phan & Dang, 2016). Teachers are also challenged in their knowledge and literacy of using technology as means to teach writing skills.

The sudden move to teach online would provoke a change in teachers' perception about teaching language skills. According to research, online learning is viewed as beneficial to both student and teacher (Aydin, 2013).

These are due to its flexibility in terms of time, location and practicability. However, some teachers believe that online learning is not education “worthy” (Adams & Defleur, 2005). Huang and Liaw (2005) adds that teachers’ attitudes towards technology use in teaching has an effect on their acceptance of using technology and in the degree of integration of technology into teaching and learning (Huang & Liaw, 2005). Hence, the teachers’ conception and responses to teaching writing in an online environment has an influence on the quality of writing instruction. However, there has been insufficient research on the response of English teachers to the change in the teaching and learning environment (Fu & Zhou, 2020). It is worthy to note that other studies have focused on online teaching effectiveness, but these have been in teaching online in general, teaching English language skills or focused on students’ perception of online learning. There is lack of attention on studies surrounding the impact of online teaching in teaching writing from the perspective of English teachers. Since, technology is part of the ‘new normal’ in teaching and learning, research on teachers’ teaching practice and perceptions of teaching language skills using technology is imperative. Hence, this present study will explore teachers’ conceptions of the use of online learning to teach writing as well as the strategies for coping with teaching writing online.

RESEARCH QUESTIONS

1. What are English teachers’ conception in teaching writing skills online during the COVID-19 pandemic?
2. How does online teaching influence the teaching of writing skills?

LITERATURE REVIEW

Teachers’ Conceptions of Online Learning

Perceptions are multidimensional in nature. A person’s behaviour can be predicted by looking at their biological or psychological perspectives. Teachers’ perceptions can come about from evaluative and affective components, as well as concepts apart from real situations (Powell & Powell, 2007). Additionally, an individual’s memories of an experience can result in the emergence of a stubborn attitude that an individual tend to avoid from critically examining. Other researchers believe that perceptions and conceptions differ from each other. According to Bueno (2013), perception refers to an individual’s view of the world. To explain, it is about an individual’s observations of events and experiences that provide information about the world. Bueno adds that the term conception relies on perception as the information that individuals get from their experiences conceptualises an idea and understanding. Thus, it can be said that perception and conception are two sides of the same coin. Hence, in this study, the perceptions and conceptions of a teacher refers to their cognitive psychological perspective. Psychologists Bem and McConnell (1970) suggests in their theory of self-perception that behaviour is a reaction to one’s attitudes and perceptions. In the context of this study, teachers’ behaviour is influenced by their perception and attitudes when they are put into a new situation that requires them to teach online, which they have inadequate knowledge about.

Upon entering the education field, teachers have already developed their philosophy and beliefs about teaching (Bai & Ertmer, 2008). The teaching philosophy that a teacher develops are based on their personal or cultural beliefs (Oxford & Yilmazel-Sahin, 2004) which can be uncompromising to change. A teachers' perception on the use of technology as a tool for teaching forms attitudes which can affect the way they use those tools (Deemer, 2006) since all teachers have a certain perception, attitude and experience about using technology for learning. Having said that, teachers' perceptions can be related to teaching methods. In the light of this claim, teachers' negative perceptions, attitudes and experience of technology can lead to negative conceptions of teaching online. These negative sense of using technology are due to a teachers' negative belief system. Usó-Doménech and Nescolarde-Selva (2016) defines a belief system as a person's set of beliefs that encompasses what they think as right or wrong, true or false, or what they consider as acceptable. A teacher's negative belief of teaching online and using technology leads to attitudes that inhibit them from efficiently and effectively adopting technology into their teachings during the prolonged school closure due to the pandemic.

Tondeur et al. (2017) study focused on teachers' pedagogical beliefs and its relation to the use of technology in the classroom. Findings from the study found that there is a correlation of the link between pedagogical beliefs and technology use, concluding that the teachers' beliefs impede the utilization of technology in class. Tondeur et al. (2017) also found other factors such as limited time, rigid schedules and examination requirements.

