



Hebron University

College of Graduate Studies – English Department

**EFL Teachers` Attitudes towards Using Online Learning in
Palestinian High Schools during COVID-19 Pandemic**

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This thesis is submitted in partial fulfillment of the requirements for the Degree of
Master of Applied Linguistics and the Teaching of English, College of Graduate
Studies & Academic Research, Hebron University, Palestine.

June, 2021

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Master Thesis

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Declaration

I declare that this work is my own and that the work of others used in the completion of this thesis has been duly acknowledged. I also declare that this research has been implemented according to Academic Good Conduct and that all experimental and other investigative results have not been falsified.

Acknowledgement

First of all I would like to thank God for every blessing in this world and especially for completing my thesis.

I would like to show sincere appreciation and gratitude to Dr. Mohammed Farrah, my instructor and guide in this study, for his efforts and supports that made this study what it is today.

I would also like to thank all instructors who took part in feeding me with knowledge in Hebron University, and in all the stages in which I passed during my academic progress.

I also acknowledge the support of my family, friends, and fellow students. I hope this study will be helpful for the future researchers.

Real thanks for every instructor, student, and person who helped me or tried to help me in completing this thesis.

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Abstract

The purpose of this study is to identify teachers' perceptions toward using online learning in teaching English language during Corona pandemic in Palestinian schools. The study sample included (418) male and female English language teachers working in the schools of the education directorates of the Palestinian Ministry of Education in the West Bank and Gaza Strip. The researcher employed a mixed method of qualitative and quantitative tools. The researcher distributed a questionnaire to collect data. Teachers were asked to fill a 5 point Likert scale questionnaire including (59) items and answer three open-ended questions. The researcher used the Google forms App to facilitate the process of distributing and collecting data. To analyze the data collected, the researcher used the statistical analysis method. To analyze the data collected through the three open-ended questions, the researcher used the content analysis method. The results of the study have shown that English teachers have positive attitudes toward using online learning in emergency. Results also show that online learning develops students' communicative competence. Moreover, the study have shown that both high and primary schools teachers have positive attitudes toward using online learning in teaching English as it offers many opportunities for teachers and their students. Results also show that teachers and their students faced many challenges while using online learning in teaching English. The findings confirmed the need to improve regarding the implementation of online learning in the educational process in school context. The study recommends improving the technological infrastructure. It also suggests holding sufficient training courses and workshops for teachers, parents, and students. In addition, it suggests developing online educational applications.

ملخص الدراسة

تهدف هذه الدراسة إلى تحديد تصورات المعلمين تجاه استخدام التعلم عبر الإنترنت في تدريس اللغة الإنجليزية أثناء جائحة كورونا في المدارس الفلسطينية، حيث تم تطبيق هذه الدراسة أثناء الإغلاق بسبب الجائحة. وقد اشتملت عينة الدراسة على (418) معلم ومعلمة لغة إنجليزية يعملون في مدارس مديريات التربية والتعليم في وزارة التربية والتعليم الفلسطينية في الضفة الغربية وقطاع غزة. استخدمت الباحثة الطرق الكمية والنوعية لجمع البيانات. حيث طُلبت الباحثة من المعلمين ملء استبيان بمقياس ليكرت الخماسي متضمناً (59) بنداً و ثلاثة أسئلة مفتوحة. استخدمت الباحثة تطبيق نماذج جوجل لتسهيل عملية توزيع وجمع البيانات. لتحليل البيانات التي تم جمعها من خلال الاستبيان استخدمت الباحثة أسلوب التحليل الإحصائي (SPSS)، وتحليل البيانات التي تم جمعها من خلال الأسئلة الثلاثة المفتوحة استخدمت الباحثة أسلوب تحليل المحتوى. أظهرت نتائج الدراسة أن معلمي اللغة الإنجليزية لديهم توجهات إيجابية تجاه استخدام التعلم عبر الإنترنت في حالات الطوارئ. و أظهرت النتائج أيضاً أن التعلم عبر الإنترنت يطور كفاءة الطلاب في التواصل. علاوة على ذلك، أظهرت الدراسة أن معلمي المدارس الثانوية والمدارس الابتدائية لديهم مواقف إيجابية تجاه استخدام التعلم عبر الإنترنت في تدريس اللغة الإنجليزية لأنه يوفر العديد من الفرص للمعلمين وطلابهم. أظهرت النتائج أيضاً أن المعلمين وطلابهم واجهوا العديد من التحديات في استخدام التعلم عبر الإنترنت في تدريس اللغة الإنجليزية. أكدت النتائج الحاجة إلى تحسين تطبيق التعلم عبر الإنترنت في العملية التعليمية في السياق المدرسي. توصي الدراسة بتحسين البنية التحتية التكنولوجية. كما يقترح عقد دورات وورش عمل تدريبية كافية للمعلمين وأولياء الأمور والطلاب. إضافة إلى تطوير تطبيقات تعليمية عبر الإنترنت.

Chapter One

0.1 Introduction

Technology has affected all sides of our lives in general. Language learning process has been highly impacted, developed, and grown in particular by using technology in language learning process. The digital change of the educational systems in all levels has offered incorporating a new teaching–learning environment named e-learning (Berrocoso, Arroyo, Videla, & Cevallos, 2020).

Rodrigues et al. (2019. p.95) define e-learning "as an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centered, open, enjoyable, and interactive learning environment supporting and enhancing the learning processes".

In this study, the researcher uses the online learning concept that is recognized as a technique of holding language lessons through the web to different places other than the physical classes where the educator is teaching in a non-virtual method and students can communicate with their teacher or other students whereas it is carried live. Learners can "automatically" raise their hands and interact constantly (Farrah & Al-Bakry, 2020).

At the present time, students are learning language by taking completely online classes using Microsoft teams platforms in which they have to join the classes online but they have to take quizzes by the traditional way face-to-face, and do all of their activities and homework online.

The importance of online learning is attached with the improvement of education and its advancement through the enhancement of practices and teaching of new techniques (Farrah, & Al-Bakry, 2020).

Educational institutions, schools, colleges, and universities were utilizing to some extent online classes just to facilitate the process of language learning before Covid19 outbreak (Farrah & Al-Bakri, 2020; Abu Safiyeh & Farrah, 2020). However, there have been two opposing opinions and ideas regarding the value and efficiency of online learning at Palestinian institutions.

Teachers were divided in their views of online learning into opponents and supporters. Some have supported it based on its benefits, while others have questioned its effectiveness. Therefore, this study is conducted relying on logical and scientific data to solve that argument (Itmeizeh & Farrah, 2021).

Nowadays, online learning is considered one of the most controversial issue between educators in which some are supporting face – to – face method while others believe in the effectiveness of online learning.

In online learning, students perform much better than traditional learning, and this can be concluded by their better result, increased course completion rates, student satisfaction, and their motivation levels in order to get more knowledge from online learning as stated by Bernard, Borokhovski, Schmid, Tamim and Abrami (2014), Lockman and Schirmer, (2020) Ryan, Kaufman, Greenhouse, She, and Shi, (2016).

On the other hand, learners get lower marks on tests comparing to face-to-face learners, since face-to-face learners had the direct ability to get physical assistance from the teacher to clarify any difficult concepts, and to guide their inquiries were to,

nevertheless this was not the situation with online learners. Therefore face-to-face learners were more successful when compared with online learners as claimed by Adams, Randall, and Traustadóttir, (2015), Powers, Brooks, Galazyn, and Donnelly (2016).

As COVID-19 spreads across the globe, as of March 13th, most universities and schools have imposed closings around the world. According to the (UNESCO, 2020) report, 61 countries in Africa, Asia, Europe, the Middle East and South America announced the complete closure of their educational institutions.

The Corona pandemic caused the terminating of classrooms all over the world while forcing 1.5 billion students and 63 million educators to unexpectedly to adjust their face-to-face typical academic model practices, wherever possible (Berrocoso, Arroyo, Videla, & Cevallos, 2020).

According to Bao (2020), when the Coronavirus (COVID-19) spread in China, Chinese universities switched to online learning, so their students had to stay home and take online courses and based on an interpretation of students' replies on social media, they did not encounter operational technical obstacles. However, the matter was not that easy for teachers, as most teachers faced many difficulties, which are the lack of experience in teaching via the Internet or prior preparation or technical support from the technological education team.

On the sixth of March 2020, the Palestinian government declared a state of emergency for a period of 30 days, the closure of all schools across the country, the suspension of the face education process, the reduction of working hours for institutions, then the closure of schools was extended to the end of the year and the

end of the school year by calculating only the first semester grades for all grades and It was decided to give the committee exams only to the twelfth grade.

In June (2020), teachers were given a simple online course on how to use the Zoom platform and Google Forms. Then, in August, teachers were given an online course on how to use the Microsoft Times platform in preparation for a new academic year. Palestinian schools had not experienced online learning before the outbreak of corona. So that the Ministry of Education had to give teachers a simple overview of how to use online learning, using zoom platform, Google forms, Google drive, and teams platform, then impose a unified educational platform for all Palestinian schools, in an attempt to overcome the educational damages that may occur and save the educational learning process.

While trying their best carrying out the responsibility of getting their students engaged into learning contexts, teachers are facing new difficulties and challenges to utilize the online learning.

1.1 Statement of the problem

There are a large number of articles, research, and studies that confirm the great benefits that online learning can bring for both teachers and students in higher education, but there is a lack of studies conducted in school context. Meanwhile, discussions about online learning and against face-to-face learning have never stopped. In fact, there is no best approach to delivering education and is appropriate for different contexts.

These days, in the light of the Corona pandemic, online learning is no longer just an option, but rather it has become the only and compulsory option to save the educational learning process.

Although online learning has proven its effectiveness in higher education and is being applied in some universities such as Al-Quds Open University (Itmeizeh & Farrah, 2021). However, online learning was not applied and used in public schools before the Corona pandemic.

The Corona pandemic forced the whole world to move to education via the internet suddenly. In Palestine, the Ministry of Education imposed the application of online education on governmental schools. Therefore, some teachers and students responded positively and applied it 100%. Teachers know that online learning needs efficient strategies and salutations to provide effective learning experiences to the learners.

Some teachers are unsatisfied with online learning due to their inability to provide educational material in electronic form due to their lack of experiences, the lack of electronic methods, the weakness of internet networks in Palestine, and the lack of a culture of online education for parents and students.

Utilizing online learning in school context faces skepticism from some teachers. The problem of how to effectively use it raises more questions than answers. To find some answers we need to determine the driving factors and barriers of online-learning implementation in Palestine schools.

1.2 Objectives of the study

This study aims to...

1. examine the extent to which the online learning utilized in schools met the students' communicative competence as perceived by English language teachers in Palestinian schools.
2. examine if there are statistically significant differences in the attitude and satisfaction of teachers towards online learning due to gender, age, and their academic level.
3. examine if there are statistically significant differences between teachers of high schools and primary schools in their attitude towards online learning
4. explore the benefits of online language learning that is employed at schools
5. explore the difficulties of online language learning that is employed at schools
6. offer some suggestion and solutions to overcome the online learning obstacles facing teachers during the online learning transition.

1.3 Questions of the Study

The current study aims to answer the following research questions:

1. To what extent does online learning utilized in schools meet students' communicative competence?
2. Are there any statistically significant differences in the teachers' attitude towards online learning due to gender, age, and their academic qualifications?
3. Are there any statistically significant differences between teachers of high schools and primary schools in their attitudes towards online learning?

4. What are the benefits of using online language learning which is employed at schools for teachers and students?
5. What are the difficulties that face EFL school teachers and students during utilization of online language learning at schools?
6. What are some suggestions and solutions to overcome the online learning obstacles that faced EFL school teachers and students during the transition to online language learning at schools?

