

ESL TEACHERS' PERCEPTION AND ATTITUDES TOWARDS THE ADOPTION OF EMERGENCY REMOTE TEACHING IN TIME OF CRISIS

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ABSTRACT

Background and Purpose: The operation of educational institutions was suspended for a certain period due to the COVID-19 pandemic outbreak as social distancing came into effect as one of the World Health Organisation (WHO) strategies to help prevent further spreading of the virus. Subsequently, the education field witnessed a drastic shift in the mode of instruction, from the traditional physical classroom learning to online education and distance learning. Particularly in Malaysia, the suddenness of the implementation of Emergency Remote Teaching (ERT) as per suggested by the Ministry of Education Malaysia, has opened a new paradigm and brought a new experience in teaching for most teachers. With ERT being activated for the second time, it became a major concern to various parties on the effectiveness of the mode of instruction towards the teaching and learning processes for both teachers and students. Hence, this paper aims to investigate ESL teachers' perceptions and attitudes towards ERT to further develop the quality and effective distance education programs should a crisis like the current situation ever happens again.

Methodology: This study employed a quantitative descriptive research approach as the research method. An online survey of 124 Malaysian English as Second Language (ESL) teachers was conducted for descriptive analysis. The respondents of this study were recruited using the purposive sampling technique. They should have at least one year experience in English language teaching prior to conducting lesson using ERT, and they should be in-service Malaysian ESL primary school teachers.

Findings: The findings revealed that most of the teachers support ERT as the alternative mode of instruction in substituting the physical classroom learning in unprecedented time of crisis. However, certain difficulties remain, most notably issues regarding the digital divide. These implications call for more attention to developing more infrastructure and facilities, providing amenities and equipment as well as providing appropriate training to teachers.

Contributions: The findings provide valuable insights from the teachers' perspective, also known as the policy implementers, to help develop better e-learning curriculum and develop better contingency plans or strategies for emergencies and time of crisis.

Keywords: Emergency remote teaching, ESL, e-learning, distance learning, COVID-19.

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1.0 INTRODUCTION

Over the years, the development of educational technology and online education are becoming more prominent. Sison and Brennan (2012) define online education as instructional environment that utilizes Internet technologies which can be conducted fully online or blended with face-to-face interaction. Malaysia, as one of the education hubs in the Southeast Asia region, underwent drastic transformation in the education systems in terms of instructional environment, and it has witnessed more development and usage of online education amongst educators, especially in the tertiary education (Salleh, Ghazali, Ismail, Alias, & Rahim, 2020). Despite the raging development of online education in the tertiary education, the secondary and primary education are only witnessing gradual integration of blended learning into the curriculum (Abdul Rauf & Suwanto, 2020). Blended learning is described as an enhanced instructional approach that incorporates traditional teaching methods with online learning (Albiladi & Alshareef, 2019). The steady gradual shift towards blended learning and online education was suddenly escalated into a full-blown operation of online learning across all education levels due to the COVID-19 pandemic outbreak.

Since the announcement of COVID-19 as a global pandemic by the World Health Organization (WHO) and the raging spread of the virus worldwide, many countries put into effect a nationwide lock down to help flatten the curve of infection and contain of the virus. The global lock down disrupted the equilibrium of social interaction and organization in every

sector including the education sector. The pandemic precautions called social distancing is practiced globally as one of the measures to dampen the spreading of the virus by reducing interpersonal contact and minimizing community transmission that could help promote higher infection rate in dense social networks such as school and university campus (Weeden & Cornwell, 2020).

Subsequently on March 16, 2020, a few days after the announcement of COVID-19 as global pandemic, the Prime Minister of Malaysia announced the Movement Control Order (MCO) as the number of positive cases increased beyond 553 cases (Elengoe, 2020). Nationwide lockdown was implemented for 14 days, which was later extended to be 12 more weeks to reduce the rapid spread of COVID-19 before social interaction resumed on June 9, 2020 in most areas in the country. In the state of emergency of global pandemic, the cancelation of traditional face-to-face interaction between teachers and students at school was inevitable. It was reported that the closure of these education institutions upset the learning of five million students across the nation (Kamal, 2020). The reopening of educational institution was welcomed with strict Standard Operation Procedure (SOP) as the precautionary measures which mainly practices the physical social distancing and good personal hygiene to further prevent the spread of the virus.

Fast forward to November 9, 2020, the Ministry of Education (MOE) announced the closure of schools, yet again as the second waves of COVID-19 struck the nation. With ERT being activated for the second time, it was becoming a concern to various parties on how effective the mode of instruction can benefit the teaching and learning processes for both teachers and students. To further develop quality and effective distance education programs, it is important to investigate the efficacy and difficulties of implementing distance education (Tzivinikou, Charitaki, & Kagkara, 2020). Previous studies suggest that teacher's attitudes should be studied to address the barriers to technology integration, and should be taken in consideration for the development of quality and effective distance education programs (Abbasi, Ayoob, Malik, & Memon, 2020; Galvis, 2012; Kim, Kim, Lee, Spector, & DeMeester, 2013; Li & Ni, 2011; Tzivinikou et al., 2020). Hence, this study aims to investigate the Malaysian ESL teachers' perception towards the implementation of ERT. Moreover, this study also investigates the Malaysian ESL teachers' attitude and intention towards ERT during the time of crisis.