It is a known fact that teachers are key players in students' achievement (Hattie, 2012). Teachers' teachings contribute to the effectiveness of learning since "decisions made by individual teachers is by far greater than the impact of decisions made at the school level" (Marzano & Marzano, 2003). The factors of effective learning include the teaching instruction that a teacher employs in class. Similarly, the effectiveness of teaching and learning depends on the effective use of technology in instruction. In the context of this study, how a teacher constructs and plans their online lessons with the integration of technology influences students' ability to achieve. This means that it is essential that teachers know how and when to use technology strategies in their instructional design for the purpose of enhancing students' learning abilities. Thus, studying teachers' perceptions of online learning could lead to a better understanding of how to effectively teach online.

The transition to teaching using technology is crucial due to the pandemic situation albeit rather a difficult process. Davies and West (2014) states that effective integration of technology instruction from the traditional instruction is a complex process due to teachers' need in understanding various concepts. These include understanding the change in the learning process, implementation of technology and teaching strategies. It should be made known that the notion of using technology to assist in teaching has been introduced to schools in Malaysia. The push towards using technology in classrooms was further emphasised in the recent Malaysia Education Blueprint (2013-2025) that aims to enhance the quality of learning in Malaysia through the utilization of technology. Smart Schools have been established by Malaysia to systematically integrate technology into instruction (Simin Ghavifekr et al.,

2016). It is reported that the project was supposed to go through four stages: the pilot project (1999-2002), the post-pilot (2002- 2005), making all schools smart (2005-2010), and consolidation and stabilization (2010- 2020) (Hoque et al., 2012). However, even though Malaysia has provided schools a virtual learning platform to enhance technology use among teachers (Simin Ghavifekr et al., 2016), it was reported that few teachers had used technology as a tool for teaching (Ayub et al., 2011). Effective online teaching and learning face barriers particularly in teachers' ability to confidently teach online.

Findings from a recent study on teacher's perceptions of large-scale online teaching by Yang (2020) found that teachers strongly support online teaching as a response to the effect of the pandemic situation on education. However, the findings also revealed that despite most teachers have experience in using technology, at least 30% of teachers in China lack training in online teaching skills. It was further stated in the study that teachers who had received training on online teaching skills found that their skills in integrating technology such as using platforms and multimedia resources to teach had improved. Additionally, the findings from the survey found that teachers perceive online teaching as 'somewhat difficult' due to students' inability to self-study, unstable internet connection, lack of familiarity with technology and techniques, difficulty in controlling course progress and limited interaction with students in a large-online class. From this study, it can be concluded that teachers' positive perceptions due to their experience of using technology prior to the education shift enables them to implement effective teaching online. As teachers undergo training in developing technological knowledge in pedagogical practice, their perception of online teaching ability improves (Northcote et al., 2015). Hence, teachers' comfort, competence and ability will enable quick adoption of technology in their teachings. Adequate teacher training on online teaching skills not only builds teachers' competency in using technology but also their confidence in implementing it. Iver (2002) adds that teachers' confidence on using technology will lead to them actively seeking chances to apply it in their teachings.

A study by Fauzi and Kusuma (2020) on Indonesian teachers that focused on the effectiveness of online learning found that teachers were dissatisfied with teaching online and considers online learning as ineffective. The study reported that they face issues with effectively teaching in an online class. These issues include lack of available facilities, unavailability of network and internet, lack of planning and implementation of teaching using technology skills, inability to evaluate effective learning in online class and difficulty in collaborating with parents. Hence, there is a need for the study to look at the factors of ineffective online teaching.

According to Martin et al. (2019), teachers face challenges in teaching online due to lack of readiness to teach online. Reports in Malaysia also found that teachers are experiencing similar issues, which lead to poor quality of online learning. These challenges inhibit teachers from using technologies in their teaching which points to the need for teachers to acquire knowledge in technology, knowledge and use of effective strategies. In a study by Northcote et al. (2015) that surveyed faculty's self-confidence on carrying out online teaching and their online teaching ability. The findings of the study reported

that teachers have low confidence in selecting appropriate technological resources despite having higher confidence in aligning online courses with learning objectives, assignments and activities within the course. This study shows that there is a need for teachers to acquire knowledge on using and integrating technology into teaching.

