

**INNOVATING LITERATURE EDUCATION:
EXAMINING THE EFFECTIVENESS OF CRISIS
MANAGEMENT STRATEGIES IN THE COVID-
19 PANDEMIC**

SABHITHRA A/P RAMACHANDRAN

UNIVERSITI SAINS MALAYSIA

2025

**INNOVATING LITERATURE EDUCATION:
EXAMINING THE EFFECTIVENESS OF CRISIS
MANAGEMENT STRATEGIES IN THE COVID-
19 PANDEMIC**

by

SABHITHRA A/P RAMACHANDRAN

**Thesis submitted in fulfilment of the requirements
for the degree of
Master of Arts**

October 2025

ACKNOWLEDGEMENT

I would like to acknowledge and give my warmest thanks to my mother, Vimala Kasinathan, my sister, Kirrthana Ramachandran, my stepfather, Danapal Shanmugan, my fiancé, Yohaveethan Sathasivam, my family and my friends as a whole for their continuous support when undertaking my research and writing my project. Your prayer for me was what sustained me this far.

It is with immense pleasure that I extend my heartfelt gratitude to Dr. Halimah Mohamed Ali, my supervisor, and Dr. Rosnidar Ain, my co-supervisor from Universiti Sains Malaysia, for their unwavering encouragement, insightful advice, and invaluable guidance throughout my academic journey in completing this research study. This research was proposed by Dr Halimah drawing upon her expensive research.

I would also like to extend my heartiest gratitude to the lecturers who have participated in this study to ensure that I was able to collect the data to achieve the aims and objectives of this research paper. Finally, I would like to thank God for letting me through all the difficulties. I have experienced your guidance day by day.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	x
LIST OF APPENDICES.....	xi
ABSTRAK.....	xii
ABSTRACT.....	xiii
CHAPTER 1 INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background of the Study.....	5
1.3 Problem Statement	6
1.4 Research Questions	10
1.5 Objectives of the Study.....	11
1.6 Purpose of the Study	11
1.7 Significance of the Study	12
1.8 Theoretical Framework	12
1.8.1 Crisis Management Model	13
1.9 Methodology.....	16
1.9.1 Research Design	16
1.9.2 Sample of the Study	17
1.9.3 Research Site	18
1.9.4 Instruments of the Study	18
1.9.4(a) Virtual Interview	18
1.9.5 Research Procedure	19
1.10 Data Analysis.....	20
1.11 Definition of Key Terms	24
1.12 Limitation of the Study.....	25
1.13 Summary.....	26
CHAPTER 2 LITERATURE REVIEW	27
2.1 Introduction.....	27

2.2	Teaching approaches in the higher education	27
2.2.1	Traditional Teaching vs Emergency Remote Teaching	27
2.3	Incorporation of technology in Literature Education	34
2.4	Summary.....	41
CHAPTER 3 METHODOLOGY AND THEORY		42
3.1	Introduction.....	42
3.2	Research Design.....	42
3.3	Crisis Management	43
3.3.1	Proactive vs Reactive Crisis Management	45
3.3.1(a)	Proactive Strategy in a Crisis Management.....	45
3.3.1(b)	Reactive Strategy in a Crisis Management.....	47
3.4	Crisis Management Model	49
3.4.1	Burnett's Crisis Management Model in the Literature Classroom.....	50
3.4.1(a)	Identification.....	51
3.4.1(b)	Confrontation.....	54
3.4.1(c)	Reconfiguration	58
3.5	Braun and Clarke's Theory (2006)	60
3.5.1	Familiarisation with data	60
3.5.1 (a)	Virtual Interview Session	60
3.5.1 (b)	Comprehending the Respondents' Answers.....	61
3.5.2	Initial Coding.....	61
3.5.2 (a)	NViVo Application.....	61
3.5.3	Search for themes	62
3.5.4	Review of themes	62
3.5.5	Definition and naming of themes	62
3.5.6	Reporting.....	63
3.6	Summary.....	64
CHAPTER 4 DATA COLLECTION.....		65
4.1	Introduction.....	65
4.2	Phase 1: Familiarisation with data	65
4.3	Interview Questions	66
4.3.1	Introduction.....	66
4.3.2	Transition Question	71

4.3.3	Teaching Methods	72
4.3.3(a)	How did the classical method of teaching take place in the Literature Classroom?.....	73
4.3.3(b)	What were the problems that you faced in teaching during COVID- 19 before using remote teaching?..	78
4.3.3(c)	How did the Emergency Remote Teaching take place in the Literature Classroom?	87
4.3.4	Literature Syllabus	96
4.3.4(a)	How much was the Literature Syllabus changed during the Emergency Remote Teaching?.....	96
4.3.4(b)	How long did it take for you to create the syllabus for the Emergency Remote Teaching classroom?	105
4.3.5	Teaching and Exam Skills.....	106
4.3.5(a)	Which teaching skills did you consider when you changed the Literature syllabus?	107
4.3.5(b)	Which learning skill did you consider when you changed the Literature syllabus?	117
4.3.5(c)	Which exam skills did you consider when you changed the Literature syllabus?	124
4.3.5(d)	How did you create assignments and project with the new Literature syllabus?	131
4.3.5(e)	How much has the Literature examination format changed during the Emergency Remote Teaching: question, time, instrument to create exam paper, instruments to mark exam scripts?.....	140
4.3.6	Technology.....	146
4.3.6(a)	How did technology help you to teach Literature during the Emergency Remote Teaching?..	147
4.3.6(b)	What were the challenges that you faced with using technology during the Emergency Remote Teaching?	155
4.3.6(c)	What were the steps taken for the usage of technology during the Emergency Remote Teaching: adaption, internet stability?	165
4.3.6(d)	What kind of technology did you use during the Emergency Remote Teaching?	174
4.3.7	Time Management.....	180

