Needs Analysis of Developing Writing Module on Technology Platform in Improving Tertiary Students' Writing Abilities

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ABSTRACT

The English language plays an important role in every individual's life as it is the core language for studying any subject matter all over the world. English is pivotal among English as a Second Language (ESL) learners to broaden their minds and nurture emotional skills, as well as most prominently to improve one's life by contributing to job opportunities. Therefore, mastering writing skills has become an important necessity for success. This study aims to identify the usefulness of using a writing module through a technology resource, the challenges faced by academicians while teaching writing skills, and what teaching method students anticipate the most fundamental. A prompt interview method was used among 15 academicians from one of the higher education institutions in Selangor, Malaysia to analyse the need for a writing module, the major difficulties of academicians while teaching writing skills, and the importance of incorporating technology resources. The results indicated that incorporating a writing module as guidelines was needed. The major challenges faced by academicians were insufficient time to provide writing activities, lack of online writing materials and students being less interested in conventional teaching approaches. Furthermore, outcomes specified that utilising mobile learning in practising writing skills was significant among tertiary-level students. Hence, this study enables future researchers and practitioners to conduct further studies to improve tertiary students' writing skills by using writing modules, utilising new teaching approaches and mobile learning. This is to enable tertiary students to master their writing skills appropriately before indulging themselves in their career prospects.

Keywords: Difficulties, higher education institutions, mobile learning, teaching approaches, writing module

INTRODUCTION

ESL learners in higher institutions would need to master their English proficiency level appropriately before they enter the working field. The English language plays an essential role in a working organisation locally and internationally, as well as it enhances effectiveness and productivity (Akther, 2022). Therefore, the English language is a significant language among tertiary students to seek employment, regardless of position and industry. There are main four important language skills that students would need to learn which are speaking, reading, listening, and writing. Nonetheless, ESL learners face greater difficulty in writing skills when compared with the other three language skills (Rahman, Azmi, & Hassan, 2020).

Writing skills are very prominent among tertiary students because these skills equip them with the competence to efficiently interconnect ideas, analyse complex concepts, as well as contribute meaningfully to both academic areas and working atmosphere circumstances. This means that learners would need to know how to apply appropriate writing structure, content, organisation, vocabulary, and grammar. In addition to the myriad of writing elements, learners would need to practise writing accordingly to succeed in the real-life context. Apart from that, Khatter (2019) emphasised writing skills require learners to master the writing process, such as generating ideas, organising, drafting, revising, and editing. However, students are unable to write the content critically and creatively.

In this digital era, various types of approaches can be used by educators to teach and motivate learners to progress successfully in mastering their writing skills (Handayani & Aminatun, 2020). One of the approaches is using technology platforms to teach writing skills by educators. The technology resource that is getting popular among learners is using mobile devices. There are numerous benefits of integrating mobile learning into language learning. Klimova (2019) clarified that using mobile learning enables learners to practise writing skills longer than classroom practices. This will help the learners to do a lot of writing practices via mobile devices, and it is different when compared with the conventional approach. This is because learners are able to obtain information very quickly by communicating and collaborating with their group members, as well as finding relevant inputs via Internet sources before practising their writing activities.

Researchers (Abdelmohsen, Abdullah, & Azam, 2020) also stated that using technology resources itself is not sufficient to develop learners' writing abilities but these learners would need proper writing modules or materials that they can use via online platforms. Therefore, incorporating writing modules to nurture writing abilities among tertiary students is essential and needed. This aids them to practise and progress their writing capabilities accordingly before entering the career path after completing their Bachelor's degree. This is because the writing module assists learners in developing their writing abilities through the planned interesting themes and learners' needs (Abdelmohsen, Abdullah, & Azam, 2020). Besides that, the writing module supports learners by providing implications to the learning process and encourages learners' motivation by connecting the writing modules to real-life contexts (Abdelmohsen, Abdullah, & Azam, 2020).