2.0 LITERATURE REVIEW

2.1 Technology Integration in Malaysia Education Landscape

As one of the leading developing countries in Southeast Asia region, Malaysia through its Ministry of Education (MOE) allocated a tremendous amount of nearly RM6 billion to develop the education technology field (Abdul Rauf & Suwanto, 2020). This includes the development needed in terms of building facilities to accelerate the implementation of online education and blended learning in the country. Furthermore, MOE has manifested their intention to improve the education standard and quality learning by empowering the use of ICT in the teaching and learning process as stated in the seventh educational shift of the NEB 2013-2025. Through the implementation of the seventh educational shift, MOE envisions students to be able to access wider range of content that is more engaging and interactive through the infusion of technology into the teaching and learning process inside and outside the classroom (Malaysia Education Blueprint, 2013). The infusion of technology and digital literacy is important to improve and to promote interactive, fun, and safe learning environment for the learners (Boholano, 2017).

However, the implementation and the integration of technology are still limited amongst Malaysian educators due to a phenomenon called digital divide (Wasriep & Lajium, 2019). Sheikh Dawood, Ghazali, and Samat (2019) refer digital divide as an economic and social inequality between individuals, businesses, households, or geographical areas in the access to, the use of, or the impact of ICTs. In other words, 'digital divide' is the term used to define a gap in access to internet or use of internet devices such as smartphone, computer, and laptop. Additionally, Sheikh Dawood et al. (2019) noted that there are two aspects of digital divide, namely material and immaterial. The researchers further explained that the material aspect refers to the physical access to internet devices and the internet itself by the individual, while immaterial aspect of digital divide encompasses the knowledge, motivations, and needs achieved by the individual. The immaterial aspect of digital divide was reported by researchers, where some veteran educators are having difficulties blending with the recent teaching technologies due to the inabilities to operate educational technology or having limited technology literacy (Nilsson & van Driel, 2010; Osman, Jamaludin, & Mokhtar, 2014; Wasriep & Lajium, 2019). Constraints such as lack of resources, poor internet connection, and limited competency in operating educational technology are reported to be some of the limiting factors in implementing and integrating technology and ICT in teaching and learning processes (Osman et al., 2014).

2.2 Emergency Remote Teaching in Malaysia

With the absence of physical classroom and face-to-face interaction between teachers and students, online learning and distance learning are the go-to solutions to maintain the continuity of teaching and learning process during lock down. Teachers were reported to have used the platforms such as Zoom, Google Meet, Skypes and other meeting applications to conduct synchronous instructions delivery, while the platforms such as Google Classroom, WhatApps, and offline worksheets were used to conduct asynchronous learning.

Despite the sudden implementation of the ERT and instant arising challenges in its implementation, MOE has come up with a few initiatives to address the struggles teachers and parents faced in providing quality education for the students. To help ease the sudden transition to remote learning and to support teachers to conduct effective online lessons, MOE has provided an online education service called EduwebTV. EduwebTV enables students to access educational videos to prepare for formal examinations. EduwebTV is seen as one of the alternative tools to deliver mass lectures through channels streaming via YouTube and Facebook. However, not all students have access to internet to stream EduwebTV. Subsequently, in recognition to the 98 percent of households who own television (Department of Statistics Malaysia, 2017), and the possibility of yielding better percentage of access to learning materials for students, MOE has rolled out Program TV Pendidikan or Kelas@rumah as an alternative for students with limited access to the internet. Like EduwebTV, Kelas@rumah provides its viewer with academic contents to help students facilitate their own learning at home. Other than online streaming and television, Radio is considered an important platform. Malaysian Communications and Multimedia Commission (2019) reported that radio was still a primary information transmitter, reaching about 20 million listeners. Radio is a good platform to convey the teaching of subjects which require fewer visual aids and more story telling such as history and moral education.

2.3 Teacher's Attitudes towards Emergency Remote Teaching

The Ministry of Education (MOE) of Malaysia has provided alternatives to help ease the implementation of ERT and maintaining the continuity of teaching and learning processes across all education levels. However, since ERT is rarely activated and only happens recently due to the global pandemic caused by COVID-19, particularly in Malaysia, not too many teachers have much experience and are aware of the challenges to execute effective ERT while providing quality and accessible education to their students. Teachers' perceptions and attitudes towards the use of technologies in education, as well as having sufficient knowledge

and skills are important keys to implement effective distance education (Nasser, Khoury, & Abouchedid, 2008), in this context for the purpose of executing effective ERT. Moreover, Abuhmaid (2020) claims that teachers who possess positive attitudes towards new educational technologies are more likely to find ways to incorporate them into their teaching. Researchers suggest that teachers' attitudes are essential in the provision of distance education programs, and should be taken into consideration for the development of better technology integration programs in education (Galvis, 2012; Kim et al., 2013; Semerci & Aydın, 2018; Todd, 2020; Tzivinikou et al., 2020). Moreover, Li and Ni (2011) have proven that there is a strong correlation between teacher's attitudes towards technology, their frequency of using technology, and technological supports in their study concerning the elementary in-service teachers' attitudes and uses of technology in China. Since there is not much research done on teachers' perceptions and attitudes towards ERT, the perception on the use of educational technology and the implementation of conventional online education while not ERT specifically, were also studied to give some points of reference on how teachers' perception plays an important role in the effort to effectively maintain the continuity of educational interaction amongst students.