1.4 Significance of the study

This study has the potential to provide policy makers at the ministry of education with the real challenges and barriers that students and teachers face while utilizing online language learning, so that they can be more aware of the educational objectives they need to achieve. It is also highly significant and timely as it relates to the whole educational system in Palestinian schools. Moreover, this investigation will also help teachers, parents, and students in getting the best advantages of how to employ the new technologies in teaching and learning language. The researcher will try to find out if there are any statistically significant differences between participants' responses due to the study variables (gender, age, qualification, and school level).

1.5 Organization of the Study

The study is organized into five chapters. These chapters are briefly described below. Chapter one provides an introduction, the statement of the problem, aims of the study, research questions, significance of the study, and finally the organization of the study. Chapter Two is devoted to the theoretical framework as well as the literature review and previous studies pertinent to online learning and teaching.

Chapter Three describes the research design and the methodology the researcher used in her study. The researcher presents the key stages of conducting this study, development of a questionnaire its administration. This is followed by data analysis of the questionnaires and the open-ended questions.

Chapter Four presents the findings and analysis of the questionnaires and the open-ended questions. This is followed by the discussion of the results in the light of other studies.

Chapter Five presents the conclusions along with the implications of the study. The researcher concludes her study with recommendations for further research

Chapter Two

Theoretical Framework and Literature Review

2.0 Introduction

This section presents the theoretical framework, literature review, and studies related to online learning. Therefore, to illustrate the theoretical framework in this study the researcher introduced the history of online learning and theories, then online learning during Corona pandemic, online learning in schools during Corona pandemic, online learning in Palestine, benefits of online learning, and challenges of online learning.

2.1 Theoretical Framework

In this section the researcher illustrates online learning from many different angles.

2.1.1 Online Learning History and Theories

The start of using online learning was after the industrial revolution and the spread of computer devices. The first usage of the form of Computer- Based Training (CBT) in education was in the late eighties and nineties of the last century (Hubackova, 2015). Then many rapid developments and changes happened in the technological field side by side with the educational strategies, such as Web- Based Training (WBT) which was created depending on communication between educators and learners. Also Blended Learning was created which combines face to face learning with distance learning.

Using computers in education means that we have to talk about CALL theory (Computer-assisted language learning) According to Hubbard (2009):

"CALL theory is the set of perspectives, models, frameworks, and specific theories that offer generalizations to account for phenomena related to the use

of computers and the pursuit of language learning objectives, to ground relevant research agendas, and to inform effective CALL design and practice.... a CALL theory is a set of claims about the meaningful elements and processes within some domain of CALL, their interrelationships, and the impact that they have on language learning development and outcomes" (Hubbard, 2009: 3)

The starting point in using technology integrated with the traditional classroom learning was the CALL method (Farrah, 2006). CALL started as the process to supplement language teaching in such as CD ROM, and online conferences by using computers and additional software`s (Pennington, 1996).

The CALL concept appeared to be one of the most researched keywords by investigating the usage of computers as assisting devices in language learning (Daud & Farrah, 2013).

Online learning theories developed upon other learning theories, as Picciano stated (2017) that there is no well-clear theory that online learning relies on. Online theories such as Community of Inquiry (COI), Connectivism, and Online Collaborative Learning (OCL) were built upon other learning theories like (Behaviorism, Cognitivism, and Social Constructivism). As Anderson (2011) stated "Our challenge as theory builders and online practitioners, therefore, is to delineate which modes, methods, activities, and actors are most cost- and learning-effective in creating and distributing quality e-learning programs." Therefore, to create a theory for online learning we need to delineate its platforms, activities, and methods.

2.1.2 Online learning during Corona pandemic

The Corona pandemic has led to many changes in our lives in the short and long term. The pandemic was first recognized in Wuhan, China in December 2019. Therefore the governments all over the world have warned the public to take caution. It also disrupted the traditional educational practices. The COVID-19 pandemic has changed education forever, as it led to the closure of schools, institutions and other learning spaces all over the world as stated by Pokhrel and Chhetri (2021). At the global level, education has changed dramatically, with the distinct rise in online-learning, where teaching is carried out remotely and on digital platforms. Studies show that online learning has been shown to increase information retention and take less time, which means that the changes brought about by the Coronavirus may remain in place.

2.1.3 Online learning in schools during Corona pandemic

The UNESCO report makes clear the need to go beyond the philosophy of the traditional educational system in schools. The report pointed out that even with the intensive efforts of schools around the world; it has become clear that the current educational systems are not well-found to meet the challenges that wait it. (Innovations: Education for All, 2005)

According to Pokhrel and Chhetri (2021), the Kingdom of Bhutan was the first to announce the closing of schools and institutions and reduction of working hours in the second week of March 2020 as an impact of COVID-19 pandemic. This strategy of staying home has put in place the pressing need to create and carry out alternative educational and assessment approaches.

Nikdel Teymori and Fardin (2020) the spread of the COVID-19 initiated all schools in Iran to be closed in order to follow World Health Organization protocols and presidential instruction, in the hope to reduce the spread of the virus. However, the increasing trend of the infection and death cases on the first of March 2020 has directed authorities to regard online classrooms as a replace for face-to-face teaching.

The pandemic has a significant impact on education. It forced the governments all over the world to lockdown all of their educational institutions. Thus, face to face education shifted to be online. Online learning has been pushed to be an integral part of education. This sudden change carried many difficulties and obstacles. According to Daimary online learning in Indian schools faced an enormous challenges Consider the lack of technological equipment and lack of ICT skill. Therefore, he concluded that online learning is not at all effective in rural Indian schools (2020).

Even in the developed counties schools were not prepared for such a transition. for instants schools of all levels in selected EU countries showed negative impact on children's achievement, cognitive level, non- cognitive level, and serious consequences in both long and short terms (Pietro et al., 2020)

2.1.4 Online learning in Palestine

Nowadays, technology has shaped all aspects of our lives in Palestine and the education filed is not an exception. Actually, there are many studies which investigated the integration of technology in the teaching – learning process, even though the fact that there is a rapid rise of various applications worldwide in the education market, very few educational institutions around the world have utilized these applications in general.

In Palestine there were some universities that have adopted online class as a major teaching technique such as Al-Quds Open University which was the first university to offers distance learning and online learning. Then many Palestinian universities have chosen to adopt online learning to promote the educational process. (Itmeizeh & Farrah, 2021)

Palestine as many countries in the world that has asked people to stay –at home during the outbreak of the Coronavirus pandemic in March 2020. Quarantine was the best way to protect people from disease transmission. The outbreak has had a profound impact on the world’s education system, in countries such as Palestine; COVID-19 has a huge impact on people’s living conditions and closed all of the educational institutions. Therefore, online learning has emerged as a solution to counter this dangerous virus. All universities in Palestine shifted to online-learning in order to keep pace with the educational process and rescue the educational process.

Recently, Palestinian universities were forced to shift to online-learning because of Coronavirus pandemic. Farrah and Al-Bakry (2020) said that the situation of online learning in Palestinian universities (Birzet University, An-Najah National University, Bethlehem University, Hebron University, Al-Quds University, and Palestine Ahliya University) during the COVID-19 pandemic needs to have an enormous efforts in promoting the technological infrastructure also holding adequate training programs for everyone. However, the dynamic change to online learning in Palestine because of the Coronavirus assists the educational process to continue.

According to Itmeizeh and Farrah (2021) Palestinian universities employed various applications simultaneously and asynchronously to handle this sudden shift from face to face teaching to online one.

Affouneh et al. (2021) explore students' and faculty members' responses to universities' migration from face-to-face to online instruction as a result of the coronavirus. They used qualitative approach for data collection. They found that students and faculty members were overwhelmed and stressed at the beginning, but as they started to acclimate to online, faculty members were satisfied, but students seemed to be dissatisfied with this new approach to learning. Furthermore faculty members and students both mentioned different challenges they had faced. Evaluating and assessing students was a main challenge for faculty members as the study analyzes the assessment and evaluation tools that they use in their online teaching.

2.1.5 Online learning in Palestinian schools

The population of the Palestinian community who are under the age of 18 is with 45.3%. Therefore, any incident on this large group of people will have a great effect on the society such as the Corona pandemic. This pandemic is exceptional in Palestine except during the first Intifada back in 1988 when schools were closed for 3 months.

According to Awad (2020) around 1.3 million students had to stop going to school during the lockdown in March 2020 and return has been limited and inconsistent, mostly as a hybrid between physical presence and online learning. Awad found that many students didn't participate in the online educational activities during the lockdown period because of inaccessibility of internet, their teachers did not conduct any educational activities, and the children themselves were refusing to carry out or perform educational activities.

Shraim and Crompton (2020) examined how decision-makers and teachers have responded to offer education for all Palestinian students at the immediate onset of the COVID-19 outbreak and how technology is being used to continue education

online. Semi-structured interviews were conducted with 20 participants from parents, teachers and decision-makers in Palestine. The findings show that technologies are useful for delivery of educational materials as well as raising safety awareness, and communication during the COVID-19 pandemic in Palestine. They also found that there are various challenges including the widening of the education's digital divide and an increasingly negative attitude towards online education. The findings also have shown that the transition to sustainable online learning as a supplement to the traditional learning methods and not as a replacement. They finally concluded that the national and international initiatives with a multi-stakeholder partnership could provide sustained, long-term, real solutions for online learning.

2.1.6 Benefits of online learning

Online learning as any teaching tool has its own advantages and benefits and in this part we will talk about them. According to Widodo et al (2020) online learning has many six main dimensions about its` advantages: first connectivity, that means access to material is available on a worldwide scale. Second flexibility, which is learning and teaching, is freed from the limitations of the time and place. Third interactivity that is evaluation of learning process is direct and independent, fourth collaboration in which learners can use discussion tools to support collaborative learning outside the classroom, fifth expand chances in terms of electronic content that can enhance and expand classroom-based learning, and finally motivation as software resources can make learning enjoyable.

According to Kwofie and Henten (2011) online learning affords the chance for the material to be stored in different mediums and formats for a long time and

reachable for long distances. Also instructors can present these materials in various forms – text, sound, pictures, etc.

Additionally, according to Gilbert (2015), online learning offers the opportunity to learn without being limited by place or time. Students will be more motivated and responsible. Besides, teachers gained advantages from comprehending any course' features and this will raise students' understanding and involvement. Also Gupta, (2017) stated that they can update content anytime, decreases time. it decreases costs, it is an efficient technique in learning, and environmentally friendly.

According to Tao et al (2006), the online learning environment allowed the learners to have personalized support and education schedules that were more suitable for them.

Online learning environment aids a high interaction and collaboration level between teachers and peers comparing to face to face traditional learning environment. Online learning is described by the use of multimedia structures, to make the learning process more active and enjoyable (Liaw et al, 2007). Further, online learning mediums offer a special advantage, it can provide means of review multiple times a day over a period in a more accurate and appropriate way for students (Kwofie and Henten, 2011).

Since the need for learning and knowledge has exceeded what is possible using traditional learning method, online learning may let us react more effectively. The educational processes must have some transformation, to keep pace with the rapidly emerging information society (Rao, 2011).

Online courses are conducive to learners who prefer self-regulated learning. As stated by Kirtman a student responded to online coursework by stating, “It is more self-guided so I can spend more time on the concepts that I need help with and less on concepts that I can pick up quickly” (Kirtman, 2009, p. 110).

2.1.7 Challenges of online learning

Even though that online learning has great advantages, it has many difficulties and limitations. In this section the researcher will shed the light on the most popular obstacles that face teachers and students.

Kwofie and Henten (2011) stated that technical problems are likely to be the most fundamental challenge facing the online educational system implementation in developing countries. Sadeghi (2019) studied some hindrances of employing online education like sophisticated technology. Thus, in situation of whatever hardware (i.e., laptops or tablets), software (e.g., reading and writing software, internet browsers) breakdown, the online class meeting will be paused or the learning process malfunctions. Ali (2020) observed some obstacles of using online learning such as a lack of technical support. Thus, education institutions need the basic information and communication technology infrastructure to effectively roll out online learning.

