Editorial

With the changing demographic of students, 21st century learning are now moving to handheld devices (tablets and phones) and Internet-based devices for connectivity. These digital natives (Gen Y and coming next, the Millennials) are used to finding and sharing information and knowledge via online social networks (selfie on Facebook and Twitter), mobile messaging (WhatsApp) and other technological innovations.

From Universiti Kebangsaan Malaysia (UKM), Malaysia, Norazah Nordin, Helmi Norman and Mohamad Amin Embi, present the findings of technology acceptance towards a Malaysia MOOC on ethnic relations. Students' perception of MOOCs are discussed based on Unified Theory of Acceptance and Use of Technology (UTAUT) model as well as non-UTAUT factors.

From University of Ilorin, Nigeria, Omenogo Veronica Mejabi, Muhtahir Oluwaseyi Oloyede, Adesina Lukuman Azeez and Adeyinka Adedoyin, investigate the quantity and quality of open data in the online courseware of universities in Nigeria. They argued over its direct impact on sustainable educational development in terms of planning, process and product quality.

For the third article, Ibtesam Fares Al-Mashaqbeh, from Al Al-Bayt University (AABU), Mafraq-Jordan, investigate the challenges faced by the higher education students in the use of Facebook, as one of the social media tools, to enhance their learning. The researcher suggested a plan to overcome these difficulties with recommendations on respective instructors' as well as students' responsibilities.

Who would have thought of using selfie for education purposes? Lim Seong Pek and Rita Wong Mee Mee, from Universiti Selangor (UNISEL), Malaysia, examine the effectiveness of selfie photo in generating ideas for narrative writing among 40 undergraduate students undertaking an English proficiency course. Their study also looked into the suitability of the type

of selfie photos being used which were to be the instructional materials in enhancing undergraduates' ability to generate ideas in writing task.

Fifth, with the preponderance of digital texts, Zailani Jusoh (Universiti Sultan Zainal Abidin, Malaysia, UniSZA) and Liza Abdullah (International Islamic University Malaysia, IIUM) investigate the extent of the use of strategies when reading online, in an academic setting using Online Survey of Reading Strategies (OSORS). They also investigate whether differences in the use of the strategies between students in different field of studies exist.

In the sixth article, Aisar Salihu Musa (Kano State Polytechnic, Nigeria), Mohd Nazri Latiff Azmi and Nur Salina Ismail (Universiti Sultan Zainal Abidin, Malaysia, UniSZA) explore the current functions of the Uses and Gratification (U & G) theory of communication in the students' use of social media. As some respondents used social media for news and information, this study suggests that the Media Information Utility Theory should be explored in the students' use of social networking sites.

These last three articles were specially selected from the International Conference on Languages (ICL) 2015 which was held on October 10-11, in Kuala Lumpur, Malaysia. ICL is a biennial conference jointly organised by the Faculty of Languages and Communication, UniSZA, Malaysia and the Faculty of Humanities and Social Sciences, Prince of Songkla University, Thailand since 2013. I would like to acknowledge the cooperation of Associate Professor Dr. Normah Yusof of UniSZA as co-editor in the selection of those articles.

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Deputy Chief Editor