Studies revealed that the teachers had generally positive perceptions and attitudes towards the adoption of online teaching and distance learning education as an epidemic prevention and control initiatives during the COVID-19 pandemic outbreak (Abdul Rauf & Suwanto, 2020; Lapada, Miguel, Robledo, & Alam, 2020; Song, Wu, & Zhi, 2020; Yang, 2020). Researchers also agreed that many teachers perceive e-learning and the implementation of ERT as beneficial in terms of professional development in increasing their digital competencies (Cheok, Wong, Ayub, & Mahmud, 2017; Kerres, 2020). Learners were also reported to benefit from e-learning as they were growing to be more independent in learning, utilizing the vast online resources to complete the task at hand (Chew & Ng, 2021). While conducting e-learning means shifting the focus to student-centered learning, many teachers perceive e-learning as a mechanism to increase students-teacher interaction, thus increasing productivity and academic performance (Cheok et al., 2017).

However, under the circumstances of crisis and emergency, some teachers perceive otherwise. Some educators were reported to perceive e-learning and online interaction lacked the depth and nuance that could be achieved effectively in traditional physical classroom (Nagaletchimee, 2019). Lapada et al. (2020) reported that the teachers' readiness was obstructed by the lack of facilities, equipment, and capacity building to distance learning education. Adding to the digital divide, findings from the study also revealed that veteran

teachers are relatively less tech savvy (Lapada et al., 2020). Abdul Rauf and Suwanto (2020) reported similar phenomenon where younger teachers' attitude towards technology is more positive and lower in computer anxiety as compared to the seasoned teachers. Addressing to the issue of digital divide, Lapada et al. (2020) alluded to some notable challenges faced by teachers in offering distance education in the Philippines concerning the teachers' lack of knowledge and skills for distance education, ineffective communication between teachers and students, and limited access to stable Internet connection. Additionally, a study on teachers' perceptions of large-scale online teaching in China (Yang, 2020) identified the inability of students to apply self-study skills, limited internet access, and limited student-teacher interaction as the main difficulties of online teaching. These challenges lead to some teachers demanding for the traditional face-to-face interaction between students and teachers to be restored (Kerres, 2020).

3.0 METHODOLOGY

3.1 Research Design

This study employed a qualitative descriptive research approach to collect data and to investigate the Malaysian English as Second Language (ESL) teachers' perception towards the adoption of ERT during the COVID-19 pandemic outbreak. A survey was implemented for descriptive analysis.

3.2 Instrumentation

The instrument used for data collection was an online survey. The survey was developed by referring to instrument used by Rizun and Strzelecki (2020), as this study was also adapting the General Extended Technology Acceptance Model for E-Learning (GETAMEL) by Abdullah and Ward (2016). The Likert scale items, ranging from 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 4=Agree (A) to 5=Strongly Agree (SA) were utilized to determine the respondents' level of perception towards the implementation of ERT. The instrument consisted of 45 items that measured teachers' perceptions towards eight different structures of the adapted GETAMEL model, namely perceived usefulness (PU), perceived ease of use (PEOU), attitude towards using (ATU), intention towards using (ITU), experience (EX), enjoyment (ENJ), technology anxiety (TA), and self-efficacy (SE). The survey was face and content validated by two experts. The suggestions and corrections were incorporated in the final format of the instrument before distributing it online via Google Form. Furthermore, the reliability of the survey was measured using Cronbach's alpha. The calculated value was 0.96,

which informed us that the items were internally consistent, and the correlations of the items are generally high based on the assumption that acceptable values of alpha would range from 0.70 and above (Heale & Twycross, 2015).

3.3 Respondents

The respondents of this study were 124 in-service Malaysian ESL teachers across the country. They were recruited using the purposive sampling technique. The criteria to choose the sample were: a) Experienced in English language teaching for at least one year; b) Have the experience conducting lesson using ERT, and c) In-service Malaysian ESL primary school teacher. The respondents consisted of 32 male and 92 female ESL teachers who possessed a minimum of one year to 25 years of teaching experience. Majority of the respondents with the number of 112 ESL teachers were serving at the primary National School (SK), while 12 ESL teachers were teaching at the primary National Chinese Type School (SJKC). Since the implementation of ERT was nationwide, all respondents had the experience of conducting lesson using ERT.

3.4 Data Analysis

Data analysis of the study utilized descriptive statistics such as frequency, percentages, means, standard deviation, and reliability analysis including internal consistency coefficient (Cronbach Alpha) analysis using the Statistical Package for Social Sciences (SPSS) version 23.0. Regarding the comparison of mean and the level of interpretation in the Likert-type scales, the scores were standardized based on Best and Kahn (2006) procedure as follows:

$$\frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Levels}} = \frac{5 - 1}{3} = 1.33$$

Based on this procedure, the obtained mean scores were categorized into three levels as shown in Table 1.

Table 1: Mean score level of interpretation

Mean Score	Level of Interpretation
3.67-5.00	High degree of perception
2.34-3.66	Moderate degree of perception
1.00-2.33	Low degree of perception

3.0 FINDINGS

3.1 Research Question 1

What are the Malaysian ESL teachers' perceptions towards emergency remote teaching in terms of Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Experience (EX), Enjoyment (ENJ), Technology Anxiety (TA), and Self-Efficacy (SE)?