Problem Statement
Students at the tertiary level face a number of writing difficulties when compared with the other three language skills. Some learners are still unable to comprehend various complex sentence patterns of the English language and that is a reason why they face difficulties in understanding even though they are at the tertiary level. The major writing difficulties among students are their psychological complications. Biswas (2021) described that physical and mental dependability affect the writing process. From the standpoint of writing, the process and product of writing involve imagination, cognitive skills, organisation skills, drafting, editing, reading, and reviewing. Thus, it is clearly known that the process of writing depends on cycles and persistence. Moreover, learners would need metacognitive skills to be competent writers. Another study by Naima (2014) supported that tertiary-level students have psychological problems that ruin their writing quality. For example, the students have a lower-level behavioural problems, higher-level behavioural problems and a lack of attention to lessons. They also exhibit a sense of superiority over others, unsocial status and noise-making tendencies. This would cause disciplinary problems in the classroom (Naima, 2014).

Additionally, ESL learners exhibit writing difficulties in generating appropriate ideas and explaining their supporting details. They always confuse themselves to generate ideas that are relevant to the main topics with supporting details (Afrin, 2016). Aside from that, learners display mechanical and rhetorical problems. Mechanical grammar is commonly the prescriptive form of grammar. Msanjila (2005) remarked that prescriptive grammar talks about right and wrong forms of language or the do's and don'ts of a language. Hence, prescriptive grammar deals with two elements which are mechanics and pragmatics of language. In the mechanical aspects, learners commonly deal with punctuation errors, indentation confusion, spelling mistakes, capitalisation mistakes, and grammatical errors (Biswas, 2021) whereas for the pragmatics of language, learners become disordered and unsatisfied when they cannot generate proper syntax to convey their opinions in the written forms (Harmer, 2004). Other than that, another problem shown by the learners in writing skills is a cross-connection between learners' learning and educators' teaching. When educators employ conventional methods, it hinders and demotivates learners to develop their writing abilities.

BACKGROUND OF THE STUDY

Overview of Writing Skills

Jebreil, Azizifar, Gowhary, and Jamalinesari (2015) claimed that writing skill is classified as a productive skill that holds a cognitive process. This means writing involves articulating purposes, generating ideas, assisting in problem-solving to find solutions through written forms, as well as applying critical thinking to write an individual's thoughts and opinions (Ginting, 2019). This is also supported by Cumming (1998) who stated that writing does not only involve producing a written text but performs as thinking, developing, and encrypting language into a written text. Henceforth, Brown (2000) elucidated that writing involves completely assorting a number of competencies that need learners to associate to understand, think critically, plan ideas pertinently, and revise the writing product carefully.

Hyland (2008) illuminated writing requires learners to understand a particular arrangement of writing processes to produce a good piece of the end product of writing. This is also supported by Abderraouf (2016) who explained that writing encompasses a set of sub-writing processes that particularly concerns planning, interpreting and revising. To summarise, Bailey (2015) established that there are numerous writing processes, such as choosing appropriate materials, reading manuscripts, preparing some notes, developing and outlining various resources, organising ideas into paragraphs, rewriting, and lastly, proofreading. Overall, writing is the main language skill used in teaching and learning the English language by learners to improve their language proficiency (Divinish & Selavarajah, 2020).

Writing Instructions

Educators would need to carefully apply appropriate writing strategies for improving students' writing skills. Before planning a writing task for learners, educators would need to provide sufficient instructions that would arouse students' motivation to participate in writing assessments. Badger and White (2000) explained that educators would need to incorporate product, process and genre instructions when teaching writing skills. Additionally, there is another type of writing instruction that can be employed by educators which is cognitive strategy instruction. Naturally, teaching cognitive strategies involves modelling strategy use, teaching genres, as well as providing scaffolded and gradual release for independent use (McKeown, FitzPatrick, Brown, Brindle, Owens, & Hendrick, 2019).

Technology Integration in Writing Skills

Educators could apply an appropriate method to arouse the learners' attention during the teaching and learning process. Even though learners have been studying English since their elementary level, some still have major difficulties in learning English even after they have reached a higher academic level (Handayani & Aminatun, 2020).

