Lecturers' Motivation in Conducting Online Classes During Movement Control Order

Nurkhamimi Zainuddin
khamimi@usim.edu.my
Universiti Sains Islam Malaysia

Abdelrahman Ibrahim Suleiman Islaieh
abdelrahman@usim.edu.my
Universiti Sains Islam Malaysia

ABSTRACT

Since the pandemic Covid19 outbreak at the end of year 2019, many things in the world have gone drastic changes. These include language teaching and learning. This exploratory case study is aimed to investigate the perceptions and motivation of Arabic language lecturers in Universiti Sains Islam Malaysia (USIM) regarding online teaching practices during the Movement Control Order (MCO), which is enforced due to the pandemic. The researchers employed responsive semi-structured interviews, which allowed the respondents to share about their teaching practices and how technology assisted and thus motivated them to be more resourceful in their teaching practices during MCO. Nine Arabic language lecturers (5 female and 4 male) from the Faculty of Major Language Studies, USIM were interviewed in the study to get in depth information regarding their teaching practices and how technology motivated them to be more innovative in their teaching during MCO. The results indicated that online learning can be a solution for the Arabic language educators and practitioners in sharing their knowledge by using e-learning or other platforms as education needs to be conducted during MCO. One of the online learning benefits is lecturers become motivated and students become active during online lesson as they are the ones who take responsibility of their learning.

Keywords: Covid-19; Arabic language; motivation; online learning; lecturers' perception

INTRODUCTION

The World Health Organization has named COVID-19 as a global pandemic with an ongoing possibility of more global spread (Ducharme, 2020). Worldwide school and university have forced millions of pupils, instructors and lecturers to adopt online learning, adding decades of expertise in the sector to the public eye (Bates 2020).

In Malaysia, colleges raced to move their courses to online platform in facing the spread of COVID-19 under the national Movement Control Order. (Tee, 2020). This became as an option for higher education institutions in focusing to convert traditional teaching content to online learning (Wu, 2020). The higher education institutions have to adapt to constant changing environment in terms of student load, government self-isolation advice and funding for administrative staff and students who are prohibited to inter-state travelling to their local campuses.

As of 16th March 2020, the feedback obtained from 20 Malaysia's public universities including Universiti Sains Islam Malaysia (USIM) was to promote or regulate online learning using video conference platforms, live streaming or in-house e-learning platforms (Lim, 2020). This approach can be described as a transformation process which offers opportunity for rebranding educational practices and enhances the emphasis in sustainability in the curricula.

This includes teaching and learning (TnL) strategies for various major foreign languages subjects such as Arabic, English, French, Mandarin and Japanese.

Among the main issue in Arabic online learning during Movement Control Order (MCO) is the way Arabic is being taught, which causes students to disengage thus becoming passive. Despite of many prior studies by Gabsi et al., (2015); Harris et al., (2016); Lai et al., (2015) and Nikou & Economides (2016) which promoted the encouragement among lecturers in utilizing current technologies as motivational tool and making the learning process more enjoyable for their students. However, many Arabic language lecturers are still struggling in using technology during this difficult period (Zainuddin & Sahrir, 2016). This problem arises due to their training focuses on theoretical rather than practical elements (Al-Zahrani, 2015). Lecturers may also have negative perceptions on the benefit of integrating technology due to its impracticality and act more as a source of distraction (Al-Busaidi et al., 2016). Furthermore, it was evident where among Arabic language lecturers who were not in favor with modern technology and innovative teaching strategies in the Arabic TnL in Malaysia (Sahrir et al., 2016).

Prior researchers have investigated the diversity in learning and teaching of foreign languages however none of it focus specifically to Arabic (Zainuddin et al., 2018). Moreover, research has been uncertain on the effects of incorporating technology in classrooms (Flewitt et al., 2015). Additionally, lack of knowledge on the educational advantages in using mobile devices as learning tools is also evident. One of the obstacles is the lack of motivation among lecturers to utilize mobile devise for learning purposes (Khan et al., 2015). The current study aims to explore the perceptions of Arabic language lecturers in USIM on their online teaching practices and motivation during MCO.