Likewise, Coman et al. (2020) pointed out that technical problems are the most important challenge regarding the implementation during the pandemic, followed by absence of technical skills. Additionally, online lectures encounter the problem of internet weaknesses interruption. As Ferri et al. (2020) stated that the technological challenges are mainly associated with the unreliability of internet connections and the insufficiency of the necessary required devices and equipment.

Additionally, insufficient training for both teachers and students stands in front of effective learning and represents a disadvantage to online learning. Altunay (2019) indicated that orientation programs should be given to students at the beginning of the semester, he also emphasized on the importance of developing speaking activities for language learning to improve student-teacher interaction. Similarly, Daimary (2020) indicated the disadvantage of inadequate training related to technology. Hence, if effective professional development is not provided to educators on new technologies, they will not be able to use them to their full potential and online learning cannot be successful. Ferri et al. (2020) stated the pedagogical challenges are mainly related to teachers' and learners' inadequate of digital skills, the absence of organized material as opposed to the richness of online resources, lack of educated interaction, and lack of teachers' social and cognitive presence. Suryaman et al (2020) asserted that there are many difficulties experienced by students, teachers and parents in online education activities, specifically mastery of technology is lacking (instructor and learner's lack of experience). They also highlighted the significant role that parents should play to help teachers by assisting their children, as teachers working hours are unlimited because they have to connect and coordinate with parents, other teachers, and school principals.

2.2 Related studies

This literature review searches, groups and critically analyzes different perspectives that authors and researchers have adopted to scrutinize the efficiency and obstacles of utilizing online learning in language learning process during the Corona pandemic. In other words, this section presents the previous studies that talked about online learning

According to Richard and Haya (2009) the teaching- learning process is highly affected by the technological tools which facilitate sharing and accessing information (2009). Likewise, Oblinger and Hawkins state that technology assists the change process to fully-online courses (2005). Online learning turned to be the most popular way of getting access to an education (Coleman, 2005). Technology has turned to be the vital key to a new world of education.

Johnson et al. (2000) examined students` satisfaction and learning outcomes in face-to-face against online learner. The results have shown that students in the face-to-face course had a bit more positive opinions of the teachers and general course worth even though there was no dissimilarity between the course formulas in the learning outcome measures.

Fanous (2020) investigated the impact of asynchronous and synchronous e-feedback (electronic feedback) on EFL students' Writing Skills. The participants were 34 students a private university in Lebanon. She found that the asynchronous approach of providing e-feedback demonstrate to be more effective in promoting the quality of students writing as well as their engagement in the writing process.

Farrah (2006) evaluated an online English language course for academic writing offered by a university in Malaysia. The revised version of the Institute for Higher Education Policy Standards (IHEP 2000) was used to determine whether the course met the quality standards for online learning. To collect data, questionnaires were administered interviews were conducted with teachers and students. The results show that the online support was missing and needs to be improved. To improve this, the study identified weaknesses should be addressed. The study also showed that results cannot be evaluated within a short period, but rather a long time is required.

Jamalifar and Chalak (2014) attempt to investigate the current use and practices of the Internet in the English language learning process by Isfahan University of Technology (BA) students. For this aim, a questionnaire was designed and distributed to a sample of 100 undergraduate students at Isfahan University of Technology. The results of the questionnaire analysis indicated poor classroom use of the Internet, despite the fact that the Internet is a good method for teaching English.

Wang and Hu (2019) used eye tracking technology and questionnaires to test whether orientation of the teacher's gaze affected learners' visual attention, social presence, and learning performance, using four videotapes. The results showed that directing the teacher's gaze to allocate more visual attention to the corresponding learning content and also increased the learners' sense of social presence and learning. Moreover, the association between instructor gaze orientation and learning was better for those with a high sense of social contact with the trainer when they learned the procedural knowledge.

Bao (2020) researched online teaching strategies of teachers at Peking University education. Six strategies are presented to sum up the present online teaching experiences. She debated how teachers can apply effective instructional strategies to avoid undesirable learning circumstances for students and confirm the effectiveness of online learning. Finally, she inferred five rules of great -influence teaching practice for delivering effective online learning. The first rule is finding the suitable principle in the sense that the compatibility of online educational design in terms of difficulty and length of content with the characteristics of the online learners. The second rule is valid delivery in which teachers need to adjust the teaching speed to guarantee successful teaching process. Third, the principle of sufficient support teaching assistants needs to provide students with instructions in a timely manner. The

fourth rule is to implement some measures to obtain significant value for student participation. Finally, contingency plan preparation rule, to pre-set emergency plans to address potential issues such as online education platform overload issue.

After the Corona pandemic, e-learning has become one of the most controversial topics around the world; accordingly, many researches have been conducted on the trends, attitudes, and perceptions of teachers and students towards online effectiveness and challenges.

Sintema, (2020) researched the effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education. It has been assumed that COVID-19 will adversely affect student performance. Due to limited technological resources indicate a very difficult period in a young country such as Zambia. The results of this study revealed that there is likely to be a decrease in the pass rate of high school students in national examinations.

Similarly, Adnan and Anwar (2020) examined the attitudes of Pakistani higher education students towards compulsory digital university courses and distance education amid the Coronavirus (COVID-19). Students were surveyed for their views on online education in Pakistan. The results showed that online learning cannot achieve the desired results in underdeveloped countries such as Pakistan, where the vast majority of students cannot get access to the Internet due to technical and financial problems.

On the other hand, Baber (2020) researched students` attitudes toward online learning during Covid19 pandemic. The study found that students are positively influenced by the factors–interaction in the classroom, student motivation, course

structure, instructor knowledge, and facilitation. Thus, students were satisfied with the learning outcome.

Farrah and Al-Bakry (2020) investigated Palestinian university students' opinion toward online learning during the COVID-19 pandemic. The results showed that great efforts should be made for improvements of the application of e-learning, and the technological infrastructure besides holding good training programs.

Nartiningrum and Nugroho (2020) investigated students' attitudes toward utilization of e-learning during the Covid-19 pandemic in Indonesian education system. Hence, the study illustrates the challenges of 45 EFL students; the results revealed that the major challenges were weak internet networks and few direct interactions.

Mexican education system also shifted to online. Rodriguez & et al. (2020) studied the teaching challenges that can be taken into consideration based on Mexican student learning satisfaction of emergency remote teaching (ERT) using Teams platforms. Statistical analysis was carried out to analyze the academic environment for these scenario changes while considering knowledge assessment, and competencies achievement. The main results established significant percentages, where more than 60% of the students surveyed were manifested in the use of the teams and the organization of the class sessions by the teachers, and the activities developed.

Zboun and Farrah (2021) examined students' perspectives about the advantages and challenges of a fully online classroom at Hebron University. The results indicate that students preferred face-to-face lessons. due to the challenges they faces when using online learning such as poor internet connection, poor interaction,

less motivation, less participation, and less comprehension. Though, they admit that online classes are easy to access, comfortable and easy to review for exams.

2.3 Summary

In the beginning of this chapter the theoretical framework has been presented discussing how the history of online learning is related to the beginnings of computers. Also there is no clear theory for online learning, as it is based on other theories. Therefore it is difficult to develop an online learning theory without identifying its platforms, activities, and methods. Then online learning during Corona pandemic was presented as most of the educational institutions in many countries all over the world have shifted from face to face teaching to online teaching by using different online applications. Many educational institutions response was very fast but teachers and students have different opinion regarding this sudden and quick change. Palestine wasn't an exception of the global outbreak of the Coronavirus pandemic in March 2020. Thus Palestinian Universities were forced to transfer to online-learning. They face many obstacles but this dynamic change helped the educational process to continue in this emerging situation.

Moreover, this chapter included the related studies searched many benefits of using online learning. All of them have presented saving time, reducing traveling from one place to another, students-centered, and providing the advantage of reviewing multiple times a day over a period in a more accurate and appropriate way for students. Then related studies to challenges of online learning were introduced. The most important challenge regarding the implementation during the pandemic is technical problems, like the internet weaknesses and interruption, also the lack of the

required devices and equipment. All of the studies have introduced the problems of insufficient training for both teachers and students, the absence of technical skills, and lack of parents` cooperation.

Chapter Three

Research Methodology

3.0 Introduction

This chapter provides a complete description of the method and procedures about how and why this research has been carried out. It describes the methodology of this study, its population and it shows the tools of data collection. Moreover, it presents the procedures of the study, justifies the data-gathering methods, and how the researcher analyzes the collected data. Finally, it discusses the validity and the reliability of the study tools. It also includes the statistical treatments that were used to answer the study questions.

Research Questions

This current study aims to investigate English language teachers' perceptions of utilizing online learning in Palestinian schools during the corona pandemic. Therefore, this study is conducted to answer the following questions:

1. To what extent does the online learning utilized in schools meet students' communicative competence?
2. Are there any statistically significant differences in the teachers' attitude towards online learning due to gender, age, and their academic qualifications?
3. Are there any statistically significant differences between teachers of high schools and primary schools in their attitude towards online learning?
4. What are the benefits of online language learning which is employed at schools for teachers and students?

5. What are the difficulties that face EFL school teachers and students during the transition to online language learning at schools?
6. What are the suggestion and solutions to overcome the online learning obstacles that faced EFL school teachers and students during the transition to online language learning at schools?

3.1 Study design

In light of the importance of finding out solution to rescue the educational process in emergencies and overcoming the obstacles that may face English language teachers in Palestinian schools, the researcher depends on a mixed method design, which is an approach for examination that contains gathering qualitative and quantitative data as stated by Creswell (2013), quantitative data show an overall comprehension of an issue whereas qualitative data show a more detailed understanding of an issue.

Collecting data by gathering both qualitative and quantitative methods give a better and complete understanding of the research problem rather than employing only one method because both methods show a different picture to the data (Creswell and Plano Clark, 2011).

Quantitative study is a method of examining objectives by analyzing the relationship between variables. These variables can be tested by tools, so that counted data can be generalized using statistical techniques (Creswell, 2013). On the other hand, qualitative study is carried out in a natural situation with the researcher observing, and interviews to gathering data for examination to build a comprehensive understanding and illustration of the setting (Marshall and Rossman, 2014).

Qualitative study gives a great comprehension of teacher perceptions' toward employing the online learning, whereas quantitative research methods will be the best useful way in gathering data from a huge sample size. The absence of data, statistics and research papers about employing online leaning in Palestinian schools during pandemic as perceived by English language teachers gives this study its significant.

Therefore, a descriptive analytical method, due to its suitability for the purposes of the study was used to measure English language teachers' attitudes toward online teaching in Palestinian schools (Promoting Students' Communicative Competence, benefits, challenges and solutions) , And the data were analyzed by appropriate statistical methods.

3.2 Developing the Items

3.2.1 Survey

According to McLeod (2018) the questionnaire is considered a very effective and fast examination tool. Therefore, it enables the researcher to access information from many people in very short time and at a lower cost than other instruments. Accordingly, in this study the researcher used closed – ended questions in the questionnaire and presented by five points Likert scale.

However, the items included in the questionnaire were inspired from particular studies related to the topic such as, (Coman, Țîru, Meseșan-Schmitz, Stanciu & Bularca, 2020; Farrah & Al-Bakry, 2020; Zboun & Farrah 2021; Itmeizeh & Farrah ,2021; Rodriguez-Segura, Zamora-Antuñano, Rodriguez-Resendiz, Paredes-García, Altamirano-Corro, & Cruz-Pérez, 2020; and Adnan 2020)..

