



**An-Najah National University**  
**Faculty of Graduate Studies**

**THE EFFECT OF DISTANCE LEARNING ON  
VIRTUAL CLASSROOM MANAGEMENT BY  
ENGLISH LANGUAGE TEACHERS AT NABLUS  
PRIMARY GOVERNMENTAL SCHOOLS**

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**This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree  
of Master of Methods of Teaching English Language, in the Faculty of Graduate  
Studies, An-Najah National University, Nablus, Palestine.**  
**2022**

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## **Dedication**

To God Almighty, my creator, my source of inspiration, knowledge, and understanding,  
I dedicate this thesis. He has been the source of my strength throughout this work.

I want to dedicate this thesis to my adored parents for their love and encouragement  
during all my life stages.

I am thankful to my beloved husband for motivating and supporting me in pursuing my  
dreams and finishing my dissertation.

I dedicate this thesis to my respectful family members, lovely siblings, and my little  
angels, Maryam and Abdul Razzaq.

I am grateful to all the people who supported me throughout my journey through this  
thesis.

## **Acknowledgment**

Foremost, I would like to praise Allah the Almighty, the Most Merciful, for His blessings and guidance given to me during all my achievements and in accomplishing this thesis.

I would like to express my deepest appreciation to my supervisor Dr. Nedal Jayousi for his significant efforts. He generously provided me with knowledge and expertise.

This endeavor would not have been possible without my parents' encouragement. Words cannot express my gratitude to my husband for his support and help.

Last but not least, I have a great expectation that my thesis will be valuable and beneficial.

## Declaration

I, the undersigned, declare that I submitted the thesis entitled:

### **THE EFFECT OF DISTANCE LEARNING ON VIRTUAL CLASSROOM MANAGEMENT BY ENGLISH LANGUAGE TEACHERS AT NABLUS PRIMARY GOVERNMENTAL SCHOOLS**

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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## **Abstract**

The study aims at measuring the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools. It also determines the obstacles of virtual classroom management during distance learning by English language teachers and suggests some appropriate solutions to these obstacles. To achieve the objectives of this study, the descriptive-analytical methodology is used. An online questionnaire is distributed to (231) male .The SPSS program is used to analyze the questionnaire data.

Besides the questionnaire, the researcher chooses the online interview as a second tool for the study.

The results show a high degree of possessing classroom management skills, technological skills, and evaluation skills and a very high degree of possessing the executive skills by English language teachers during distance learning at Nablus primary governmental schools. According to the study results, the researcher recommends conducting further studies about virtual classroom management during distance learning and providing teachers with strategies for managing virtual classrooms. The researcher suggests making use of digitalization revolution worldwide and distributing laptops or smart devices for both teachers and students.

**Keywords:** Distance Learning; Virtual Class Management; English Language Teachers; Governmental Schools.

# **Chapter One**

## **Introduction**

In the first chapter, the researcher discusses the problem of this study. The researcher also sets out the study objectives, questions and hypotheses. Then, the researcher identifies the study significance and provides the definitions.

### **1.1 Prelude**

The English language has become a universal language. The number of English users is constantly increasing nowadays. Also, it dominates all life fields; it is the language of medicine, the internet networks, technology, tourism, media, business, education, and science. Far and wide, the English language is one of the most widely used languages among people for different purposes. In addition, using the English language is a vital means of communicating with other people over the world. Therefore, teaching the English language is important. It plays a fundamental role in the comprehensive development of both the students and the community. It contributes to building a bright future for students in which it provides them a wide range of opportunities for personal development and finding a job, for instance.

The methods of teaching the English language varied and developed over time. English teachers should carefully choose the suitable and appropriate method. Examples of teaching English language methods include the direct method, Audio-lingual, Total Physical Response, communicative language teaching, task-based language learning, Inquiry-based learning, etc. Nowadays, by integrating technology in the educational system, using information and communication technology (ICT) tools is vital in teaching English. ICT tools include interactive films and images, using YouTube, e-mail, and blogs. These tools promote the learning of English language skills and aspects (Alkamel & Chouthaiwale, 2018). Additionally, distance learning is a manner used rather than face-to-face learning. It aims at utilizing digital means to connect the teacher and students who are separated physically (Abuhassna & Yahaya, 2018).

Life all over the world has been turned upside down by Coronavirus disease. At the outset of 2020, COVID-19 was listed as a universal pandemic by the World Health Organization (WHO, 2020). As a result, the quarantine was obligatory completely. That pandemic has influenced all aspects of life, including education. The education process

was strongly affected because of closing most the educational institutions, including schools and universities. Hence, educational trends were directed to draw efficient plans and strategies to keep learning and teaching processes alive. So, distance learning as a way of education is a panacea to persevere learning in the time of the COVID-19 pandemic.

Distance learning is considered a famous way of learning to deliver information from different sites. It opens the doors for gifted or disabled students to learn. Also, it maintains the learning and teaching process going on regardless of any urgent situation. Employing distance learning system helps students to be involved, in touch with the material, and excited to learn. It expands using technology in different areas, especially in education, and following any useful updates. Students and teachers can improve their digital skills. It aims at promoting and fostering interaction and communication among many students from different places, with a focus on exchanging experiences and increasing knowledge (Shahini, 2021).

Distance learning requires engaging learners in virtual settings. This engagement needs competent teachers who have sufficient knowledge and professional competencies to effectively manage the virtual classes. Virtual classroom management is considered a key factor in the success of the teaching and learning process, especially in English classes. Therefore, this study is going to measure the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools. It is going to determine the obstacles to virtual classroom management during distance learning by English language teachers and suggest some appropriate solutions to these obstacles.

## **1.2 Statement of the problem**

The increasing danger of the Coronavirus forced educational institutions to carry on the teaching and learning process by implementing the distance learning system. Schools have cooperated with educational and technological supervisors to apply distance learning. The supervisors started giving teachers online training courses for dealing with distance learning system by using virtual platforms.

Students lack face-to-face communication during the implementation of distance learning, which is physically separated them from each other and their teachers. That

separation reduced their motivation and enthusiasm to keep on learning. Therefore, students' academic achievement levels were dropped. Above that, some students could not attend the virtual lessons because of many reasons, including the poor economic condition, affordability to gain electronic devices, or the accessibility to the internet network. Some students and their parents do not have sufficient knowledge or skills to handle this system. There were difficulties in conveying the required learning materials.

During the researcher's recent practice of teaching the English language during distance learning, she has noticed that teachers have encountered many obstacles; for instance, lack of technological skills, lack of personal communication, internet connection instability, selecting the appropriate teaching methods, and dealing with the virtual platforms. The most prominent obstacle was managing the virtual classrooms. That is in line with the current studies and articles; they revealed that teachers have faced obstacles in using distance learning, especially during the COVID-19 epidemic disease period. For instance, (Manea & Garinegut, 2021) declared that teachers had difficulties with virtual class management and building ideal teaching and learning environments during COVID-19 pandemics.

In addition, implementing distance learning has raised many new challenges; one of them is classroom management (Kamal, Zubanova, Isaeva, & Movchun, 2021). Besides, Sari & Nayır (2020) found that one of the most prominent obstacles is lack of training on virtual classrooms which affects classroom management. Neither teachers nor students are qualified for implementing the distance learning system. Teachers and students need to be involved in training courses and equipped with the required skills and knowledge. Training courses help teachers to effectively employ the virtual platforms to strengthen their ability in managing the virtual classes, which influences students' learning. Thus, the researcher conducts a study to measure the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools.

### **1.3 Aim and objectives**

Overall aim: To map the effect of distance learning on virtual classroom management by English language teachers at Nablus Primary governmental schools.

## **Objectives**

1. To measure the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools, according to the differences between the variables (Gender, Academic qualification).
2. To determine the obstacles of virtual classroom management during distance learning by English language teachers at Nablus primary governmental schools.

### **1.4 Questions of the study**

The first question: What is the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools?

#### **Sub-questions emerged from the first question:**

- What is the effect of distance learning on virtual class management skills by English language teachers at Nablus primary governmental schools?
- What is the effect of distance learning on executive skills by English language teachers at Nablus primary governmental schools?
- What is the effect of distance learning on technological skills by English language teachers at Nablus primary governmental schools?
- What is the effect of distance learning on evaluation skills by English language teachers at Nablus primary governmental schools?