4.3.7(a)	How long did it take for you to adapt to the Emergency Remote Teaching?.....	181
4.3.7(b)	How did you schedule your time to plan and teach Literature during the Emergency Remote Teaching?	190
4.3.7(c)	How did you allocate your time efficiently with the Literature curriculum throughout the Emergency Remote Teaching?	202
4.3.8	Conclusion.....	211
4.4	Summarization of the respondents' perceptions	219
4.5	Summary.....	229
CHAPTER 5	FINDINGS.....	230
5.1	Introduction.....	230
5.2	Phase 2: Initial Coding	230
5.3	Phase 3: Search for themes	231
5.4	Phase 4: Review of themes	232
5.5	Phase 5: Definition and naming of themes	233
5.6	Phase 6: Reporting	234
5.6.1	Teaching Methods	234
5.6.1(a)	Face-to-face teaching.....	235
5.6.1(b)	Remote Teaching.....	236
5.6.2	Literature Syllabus	240
5.6.2(a)	Adaptation.....	243
5.6.2(b)	Assessment	246
5.6.2(b)(i)	Assignments.....	249
5.6.2(b)(ii)	Projects	252
5.6.2(b)(iii)	Examinations.....	254
5.6.3	Technology.....	258
5.6.3(a)	Time Management	263
5.6.3(b)	Network	267
5.6.3(c)	Communication.....	269
5.6.3(d)	Devices	271
5.6.3(e)	Attendance	274
5.7	Summarization of the findings	275

5.8	Guidelines for the Literature Classroom	277
5.9	Summary.....	278
CHAPTER 6 DISCUSSION AND CONCLUSION		279
6.1	Introduction.....	279
6.2	Discussions on the findings of this study	280
6.2.1	The adaptation towards Emergency Remote Teaching by the Literature lecturers in the Literature Classroom.	280
6.2.2	The modification of the Literature syllabus in the Literature Classroom during the Emergency Remote Teaching.	282
6.2.3	The importance of technology during the Emergency Remote Teaching in the Literature Classroom.	284
6.3	Recommendations for higher institutions.	286
6.3.1	The importance of blended/hybrid learning in the higher institutio..	286
6.3.2	Flipped Classroom in Literature Education	287
6.3.3	The use of PowToon in Literature Education	288
6.4	Conclusion.....	290
REFERENCES		293
APPENDICES		

LIST OF TABLES

	Page
Table 1.1 Definition of Key Terms	24
Table 4.1 Summarization of the respondents' perceptions	219
Table 5.1 Summarization of the findings.....	275

LIST OF FIGURES

	Page
Figure 1.1 Burnett's Crisis Management Model	14
Figure 1.2 Thematic Analysis by Braun and Clarke (2006)	20
Figure 5.1 Word Cloud	233
Figure 5.2 Guidelines for the Literature Classroom	277

LIST OF ABBREVIATIONS

ERT	Emergency Remote Teaching
COVID-19	Coronavirus Disease
F2F	Face-to-face
MCO	Movement Control Order

LIST OF APPENDICES

APPENDIX A INTERVIEW QUESTIONS FOR LITERATURE LECTURERS

APPENDIX B RESPONDENTS' TRANSCRIPTIONS

APPENDIX C CODING

APPENDIX D WORD CLOUD (DEFINITION AND NAMING OF THEMES)

APPENDIX E VALIDATION OF THE INTERVIEW QUESTIONS

APPENDIX F CONSENT FORM FROM RESPONDENTS

INOVASI PENDIDIKAN KESUSASTERAAN: KAJIAN KEBERKESANAN STRATEGI PENGURUSAN KRISIS DALAM PANDEMIK COVID- 19

ABSTRAK

Penyelidikan ini dijalankan untuk meneroka bagaimana proses pengajaran jarak jauh kecemasan membantu pensyarah bidang kesusasteraan dalam menjalankan proses pengajaran dan pembelajaran (PdP) dengan bantuan teknologi. Selepas Perintah Kawalan Pergerakan (PKP) telah diumumkan untuk mengurangkan penularan virus, pensyarah diarahkan untuk mengajar sastera di luar bilik darjah. Selain dari isu rangkaian, tiada pendedahan dalam pengajaran jarak jauh kecemasan, menyesuaikan diri dengan sukatan Pelajaran sastera dan kekurangan kemahiran ICT telah menjadi halangan untuk pensyarah dalam menjalankan pengajaran jarak jauh kecemasan. Dengan ini, persoalan kajian telah ditumpukan kepada tiga aspek yang memfokuskan kepada pengajaran jarak jauh kecemasan, sukatan pelajaran kesusasteraan dan integrasi teknologi. Memandangkan kesusasteraan merupakan kursus terhad di institusi tinggi, sembilan orang pensyarah dalam bidang kesusasteraan daripada tiga universiti awam telah dipilih untuk menyertai kajian ini. Kajian kualitatif yang melibatkan sesi temu bual digunakan untuk mendapatkan maklumat tentang pengajaran Sastera secara dalam talian. Berdasarkan data yang telah dikumpul, dapatan kajian menunjukkan pensyarah dalam bidang kesusasteraan dapat menyesuaikan diri dengan pengajaran jarak jauh kecemasan. Walaupun terdapat beberapa halangan, namun, teknologi telah membantu pensyarah dalam meneroka banyak aplikasi pendidikan. Pembelajaran hibrid dan kelas terbalik telah dicadangkan dalam kajian ini untuk penambahbaikan.