In this digital era, everything is technology-based. Consequently, educators would also need to use technology in their teaching process. Oktaviani and Mandasari (2020) emphasised that Industrial Revolution 4.0 has given priority to the technologies that have an essential role in people's lives, which has noted that tertiary students would need to provide themselves with skills that they can strive for with technology. As a result, one of the skills is a concession which comprises learning the English language level (Handayani & Aminatun, 2020).

The advancement of technology in the recent context makes a vast change in the teaching and learning mode, as well as offers numerous learning approaches that are relevant for the learners to progress independently in their studies (Sari, 2020). It indicates that educators cannot fully depend on conventional methods to deliver their teaching process but would need to integrate technologies. In this digital era, it can be concluded that technology plays an imperative role in shaping the educational landscape (Mohd, Tuan Besar, & Sharkawi, 2020). Thus, applying technology to teach writing skills provides support to learners to improve their skills with the element of technology.

By incorporating technology, learners are able to communicate and collaborate the ideas with their peers (Susar Kirmizi, Kapikiran, & Akkaya, 2021). On top of that, using technology enables learners to write critically and creatively by collaborating with their group members rather than individual activities via conventional approaches (Gocen, Demirtas Tolaman, & Azizoglu, 2021). Integration of writing modules via technology platforms is useful as students from different cultures can communicate and collaborate together to complete their writing tasks. Collaborating with students from different cultural backgrounds would help them to understand how culture affects more than language to provide concrete ideas to write their essays.

Benefits of Mobile Learning in Writing Skills

The Ministry of Education through the Education Blue Print (2013-2025) illustrated the importance of technology-based teaching and learning in the education field (Musa, 2021; Shafie, Majid, & Ismail, 2019). Most researchers (Abd Samad, Ihsan, & Khalid, 2021; Azar & Tan, 2020; Ng, Azlan, Kamal, & Manion, 2020) indicated there are some advantages provided by mobile learning. Implementing mobile learning in the present context is very beneficial as it reduces the use of lecture halls, tutorials, and classrooms. Henceforth, learners can carry their materials virtually along with them anywhere and anytime.

In addition, mobile learning (m-learning) has limited the presence of educators in the classroom to teach, as well as has surpassed the limited time of teaching the content and a small number of students. Moreover, m-learning enhances life-long learning, in which anyone can use m-learning education applications. This shows that m-learning creates a positive environment to ensure that everyone can learn or indulge himself or herself in any teaching programme. Mobile devices also allow quick response which permits students to communicate and collaborate in their group activities to do their assignments as a reference tool (Ni, Jong, Dison, Thomas, Yunus, & Suliman, 2020).

The Usefulness of a Writing Module

There are a few studies that are carried out to stress the importance of using a writing module in teaching writing skills. Abdelmohsen, Abdullah and Azam (2020) investigated the usefulness of developing a writing module to enhance learners' writing ability. The findings revealed that learners who were provided with the writing module progressed tremendously in their post-test when compared with the control group. Another study was conducted by Syam (2020) to investigate the need to develop a writing module to enable learners to progress in their writing skills. Syam (2020) found that when developing a writing module, the creators of the writing module would need to use the proper instructional model to enable the module to be implemented accordingly with the learners. This would enable the learners to follow the instructions to practise their writing skills.

There is also a study conducted in Malaysia by Yunus, Haleman, Junaidi, and Suliman (2020) to investigate the usefulness of incorporating a writing module to teach writing skills to learners at the primary level in Malaysia. The results of the assessment revealed that the use of 'The Write Stuff' was useful to promote fun and active learning, as well as to enhance learners' collaborative participation and dedication in completing the tasks at hand. Furthermore, there is another study conducted by Yunus, Thambirajah, Said, and Singh (2021) that explained the creation of a writing module. It was found that the researchers or creators of the writing module would need to include the element of creativity as students in Malaysia were unable to construct their essays by including the element of creativity. It made their essays to be less interesting. By including the element of creativity in writing modules, it could be a form of guideline to educators to emphasise the importance of creative writing to the learners in Malaysia.

Gaps from Previous Study to the Present Study

After analysing past studies, it was found that learners at tertiary institutions still face difficulties in writing skills. In previous studies, technology was employed, but this study was conducted to identify the need to incorporate writing modules when practising writing elements via a technology platform.