LITERATURE REVIEW

Technology has taken over many aspects of everyday life, including how lecturers deliver instruction (Zhang, 2017). Although some lecturers are convinced that technology is needed to motivate students to learn, others have not yet ready for it (Tondeur et al., 2017). Many Arabic language lecturers have been among those not in favor in using technology for teaching purposes. Additionally, most Arabic language lecturers have limited computer literacy and training (Sahrir, 2017). Furthermore, they have not utilized technology entirely and effectively in their classrooms due to their pedagogical beliefs (Tondeur et al., 2016). However, motivation is important in increasing learners' engagement, which can be done with multimedia such as images, graphics and text with attractive colors and shapes as well as technology like iPads, interactive whiteboards, digital storytelling devices and web-based applications (Mayer, 2014; Flewitt et.al., 2015; Uluyol & Sahin, 2016; Chan et.al., 2017 and Fatimah & Santiana, 2017). Multimedia also allows students to access multiple information sources, which may promote profound learning and better learning outcomes (Amadieu et al., 2017)

In addition to the issues in using technology for motivation, Arabic language students in tertiary level have experienced frustration due to teacher-centered and didactic teaching practices, which has reduced motivation to learn Arabic (Siregar et. al., 2016 & Bahou, 2016).

Dörnyei's L2 Motivational Self-system

According to Dörnyei (1994), two types of motivation are known as external motivation such as getting good grades, threats, and punishment such as failing a course, and internal motivation, which might include self-satisfaction and the joy of learning something new. Thus, it is important to examine multiple factors and patterns of motivation (Dörnyei, 2007, 2012).

Learning new language involves complex cognitive process which influence mental activities, thus influence the identity among learners (Dörnyei, 1994). Dörnyei continues in enlisting several motivational factors that might influence a person to learn another language such as being interested in a particular culture, broadening mental horizons, challenging one's self, or being accepted by a new community. However, the classroom environment which is determined by the lecturers, influences students' level of motivation during lesson, especially when the goal is sustaining learning experiences. Due to the fact where learning new language is time consuming, lecturers need to help their students in keeping their motivational levels high to reach their goals (Dörnyei, 2007).

Bahou (2016) stated that most Arabic language learners feel frustrated and demotivated in the Arabic language classroom. Dörnyei's theory (2012) provided promising measurements in which the Arabic language lecturers can use to enhance the motivation among Arabic language learners. Furthermore, Dörnyei's theory (2001) is believed to be able to show how motivation can assist students in learning better even during MCO. Dörnyei also added that lecturers need to work in creating an appealing classroom environment to help the students enjoy and persist in their learning. This theory worked well with this study, as it suggested ways in which the lecturers could increase the motivation among their students to continue learning Arabic.

METHOD

This study was an exploratory case study where researchers employed responsive semi-structured interviews, which allowed the respondents to become conversational partners (Rubin & Rubin, 2012). Nine Arabic language lecturers (5 female and 4 male) from the Faculty of Major Language Studies, USIM were interviewed on their teaching practices and how technology motivated them to be more innovative in their teaching practices during MCO.

A case study is a research strategy and does not imply a specific method to collect data (Yin, 1981). Yin also added that the aspect that distinguishes a case study from other research techniques is that it is used to examine a current phenomenon based on real-life context, especially when the limits between the phenomenon and the setting are not visible. This study describes how technology influences Arabic language online learning during MCO, which were natural contexts.

RESULTS

The aim of this study was to explore the perceptions of Arabic language lecturers in USIM on the influence of technology to their creativity in TnL during MCO. The following themes were identified from the responses among the Arabic language lecturers to the interview question: What are the factors that motivate them to use technology in their TnL sessions?

Factors That Motivate Arabic Language Lecturers to Use Technology in Their Tnl Sessions.
In this section, the researchers tried to understand what encouraged Arabic language lecturers in USIM to use technology in their TnL session during MCO. The result below indicates the factors that were inductively generated from the interviews:

Factor 1: Technology Facilitates Teaching
All except one lecturer agreed with this by saying that she did not find any added value to the use of technology in her teaching practices; she could teach well whether there was technology or not. On the other hand, the remaining lecturers agreed that technology did make delivering lessons easier.