To describe the Malaysian ESL teachers' perception towards ERT in details, the findings are discussed in six separate sections.

3.1.1 Malaysian ESL Teachers' Perceived Usefulness towards Emergency Remote Teaching

Table 3 presents the frequency and percentage of the Malaysia ESL teachers' perceived usefulness towards the implementation of ERT during the COVID-19 pandemic outbreak.

Table 3: Frequency and percentage of teachers' perceived usefulness towards ERT

	Items	SD	D	N	A	SA
PU1	I believe Emergency Remote Teaching enhances the effectiveness of lesson delivery during the COVID-19 pandemic.	4 (3.2%)	33 (17.7%)	46 (37.9%)	36 (29.0%)	15 (12.1%)
	I believe that my teaching performance is improving during the implementation of Emergency Remote Teaching.	1 (0.8%)	27 (21.8%)	41 (33.1%)	43 (34.7%)	12 (9.7%)
PU3	Emergency Remote Teaching improves my productivity in teaching and learning process.	3 (2.4%)	25 (20.2%)	39 (31.5%)	42 (33.9%)	15 (12.1%)
PU4	I find Emergency Remote Teaching useful for the development of my teaching practices.	1 (0.8%)	17 (13.7%)	34 (27.4%)	51 (41.1%)	21 (16.9%)
PU5	I feel Emergency Remote Teaching improves my ICT skills.	1 (0.8%)	1 (0.8%)	14 (11.3%)	56 (45.2%)	52 (41.9%)
PU6	I believe my students are able to understand the lesson delivered using Emergency Remote Teaching.	4 (3.2%)	20 (16.1%)	52 (41.9%)	38 (30.6%)	10 (8.1%)

Table 3 presents a staggering number of 108 (87.1%) respondents who believed that ERT improves their ICT skills. The findings also revealed that 72 (58%) respondents perceived ERT as useful for the development of their teaching practices. Correspondently, it is also revealed

that 57 (46%) respondents supported the idea of ERT has positively impacted their productivity in teaching and learning process. Furthermore, 55 (44.4%) respondents agreed that the implementation of ERT positively impacted their teaching performance. Similar responses received with 51 (41.1%) respondents believed that the implementation of ERT enhances the effectiveness of their lesson delivery.

In terms of the respondents' perception towards the students understanding of the lesson content delivered using ERT, 52 (41.9%) respondents were neutral, while 38 (30.6%) agreed, 10 (8.1%) strongly agreed, 20 (16.1%) disagreed, and 4 (3.2%) strongly disagreed.

3.1.2 Malaysian ESL Teachers' Perceived Ease of Use of Emergency Remote Teaching

Table 4 shows the frequency and percentage of the respondents' perceived ease of use of technology in conducting ERT.

Table 4: Frequency and percentage of teachers' perceived ease of use of ERT

	Items	SD	D	N	A	SA
PEOU1	I find it easy to conduct lessons through Emergency Remote Teaching.	8 (6.5%)	31 (25.0%)	42 (33.9%)	39 (31.5%)	4 (3.2%)
	Mastering the ICT skills needed for Emergency Remote Teaching would be easy for me.	1 (0.8%)	11 (8.9%)	25 (20.2%)	52 (41.9%)	35 (28.2%)
PEOU3	I believe the interaction between the students and I during Emergency Remote Teaching is clear.	8 (6.5%)	37 (29.8%)	43 (34.7%)	33 (26.6%)	3 (2.4%)
PEOU4	I believe the interaction between the students and I during Emergency Remote Teaching is understandable.	5 (4.0%)	25 (20.2%)	44 (35.5%)	46 (37.1%)	4 (3.2%)
PEOU5	It would be easy for me to convey information using Emergency Remote Teaching.	6 (4.8%)	29 (23.4%)	47 (37.9%)	38 (30.6%)	4 (3.2%)
PEOU6	I find it easy to adapt the existing curriculum to suit Emergency Remote Teaching.	10 (8.1%)	21 (16.9%)	40 (32.3%)	46 (37.1%)	7 (5.6%)
PEOU7	I find it easy to adapt the teaching resources to suit Emergency Remote Teaching.	5 (4.0%)	17 (13.7%)	38 (30.6%)	50 (40.3%)	14 (11.3%)

Based on Table 4, the findings revealed that a cumulative number of 87 (70.1%) respondents found it relatively easy to master the ICT skills needed for ERT. Although most respondents perceived mastering the ICT skills needed rather effortlessly during the implementation of ERT, the respondents showed apparent division in opinion towards perceived ease of conducting ERT and perceived ease of conveying information using ERT. It is reported that 43 (33.7%) respondents reacted positively, 42 (33.9%) neutral, and 39 (31.5%) respondents reacted negatively, to the idea of finding it easy to operate ERT. The divided opinion in finding it easy to convey information using ERT is exhibited with the cumulative number of 42 (33.8%) respondents agreed, 47 (37.9%) were neutral, and 35 (28.2%) respondents disagreed, to the statement.

In terms of the interaction between the students and teachers during the implementation of ERT, the respondents were also having different opinions on if the interaction between them and their students is clear during the implementation of ERT with 36 (29%) respondents supported, 43 (34.7%) were neutral, and 45 (36.3%) respondents opposed, to the statement. Despite the differences, slight hint of support was exhibited by the respondents towards if their interaction with the students is understandable during the implementation of ERT, with 50 (40.3%) respondents approved to the statement.