This study focuses on exploring the usefulness of implementing a writing module while teaching writing skills, challenges faced by academicians at the tertiary level in teaching writing skills and the helpfulness of incorporating different teaching pedagogies in developing tertiary students' writing skills. Therefore, the following research questions have been formulated from the research objectives to carry out this study:

(i)   What is the usefulness of incorporating a writing module in developing writing skills among tertiary students?
(ii)   What are the challenges faced by academicians at higher education intuition in teaching writing skills among tertiary students?
(iii)   What is the usefulness of integrating mobile learning in developing writing skills among tertiary students?

METHOD

The aim of this study was to explore and understand the usefulness of implementing a writing module, the challenges faced by the academicians at the tertiary level in teaching writing skills and the helpfulness of mobile-

assisted language learning. In this research methodology section, step-by-step research procedures will be described by which the research was carried out. The first phase deliberates a summary of needs analysis, while the second phase describes the research design. The data collection procedure is discussed in the third phase. The fourth phase displays a data analysis method.

NEEDS ANALYSIS

In this study, a model suggested by McKillip (1987) was incorporated for collecting the needs analysis findings. McKillip mentioned that needs are important evaluations from a target group that faces a number of problems that can be solved through a needs analysis. He also explained that needs analysis, which involves the identification and valuation of needs, is a method for making decisions in human services and education.

McKillip (1987) listed three models of needs analysis which are the Discrepancy Model, Marketing Model and Decision-Making Model. The most suitable model to be used to do needs analysis in the education field is the Discrepancy Model. This is because it is a straightforward and commonly used model in education. This model prioritises normative expectations and involves three stages, namely, goal setting, performance measurement and discrepancy identification.

Steps in Needs Analysis

McKillip (1987) acknowledged five steps in need analysis. The steps are as mentioned in Figure 1.

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│  │           Step 5: Communicate results                   │     │
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│  │       Step 4: Assess the importance of the needs        │     │
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│  │              Step 3: Identify needs                     │     │
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│  │ Step 2: Describe the target population and the service  │     │
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│  │    Step 1: Identify users and uses of the need analysis │     │
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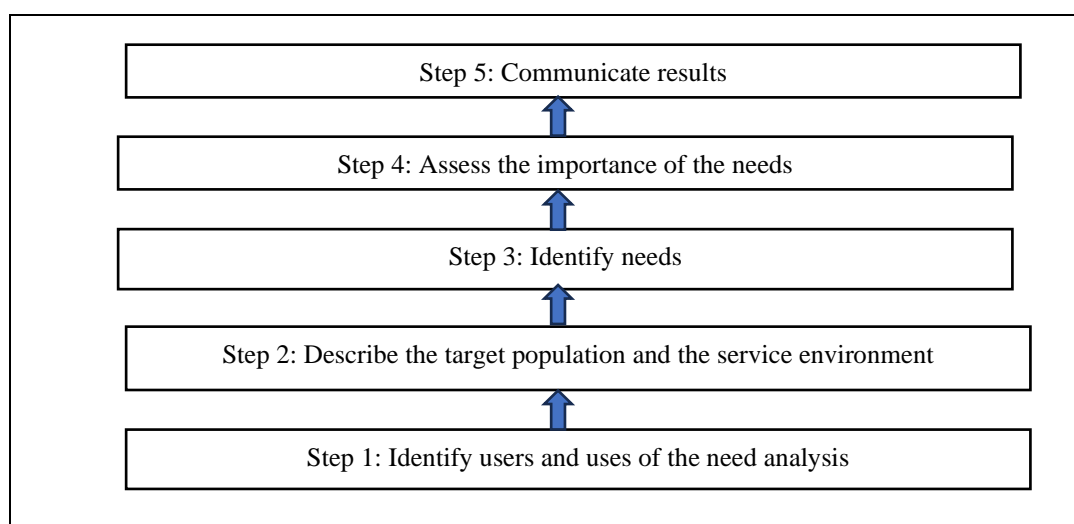
Figure 1: Steps in Needs Analysis

Figure 1 explains the steps involved in a needs analysis. In Step 1, the researcher would need to identify the sample which can help focus on the problems and ways to overcome them. Step 2 describes the target population and service environment which means that the researcher would know the purpose of choosing certain target groups as a sample. On Step 3, it is to identify the objective of carrying out a needs analysis. For Step 4, it is to find out the set of data by conducting a study using a set of research instruments. Lastly, Step 5 is to display and discuss the outcomes for future implementation. Therefore, in this current study, the researcher conducted a study to identify the need to incorporate a writing module. The sample comprised tertiary institution academic staff. It was a qualitative study that employed a qualitative instrument which is described in the following section.

