



COGNITIVE & BEHAVIOURAL PROCESSES IN DEVELOPING MENTAL READINESS TOWARDS L2 ONLINE LEARNING

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Abstract:

"To become a champion requires a good mental attitude toward preparation. You have to accept the most tedious task with pleasure", Bruce Lee (1940-1973). The emergence of Online Distance Learning (ODL) amidst the pandemic Covid-19 forces the learners to have mental readiness in embracing the new normal mode of learning. This study is done to examine the presence of cognitive and behavioural processes that the learners experience, in developing their own mental readiness towards L2 online learning. 240 university students from several universities in Malaysia responded to the questionnaire. The quantitative data have been analysed by using SPSS version 26 to disclose percentage for the demographic profile and mean score for the variables. Findings indicate that cognitive and behavioural processes occurred when the learners develop mental readiness in L2 online learning despite being ambivalent about the effectiveness of e-learning class as compared to face-to-face class. The study suggests the importance of the stability of the external factors, such as the technicality and the support system, which include a positive environment and enough aid from their instructor/teacher, will enhance learners' e-learning experiences.

Keywords: cognitive process, behavioural process, mental readiness, L2 Online Learning

1. Introduction

1.1 Background of Study

The outbreak of Covid 19 pandemic which has started in January 2020 gives tremendous changes in the mode of learning. Primary, secondary and tertiary levels of education are forced to embrace Online Distance Learning (ODL). Students from all parts of the world

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have to succumb to the new way of learning by using electronic devices, which need a stable internet connection, whether they are ready or not prepared with this unfamiliar mode of learning. The implementation of ODL has produced various obstacles which include socio-economic, psychological, enforcement, and network accessibility factors (Khalil et al., 2020; Varea & González-Calvo, 2020). Mental Readiness is one of the psychological factors, which affect students' acceptance in embracing ODL as the new normal of mode of learning.

By norm in ordinary life routine, people are assumed can be well-prepared or well-planned for things they want to do. However, those can be some assumptions people can make. They also may say that they just do things spontaneously - without planning. The truth to reveal is whether or not they are really mentally prepared. This is an important aspect not only for working purposes but also for teaching and learning purposes; where learners are the main concern when it comes to determining their success (Widodo, 2016). Mental preparedness amongst learners does involve one's cognitive and behavioural processes which are very significant.

ODL is now a famous acronym and it becomes a popular term as the pandemic (the covid 19) keeps rising – that allowing the whole world to practise ODL (Open-Online and distance-learning) (Chea, Meng & Nooi, 2012). Since schools are instructed to close in many countries, technology tools (computer/media-based materials and other computer technology-based such as the internet connection, the website, the online media, etc.) have been seriously utilised. It is a promising tool as this computer and media-based (with the support of other related technology facilities) act as assistance to facilitate teaching and learning. The instructions are made possible and can be conducted throughout the world when learners are able to receive the learning inputs – and the instructions - though they are at home (via the internet connection) (Chea, Meng & Nooi, 2012). The teaching-learning can be made possible and more enjoyable not only through the normal media materials such as email exchanging, google classroom, WhatsApp chat, and so forth (by texting platforms), but it is so meaningful to the learners as well as to the instructors when they can interact in a more natural way (Harrell, 2017) where they can video-call and interact face-to-face (virtually) by Zoom, Google Meet, Webex, and so forth. It is more convenient too when teaching materials can be posted right away. In addition, the presentation can be done live with an audience. Tests or quizzes too can be administered using all kinds of platforms such as “Four-eyes”, “Google-form” and so forth. Therefore, it can be said that technology-based and online learning help in the education system from the learning instructions until its assessments. Basically, how far the support can be provided are the pillar to determining one's readiness in the challenging and new era.

Nevertheless, with all the positive and encouraging stories of technology and its other online tools, teachers, educators and the government have to realize that not many who enjoy the benefits, and who are able to follow the learning momentum and manage or handle the teaching and learning activities. With drawbacks and obstacles such as financial issues (De Jesus, 2014), no suitable and compatible laptops and other related

gadgets, poor internet connection, lack of knowledge and skills to handle computer systems, and so forth, the teaching and learning activity has turned out to be one's nightmare – when learners hardly find ways to cope with their learning. These can contribute to mental issues amongst learners if the problems mentioned earlier are not seriously rectified. Learners are found restless with their new learning environment. They are not ready to face the sudden challenges.

When many are found manageable with online learning or open-online and distance learning (ODL), many also are found disappointed and stressed (Harrell, 2017). These groups of learners are easy to give up learning and some are found to quit their studies (college-level learners) as they cannot cope with the new trend and the new way of learning – sadly, the occurrence is not a result of their own personal attitude but it occurs because of the current demanding of teaching and learning - that is the call for the new technology advancement. Not only that the lacking of equipment becomes the issue, the “how to use” computer system too is another dilemma (Lech, 2018) that denies learners' learning capability; in a later state, motivation seems needed to elevate learners' perseverance (Tunceren, 2017).