The second question: Are there the differences of distance learning in virtual classroom management at ( $\alpha \leq 0.05$ ) by English language teachers at Nablus primary governmental schools due to the variables (Gender, Academic qualification)?

The third question: What are the obstacles of virtual classroom management during distance learning by English language teachers at Nablus primary governmental schools?

### **1.5 Hypotheses of the study**

This study attempts to test the following hypotheses: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of the effect of distance learning on virtual

classroom management by English language teachers at Nablus primary governmental schools due to (gender, academic qualification).

Sub-hypotheses emerged from this hypothesis:

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools due to the gender variable.
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools due to the academic qualification variable.

## **1.6 Significance of the study**

The significance of the study is divided into theoretical, practical and research significance.

### **1.6.1 The theoretical significance**

The study identifies the nature of the distance learning system; its concept, importance, characteristics, benefits, objectives, types, and features, as well as identifies virtual classroom management. It also clarifies the obstacles facing English language teachers in managing virtual classrooms. The study helps to measure the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools.

It also coincides with the current efforts to expand the distance learning system to provide learning opportunities for all learners. Due to the spread of the Coronavirus, this educational system is being used extensively for the first time in Palestine. Other researchers can benefit from the results related to the English teaching and learning process. They can refer to the previous information about virtual classroom management.

### **1.6.2 The practical significance**

This study will attract the attention of specialists and educational supervisors towards advising and guiding teachers on how to effectively manage the virtual classroom. Guiding is by giving teachers courses qualifying them to increase their ability in the

light of distance learning application and development. Besides, it directs the attention of decision-makers in educational institutions to the obstacles facing the distance learning system and finds appropriate solutions, whether in English or other subjects.

### **1.6.3 The research significance**

As for the research significance, the findings of this study may benefit from opening up a field for researchers to prepare new research related to this subject. It also opens the opportunities for conducting new studies on other issues concerning distance learning and virtual classroom management.

## **1.7 Limitations of the study**

- Human limitation: English language teachers of the upper primary level at Nablus primary governmental Schools.
- Spatial limitation: Nablus Governorate with its two branches (Nablus District - South Nablus District).
- Time limitation: the second semester of the academic year (2021- 2022).
- Objective limitation: The current study is limited to virtual classroom management in distance learning system.

## **1.8 Operational definitions**

### **1.8.1 Distance learning**

“It is considered as a new type of learning to make learning process adaptable by using modern electronic resources. It is characterized by separation between the teacher and the learner, or between the learners themselves, or between the learners and the learning resources. This separation is either by the spatial dimension outside of the educational institution or by the temporal dimension of the learning time. That means it has the advantage of being available in terms of selection, time, place, selection, access proficiency and teaching supplies” (Shohel, 2014, p. 95).

Operational definition of distance learning: Distance learning is a method used by the researcher in this study to investigate its effect on virtual classroom management.



### **1.8.2 Classroom management**

It is the capability of teachers to convey the learning material and utilize activities in order to accomplish the required purposes. Along with, being able to effectively manage students' behavior, organize, prepare, plan, monitor interaction, evaluate, and give feedback (Francis & Oluwatoyin, 2019).

The operational definition of virtual classroom: The virtual classroom is the online learning environment used by the researcher to investigate the effect of distance learning on virtual classroom management.

The operational definition of virtual management: Virtual management is strategies and actions taken by English language teachers to manage the virtual classroom.

### **1.8.3 Null hypothesis**

“Is a type of statistical hypothesis that proposes that no statistical significance exists in a set of given observations. Hypothesis testing is used to assess the credibility of a hypothesis by using sample data. Sometimes referred to simply as the "null," it is represented as  $H_0$ . ” (Hayes,2022)

### **1.8.4 Virtual platforms**

“Refer to the technology used for the creation and development of courses or training modules on the Web used more broadly in the Web 2.0 communication improving teaching and learning.” (Wiki Didactic,2013)

## **Chapter Two**

### **Theoretical background and review of related literature**

In this chapter, the researcher describes the Transactional Distance Theory and presents information about distance learning, classroom management, and virtual classroom management. Then, the researcher reviews the related literature and shows the study status in the literature review.

#### **2.1 Theoretical background**

##### **2.1.1 Transactional Distance Theory**

As cited by Abuhassna & Yahaya (2018), Moore believed that distance learning is based on the transactional distance theory. Transactional Distance Theory was introduced in 1973 by Michael G. Moore. This theory is one of the valuable pedagogical theories. Further, it is composed to extend realizing the psychology of Distance Education. It comprises two major components relevant to distance education, which are learner autonomy and teacher-learner distance (Kotze, 2020).

Barton (2020) sets Transactional Distance Theory as a method to create interaction between the learner and instructor while they are physically and psychologically separated in space and time. In addition, transactional distance theory suggested implementing distance education as a tool to overpass the gap of comprehension between teachers and learners. It advocated using technology, forming courses, and managing dialogue between teachers and learners to make communication and interaction easier (Moore & Diehl, 2018).

##### **2.1.2 Nature of distance learning**

The first definition for distance learning was made by Moore (1972, p. 76), “the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors including those that in a contiguous situation would be performed in the learner's presence so that communication between the learner and the teacher must be facilitated by print, electronic, mechanical or other devices”. It is characterized as a way of education where teacher and learner are physically separated from each other (Smaldino, Zvacek, & Simonson, 2019).

Mukhamadiev. & Yusupova (2020) defined distance learning as an effortless manner of learning in which students and teachers employ several useful technologies, intending to convey the knowledge and give students chances to be interactive and autonomous. Abuhassna & Yahaya (2018) considered distance learning as a manner used rather face to face learning. It aims at utilizing digital means to connect the teacher and students who are separated physically or by time.

As cited by Sewart, Keegan, & Holmberg (1988); Selivanov, Lukyanova, & Savchenko(2021), Anna Eliot Ticknor was known as the leader of distance learning in the United States to promote women's education. Distance learning is not a new system; however, it had arisen in the 1970s and early 1980s. It was and still is appreciated and used in several areas at different times. In the early 1900s, developed technology became as trendy which had helped in expanding using distance learning.

As time goes on, distance learning, as well as the formation of educational media, are consistently changed and developed. Delivering information to students while they are at home takes place by using different ways. The printed material was one of the first used kinds. Radio and some educational television channels were adopted in Europe (Bashitialshaaer, Alhendawi, & Lassoued, 2021). Teachers and students can use various kinds of learning materials, including electronic media, references, and books. Distance learning system concentrates on an immense variety of technological devices, including online educational platforms and delivery approaches (Eugeniu, Mariana, & Svetlana, 2021).It also integrates technological devices, such as phones, tablets, television, internet, CD-ROM, apps, handouts-worksheets, and audio devices (Zafari, 2020).

Distance learning is a method to fulfill some students' and teachers` desire to break the usual learning routine and learn from a distance .It equips teachers with ways to increase interaction during the online lesson, such as printed learning materials, making different types of conferencing like video or audio ones (Mukhamadieva. & Yusupova,2020). Likewise, it promotes gaining critical thinking skills and expanding knowledge. This method is flexible in that students can learn using a convenient pace wherever whenever they are. It has high quality in helping teachers organize exams, tasks, homework, and meetings remotely (Anora, 2020). Distance learning provides opportunities for students to be independent in doing the tasks and be responsible for their learning (Sibanda, 2021).

Learning resources, pedagogy, learner support, and management are worthwhile components of distance learning (Zapalska, Zelmanowitz, Jackson, Lamonica, Heckman, & Mrakovcich, 2020). To ensure purposeful distance learning, Bashitialshaaer et al. (2021) pointed the most fundamental element is teachers who are skillful, confident, compassionate, gifted, and genius in using media as well as being able to engage students in an interactive atmosphere.

