



**THE PERCEPTION OF EASE OF USE
AND USEFULNESS OF A MOOC FOR ENGLISH FOR
JOB APPLICATION DEVELOPED BASED ON ADDIE
INSTRUCTIONAL MODEL**

BY

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ABSTRACT

Massive Open Online Course (MOOC) is a new online phenomenon that allows a massive number of learners to participate in a course. A MOOC is accessible to public with no geographical boundary. In order to promote Malaysian education globally, Malaysian Ministry of Higher Education encourages Malaysian higher learning institutions to develop MOOCs that reflect their niche. Many Malaysian higher learning institutions have adopted it into their teaching. It includes MOOCs to teach English for Occupational Purposes (EOP). However, the existing MOOCs on EOP have their limitations such as inaccessibility to the public as it requires an access code to access the content of the MOOC. To address this issue, an EOP MOOC was developed aiming to teach job application skills and language use for job application to undergraduates and fresh graduates as its main targeted learners. ADDIE instructional model was adopted in this study. A survey was conducted among 30 graduates at the analysis stage and 30 English for Specific Purposes students at the evaluation stage. The evaluation stage was done by gathering students' perception towards the usefulness and ease of use of the MOOC. Davis' Perceived Usefulness and Ease of Use survey was adapted to gather the ESP students' perception. The study found that the MOOC was positively perceived as useful and easy to use by the students. Only two issues were raised. One is the need for clearer voice overs and the need for guidelines on navigating around the MOOC.

خلاصة البحث

إن الدورة الهائلة المفتوحة عبر الإنترنت أو ما يسمى بـ (مووك) هي ظاهرة التعلم على شبكة الإنترنت حيث يتيح لعدد هائل من الدارسين المشاركة في دورة ما، ويمكن أن تكون منصة مووك تستخدمها العامة بلا حدود جغرافية.

من أجل ترويج التعليم الماليزي عالميا بادرت وزارة التعليم العالي الماليزي إلى تشجيع المؤسسات التعليمية العالية على تطوير مووك التي تخصص مجالاتها.

لقد قامت كثير من المؤسسات التعليمية العالية الماليزية باستخدامها في مجال التعليم، فهي تشمل مووك لتعليم اللغة الانجليزية لغرض مهني (EOP).

وعلى الرغم من ذلك، أن وجود مووك في تعليم اللغة الانجليزية لغرض مهني (EOP) محدود، وهي تمثل عدم إمكانية تصفحها للعامة لأنها تتطلب كلمات المرور لفتح المحتويات في منصة مووك.

فالحل لهذه المشكلة أن الباحثة قامت بتطوير تعليم اللغة الانجليزية لغرض مهني عبر منصة مووك، حيث تهدف إلى تعليم مهارة طلب العمل والتطبيقات اللغوية لطلب العمل لطلاب البكالوريوس، وكذلك للخريجين الجدد بوصفهم طلابا وهم الهدف الأول. ويتبنى البحث منهج التصميم التعليمي (ADDIE).

لقد أُجري الاستبيان على ثلاثين خريجا في مرحلة التحليل وثلاثين طالبا لمادة اللغة الانجليزية لغرض خاص في مرحلة التقييم. وتم التقييم في مرحلة التقييم عن طريق جمع آراء الطلاب نحو مدى استفادتهم ومدى سهولتهم في استخدام منصة مووك.

قامت الدراسة بتطبيق الاستبيان لسهولة الاستعمال والفائدة الملموسة لدافيس لجمع آراء طلاب ووجهات نظرهم. فهذه الدراسة اكتشفت أن منصة مووك مفيدة، كما أنها سهلة في استعمالها من قبل الطلاب. على رغم ذلك، هناك قضيتان مهمتان فقط يجب التركيز عليهما: أولا أنه بحاجة إلى تعليق صوتي أوضح، كما أنه بحاجة إلى إرشادات لتشغيل المووك.

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of Arts (Teaching English for Specific Purposes).

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and Management

DECLARATION

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

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*This dissertation is dedicated to my parents; ummi and abah. To my younger siblings
(Angah, Alie, Ingky and Dhina), I hope this will inspire you.*

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

English for Specific Purposes (ESP) refers to the teaching of English which aims to tailor the specific needs of learners to their professional or academic development. In other words, it is the teaching of English language skills that are needed by the learners to be used in an academic setting (which is known as English for Academic Purposes (EAP)) or occupational or workplace setting (which is known as English for Occupational Purposes (EOP)).