In addition, though the government has made the necessary effort to overcome some of those issues, there are also other groups of people who are affected. There are still many out there (especially parents and care-takers) who felt stressed and painful when it comes to equipping their children with these technology requirements – (for instance – the internet can be expensive and not all who get free internet; laptops seem costly especially to those who have more than one child at home; places where they live may not get access to the internet or the internet connection may not be stable, and so forth). Furthermore, some instructors too are informed to experience difficulty with the use of the latest modern concepts of gadgets, kinds of online teaching-learning platforms, and other complicated technology systems (Al-Kumaim et al., 2021) – in which these media tools and platforms become the standard requirements in order to complement their tasks as instructors. These are among the factors that tarnish the teaching and learning activities as well as ruin learners' learning focus and motivation. Both instructors and learners may have experienced frustration and disappointment due to the ODL activities. Though it starts with a good intention to facilitate and support the education system (during the pandemic), it becomes a problematic process for these unfortunate groups.

Furthermore, in fact, speaking of the education milieu in general, the learners themselves should actually have their own role too is to be prepared mentally and physically to face any learning challenges. However, not many are able to handle their emotion and attitude properly. Hence, they easily become panic and choose to neglect and deny their responsibility as learners. It is a very unconvincing condition when there is fact that the learning and the acquisition of knowledge require one's solid cognitive ability and strong behaviour to fulfil the learning needs – and to handle the learning activities. Without the understanding of their responsibility in learning, learners are found to become inactive that they are not sure what to prepare before the learning, what

to do with the learning, and how to behave during and after the learning (Widodo, Wibowo, & Wagiran, 2020). Cognitive ability is needed in a situation where learners are to critically think during online learning – which helps them to retain the learning (Harrell, 2017). Learners, without cognitive ability, are not able and not ready to utilise their thinking skills completely that they hardly foresee what is required of them to become independent learners. Both behaviour and cognitive values are essential to be part of the learning process that they actually help the learning to be more meaningful (Tunceren, 2017) – without both values, learners will find a hard time to manoeuvre their learning as there is no existence of liking and readiness to the learning. Unfortunately, many learners nowadays barely realize their own potential and many also have to be told of their own responsibility as true learners.

What important here now is to find a remedy to these issues. Educators, academicians, content and material developers, the government and all related agencies should find ways to overcome or at least improve the problems (Thandavaraj et al., 2021). Since education is one of the pillars and the support systems for the country's development, teaching and learning have to be made convenient, effective and accessible. Therefore, there is a need to explore the existence of learners' frustration regarding their ODL learning, delve into learners' learning effort (behavioural and cognitive) and mental readiness on the ODL and investigate if there is any instruction system malfunction regards to ODL. This research attempts to answer the following questions:

- 1) Does L2 online learning involve a cognitive process?
- 2) Does L2 online learning involve a behavioural process?
- 3) Is mental readiness necessary for learners on their L2 online learning?

2. Literature Review

2.1 Cognitive Processes in L2 Online Learning

During the implementation of ODL, students are expected to be able to cope with the teaching and learning process from their respective locations. The face-to-face classes have shifted to lessons made on online discussions. Considering this, Darabi et al. (2011) once mentioned online discussion has been suggested to bridge the gap between online and face-to-face learning environments. Much later when online discussion is fast becoming the primary channel of learning, Sezgin (2020) viewed online discussion as a significant component to ensure the effectiveness of ODL processes. While active participation among the learners in this would be able to promise effective and permanent learning. Besides, Darabi et al. (2011) viewed this type of discussion can improve the students' higher-order thinking skills. The students would be in a separate location which demands them to be more independent learners, isolated from any possibility of collaborated learning or immediate peer feedback. Thus, each online discussion would need them to participate by making use of cognitive collaborations.

In light of the cognitive process, Garrison et al. (1999) identified that the use of cognitive collaboration would involve integration, synthesis and evaluation of ideas

which then produce a high-level thinking potential. Meanwhile, in a later study, Garrison et. al (2001) highlighted that Practical Inquiry Model (1991) is based on cognitive presence which are in four phases: triggering event, exploration, integration, and resolution. This shows that cognitive processes involve more than one stage that each learner must go through to make meaning of the content intended. When it comes to online learning, Garrison et al. (2001, as cited by Harrell, 2017) also pointed out that cognitive presence is the degree to which online and blended language learners can construct and validate meaning through the process of reflection, discourse, analysis, and synthesis. Therefore, it can be seen here that the cognitive processes that the students experience when learning online are different compared to learning offline.

2.2 Behavioural Processes in L2 Online Learning

When the Covid-19 pandemic kicked off in January 2020, countries all over the world experienced lockdown, where all the family members needed to stay inside their houses. This resulted in all educational activities needing to be performed on online platforms. Despite being stressed by the pandemic situation, students showed favourable behaviours in utilising ODL in their daily routine, several studies revealed that students have accepted ODL as a new way of learning. Boca (2021) claimed that the majority of the respondents in her study, who were from the Technical University of Cluj Napoca in Romania, 78% of respondents believed that ODL is convenient and useful for them. The respondents also favoured online assessments for their evaluations (Boca, 2021). The students were aware that learning activities needed to be continued and they eventually embraced the new way of learning and adapting to the new normal.

Khadija et al. (2020) also found out in their research from universities in Rawalpindi, Pakistan that most of their respondents were agreeable to the benefits of using ODL and the impacts on students' education achievement, during the lockdown period. Furthermore, the students have positive behaviours on ODL mainly because they have more authority over the subject matter of the courses, location and also time to gauge the knowledge primarily depending on their individual demands (Coman et al., 2020). Meanwhile, people all over the world also have accepted ODL as the way to acquire knowledge nowadays. Communities have opted to search for massive online open courses, from providers, for example, Coursera and edX, during the lockdown period (Mendoza, 2020; Shah, 2020). These behaviours implied the learner's mental readiness to embrace ODL as the mode of learning.