While Bao (2020) presented some valuable considerations to achieve successful distance learning experiences. It is important to construct an efficient instructional design. The instructional delivery must be accomplished at an appropriate pace. In addition to well-timed feedback, teachers' leadership skills are needed. Planning and organizing effective learning activities leads to active participation. Above that, teachers' readiness is necessary to deal with the previous points. Aslan, Silvia, Nugroho, Ramli, & Rusiadi (2020) suggested some valuable strategies for distance learning in the time of COVID-19. Including visual-spatial intelligence exercises, retrospective approaches, powerful elaborative activities, collaborative learning, interleaving tasks, critical thinking, and digital competence tasks. The previous ones can help in improving the teaching-learning process and students will be lifelong learners.

Distances learning hand in hand with utilizing technology have proven their worth in effectively improving students' English language skills considering their different learning styles. The cooperation between distance learning systems and technology provides flexible and interactive learning by giving teachers the opportunities to use various applications and platforms. Teachers can use multimedia lessons, online tasks, quizzes, online worksheets, flipped lessons, etc. That cooperation improves students' digital communication and creative thinking skills. Along with this, it helps them to develop reading and speaking skills by discussing realistic cases. Furthermore, it improves listening and speaking skills by showing them purposeful videos and giving comments (Hazaymeh, 2021). In addition, it's a manner to enrich students with a wide and new set of English vocabulary and strengthen their understanding of their lessons (Cakrawati, 2017).

The common feature of distance learning is the separation between the teacher and learner regardless of space or time. To bridge the gap of separation and allow communication, integrating media and technology is necessary. For instance, using

print-based learning materials, or broadcasting ways including TV and radio programs. Using social media channels or learning platforms. In addition, distance learning demands recent and various strategies and methods to improve students' skills and achieve self-directed learning (Unesco, 2020).

### **Forms of Distance Learning**

Both teachers and students are responsible for the distance learning process. The teacher's role is to transfer the required material to students in different ways and students are the receivers. Therefore, getting the knowledge and communicating from a distance can be accomplished in two major ways which are synchronous and asynchronous (Mukhamadieva. & Yusupova, 2020).

Synchronous E-learning gives the chance for the teacher and students to interact and communicate with each other at the same time using an electronic device. The online system corresponds to the usual learning, but it occurs remotely from a distance. It allows students to ask and answer questions, get immediate feedback, and take part in and discuss topics like face-to-face learning. On the other hand, its flexibility and easy accessibility characterized the offline asynchronous one. The teachers can insert the learning material, such as presentations, handouts, videos, audio, etc. And students can learn at any time they want. That means students feel free not restricted because there is no specific time to be online with the teacher. In addition, some institutions use both synchronous and asynchronous systems. There are not only these systems but also there is the Natural Learning Manner (Selivanov, Lukyanova, & Savchenko, 2021; Perveen, 2016; Mukhamadieva. & Yusupova, 2020).

Examples of synchronous communication tools: Whiteboarding, application sharing, using chat school rooms, organized distance activities, web-based classes, web\audio conferences, games, and workshops. Examples of asynchronous communication tools: Discussion forums, e-mail messaging, weblogs, and social media messaging (Lim, 2017).

### **Distance learning obstacles**

The world's post-pandemic (COVID-19 disease) has suddenly forced the educational system to be from a distance. Every person who belonged to any educational institution

felt worried and stressed because they were not ready for the fast change (Kiseleva & Pogosian, 2021). COVID-19 has affected the educational process regardless of students' age, gender, location, and the susceptible status of a school (Shah, Zhao, & Choo, 2021). Therefore, there were several difficulties, including accessibility to technological devices and technical problems. Many teachers face digital literacy and they have low technological skills (Marinoni, Land, & Jensen, 2020; Shahini, 2021). Sari & Nayır (2020) found that the most prominent obstacle is classroom management, students' behaviors, and human resources.

Over the world, using technology is not allowed everywhere for each person. For instance, people in poor and developing countries cannot use it. Thus, this problem leads to inequalities in access to technology. Approximately, lower than 10% of the population can access the online platforms, owing to not having electricity and permanent internet connection. In addition, some parents cannot afford enough technological devices for their children (Lainchaur, 2020). The poor quality of internet access at teachers' and students' homes is a noticeable problem. Above that, teachers were confused in choosing the suitable methods and evaluation ways to assess students in the online environments (Affouneh, Khlaif, Burgos, & Salha, 2021).

Bozkurt & Sharma (2020) found out that many students cannot proceed with distance learning because of their limited financial resources. Some of them preferred face-to-face learning because they can effectively interact and communicate with teachers and other students. The students also shared concerns over a lack of face-to-face interaction with their teachers and peers. Besides, teachers complain due to the heavy workload (Watermeyer, Crick, Knight, & Goodall, 2021).

Even though the distance learning system has positive effects, it also has negative ones. It causes inequalities in access to technology; poor students can't afford money for accessing (Lainchaur, 2020). Implementing distance learning system decreases students' motivation because of a lack of personal communication among students. It also reduces students' interaction during the online lesson. Distance learning has adverse effects on students' social relationships; they feel isolated from their friends. As a result, their academic performance will be negatively affected (Bazarova, Kibalnik, Nikitina, Solovyeva, & Fomitskaya, 2021) (Lowman, Erenoglu, Rudolph, & Smith, 2020). Along

with this, distance learning decreases students' attitudes toward learning because not all students prefer learning from a distance (Gaebel, 2020).

On the other hand, some studies such as Ahmadi(2018) strongly affirmed the importance of utilizing distance learning in English language learning. Some participants of the Rahmawati (2016) study showed positive attitudes toward learning English from a distance, while the others did not agree. However, some students did not find that online learning is efficient in acquiring English language skills (Erarslan & Topkaya, 2017).

The major obstacles to distance learning in Palestine are the electricity, bad infrastructure, and internet networks with poor quality. Palestinian families have many members, so the availability of computers or smartphones is a barrier. And, some parents and students do not have an adequate awareness of the necessity of online learning. Or, they do not support learning. Accessibility is sometimes a problem; they cannot access the online material (Unesco, 2020).

### **2.1.3 Nature of classroom management**

As stated by Ghateolbahr & Samimi (2021); Stamatis(2021) classroom management includes teachers ' actions, efforts, and strategies to build a productive and suitable learning environment. A favorable environment can positively influence students' involvement, self-assurance, classroom discipline, and, above all, their achievement. Francis & Oluwatoyin (2019) defined classroom management as the capability of teachers to convey the learning material and use activities to accomplish the required purposes. Along with, being able to effectively manage students' behavior, organize, prepare, plan, monitor interaction, evaluate, and give feedback.

The goals of classroom management are as multi-folded. Classroom management helps teachers to create positive conditions in the classroom. It also enables them to be ready for overcoming any barrier during the teaching-learning process. The well-managed classroom allows communication and interaction between teacher and students, by implementing various learning activities to provide a comfortable social, emotional, and intellectual environment. It will guarantee to achieve the required tasks, which means the learning process will take place (Rosani, 2019).

The major component of classroom management is creating an effective classroom environment. Classroom management includes exercises that help teachers to take control, organize, and manage the classroom (Slater & Main, 2020). Setting class rules is significant and leads to well-managed classroom (Huong & Tung, 2019). While Kurti(2016) clarified the key aspects of classroom management, including planning exciting and well-organized material. Not only building meaningful relationships with students but also providing communication skills for teachers and students. In addition, creating a positive, disciplined environment and driving students to sustain learning is important.

Sulaiman (2017) emphasized vital standards for monitoring classrooms. Implementing a wide range of strategies, ways, enthusiastic activities, approaches, and teaching aids can stimulate students to learn. Teachers also need to be enthusiastic, flexible, familiar, and emotional with students during their work. Working on boosting students' positive perspectives toward learning is an important standard. Taking into consideration the previous standards can sustain students to be in order.

Francis & Oluwatoyin (2019) affirmed that teaching and classroom management are connected. That means when teachers are skilled full in controlling students' behavior, using suitable ways of teaching, applying productive activities, prompting interaction and communication, maintaining discipline, and choosing efficient materials and evaluation tools. Teachers will manage the classrooms, which positively affects the teaching and learning process. On the other side, not managing the class well has drawbacks and negative effects. The lack of various and efficient methods encourages students to misbehave. Not having the ability to control students' behavior will lead to chaos. As a sequence, learning will not occur and students will gain no knowledge or skills (Praveen & Alex, 2017).