In the 21st century learning, the teaching of English for Occupational Purposes is offered at higher learning institutions to pre-experienced learners where most of them are millennials. The millennials are those who were born in 1982-2000 (Jain, 2016). Their learning preference is self-directed learning as they prefer to learn on their own; at their own pace, place, time, and style (Jain, 2016). In addition, their intention to learn is recognized when they feel the need (Jain, 2016). This denotes that their readiness to learn is through the immediate needs which is applicable in the near future. Moreover, this cohort of learners would prefer to learn through technology (Jain, 2016). These are especially through multimedia platforms and social learning platforms including MOOCs (Jain, 2016).

Furthermore, the teaching of English for Occupational Purposes to the millennials aims to prepare learners with the necessary language skills needed to meet their professional needs (Filiz & Anda, 2015). In order to equip the learners with English language needs and demands at workplace, an EOP course is made compulsory to students at many higher learning institutions. By taking such a course,

the skills obtained can be applied for their professional development. However, by the time they graduate, the learners may not remember what they have learnt in the EOP course especially when the course is taken during their early years of studies. Bacon and Stewart (2006) found that students would lose most of the knowledge gained within 2 years.

With the advent of the Internet, these graduates can have access to information relevant to their needs. Online learning platforms seem to be a promising solution as they give an opportunity to learners to recall what they have learned from an EOP course taken during their studies. MOOC platform is one of them. A Massive Open Online Course (MOOC) is "... designed so hundreds and even thousands of individuals with no limit to geographical location are able to participate in a course, usually free of charge" (Clark et al., 2017, p. 1). Learning materials on MOOC are accessible to any individual who is interested in a particular course. It gives learning opportunities to individuals who are from different parts of the world. These are what make a MOOC different from an online course as mentioned by Rodriguez (2013), "MOOCs are different from more established models of online education in its scale and openness" (p. 68). Examples of MOOC providers are Coursera, edX, OpenLearning, and Udemy (Luaran, 2013).

A MOOC allows participants to learn at their own pace and be independent learners (Luaran, 2013). The courses offered are university-level (Luaran, 2013) and skills and job training courses (Lim, 2017). They cover a wide range of fields and disciplines (Veletsianos & Shepherdson, 2015).

Language teaching courses are also offered on MOOC platforms. It is an emerging field in MOOCs. It is known as Language MOOCs. Language MOOCs which is also known as LMOOCs, is "dedicated web-based online courses for second languages with unrestricted access and potentially unlimited participation" (Bàrcena,

Martín-Monje & Castrillo, 2014, p .1). Although MOOCs usage is growing, the growth of LMOOCs is rather slower than the other disciplines (Beirne et al., 2017). Based on their analysis, as of June 2017, Beirne et al. (2017) found that there were 143 LMOOCs available on major MOOC platforms.

Many LMOOCs are offered at a beginner level. However, an increasing number of LMOOCs are offered for advanced learners particularly for Language Teaching for Specific Purposes (Beirne et al. 2017). “MOOCs offer a convenient vehicle for reaching professionals or trainees who need specialized language skills” (Godwin-Jones, 2014, p.14). As LSP (Language for Specific Purposes) learners lack time to attend a classroom-based LSP course, LMOOCs are the convenient platform for them to obtain the specialized language skills (Martín-Monje & Castrillo, 2018).

1.2 BACKGROUND OF THE STUDY

To keep track with the latest development in education, the Malaysian Ministry of Higher Education developed *Malaysian Education Blueprint 2015-2025 (Higher Education)* to achieve continued excellence in the higher education system. The transformation is aimed to equip Malaysian students with the skills needed when they embark on their career journey as “The jobs of tomorrow will require a greater emphasis on STEM (science, technology, engineering and mathematics) and proficiency in English is required to support higher-income jobs and raise competitiveness” (Ministry of Education Malaysia, 2015). The Ministry of Education Malaysia came up with 10 shifts to transform the education system. One of them, that is the ninth shift, is “Globalised Online Learning” (Ministry of Education Malaysia, 2015) where “Blended learning [face-to-face learning and online learning are combined] models will become a staple pedagogical approach in all HLIs [Higher Learning Institutions]” (Ministry of Education Malaysia, 2015).