Research Design

This current study employed a qualitative research design where the qualitative method was used to gather the data and information from 15 participants. The participants were selected through convenience sampling based on their availability since most of them were busy. The qualitative research method paradigm is shown in Table 1.

Table 1: Qualitative Research Method Paradigm

Method	Instrument	Data Analysis Technique	Participant
Qualitative approach	A prompt interview	Thematic data analysis	15 academicians

Since this was a need analysis study, the data were gathered by using a prompt interview. Table 2 shows the participants' information. Their identity is not revealed due to the ethical considerations. Hence, participants' anonymity and confidentiality are sustained by using a coding technique. The participants were coded from Participant 1 to Participant 15.

Table 2: Participants' Information

Participant	Designation	Faculty
Participant 1	Lecturer	Faculty of Arts and Social Science (FAS)
Participant 2	Clinical Instructor	M. Kandiah Faculty of Medicine and Health Sciences (MK FMHS)
Participant 3	Lecturer	Faculty of Information and Communication Technology (FICT)
Participant 4	Assistant Professor	Faculty of Science (FSc)
Participant 5	Assistant Professor	Faculty of Information and Communication Technology (FICT)
Participant 6	Lecturer	Faculty of Business and Finance (FBF)
Participant 7	Senior Lecturer	Faculty of Creative Industries (FCI)
Participant 8	Lecturer	Faculty of Creative Industries (FCI)
Participant 9	Associate Professor	Faculty of Accountancy and Management (FAM)
Participant 10	Lecturer	Faculty of Creative Industries (FCI)
Participant 11	Lecturer	Faculty of Creative Industries (FCI)
Participant 12	Assistant Professor	Faculty of Creative Industries (FCI)
Participant 13	Assistant Professor	Faculty of Science (FSc)
Participant 14	Assistant Lecturer	Centre for Foundation Studies (CFS)
Participant 15	Lecturer	Faculty of Creative Industries (FCI)

Data Collection Method
Prompt Interview
There were 15 participants from eight faculties who joined and were willing to answer the prompt interview. The prompt interview encompassed 11 questions (see Appendix). The participants would need to provide their thoughts and opinions based on their experiences and designing curriculum syllabi for their institution for language courses. A Google Form was used to construct the prompt interview. Then, the link was provided to the 15 participants, and they were advised to allocate 30 minutes to answer the questions.

Data Analysing Method
Thematic Data Analysis Technique
The aim of this study was to explore and understand the importance of incorporating a writing module, to identify the challenges faced by academicians in teaching writing skills and the need to implement a mobile learning approach in teaching writing skills. The outcomes were analysed by using NVivo version 12 through a thematic data analysis process. The themes were created based on the participants' feedback from the prompt interview. To analyse the qualitative findings, a thematic data analysis technique was employed. Figure 2 shows the process of analysing the qualitative data:
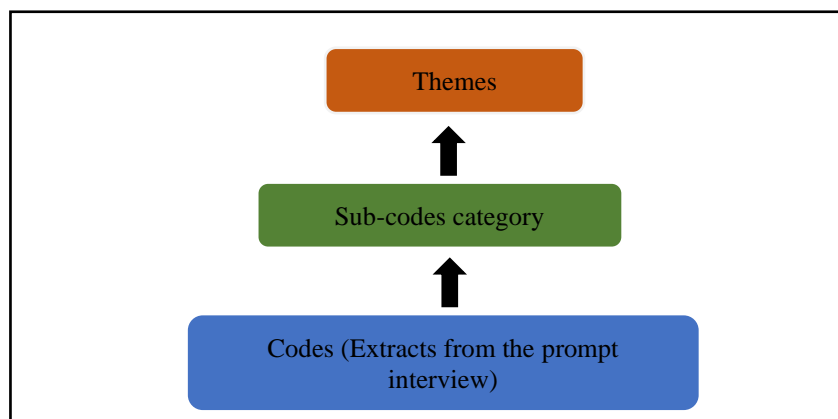
Figure 2: Qualitative Data Analysing Procedure

RESULTS AND DISCUSSION

The extracts from the prompt interview were transcribed verbatim. The participants provided their responses, and the responses were divided into common themes.