2.3 Mental Readiness in L2 Online Learning

Online learning is now becoming one of the common learning platforms (Harrell, 2017). It is efficiently applied not only during the era of a pandemic but also is widely used in any situation (worldwide) (Al-Kumaim, Mohammed, Gazem, Fazea, Alhazmi, & Dakkak, 2021) – that the learning process is believed convenient, and it can be made effective too (Lech, 2018) to most instructions. Online learning makes teaching and learning possible when instructions can be delivered anytime and anywhere (and also asynchronous and

synchronous) (Al-Kumaim et al., 2021), and learners can obtain all information just as good as the face to face – or in fact, it can be easier and faster (Kulavuz-Onal, 2013). In addition, the online learning platforms serve the instructions either by video conferencing (Webex, Zoom, Google meet, etc.) or without. The learning can also be done through live written interaction – for instance; google classroom, WhatsApp, telegram, and so forth. Instead of that, the learning also does not limit its users to live interaction only, it can possibly be handled offline by sending the information or instructions via email. This allows learning to take place in any possible way to encourage all learners wanting to learn and to help ease the teaching and learning for everyone.

With the online learning platforms, the instructions can be as smooth as the face-to-face classroom settings when the instructors are able to connect with their students as scheduled. Moreover, the routine of delivering the instructions and the teaching materials is done more effortlessly (Widodo, Wibowo, & Wagiran, 2020) – that the online platforms offer a virtual face-to-face session and also storage for any kinds of documents to be stored and delivered to the learners. To make it more efficient, online learning platforms do help in a form of assessment administration. For instance, live oral presentation assessments can be done online, and tests or quizzes too can be administered via the 'Foureyes' and 'Google form'. It is convenient and effective in nature in how online learning assists every instructor and every learner to fulfil their responsibilities.

Nevertheless, not all benefitted from the online learning platforms when there are issues like financial problems, internet-connectivity problems, location problems, readiness to apply technology-media based tools (Kulavuz-Onal, 2013), and so forth. These drawbacks do decrease the excitement of using the platform for teaching and learning purposes. It is a fact that the utilization of computer and technology-based instructions require more extra effort from the users – when financial constraints too can become the issue. Lacking financial support can lead to another related issue for online learning purchasing technology tools and an internet connection can be very challenging and stressful. Moreover, the user's location too can create stress amongst both instructors and learners. Though financial is not the main issue for some people, places they stay in become a big problem for online platforms when internet connectivity is not supported in those areas. All the mentioned issues can contribute to stress and frustration. Learners, especially, become stressed when they hardly commit to learning. Learners (at schools or higher learning institutions) are reported frustrated with their learning and this can cause mental issues (Al-Kumaim et al., 2021). Unlike those who have no issues with online learning, these unfortunate learners are clearly seen as not ready (mentally) to handle online learning (Thandavaraj et al., 2021). The whole process can be a failure when the learning is not successful due to some setbacks faced. Though only a slight portion of Malaysians face this obstacle, the effect is still huge and critical - the learning cannot take place resulting in ruining the learners' opportunity, and it has to become a national issue. Perhaps, it can slowly be overcome when more support is received from the government and any relevant bodies – to look into the problems and examine the online learning systems.

When discussing online learning and its practices – the pros and cons, learners' readiness also become the main factor to delve into. When teaching and learning are mostly about learners, they are the group that should be taken care of, especially with the new trend in education. It is as a result Malaysian learners are reported to have problems dealing with online learning (during the pandemic) (Al-Kumaim, Mohammed, Gazem, Fazea, Alhazmi, & Dakkak, 2021). There are cases when they quit the institutions that they hardly cope with their study. When online learning is one of the alternatives, the potential can be decreasing when learners are not completely ready (mentally) to face the new challenges (Thandavaraj, Gani, & Nasir, 2021). Learners' mental readiness is an important aspect in determining the success of their study (Widodo et al., 2020), unfortunately, due to several circumstances, some learners are observed to become passive and demotivated.

Though online learning is deemed effective in that it equips the teaching and learning efficiently, nevertheless, it requires kinds of extra support systems. There are several measures that need to look into to prepare learners to face these new challenges and to be ready. Learners should be prepared with some knowledge on the use of the internet and be exposed to the use of varied online platforms; they should have a positive and convenient environment at home and a stable internet connection, and they themselves should build confidence to go through the learning that they need to be ready to experience any issues encountered steadily. Having prepared with those mentioned conditions and criteria, learners can have a steady online learning experience throughout their study – when they are able to communicate with the instructors and peers, to get access to learning notes and other related documents (Harrell, 2017) as well as to submit assignments, to commit with any given activities, and the most important, to be able to comprehend the lessons. These recommendations may sound ideal, yet they become the demands when online learning is concerned. Learners will find that online learning is manageable and motivating (that makes them ready) when they are all completely equipped.