In the ninth shift, the Malaysian Ministry of Higher Education encourages the Malaysian higher learning institutions (HLIs) to develop MOOCs that reflect their area of expertise. This will help to promote Malaysian education globally (Ministry of Education Malaysia, 2015). A pilot project on MOOC was initiated on March 2013 involving six Malaysian universities (five of them were public universities and one was a private university) that had used MOOCs by the time they conducted their case study in 2013 (Fadzil et al. (2015). From there on the country has seen an increase in the number of MOOCs offered from year to year. Malaysia MOOC is the official MOOC platform for the twenty public universities in Malaysia. Openlearning which is one of the MOOC platforms is the platform endorsed by the Malaysian Ministry of Education.

The present study was conducted at two Malaysian universities which were International Islamic University Malaysia (IIUM) and Universiti Teknologi MARA (UiTM). English is the medium of instruction at these universities. Students of these universities are required to do two English for Specific Purposes courses, namely English for Academic Purposes and English for Occupational Purposes. Different titles may be used by the different faculty depending on the nature of the course and the programme that the students are following. At the Human Sciences Division of the Kulliyyah of Islamic Revealed Knowledge and Human Sciences, IIUM, for example, students are required to take the Language for Occupational Purposes. This course is taught face-to-face. Blended mode is implemented in most of the classes. MOOC can be an option in teaching this course. This mode of teaching the course is yet to be implemented at the universities.

1.3 STATEMENT OF THE PROBLEM

English language has become a global language. It eases communication at international level (Rajprasit, et al., 2014). As a result, English language proficiency is one of the criteria that many employers seek in recruiting employees (Rajprasit, et al., 2014). In other words, proficiency in English has become one of the requirements in many job applications.

English for Occupational Purposes (EOP) courses are offered at Malaysian higher learning institutions (Too, 2017) to prepare students with the necessary language skills needed for workplace. When the students graduate, most of the time, they are expected to be proficient in English language especially in productive skills (speaking and writing) (Ong et al., 2011). However, some of the courses which teach them these skills, are offered a few semesters earlier before they graduate. Thus, it might not be easy for the students to recall what they have learnt. Therefore, online resources which are easily accessible and offer self-paced lessons will benefit undergraduates to explore whenever they need them.

One of the platforms that can offer such learning materials is MOOC. Running through the Malaysia MOOCs (<https://www.openlearning.com/malaysiamoocs/>), as of third of July 2018, there were three LMOOCs, on EOP. These were namely: Effective Workplace Communication, English for Oral Presentations, and Business Correspondence. These MOOCs were developed by Universiti Teknologi MARA (UiTM) which is one of the Malaysian public universities.

As the name suggests, MOOCs are designed for individuals despite their geographical location to participate in a course (Atiaja & Proenza, 2016; MacDonald & Ahern, 2015). However, it is not the case for Effective Workplace Communication MOOC. This MOOC is only accessible to those registered for the course. These are students who were following the course at the university. It is not open to the public.

The other two EOP MOOCs (Business Correspondence and English for Oral Presentations) are only limited to business correspondence writing and oral presentations. These are not sufficient to support the language skills needed by learners at their respective workplace later. Sarudin (2013) revealed that the language communication sub-skills which are frequently used at the workplace are as follows;

Oral communication: Teleconferencing, Telephoning, Informal work-related discussions, Chairing and speaking in meetings, Oral presentations and public speaking, Interviewing, Seminars and exhibitions, and Networking for contacts for advice and information.

Written communication: Exchange of written messages (letters, faxes, telexes, and emails), Writing assessment and progress reports, quotations, Informal and instructional memos, and Sales and product marketing proposals

(p. 75).

In her study, Martinez (2001) found that EOP programme emphasizes on teaching of job readiness skills including job search, interview skills, resume writing, letter writing, and form-filling skills (as cited in Afzali & Fakharzadeh, 2009).

To fill in the gap, a MOOC that addresses the shortcomings was developed in this study. This research was conducted to investigate the perceptions of ESP students of a MOOC developed for English for Job Application which covers skills needed for job application and is made accessible to the public. To develop the MOOC, ADDIE, which is an instructional model, was used as a guide. This model will be further explained in Chapter Three (Research Methodology).