INNOVATING LITERATURE EDUCATION: EXAMINING THE EFFECTIVENESS OF CRISIS MANAGEMENT STRATEGIES IN THE COVID-19 PANDEMIC

ABSTRACT

This research was conducted to explore how Emergency Remote Teaching (ERT) helped the Literature lecturers in conducting the teaching-learning process in the Literature Classroom with the help of technology. After the Movement Control Order (MCO) was announced to reduce the spread of the virus, lecturers had to teach Literature outside of the classroom. Apart from network issues, no exposure in remote teaching, adapting to the Literature syllabus and lack of ICT skills have become obstacles for lecturers in carrying out the Emergency Remote Teaching (ERT). With this, the research questions were focused on three aspects focusing on the Emergency Remote Teaching (ERT), Literature syllabus and the integration of technology. Since Literature was a limited course in the higher institution, nine Literature lecturers from three public universities were chosen to participate in this study. A qualitative study that involves a virtual interview session through the Zoom platform was used to gain information about Emergency Remote Teaching (ERT) in this study. As indicated by the gathered data, the findings showed that the Literature lecturers were able to adapt to the Emergency Remote Teaching (ERT). Despite encountering some obstacles, technology has helped lecturers in exploring many educational applications. Hybrid learning and flipped classroom were suggested in this study for improvement.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Coronavirus disease or better known as COVID-19 is a virus that could easily spread to humans via respiratory droplets and close contacts. The route of transmission of this virus is through cough, sneezing, talking and breathing of an infected person. The symptoms include fever, cough and tiredness. Some individuals might encounter mild symptoms like headaches, muscle pain, runny nose, diarrhoea and sore throat. According to the article *Coronavirus Disease – 2019*, retrieved from 28 December 2020, this article explained how COVID-19 originated and was transmitted. On 31st December 2019, a cluster of pneumonia cases of an unknown disease was reported by the Wuhan Municipal Health Commission which immediately attracted the Chinese government's attention. Due to this, experts investigated and analysed the newly identified pneumonia disease. Patients said that the virus might have originated from the Wuhan HuaNan Seafood Market.

The spread of the SARS-CoV-2 and so many deaths caused by COVID-19 had led the World Health Communication to declare a pandemic on 12 March 2020. The article titled *COVID-19 Outbreak in Malaysia*, retrieved from 11 May 2020, explained how Malaysia was affected by the COVID-19 virus. The first case of the Coronavirus disease (COVID-19) was reported in Malaysia in January 2020 which traced back to three Chinese nationals who previously had contact with an infected person from Singapore. They were treated at Sungai Buloh Hospital which is located at Selangor. The first Malaysia's COVID-19 case was confirmed on 4th February 2020. In March 2020, the number of COVID-19 cases in Malaysia rose effectively due to a religious

event that took place at Sri Petaling, Kuala Lumpur. On March 16, 2020, Malaysia recorded a significant surge in COVID-19 cases, with over 553 infections reported. To mitigate the spread of COVID-19 cases, the Movement Control Order (MCO) was announced by Yang Berhormat Tan Sri Dato' Haji Muhyiddin Yassin, the former prime minister of Malaysia. MCO included travel restrictions where Malaysians had to quarantine themselves for 14 days after returning from overseas. In order to control the spread of the COVID-19 virus, the stay-at-home rule was executed and mass gatherings were banned (Majlis Keselamatan Negara, 2020). Working sites like factories and companies must be closed to avoid the spread of COVID-19.

Education is a process of receiving or giving systematic instructions especially in schools and universities. The COVID-19 pandemic outbreak resulted in forcing many schools and colleges to be temporarily closed. These circumstances made us realize that scenario planning is an urgent need for academic institutions (Rieley, 2020). This infectious disease has led to a negative impact in higher education where lecturers and students had to conduct the teaching- learning process through the Emergency Remote Teaching (ERT). Globally, 91% of higher education institutions reported that in-person teaching had been replaced or was in process of being replaced, by remote activities (Marinoni, 2020). The term Emergency Remote Teaching (ERT) refers to a temporary shift in the delivery of education from the typical modes of teaching to distance or online, in response to a pressing and crisis situation. (Hodges, Moore, Lockee, Trust, & Bond, 2020). The article *Emergency Remote Teaching* expanded that Emergency Remote Teaching (ERT) describes instruction that is entirely remote and is not as robust as intentionally planned and well-designed online learning solutions. The Emergency Remote Teaching (ERT) takes place when the face-to-face teaching could not be conducted and it is likely a reactive strategy. Emergency Remote Teaching

(ERT) has three characteristics which are temporal in nature, immediacy of an emergency and the remote nature of instruction. When an Emergency Remote Teaching (ERT) takes place, lecturers have to adapt quickly to the teaching method with limited resources and training. As the COVID-19 pandemic unfolded educational systems at all levels in Malaysia, schools and universities had to cope with immediate lockdowns to control the spread of the coronavirus. When the COVID-19 affected the higher institutions in Malaysia, the Literature lecturers decided to conduct the teaching-learning process in the Literature Classroom through the Emergency Remote Teaching (ERT).