The researcher thinks schools are the basic foundation for building the community. There is a need to provide successful and positive classroom environments that are characterized by flexibility and allow creativity. The positive classroom environments encourage communication and interaction among students themselves and with teachers. Above that, teachers have a hand in building students' future with positive classroom environments. They do their best in preparing for lessons, organizing, and mentoring. They try to think out of the box and use several effective strategies,



approaches, games, and methods to achieve the required goals and drive students' motivation.

Teachers should support collaboration, communication, cooperation, and friendly relations among students. Making good relationships between teachers and students can lead to effective classroom management. These relationships will encourage students to talk about things that can enhance their understanding of online lessons and give suggestions. So, the students will be engaged and the teacher can administer (Martin, 2017). Teachers can build rapport with students by benefiting from the use of technology to succeed in their management plans, such as using instructor-created video content and assignment tutorial. Teachers can create a discussion forum post to elicit their interests (Martin, Budhrani, Kumar, & Ritzhaupt, 2019).

#### **2.1.4 Virtual classroom management**

The key to success for face-to-face and virtual classes is well-managed environments. Therefore, teachers should know the components of managing a virtual classroom: Teach expectations, observe and monitor, interact positively, and correct fluently. First, teachers have to determine and adjust variables that have a positive impact on students' behavior. These variables are the procedures, schedules, and routines. Second, students need to be taught the particular skills and required behavioral expectations, which lead to success in managing the classroom. Third, noticing and scanning the area is helpful to decide by using efficient methods. Fourth, teachers should be models of behaving positively with all students with respect. They also have to pay attention to corrective interactions and give clear feedback on students' behaviors. Fifth, dealing with students' misbehavior in a calm, continuous, and immediate way is necessary (Institue, 2020).

Managing virtual environments requires planning and monitoring skills by teachers. Bigne, Badenes, Ruiz, & Andreu(2018) suggested some necessary skills for teachers to effectively manage the virtual classes. Teachers should have technical skills intending to abolish technology literacy. Having the competence to recognize the student's psychology, considering their various learning styles, is essential. Communicative skills are necessary, including verbal and non-verbal communication with students. Above that, the researchers recommended the skills of effectively managing class time for achieving the required purposes. Besides, teachers should set clear rules to encourage

students to be involved, disciplined, and interested in distance learning (Setyani, 2021). Genius selection and implementation of learning pedagogical methods promote students' development and virtual class management (Rufai, Alebiosu & Adeakin, 2015).

To engage students and manage them in virtual classes, teachers should think of functional lesson plans, including conveying the suitable content through implementing attractive exercises, games, or videos. Encouraging students to discuss, conduct an experiment, give opinions, and brainstorm is effective. Some teachers prefer to use other communication devices such as e-mail and social media. By using YouTube, teachers can show students videos related to the required material (Sari & Nayır, 2020). Teachers must integrate learning activities into the online lessons (lesson plan). The activities should be enthusiastic and support learner-centered approaches. Students should take part during the virtual classes. For instance, they can share their screens to show their work, do projects and demonstrate. Therefore, students will be involved, which facilitates virtual classroom management (Sibanda, 2021).

Implementing various ways and strategies can support teachers' role in managing the online classrooms and convey the content well (Martin, Budhrani, Kumar, & Ritzhaupt, 2019). The researcher sees it is vital to use several effective strategies, techniques, tools, and approaches. For instance, teachers can do their best in using media devices to motivate students to be engaged with exciting participation conditions. According to (Hazaymeh, 2021), using various ways cultivates making positive interactions between students and teachers. It speeds up learning with positive output and accomplished goals. At present, the electronic approaches are modern and creative, which enhance teachers' virtual management. Teachers can use electronic ways to motivate students by providing realistic learning experiences. They also can present interactive lessons rich with enthusiastic online exercises and discussions.

Besides, Lepp, Aaviku, Leijen, Pedaste, & Saks (2021) implied that group or pair work is an excellent strategy to encourage students' cooperation, facilitate distance learning, and promote virtual management. In addition, it motivates students to interact, sustain learning, and be involved with the teacher (Meador, 2019). Group or pair work strategy can be employed by benefiting from the opportunity of the online platforms, which are setting up separate rooms for small groups. Thus, teachers can manage the students by

giving rules for participating, either using a wave or raising a hand icon, or writing in the chat (Kiseleva & Pogolian, 2021). Besides, the use of collaborative learning is powerful and helpful in having well-managed virtual classes (Sibanda, 2021).

Considering the personal aspect during the lesson supports creating positive relations with students (Martin, 2017). That means teachers have to grant permission for students to express themselves and their ideas. Allowing students to talk may minimize the communication gap and students will feel satisfied and connected despite the physical separation. Mardiani & Azhar (2021) suggested friendliness as a solution for controlling students. Plus, providing personal attention and positive interactions with/among students during the virtual lessons may support managing students (Mrachko, Kostewicz, & Martin, 2017). Creating relations enhances students' responses to the given rules and instructions. Correspondingly, the learning process will take place with effective control (Lathifah, Helmanto, & Maryani, 2020).

Praising students and reinforcing their responses and tasks enhances managing students' behavior. When students behave positively, the teacher should praise them. When the bad behavior appears, the teacher should behave immediately by explaining it, for example. Providing a review of the week's activities can facilitate virtual instructional management (Taghizadeh & Amirkhani, 2021). Teachers can give extra marks for disciplined students (Linh & Ngo, 2021).

## **2.2 Review of related literature**

### **2.2.1 Related studies of distance learning**

Kamal, Zubanova, Isaeva, & Movchun (2021) aimed at measuring the changes in the training process, cognitive abilities, and academic performance of distance learning during the coronavirus pandemic. The participants were 103 students and chosen purposively. The researchers used a survey that included respondents' self-assessment of academic performance and cognitive abilities (namely concentration and memory). Besides, the researchers used the interview as a second tool to examine the effect of distance learning. The interviewee students expressed their positive feelings towards distance learning. The results showed that distance learning positively affects English learning and teaching. It is also efficient and suitable for students. To sum up,

the researchers commented that such events may have a hand in developing students' self-esteem, which can reduce the possibility of poor educational achievement.

Sari & Nayır(2020) intended to declare the perceptions of the teachers, administrators, and academics that had to continue distance education during the COVID-19 epidemic disease period. The researchers used a case study as a qualitative pattern. For collecting the data, the open-ended written interview was used and content analysis was applied. Sixty-five teachers discussed the problems they experienced and the strategies to cope with the challenges. The results determined the most important challenges teachers faced were classroom management and students' behaviors. The researchers recommended improving teacher competencies in the 21st century with a focus on the ability to manage the education process appropriately in emergencies.

The purpose of Beltekin & Kuyulu (2020) research was to evaluate the effect of the distance learning system in terms of its positive and negative aspects according to students' opinions. To achieve the research purpose, the researchers used a survey program known as the "Web-Based Instructional Attitude Scale" to collect the data. The Independent Sample T-test was performed in binary comparisons, One-Way Variance Analysis in multiple comparisons, and a correlation test was used to determine the relationship between variables. The findings revealed that technical problems in distance learning negatively influenced students' motivation to learn. The researchers recommended making more technical improvements to the distance learning system.

### **2.2.2 Related studies of virtual classroom management**

With a focus on explaining the EFL online classroom management during the COVID-19 pandemic, Amalia (2022) intended to review the virtual classroom management problems that faced English language teachers. The researcher also explained the teachers' role and strategies for managing virtual classrooms. To answer the study questions, the researcher used a qualitative descriptive approach. The participants were English language teachers of SMA Islam Dian Didaktika's staff. The researcher collected information from classroom activities, teacher interviews, and interviews with the vice-principal of the curriculum. Besides, the researcher presented important roles for teachers to manage virtual classes, such as controller, prompter, organizer, assessor, etc. The results exposed EFL teachers were competent in managing virtual classrooms

although they faced difficulties in implementing virtual classroom activities, including internet misconnection, technical problems, Students' multitasking, and misbehavior.