Teachers need to gain technical knowledge which involves understanding how to use online platforms, Internet tools, amidst developing the ability to assist students to use technology effectively (Darabi et al., 2006; Varvel, 2007). According to Kopcha (2010), developing teachers' competency in technology skills leads to teachers experiencing greater success when implementing technology in their teaching. In another study by Chikasha et al. (2014) asserts that professional development would ease teachers' adoption of technology into their teaching. Additionally, the researcher adds that teachers that have experience of using technology as a tool for learning in teacher training helps in developing a positive attitude towards the implementation. This is further supported by a study that states previous experience in using technology can change teachers' perception of using technology for teaching (Levin & Wadmany, 2008). A qualitative study by Samira Nikian et al. (2013) on Malaysian teachers' perception of utilizing technology in the classroom found that while Malaysian English Teachers perceive use of technology as a learning tool positively, they collectively agreed that sufficient teacher training is needed for effective and improved quality of teaching.

From the literature discussed above, teachers' perceptions of online learning can influence the effective use of technology in teaching instruction. However, studies have found that adequate knowledge of technology and training to teach online leads to higher self-efficacy in their competency. As teachers have higher confidence in utilizing technology tools in online teachings, their perception of online learning may change.

METHODOLOGY

This research is a qualitative phenomenological study. The research is qualitative because a qualitative design provides grounds for the researcher to explore the contextual information collected of the participants' understanding of the phenomena (Cheek et al., 2004). This is due to the researcher's need to investigate English language teachers' experiences and perception of online teaching and its relation to their online writing instruction. Hence, a qualitative phenomenological study design allows the researcher to extensively explore and understand English language teachers' conceptions and experiences about online teaching of writing skill.

In order to explore English teachers' conception in teaching writing skills online, purposive sampling will be implemented. Creswell (2009) suggests researchers to implement a 'snowball' method for sampling in a phenomenological study. A snowball method recruits samples which have similar interest or situation (Johnson, 2014). The method enables the researcher to recruit participants by referrals from the existing participants who have similar experiences (Johnson, 2014). In this study, only teachers who fit the criterias specified by the study and have expressed their agreement to

participate will be asked to participate in the study. From the snowball method, a list of participants of those who fit in the criterias of the study were generated. The list of participants were then further narrowed down by considering their teaching experiences and availability to participate in the research.

A semi-structured interview with the participants was conducted through video conferencing. Interviews were video recorded using a screen recorder app. The researcher would then transcribe the interview for analysis. The transcribed interviews were sent to the participants for review, though the practice of leaving out any interview content was not encouraged. During the interview, notes were taken. According to Birks and Mills (2015), writing notes and constant comparative analysis help minimize bias which provides added objectivity in the study. Interviews were then analysed using a thematic method of analysis.

RESULTS AND DISCUSSION

Description of participants. The results of this qualitative study are based on the interviews of two English teachers teaching in different public primary schools in Sabah. Both participants teach English to upper primary students which are Year 4, Year 5 and Year 6.

Kim is a 26 years old novice teacher with three years of teaching experience. She was enrolled in a three-year education degree program in a private university in Kuala Lumpur. During her university years, she was exposed to various technological tools for learning.

On the contrary, Lim is a 45 years old experienced teacher. She has been teaching for nine years. Lim was from a teacher-training school in Kuala Lumpur. Lim had little to no experience of using technology for teaching.

Each participant was interviewed via video conference as it was an effective way to communicate due to the restriction of face-to-face meetings during the pandemic. The researcher transcribed the interviews within several days for participants to review and verify their statements. Direct interview quotes were used to highlight data. Direct interview quotes were used to highlight and personalize the data. Participants' names have been changed to protect their identity.

Thematic analysis. Thematic analysis is a method used to identify themes that are significant in qualitative data. Then, the themes are used to address the questions in the research. This study follows Braun and Clarke's (2006) 6-step framework. The initial step in analysing qualitative data is to transcribe and to roughly jot down notes on the entire data. The interview transcripts are read multiple times to allow the researcher to be familiarised with the data. Then, Braun and Clarke (2006) suggest for researchers to identify important and interesting data from the transcripts using open coding in order to generate initial codes. Each piece of text that seems to be relevant in addressing the study's research questions are coded. Subsequently, the codes are examined and collated into themes. There are no strict definitions on what themes are (Braun & Clarke, 2006), but it is distinguished by its significance. Once preliminary themes are established, they need to be reviewed for relevance and association with the data. Themes are refined through a process of scrutinising whether the

data supports the theme. The next step in analysing qualitative data is to define the essence of each theme in the study. The sixth step in Braun and Clarke (2006) framework is to report on the study.