The Usefulness of Writing Module

All the participants preferred to use a module in the writing classes. They would want to refer to and use the innovative module because it is not only informative for the students, but is useful for the educators (Abdelmohsen, Abdullah, & Azam, 2020). Participant 6 explained that the module would aid the students to stimulate more ideas as they wrote. This is concurred by Participant 12 who remarked:

> *It would be good to have a thoughtfully and wonderfully constructed module covering all the necessary ways to write.*

Participant 15 also mentioned that the module could be a guideline to start for newbies. This would aid the students to know the conventions of writing in order to produce a good piece of writing.

Apart from that, students would be able to employ their communication and collaboration skills from the module by using any online platform. This is because they would be able to brainstorm ideas and plan what to write by referring to the module on the online platform. Participant 14 described that the module would be beneficial as it would provide vast opportunities. According to her,

> *The module would provide numerous opportunities for post-secondary students to develop and apply communication and collaboration skills.*

The educators would also be able to provide comments for improvement to the students in the online platform. This is supported by Participant 4 who mentioned:

> *The educators can give feedback directly to the students. It would be fast and easy when compared with the method of emailing the students in class.*

Additionally, the module would guide the students to use their creativity and critical thinking from the module via the online platform. They would learn hands-on directly from the educators in the writing class, and this would enable them to practise not only in class but after class hours. This is elucidated by Participant 9 that the students would be more independent to carry out extra work and tasks as a practice. They would think out of the box to practise writing through the exercises and activities from the module (Sari, 2020).

Incorporating communication, collaboration, as well as creativity and critical thinking (4C's skills) via the technology platform would assist in boosting students' writing skills in this present era. This is in line with the Industrial Revolution 4.0 which is prevalent in the 21st century (Oktaviani & Mandasari, 2020). These four skills would help to boost the students' knowledge in using the module as a guideline. The technology platform is a new platform for the new era of inquisitive students. By utilising the module on the technology platform, it would guide the students to develop their thinking skills step by step (Gocen, Demirtas Tolaman, & Azizoglu, 2021).

Not only that, but the students could also divert their addiction to using phones during lessons. Educators would also need to be trained and have the knowledge to share the content of the module with a larger audience on an online platform. One of the participants, Participant 6 illustrated:

> *Using an online platform, like Google Classroom allows educators to share their content with a larger audience as it has the ability to reach more people.*

The Usefulness of Mobile Learning

Data from the prompt interview responses revealed that the majority of the participants used technology or utilised online platforms in their work or lessons. They elucidated that mobile learning helped the lessons to be more creative and interesting, as well as made the lessons more convenient for educators (Klimova, 2019). Participant 6 mentioned:

> *Using technology platform is quite fascinating as it motivates students to participate actively. I have not come across anything like this before, such as students being motivated to learn in class.*

Participant 10 concurred with Participant 6, in which he mentioned that he has always used technology in the lessons to interact with the students in class. According to Participant 10,

> *I have always used technology not only during the pandemic, but also in the endemic era. This is because online platform is easier to connect and interact with students.*

The students who are quiet and introverted would also be able to be motivated to join in the fun activities via the online platforms. This would assist them to be fully involved in class activities and discussion. According to Participant 11,

> *I use the online platforms to make learning more interesting and to motivate introverted students to participate.*

Moreover, students would be able to practise writing critically and creatively through the use of technology or online platforms. This would enable the students to be able to be good and creative in their innovative writing. The functions and elements of the technology platforms would allow the students to discuss with their group members and friends to emulate a good style of writing (Ni, Jong, Dison, Thomas, Yunus, & Suliman, 2020). This is supported by Participant 8 who remarked that it would be fundamental to involve interactivity and engagement in the writing lessons.