As in the Malaysian education field, there are two semesters in all tertiary institutions which are conducted in February and September. In 2019, the classical method of face-to-face teaching was implemented in Literature classrooms across both semesters, as Malaysia was in a stable state. During this phase, the lecturers were worried because Emergency Remote Teaching (ERT) was something new and they were not exposed to these kinds of teaching and learning. This statement was supported by McQuiggan (2007) saying that many experienced or expert face-to-face teachers find themselves as novices or beginners when first teaching online. The article *Crisis Management for the Literature Classroom during COVID-19 Pandemic Emergency: A Proposal Universiti Sains Malaysia (2021)* stated that the Literature lecturers did not have any experiences about Emergency Remote Teaching (ERT) when the conventional method took place. The struggle went on until the first semester was completed since it was the first experience for the lecturers towards remote teaching.

In September 2020, it became a new normal in the education field. Literature lecturers were almost adapting to remote teaching. By the February and September

semesters of 2021, however, this was no longer a challenge for them, as they had mastered the transition to remote learning. Lecturers can conduct the lessons and mark exam sheets remotely whereas students have also adapted to answering exam papers and completing assignments and projects remotely. Similarly, the Literature lecturers confronted this crisis by planning an Emergency Remote Teaching (ERT) which is now a new normal in the Literature classroom during the lockdown period. New normal is known as continuing COVID- 19 risk-mitigation restrictions for some period of time starting with vaccination of vulnerable people. With no doubt, the institution has successfully implemented Emergency Remote Teaching (ERT) as a teaching strategy to overcome this crisis.

In this unexpected condition, it is very important to understand how technology mediated the education process. Technology is defined as the application of scientific knowledge to the practical aims of human life. Distance-based educational theory has developed in parallel with technology (Bates, 1997; Bernard et al., 2009; Sahin & Shelley, 2008; Turvey, 2006). Technology was partially used in the teaching-learning process during face-to-face teaching. Thus, it was fully integrated during remote teaching by helping the Literature lecturers in conducting the semesters throughout the crisis. Thus, this research aims to understand the importance of technology and how Literature lecturers managed to overcome this crisis in the Literature classroom. A personal communication was done with two Literature lecturers from two private universities and one Literature lecturer from a public university to gain some knowledge about the Emergency Remote Teaching (ERT).

1.2 Background of the Study

In 1995, technology was defined as the computer software and hardware solutions that supports management, operations and strategies in organizations. As years pass by, Tan et al., (2019) described information technology as Information and Communication technology tools including computer networks, software and hardware required for internet connection. This era of the 21st century is often known as the era of technology. Technology has become a part of the everyday life of a human. Prior to this statement, technology is a major factor that influences education today. Johnson et al., (2016) stated that schools are expected to use technology in enhancing the education system. The use of ICT in education creates a powerful learning environment to the educators and students. The article titled *Impact of Modern Technology in Education (2018)* retrieved from 21 April 2018 showed a positive impact of education. One of the points that has been highlighted in the article is technology helps teacher and students to improve their technological skills.

Technology was partially used in schools and higher institutions during the traditional teaching. Chen et al., stated that educators have been trained in the traditional method and they lack the necessary skills set for shifting into a distance learning mode. During the COVID-19 pandemic, educators were instructed to teach Literature remotely. In this situation, the COVID-19 pandemic made lecturers and students realized the full implementation of technology in the teaching-learning process. When Literature was taught remotely, technology was the primary tool that allowed the lecturers and students to communicate virtually. This, it is very important to understand the importance of technology during the remote teaching.

1.3 Problem Statement

Since human-to-human transmission was recognized after Li XJ, Wang M & Chen CZ et al. (2020) hypothesizing that “considerable efforts to reduce transmission will be required to control outbreaks, all the institutions had to be closed. Due to this, the classical method of teaching which refers to face-to-face teaching was cancelled, and it was immediately switched to the Emergency Remote Teaching (ERT). The article *Communities and Conceptual Limits: Exploring Malaysian Literature in English* stated that narrative elements such as poems, novels, short stories and drama are a part of the Literature context. During the face-to-face teaching, these elements were taught and presented physically in the classroom. When the Emergency Remote Teaching took place, these tasks were unable to be conducted physically. The lecturers had to conduct these tasks virtually and find a replacement for the assignments and projects. This became an issue for the lecturers as they had no exposure conducting Emergency Remote Teaching (ERT) and Literature context remotely. This statement was supported by Ms Arathai (personal communication, December 15, 2022) from Wawasan Open University, saying that, “I had difficulties dealing with students’ language. It was easier for me to guide the students during the face-to-face teaching (F2F).

Adding to this statement, Dr Mellisa (personal communication, December 15, 2022) from Universiti Kebangsaan Malaysia stated that “It was all new for us and it was not something that we were using previously to conduct lectures”. An example given by Madam Syamira (personal communication, December 13, 2022) from Management and Science University saying that “I prefer marking all the exam papers by hand because it troubles my eyes using the laptop from 9am to 6pm” This has been

highlighted as an issue because Literature lecturers had to identify a new strategy to assess students' assignments and projects remotely. Prior to this statement, previous studies proved that the use of digital literacy has been a barrier to the Literature lecturers due to the lack of experiences. Thus, lack of experience in implementing the Emergency Remote Teaching in the Literature Classroom was a problem faced by the Literature lecturers during COVID-19.