Theme 1: ESL teachers' conceptions about teaching English online

The teachers that participated in the study revealed that they had diverse perceptions of teaching English online during the COVID-19 pandemic. Kim expressed a positive view of teaching English online due to her experience in using technology tools in learning while she was a university student:

Kim: ...in university we were pretty much technology based... Our assignments, and quizzes. Everything's pretty technology-based, I'm used to it. Using online classrooms, video apps, things like that. So, I wasn't apprehensive with online learning like some teachers are.

However, Kim also revealed that while she "... don't really mind teaching online", she admitted that teaching online was difficult in the first few weeks when she started teaching English online. While Kim had a fairly positive view of online ESL teaching, she expressed her frustration in managing online classes and described her first few weeks of teaching as "... it was all OVER the place. I couldn't get any teaching going on for the first few days, honestly."

Despite Kim's optimistic views about teaching English online, Kim asserts that "...Effective online teaching comes with knowing what to do in class...". She adds:

Kim: ... we're in a different situation now. We need to teach online. So, if the teacher doesn't have enough knowledge or skills in online teaching because online and offline classes are different. If you don't have online teaching skills, but have content and pedagogy knowledge? I think that there's still a high chance that the class you're teaching is ineffective.

This suggests that the effectiveness of online learning is within means. Kim believes that effective online teaching is the integration of technology, pedagogy and content knowledge, and skills.

Teaching ESL online, in Lim's eye, is more negative than positive. Lim's perception of teaching English online showed her apprehension towards online learning. Lim describes teaching online as an interaction barrier between her and her students. Her negative view on teaching online was further fueled from her inexperience of using technology in teaching, asserting that "Before this whole COVID thing, I've never used online or Slides or the internet to teach. I remember when we were told to teach from home, I remember thinking, NOPE. Teaching online doesn't work." Lim also contemplates whether children could learn anything in an online class.

However, Lim's view on online ESL teaching changed after several weeks of experiencing online ESL teaching. She reflects that online teaching is "more satisfying" at present as her skills in using technology to teach improved. She further comments that online teaching increased interaction with her students, which was opposite of her initial reaction to the shift to teaching online during the pandemic.

Moreover, both teachers assert that online teaching mostly had a positive influence on students' progress:

Kim: Both good and bad changes I think. Some of my kids do really well these days. They can write a WHOLE cohesive essay on their own now...They can't even write sentences suddenly. They went from being able to write something in class to nothing.

Lim: I can see that some of my students do write better now. They write clearly, more together, and fluently.

Theme 2: ESL teachers' challenges in using technology in online teaching

Both teachers, Kim and Lim, expressed confusion and uncertainty about teaching ESL online initially. Despite having experience in using educational technology, Kim revealed that she was confused on how she could teach English online the way she had taught in class. Kim illustrates her usual English class in detail:

Kim: For example, I've always been doing a collaborative class. When this applies to when I'm teaching writing, comprehension, spelling, things like that, I'm always pairing them up. It's always through a process. Through steps like getting them to brainstorm before writing. But, it was SO difficult to implement that in an online class.

She also describes teaching English online as different from her experience in using technology for learning while she was in university. She expressed her thoughts on the importance of training in using technology for teaching English online:

Kim: ...that's why I really wanted my school to do some online training about the whole online learning because it's something new to all of us. For example, I have experienced in using technology, but that's in university. Teaching online, I think, is different than that. For one, how do you engage kids in an online class? How do you teach something complex like writing online? How do you make learning how to write in an online class manageable and fun for the kids? Those are the things that I think would make an online class effective.

The above excerpt suggests that Kim may feel anxious teaching online despite her experience in using technology. Kim's anxiousness in teaching English online mirrored Lim's as she dwelled about the difficulty in integrating technology in her English class due to inadequate training:

Lim: For someone with very little experience and knowledge in doing things online, it's very difficult. My school gave a tutorial for using Google Classrooms. You know, step 1, step 2 kind of thing. But, it stops there! And I go, and then what? How do I teach them English?