Moreover, based on the findings, the respondents displayed slight hint of support towards findings it easy to adapt the existing curriculum and teaching resources to suit ERT. A collective number of 53 (42.7%) respondents responded positively in finding it easy to adapt the existing curriculum to suit ERT. In finding adapting the teaching resources to suit ERT easy, a cumulative of 64 (51.6%) respondents reacted positively to the statement.

3.1.3 Malaysian ESL Teachers' Perceived Experience towards the Use of Technology in Emergency Remote Teaching

Table 5 shows the frequency and percentage of the Malaysian ESL teachers' perception towards their experience with technology during the implementation of ERT.

Table 5: Frequency and percentage of teachers' perceived experience towards the use of technology in ERT

	Items	SD	D	N	A	SA
EX1	I am comfortable using desktop/laptop.	2 (1.6%)	1 (0.8%)	8 (6.5%)	50 (40.3%)	63 (50.8%)
EX2	I am comfortable using mobile devices.	1 (0.8%)	3 (2.4%)	18 (14.5%)	43 (34.7%)	59 (47.6%)
EX3	I have no issue on the Internet connection.	7 (5.6%)	15 (12.1%)	24 (19.4%)	42 (33.9%)	36 (29.0%)
EX4	I am comfortable teaching over video instruction (i.e. Zoom, Google Meet)	5 (4.0%)	14 (11.3%)	32 (25.8%)	41 (33.1%)	32 (25.8%)
EX5	I am comfortable with grading digitally.	5 (4.0%)	17 (13.7%)	32 (25.8%)	44 (35.5%)	26 (21.0%)
EX6	I am comfortable with giving feedback digitally.	2 (1.6%)	14 (11.3%)	34 (27.4%)	44 (35.5%)	30 (24.2%)
EX7	I get good support from colleagues to help conduct a successful lesson through Emergency Remote Teaching.	2 (1.6%)	10 (8.1%)	30 (24.2%)	59 (47.6%)	23 (18.5%)
EX8	I get good support from the technical support team (if any) to help conduct a successful lesson through Emergency Remote Teaching.	2 (1.6%)	19 (15.3%)	41 (33.1%)	41 (33.1%)	21 (16.9%)

Based on Table 5, the findings revealed that majority of the teacher with 113 (91.1%) respondents were comfortable using desktop or laptop. Similarly, 102 (82.3%) respondents exerted their positive perception of being comfortable using mobile devices. Most respondents, 78 (62.9%) agreed to have no issue on the internet connection. While 73 (58.9%) respondents were positive on being comfortable teaching over video instruction, 32 (25.8%) were neutral and 19 (15.3%) respondents showed otherwise.

The findings also revealed that 70 (56.5%) respondents were comfortable with grading digitally. Similar results are shown with 74 (59.7%) respondents were comfortable with giving feedback digitally. Furthermore, it is discovered that 82 (66.1%) respondents received good support from their colleagues to help conduct successful and effective ERT. In term of getting good support from the technical support team to help conduct effective ERT, 41 (33.1%) respondents agreed, 21 (16.9%) strongly agreed, 41 (33.1%) were neutral, 19 (15.3%) disagreed, and 2 (1.6%) strongly disagreed with the statement.

3.1.4 Malaysian ESL Teachers' Perceived Enjoyment Towards the Use of Technology in Emergency Remote Teaching

Table 6 displays the frequency and percentage of the respondents' enjoyment towards the use of technology in ERT.

Table 6: Frequency and percentage of teachers' perceived enjoyment towards the use of technology in ERT

	Items	SD	D	N	A	SA
ENJ1	I find the process of preparing lessons for Emergency Remote Teaching enjoyable.	3 (2.4%)	24 (19.4%)	38 (30.6%)	42 (33.9%)	17 (13.7%)
ENJ2	The actual process of teaching using Emergency Remote Teaching is pleasant.	6 (4.8%)	20 (16.1%)	43 (34.7%)	40 (32.3%)	15 (12.1%)
ENJ3	I have fun teaching using Emergency Remote Teaching.	4 (3.2%)	23 (18.5%)	40 (32.3%)	44 (35.5%)	13 (10.5%)
ENJ4	I enjoy the challenge in adapting the existing teaching resources to suit the nature of Emergency Remote Teaching.	2 (1.6%)	13 (10.5%)	37 (29.8%)	53 (42.7%)	19 (15.3%)
ENJ5	I enjoy the challenge in adapting the existing curriculum to suit the nature of Emergency Remote Teaching.	3 (2.4%)	14 (11.3%)	30 (24.2%)	62 (50.0%)	15 (12.1%)
ENJ6	I enjoy the change of teaching environment from the traditional face-to-face interaction to virtual interaction.	8 (6.5%)	18 (14.5%)	38 (30.6%)	38 (30.6%)	22 (17.7%)

The findings illustrated in Table 6 indicate that the 59 (47.6%) respondents enjoyed the process of preparing lessons for ERT. In regards with perceiving the actual process of teaching using ERT as pleasant, 40 (32.3%) respondents agreed, 14 (12.1%) strongly agreed, 43 (34.7%) were neutral, 20 (16.1%) disagreed, and 6 (4.8%) strongly disagreed. The findings also showed that 58 (46%) respondents supported the idea of using ERT as fun. Correspondingly, the findings revealed that 60 (48.3%) respondents enjoyed the change of teaching environment to virtual interaction. Moreover, 72 (58%) respondents enjoyed the challenge in adapting existing teaching resources, while 77 (62.1%) respondents enjoyed the challenge of adapting the existing curriculum to suit the nature of ERT.