When the Emergency Remote Teaching (ERT) was conducted in the Literature Classroom, the Literature syllabus acted as the main component because it provides engaging content that fosters communication, interpretation, analysis and not forgetting that students are assessed through the Literature syllabus. The article *Rewriting the Foreign Literature Syllabus from the Perspective of Critical Literacy* expanded that Literature syllabus has a marked affective element, due to the metaphoric/symbolic use of language. It also acquires incalculable powers of persuasion in the imagination. This article also emphasized on post-colonial Literature, Indian Literature and Critical Literature as these subjects are mostly taught in a Literature Classroom. The face-to-face interaction enabled the Literature lecturers in indulging the Literature syllabus easily as they had the physical interaction with the students. At the same time, more time was allocated for the lecturers to have a depth teaching on the Literature syllabus. When the Emergency Remote Teaching (ERT) took place, the Literature lecturers had difficulties in indulging the whole Literature syllabus remotely in the Literature Classroom. The lecturers were worried as they had to teach the Literature syllabus within the timeframe given. Literature syllabus is said to be heavy as students are expected to delve into the nuances of language, themes, characters and literary techniques. With this, the Literature lecturers had obstacles in

indulging the Literature syllabus remotely throughout the Emergency Remote Teaching (ERT).

When technology is fully integrated in conducting remote teaching, it is also important to understand about the need of the internet bandwidth in ensuring a smooth teaching-learning process. Peterson (1996) has declared that distance education is defined as the existence of a time and /or a physical distance between the student and the instructor, with a form of telecommunication technology utilised to bridge the gap. Pertaining to this statement, the remote teaching that took place during the COVID-19 crisis has enhanced the use of the internet for educators and students during the Emergency Remote Teaching (ERT). When the internet was fully utilized in the Literature Classroom during remote teaching, it was compulsory for everyone to have an internet device. Due to travel restrictions imposed by the lockdown, the geographical factor further emphasized the challenge of maintaining a stable internet connection, impacting both lecturers and students during remote teaching. This became an issue as the lecturers and students faced some obstacles with the internet connection during the Emergency Remote Teaching (ERT). An example given by Dr Melissa (personal communication, December 15, 2022) by saying “I had internet problems with international students as some of them are from Iraq. They could not get through as they are too far and they have issues with the connection.” At the same time, research done by Reem Alshammari (2021) has proved that educators and students faced internet issues during the remote teaching by adapting a quotation saying that:

“This crisis has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education and the supportive environments needed to focus on learning, up to the misalignment between resources and needs”

(Schleicher, 2020, p. 4) This quote proves the importance of the internet during an online education. The internet during remote teaching helps lecturers in communicating with students and enables to access information. During the remote teaching, internet was the only element that allowed the lecturers in communicating with students and searching for resources to be taught. When the internet became an issue during the remote teaching, it acted as a barrier for the lecturers in conducting the teaching-learning process. By having poor connection, lecturers were not able to search for proper materials during the remote teaching. Thus, the internet issue was a problem faced by the lecturers during the remote teaching in the Literature Classroom.

When the face-to-face teaching took place before lockdown, technology was partially implemented in the Literature Classroom. Technology was used by the Literature lecturers in the physical classroom mostly during slide demonstration on a topic. Redefining professional identity and teaching practices take time. According to Meloncon, (2007), if educators are changing teaching places, they need to redefine themselves in light of the change in landscape. When lockdown took place, it involved a full integration of technology in the virtual classroom. Technology was the only medium that allows the Literature lecturers in conducting the teaching-learning process. In this situation, the lecturers have to fully depend on technology in teaching Literature. Apart from this, lecturers had to As mentioned earlier, technology was not fully implemented in the Literature Classroom during the face-to-face teaching. When Literature was conducted remotely, most of the lecturers had problems teaching with technology as they had lack of experiences in ICT skills. This statement has been supported by the article titled “*Technological Barriers and Challenges in the Use of ICT during the COVID- 19 Emergency Remote Learning*”retrieved from 1st November

2020 saying that lecturers were inexperienced in using ICT which delayed the learning process. This article also mentioned that certain lecturers had culture shock due to not understanding any ICT skills. Since the teaching method depended on technology during the lockdown, the lecturers had to gain their knowledge on the use of ICT skills to teach Literature virtually. It took time for the lecturers as they had to balance learning ICT skills and conduct virtual lessons simultaneously. So, lack of ICT skills was an issue for the lecturers during the Emergency Remote Teaching (ERT).

Apart from this issue, students were given hardcopies of narrative texts during the face-to-face teaching. When the Emergency Remote Teaching (ERT) took place, the lecturers had to ensure that the texts were available online. This became an issue for the lecturers as they did not have the exposure to search for the softcopies due to the lack of ICT skills. The article *Barriers to the Successful Integration of ICT in Teaching and Learning Environments: A review of the Literature* stated that lack of ICT skills could disrupt educators' confidence in teaching. Since Literature education involves discussion from one's opinion, the lecturers had difficulties in conducting virtual discussion in the Literature Classroom. These were the issues faced by the Literature lecturers when utilizing full integration of technology in the Literature Classroom during the COVID-19 pandemic.

1.4 Research Questions

The research question will serve as the foundation for defining the objectives, shaping the problem statement, analyzing previous studies, and guiding the research methodology. This research paper intends to identify three research questions which are:

- 1) How did the Literature lecturers plan the Literature elements during the Emergency Remote Teaching?
- 2) How much was the Literature syllabus changed for the Emergency Remote Teaching using Burnett's Crisis Management Model?
- 3) How did technology help the Literature lecturers in implementing Emergency Remote Teaching?

1.5 Objectives of the Study

This research aims to produce a digital platform in the Literature Classroom. So, the primary objectives in the research study are:

- 1) To investigate the way Literature lecturers plan the Literature elements to the Emergency Remote Teaching during the Literature classroom.
- 2) To analyze the modification made to the Literature syllabus in response to Emergency Remote Teaching using Burnett's Crisis Management Model.
- 3) To identify and explain the importance of technology for the Literature lecturers in conducting the Emergency Remote Teaching.