Another factor that can cause mental unreadiness towards online learning (contributing to learning failure) is when the learners themselves are reluctant to be responsible, cooperate and to contribute their own learning. This attitude issue definitely can inhibit one's learning potential and opportunity; as learners (the L2) apparently have to cultivate a sense of self-efficacy towards their own learning (De Jesus, 2014). Learners are found easily giving up hope, not trying enough, not seriously into learning, not interested in learning, being playful during the session, taking things for granted, and purposely avoiding learning. Though all necessary learning opportunities have been furnished, these learners simply find their way to tarnish the online learning systems - the online learning is claimed to be a disappointment and they are, too, regarded as not mentally ready. As a result, the whole learning session is wasted and no knowledge is transferred. However, this negative development has to be investigated and mended to ensure all Malaysian children will receive equal learning opportunities. Perhaps, factors

involving cognitive ability and learners' behaviour, as well as learning motivation, may need serious attention and have to be looked into further – in order to curb the problem.

3. Methodology

This study is in a form of a questionnaire was administered to 240 students from several public universities in Malaysia. There were 56 male and 186 female students from as young as 18 years old to 25 years old. The quantitative data have been collected at the end of the research. The questionnaire consists of four sections; the first section explains the participant's demographic profile, the second section attempts to discover the involvement of cognitive process in L2 online learning, the third section seeks the connection of behavioural process in L2 online learning and the final section aims to clarify the necessity of mental readiness of the learners on their L2 online learning. Five-point Likert scale: 5 for "strongly agree", 4 for "agree", 3 for "undecided", 2 for "disagree" and 1 for "strongly disagree" is used for the survey.". The quantitative data have been collected and analysed by SPSS version 26. Cronbach analysis was carried out on the instrument to reveal $\alpha = .913$ thus showing high internal reliability (refer to Figure 1).

Figure 1: Reliability Statistics
Reliability Statistics

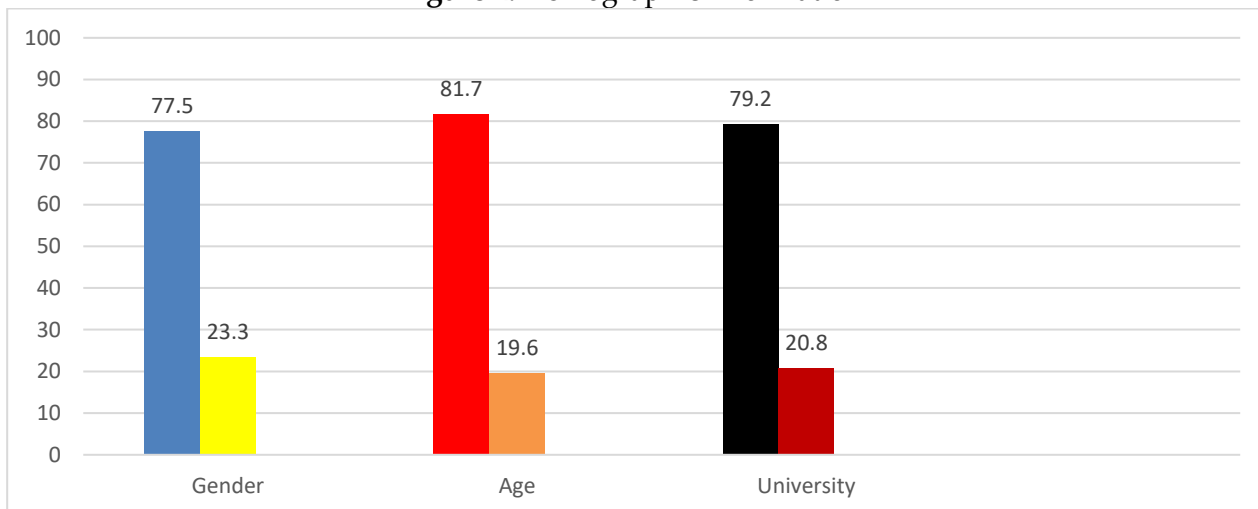
Cronbach's Alpha	N of Items
.913	23

4. Findings and Discussion

4.1 Demographic Information

For the first section, participants were asked about their background information such as age, gender, and the university that they are studying at. Both male and female subjects were involved in this study. 77.5% of the subjects are female and 23.3% of the subjects are male. 81.7% of the subjects age around 18-21 years old and 19.6% of the subjects are around 22-25 years old. The subjects are University students from Malaysia. 79.2% of the subjects are from University Teknologi MARA (UiTM) and 20.8% of the subjects are from other public universities in Malaysia.

Figure 2: Demographic information



Note: for gender, 77.5% for female and 23.3% for male; for age, 81.7% for 18-21 years old and 10.7% for 22-25 years old; for the university that they belong to, 79.2% from UiTM, 20.8% from other public universities.

For the second section of the questionnaire, participants were asked 6 questions relating to the cognitive process in online learning. In the third section of the questionnaire, participants were given 7 questions concerning to behavioural process in online learning. In the final section of the questionnaire, participants were requested to answer 10 questions on mental readiness for L2 Online learning. The response for each statement is measured by using a five-point Likert scale: 1 for “strongly disagree”, 2 for “disagree”, 3 for “undecided”, 4 for “agree” and 5 for “strongly agree”.