To deal with these difficulties, EFL teachers implemented interactive activities. They also supervised the classroom from pre-teaching while teaching and post-teaching based on the lesson plan. In order to improve students' positive behavior during the online class, EFL teachers used powerful management strategies, for instance, establishing rules and routines, building relationships whether with the students, parents, or among students, and motivating students. The EFL teachers supported implementing online English lessons by employing some applications like quizziz, word wall, and padlet. Besides, school administration and parents played an important role in the supporting system for reducing the technical problem. To conclude, the researcher affirmed the importance of creating well-managed English online classrooms to accomplish the aim of English learning and teaching.

Mardiani & Azhar (2021) think that effective classroom management promotes the continuity of the teaching and learning process. To carry on the education during the period of COVID-19, implementing virtual classes was necessary. But, teachers had problems managing the virtual classrooms. As a result, the researchers intended to investigate the challenges of teachers in classroom management in the virtual classroom and the ways used to deal with them. The researcher applied a qualitative case study was suitable for this research. The researchers gathered the required information with help from an English teacher and 27 students at a vocational school in the West Bandung region. The instruments were classroom observation and interview transcript.

The results revealed English teachers encountered a lot of challenges in managing the virtual classroom. For instance, the student's readiness to join the virtual class, internet connection issues, restricted time, turning off\on the camera and sound, and less interaction caused problems in controlling the online classes. Therefore, the researchers recommended teachers implementing a new style of virtual classroom management called Maye's Conceptualization Model. They suggested using management styles, such as traditional management, autocratic management, democratic management, and Leisurely management style.

The goal of the Sibanda (2021) study was to review the experiences and challenges of private high school teachers in managing learners' behavior in virtual classrooms. As to reach the study goal and answer its questions, the researcher employed a case qualitative study. The researcher intentionally chose ten teachers from two private high schools in Bulawayo Metropolitan Province. The required information was collected by implementing an emailed open-ended questionnaire.

The study results displayed some problems in the virtual classroom, such as a lack of parents' collaboration and students' low interaction. In fact, students may behave positively or negatively either in virtual or physical classrooms. To deal with students' bad behavior, teachers used various strategies, namely the use of collaborative learning, ensuring that learners' videos are on throughout the lesson, constantly referring to learners by their names to remain alert, punctuality in starting online lessons and marking attendance register. The school heads played important roles to support virtual classroom management. For instance, they offered a timetable to ensure that learners do not miss the lessons. In addition, they regularly conducted online moral and values sessions for students.

Setyani (2021) considered that teachers must be flexible in facing any circumstance, such as the COVID-19 pandemic. The researcher intended to provide English teachers with strategies to solve the problem. The researcher used a descriptive qualitative with a descriptive inquiry design. To explore the teachers' online classroom management strategies of English teachers during the Covid-19, Stewart (2008) frames were used. To collect the data, the researcher made interviews, recorded videos, and used classroom observation in an English class at a Public Vocational High School in Yogyakarta. After analyzing the data, the researcher found teachers must be trained to be active and excellent at using different tools which enhance online learning management. The researcher suggested doing more studies on the same subject with more numbers of participants from different schools.

The cause of the COVID-19 outbreak, teaching, and learning became in an online environment. That shifting caused many challenges, specifically for teachers. Therefore, Kiseleva & Pogolian(2021) applied empirical research to explore the virtual classroom management challenges and find solutions. The researchers objected to the review of the methods of synchronous online class management used by the teachers during

distance learning. To answer these questions, the researchers made interviews with teachers who experienced distance learning during the pandemic. The results showed teachers faced challenges in managing the virtual classroom. Including, choosing a suitable online platform, students' misbehavior, unfamiliarity with online tools, and insufficient teachers' virtual class management skills. According to the results, the researchers recommended improving teachers' virtual management skills and conducting further large-scale research on this topic.

While the researchers Lathifah et al.(2020) conducted a study to explore what extent of the practice of virtual classroom management during the pandemic coronavirus time. They used the analytical method to analyze the available data. The participants were 32 teachers from the Mutiara Harapan Islamic School. The results showed teachers could manage the online classroom. They experienced four major aspects of virtual classroom management, including following effective rules and routines and building meaningful relationships among students, teachers, and parents. In addition, using ways to motivate students and prevent any unacceptable behavior. The findings also showed that the learning process got additional help from the parents. The researchers recommended researching the practice of virtual classroom management in Indonesian schools.

Milliken (2019) aimed at informing beginning teachers of the most effective practices to manage the virtual classrooms. This study also aimed at assessing the experiences and implementation practices of beginning teachers who trained in online classroom management programs. This study applied a qualitative approach. The tools were observation and interviews with beginning teachers. The interviewee beginning teachers expressed their increased knowledge of best practices. They showed their capacity to effectively manage the virtual classroom. The researcher recommended increasing the length of participant observation in making further research on online professional development.

### **2.3 The study status in the literature review**

By reviewing the relevant studies, the researcher found Arab and foreign studies that talk about the distance learning system or classroom management. They differed in the objectives, variables, curricula, and statistical processes. So, the educational literature included in the relevant studies was made use of understanding the distance learning

system and classroom management. The researcher also benefited from the relevant studies in defining the research sample and the statistical processes used and choosing the curriculum to achieve the objectives of the current study.

Through the careful reading of the relevant studies, the researcher noted that some of distance learning studies aimed at measuring the changes in the training process , cognitive abilities and academic performance of distance learning during the coronavirus pandemic like Kamal et al. (2021) study. While the goal of Beltekin & Kuyulu (2020) was to evaluate the effect of the distance learning system in terms of its positive and negative aspects according to students' opinions. Sari & Nayır (2020) intended to declare the perceptions of the teachers, administrators, and academics that had to continue distance education during the COVID-19 epidemic disease period.

There are valuable studies about virtual classroom management, such as Amalia, (2022) which intended to review the virtual classroom management problems faced by English teachers and explain the teachers' role and strategies for managing virtual classrooms. Whilst the researchers Mardiani & Azhar (2021) intended to investigate the challenges of teachers in classroom management in the virtual classroom and the ways used to deal with them. The goal of the (Sibanda, 2021) study was to review the experiences and challenges of private high school teachers in managing learners' behavior in virtual classrooms. Setyani (2021) indented to provide English teachers with strategies to solve the problem of managing virtual classrooms.

Whereas, Kiseleva & Pogolian (2021) reviewed the methods of synchronous online class management used by the teachers during distance learning. In addition, Lathifah et al. (2020) conducted a study to explore what extent of the practice of virtual classroom management during the pandemic coronavirus time. Milliken (2019) aimed at informing beginning teachers of the most effective practices to manage the online classrooms.

Regarding the method of the previous related studies, most of them employed the qualitative method. For instance,Kamal et al. (2021); Sari & Nayır (2020); Amalia, (2022);Mardiani & Azhar(2021); Sibanda(2021) ; Setyani (2021) ;Milliken(2019).



To employ the method of the studies, some researchers made interviews with the participants such as, Kamal et al. (2021); Sari & Nayır(2020);Amalia, (2022); Kiseleva & Pogolian(2021); Setyani(2021) ;Lathifah et al. (2020). Besides the interview tool, some researchers used classroom observation such as, Mardiani & Azhar(2021); Setyani(2021); Milliken(2019). While Beltekin & Kuyulu(2020) used a survey.

Concerning the results of the studies, the case study results of Kamal et al.(2021) showed that distance learning positively affects English learning and teaching. On the other hand, the results of Beltekin & Kuyulu(2020) research revealed that problems of distance learning negatively influenced students' motivation to learn. Indeed, studies like Sibanda(2021);Sari & Nayır(2020) displayed the most prominent challenges of the virtual classroom, including classroom management, students' bad behaviors, internet misconnection, technical problems, students' multitasking, students readiness, less interaction, and lack of parents' collaboration and digital competence. The results of Mardiani & Azhar(2021) revealed English teachers encountered a lot of challenges in managing the virtual classroom. For instance, the student's readiness to join the virtual class, internet connection issues, restricted time, turning off\on the camera and sound, and less interaction caused problems in controlling the virtual classes. Besides, Setyani(2021) suggested that English teachers must be trained to be active and excellent at using different tools which enhance virtual class management.