The studies of Farrah and Al-Bakry, 2020, Itmeizeh and Farrah, 2021 had the largest influence on the development of this questionnaire. Farrah and Al-Bakry (2020) studied online learning for English language students in Palestinian universities during the Coronavirus outbreak: advantages, challenges, and solutions. Itmeizeh and Farrah (2020) studied the perceptions of English as a foreign language Instructors and learners` toward using online applications at Al-Ahlia University and Hebron University in Palestine.

The questionnaire involves three major parts. The first part is about teachers` demographic data (gender, age, their educational level, levels they teach, training, teaching experience, technological equipment, wi-fi connection). The teachers were categorized based on their background information in order to answer the first research question about the differences between teachers in using online learning based on their gender / age /received training/ teaching experience / Wi Fi connection/ technological devices/ educational level and levels they teach.

In the second part of the questionnaire five-points Likert-type scale was used to answer the research questions, including (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree. This part has four domains: A, B, C, and D, the first one is about teachers` perceptions of the impact of online teaching on students` communicative competence, which consists of ten items to answer the second research question.

The second domain of the questionnaire addresses the benefits of online learning for teacher, it includes seven statements. This section shows the advantages of online teaching method. The aim of this part is to answer the third research question.

The third domain of the questionnaire investigates the challenges of online language learning in Palestinian schools. This domain shows the difficulties for teachers, students, and parents to employ online learning, it consisted of eighteen statements. The purpose of this domain is to answer the fourth research question.

The last domain addresses the suggestion and solutions to overcome the online learning obstacles. This section provided solutions for the government, teachers, parents, and students. It contained fourteen items and aims to answer the fifth research question. Therefore, the second part of the questionnaire has forty nine items in total.

The third major part of the questionnaire has three open –ended questions to identify teachers` opinions, first about the challenges they have faced, and their opinion about factors that could enhance the effectiveness of online teaching. The last question gives them freedom of expression to add any comment they want about online education.

However, before getting to the final version of the questionnaire, the researcher has presented a first draft copy to one of the supervisors at Hebron Directorate on the 7th of March 2021. She checked them to improve them and make them more inclusive and comprehensive. Therefore, she made modifications, added, and deleted some items during a period of time from a week to months.

When the supervisor's approved the survey, the researcher submitted the questionnaire to three instructors at Hebron University, they approved it with some comments. For example, they suggested omitting some sentences and changing others from fragments to complete sentences. After thorough discussion with the supervisor, the researcher accepted the comments and took them into consideration; the researcher discussed some notes with the supervisor to make the appropriate changes.

3.4 Study population

The study population consisted of all teachers working in the schools of the directorates of the Palestinian Ministry of Education in the West Bank and Gaza Strip. 10% of the study population was selected as a sample of the study. The random number of the subjects of the sample became (418) male and female teachers. The data was collected in the second semester of the academic year 2020/2021.

3.5 Study sample

The researcher distributed (450) questionnaires to English language teachers in public schools affiliated to the Palestinian Ministry of Education in the West Bank and Gaza Strip. The questionnaires retrieved and valid for analysis reached (418) questionnaires.

3.6 Study tool

The researcher developed the questionnaire about English language teachers' attitudes toward online teaching in Palestinian schools (Promoting Students' Communicative Competence, benefits, challenges and solutions), after reviewing previous studies that dealt with the subject of the study.

The scale included in its final form (59) items (Appendix A), and the items of the scale are answered by the English language teachers on the response scale that follows the item according to Likert's five-point grading which were as follows: Strongly agree with (5) scores, agree with (4) scores, neutral with (3) scores, disagree with (2) scores, Strongly disagree with (1) scores.

3.7 Validity of the Questionnaire

Validate the study tool

To validate the questionnaire, the researcher presented it in its initial form to (7) arbitrators from Palestinian universities who are experts in the field. They suggested some changes that were taken into account by the researcher. The scale included in its final form (59) items measuring English language teachers' attitudes toward online teaching in Palestinian schools (Promoting Students' Communicative Competence, benefits, challenges and solutions) (Appendix A).

The validity of the internal consistency was verified by calculating (Pearson correlation) for the scale paragraphs with the total score of the scale, as seen in the following table:

Table (3.5): Pearson correlation results for the correlation matrix for each item of the survey with the overall score of the scale.

No	Items	Pearson correlation	Sig
	Teachers' Perceptions of the Impact of Online Teaching on Students' Communicative Competence		
1	Our students can learn 'Listening Skill' easily through online education.	0.629**	0.000
2	Our students can learn 'Speaking Skill' easily through online education.	0.500**	0.000
3	Our students can learn 'Reading Skill' easily through online education.	0.677**	0.000
4	Our students can learn 'Writing Skill' easily through online education.	0.542**	0.000
5	My students can use the online applications effectively.	0.403**	0.000
6	Online learning helps students increase their confidence.	0.553**	0.000
7	Online learning helps shy students increase their interaction.	0.569**	0.000
8	Online learning enables students to develop their inquiry learning skills.	0.386**	0.000

No	Items	Pearson correlation	Sig
9	Online learning helps in maintaining appropriate interaction with students.	0.554**	0.000
10	Online learning enables students' access information successfully.	0.607**	0.000
Benefits of online Learning , As a Teacher			
1	I can effectively teach through online.	0.656**	0.000
2	Utilizing online learning helps me in organizing my teaching strategies.	0.652**	0.000
3	Utilizing online learning helps me in posting assignments easily to my students.	0.509**	0.000
4	Utilizing online learning helps me in evaluating my students learning outcomes.	0.467**	0.000
5	Utilizing online learning helps me in achieving the intended learning outcomes.	0.703**	0.000
6	Online learning improves technological skills.	0.713**	0.000
7	Online learning is an appropriate solution to rescue the educational process in emergencies.	0.636**	0.000
Online learning difficulties for Teachers & Students			
1	Teachers increase their efforts in 'online education'.	0.604**	0.000
2	Online learning makes it difficult to teachers to maintain proper interaction with students.	0.314**	0.000
3	There is a lack of sufficient training for teachers to teach online classes.	0.550**	0.000
4	Teachers cannot conduct assessment in a fair and objective manner in online learning.	0.609**	0.000
5	Online learning does not give a true picture of the quality of learning.	0.548**	0.000
6	Cheating is easy in online exams between students.	0.393**	0.000
7	Online learning deprives low and moderate achievers from interacting and accomplishing their assignments.	0.621**	0.000
8	There is a lack of timely and appropriate feedback to students in online learning.	0.420**	0.000
9	There is a lack of appropriate training for students to use online applications.	0.490**	0.000
10	There is an absence of reliable technical support for teachers and students.	0.485**	0.000

No	Items	Pearson correlation	Sig
11	There is a difficulty of motivating students in online classes	0.518**	0.000
12	Some students suffer from lack of privacy (noisy surrounding environment)	0.795**	0.000
13	Lack of students attendance is a real problem online learning	0.475**	0.000
14	Students do not take online education seriously.	0.466**	0.000
15	Parents do not take online education seriously.	0.884**	0.000
16	Online learning distracts our students` attention	0.493**	0.001
17	There is a Lack of equipment for online classes (smartphones, laptops, etc.)	0.894**	0.000
18	Wi-Fi/ internet/ networking are weak in Palestine for teachers and students.	0.944**	0.000
Suggestion and solutions to overcome the online learning obstacles			
1	The govt., should provide 'Teachers & students' with the basic technical support that they need in the online process.	0.550**	0.000
2	The Palestinians need to strengthen their educational infrastructure, especially in 'online learning'.	0.794**	0.000
3	Teachers need to build their capacity in online teaching and assessment	0.602**	0.000
4	There is need to encourage teachers to widen their resources meet the intended learning outcomes.	0.839**	0.000
5	Our students and their parents need training in using the online platform and equipping them with the required technological skills.	0.854**	0.000
6	There is need to develop online educational applications that offer all students to learn considering their abilities.	0.566**	0.000
7	There is need to grant students reasonable time to accomplish their assignments.	0.847**	0.000
8	There is need to improve an observing attendance system for students and sending them notification if they were absent	0.748**	0.000
9	There is need to encourage collaborative online activities.	0.848**	0.000
10	'Parents & Teachers' should motivate students to attend online classes.	0.406**	0.000
11	There is need to build positive relationships between students and teachers	0.762**	0.000
12	There is need to provide students with opportunities to show creativity	0.461**	0.000

No	Items	Pearson correlation	Sig
13	There is need to develop online educational applications that prevent cheating in online exams	0.849**	0.000
14	There is a need to encourage parents to take online learning seriously and follow up with the requirements of online learning.	0.501**	

The data presented in Table (10) indicate that all the values of the scale paragraphs correlation matrix with the total score of the scale are statistically significant, indicating the existence of an internal consistency between the scale paragraphs

3.8 Reliability of the Questionnaire

It indicates that the value of the Cronbach`s alpha reliability coefficient for English language teachers` attitudes toward online teaching in Palestinian schools (Promoting Students' Communicative Competence, benefits, challenges and solutions) was high, with a value of (0.92) which indicates that the scale has a high degree of stability and it is suitable for being implemented and being able to achieve the objectives of the study.

3. 9 Variables of the study

Independent variables: Gender, Age, I received sufficient training to teach online, satisfied with my online teaching experience, strong Wi Fi connection, the necessary technological devices (smartphone, laptop, etc.) That I need for online teaching, Educational level, stages I teach, City.

Dependent variables: teachers' attitudes

3.10 Study procedures

To achieve the objectives of the study, the researcher conducted the study according to a number of stages, as follows:

1. Preparing study standards, after reviewing a number of standards that were mentioned in previous studies
2. Obtaining a book to facilitate the task for the researcher and presenting it to officials in the Palestinian education directorates, in order to be able to apply the study tool.
3. Data collection: the researcher retrieve the copies that were distributed, and (418) copies were collected for analysis
4. Conducting the necessary statistical treatment to analyze the results was carried out.
5. Interpretation and drawing conclusions.

3. 11 Statistical methods

To analyze the study data, a statistical software package for the social sciences was used (SPSS: Version (25))

The following statistical methods were used:

1. Frequencies and percentages to find out the population's demographic characteristics.
2. Arithmetic means and standard deviations
3. The Cronbach`s alpha test to see the reliability of the scale paragraphs

4. Spearman Brown correlation coefficient to find out the stability of the scale by the half-segmentation method
5. Independent samples T-Test to find out the differences between the means of two independent samples
6. The One Way Anova test to find out the significance differences in the means of community members on the two scales of motivating school principals and job satisfaction among secondary school teachers in Hebron Governorate schools from their point of view.
7. Scheffe's test for two-dimensional comparisons to find the source of differences in the means.

The key to correcting the reading of the arithmetic averages of the scales for: English language teachers' attitudes toward online teaching in Palestinian schools from their point of view.

Table (3.6): The correction key for the questionnaire means

Degree	Mean
Very low	1.00-1.80
Low	1.81-2.60
Medium	2.61-3.34
High	3.35-4.20
Very high	4.21-5.00

3.12 Summary

To collect data, the researcher used qualitative and quantitative methods. The researcher used a questionnaire that was distributed to 450 English language teachers in public schools affiliated to the Palestinian Ministry of Education in the West Bank and Gaza Strip. It was about their attitudes toward the use of online learning in teaching English language during the outbreak of the pandemic Corona Virus. The questionnaire was distributed electronically because of the lockdown. The percentage of the retrieved questionnaires rate was 93%. To obtain accurate results, the questionnaire includes three major parts: teachers` demographic data, five-point Likert-type scale, three open –ended questions. The researcher used the statistical analysis method by using (SPSS) to analyze the data collected through questionnaire. The researcher used the content analysis method to analyze the three open –ended questions.

Chapter Four

Findings and Discussion of the Results

4.0 Introduction

This chapter includes a presentation of the results of the study that were obtained after conducting the statistical analysis of the study data.