Lecturer 1 stated, "Technology facilitates the interaction process between lecturers and students. Maybe the students find this to be nice. They enjoy it. But at the same time, they are benefiting from the learning experiences." Lecturer 3 believed that technology assisted her by stating, "Find a lot of new things that are ready on YouTube and Google, and so I don't even have to do a PowerPoint or work longer hours." Moreover, Lecturer 6 mentioned that technology helped in accelerating his work a little. When he was asked for an example, he said that he saved time in the classroom by asking the students to open their exercise books to a specified page. He could screenshot the page on his smartphone and send it through WhatsApp group. This practice allowed all the students to follow with him in one place, which also saved time during the lesson. He continued to say that the students were more eager in learning Arabic. He added, "At the beginning Arabic language was a dry language which they didn't like. With technology, the students began to participate in the class."

When asked on what motivated him to use technology in a creative way in his classroom during MCO, Lecturer 7 said, "The positive things that get reflected on my work such as facilitating my work and it makes my work more alive. It stops being a dead class period. Even I, personally, I can't tolerate routine." He continued to say that he would "suffocate" if he had to teach the same class, in the same way every year. This progress was even more fundamental for the lecturer who prefers to update their skills and their teaching practices. "So, this reflects positively on me. This keeps me finding new paths during this MCO to update, to add, to change, to do things in a different way. And for the students, it brings the subject close to them. Online learning motivates me to explore and discover on how to use technology for Arabic TnL more," he added. Lecturer 9 agreed with this and he added, "Technology facilitates the search for information" because he was able to find materials about the topic he was teaching on the internet, instead of having to create his own content.

These responses revealed that all lecturers, who were interviewed, agreed that during MCO, technology did help them deliver the material in a more interesting way, update their teaching practices, find more engaging materials from the internet, save time since they did not have to create new material, and save lessons for later use. In addition, these lecturers found that technology attracted the attention of students and hence increased the interaction between the students and their lecturers.

Factor 2: Save Time

One of the Arabic online learning issues during MCO was all 9 lecturers mentioned by all 9 lecturers was the amount of time lost during a lesson due to many reasons. However, the use of technology has helped them save much needed time. They also mentioned about how technology and having online textbooks on their smartphones save the trees and hence, the environment. Lecturer 3 stated that "I find a lot of new things that are ready on YouTube and USIM Massive Open Online Courses (MOOC) mooc.usim.edu.my, so I don't even need to do a PowerPoint presentation or work for longer hours." She continued to say, "I can find ready-made resources that are compatible with what is required in the classroom." When the researchers asked her about what motivates her to use technology in a creative way, she replied that "I think that our facilities, here at USIM, are quite equipped with everything technological. So, when you have the equipment, you have many ways to do your work."

One of the advantages that Lecturer 4 mentioned on how technology saves time during MCO. She expressed her relief at the ease of sharing text and explaining vocabularies to the students in learning management system (LMS) namely Global Open Access Learning System (GOALS). Moreover, she scanned the notes without the need to write everything again, which saved her precious time.

Lecturer 7 mentioned, "Technology has made my role easier, from getting information to organizing it. Sometimes it saves time. I may explain a certain lesson, but there is not enough

time for the students to write it so that I can send it to them." Other lecturers expressed how technology saved them time, especially in sharing handouts to their students via online instead of photocopying and compiling them.

Factor 3: Brings the Subject Closer to Students

Arabic language lecturers have mentioned how students disengaged from the Arabic lessons since it is a "dry" and it is a difficult language to learn. Lecturers noticed that students enjoyed and were motivated to learn Arabic due to the use of technology. 6 out of the 9 lecturers agreed on this point. When asked regarding the advantages of using technology during MCO, Lecturer 4 stated, "Arabic has become close to them more than ever before."

The younger generation, who are more in favor of the iPad, technology, and so Arabic has moved to become closer to them. Lecturer 7 said, "Technology helps the lecturers bring the Arabic subject matter closer to the students or to help students understand. Especially today, when it is the era of technology, from smartphones to laptops. So, today's students will not feel as if they are part of the process unless it was close to them and resembles their daily life."

Lecturer 9 elaborated on this by saying that technology helps the lecturers a lot, and it facilitates their job, especially in the subjects which are losing its value. For example, in mathematics, the students have much exposed to modern technology usage similarly in physics. However, in Arabic, English and Mandarin, these are literature-based subject matters, and the students are slowly drifting away from them. Students nowadays do not read much. It is very rare to see students who read. Even in obtaining current news, students rarely listen or read the news. In learning process, students are often required to find information and tell others about it. By doing so, then the students get to put on effort in their learning. Lecturer 1 agreed with this by suggesting that there was a need for technology and education to be integrated together. This integration brought together two dichotomies technology and education and allow the students to become more involved in the world.