3.1.5 Malaysian ESL Teachers' Technology Anxiety in Using Emergency Remote Teaching

Table 7 presents the frequency and percentage of the Malaysian ESL teachers' technology anxiety in using ERT.

Table 7: Frequency and percentage of teachers' technology anxiety in using ERT

	Items	SD	D	N	A	SA
TA1	Technology do not scare me at all.	2 (1.6%)	7 (5.6%)	14 (11.3%)	48 (38.7%)	53 (42.7%)
TA2	Technology makes me feel uncomfortable. (R)	46 (37.1%)	37 (29.8%)	21 (16.9%)	12 (9.7%)	8 (6.5%)
TA3	Working with technology makes me nervous. (R)	42 (33.9%)	36 (29.0%)	21 (16.9%)	20 (16.1%)	5 (4.0%)
TA4	Computers and mobile devices make me feel uneasy. (R)	47 (37.9%)	41 (33.1%)	21 (16.9%)	11 (8.9%)	4 (3.2%)
TA5	I am looking forward to work with computers and mobile devices.	1 (0.8%)	5 (4.0%)	30 (24.2%)	41 (33.1%)	47 (37.9%)
TA6	I am looking forward to learn new technology.	1 (0.8%)	3 (2.4%)	12 (9.7%)	38 (30.6%)	70 (56.5%)

The findings illustrated in Table 7 reveal that 101 (81.4%) respondents agreed that they were not scared of technology. Moreover, a majority of teachers with 108 (87.1%) respondents were clearly indicating that they were looking forward to learning new technology, and 88 (71%) respondents were looking forward to work with computer and mobile devices. The findings also indicated that the 83 (67.9%) respondents were feeling comfortable around technology with 37 (29.8%) respondents disagreed, and 46 (37.1%) strongly disagreed to the statement 'Technology make me feel uncomfortable'. To be specific, 78 (62.9%) respondents were comfortable around computers and mobile devices, and 88 (71%) respondents, with 41 (33.1%) disagreed and 47 (37.9%) strongly disagreed, had the perception of feeling at ease when working with technology.

3.1.6 Malaysian ESL Teachers' Self-Efficacy Towards Using Technology In Emergency Remote Teaching

Table 8 illustrates the frequency and percentage of the respondents' self-efficacy towards using technology in ERT.

Table 8: Frequency and percentage of teachers' self-efficacy using technology in ERT

	Items	SD	D	N	A	SA
SE1	I am confident of using media tools (including PowerPoint, digital whiteboards, and video recording tools) to teach EVEN IF THERE IS NO ONE AROUND TO SHOW ME HOW TO DO IT.	-	15 (12.1%)	18 (14.5%)	40 (32.3%)	51 (41.1%)
SE2	I am confident of using media tools (including PowerPoint, digital whiteboards, and video recording tools) to teach EVEN IF I HAVE NEVER USED SUCH A SYSTEM BEFORE.	-	14 (11.3%)	26 (21.0%)	41 (33.1%)	43 (34.7%)
SE3	I am confident of using media tools (including PowerPoint, digital whiteboards, and video recording tools) to teach EVEN IF I HAVE ONLY THE INSTRUCTION MANUALS FOR REFERENCE.	-	11 (8.9%)	23 (18.5%)	42 (33.9%)	48 (38.7%)
SE4	I am confident that I can give clear and understandable instructions when delivering lessons through Emergency Remote Teaching.	-	8 (6.5%)	32 (25.8%)	54 (43.5%)	30 (24.2%)

In terms of the Malaysian ESL teachers' self-efficacy towards the use of technology alongside the implementation of ERT, the findings revealed that 91 (73.4%) respondents were confident towards using media tools to teach, even if there was no one around to guide them. While 90 (72.6%) respondents showed confidence towards using media tools to teach, even if they were presented with the instruction manuals only for reference. Subsequently, while 84 (67.8%) respondents proclaimed to have confidence of using media tools to teach, even if they never used such system before, 14 (11.3%) respondents disagreed and 26 (21%) were neutral. It was also discovered that 84 (67.7%) respondents were confident in their ability to give clear and understandable instructions using ERT. In contrast, only 8 (6.5%) respondents disagreed with the statement while 32 (25.8%) were neutral.

3.2 Research Question 2

What is the level of Malaysian ESL teachers' attitudes towards using technology in emergency remote teaching as an alternative mode of instruction during the suspension of school sessions due to pandemic outbreak?

Table 9 illustrates the mean scores and standard deviation of the respondents' attitude towards using technology in ERT.