4.1 Questionnaire Analysis and Discussion

4.1.1 Part one: Demographic Data of English teachers' questionnaire

The questionnaires retrieved and valid for analysis reached 418 ones. The researcher observed certain socio-demographic characteristics of the English language teachers, and the following table shows the characteristics of the demographic sample of instructors that included variables as shown in Table (4.1) below.

Table (4.1): Demographic Characteristics distributed by gender.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Male	126	30.1	30.1	30.1
Female	292	69.9	69.9	100.0
Total	418	100.0	100.0	

The data in Table 1 indicate that 30.1% of the sample subjects were males and 69.9% of them were females.

Table (4.2): Distribution of subjects by Age variable

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
22-30	114	27.3	27.3	27.3
31-40	140	33.5	33.5	60.8
41-50	115	27.5	27.5	88.3
51+60	49	11.7	11.7	100.0
Total	418	100.0	100.0	

It is clear from the data in Table (2) that (27.3%) of the sample subjects are between 22-30 years old, and (33.5%) of the sample subjects are from 31-40 years old, and (27.5%) of them are between the ages of 31-40 years. 41-50 years old, (11.7%) of them are 51-60 years old

Table (4.3): Distribution of demographic characteristics by the sufficient training to teach online

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	172	41.1	41.1	41.1
No	246	58.9	58.9	100.0
Total	418	100.0	100.0	

The data presented in Table 3 indicate that (41.1%) of the sample individuals received training and (58.9%) of the sample individuals did not receive adequate training.

Table (4.4): Demographic characteristics according to satisfaction with online teaching experience

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	174	41.6	41.6	41.6
No	244	58.4	58.4	100.0
Total	418	100.0	100.0	

The data contained in Table 4 indicate that (41.6%) of the respondents are satisfied with their experience and (58.4%) are not satisfied with their experience

Table (4.5): Demographic characteristics according to the strong Wi Fi connection

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	150	35.9	35.9	35.9
No	268	64.1	64.1	100.0
Total	418	100.0	100.0	

The data presented in Table 5 indicate that (35.9%) of the respondents have a strong Wi-Fi connection and (64.1%) do not have a weak Wi-Fi connection.

Table (4.6): Distribution of demographic characteristics by Technological devices

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	317	75.8	75.8	75.8
No	101	24.2	24.2	100.0
Total	418	100.0	100.0	

The data in Table 6 indicate that (75.8%) of the sample individuals have suitable technological devices and (24.2%) do not have suitable technological devices

Table (4.7): Distribution of demographic characteristics by the Educational level

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	3	.7	.7	.7
BA	307	73.4	73.4	74.2
MA	63	15.1	15.1	89.2
PHD	19	4.5	4.5	93.8
High Diploma	26	6.2	6.2	100.0
Total	418	100.0	100.0	

The data in Table (7) indicate that (0.7%) of respondents have Diploma, (73.4) BA, (15.1) MA and (4.5) PHD (6.2) High Diploma.

Table (4.8): Distribution of demographic characteristics by level I teach

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
primary level	196	46.9	46.9	46.9
high school level	222	53.1	53.1	100.0
Total	418	100.0	100.0	

The data in Table 8 indicate that (46.9%) of the sample individuals have a primary level and (53.1%) have a high school level.

Table (4.9): Distribution of demographic characteristics by city variable

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Hebron	90	21.5	21.5	21.5
Tulkarem	32	7.7	7.7	29.2
Jerusalem	30	7.2	7.2	36.4
Bethlehem	16	3.8	3.8	40.2
Nablus	51	12.2	12.2	52.4
Jenin	26	6.2	6.2	58.6
Tubas	12	2.9	2.9	61.5
Qalqilya	23	5.5	5.5	67.0
Salfit	13	3.1	3.1	70.1
Ramallah and Al-Bireh	74	17.7	17.7	87.8
Jericho	10	2.4	2.4	90.2
Gaza Strip	41	9.8	9.8	100.0
Total	418	100.0	100.0	

The data in Table (9) indicate that (21.5%) of the sample individuals belong to the Hebron Education Directorate, (7.7%) to Tulkarem District, (7.2%) to Jerusalem District, (3.8%) to Bethlehem District, and (12.2%) to Nablus District. (6.2%) for Jenin District, (2.9%) for Tubas District, (5.5%) for Qalqilya District, (3.1%) for Salfit District, (17.7%) for Ramallah and Al-Bireh District, (2.4%) for Jericho District, and, finally, (9.8%) for the Gaza Strip.

4.2.2 Part two: English teachers questionnaire

Main question results: What are English language teachers' attitudes toward online teaching in Palestinian schools (Promoting Students' Communicative Competence, benefits, challenges and solutions)?

To answer the question, the arithmetic means and standard deviations for measuring English language teachers' attitudes toward online teaching in Palestinian schools (Promoting Students' Communicative Competence, benefits, challenges and solutions) were extracted, as shown in Table (4.10).

Table (4.10): Means and standard deviations for measuring the main domains in the survey

Items	Mean	Std. Deviation	Degree
Teachers' Perceptions of the Impact of Online Teaching on Students' Communicative Competence	3.61	0.82	High
Benefits of online Learning , As a Teacher	3.81	0.75	High
Online learning difficulties for Teachers & Students	4.13	0.45	High
Suggestion and solutions to overcome the online learning obstacles	4.33	0.47	Very high
Total marks	3.97	0.48	High

The data in Table (4.10) indicate that English language teachers' attitudes toward online teaching in Palestinian schools came with a high score, with the mean overall score (3.97) and a standard deviation (0.48)

The results of the first question (Section A): To what extent does online learning utilized in schools meet students' communicative competence?

To answer the question, arithmetic means and standard deviations were extracted to measure to what extent does online learning utilized in schools meet students' communicative competence, as shown in Table (4.11).

Table (4.11): Arithmetic means and standard deviations of online learning utilized in schools meet students' communicative competence

Items Students	Mean	Std. Deviation	Degree
Online learning helps shy students increase their interaction.	3.83	1.01	High
Online learning enables students' access information successfully.	3.75	1.07	High
Online learning helps students increase their confidence.	3.68	1.07	High
Online learning enables students to develop their inquiry learning skills.	3.68	0.94	High
Our students can learn 'Reading Skill' easily through online education.	3.61	1.07	High
Online learning helps in maintaining appropriate interaction with students.	3.61	1.03	High
Our students can learn 'Listening Skill' easily through online education.	3.55	1.23	High
Our students can learn 'Speaking Skill' easily through online education.	3.47	1.13	High
My students can use the online applications effectively.	3.44	1.17	High
Our students can learn 'Writing Skill' easily through online education.	3.43	1.26	High
Total marks	3.61	0.82	High

The data in Table (4.11) indicate that solutions to overcome the online learning obstacles scored a high degree, with an arithmetic mean of (3.61) and a standard deviation of (0.82).

As seen in table (4.11), the highest score was for the item (Online learning helps shy students increase their interaction.) scored a high degree, with the arithmetic mean (3.83) and a standard deviation (1.01) with a high degree, while the lowest score obtained by the section (Our students. can learn 'Writing Skill' easily through online education.) It scored high, with the mean overall score (3.43) and a standard deviation (1.26).

The results of the second question (Section B): What are the Benefits of online Learning, As a Teacher?

To answer the question, the arithmetic averages and standard deviations for measuring this question were extracted, as shown in Table (4.12).

Table (4.12): The arithmetic means and standard deviations of the Benefits of Online Learning, As a Teacher.

Items Students	Mean	Std. Deviation	Degree
Online learning improves technological skills.	4.14	0.82	High
Online learning is an appropriate solution to rescue the educational process in emergencies.	4.08	0.98	High
I can effectively teach through online.	3.91	1.03	High
Utilizing online learning helps me in posting assignments easily to my students.	3.88	0.91	High
Utilizing online learning helps me in organizing my teaching strategies.	3.69	0.92	High

Utilizing online learning helps me in achieving the intended learning outcomes.	3.54	1.11	High
Utilizing online learning helps me in evaluating my students learning outcomes.	3.45	1.28	High
Total marks	3.81	0.75	High

The data in Table (4.12) indicate that the benefits of online learning, as a teacher scored a high degree, with the mean of the total score (3.81) and a standard deviation (0.75).

As seen in table (4.12) that the highest score attained by the item (Online learning improves technological skills.), Where the arithmetic mean of the total score was (4.14) and a standard deviation (0.82) with a high degree, while the lowest score obtained by the item (Utilizing online learning helps me in Evaluating my students learning outcomes. It scored a moderate degree, with an overall mean of (3.45) and a standard deviation (1.28).

The results of the third question (Section C): What are the online learning difficulties for Teachers & Students?

The arithmetic means and standard deviations to measure online learning difficulties for Teachers & Students were extracted, as shown in Table (4.13).

Table (4.13): The arithmetic means and standard deviations of online learning difficulties.

Items	Mean	Std. Deviation	Degree
Students			
Lack of students attendance is a real problem online learning	4.41	0.74	Very high
Cheating is easy in online exams between students.	4.38	0.79	Very high
Wi-Fi/ internet/ networking are weak in Palestine for teachers and students.	4.36	0.73	Very high
Teachers increase their efforts in 'online education'.	4.26	0.84	Very high
Some students suffer from lack of privacy (noisy surrounding environment)	4.25	0.73	Very high
Students do not take online education seriously.	4.23	0.83	Very high
There is a Lack of equipment for online classes (smartphones, laptops, etc.)	4.23	0.76	Very high
Teachers cannot conduct assessment in a fair and objective manner in online learning.	4.15	0.79	High
Parents do not take online education seriously.	4.13	0.87	High
There is an absence of reliable technical support for teachers and students.	4.12	0.81	High
Online learning does not give a true picture of the quality of learning.	4.11	0.85	High
There is a lack of appropriate training for students to use online applications.	4.06	0.83	High
There is a lack of sufficient training for teachers to teach online classes.	3.99	0.86	High
There is a lack of timely and appropriate feedback to students in online learning.	3.98	0.91	High
Online learning distracts our students` attention	3.97	0.97	High
There is a difficulty of motivating students in online classes	3.93	0.94	High
Online learning deprives low and moderate achievers from interacting and accomplishing their assignments.	3.91	0.93	High
Online learning makes it difficult to teachers to maintain proper interaction with students.	3.89	0.83	High
Total marks	4.13	0.45	High

The data presented in Table (4.13) indicate that online learning difficulties for teachers and students came with a high score, with the mean of the total score (4.13) and a standard deviation of (0.45)

As seen in table (4.13) that the highest score obtained by the paragraph (Lack of students attendance is a real problem online learning), where the arithmetic mean of the total score was (4.41) and a standard deviation (0.74) with a very high degree, while the lowest score obtained by the paragraph (Online Learning makes it difficult to teachers to maintain proper interaction with students).

The results of the fourth question (Section D): What are the solutions to overcome the online learning obstacles?