As a summary to this factor, it became clear that technology had a positive impact on their students' motivation to learn Arabic. The lecturers needed innovative resources to help students in dealing with the outdated Arabic language curriculum, and technology evidently facilitate this task.

Factor 4: MCO Requires the Use of Technology

Five out of the 9 lecturers who were interviewed expressed that the students at this time have to be more technology savvy. The main advantage which Lecturer 1 mentioned more than once during the interview was that "MCO require us to use technology." When asked whether technology was compatible with her teaching philosophy, Lecturer 6 said, "During MCO we cannot teach without technology. We cannot remain, and excuse the term, in the Stone Age, while the rest of the students and universities are using technology. We have to adapt to progress."

Lecturer 7 corroborated this by stating, "I have been working here at this vortex, if I can call it this, because we don't have the choice to enter it or get out of it. I am speaking about this on the level of our present era and on the level of the whole world." Lecturer 7 did not feel that he has the choice to stop using technology, even if he wanted to since they were all stuck in this vortex and so they had to adapt to it and learn how to use it. Lecturer 8 supported this by saying, "the students enjoy the online classes and exams because it is their era now, and you have to go along with the times and the progress. You can't be stuck in one place while the world is moving forward. We have to go along with the times. Even in Arabic, there are so many ways that we can let students use technology."

Factor 5: Lecturers Get Immediate Feedback

6 lecturers said that they are in favor of using technology in their TnL during MCO due to the immediate feedback on the students' performance either on digital exams or on the websites that informally tested the students' knowledge. The Faculty of Major Language Studies, USIM, the Arabic lecturers use LMS platform called GOALS. It allows the students to read the instructions on their own and completed the accompanying exercises individually. GOALS provides lecturers immediate feedback on how the students perform during their lesson, what questions were answered incorrectly or correctly, in addition to any other information which allows the lecturers know what the students have acquired. Lecturers could then go back to the questions and explain to the students how to answer them correctly.

In summary, these lecturers agreed on the benefit of technology for Arabic language online learning in helping them acknowledging the skills and knowledge levels of their students. In addition, the technology able to identify the weaknesses among students and the skills or knowledge that should be retaught or explained yet again. This knowledge could be obtained immediately since lecturers can retrieve stats about their students' levels through different websites that they use.

Factor 6: Technology Helps in Differentiating Teaching.

7 of the 9 lecturers who were interviewed, agreed that technology helped them in differentiating their lessons depending on students' needs. This aspect was more evident at the faculty, where the lecturers made conscious attempts to differentiate their teaching by using different tools, whether they were technological or not, to allow all students to learn.

When asked whether technology helped her differentiate her teaching or not, Lecturer 3 said, "Technology has a role. When a student is not proficient enough in writing in a fast way, but they can listen in a better way, or understand better through listening, so I would ask them to listen to a document using voice note in our WhatsApp group while the rest of the class writes." She continued on that she could make sure that the student understood the information orally via questions. "Technology does help them, yes," she added. When asked to give more details on how technology helped her differentiate her teaching, she added, "I can give the information I want to the students to learn in two ways, maybe the traditional way, and via technology. This depends on each student and the best way for them to receive the information."

Lecturer 6 explained that technology helped to differentiate her teaching by stating, "Let's say that I have a high achieving student who knows how to solve the exercises or anything else on their own, so I use the same objective for these exercises." She could provide more advanced version of the exercise while keeping the same objective. Lecturer 9 also suggested, "When we prepare the lesson plan, we are activating the visual and the auditory and the writing and everything. So, when I prepare a lesson, I send it to our WhatsApp group or GOALS. The student who likes technology will learn it directly from these 2 platforms. Some people like the paper and pen, and they write it in their copybooks. Some people type with me, and when we finish, we send them to each student via WhatsApp. My role is to ensure that the information has reached all the students: the auditory, the visual, and the person who likes to write, the person who likes to memorize."

As a conclusion to this question, it was obvious that all 9 lecturers supported USIM's decision in utilizing technology during MCO. Although there were a few lecturers who said were reluctant in the beginning to use technology during the first month of MCO, since they thought that it would be a source of distraction and not of learning. Eventually, as the lecturers attended professional development and training sessions or even self-trained, their confidence in using technology increased and hence became more proficient and comfortable in using it in their teaching techniques.