4.2 Does the L2 online learning involve a cognitive process?

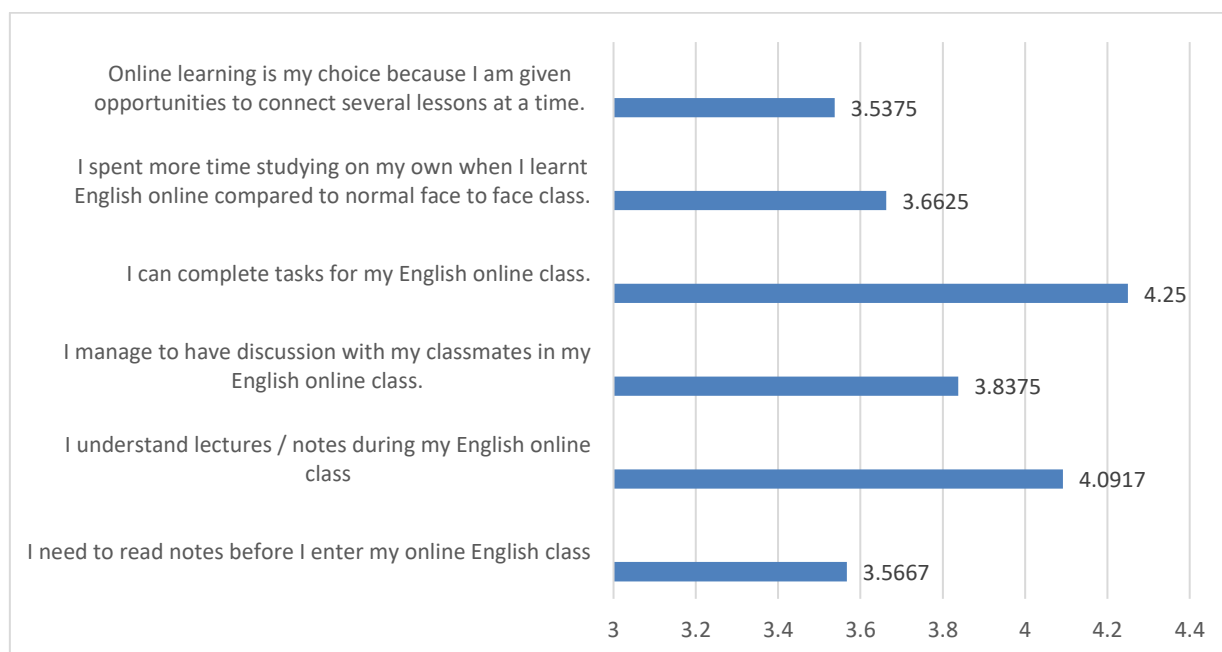


Figure 3: Preparation before, during and after English online class

Figure 3 presents the mean scores for the students' preparation before, during and after the English online class. The highest mean value is 4.25, which shows that the students were able to complete tasks for their English online class. It can be assumed that the students' cognitive processes can direct them to manage to finish the task given by applying the English learning content learned online. This type of preparation is important before, during or after class to ensure that the students could cope with the flow of the online lesson. The second highest mean score is 4.09. This means that the students were also capable of understanding lectures and notes during class. Evidently, with the effective use of cognitive processes among students, the online English content can be followed well, and this consequently negates any assumption that online lessons are often challenging for the students to comprehend.

The third highest mean score (3.83) is recorded for the item, "I manage to have a discussion with my classmates in my English online class". This result implies that the students managed to use cognitive collaboration in an online discussion that fosters the students' active participation to produce effective and permanent learning (Garrison et al., 1999). The next item in the order, which carries the fourth highest mean score is 3.66 which is related to the comparison of the students' time studying on their own between when learning English online and when learning English face-to-face. The responses show a mixed that could suggest the time taken to study on their own is almost the same for both forms of learning. Next, the mean score "I need to read notes before I enter my online English class" stood at 3.56. It could be seen that not as many students read notes prior to their online English class. This is probably due to the convenience of rewatching the recorded lecture as well as the easier access to reach their lecturers online, rather than going to their office rooms.

Finally, the item with the lowest mean score, 3.54, is "Online learning is my choice because I am given opportunities to connect several lessons at a time". Clearly, the item is at the least favoured as online learning does not come to the students by choice. The ODL is the last option for the community in the education sector to continue thriving in its purpose of teaching and learning during the COVID-19 pandemic. Even though it is possible for the students to attend several lessons simultaneously, the amount of information shared at that same time could be overwhelming to some, especially if they are on new topics or chapters.

These cognitive processes highlighted by the second research question shows multidimensional responses as learning English online shapes its learners to be independent learners who can arrange preparation before, during and after English online class. Similarly, in his study, Bi (2021) found that the most common cognitive strategy used by higher-level learners is they would link their prior knowledge and place themselves in the situations given in the task. Meanwhile, both higher and lower-level learners used comprehending as the most common cognitive strategy during a class activity. The difference in the use of cognitive strategies among learners of different levels suggests there is a need for effective intervention by the teachers.