Table (4.14): Arithmetic means and standard deviations of the solutions to overcome the online learning obstacles

Items	Mean	Std. Deviation	Degree
Students			
The govt., should provide 'Teachers & students' with the basic technical support that they need in the online process.	4.47	0.72	Very high
The Palestinians need to strengthen their educational infrastructure, especially in 'online learning'.	4.41	0.68	Very high
There is need to develop online educational applications that prevent cheating in online exams	4.41	0.73	Very high
There is need to encourage teachers to widen their resources meet the intended learning outcomes.	4.36	0.74	Very high
'Parents & Teachers' should motivate students to attend online classes.	4.35	0.75	Very high
There is a need to encourage parents to take online learning seriously and follow up with the requirements of online learning.	4.35	0.73	Very high
Our students and their parents need training in using the online platform and equipping them with the required technological skills.	4.32	0.75	Very high
There is need to improve an observing attendance system for students and sending them notification if they were absent	4.31	0.72	Very high
There is need to build positive relationships between students and teachers	4.31	0.81	Very high
There is need to develop online educational applications that offer all students to learn considering their abilities.	4.29	0.72	Very high
There is need to provide students with opportunities to show creativity	4.29	0.75	Very high
Teachers need to build their capacity in online teaching and assessment	4.27	0.75	Very high
There is need to encourage collaborative online activities.	4.26	0.74	Very high
There is need to grant students reasonable time to accomplish their Assignments.	4.17	0.75	High
Total marks	4.33	0.47	Very high

The data in Table (4.14) indicate that suggestion and solutions to overcome the online learning obstacles came to a very high degree, with the arithmetic mean of the overall score (4.33) and a standard deviation (0.33)

As seen in table (4.14) that the highest score attained by the paragraph (The govt., should provide 'Teachers & students' with the basic technical support that they need in the online process.) Where the arithmetic mean of the total score was (4.47) and a standard deviation (0.72) with a very high score, while the lowest score obtained by the paragraph (There is need to grant students reasonable time to accomplish their assignments) came with a high score, with the arithmetic mean of the overall score (4.17) and a standard deviation of 0.75).

The results of the second question: Are there statistically significant differences in the averages of the responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools attributable to variables (gender, age, I received sufficient training to teach online, satisfied with my online teaching experience? , strong Wi Fi connection, the necessary technological devices that I need for online teaching, Educational level, level teach, City)?

To answer the previous question, the following hypotheses have been analyzed:

1. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of gender

To examine the previous hypothesis, the Independent Sample T-Test was used to find differences in the average responses of the study sample's responses to English language teachers' attitudes toward online teaching in Palestinian schools due to the .variable of gender

Table (4.15): Independent Sample T-Test results

	N	Mean	Std. Deviation	t	Sig. (2-tailed)
male	126	4.0055	.52156	0.901	0.368
female	292	3.9590	.46700		

The results in Table (4.15) indicate that there are no statistically significant differences in the averages of the responses of the study sample about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of gender, as the statistical significance reached (0.368), which is greater than the level of(0.05), which is not statistically significant.

2. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of age

To examine the previous hypothesis, One Way Anova test was used to find out whether the differences between the means were significant or not, as shown in Tables (18, 19)

Table (4.16): The numbers, arithmetic means, and standard deviations of the average responses of the study sample individuals due to the variable of age

age	Mean	N	Std. Deviation
22-30	4.0325	114	.49092
31-40	3.9426	140	.47879
41-50	3.9828	115	.45567
51+60	3.8985	49	.54149
Total	3.9730	418	.48393

Table (4.17): Results of the One Way Anova test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.816	3	.272	1.163	.323
Within Groups	96.842	414	.234		
Total	97.658	417			

* Statistical function at the level of significance (0.05)

As seen in the tables (18, 19) that there are no statistically significant differences in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of age, where the statistical significance was (0.323), which is greater than (0.05), which is not statistically significant.

3. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average responses of the study sample individuals due to the variable of sufficient training to teach online

To examine the previous hypothesis, the Independent Sample T-Test was used to find out the differences in the average responses of the study sample's responses to English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of the variable of sufficient training to teach online .

Table (4.18): Independent Sample T-Test results

	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Yes	172	4.81	0.43	5.750	0.000
No	246	3.08	0.48		

As seen in the previous tables that there are statistically significant differences in the means of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools attributable to the variable of the variable of sufficient training to teach online, where the statistical significance was (0.000), which is less. Of (0.05), which is statistically significant, the differences were in favor of those with the variable of sufficient training to teach online with an arithmetic mean of (4.81) versus those without the variable of sufficient training to teach online with an arithmetic mean of (3.08).

4. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of satisfied with my online teaching experience

To examine the previous hypothesis, the Independent Sample T-Test was used to find differences in the average responses of the study sample's responses to English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of satisfied with my online teaching experience .

Table (4. 19): Independent Sample T-Test results

	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Yes	174	3.85	0.42	4.198	0.000
No	244	4.05	0.50		

As seen in the previous tables that there are statistically significant differences in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools attributable to the variable of the variable of with my online satisfied teaching experience, where the statistical significance was (0.000), which is Less than (0.05), which is a statistically significant function, and the differences were in favor of those who do not have satisfied with my online teaching experience with an arithmetic mean of (4.05) versus those who have satisfied with my online teaching experience with an arithmetic mean of (3.85).

5. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of strong Wi Fi connection

To examine the previous hypothesis, the Independent Sample T-Test was used to find differences in the average responses of the study sample's responses to English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of strong Wi Fi connection

Table (4.20): Independent Sample T-Test results

	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Yes	150	3.82	0.38	4.846	0.000
No	268	4.05	0.51		

As seen in the previous tables that there are statistically significant differences in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools attributable to the variable of the variable of the strong Wi Fi connection, where the statistical significance was (0.000), which is less than (0.05), which is statistically significant, and the differences were in favor of those who do not have a strong Wi Fi connection with a mean (4.05) compared to those who have a strong Wi Fi connection experience with a mean of (3.82).

6. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of the necessary technological devices

To examine the previous hypothesis, the Independent Sample T-Test was used to find differences in the average responses of the study sample's responses to English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of the necessary technological devices

Table (4.21): Independent Sample T-Test results

	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Yes	317	4.00	0.46	2.206	0.010
No	101	3.86	0.51		

As seen in the previous tables that there are statistically significant differences in the average responses of the study sample about English language teachers' attitudes toward online teaching in Palestinian schools attributable to the variable of the variable of the necessary technological devices, where the statistical significance was (0.010), which is less than (0.05), which is statistically significant, and the differences were in favor of those who had the necessary technological devices with a mean (4.00) versus those who did not have the necessary technological devices with an arithmetic mean (3.86).

7. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of Educational level

To examine the previous hypothesis, the One Way Anova test was used to find out the differences in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of Educational level, as shown in Tables (22, 23)

Table (4.22): the numbers, arithmetic means, and standard deviations

Educational level	Mean	N	Std. Deviation
Diploma	3.4284	3	.46152
BA	4.0413	307	.49114
MA	3.8211	63	.36216
PHD	3.6783	19	.37528
High Diploma	3.8122	26	.51581
Total	3.9730	418	.48393

Table (4.23): Results of the One Way Anova test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.099	4	1.525	6.878	.000
Within Groups	91.559	413	.222		
Total	97.658	417			

* Statistical function at the level of significance (0.05)

As seen in the tables (23, 22) that there are statistically significant differences in the average responses of the study sample individuals about English language teachers'

attitudes toward online teaching in Palestinian schools due to the variable of Educational level, where the statistical significance was (0.000), which is less than (0.05), which is statistically significant.

To find out the source of the differences, the LSD test was used to reveal the source of the differences between the responses of the respondents regarding English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of educational level, as shown in Table (26).

Table (4.24): LSD test results for differences between respondents 'responses to English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of educational level

(I) s7	(J) s7	Mean Difference (I-J)	Std. Error	Sig.
Diploma	BA	-.61291*	.27317	.025
	MA	-.39268-	.27824	.159
	PHD	-.24986-	.29252	.394
	High Diploma	-.38377-	.28710	.182
BA	Diploma	.61291*	.27317	.025
	MA	.22023*	.06512	.001
	PHD	.36305*	.11131	.001
	High Diploma	.22914*	.09617	.018
MA	Diploma	.39268	.27824	.159
	BA	-.22023*	.06512	.001
	PHD	.14282	.12324	.247
	High Diploma	.00891	.10975	.935
PHD	Diploma	.24986	.29252	.394
	BA	-.36305*	.11131	.001

	MA	-.14282-	.12324	.247
	High Diploma	-.13391-	.14211	.347
High Diploma	Diploma	.38377	.28710	.182
	BA	-.22914-*	.09617	.018
	MA	-.00891-	.10975	.935
	PHD	.13391	.14211	.347

Through the previous table, we note that the differences were in favor of BA versus the rest of the educational levels

8. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable level teach

To examine the previous hypothesis, the Independent Sample T-Test was used to find differences in the average responses of the study sample's responses to English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of level I teach

Table (4.25): Independent Sample T-Test results

	N	Mean	Std. Deviation	t	Sig. (2-tailed)
primary level	196	3.87	0.49	3.840	0.000
high school level	222	4.05	0.45		

It is evident from the previous tables that there are statistically significant differences in the averages of the responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools attributable

to the variable of the variable of level teach, where the statistical significance was (0.000), which is less than (0.05)), which is statistically significant, and the differences were in favor of the high school level with a mean (4.05) versus a primary level with a mean (3.87).

9. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of City

To examine the previous hypothesis, the One Way Anova test was used to find the differences in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of city, as shown in Tables (26, 27)

Table (4.26): the numbers, arithmetic means, and standard deviations of the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of city

City	Mean	N	Std. Deviation
Hebron	3.6994	90	.38634
Tulkarem	3.9214	32	.43635
Jerusalem	3.6607	30	.45404
Bethlehem	3.9842	16	.46964
Nablus	3.8952	51	.53947
Jenin	3.9411	26	.51216
Tubas	4.2104	12	.49846
Qalqilya	4.3337	23	.34344
Salfit	4.2380	13	.44147

Ramallah and Al-Bireh	4.3555	74	.20939
Jericho	4.2627	10	.63270
Gaza sector	3.8384	41	.40404
Total	3.9730	418	.48393

The administrative division of the West Bank and Gaza Strip in Palestine geographically into three main regions: the cities of the north, the cities of the center and the cities of the south. Cities in the north such as Nablus, Jenin, Tulkarm, Tubas, Salfit and Qalqilya. Central cities Ramallah, Al-Bireh, Jerusalem and Jericho. Cities of the south Hebron, Bethlehem and the Gaza Strip

The data in Table (26) indicate that (90) of the sample individuals belong to the Hebron Education Directorate, (32) to Tulkarem District, (30) to Jerusalem District, (16) to Bethlehem District, and (51) to Nablus District. (26) for Jenin District, (12) for Tubas District, (23) for Qalqilya District, (13) for Salfit District, (74) for Ramallah and Al-Bireh District, (10) for Jericho District, and, finally, (41) for the Gaza Strip.

Table (4.27): Results of the One Way Anova test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.917	11	.461	1.158	0.425
Within Groups	96.741	406	.174		
Total	97.658	417			

As seen in the tables (26, 27) that there are no statistically significant differences in the average responses of the study sample individuals about English language teachers' attitudes toward online teaching in Palestinian schools due to the variable of

age, where the statistical significance was (0.425), which is greater than (0.05), which is not statistically significant.

4.2.3 Part Three: Open-ended Items

Results of the three open-ended questions

The researcher uses three open-ended questions as the third part of the questionnaire to identify teachers' opinions. The first is about the challenges that participants have faced, and the second one is about their opinions about the factors that could enhance the effectiveness of online teaching. Finally, a free question to express any thoughts they would like to add about this topic.

Q.1 In your opinion, what are the three most important challenges you have already faced during online teaching?

Almost all of the teachers' responses emphasized that the weakness of the internet connection and the lack of internet access for teachers and their students is the greatest difficulty that faced online education. Approximately 200 responses agree that internet problems are the most popular difficulty for both teachers and their students.

Teachers highly expressed the obstacle represented by the carelessness of parents which reflects their children seriousness many parents are not interested in following up their children one teacher response: "students don't take online learning seriously and they believe teachers will repeat everything when they come back to school". Teachers have to repeat what they teach online, face to face so few numbers of students participate effectively and very few numbers of them do their homework or

even submit exams. While other parents attend class instead of their children and do their homework, they interfere negatively in their children`s learning process by providing them with the answer without giving them the chance to think.

In addition, more than 170 participants highlighted the problem of students' attendance, one teacher said: "more than 50% of my students do not attend online class". Some teachers express that ignorance from parents and poverty lead them to neglect their children`s education. While most of the other students who attend classes attend as listeners only without participating, they attend classes while doing other activities (playing games, eating, chatting, etc.) one teacher response: "I have 3-6 students that are participating and the others are silent".