Table 9: Mean score and SD of attitude towards using technology in ERT

	Variables	Mean	SD	Level
ATU1	I like the idea of having to teach using Emergency Remote Teaching during the COVID-19 pandemic.	3.44	1.1065	Moderate
ATU2	I have a generally favorable attitude towards using Emergency Remote Teaching as the alternative mode of instruction during the time of crisis.	3.581	0.9379	Moderate
ATU3	I believe it is a good idea to use Emergency Remote Teaching for the development of my teaching practices.	3.573	0.9211	Moderate
ATU4	Using Emergency Remote Teaching is a foolish idea. (R)	3.694	1.2375	High

Based on Table 9, the findings revealed that item ATU4 has the highest mean score (M=3.694, SD=1.2375), which also is the only construct categorized as high in level. The respondents had moderate level of perception on having a generally positive attitude towards ERT (M=3.581, SD=0.9379), believing that ERT is a good tool to help the development of their teaching practices (M=3.573, SD=0.9211), and liking the idea of having to use ERT (M=3.44, SD=1.1065) as the alternative mode of instruction during the COVID-19 pandemic outbreak. The moderate level of perception on ATU1, ATU2, and ATU3 suggests that the respondents' perceptions were as not as decisive when determining if using ERT is a foolish idea (ATU4).

3.3 Research Question 3

What is the level of Malaysian ESL teachers' intention to use technology in emergency remote teaching as an alternative mode of instruction during the suspension of school sessions due to pandemic outbreak?

Table 10 illustrates the mean scores and standard deviation of the respondents' intention to use technology in ERT.

Table 10: Mean score and SD of intention to use technology in ERT

	Variables	Mean	SD	Level
ITU1	I intend to conduct lessons using Emergency Remote Teaching EXCLUSIVELY (e.g., giving instructions via online platform) during the COVID-19 pandemic.	4.669	0.9346	High
ITU2	I will opt to use Emergency Remote Teaching as the alternative mode of instruction during time of crisis in the future.	3.895	0.8246	High
ITU3	I intend to use Emergency Remote Teaching during time of crisis to gain experience about virtual teaching and online learning.	4.105	0.7415	High
ITU4	If I could, I would like to continue to deliver lessons through Emergency Remote Teaching during time of crisis in the future.	3.766	0.9968	High

Based on Table 10, the findings revealed that the respondents intended to conduct lessons using ERT during COVID-19 pandemic outbreak (M=3.67, SD=.9346). Moreover, the respondents hinted that they intend to use ERT during time of crisis in the future (M=3.895, SD=.8246), and would continue using ERT during time of crisis if they could (M=3.766, SD=.9968). With the highest mean score of 4.105 (SD=.7415), the respondents indicated that they intend to use ERT to gain experience on virtual teaching and online learning. All mean scores for all four items are interpreted as high level in perception.

4.0 DISCUSSION

4.1 Malaysian ESL Teachers' Perceptions Towards Emergency Remote Teaching in Terms of Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Experience (EX), Enjoyment (ENJ), Technology Anxiety (TA), and Self-Efficacy (SE)

Addressing to the Malaysian ESL teachers' perception towards the implementation of ERT during the withdrawal of the physical classroom learning due to COVID-19 pandemic outbreak, the findings revealed that the teachers agreed that it was relatively easy for them to master the ICT skills needed for ERT. Teachers were also reported to be comfortable in using the internet devices while having little to no problem with internet access. Parallel to these findings, it is also revealed that the teachers possessed positive attitude towards new technology, while mostly feeling at ease when working with technology, which indicates that technology is a beneficial means to conduct online lesson effectively. These findings imply that Malaysian ESL teachers are up to date with the current technology, and are mostly digitally literate.

Despite agreeing to have less to no problem with technology devices and the internet connection, the findings revealed that some teachers were yet to feel comfortable in giving instruction virtually. Furthermore, the teachers were not as decisive in determining the level of difficulties of conducting ERT and conveying information using ERT. These findings are in line with the report of a survey on online teaching for elementary and secondary schools in China during COVID-19 pandemic outbreak, where it was reported that 53.8% of the teacher-respondents regarded online teaching as “somewhat difficult” and 6.7% felt it as “extremely difficult” (Song et al., 2020). In terms of the Malaysian ESL teachers’ enjoyment in using technology in implementing ERT during the COVID-19 pandemic outbreak, the findings revealed that not more than 50% of the teachers perceived the process of preparing online lesson and the actual process of teaching online using ERT as enjoyable and pleasant. In addition, not more than half of the respondents of the study believed that the change in teaching environment to virtual interaction as enjoyable. These findings give clear indication that there are still a handful of teachers struggling to adapt to ERT, and are struggling to make their teaching experience enjoyable for both themselves and the students. Bhaumik and Priyadarshini (2020) established that the lack of experience from both teachers and students towards online learning is one of the hurdles for online mode of learning, which inhibits the sense of enjoyment out of the learning for both parties.

Although showing a slight hint of positive reaction, the divided opinion towards perceiving ERT as a useful mode of instruction in terms of positively impact the respondents’ productivity in teaching and learning process, teaching performance, and their lesson delivery effectiveness implies that the Malaysian ESL teachers are not adequately equipped and ready for ERT, which is expected due to the sudden shift in teaching methods to ERT with minimal preparation and guidance. These findings are in line with Lapada et al. (2020), where the respondents of their study were not decisive in determining if they were well-equipped and ready for distance learning with 51% responded positively. These results imply that the lack of facilities, equipment, knowledge, and skills for ERT impede the teachers in offering effective teaching and learning process. Similar results are shown by Song et al. (2020) in a survey report where the researchers mentioned that schools in China claimed that they had trouble in guaranteeing the quality of web-based learning due to underdeveloped information infrastructure, tight schedule and heavy workload, and lack of guidance and training for teachers.