1.4 SCOPE OF THE RESEARCH

This study was conducted to determine if the ESP students find the MOOC for English for Job Application easy to use and useful in general as well as for their job

application purposes. The development of the MOOC was guided by ADDIE instructional model based on its phases.

1.5 RESEARCH OBJECTIVES

The objectives of this study were to:

1. determine ESP students' perception of MOOC English for Job Application ease of use
2. determine ESP students' perception of MOOC English for Job Application usefulness for their learning in general, and
3. find out if ESP students find the MOOC for English for Job Application useful in improving their job application skills.

1.6 RESEARCH QUESTIONS

The researcher sought answers to the following questions:

1. How do students of ESP find the ease of use of MOOC for English for Job Application?
2. How do students of ESP find the usefulness of MOOC for English for Job Application for their learning in general?
3. How do students of ESP find the usefulness of MOOC for English for Job Application in helping them prepare for job application?

1.7 SIGNIFICANCE OF THE STUDY

This study attempted to determine if students of ESP find the MOOC for English for Job Application useful and easy to use. The findings of this study may give insights to ESP practitioners into students' reactions to this new online learning platform. It helps to give an indication to the practitioners the extent to which a MOOC is a favourable

learning platform to the students. This study would also inform practitioners and course developers on the practicality of the ADDIE model to develop the MOOC platform. Unlike the existing Malaysian MOOCs on English for Occupational Purposes, the MOOC developed in the present study does not require an access code. This gives students easy access to explore and learn from the content of the MOOC as part of their self-initiative in developing their professional skills. ESP practitioners may also benefit from this study as the MOOC can be used as their support in their teaching.

1.8 CONCEPTUAL FRAMEWORK

1.8.1 Technology Acceptance Model (TAM)

Davis' (1985) Technology Acceptance Model (TAM) formed the conceptual framework in evaluating the MOOC for English for Job Application (refer Figure 2 below). As part of the requirement for his Ph.D. in Management, Davis built this model which was based on the Theory of Fishbein and Ajzen's (1975), Reasoned Action. According to TAM, there are two factors that determine the attitude towards the use of a technology system. They are perceived usefulness and perceived ease of use. Davis (1985) stated that "Perceived ease of use has a casual effect on perceived usefulness" (p. 24). This is because "...a system which is easier to use will result in increased job performance (i.e., greater usefulness) for the user" (Davis, 1985, p. 26). As the perceived usefulness and perceived ease of use influence a user's attitude toward using, external variables which are labelled as X1, X2 and X3 influence the user's perception of the usefulness and ease of use of a technology system.

Having to use this model, it helps technology system developer to determine the success or failure of their development. Therefore, the researcher of the present study generated findings on students' acceptance of the MOOC for English for Job

Application developed by the researcher. This was investigated by using Davis' Technology Acceptance Model (TAM) which was adapted in this study.

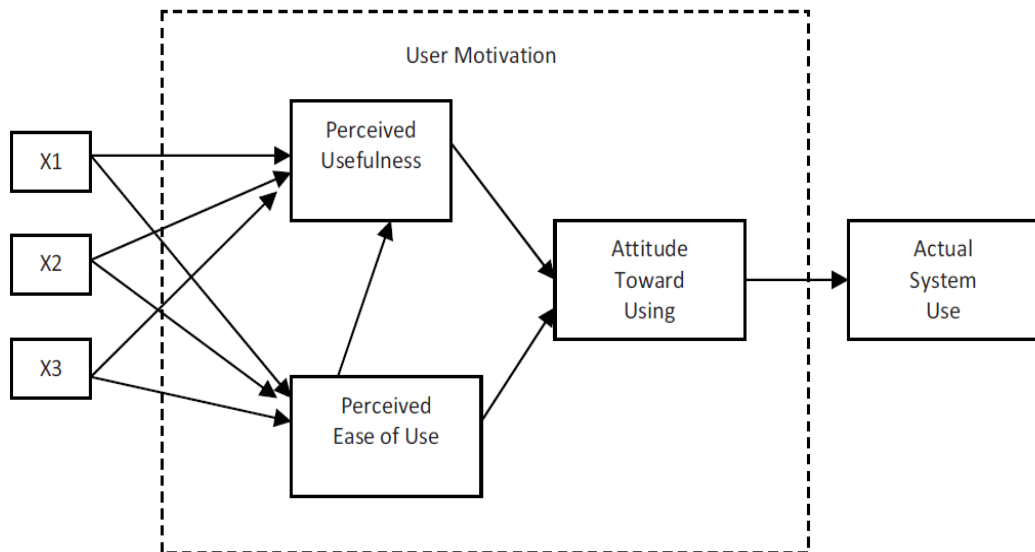


Figure 1 Technology Acceptance Model (adopted from Davis, 1985, p. 24)