Both met challenges on online teaching regarding competency in integrating technology into online English teaching. From the above excerpts by Kim and Lim, it is clear that they believe that school training on online teaching that involves methods to integrate English teaching and technology is important and imperative for teachers in order to effectively teach students. Lim also revealed that her lack of knowledge in utilising educational technologies during the initial online ESL teaching affected her instruction and teaching plans:

Lim: I couldn't figure out how to use the platforms before. Especially in the first few weeks of teaching online. So I did it as if I was filming myself teaching.

I taught them writing skills once I was able to operate Google Classroom.

The abrupt breakout of the COVID-19 pandemic puts ESL teachers in an unfamiliar teaching environment with limited knowledge and skills in ICT and online teaching which restricts them from conducting online teaching effectively.

Kim and Lim both expressed that class management was a challenge for them. Kim describes her initial online class as hectic and the online learning environment as unideal. While Lim was met with challenges regarding student participation in class. She reveals that very few students submitted their class activity worksheets. Lim admitted that she initially felt demotivated due to the lack of participation in class amongst other challenges she was facing:

Lim: ...the class would be really quiet. And the children! They don't turn on the camera so it felt as if I was speaking to no one. So I got quite demotivated because I wasn't quite good with technology and the children weren't responsive.

Invalid classroom management that came with the shift in education was a challenge to teachers. While they were familiar with face-to-face (F2F) teaching where they are able to observe and monitor students' progress physically, teachers and students are behind the screens of their devices in an online class. Hence, class management became a challenge to teachers. Inefficient class management in an online class may lead to students' lack of participation, attention which would cause poor learning outcomes.

DISCUSSION. The findings from the interview revealed about teachers' conceptions of technology and its influence in teachers' adopting technology for teaching and learning. The findings also revealed that there are several challenges in using technology and in teaching online which suggests its effect on teachers' perception of technology. Moreover, the interview findings also indicate the participants' ways in coping with the challenges they encounter. The results of the interviews revealed that teachers' perceptions of online teaching had an impact in their online ESL teaching instruction. Based on the findings of the study, both teachers had diverse perceptions on online learning. Kim had a positive perception of online teaching and learning as she had experience in using technology. This is inline with Yang (2020) study that states that teachers' positive perceptions are due to their experience of using technology prior to the education shift which enables them to implement effective teaching online. According to Buabeng-Andoh (2012), teachers' attitudes in using educational technology influences the extent they adopt and integrate ICT into teaching and learning. Kim's age may also influence her perception of online teaching. Lourenco and Cronan (2017) claims that teachers who are born surrounded with technologies are able to use technology.

Contrary to Kim's view of online teaching, Lim's negative perception of online teaching which stemmed from different teaching beliefs, her inexperience and lack of knowledge in using technology for education had limited her ability to effectively teach ESL online. Studies have shown that teachers' negative perceptions barriers in utilising ICT for teaching and learning (Silviyanti &

Yusuf, 2015). Among factors that influence teachers' adopting ICT include inadequate knowledge in ICT which may lead to lack of confidence in using and integrating educational technologies in teaching and learning process (Silviyanti & Yusuf, 2015). Effective use and integration of educational technology in teaching and learning are highly determined by teachers' perception and attitude. According to Buabeng-Andoh (2012), it is likely that teachers will not adopt technology into their teaching and learning if technology is perceived as not beneficial for teachers as a tool for teaching nor students' needs. Thus, the findings of the study revealed that teachers' perceptions of online teaching influences teaching instruction, and restricts the teachers intention to use technology for teaching. These findings are in agreement with the study's framework of technology of acceptance model (TAM). The framework surrounds the notion that if a teacher's personal beliefs are compatible with the online teaching values, it is likely that they perceive online learning and technology tools as easy (PEOU) and useful to use (PU). Teachers that lack technological knowledge would perceive teaching online and using technology tools as difficult. This can lead to teachers having low confidence in teaching online and in using technology for teaching which thus, influences their ESL instructions in online classes.

From the extracts of the interview, it can be seen that both teachers' perceive the use of technology for teaching and learning differently after experiencing online ESL teaching. Ferreira et al. (2018) states that there is a need for teachers to acquire "professional practice" by acquiring knowledge in content, pedagogy and technology instead of simply adopting technology for the sake of transferring content to students. This is reflected in what the Kim is saying:

Effective online teaching comes with knowing what to do in class...we're in a different situation now...if the teacher doesn't have enough knowledge or skills in online teaching skills, but has content and pedagogy knowledge? I think that there's still a high chance that the class you're teaching is ineffective.