DISCUSSION

Despite of many benefits in using technology in the Arabic language online learning during MCO, the lecturers did mention some concerns about its drawbacks. One of the drawbacks mentioned by all 9 lecturers was the insufficient internet connection that affected technology use in USIM, in addition to the repeated power cuts and other inevitable technical issues. The challenges that they faced while using technology are similar, such as time constrain, unexpected errands, and that would alter the teaching process such as the laptop stops working and smartphone system issue. A few instructional videos have been sent to the students via WhatsApp group or GOALS as an alternative to brief them on what should they do when the internet connection is weak.

Regarding the Arabic educational resources, the researchers identified that most of the lecturers were having difficulty in finding teaching materials. The lecturers did not feel that this was a problem since the faculty has provided all the necessary resources created by the subject resource person and moderators. However, few lecturers found it challenging to find resources in Arabic that were appropriate and suitable with the topic they were teaching. To alleviate this issue, different strategies have been implemented. Lecturers have created interactive PowerPoint presentations for all lessons according to class levels so the lecturers could show to the students the explanation of the lessons, vocabulary words, grammatical rules, in addition to any other tool needed by the lecturers to explain the lesson.

Lecturer 3 shared with her students a few videos in English. When the researchers asked her if she agreed with the style of using other language than Arabic in her classroom, she said that she preferred for the videos to be in Arabic or to have Arabic subtitles, "But the good thing about being technology savvy it has become mandatory that each of us learn a different language." She continued to say, "Now, it would have been better if the video was dubbed in correct Fusha (Standard) Arabic or subtitled in Arabic. Most of the films would be in a foreign language, and they would be dubbed or subtitled in Arabic." Lecturer 3 added that some of the translations were done recklessly and so they would contain many grammatical or linguistic errors. She taught her students to look for those mistakes and learn to avoid them. The scarcity of Arabic educational resources for non-native students is that the lecturers and their students could use to create presentations, watch a video or other purpose, forced them to use materials that were developed in a different language. Some lecturers also mentioned that many errors could be found in the materials that were translated into Arabic.

The other issue was voiced by 5 lecturers stated that they could not rely on the information their students obtained from the internet because most of it could be incorrect or inaccurate. This issue escalated especially when lecturers instructed their students to do their own research on specific topics. The quality of the information obtained from the internet is questionable. The lecturers have to be more aware of the information that they share with their students. Lecturers could never use any information obtained from the internet without checking the validity of the sources and share it to the students. They need to evade unreliable websites such as Wikipedia for anyone could change, add, or edit the information.

Lecturers 2, 4, 5 and 8 explained on how they could not depend on technology for the whole lesson as they used many different activities in the online learning to ensure that the students learned the necessary skills and obtain relevant information. Due to the disadvantage of using technology, Lecturer 4 said, "I can't depend on it always. I have to see where the students have reached, what they have understood. I don't know if you have noticed, but after we watched the video, I tried to observe more how the students complete the assignments. I will know more about this when the students are assigned homework or even when they write in the WhatsApp group. So, we can't rely only on technology and what the students watch because the students might forget what they have watched with technology. So, for sure, we

need to supplement it with flashcards or printed materials. Writing expression can't solely depend on technology, but it should be linked to technology."

CONCLUSION

The researchers asked the lecturers what they would change if they were given a magic wand and told that they could change anything they wanted in the educational system of the faculty or in USIM itself. Many of them said, "It doesn't need a magic wand; it needs determination and seriousness in our work on the administrative level in general so that they can revise and review the curricula and delivery mechanisms." The current curricula have been devised in 2005 or 2006, and after 15 years it needs to be reviewed and improvised. We have to put a new vision in Arabic education, with different techniques in line with current technology that could facilitate the lessons.

To conclude this study, it is evident that many issues demotivated lecturers from using technology in their Arabic language online learning during MCO. The researchers observed the frustration among lecturers when their students were not be able to join online learning as their laptops or smartphones were malfunctioned or due to insufficient internet data. Nevertheless, lecturers cannot deny the fact that online learning is a method that can benefits both lecturers and students especially during MCO, where most of the schools and universities have to close down their operation due to Covid-19. Online learning can be a solution for the Arabic language educators and practitioners to share their knowledge by using e-Learning or other platforms as education still need to be conducted during MCO. One of the online learning benefits is lecturers become motivated and students become active when they learn using online learning as they are the one who take responsibility of their learning. This will lead to a new era in Malaysian education system where it can replace the conventional way of learning to suit with the current situation under MCO.