4.3 Does the L2 online learning involve a behavioural process?

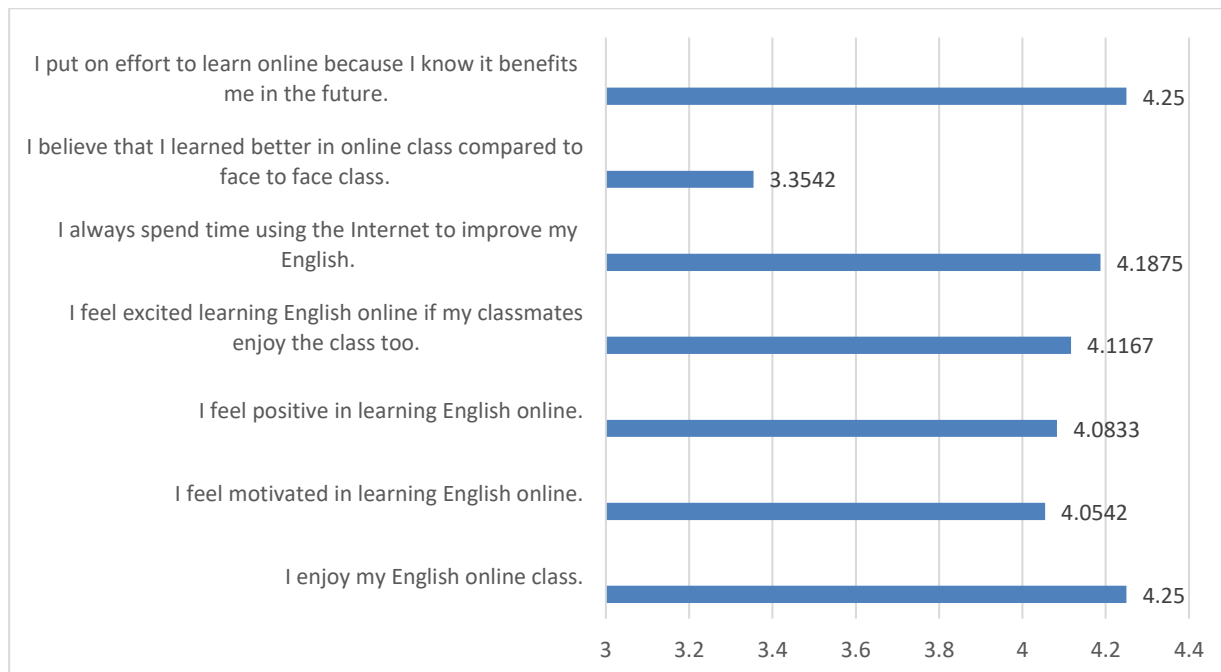


Figure 4: Perception and attitude towards English online class

Figure 4 illustrates the mean score for “Perception and attitude towards English online class”. Two items, which are “I put on effort to learn online because I know it benefits me in the future” and “I enjoy my English online class” received the highest mean score of 4.25. This ultimately shows the learners positive behaviours toward learning English online. The learners admitted that they like learning English online and were willing to work hard because of the advantages that they will obtain from the class.

Next, the item “I always spend time using the internet to improve my English” has the second-highest mean score of 4.18. This denotes that the learners were productive at home and always strived to upgrade themselves in learning the English Language online. The third highest mean score with 4.11 is for the item “I feel excited learning English online if my classmates enjoy the class too”. Based on this item, it can be interpreted that learners become motivated to learn English if their friends in the same classroom, love being in the class too. Discussion or assignments will be done in an enjoyable way and this actually will promote better learning experiences. The fourth highest mean score with 4.08 is for the item “I feel positive in learning English online”. This item shows that the learners reacted in favourable way towards learning English online and this definitely signifies their productive behaviours in learning the English language online.

The fifth highest mean score is 4.05, for the item “I feel motivated in learning English online”. This statement indicates that the learners had a positive perception of learning English online. The final mean score is 3.35, which is for the item “I believe that

I learned better in online class compared to face to face class". This statement shows that the learners still felt unsure about learning English online.

From the findings on the stated seven statements on perception and attitude towards English online classes, it is observed that learning English online involves behavioural process. Several studies have suggested that this behavioural process is called Technology Acceptance Model, where the learners learned to embrace a new way of learning from face-to-face learning to online learning (Eksail & Afari, 2019; Huang et al., 2020; Dai et al., 2020). The Technology Acceptance Model (TAM) is a theory that explains the process learners go through and eventually accepts and use technology as the mode of learning (S. Alharbi and S. Drew, 2014; Tarhini, A., Hone, K.S., & Liu, X., 2013). Behavioural aim is believed that guides learners to finally utilise the technology. Learners are believed to adopt and adapt the e-learning method as also known as ODL as a part of their learning experiences.