This seems to suggest that while Kim believes that effective online teaching as having knowledge in content, pedagogy and technology. Teachers need to acquire the three essential knowledge for effective online teaching since teaching online requires teachers to select technological tools and apply appropriate technology skills to deliver content (Zaidi & Hussain, 2019).

CONCLUSION

This study concluded that there was a varying perception of ESL teachers' perception regarding teaching online and technology use in an online class which was due to teachers' perceived ease of use and perceived usefulness of technology in teaching online. Overall, the teachers reported that online teaching has considerably impacted their teaching instruction and role in class as well as their professional development as teachers.

REFERENCES

- Abdullah, S., Mansor, A. A., Napi, N. N. L. M., Mansor, W. N. W., Ahmed, A. N., Ismail, M., & Ramly, Z.mT. A. (2020). Air quality status during 2020 Malaysia Movement Control Order (MCO) due to 2019 novel coronavirus (2019-nCoV) pandemic. *Science of The Total Environment*, 729, 139022. <https://doi.org/10.1016/j.scitotenv.2020.139022>
- Adams, J., & DeFleur, M. H. (2005). The Acceptability of a Doctoral Degree Earned Online as a Credential for Obtaining a Faculty Position. *American Journal of Distance Education*, 19(2), 71–85. https://doi.org/10.1207/s15389286ajde1902_2
- Alsied, S. M., & Ibrahim, N. W. (2017). Exploring Challenges Encountered by EFL Libyan Learners in Research Teaching and Writing. *IAFOR Journal of Language Learning*, 3(2), 143–158. <https://doi.org/10.22492/ijll.3.2.06>
- Aydin, H. (2013). Interaction between teachers and students in online learning. *Journal of Environmental Protection and Ecology*, 14(3A), 1337–1352. https://www.researchgate.net/publication/287262034_Interaction_between_teachers_and_students_in_online_learning
- Ayub, A. F., Abu Bakar, K., & Rohayati, I. (2011). *Relationships between school support, school facilities, ICT culture and mathematics teachers' attitudes towards ICT in teaching and learning* (American Institute of Physics, Ed.; pp. 196–200). <http://psasir.upm.edu.my/id/eprint/31466/>
- Bai, H., & Ertmer, P. (2008). Teacher Educators' Beliefs and Technology Uses as Predictors of Students' Beliefs and Technology Attitudes. *Journal of Technology and Teacher Education*, 16(1), 93–112. <https://www.learntechlib.org/primary/p/22851/>
- Bem, D. J., & McConnell, H. K. (1970). Testing the Self-Perception Explanation of Dissonance Phenomena: On the Salience of Premanipulation Attitudes. *Journal of Personality and Social Psychology*, 14(1), 23–31. <https://doi.org/10.1037/h0020916>
- Birks, M., & Mills, J. (2015). *Grounded Theory: A Practical Guide* (Second ed.). SAGE Publications Ltd.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77–101.
- Buabeng-Andoh, C. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using ICT*, 8(1).
- Bueno, O. (2013). Perception and Conception: Shaping Human Minds. *Biosemiotics*, 6(3), 323–336. <https://doi.org/10.1007/s12304-013-9170-z>
- Cheek, J., Onslow, M., & Cream, A. (2004). Beyond the divide: Comparing and contrasting aspects of qualitative and quantitative research approaches. *Advances in Speech Language Pathology*, 6(3), 147–152. <https://doi.org/10.1080/14417040412331282995>
- Chikasha, S., Ntuli, M., Sundarjee, R., & Chikasha, J. (2014). ICT integration in teaching: An uncomfortable zone for teachers: A case of schools in