REFERENCES

Al-Busaidi, F., Al Hashmi, A., Al Musawi, A., & Kazem, A. (2016). Teachers' perceptions of the effectiveness of using Arabic language teaching software in Omani basic education. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 12(2), 139-157.

Al-Zahrani, A. (2015). The place of technology integration in Saudi pre-service teacher education: Matching policy with practice. *The Turkish Online Journal of Educational Technology* (TOJET), 14(1), 151-160.

Amadieu, F., Lemarié, J., & Tricot, A. (2017). How may multimedia and hypertext documents support deep processing for learning?. *Psychologie Française*, 62(3), 209-221. doi:10.1016/j.psfr.2015.04.002

Bahou, L. (2016). 'Why do they make us feel like we're nothing? They are supposed to be teaching us to be something, to even surpass them!': Student (dis)engagement and public schooling in conflict-affected Lebanon. *Cambridge Journal of Education*, 47(4), 493-512. doi:10.1080/0305764x.2016.1216086

Bates, T. (2020). Advice to those about to teach online because of the corona-virus. Retrieved August 11, 2020 from https://www.tonybates.ca/2020/03/09/advice-to-those-about-to-teach-online-because-of-the-corona-virus/.

Chan, B., Churchill, D., & Chiu, T. (2017). Digital literacy learning in higher education through digital storytelling approach. *Journal of International Education Research (JIER),* 13(1), 1-16. doi:10.19030/jier.v13i1.9907

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284. doi:10.2307/330107

Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge University Press: Cambridge, England.

Dörnyei, Z. (2007). Creating a motivating classroom environment. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (vol. 2, pp. 719-731). New York, NY: Springer. doi:10.1007/978-0-387-46301-8_47

Dörnyei, Z. (2012). *Motivation in language learning.* Shanghai: Shanghai Foreign Language Education Press.

Ducharme (2020). World Health Organization Declares COVID-19 a 'Pandemic.' Here's What That Means. Time. Retrieved August 22, 2020 from https://time.com/5791661/who-coronavirus-pandemic-declaration/

Fatimah, A., & Santiana, S. (2017). Teaching in 21st century: Students-teachers' perceptions of technology use in the classroom. *Script Journal: Journal of Linguistic and English Teaching*, 2(2), 125. doi:10.24903/sj.v2i2.132

Flewitt, R., Messer, D., & Kucirkova, N. (2015). New directions for early literacy in a digital age: The iPad. *Journal of Early Childhood Literacy*, *15*(3), 289-310. doi:10.1177/1468798414533560

Gabsi, Z., Patel, F., & Hamad, A. (2015). Trials and tribulations of Sla framework in designing Arabic courses for speakers of other languages. *Journal of Education and E-Learning Research*, 2(1), 13-21.

Harris, J., Al-Bataineh, M., & Al-Bataineh, A. (2016). One to one technology and its effect on student academic achievement and motivation. *Contemporary Educational Technology*, 7(4), 368-381.

Khan, A., Al-Shihi, H., Al-Khanjari, Z., & Sarrab, M. (2015). Mobile Learning (MLearning) adoption in the Middle East: Lessons learned from the educationally advanced countries. *Telematics and Informatics*, 32(4), 909-920. doi:10.1016/j.tele.2015.04.005

Lai, F., Luo, R., Zhang, L., Huang, X., & Rozelle, S. (2015). Does computer-assisted learning improve learning outcomes? Evidence from a randomized experiment in migrant schools in Beijing. *Economics of Education Review*, 47, 34-48. doi10.1016/j.econedurev.2015.03.005

Lim, I. (2020, March 16). COVID-19: What are Malaysia's public universities doing? Online classes and more. Malay Mail. Retrieved August 10, 2020 from https://www.malaymail.com/news/malaysia/2020/03/16/COVID-19-what-are-malaysias-public-universities-doingonline-classes-and-mo/1847071

Nikou, S., & Economides, A. (2016). The impact of paper-based, computer-based and mobile-based self-assessment on students' science motivation and achievement. *Computers in Human Behavior*, 55, 1241-1248. doi:10.1016/j.chb.2015.09.025

Ramadan, S. (2020). COVID-19: 9 universities are now conducting classes online. Retrieved August 8, 2020 from Hype. https://hype.my/2020/184628/COVID-19-9-universities-are-nowconducting-classes-online/

Rubin, H. J., & Rubin, I. S. (2012). Qualitative interviewing: The art of hearing data (3rd ed.). Thousand Oaks, CA: Sage Publications.