Further, other responses illustrate the challenges of technological infrastructure problems and lack of equipment and devices for both teachers and students. There is a lack of suitable online teaching and learning devices for the number of students within one family. One response expresses: "Most parents cannot afford smartphones or laptops for their children. Also, the devices we use are below the international measurements."

They also suffer from the lack of sufficient training for teachers, students, and parents. They have poor technological abilities. They don't have experience in using online application and communication technology methods. Moreover, teachers believe that the surrounding environment represents a huge challenge. one teacher said: "sometimes I don't have control over the noise around me, and it's not always easy to find a quiet place, nor is it easy to force the people in my house to stop being too loud."

Teachers emphasize the problems of time, assessment, and attractive motivating activities, one teacher responds: "preparing for online classes takes double time." Teachers express that preparing for every lesson needs more time than the traditional face to face classes as they have to find suitable activities that can achieve the required objectives and attract students` attention and let them participate effectively in online classes, another response: "As a teacher, I need more time to prepare PowerPoint slides for each class." Moreover, teachers point out the difficulty of having a good and fair evaluation. One teacher replies: "Online learning is not fair from all aspects." another said: "Ministry of Education change of mind in many decisions regarding the assessment of students based on online learning." teachers believe that evaluating students in a good and fair manner based on the online learning is impossible.

Q.2 In your opinion, what are three factors that could enhance the effectiveness of online teaching?

Almost all of the teachers `responses emphasized that solving the problem of the weak internet connection and increase the speed of the internet for teachers and their students is the best solution to enhance online education effectively. One teacher response: "Supply internet services freely to teachers and students". Another response: "Government should suspend and increase the salary for teachers also grant them free high internet."

Most of the teachers` responses emphasize the importance of having positive attitudes from teachers, parents, and students toward online education, teachers indicate the significance of raising society`s awareness of the importance of online education which reflects on the students` seriousness, many parents are not interested

in following up their children, one teacher responds: "increase the awareness between the families about the importance of online teaching during the difficult circumstances." there should be a cooperation between society and schools. Another teacher replies: "providing parents with a workshop regarding the importance of online learning to manage fairly well in emergencies situations as COVID 19 ."

In addition, most participants focused on the significance of students' real attendance, one teacher say: "Ministry of Education should be more serious in connection with considering online learning as a formal system for learning. This would help teachers in forcing students to attend online learning classes". Teachers believe that should be rules to force students to attend online classes. Another response: "The Ministry of education should impose sanctions on students who absent meetings." Some teachers recommend putting more punishment for students` absence, other teachers express that students should be encouraged by their parents and be more responsible so they would be active learners and participate more effectively. Some teachers suggest rewarding students who attend classes effectively such as giving them extra marks. One teacher express: " First of all and most importantly making students believe it`s fun as well as a responsibility to study and cooperate with their teachers." So teachers believe that raising the sense of responsibility in both students and teachers and their families is a very important factor.

Moreover, teachers` responses illustrate the resolution to the factor of technological infrastructure problems and lack of equipment and devices for both teachers and students by providing the families who are in need with sufficient devices. One response expresses: "providing our students and teachers with technological devices". Therefore, the government should supply teachers and students with the needed equipment.

Teachers also indicate the significance of offering effective training for the teacher, student, and their parents. The Ministry of Education should support teachers and students with encouraging courses on how to use and get the best benefits of educational applications.

Many teachers emphasize the importance of designing applications for online teaching such as planning courses for teachers, providing more online recourses to save time in preparing for online classes to help them, providing appropriate objective assessment system for their students, and motivating activities to enhance the online teaching.

Q.3 Is there anything else you would like to add?

Many teachers express their concerns about the effectiveness of online learning in Palestinian schools. One teacher responds: "In our country, face- to-face education is better. We will not be able to reach the level of education in Europe and America." They believe that we are not ready for such an advanced kind of teaching experience. One teacher replies: " Online learning is not the appropriate solution for teachers and students in Palestine yet." They think that we are so far from teaching online, another response: "What happened in Palestine is trying to apply learning distance. And believe that it is successful."

Moreover, some teachers indicate their concerns about the side effects of online learning for both teachers and students such as wasting teachers` time and efforts, one teacher replies: " Online teaching waste my time to teach my children and to have a great time with them." They also have fears of the effects of using electronic devices on teachers and students` health. Online learning makes students addicted to the net.

On the other hand, we have the majority of teachers who defend online learning and support it. They think it is the panacea for the lockdown of the schools to rescue the educational year, they indicate that in the current situation it is a disaster to leave students at home without education. One teacher response: "Having something is better than having nothing. Despite all the difficulties the whole community faces in online teaching and learning, it is better than doing nothing." While others express: "Health is first and last."

Many teachers believe in online learning effectiveness if teachers tried their best and give it time and chance to get the desired results. One teacher reply: "In my opinion, the big role in changing this negative image is on the teachers themselves who must be patient and ambitious in this process of teaching, which will for sure be reflected on the students, parents and all the society."

While other teachers think online learning would be successful if the government supported it from all aspects. One teacher expresses: "Government should support our education system especially, in this emergency case. It should provide teachers and students with the equipment needed; for example, computers and strong network, training programs for teachers. And special instructions for parents to follow up their kids in primary schools not to interfere in teaching English in a wrong way."

Finally, teachers express their happiness in using online learning and having great fun experiencing new methods of teaching. One teacher reply: "I really enjoyed using online teaching and I was happy for practicing it but I am not satisfied with the results of this method."

4.3 Discussion

This section tries to discuss the results of this current study. However, it aims to explore the effectiveness of online learning from EFL teachers` point of view in the Palestinian Schools. Moreover, it aims to find a solution for a general problem that faces the educational process during emergencies. In other words, teachers know the advantages of online learning, but they need help to overcome the challenges that they may face while utilizing online education. There are many factors that should be taken into consideration to enhance online learning.

Research Questions

1. To what extent does the online learning utilized in schools meet students` communicative competence?
2. Are there any statistically significant differences in the teachers` attitude towards online learning due to, school level gender, age, and their academic qualifications?
3. Are there any statistically significant differences between teachers of high schools and primary schools in their attitude towards online learning?
4. What are the benefits of online language learning which is employed at schools for teachers and students?
5. What are the difficulties that face EFL school teachers and students during the transition to online language learning at schools?

6. What are the suggestion and solutions to overcome the online learning obstacles that faced EFL school teachers and students during the transition to online language learning at schools?

After analysis on the basis of SPSS, regarding the advantages of online learning for teachers and students, teachers have positive attitudes toward the implementation of online learning and this is clear in the high average of the items in the benefits section in questionnaire. Teachers agree that online learning improves students` communicative competence. They also agree that online learning helps teachers in providing effective teaching process in emergencies.

Teachers agree that online learning meets students` communicative competence. This is clear in their responses to the questionnaires and this conforms to the results of other studies such as Erarslan and Arslan (2019) in which they searched the effects of students' online educational experiences on their study practices. It was found that online learning contributed to students' acquisition of independent electronic study skills. In the questionnaire teachers highly agree that online learning enables students to develop their inquiry learning skills. Teachers also agree that online learning enables students` access information successfully. Teachers highly agree that online learning helps shy students increase their interaction. For example, teachers believe that online learning enhances their students` confidence during the COVID-19 pandemic and this is evident in their responses to the questionnaire. In the questionnaire they gave a very high average for the items of online learning helps shy students increase their interaction and online learning helps students increase their confidence during the COVID-19 pandemic transition. Therefore, teachers keep appropriate interactions with their students

Teachers also highly agree that online learning promotes students four language skills (reading, writing, listening, speaking). In the questionnaire teachers gave the highest score to reading skill then listening skill then speaking skill then writing skill and this conforms to the results of other studies such as Rodrigues and Vethamani (2015) in which they studied the impact of online learning on students` development of speaking skills. They found that online learning give better language proficiency and stronger self- confidence in the improvement of speaking skills. Also Kurucova et al. (2018) found that online learning had an observable improvement in English language learning specially in students` performance as far as for the listening and speaking skills.

Regarding teachers' benefits of online learning during the transition of the COVID-19 pandemic from face to face to online learning, they highly agree in their responses to the questionnaire that online learning improves their technological skills, this item takes the highest score in that section and this generally resembles the findings of the study of Al-Bakry and Farrah (2020).

Teachers highly agree that online learning has become a magical solution to rescue the educational process in unprecedented global pandemic, as it allows teachers to hold their class at any time and place with no other alternatives available to continue the educational process in critical situations that impose lockdown and prevent face-to-face learning similar to what Pokhrel and Chhetri (2021) and Zboun and Farrah (2021) conclude in their study.

Another great advantage is teachers' abilities to teach effectively through online. As online teaching also helps them in all of their teaching steps (*organizing*

teaching strategies, posting assignments, evaluating, and achieving outcomes) and this resembles the findings of study of Itmeizeh and Farrah (2021).

As for the negative points of online learning and the difficulties faced teachers and their students during the COVID-19 outbreak, this study findings are similar to what the following studies conclude: Coman et al. (2020), Mahyoob (2020), Ferri et al. (2020), Pokhrel and Chhetri (2021), Erarslan and Arslan (2019), Nikdel Teymori and Fardin (2020), and Zboun and Farrah (2021). This is clear in the high average of the items in the challenges section in questionnaire. Teachers agree that technological issues represent huge obstacles for both teachers and students. They also agree that pedagogical problems and social issues prevent teachers from providing effective online teaching in emergencies.

In this study, teachers highly agree that the challenge of the lack of students' attendance is a real online learning problem and this is clear in the questionnaire in the closed – questions as this item has the highest average in the challenges category and in the open-ended question. Students and their parents do not take online education seriously. This is similar to what Pokhrel and Chhetri (2021) discussed in their study. Another negative point for both teachers and students is the lack of equipment for online class (smartphones, laptops, etc.) similar to what Daimary (2020) conclude in his study. Another challenge which most of the teachers face is cheating in online exams between students which matches Al-Bakry and Farrah's 2020 study, they found that the evaluation and assessment system is not fair.

Another major aspect regarded as a negative point of online learning by the learners came under the category of challenges of online learning is the weakness of the internet in Palestine for teachers and students and the lack of internet access for

teachers and their students and this is clear in the high mean of this item in the closed question and the open ended question in questionnaire. This match up to with what other studies conclude such a Maatuk et al. (2021), Zboun and Farrah (2021), Nartiningrum and Nugroho (2020), Mahyoob (2020), Erarslan and Arslan (2019), Rodriguez-Segura et al. (2020), Ali (2020).

This study findings show very high mean of the item (The govt., should provide 'Teachers & students' with the basic technical support that they need in the online process) in both the suggestion section and the open-ended question in questionnaire. This is similar to what the following studies also conclude: Zboun and Farrah (2021), Al-Bakry and Farrah (2020), Rahman (2020). The government needs to strengthen their educational infrastructure, especially in 'online learning' like Maatuk et al. (2021), Nartiningrum and Nugroho (2020), Erarslan and Arslan (2019), Rahman (2020), Mahyoob (2020). There is need to develop online educational applications that prevent cheating in online exams and offering observing attendance system for students and sending them notification if they were absent. Therefore online education will be more effective when the government support students and parents and grant for them free high internet.

Another suggestion to enhance online education that show very high mean is the need have a workshops sessions and training courses for teachers, parents, and students to develop their technical skills and rise there awareness about the importance of online learning so that parents will take online learning seriously and follow up with the requirements of online learning and this is similar to other studies like Rahman (2020), Suryaman1 et al. (2020).