1.6 Purpose of the Study

The primary purpose of the study was to determine whether Emergency Remote Teaching motivated Literature lecturers to continue teaching during the pandemic. Secondly, the researcher was also able to determine how Emergency Remote Teaching improved the Literature lecturers' knowledge in using technology. Thirdly, this study has also determined the challenges Literature lecturers encountered in using

Emergency Remote Teaching during the pandemic and finally, how did they overcome the challenges in utilizing Emergency Remote Teaching in the Literature classroom.

1.7 Significance of the Study

The findings of the study will rebound to benefit the lecturers and students considering the importance of blended learning. Elliot Masie (2002) defined blended learning as the use of two or more distinct methods of training. Blended learning reduces failure rates, improves learning, and boosts engagement. Blended learning combines the best aspects of face-to-face teaching and online instruction in ways that enable students to learn at their own pace. The greater the adoption of blended learning by Literature lecturers, the more benefits they are likely to experience. By implementing blended learning in the education field, educators and students could learn more about educational applications on the internet and also gain more experience in balancing both of these modes of teachings. Future researchers could gain more information in blended learning. Therefore, blended learning brings together the best of face-to-face and remote teaching to achieve more efficient learning. This research study is important because it provides extra information on how Literature lecturers managed to teach Literature subjects remotely throughout this crisis.

1.8 Theoretical Framework

This research is based on the Burnett's Crisis Management Model. Since COVID-19 created a huge impact in the Literature classroom, the lecturers had to conduct the lesson outside of the classroom. The Literature lecturers were worried during this phase due to the lack of experience of conducting lessons outside of the

classroom. Crisis Management Model describes how the Emergency Remote Teaching takes place in the Literature classroom.

1.8.1 Crisis Management Model

The Crisis Management Model is important in this research study because it shows how the Emergency Remote Teaching was implemented in the Literature classroom. Therefore, this model helps Literature lecturers to plan a proper teaching-learning process to be conducted remotely during the COVID-19 pandemic. Burnett divided the model's six steps inner-circle into three categories which are identification, confrontation and reconfiguration. Identification is defined as the preparation stage of the crisis where problems and steps have been identified in ensuring the teaching-learning process takes place. The identification step is composed of goal formation, environmental analysis, strategy formulation and strategy evaluation. During the pandemic, the institution realized that the face-to-face teaching could not take place due to the lockdown. So, the institution has decided to form a goal where they ensure the teaching-learning process to take place through an Emergency Remote Teaching. The Emergency Remote Teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances and it is considered to be in the goal formation process. It involves the fully remote teaching solutions for instructions or education that would otherwise be delivered face-to-face or as blended or hybrid courses that will return to the format once the crisis has come to an end. This strategy might be something new for the lecturers and students as it would be their first time experiencing this mode of teaching especially in a Literature classroom. Teaching Literature remotely poses significant challenges for both lecturers and students, as the subject often relies on interactive and physical activities. At the

same time, Literature lecturers had goals where they must complete the lectures, conduct tests and examinations and assign assessments and projects in the Literature Classroom.



Figure 1.1 Burnett's Crisis Management Model

Once the institution planned an Emergency Remote Teaching, lecturers' and students' environment were taken under consideration. This is said because the Literature lecturers will conduct the Literature lesson outside of the classroom. When the institution plans the Emergency Remote Teaching, they should ensure that the lecturers and students are in a safe environment. Covid-19 has become a current issue which has created concern to all higher institutions. Due to this, it was not safe to conduct the face-to-face teachings in the higher institutions as it may affect the Literature lecturers and students. A suitable environment was prepared for the teaching-learning process to take place. Once the institution analysed the environment

for the teaching-learning process to take place, strategy formulation and strategy evaluation were focused. Strategy formulation refers to the process of using available knowledge to document the intended direction of a business and the actionable steps to reach its goals. The institution is aware of educational platforms such as Google Classroom and Zoom Meeting. By having this knowledge, the institution picked a platform and ensured that this platform would help the lecturers and students in the teaching-learning process.

Moreover, lecturers could assign assessments and students could upload tasks remotely through these platforms. The strategy evaluation process involves analysing the strategic plan and assessing how well it is done in achieving the goals. Once the Literature lecturers have identified a strategy to overcome the crisis in the Literature classroom, it is also important to evaluate to ensure that the platform is appropriate and suitable to conduct the semester. The lecturers should ensure that lectures could be delivered properly, create a folder for the students to upload the assignments and projects, and provide an appropriate link which could be accessed by the students for online examinations. Once the institution has analysed the identification phase, the confrontation phase takes place. The confrontation phase covers the strategy implementation and strategic control phase and the outer layer circle which consists of the time pressure, control issues, response option concern and threat level concern. The confrontation phase portrays how Literature lecturers experienced Emergency Remote Teaching (ERT) in the Literature Classroom. However, the remaining criteria in the confrontation phase will be applied in the findings of the data. The Literature lecturers will be giving their opinions about the remaining criteria through the interview session. After the confrontation phase, the reconfiguration phase describes making different arrangements for improvements in the Literature Classroom by analysing the current

issues. The reconfiguration phase will be analysed in the last chapter. More information that contains depth information about the confrontation and reconfiguration phase has been explained in the third chapter.

1.9 Methodology

This chapter incorporates the entire process on how the study has been conducted systematically. This chapter includes a detailed description of the methods which includes research design, sample of the study, sample of the study, research sites, instruments of the study, research procedure, data analysis, validity and reliability of the instruments as well as the limitations of the study.