Sahrir, M. S., Zainuddin, N., & Nasir, M. S. (2016). Learning Preference among Arabic Language Learners via Mobile Learning Management System Platform (Mobile LMS) Using I-Taleem. *International Journal of Current Research in Life Sciences*, 5(01), 509-514.

Sahrir, M. (2017). Participation in research and innovation exhibitions: E-Learning applications in Arabic language. *Al-Basirah Journal*, 7(1), 39-53.

Siregar, N., Febrian, D., Fajri, A., Al-Anshory, A., & Faizuddin, A. (2016). NABILAH (Nata'allam al-'Arabiyah Bil-al'ab Al-mumthi'aH) Program and students' achievements in learning Arabic language: A preliminary study. In Language and Human Thoughts: Language and Social Sciences in Civilization Development. Indonesia: Universitas Negeri Jakarta.

Tee, K. (2020, March 19). Minister: Employers must pay salaries during COVID-19 shutdown. Malay Mail. Retrieved August 5, 2020 from https://www.malaymail.com/news/malaysia/2020/03/19/ministeremployers-must-pay-salaries-during-movement-controlorder-period/1848020

Teoh, P. (2020, March 15). COVID-19: Universities activate e-learning mode. New Straits Times. Retrieved August 11, 2020 from https://www.nst.com.my/news/nation/2020/03/574766/COVID-19-universitiesactivate-e-learning-mode

Tondeur, J., Van Braak, J., Ertmer, P., & Ottenbreit-Leftwich, A. (2016). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: A systematic review of qualitative evidence. *Educational Technology Research and Development*, 65(3), 555-575. doi:10.1007/s11423-016-9481-2

Tondeur, J., Scherer, R., Siddiq, F., & Baran, E. (2017). A comprehensive investigation of TPACK within pre-service teachers' ICT profiles: Mind the gap!. *Australasian Journal of Educational Technology*, 33(3). doi:10.14742/ajet.3504

Uluyol, Ç., & Şahin, S. (2016). Elementary school teachers' ICT use in the classroom and their motivators for using ICT. *British Journal of Educational Technology*, 47(1), 65-75. doi:10.1111/bjet.12220

Wu, Z. (2020). How a top Chinese university is responding to coronavirus. Retrieved August 11, 2020 from https://www.weforum.org/agenda/2020/03/coronavirus-china-the-challenges-of-online-learning-foruniversities/

Yin, R. (1981). The case study as a serious research strategy. Science Communication, 3(1), 97-114. doi:10.1177/107554708100300106

Zainuddin, N., & Sahrir, M. S. (2016). Multimedia Courseware for Teaching Arabic Vocabulary: Let's Learn from the Experts. *Universal Journal of Educational Research*, 4(5), 1167-1172.

Zainuddin, N., Sahrir, M. S., Idrus, R. M., & Jaffar, M. N. (2018). Scaffolding a Conceptual Support for Personalized Arabic Vocabulary Learning Using Augmented Reality (AR) Enhanced Flashcards. *Journal of Personalized Learning*, 2(1), 95-103.

Zhang, F. (2017). Quality-improving strategies of college English teaching based on Microlesson and Flipped Classroom. *English Language Teaching*, 10(5), 243. doi:10.5539/elt.v10n5p243

About the authors

Nurkhamimi Zainuddin holds a PhD in Computer Assisted Language Learning from International Islamic University Malaysia. He is currently an Associate Professor at the Faculty of Major Language Studies, Universiti Sains Islam Malaysia (USIM).

Abdelrahman Ibrahim Suleiman Islaieh holds a PhD in Arabic Language Education from National University of Malaysia. He is currently a Senior Lecturer at the Genius Insan College, Universiti Sains Islam Malaysia (USIM).