Chapter Five

Conclusion and Recommendations

5.0 Introduction

This chapter tries to summarize the findings of this current study. Therefore, it has four sections. The first section introduces the extent to which did the online learning utilized in schools meet the students' communicative competence as perceived by English language teachers in Palestinian schools. The second section presents teachers' attitude towards online learning due to, school level, gender, age, and their academic qualifications. The third section presents the benefits of online language learning. The fourth one introduces the challenges of online learning. The last one suggests some recommendations for future studies.

5.1 The Extent to which the online learning utilized in schools meet the students' communicative competence

This research examined EFL Palestinian teachers' attitudes toward using online learning applications during Corona pandemic. So, teachers' perceptions toward the extent of meeting the students' communicative competence were questioned.

The teachers agree that online learning meets students' communicative competence, it promotes students four language skills (reading, writing, listening, speaking). Also online learning increases students' confidence and increases shy students' interactions so teachers keep appropriate interactions with their students. Further, online learning develops students' inquiry learning skills as they can use online applications

effectively and access information successfully. These points were clear in both the closed-questions and open-ended questions in the questionnaire.

5.2 Advantages of Online Learning

Teachers agree that online learning has many advantages and offer opportunities for the teachers and for their students. Teachers` technological skills improved so they can teach through online effectively. Online learning helps teachers in organizing their teaching strategies. They can post assignments and evaluate their students easily. Also teachers agree that they can successfully achieve the intended outcomes through online learning. Further, teachers in the open-ended questions highlighted the advantage of offering the appropriate solution (a panacea) to rescue the educational process in emergencies and unprecedented global epidemic. They believe that little teaching is better than nothing.

5.3 Challenges of Online Learning

Online learning has many serious challenges for both teachers and their students. First the difficulties that are related to students, almost all of the teachers highlighted the challenge of the lack of students attendance is a real problem online learning. They do not take online education seriously. Also there is a lack of equipment for online class (smartphones, laptops, etc.). Another major challenge which most of the teachers face is cheating in online exams between students beside the challenge of the Wi-Fi/ internet/ networking is weak in Palestine for teachers and students. Further teachers emphasis that students suffer from lack of privacy (noisy surrounding environment). These obstacles were clear in both parts of the questionnaire the open ended questions and the closed questions.

Second the difficulties that are related to teachers. Most of the teachers agree that 'online education' increase their efforts. They also cannot conduct fair assessment. Almost all of the teachers highlighted the obstacle of the absence of reliable technical support and sufficient training for teachers and students. Likewise in the open ended questions, teachers express their annoyance from the government indifferent to the educational situation in these sudden disastrous problems.

5.4 Recommendations

The researcher, in this study, found that online learning in Palestinian schools needs to improvements to be more efficient and to have better results. Thus the researcher provides many suggestion and solutions for getting a better online learning in the future as follows:

1. The government should provide both teachers & students with the basic technical support that they need in the online process. Also it needs to strengthen the educational infrastructure, especially in 'online learning'.
2. The Palestinians need to develop online educational applications that prevent cheating in online exams, to improve the observing attendance system for students, and to develop online educational applications that offer all students to learn considering their abilities.
3. Parents and students should be encouraged to take online learning seriously, take training in using the online platform, motivate their children, and follow up with the requirements of online learning.
4. Teachers should be encouraged to widen their resources to meet the intended learning outcomes, to build their capacity in online teaching and assessment, to grant students reasonable time to accomplish their

assignments, and to build positive relationships between students and teachers.

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Appendix A: Questionnaire



Hebron University

English Department

Questionnaire

This questionnaire is designed to gather information about English language teachers' attitudes toward online teaching in Palestinian schools (*Promoting Students' Communicative Competence, benefits, challenges and solutions*).

The purpose of this study is to investigate teachers' attitudes toward online teaching and to provide solutions to overcome some of the difficulties of utilizing online teaching.

Your answers will be kept confidential and will be used for research purposes only. Thank you for your cooperation.

Part One: Demographic Data

Please answer these questions first, before you continue on to the following questions:

- Gender : male: / female:

- Age: 22-30 31-40 41-50 51 + 61

- I received sufficient training to teach online:
 Yes No

- I am satisfied with my online teaching experience:
 Yes No

- I have strong Wi Fi connection:
 Yes No

- I have the necessary technological devices (smartphone, laptop, etc.) that I need for online teaching:
 Yes No

Educational level:

- PHD BA Diploma
- MA High Diploma

- level I teach:
- primary level high school level

City:

Part Two: Section A. Teachers’ Perceptions of the Impact of Online Teaching on Students’ Communicative Competence

	Items Students	Strongly agree	agree	neutral	disagree	Strongly disagree
1	Our students can learn ' <i>Listening Skill</i> ' easily through online education.					
2	Our students can learn ' <i>Speaking Skill</i> ' easily through online education.					
3	Our students can learn ' <i>Reading Skill</i> ' easily through online education.					
4	Our students can learn ' <i>Writing Skill</i> ' easily through online education.					
5	<i>My students can use the online applications effectively.</i>					
6	Online learning helps <i>students increase their confidence.</i>					
7	Online learning helps <i>shy students increase their interaction.</i>					
8	Online learning <i>enables students to develop their inquiry learning skills.</i>					
9	Online learning helps <i>in maintaining appropriate interaction with students.</i>					
10	Online learning <i>enables students’ access information successfully.</i>					

Section B: Benefits of online Learning , As a Teacher:

	Items Teachers	Strongly agree	agree	neutral	disagree	Strongly disagree
1	<i>I can effectively teach through online.</i>					
2	Utilizing online learning helps me <i>in organizing my teaching strategies.</i>					
3	Utilizing online learning helps me <i>in posting assignments easily to my students.</i>					
4	Utilizing online learning helps me <i>in evaluating my students learning outcomes.</i>					
5	Utilizing online learning helps me <i>in achieving the intended learning outcomes.</i>					
6	Online learning <i>improves technological skills.</i>					
7	<i>Online learning is an appropriate solution to rescue the educational process in emergencies.</i>					

Section C: Online learning difficulties for Teachers & Students

Items Teachers & Students		Strongly agree	agree	neutral	disagree	Strongly disagree
1	Teachers increase their efforts in 'online education'.					
2	Online learning makes it difficult to teachers to maintain proper interaction with students.					
3	There is a lack of sufficient training for teachers to teach online classes.					
4	Teachers cannot conduct assessment in a fair and objective manner in online learning.					
5	Online learning does not give a true picture of the quality of learning.					
6	Cheating is easy in online exams between students.					
Items Teachers & Students		Strongly agree	agree	neutral	disagree	Strongly disagree
7	Online learning deprives low and moderate achievers from interacting and accomplishing their assignments.					
8	There is a lack of timely and appropriate feedback to students in online learning.					
9	There is a lack of appropriate training for students to use online applications.					
10	There is an absence of reliable technical support for teachers and students.					
11	There is a difficulty of motivating students in online classes					
12	Some students suffer from lack of privacy (noisy surrounding environment)					
13	Lack of students attendance is a real problem online learning					
14	Students do not take online education seriously.					
15	Parents do not take online education seriously.					
16	Online learning distracts our students` attention					
17	There is a Lack of equipment for online classes (smartphones, laptops, etc.)					
18	Wi-Fi/ internet/ networking are weak in Palestine for teachers and students.					

Section D: Suggestion and solutions to overcome the online learning obstacles

Items obstacles & solutions		Strongly agree	agree	neutral	disagree	Strongly disagree
1	The govt., should provide 'Teachers & students' with the basic					

	technical support that they need in the online process.					
2	The Palestinians need to strengthen their educational infrastructure, especially in 'online learning'.					
3	Teachers need to build their capacity in online teaching and assessment					
4	There is need to encourage teachers to widen their resources meet the intended learning outcomes.					
5	Our students and their parents need training in using the online platform and equipping them with the required technological skills.					
6	There is need to develop online educational applications that offer all students to learn considering their abilities.					
7	There is need to grant students reasonable time to accomplish their Assignments.					
8	There is need to improve an observing attendance system for students and sending them notification if they were absent					
9	There is need to encourage collaborative online activities.					
10	'Parents & Teachers' should motivate students to attend online classes.					
11	There is need to build positive relationships between students and teachers					
12	There is need to provide students with opportunities to show creativity					
13	There is need to develop online educational applications that prevent cheating in online exams					
14	There is a need to encourage parents to take online learning seriously and follow up with the requirements of online learning.					

Part Three: Open-ended Items

1. In your opinion, what are the three most important challenges you and your students have already faced during online teaching?

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2. In your opinion, what are three factors that could enhance the effectiveness of online teaching?

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3. *Is there anything else you would like to add?*

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Examples on items' changes are:

Table 3.1

Adding some items because they are important:

Adding of items	Challenges of online learning
Some students suffer from lack of privacy (noisy surrounding environment)	
Students & Parents do not take online education seriously	
Our students and their parents need training in using the online platform and equipping them with the required technological skills	Solutions and suggestions
There is need to develop online educational applications that offer all students to learn considering their abilities.	

Table 3.2

Simplifying: some items needed to be change from fragments to complete sentence:

Changes to item	Original item	sections
Teachers increase their efforts in 'online education'.	Increase in the amount of teachers' efforts.	Online learning difficulties
There is a lack of sufficient training for teachers to teach online classes.	lack of sufficient training for teachers to teach online classes.	
There is an absence of reliable technical support for teachers	An absence of reliable technical support for teachers	

and students.	and students.	
Wi-Fi/ internet/ networking are weak in Palestine for teachers & students	The weakness of WiFi in Palestine	
There is a lack of appropriate training for students to use online applications.	Lack of appropriate training for students to use online applications.	
There is a difficulty in motivating students in online classes.	Difficulty of motivating students in online classes	
Online learning does not give a true picture of the quality of learning	Online learning hinders the quality of learning.	
Cheating in online exams between students.	Cheating in online exams	
The govt. should provide teachers and students with the basic technical support they need in the online process.	We need to provide teachers and students with the basic technical support they need in the online process.	Suggestion and solutions to overcome the online learning obstacles
Parents and Teachers should motivate students to attend online classes.	Motivating students to attend online classes.	Suggestion and solutions to overcome the online learning obstacles
Teachers need to build their capacity in online teaching and assessment.	Building teachers` capacity in both online teaching and assessment.	
. The Palestinians need to strengthen their educational infrastructure,	Strengthening the related educational infrastructure in Palestine	

especially in online learning.		
There is a need to encourage parents to take online learning seriously and follow up with the requirements of online learning.	Encouraging parents to take online leaning seriously and follow up with the requirements of online learning.	
There is a need to develop online educational applications that offer all students to learn considering their abilities.	Developing online educational applications that offer all students to learn considering their abilities.	
There is a need to grant students reasonable time to accomplish their assignments.	Granting students reasonable time to accomplish their Assignments.	
There is a need to encourage collaborative online activities.	Encouraging collaborative online activities	
There is a need to improve an observing attendance system for students and sending them notifications if they were absent.	Improving an observing attendance system for students and sending them notification if they were absent.	
There is need to build positive relationships between students and teachers.	Building positive relationships between students and teachers.	

Table 3.3

The omission of some items because they were repeated, such as:

Replacing them by	The original items before deletion	Suggestions and solutions to overcome the obstacles of online learning
Our students and their parents need training in using the online platform and equipping them with the required technological skills.	We need to train students to use electronic platform and equipping them with the required technological skills	
	We need to provide students with sufficient	

Table 3.4

The modifications of some items from passive to active statements:

Changes to item	The original items	
Our students can learn 'Listening Skill' easily through online education.	Speaking skills can be taught easily to school student through online learning.	
Our students can learn 'Speaking Skill' easily through online education.	Listening skills can be taught easily to school student through online learning	
Our students can learn 'Reading Skill' easily through online education.	Reading skills can be taught easily to school student through online learning.	
Our students can learn 'writing Skill' easily through online education.	Writing skills can be taught easily to school student through online learning.	