- Johannesburg. *Education as Change*, 18(1), 137–150. <https://doi.org/10.1080/16823206.2013.847013>
- Chirikov, I., Semenova, T., Maloshonok, N., Bettinger, E., & Kizilcec, R. F. (2020). Online education platforms scale college STEM instruction with equivalent learning outcomes at lower cost. *Science Advances*, 6(15), 1–10. <https://doi.org/10.1126/sciadv.aay5324>
- Creswell, J. W. (2009). Editorial: Mapping the Field of Mixed Methods Research. *Journal of Mixed Methods Research*, 3(2), 95–108. <https://doi.org/10.1177/1558689808330883>
- Dang, T. N. A. (2019). EFL Student's Writing Skills: Challenges and Remedies. *Journal of Research & Method in Education*, 9(6), 74–84. <http://www.iosrjournals.org/iosr-jrme/papers/Vol-9%20Issue-6/Series1/J0906017484.pdf>
- Darabi, A. A., Sikorski, E. G., & Harvey, R. B. (2006). Validated Competencies for Distance Teaching. *Distance Education*, 27(1), 105–122. <https://doi.org/10.1080/01587910600654809>
- Davies, R., & West, R. E. (2014). Technology integration in schools. In *Handbook of research on educational communications and technology* (4th ed., pp. 841–853). <https://lidtfoundations.pressbooks.com/chapter/tech-integration-from-bates/>
- DeAlwis, C., & David, M. K. (2020). Pennywise Rips Your Arms Off, You Still Won't Be Able to Wipe, So Keep Walking: Teaching During COVID-19 Lockdown. *Journal of Humanities and Social Sciences Research*, 2, 145–158. <https://horizon-jhssr.com/view-issue.php?id=36>
- Deemer, S. (2004). Classroom goal orientation in high school classrooms: revealing links between teacher beliefs and classroom environments. *Educational Research*, 46(1), 73–90. <https://doi.org/10.1080/0013188042000178836>
- Defazio, J., Jones, J., Tennant, F., & Hook, S. A. (2010). Academic literacy: The importance and impact of writing across the curriculum – a case study. *Journal of the Scholarship of Teaching and Learning*, 10(2), 34–47. <https://files.eric.ed.gov/fulltext/EJ890711.pdf>
- Fauzi, I., & Sastra Khusuma, I. H. (2020). Teachers' Elementary School in Online Learning of COVID-19 Pandemic Conditions. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(1), 58–70. <https://doi.org/10.25217/ji.v5i1.914>
- Ferreira, J., Behrens, M., Torres, P., & Marriott, R. (2018). The necessary knowledge for online education: Teaching and learning to produce knowledge. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6), 2097–2106.
- Fu, W., and Zhou, H. (2020). Challenges brought by 2019-nCoV epidemic to online education in China and coping strategies. *J. Hebei Normal Univ. (Educ. Sci.)*, 22, 14–18.
- Fuller, M. T. (2020). ISTE standards for students, digital learners, and online learning. In *Handbook of Research on Digital Learning* (pp. 284–290). IGI Global. <https://doi.org/10.4018/978-1-5225-9304-1.ch017>
- Hattie, J. (2012). *Visible Learning for Teachers: Maximising impact on learning*. London: Routledge.