4.4 Is mental readiness necessary for learners on their L2 online learning?

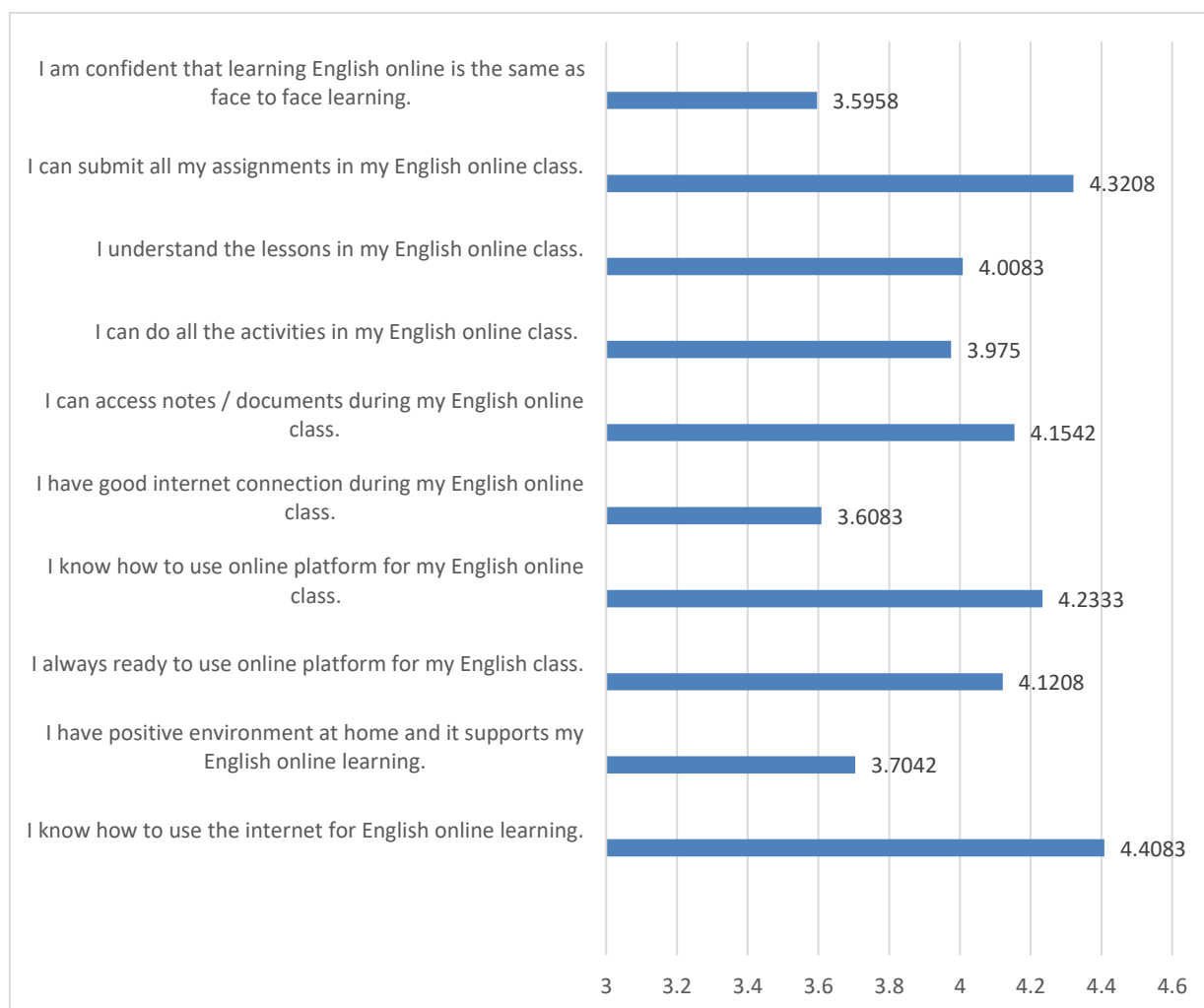


Figure 5: Mental readiness in L2 Online Learning

Figure 5 demonstrates the mean score for “Mental readiness in L2 Online Learning”.

Research question 3 that asked “Is mental readiness necessary for learners on their L2 online learning?” is to look into learners’ feelings, perceptions, and thoughts if online learning requires some preparedness and whether or not the face-to-face learning becomes their preferences. This is to ensure that learners’ readiness in terms of their ability, emotion and feeling helps in adapting themselves to the new era of learning. Without having such preparation, the online learning that is the learning from home - where computer technology and internet become the main strength - can be troublesome. There are ten (10) items that are sought for the responses.

The highest mean score (4.40) is for the item “I know how to use the internet for English online learning”. This finding does indicate that the most basic requirement for online learning which is the internet is claimed to be known by the students. It is indeed one good sign to start off online learning especially for L2 learners to learn English. Having knowledge of how to use the internet helps ease learners’ burden in order to prepare themselves for the learning process (Zhang, 2013). The learners’ readiness – to utilise internet - is very much needed (at the beginning) so that the online learning process becomes less frustrating.

The mean score for item “I can submit all my assignments in my English online class” is 4.32 which is a slightly low score than the above item. The result shows the importance of knowledge in handling the online learning platform. Most learners understudy admitted that they were able to submit their assignments online. This item also becomes the second-highest of the mean score which clearly indicates that the learners can manage their online learning process without stress. Being able to fulfil the task given by the instructors – for instance, submission of the assignment – is very satisfying. Learners can be more motivated to go through more learning when they have no fear during the learning activities as they are able to complete the activities given. It shows again how mental readiness plays a role to maintain learners’ learning motivation, concentration and endurance.

The next item is “I know how to use an online platform for my English online class”. The mean score is 4.23 which is the third-highest (that also majority of the participants agreed and strongly agreed to this item) is to indicate that the learners were in favour to be knowledgeable on how to use the online learning platform. This notion demonstrates that being able to handle the learning platform and its features release learners’ fear (during the teaching and learning activities) and it also gives the idea that the learning can run effortlessly when learners are ready to confidently manoeuvre their learning equipment or gadget as well as any given online platforms.

The next mean score is 4.15 for “I can access notes/documents during my English online class” which is the fourth-highest among all ten items asked. The majority of the participants agreed and strongly agreed with this item too. With such results, learners are observed to opt for easy access to learning materials or references during the learning activities. Therefore, it can be assumed that learning can ease learners in many ways and one of them is the easy access to the learning materials. This can assist them in better

improving their comprehension after the virtual teaching-learning process. Such easy access to materials does help learners to be well prepared for the next lessons or classes, and this preparedness is needed too to facilitate learners to become more independent in their learning. Moreover, it aids learners' learning attitude to be ready at all times and in any learning atmosphere.