The researcher did not find many studies related to the current topic. The researcher benefited from the relevant studies in determining the steps to be taken to manage English classrooms virtually. The relevant studies are useful in determining the challenges facing learning English during distance learning. The researcher benefited from them in choosing the descriptive approach and identifying its tools.

According to the researcher's knowledge, this study is distinct because it is one of the first studies in Palestine discussing the effect of distance learning on virtual classroom management. This study may contribute to enhancing teachers' ability to effectively manage virtual classrooms.

## **Chapter Three**

### **The Method**

In this chapter, the researcher uses the descriptive-analytical methodology. Then, the researcher describes the population and sample of the study. Next, the researcher mentions the tools of the study and their description. After that, the researcher explains the procedures of the study. Finally, the researcher points to the validity and reliability of the questionnaire and the study variables.

#### **3.1 Methodology**

The researcher uses the descriptive-analytical methodology to examine the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools. This methodology determines the differences in terms of several statistical variables. It identifies the virtual classroom management skills and their obstacles. The tools of the study are the online questionnaire and the interview. This methodology was the most suitable for the type of this study which relies on studying the topic as it is in reality by describing and analyzing it accurately.

#### **3.2 Population of the study**

The population of the study comprises male and female English language teachers for the upper primary level at Nablus governmental schools. The population consists of (363) male and female English language teachers. (243) English language teachers work in Nablus District, and (120) of them work in the south Nablus District for the academic year 2021\2022.

#### **3.3 Sample of the study**

The sample is selected randomly. The number of the sample members is (231) male and female English language teachers.

Table (1) shows the distribution of the study sample according to the study variables.

**Table (1)***The distribution of the study sample according to the study variables*

<b>Variable</b>	<b>Category</b>	<b>Repetition</b>	<b>Percentage</b>
Gender	Male	84	36%
	Female	147	64%
Academic Qualification	B.A. \B.S.C.	183	79%
	M.A. \M.S.C	45	20%
	Ph.D. and above	3	1%
	<b>Total</b>	231	

Table (1) shows the distribution of the study sample members according to personal factors. The percentage of males is (36%), while the percentage of females was (64%). Meanwhile, the percentage of the study sample members who have bachelor degree was (79%). The percentage of the study sample members who have Master degree was (20%). The percentage of the study sample members who have Doctor of Philosophy degree and above was (1%).

### **3.4 Tools of the study**

In order to be in line with the chosen study methodology. The researcher chooses the questionnaire and interview as study tools. These tools help the researcher determine the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools. As well as, the study tools determine the obstacles that teachers face in virtual classroom management.

#### **3.4.1 The Questionnaire**

To determine virtual classroom management skills, the degree to which English language teachers practise them, and the obstacles they face, an online questionnaire is prepared for English language teachers. The questionnaire comprises of (32) items, distributed into (4) sections.

**Table (2)** shows the distribution of the questionnaire items on its four sections.

**Table (2)***The distribution of the questionnaire items on its four sections*

<b>Section</b>	<b>The number of items</b>
Class management skills	6 items
Executive skills	7 items
Technological skills	12 items
Evaluation skills	7 items

The response scale is divided into the questionnaire items according to the five-point Likert scale.

**Table (3)***The distribution of the response and the numerical value corresponding to each response.*

<b>Response</b>	<b>Numerical value corresponding to each response</b>
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Table (3) shows the distribution of the response and the numerical value corresponding to each response

### **3.5 Validity of the questionnaire**

Considering the study objectives and to verify the items, the researcher presented the questionnaire to 5 specialists; who specialize in teaching the English language and Educational Sciences and Teachers train faculty. The researcher added a table for the names of the specialists in Appendix (B). Based on the opinion of the specialists, some items were reformulated, for example, the item "All students appear with their real name and picture" was replaced with "Students are told to use their real names with an actual photo". Also, some of them were deleted, such as the item "All students put the same background photo". The researcher made the suggested editions to verify the validity of the questionnaire and the accuracy of the measurement. With adding other adjustments, the last form of the questionnaire comprised 32 items with 4 sections according to Appendix (D).

### 3.6 Reliability of the questionnaire

The reliability of the questionnaire was found by calculating the Cronbach's Alpha stability coefficient, to ensure that the values of the Cronbach's Alpha stability coefficient were high. So, the researcher inferred the questionnaire has high internal consistency between its statements. As a result; it was valid for application and functioned in collecting and analyzing the data, answering the study questions, and accomplishing its objectives.

**Table (4)**

*Cronbach's alpha coefficients for testing the stability of the study tool*

Section	Cronbach's alpha coefficients
Class management skills	0.78
Executive skills	0.65
Technological skills	0.70
Evaluation skills	0.61
Total stability	0.78

Through the previous table, the researcher noted that all Cronbach's alpha coefficients are valid for the purposes of the study. The four sections are (0.78), (0.65), (0.70), and (0.61) and total (0.78), which are educationally acceptable values for the purposes of the study.

#### 3.4.2 The interview

Besides the questionnaire, the researcher chose the online interview as a second tool for the study; in order to support the results that appeared through the questionnaire and to answer the third question of the study. The interview results enhance expanding more on some topics and extract new skills for virtual classroom management. The results help the researcher think deeply about solutions for the obstacles facing English language teachers in their management of the virtual classroom. So, the researcher asked the interviewee teachers four questions Appendix (E). The researcher made the interview by using social media sites, including WhatsApp and Facebook applications.

The number of interview questions is (4) (Appendix D). The number of interviewee teachers is (12); (4) male and (8) female. These teachers are excellent at teaching English and effectively practice distance learning. The researcher chose the questions of the interview through the results of the questionnaire, specifically from the items which

have low arithmetic mean, and according to the need of answering the study questions. After making the interviews, the researcher wrote the responses of teachers, results, and a summary.

In addition, the researcher cared about the sincerity of the interview questions. The researcher presented them to 3 specialists in order to check their appropriateness and suitability. Two questions were rewritten, and two questions were deleted. Besides, changing the questions was done according to the interviewee teachers' suggestions.

### **3.7 Procedures of the study**

1. The study population and sample were determined.
2. The researcher developed the study questionnaire by reviewing and modifying the theoretical literature according to the suggestions of the specialists, according to Appendix (D).
3. A consent was obtained from An-Najah National University to the Ministry of Education to ease the mission, according to Appendix (C).
4. The questionnaire was applied electronically to a sample of English language teachers for the upper primary level. This was during the first semester of the year 2021/2022.
5. The researcher collected the data for the questionnaire, and then processed them statistically using a program Statistical Package for Social Sciences (SPSS).
6. The researcher determined the desired goal of the interview, and then formulated her questions based on the results of the questionnaire. Then, its final form presented after some modifications based on the opinions of the specialists.
7. The interview was applied electronically on a sample of English language teachers for the upper primary level .It differed from the questionnaire sample during the second semester of the year 2021/2022.
8. The researcher collected the interview data, and then summarized them in sections.
9. The researcher extracted the results, discussed them, and compared them with previous studies.
10. The researcher presented recommendations and suggestions in light of the final results.

### **3.8 Variables of the study**

1. Independent variables:

Gender: It has two sections (male and female).

Academic Qualification: It has three sections (Bachelor, Master's and Doctor of Philosophy).

2. Dependent variables: Online classroom management skills. It has four sections (Class management skills, executive skills, technological skills and evaluation skills)

### **3.9 Statistical design**

The following statistical treatments were used:

Through applying Statistical Package for Social Sciences (SPSS):

1. Descriptive statistics ( arithmetic mean, standard deviation, percentages, frequency, relative importance) in order to find out the means of the items of the questionnaire, and to determine the degree of each of them.
2. An independent sample T-test was used to test the first study hypothesis.
3. One Way Anova was used to test the second study hypothesis.
4. After writing the responses of the interviewees, and arranging them in the form of specific data, the researcher reviewed and integrated the responses of the sample members and determined the differences and similarities. Qualitative analysis of the content was applied.

## Chapter Four

### Results of the study

To accomplish the objectives, the two study tools (online questionnaire and interview) were designed and applied. In this chapter, the researcher presents and discusses the results of the study.