Furthermore, Participant 15 explained that students would prefer to be online rather than physical which would be the after-effect of lockdown. Hence, the students would not only be comfortable to be online but they would be attached to a lot of technology tools and platforms. She noted that this approach would ensure that the students would be attracted to write critically and creatively in any genre rather than using the conventional way of writing. She stated:

> *It is a kind of new approach for the students and perhaps it will attract them into liking writing. This is better than chalk-and-talk method.*

Participant 4 agreed with Participant 15, in illustrating that there would be a two-way participation between the educators and students even after class hours.

Challenges by Academicians

The educators experienced some challenges when they used technology or online platforms in classes. The most common problem would be the unstable Internet connection that made the students hesitant to participate in the discussion and activities. This is supported by Hasin and Nasir (2021) who remarked that the use of information and communication technology (ICT) in the teaching and learning process made the educators experience some problems, especially when incorporating the technology or online platforms in the writing lessons.

Another challenge faced by educators would be choosing a suitable online platform for the students. Participant 9 stated that some online platforms are not user-friendly, and some require payment. She stated:

> *Some of the platforms are user-friendly while some are not. There are also some that require the credit card details for trials.*

This challenge would be a hindrance for the students not to take part in the activities as they were not able to pay to use the online platform. Thus, the educators would need to explore other online platforms that are engaging to the students and that do not require any payment.

In addition, the educators would need to be trained on how to use the online platforms properly before teaching the students how to use the platforms (Oktaviani & Mandasari, 2020). It would be vital for this to happen because if educators would not be able to be equipped with such knowledge, it would be hard to teach the students to use the platforms properly. Participants 11 and 15 described that the lack of knowledge and unfamiliarity with the usage of the online platforms would cause a lot of hassle and problems in conducting the writing exercises and activities in class.

On top of that, educators would have difficulties in finding mutual time for consultations and discussions apart from normal class hours. This would cause the inability to provide constructive and immediate feedback to the students. Thus, the feedback would be delayed and sent to the students through the online platforms after class hours. This scenario was encountered by Participant 11, in which he would try to give his comments in class, but this could not be done if the class consisted of a huge number of students.

CONCLUSION

Every tertiary student would need to master their English language skills extensively because most of the subjects at the tertiary level are taught in English. Besides that, mastering a myriad of language skills in English language correctly is important to help ESL learners to have a proper career or profession in the future. Consequently, being able to write well in English is essential. The outcomes attained using a prompt interview method presented in this study establish that educators would need to change the mode of teaching pedagogies of writing, embrace appropriate writing modules or writing materials to teach writing skills, as well as incorporate mobile learning to develop writing abilities among ESL learners. Henceforth, the normative expectations pertaining to goal setting, performance measurement and discrepancy identification could be analysed substantially.

RECOMMENDATIONS

There were some limitations of this study because, in this study, the prompt interview was carried out with one of the higher education institutions in Malaysia. Thus, in the future, the study could be carried out with academicians from many public and private higher education institutions through interview sessions. This will ensure that more in-depth feedback would be helpful to make an effective change in the teaching and learning approaches for the English language for tertiary students. Besides that, the outcomes of this study have provided a few recommendations to the Ministry of Higher Education, future researchers, educators, and policymakers to enable students at the tertiary level to progress conspicuously in writing skills. Firstly, educators and policymakers are recommended to create and adopt or adapt the writing modules to teach the elements of writing to motivate and improve students' writing abilities. Secondly, it is also highly recommended that educators would need to integrate mobile-assisted language learning to nurture writing skills among ESL students at the tertiary level. Thirdly, the participants have also provided their thoughts on involving the academic advisors to monitor their student's progress on the online platform. Educators could also conduct the teaching and learning sessions of the writing tasks through the online platform for the students. It is essential for them to know the level of writing ability among students so that they can collaborate with the curriculum designers to use different teaching approaches and resources at higher education institutions to enable tertiary students to embellish their writing skills. Hence, for the creation of writing modules, it is recommended to use a proper instructional design model to create writing modules. The purpose of including an instructional design model would help policymakers, educators and designers follow proper guidelines from the initial stage to the evaluation phase of the module. Aside from that, for creating writing modules, all parties would need to consider the learners' level of writing before preparing the writing modules. In the future, researchers would need to make writing modules with interactive activities with the implementation of technology tools that could arouse the learners' motivation and performance level to develop their overall writing abilities. Lastly, some problems encountered by the academicians were identified; hence, more studies could be conducted to analyse the types of technical problems encountered by educators and come up with ways to overcome these problems.