The fifth highest mean score is 4.12 for the item "I always ready to use online platform for my English class". Learners were found ready to use the online learning platform when learning English when again the majority of them agreed and strongly agreed to the item asked. This gives the idea - from the previous results - that learners are ready when they are able to manoeuvre the online platform, they know how to use the internet and they know how to make use of several learning gadgets. Not only that, they also admitted that they were able to get learning materials and documents online. With all the reasons mentioned, it can be understood what makes the learners ready to adapt to the new learning environment that is online learning. It is a positive transition when learners are benefitted from the new change.

"I understand the lessons in my English online class" falls into the sixth mean score. Though it was not a favourite item for the participants, it was found that the majority of the participants agreed and strongly agreed with this item. It does reflect how learners' comprehension quality becomes the priority in the teaching and learning process. Being able to understand the lessons taught via online provides learning satisfaction too that the learners feel confident to proceed with their English class. It offers learners' learning readiness that helps their learning retention.

The fourth lowest mean score (3.97) is for item seven (I can do all the activities in my English online class) in the survey. It was not a favourite to the learners - in comparison to most items - in which it can tell that they might struggle in order to complete the task given, and also it can be understood that the learners might be able to do the task, provided that, it is done with the long preparation time given. Though they manage to do all the activities as claimed, the quality of the tasks done is still uncertain.

For item "I have a positive environment at home and it supports my English online learning" is the third lowest mean score (3.7). It is also not a favourite to the learners, and that can be proven when over 40% of the learners were undecided and disagreed with this item. The result showed that online learning is not an easy activity that requires everyone - both instructors and learners - to have a conducive, comfortable and convenient atmosphere. When it is not a favourite item, it can also reveal that learners' background; in terms of places they live in, family income background, family educational background and so forth, can be the relevant factor why not many of them agreed to it. Having a positive learning environment can be very challenging for some learners. The environment they live in can sometimes ruin their learning motivation when the learning takes place, the learners can experience varied disturbances and distractions. Learners' learning activities can be tarnished when learners' learning place is disturbed by noise, distracted by unsupportive family members, spoilt by limited learning space and so forth. All these are serious factors that need to be thoroughly

looked into. Without such conducive learning environment, the online learning can hardly be performed.

“I have good internet connection during my English online class” comes with 3.61 mean score that is the second lowest amongst all. Only half of the participants agreed and strongly agreed to the item. This result implies how internet connection becomes the main and most vital requirement for online learning and its instruction. Most learners will have a very painful experience when the internet connection is unstable it can delay and ruin several learning activities. When again it is not a favourite item to the learners, it signifies that online learning has a negative impact on them. Though not all experience online learning negatively, it is still a major issue in the country as education has been declared to be meant for all.

The lowest mean (3.59) is for the item; “I am confident that learning English online is the same as face-to-face learning”. It is not a popular issue to raise as the participants are seen as not sure of their confidence level. They just need to experience more and explore more of the online learning platforms so that they would have a better idea of the strength and weaknesses of the learning platform. The participants are observed to have a feeling and belief that both learning platforms – face to face and online – differ for some attributes and reasons; only 59.2 of them agreed and strongly agreed that they have confidence in which that online learning is as good as the face-to-face platform. The rest of the participants are observed unsure and disagreed about being confident that both platforms are equally providing similar effects for teaching and learning. This result provides the idea that both learning platforms can be conducted and employed; considering the learners’ needs and determining how far can both platforms positively affect them.

5. Conclusion

In conclusion, there are several ideas that can be concluded from the findings. When it comes to online learning, the students’ cognitive processes are important for them to understand the English language content intended for each online class. This study displays a selection of cognitive processes used in the preparation before, during and after English online class. Most of the students showed their willingness to commit to initiatives that are useful to ensure the effectiveness of teaching and learning online. Though the ODL is not by choice, the students managed to adapt to the drastic change in their learning environment. In the end, to trigger the cognitive mechanism among learners and the quality of online learning, it is crucial to maintain factors such as effective teaching strategies, open-ended online discussions questions, and the students’ involvement (Sezgin, 2020).

Secondly, it is also proven from this study that ODL requires behavioral process, Technology Acceptance Model (TAM) explains that learners will willingly learn by using e-learning platforms because they have high Perceived Usefulness (PU) and Perceived ease-of-use (PEOU). According to Davis (1986 as cited by Su, Y., & Li, M., 2021), TAM

theory describes the ease-of-use as the learners believe that they can learn and understand the lessons via e-learning method whereas the usefulness is when the learners believe the importance of knowledge for their future. The only obstacle is the learners were still unsure whether they can grasp knowledge from ODL as good as they did in a face-to-face classroom. One of the effective ways to solve this problem is for their teachers to reach for them and offer succinct explanations.

Lastly, in terms of the students' mental readiness for L2 online learning, it can be concluded that the students are mentally ready as they admitted that they know how to use the Internet, can submit the assignments, are familiar with the online platform as well as ready to use platforms. However, they are restricted by the limited Internet access, positive environment, and their own confidence. In conclusion, this clearly shows that the challenges in the students' mental readiness lie in the external factors such as the technicality, and the support system that eventually affects their own trust in themselves to succeed.

Conflict of Interest Statement

The authors declare that there is no conflict of interest in the publication of this article.

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