#### 4.1. Results related to the study questions:

**Results related to the first study question: What is the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools?**

The researcher extracted the arithmetic mean, standard deviation and ranks for each section in order to answer the first question. Also, the researcher relied on the following scale to estimate the level of English language teacher skills during distance learning.

Estimation range= (high degree – low degree) \ 5= 5-1\5= 0.8

- (4.21 and more = 82.2%) = Very high
- (4.20 - 3.41 = 68.2% - 84%) = High
- (3.40 – 2.61 = 52.2% - 68%) = Medium
- (2.60 – 1.81 = 36.2% - 52%) = Low
- (Less than 1.81 = 63.2%) = Very low

Table (5) shows the results of the study sections.

**Table (5)**

*The means and standard deviation of virtual classroom management skills by English language teachers during distance learning at Nablus primary governmental schools:*

No.	Rank	Section	Mean	Std.	Degree
1	2	Class management skills	4.05	0.41	High
2	1	Executive skills	4.33	0.41	Very high
3	4	Technological skills	3.910	0.34	High
4	3	Evaluation skills	3.914	0.42	High
Total degree			4.03	0.29	High

Table (5) shows the high degree of possessing virtual classroom management skills by English language teachers during distance learning at the upper basic level at Nablus



primary governmental schools. It had the arithmetic mean (4.03) and the standard deviation (0.29) totally. The averages of the sample members ranged between (4.48 – 2.47).

The arithmetic average of the study sample participants in the class management skills section was (4.05) and the standard deviation was (0.41), while the executive skills section got an arithmetic mean of (4.33) and the standard deviation of (0.41). While, the arithmetic means of technological skills section was (3.910) and the standard deviation was (0.34). The section on evaluation skills also got an arithmetic mean of (3.914) and a standard deviation of (0.42).

### **The items for each section are as follows**

#### **First section: Class management skills**

The researcher extracted the arithmetic mean and standard deviation for the items. Also, the degree and rank were determined for each item of this section:

Table (6) shows the means and standard deviation of class management skills for English language teachers during distance learning at Nablus primary governmental schools.

**Table (6)**

*The means and standard deviation of virtual class management skills for English teachers during distance learning at Nablus primary governmental schools:*

<b>No.</b>	<b>Rank</b>	<b>Item</b>	<b>Mean</b>	<b>Std</b>	<b>Degree</b>
1	1	I ask students to attend the online class on time.	4.47	0.66	Very high
2	2	I ask students to sit in a quiet place.	4.43	0.72	Very high
3	5	I support the role of students' parents especially for elementary level.	4.23	0.79	Very high
4	6	I allow the parents of my students to interfere during the class.	2.47	1.1	Medium
5	3	I efficiently make use of the class time.	4.38	0.59	Very high
6	4	I check the attendance and absence each class.	4.35	0.82	Very high
<b>Total</b>			4.05	0.41	High

Table (6) shows that English language teachers possess sufficient knowledge of class management skills during distance learning to a high degree. The arithmetic mean was (4.05) and the standard deviation was (0.41).

It is noted from the above table that the first rank was for the item (1), which states that "I ask students to attend the online class on time." This item had an arithmetic mean (4.47), which was also the highest among all the questionnaire items, with a standard deviation (0.66) and a very high degree. The second rank with a very high degree was for item (2) which states, "I ask students to sit in a quiet place." The arithmetic mean was (4.43) and standard deviation was (0.72).

Item (5) got the third rank with an arithmetic mean (4.38), a standard deviation (0.59), and a very high degree. It states "I efficiently make use of the class time." Item (6) comes as the fourth rank with a very high degree, "I check the attendance and absence of each class". Its arithmetic mean was (4.35) and its standard deviation was (0.82). Item (3) got a very high degree as the fifth rank, which states, "I support the role of students' parents, especially for elementary level." Its arithmetic mean was (4.23), with a standard deviation (0.79). As stated in the sixth rank with a medium degree, item (4) states, "I allow the parents of my students to interfere during the class." Its arithmetic mean was (2.47), a standard deviation (1. 1).

### **Second section: Executive skills**

The researcher extracted the arithmetic mean and standard deviation of the items. Also, the degree and rank were determined for each item of this section:

Table (7) shows the means and standard deviation of executive skills for English language teachers during distance learning at Nablus primary governmental schools.

**Table (7)**

*The means and standard deviation of executive skills for English language teachers during distance learning at Nablus primary governmental schools:*

No.	Rank	Item	Mean	Std.	Degree
1	1	I greet students at the beginning of the lesson and listen to their notes.	4.64	0.51	Very high
2	4	I allow students to introduce themselves and express their ideas.	4.35	0.60	Very high
3	2	I encourage students to pay attention to my directions and follow them.	4.48	0.62	Very high
4	5	I direct my questions and discussions to all students and ask randomly.	4.34	0.75	Very high
5	3	I care about reinforcing students even if they make mistakes.	4.38	0.61	Very high
6	7	I can control any unorganized group participations happening during the lesson.	3.96	0.87	High
7	6	Students are informed to leave the class only if they have an excuse or with permission.	4.19	0.71	High
<b>Total</b>			4.33	0.41	Very high

The researcher recognized from table (7) that English language teachers have adequate understanding of executive skills of English distance learning with a very high degree. The arithmetic mean was (4.33) and the standard deviation was (0.41).

It is clear from the previous table that the first rank was for the first item, which states that "I greet students at the beginning of the lesson and listen to their notes." That item was the highest among all the questionnaire items, with a standard deviation (0.51), an arithmetic mean (4.64), and a very high degree. The second rank with a very high degree was for item (3) which states, "I encourage students to pay attention to my directions and follow them." Its arithmetic mean was (4.48) with a standard deviation of (0.62).

Besides, item (5) got the third rank with an arithmetic mean (4.38), a standard deviation (0.61), and a very high degree. It states, "I care about reinforcing students even if they make mistakes." Item (2) came in the fourth rank with a very high degree. It states, "I allow students to introduce themselves and express their ideas." Its arithmetic mean was (4.35) and its standard deviation was (0.60). Item (4) got a very high degree as the fifth rank, which states, "I direct my questions and discussions to all students and ask randomly." Its arithmetic mean was (4.34) with a standard deviation (0.75)

As stated in the sixth rank with high degree, item (7), which states " Students are informed to leave the class only if they have an excuse or with permission." Its arithmetic mean was (4.19), a standard deviation (0. 71). Item (6) got the seventh rank with a high degree. That item states, "I can control any unorganized group participation happening during the lesson." Its arithmetic mean was (3.96) with a standard deviation of (0. 87).

### Third section: Technological skills

The researcher extracted the arithmetic mean and standard deviation. Also, the degree and rank were determined for each items of this section:

Table (8) shows the means and standard deviation of technological skills for English language teachers during distance learning at Nablus governmental schools.

**Table (8)**

*The means and standard deviation of technological skills for English teachers during distance learning at Nablus primary governmental schools:*

No.	Rank	Item	Mean	Std.	Degree
1	11	I divide students into groups to perform tasks in Microsoft teams.	3.37	0.95	Medium
2	9	I use other applications and programs in addition to Microsoft teams program.	3.78	0.79	High
3	5	I follow any new updated information about distance learning.	4.13	0.71	High
4	6	I am good at using Microsoft teams.	4.05	0.84	High
5	2	Students are told to use their real names with a real photo.	4.22	0.84	Very high
6	7	I can control students' sharing of photos.	3.88	0.87	High
7	4	Students are not allowed to turn on their cameras without permission.	4.17	0.91	High
8	1	Students are given the chance to speak using "raise your hand tool"	4.47	0.66	Very high
9	12	Students have the control on turning on and off their microphones by themselves.	3.08	1.14	Medium
10	8	I rarely expel students from the class.	3.87	0.91	High
11	3	I summarize the lesson at the end of the class and before I close the virtual class.	4.21	0.64	Very high
12	10	I record the lesson so as to help the students watch it more than once.	3.77	1.06	High
<b>Total</b>			3.91	0.34	High

The researcher recognized from table (8) that English language teachers have experienced technological skills of English distance learning with a high degree. The arithmetic mean was (3.91) and the standard deviation was (0.34).