AUTHOR CONTRIBUTION

Raganeswary Ramasamy and Hooi Chee Mei searched for relevant articles, carried out the study and analysed the data, while Mariam Mohamad and Mageswaran Sanmugam contributed their ideas and revised the manuscript by providing relevant ideas.

DECLARATION OF STATEMENT

The main author of this paper confirms that this manuscript is original and accurate. This manuscript discusses the findings of the study appropriately without omitting any important data. The outcomes have been explained according to the inputs from the participants.

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CONFLICT OF INTEREST STATEMENT

The authors have no conflicts of interest with the state. All co-authors have read and agreed with the manuscript's inputs and there is no financial interest to report. We confirm that the submission is our original work and is not being considered for another publication.

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APPENDIX

Prompt Interview Questions

<table>
<tr><td colspan="2" align="center">(1) PERSONAL DETAILS</td></tr>
<tr><td>Name</td><td></td></tr>
<tr><td>Designation</td><td></td></tr>
<tr><td>Faculty</td><td>Faculty of Arts and Social Science (FAS)
Faculty of Creative industries (FCI)
Faculty of Accountancy and Management (FAM)
M. Kandiah Faculty of Medicine and Health Sciences (MK FMHS)
Faculty of Science (FSc)
Centre for Foundation Studies (CFS)
Faculty of Information and Communication Technology (FICT)
Faculty of Business and Finance (FBF)</td></tr>
<tr><td colspan="2" align="center">(2) OUESTIONS
The prompt interview will require at least 30 minutes of your time to answer. All answers will be kept private and confidential.</td></tr>
<tr><td colspan="2">1. Have you used technology or utilised any online platforms in your work or lessons? If you have answered "Yes/No", could you explain why?</td></tr>
<tr><td colspan="2">2. What are the challenges that you face when you use technology or any online platforms?</td></tr>
<tr><td colspan="2">3. What is your opinion of involving tertiary students to practise writing critically and creatively?</td></tr>
<tr><td colspan="2">4. Would you prefer to incorporate mobile devices in improving tertiary students' writing abilities rather than conventional ways of submitting their write-ups? If you have answered "Yes/No", could you explain why?</td></tr>
<tr><td colspan="2">5. What is your opinion about the <i>4C's to WRITE</i> module?</td></tr>
<tr><td colspan="2">6. Would you like to refer to this <i>4C's to WRITE</i> module to teach other types of writing skills to tertiary students? If you have answered "Yes/No", could you explain why?</td></tr>
<tr><td colspan="2">7. How are the tertiary students able to use their communication and collaboration skills from the module <i>(4C's to WRITE)</i> by using Google Classroom platform via mobile devices?</td></tr>
<tr><td colspan="2">8. How are the tertiary students able to use their creativity and critical thinking from the module <i>(4C's to WRITE)</i> by using Google Classroom platform via mobile devices?</td></tr>
<tr><td colspan="2">9. In your opinion, is incorporating the 4C's elements to boost tertiary students' writing skills essential in this present era? If you have answered "Yes/No", could you explain why?</td></tr>
<tr><td colspan="2">10. In your opinion, is incorporating online learning platform via mobile devices essential in teaching writing skills to the tertiary students? If you have answered "Yes/No", could you explain why?</td></tr>
<tr><td colspan="2">11. What are your opinions in fostering students' writing skills in the future and the involvement of academic advisors in the intervention process?</td></tr>
<tr><td colspan="2">12. Do you have anything else to add on? Please state your opinions.</td></tr>
</table>