1.9.1 Research Design

This is a qualitative study as this study only used interview sessions to obtain information from the Literature lecturers. According to John W. Creswell and Vicki L. Plano Clark, a qualitative study refers to an inquiry approach in which the inquirer explores a central phenomenon, asks participants' broad and collects detailed views of participants in the form of words or images. Also, a qualitative study analyses and codes the data for description and themes. In this study, the researcher has incorporated the qualitative study to identify the Literature lecturers' perception towards Emergency Remote Teaching (ERT). For the researcher, the qualitative study was sufficient and useful to study the Literature lecturers' perception towards Emergency Remote Teaching. The interview session took place remotely and this study has been conducted with lecturers who have experienced face-to-face and remote teaching to obtain more information towards both ways of teaching.

This study has focused on the lecturers' perspectives in which they have shared their experiences on how they have adapted to the Emergency Remote Teaching, how

much was the Literature syllabus modified to the Emergency Remote Teaching, what were the challenges faced by the Literature lecturers during their teaching and how technology has helped them in conducting the Emergency Remote Teaching throughout the pandemic. Nine Literature lecturers from three public universities were chosen to participate in this study. Two lecturers from Universiti Kebangsaan Malaysia, three lecturers from Universiti Putra Malaysia and four lecturers from Universiti Malaya were chosen as a purposive sampling. These lecturers have experiences for the face-to-face and Emergency Remote Teaching. Moreover, this qualitative study helped in answering the three research questions for this study. The interview session helped the researcher to understand how the Literature lecturers overcome the crisis by implementing the Emergency Remote Teaching in the Literature classroom with the help of technology.

1.9.2 Sample of the Study

In this study, a total of nine lecturers from three public universities were selected based on purposive sampling for this research. These lecturers are purely from a Literature background and they have teaching experience in both face-to-face and remote teaching. Universiti Putra Malaysia, Universiti Kebangsaan Malaysia and Universiti Malaya are located at the west coast of Peninsular Malaysia. Also, young and senior lecturers were chosen to participate in this study to gain different perspectives about the teaching methods, Literature syllabus and technology. The lecturers had to partially implement technology in the Literature classroom. However, they had to fully integrate technology during the pandemic. They have described their perception towards full usage of technology through the interview. These lecturers are

teaching Literature focusing on postgraduate and undergraduate students. The purpose of choosing Literature lecturers who have undergone both ways of teaching is because it helps the researcher in obtaining more knowledge on the differences between face-to-face and remote teaching in a Literature classroom.

1.9.3 Research Site

This study has been conducted remotely in three public universities. The Literature lecturers who participated in this study are Malaysians. The researcher chose participants from a local university due to its comprehensive undergraduate and postgraduate programmes in Literature. This selection provided valuable insights into how the Literature programme was assessed and adapted during the pandemic.

1.9.4 Instruments of the Study

As this is a qualitative study, the researcher used a virtual interview with the nine Literature lecturers from three public universities. The data collected were very valuable to strengthen this study as it is about the lecturers' perceptions towards the Emergency Remote Teaching during the COVID-19 pandemic.

1.9.4(a) Virtual Interview

The researcher has adopted a virtual interview with the nine Literature lecturers. The researcher has interviewed these lecturers to explore the differences between face-to-face and remote teaching, the challenges that these lecturers faced throughout the Emergency Remote Teaching, how much the Literature syllabus has been modified and how technology helped the Literature lecturers in conducting their

teachings remotely. The researcher prepared the interview questions according to the research objectives of this study by following the interview protocol as suggested by Carspecken (1996) on the Critical qualitative research which has been used as a prompt to guide when developing the interview questions with lead-in questions and relevant follow up to obtain consistent data from targeted respondents. In the virtual interview questions, the researcher has incorporated introduction, transition questions, five questions related to this study and a conclusion.

1.9.5 Research Procedure

This study was conducted among Literature lecturers who have experiences towards face-to-face and remote teaching. The virtual interview took place with the lecturers in Universiti Putra Malaysia, Universiti Kebangsaan Malaysia and Universiti Malaya through the Zoom Meeting. A link was sent to the Literature lecturers before the interview session was conducted. The interview session was recorded for the transcription process.

As all the institutions have returned to face-to-face teaching, the virtual interview could only be conducted in late evenings. As per the local institution's nature, lecturers tend to have classes until evening. The interview session was mostly conducted at night with the Literature lecturers. Each interview session with the lecturers ranged from 45 minutes to an hour, with the virtual interviews conducted over the course of three weeks. The interview session took place with three Literature lecturers from UPM, two lecturers from UKM and four lecturers from UM. Before conducting the interview session, a set of interview questions was shared to the Literature lecturers for them to familiarize with the questions. At the same time, the questions were also shared through the screen as it helps the Literature lecturers in

referring to the questions when sharing information which is related to the questions. The Literature lecturers was asked to turn on their webcam to strengthen the trustworthiness of the interview session. The research disclosed the Literature lecturers' names as an unidentified respondent to minimize bias.