1.9 ORGANISATION OF CHAPTERS

This dissertation consists of five chapters. The first chapter introduces the research. It presents the background of the study, statement of the problem, scope of the study, research objectives, significance of the study, an overview of methodology, and definition of terms. The second chapter presents the review of literature and past studies that are related to the present study. The third chapter explains the research methodology. It describes the design of the study particularly using ADDIE instructional model. The fourth chapter presents the findings of the evaluation stage of the instructional design phases. The fifth chapter discusses the findings with support from literature. This chapter also concludes the study by summarising the main points obtained in the study.

1.10 DEFINITION OF TERMS

For the purpose of this study, the following definitions were used:

1. **ADDIE Model** is an abbreviation of stages, which are *Analysis, Design, Development, Implementation, and Evaluation*, involved in instructional design and development (Branch, 2009).
2. **English for Occupational Purposes (EOP)** refers to the teaching of English language with an aim to “train individuals to perform on the job, using English to communicate” (Lamri, 2016, p. 5).
3. **Massive Open Online Courses (MOOCs)** as defined by The European Association of Distance Teaching Universities (EADTU) are “online courses designed for large numbers of participants, accessible anywhere by the Internet, open to everyone without entry qualifications and offer a full/course experience online for free” (as cited in Chea, 2016).
4. **Perceived Usefulness** is defined as “the degree to which a person believes that using a particular system would enhance his or her job performance” (Davis, 1989, p. 320).
5. **Perceived Ease of Use** is defined as “the degree to which a person believes that using a particular system would be free of effort” (Davis, 1989, p. 320).

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides literature that is relevant to the current study. The related literature is divided into six main parts: English for Specific Purposes pedagogy, using ADDIE Model to develop a MOOC, students and teachers' feedback on MOOCs, Davis' (1989) Technology Acceptance Model, and factors to consider in developing a MOOC.

2.2 ESP TEACHING MATERIALS

In the field of education, the term 'material' is defined as

... anything which is used to help to teach language learners. Materials can be found in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned (Tomlinson, 1998, p. xi).

ESP teaching materials are designed and developed based on a needs analysis that was conducted at an early stage. A needs analysis plays an important role in selecting and developing ESP teaching materials. The needs analysis will help the ESP practitioners in defining "the specific sets of skills, texts, linguistic forms, and communicative practices that a particular group of learners must acquire" (Hyland, 2007, p. 380). It acts as 'the basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for reevaluating the precision accuracy of the original needs assessment' (Brown, 1995, p. 35). Having to identify the needs of their learners, ESP practitioners will have insights on learners' learning interest and objectives (Larouz & Kerouad, 2016).

An ESP practitioner “... tries to select available materials or seeks to adapt the existing teaching materials when necessary and supplementing it where it does not quite meet the learners’ needs” (Koshhal, 2018, p. 93). The practitioner is to provide good materials by selecting appropriate existing materials and adapt them according to the needs of the learners. The practitioner does not need to create them (Dudley-Evans & St. John, 2009). It will be time consuming if they are going to create them from scratch (Lesiak-Bielawska, 2015).

As ESP practitioners are allowed to adapt the existing materials as long as those materials meet the needs of their learners, they need to carefully review, evaluate, and select the existing materials (Bocanegra-Valle, 2010). These are done by following some criteria that they should have. Ellis and Johnson (1994) propose that the criteria that can be considered in selecting appropriate ESP teaching materials include “... types of learners and their language level, relevance, learners’ age and cultural background, and appropriateness of methodology or style” (as cited in El imane, 2013, p. 19). If the existing materials are lacking, the practitioners will need “... to develop materials from scratch or abridge, extend, refine, rewrite – in short, adapt – the available materials for a particular learning situation, ESP area, target group of learners, timing or set of resources” (Bocanegra-Valle, 2010, p. 144). Figure 2 shows the adaptation techniques as a guideline for ESP practitioners proposed by Bocanegra-Valle (2010).