The findings of the current study also raise the issues of Malaysian ESL teachers having differed opinions in the level of difficulties to adapt the existing curriculum and teaching

resources to suit ERT. Therefore, it can be concluded that there are still some teachers perceived adapting the existing curriculum and teaching resources to suit ERT as challenging. Similar issues are reported by other researchers, where teachers were having difficulties to access online curriculum and online teaching materials, as well as having trouble in lesson preparation, most notably the amount of time spent on sourcing suitable online materials (Song et al., 2020; Todd, 2020).

The findings also revealed that Malaysian ESL teachers received good support from their colleagues. However, the respondents had split opinions towards receiving appropriate support from the technical support team to help conduct effective ERT. In accordance with these findings, Song et al. (2020) reported similar issue where teachers did not get adequate support by the responsible parties. Teachers expressed their greatest need for support in general ICT literacy, online teaching skills, online teaching resources, and home-school cooperation (Song et al., 2020). Swift actions need to be taken to provide teachers with necessary support to improve ERT quality and maintain both teachers' and students' motivation to learn via ERT.

4.2 Level of Malaysian ESL Teachers' Attitudes Towards Using Emergency Remote Teaching

Malaysian ESL teachers were revealed to perceive the implementation of ERT as the suitable alternative to maintain the continuity of education in the absence of the traditional physical classroom and face-to-face interaction between teachers and students as the appropriate move. This finding concurred with the findings from various research regarding the implementation of online education, distance learning education, and ERT during the time of crisis (Khatoony & Nezhadmehr, 2020; Lapada et al., 2020; Song et al., 2020). According to the mentioned studies, teachers supported the adoption of online learning, and were ready to resort to online and distance learning education as an alternative in difficult and unanticipated situations.

A study by Abdul Rauf and Suwanto (2020) regarding the attitudes and technology integration among ESL secondary school teachers in Sabah, Malaysia revealed that ESL teachers were aspired to integrate technology in their teaching as shown by their positive attitude towards technology. However, the current study revealed that Malaysian ESL teachers were having no decisive perception towards having a generally positive attitude towards ERT. Similar result is shown in Kisanga's (2016) study concerning teachers' attitudes towards e-learning in Tanzanian higher learning institution, where it was reported that 53% of the teacher-participants had positive attitudes towards e-learning. This finding imposes that ESL teachers

in Malaysia had mixed perception towards ERT, where some teachers felt comfortable enough to implement ERT effectively, while some struggled with its challenges.

With regard to the issue of digital divide in Malaysia, Sheikh Dawood et al. (2019) concluded that there are territorial inequalities in terms of digital infrastructure which cause the urban-rural digital divide. Additionally, the study noted that the digital divide is also evident between the richest and the poorest of the society which access to internet is still a major issue indicating to the inadequate infrastructure and local communities' inaccessibility towards better services and educational provisions.

4.3 Level of Malaysian ESL teachers' Intention to Use Emergency Remote Teaching

In accordance with the findings of the study where Malaysian ESL teachers regarded ERT as the appropriate alternative mode of instruction, the respondents were reported to have high level of perception in intention towards the implementation of ERT. The strong intention in using ERT as the alternative mode of instruction by the teacher is due to the obligatory factor to comply with the UN suggestion to resort to distance learning as one of its strategies to mitigate the spread of the virus. Furthermore, the respondents indicated that they intend to use ERT to gain experience on virtual teaching and online learning. This finding concurred with Abdul Rauf and Suwanto's (2020) study, where teachers' positive attitude towards the integration of technology in teaching and learning activities indicated their awareness of the benefits of educational technology. This could provide in developing effective teaching techniques that suit the learning needs of the generation Z students.

5.0 CONCLUSION

The results of the study indicate that most of the teachers support ERT as the alternative mode of instruction in substituting the physical classroom learning to prevent further spreading of the COVID-19 pandemic outbreak. Supports from the MOE directed ERT towards the intended direction of the Malaysian education landscape, which can be described as twofold: (1) to facilitate effective and quality education through ERT, and (2) to better develop the system for online education and blended learning. However, as shown in the findings of the current study, certain difficulties remain. One of the notable difficulties in implementing effective ERT in Malaysia is to overcome the issue of digital divide which includes the inadequate digital infrastructures and the incompetency of some teachers to integrate technology in education. These implications call for immediate attention to developing more infrastructure and facilities, providing amenities and equipment, as well as providing appropriate training to teachers to

improve ERT effectiveness in this trying time. Sets of training and workshop to elevate teachers' knowledge and skills in distance learning education should be implemented, as well as providing organized support systems and constant assistance to teachers during the period of ERT implementation. The constantly evolving learning environment demands teachers to be well updated with current technical and pedagogical knowledge. The current study provides valuable insights concerning the technology acceptance during the implementation of ERT to subside the spreading of COVID-19 pandemic outbreak. Due to the limitation of the study where the researchers could not gather larger sample of respondents, the findings of the study would not be precise in representing the whole population of Malaysian ESL teachers. It can be concluded that with better teachers' support system and infrastructure, ERT is the appropriate alternative mode of instruction in replacement for the physical classroom learning during the time of crisis.

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