- Hoque, K. E., Ahmad Zabidi Abdul Razak, & Mosa. Fatema Zohora. (2012). ICT Utilization among School Teachers and Principals in Malaysia. *International Journal of Academic Research in Progressive Education and Development*, 1(4), 17–34. <https://core.ac.uk/download/pdf/162012489.pdf>
- Huang, H.-M., & Liaw, S.-S. (2005). Exploring users' attitudes and intentions toward the web as a survey tool. *Computers in Human Behavior*, 21(5), 729–743. <https://doi.org/10.1016/j.chb.2004.02.020>
- Ivers, K. S. (2002). Changing Teachers' Perceptions and Use of Technology in the Classroom. (ERIC Document Reproduction Service No ED467095). ERIC Document Reproduction Service No. ED467095
- Johnson, T. P. (2014). Snowball Sampling. In *Wiley StatsRef: Statistics Reference Online* (2nd ed., p.1). Wiley StatsRef: Statistics Reference Online. <https://doi.org/10.1002/9781118445112.stat05720>
- Kamal, A. A., Mohd, N., Truna, L., Sabri, M., & N., S. (2020). Transitioning to online learning during COVID-19 pandemic: Case study of a Pre-University centre in Malaysia. *International Journal of Advanced Computer Science and Applications*, 11(6), 217–223. <https://doi.org/10.14569/ijacsa.2020.0110628>
- Klimova, B. F. (2013). The Importance of Writing. *Paripex - Indian Journal Of Research*, 2(1), 9–11. <https://doi.org/10.15373/22501991/jan2013/4>
- Kopcha, T. J. (2010). A systems-based approach to technology integration using mentoring and communities of practice. *Educational Technology Research and Development*, 58(2), 175–190. <https://doi.org/10.1007/s11423-008-9095-4>
- Levin, T., & Wadmany, R. (2008). Teachers Views on Factors Affecting Effective Integration of Information Technology in the Classroom. *Journal of Technology and Teacher Education*, 16(2), 233–263. <https://www.learntechlib.org/primary/p/22950/>
- Lourenco, A. P., & Cronan, J. J. (2017). Teaching and working with millennial trainees: impact on radiological education and work performance. *Journal of the American College of Radiology*, 14(1), 92-95.
- Martin, F., Budhrani, K., & Wang, C. (2019). Examining Faculty Perception of Their Readiness to Teach Online. *Online Learning*, 23(3), 97–119. <https://doi.org/10.24059/olj.v23i3.1555>
- Marzano, R. J., & Marzano, J. S. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher* (1st ed.). ASCD.
- Moses, R. N., & Mohamad, M. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. *Creative Education*, 10(13), 3385–3391. <https://doi.org/10.4236/ce.2019.1013260>
- Northcote, M., Gosselin, & Reynaud, D. (2015). Navigating learning journeys of online teachers: Threshold concepts and self-efficacy. *Issues in Educational Research*, 25(3), 319–344. https://www.researchgate.net/publication/282795255_Navigating_learning_journeys_of_online_teachers_Threshold_concepts_and_self-efficacy
- Oxford, R., & Yilmazel-Sahin, Y. (2004). *Enriching teacher education via technology, styles, and strategies* (R. Ferdig, Ed.; pp. 3556–3561). AACE.
- Phan, T. T. N., & Dang, L. T. T. (2016). *Teacher Readiness for Online Teaching: A Critical Review*. 30th Annual Conference of the Asian Association of Open Universities, Manila, Philippines.

- Powell, R. G., & Powell, D. L. (2007). *Classroom Communication and Diversity: Enhancing instructional practice*. Routledge.
- Samira Nikian, Faizah Mohammad Nor, & Marzila A. Aziz. (2013). Malaysian Teachers' Perception of Applying Technology in the Classroom. *Procedia - Social and Behavioral Sciences*, 103, 621–627. <https://doi.org/10.1016/j.sbspro.2013.10.380>
- Silviyanti, T. M., & Yusuf, Y. Q. (2015). EFL Teachers' Perceptions on Using ICT in Their Teaching: To Use or to Reject?. *Teaching English with Technology*, 15(4), 29–43.
- Simin Ghavifekr, Thanusha Kunjappan, Logeswary Ramasamy, & Annreetha Anthony. (2016). Teaching and Learning with ICT Tools: Issues and Challenges from Teachers' Perceptions. *Malaysian Online Journal of Educational Technology*, 4(2), 38–57. <https://files.eric.ed.gov/fulltext/EJ1096028.pdf>
- Sivaniswary Karupppannan, & Lubna Ali Mohammed. (2020). Predictive Factors Associated with Online Learning During Covid-19 Pandemic In Malaysia: A Conceptual Framework. *International Journal of Management and Human Science (IJMHS)*, 4(4), 19–29. https://ejournal.lucp.net/index.php/_ijmhs/article/view/1236
- Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2016). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: asystematic review of qualitative evidence. *Educational Technology Research and Development*, 65(3), 555–575. <https://doi.org/10.1007/s11423-016-9481-2>
- Usó-Doménech, J. L., & Nescolarde-Selva, J. (2016). What are Belief Systems? *Foundations of Science*, 21(1), 147–152. <https://doi.org/10.1007/s10699-015-9409-z>
- Varvel, V. E. (2007). Varvel, V. E. (2007). Master online teacher competencies. *Online Journal of Distance Learning Administration*, 10(1), 1–41. <https://www.westga.edu/~distance/ojdla/spring101/varvel101.pdf>
- Yang, X. (2020). Teachers' perceptions of large-scale online teaching as an epidemic prevention and control strategy in China. *ECNU Review of Education*, 3(4), 739–744.
- Zaidi, Z. I., & Hussain, S. (2019). Technological Pedagogical Content Knowledge (TPCK) And Its Implication In Teacher Education. *Multi-Disciplinary Research Journal*, 5(36).