1.10 Data Analysis

The researcher collected the data for the qualitative research from the virtual interview and the data has been analysed respectively with Braun and Clarke's Thematic Analysis. Braun and Clarke's thematic analysis (2006) is an iterative process

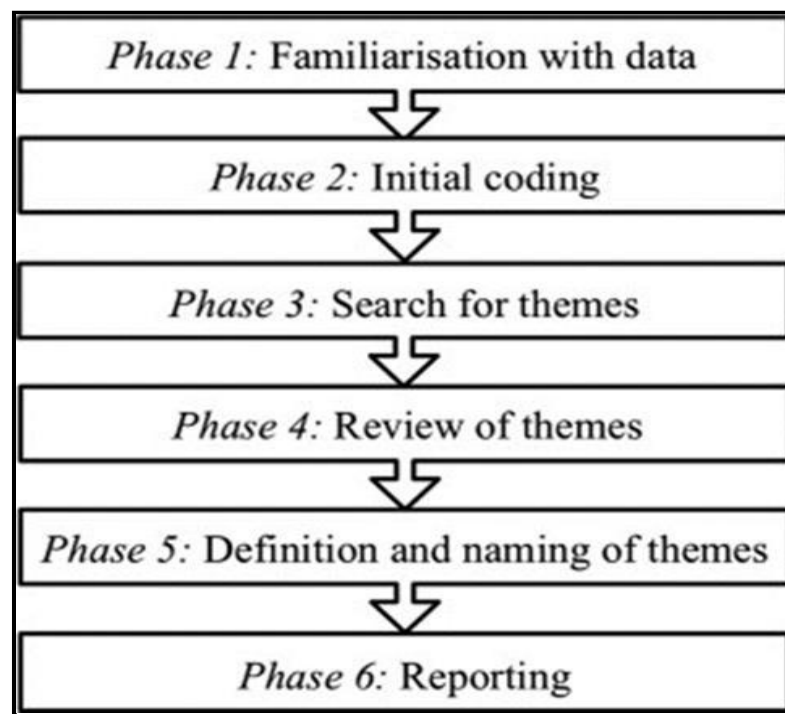


Figure 1.2 Thematic Analysis by Braun and Clarke (2006)

consisting of six steps which are becoming familiar with the data, generating codes, generating themes, reviewing themes, defining and naming themes and reporting.

Braun and Clarke have provided a six-phase guide which is a very useful framework for conducting qualitative research. Familiarisation with data is derived as the first step in Braun and Clarke's thematic analysis model. Reading, re-reading

and transcription is the first step in a qualitative analysis. According to Edward & Lampert (1993) and Lapadat & Lindsay (1999), they stated that various conventions exist for transforming spoken texts into written text. Once the interview session was conducted with the Literature lecturers, the spoken texts have to be transformed into transcriptions. By this, it helps the researcher in understanding the information given by the respondents. Thus, writing some notes about the information collected from the interview session will be very efficient. At the same time, the answers given by the Literature lecturers for each interview question will also be transcribed as this enables the reader to understand the way the lecturers interpreted the questions during the interview session.

After the data derived from the interview session has been transcribed, initial coding that indicates as the second step in Braun and Clarke's thematic analysis model was implemented in this research study. Coding is defined as the process of chunking highlighted information into codes which is relevant to the research questions. In this phase, important sentences or phrases derived from the transcriptions will be highlighted and a code will be given to ease the process of finding the themes. By this, similarities and patterns about the transcriptions will be noticed across the data. Coding also reduces lots of data into small chunks of meaning. There are different ways to code and the method will be determined by the perspective and research questions. Prior to this statement, NVivo, a qualitative data analytic software has been implemented in this study for the coding process. The transcriptions will be transferred to the software for the coding process.

Once the information derived from the transcription has been coded, searching for themes that refers to the third step in Braun and Clarke's thematic analysis method

takes place. This step involves sorting different codes into themes and collating all the relevant codes within the identified themes. A theme is a pattern that captures something significant or interesting about the data and or research question. Searching for themes refocuses the analysis at the broader level of themes rather than codes. By this, codes that have been derived from the transcriptions will be analysed and recombined to form an overarching theme. Braun and Clarke (2006) have stated that there are no fast rules about what makes a theme. In this case, the codes will be examined and some of them will be fitted clearly to form a theme. Thus, the themes could be identified easily from the codes derived from the transcription. The NVivo software will be utilized in searching for themes. The codes that have been organized into themes would specifically relate to the research questions.

Once the themes have been identified from the coding process, review of themes which is the fourth step in Braun and Clarke's thematic analysis model takes place. While the importance of the theme could be influenced by the data's frequency, it should capture something important which is relevant to the research question. During this phase, the preliminary themes that has been identified in step three will be reviewed, modified and developed. In this point, it will become evident that some identified themes could not act as the preliminary themes as data might be insufficient to be supportive. Due to this, some of the themes will either be combined into another theme or it may act as the subthemes. Here, the researcher should ensure that different themes are identified as the themes carry the whole data. Pertaining to this statement, the preliminary themes that have been identified will be reviewed and rearranged through the NVivo software.

After reviewing the themes, defining and naming of themes is the fifth step in Braun and Clarke's thematic analysis model. This is the final refinement of the themes and the aim is to identify the essence of what each theme is about. Once the themes have been rearranged and analyzed, the NVivo software helps in collaborating all the themes in an image form. The image form enables the researcher in naming the themes which would be easier to choose and extract themes from the image. This step is done only when the themes are being finalized in the fourth step. Once the themes have been defined and named, the reporting process which involves finalizing the analysis and writing up the report takes place. Reporting is the last step derived from Braun and Clarke's (2006) thematic analysis process. Reporting explains the flow of the data which convinces the reader about the validity of the analysis. The data given by the Literature lecturers acts as the evidence to support the themes that have been extracted from the image form to produce a good report.

1.11 Definition of Key Terms

Table 1.1 Definition of Key Terms

Term	Definition
Emergency Remote Teaching	A non-permanent solution to emergencies to deliver instructions remotely to the students.
Coronavirus disease	An acute respiratory infectious disease which is transmitted through the respiratory tract.
Literature	Prescribed with multiple genres such as short stories, drama, graphic novels, poems, and novels as materials to enrich their reading skills.
Technology	A machinery and equipment developed from the application of scientific knowledge