It is clear from the previous table that the first rank was for the eighth item, which states that "Students are given the chance to speak using raise your hand tool" with an arithmetic mean (4.47). That item was also the highest among all the questionnaire items, with a standard deviation (0.66) and a very high degree. The second rank with a very high degree was for the item (5) which states, "Students are told to use their real names with a real photo". Its arithmetic mean was (4.22) with a standard deviation (of 0.84).

Besides, item (11) had the third rank with an arithmetic mean (4.21), a standard deviation (0.64), and a very high degree. It states "I summarize the lesson at the end of the class and before I close the virtual class." Item (7) came in the fourth rank with a high degree. It states "I can control students' sharing of photos". Its arithmetic mean was (4.17) and the standard deviation was (0.91). Item (3) got a high degree as the fifth rank, which states "I follow any new updated information about distance learning ". Its arithmetic mean was (4.13) with a standard deviation (of 0.71).

As stated, item (4) is the sixth rank with a high degree, which states, "I am good at using Microsoft teams." Its arithmetic mean was (4.05) with a standard deviation of (0. 84). Item (6) got the seventh rank with a high degree. That states "I can control students' sharing of photos ". Its arithmetic mean was (3.88) with a standard deviation (of 0. 87). Item (10) got the eighth rank with a high degree, which states, "I rarely expel students from the class." Its arithmetic mean was (3.87) with a standard deviation (0.91). The ninth rank with a high degree was for item (2) which states, "I use other applications and programs in addition to Microsoft teams program" with an arithmetic mean (3.78) and a standard deviation (0.79).

In addition, item (12) had the tenth rank with an arithmetic mean (3.77), a standard deviation (1.06), and a high degree. It states "I record the lesson to help the students watch it more than once". Item (1) came in the eleventh rank with a medium degree. It states "I divide students into groups to perform tasks in Microsoft Teams". Its arithmetic mean was (3.37) and its standard deviation (was 0.95). Item (9) got a medium degree as

the twelfth rank, which states, "Students have the control on turning on and off their microphones by themselves". Its arithmetic mean was (3.08) with a standard deviation (of 1.14).

#### **Fourth section: Evaluation skills**

The researcher extracted the arithmetic mean and standard deviation. Also, the degree and rank were determined for each items of this section.

Table (9) shows the arithmetic means and standard deviation of evaluation skills for English language teachers during distance learning at Nablus primary governmental schools.

**Table (9)**

*The arithmetic means and standard deviation of evaluation skills for English language teachers during distance learning at Nablus primary governmental schools:*

No.	Rank	Item	Mean	Std	Degree
1	6	I can insert evaluation tasks continuously and easily on Microsoft teams.	3.84	0.84	High
2	4	Students do the tasks and send the answers appropriately.	3.86	0.76	High
3	1	I send immediate feedback to students' tasks.	4.09	0.59	High
4	5	I discuss the tasks with students after the deadline time.	3.84	0.78	High
5	7	I have good experience in preparing electronic exams.	3.74	0.94	High
6	2	I emphasize evaluation for learning instead of evaluation of learning.	4.04	0.62	High
7	3	I can implement different evaluation tools.	3.99	0.73	High
<b>Total</b>			3.914	0.42	High

The researcher recognized from table (9) that English language teachers have good experience in evaluation skills during distance learning with a high degree. The arithmetic mean was (3.914) and the standard deviation was (0.42).

It is explicit from the previous table that the first rank was for the sixth item, which states that "I send immediate feedback to students' tasks with an arithmetic mean (4.09),

standard deviation (0.62) and a high degree. The second rank with a high degree was for item (3) which states, "I emphasize evaluation for learning instead of evaluation of learning." Its arithmetic mean was (4.04) and a standard deviation (0.59).

Besides, item (7) had the third rank with an arithmetic mean (3.99), a standard deviation (0.73), and a high degree. It states, "I can implement different evaluation tools." Item (2) came in the fourth rank with a high degree. It states, "Students do the tasks and send the answers appropriately. "Its arithmetic mean was (3.86) and standard deviation (0.76). Item (4) got a high degree as the fifth rank, which states, "I discuss the tasks with students after the deadline time." Its arithmetic mean was (3.84) with a standard deviation (of 0.78).

As stated in the sixth rank with a high degree, item (1) states, "I can insert evaluation tasks continuously and easily on Microsoft teams." Its arithmetic mean was (3.84), a standard deviation (0.84). Item (5) got the seventh rank with a high degree. That states "I have good experience in preparing for electronic exams." Its arithmetic mean was (3.74), with a standard deviation of (0.94).

## **Conclusion**

The researcher thinks that the high degree of possessing the class management, technological and evaluation skills is because teachers had experience in implementing distance learning system during the Covid-19 pandemic outbreak. Another point, most teachers have taken training courses to deal with virtual platforms; therefore, they improve their skills and expand their knowledge on how effectively manage the virtual classes.

## **4.2 Results related to the hypotheses**

The results of the second study question: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of distance learning on virtual classroom management by English language teachers of the upper primary level in Nablus primary government schools because of the variables of (gender, academic qualification).

To answer the second study question, the following null hypotheses were examined:

### The first hypothesis

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of the effect of distance learning on virtual classroom management by English language teachers of the upper primary level at Nablus governmental schools due to the gender variable.

**Table (10)**

*The arithmetic means, standard deviations, and t-tests for two independent samples, to examine the effect of distance learning on virtual classroom management skills by English language teachers of the upper primary level at Nablus primary governmental schools due to the gender variable.*

Section	(N = 84 ) Male		(N =147 ) Female		T	Sig
	Mean	Std. Deviation	Mean	Std. Deviation		
Class management skills	4.07	0.47	4.05	0.38	0.18	0.86
Executive skills	4.32	0.46	4.34	0.37	0.29	0.78
Technological skills	3.87	0.38	3.93	0.32	0.74	0.47
Evaluation skills	3.95	0.50	3.90	0.36	0.55	0.59
Total	4.02	0.36	4.03	0.23	0.11	0.92

It is noted from the previous table (10) that the value of "T" was statistically insignificant at a level of significance less than (0.05) in the total score, as well as in the four sub-domains. There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the degree of the effect of distance learning on virtual classroom management by English language teachers of the upper primary level at Nablus governmental schools due to the gender variable. Thus, the researcher accepts the first hypothesis.

### The second hypothesis:

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of the effect of distance learning on virtual classroom management by English language teachers of the upper primary level at Nablus primary governmental schools due to the academic qualification variable.

It is clear from table (11) in Appendix (G) the arithmetic averages and standard deviations of the study fields due to the educational qualification variable. The arithmetic average for the executive skills section of the bachelor's level was (4.35),



which was the highest arithmetic average. While the lowest arithmetic average for the class management skills section of the Ph.D. and above level, it was (3.72). The null hypothesis related to the educational qualification variable was tested using one-way analysis of variance.

Table (12) in Appendix (G) shows that there are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the averages of the study sample study, the effect of distance learning on virtual classroom management by English language teachers due to the educational qualification variable in the four sections (Class management skills, executive skills, technological skills and evaluation skills) as well as the total degree. Thus, the researcher accepts the second hypothesis.

#### **4.4 Results related to the interview**

**The first question: What are the most prominent difficulties of virtual class management that English language teachers face during distance learning?**

75% of the teachers who were interviewed believed that technical problems were among the most troublesome problems they faced in managing the classroom in distance learning, including the internet signal instability, the flaw in the used applications and programs, and electricity problems. Teacher (2) says, *"The Internet signal was suddenly disconnected for some students, and they quickly returned and wondered what they had missed, which affects the quality of class management"*.

50% of these teachers believe that technological competencies have a very important role in enhancing or decreasing the teacher's ability to manage his classroom remotely, whether the competencies of teachers or students. Teacher (8) says, *"At the beginning of using the Microsoft Teams program, I did not have any experience with it. I could not control the volume, so there was chaos in the class."* While 50% of teachers see that the difficulty of delivering information to students matters in virtual classroom management, the teacher may find it difficult to ensure that the information is received or evaluated. For example, some teachers have difficulty in ensuring students' correct pronunciation of words and proper writing of letters. Teacher (5) says, *"Dealing with a foreign language is a troublesome matter itself. In distance learning, you teach from a distance and you are not next to the student to ensure his correct pronunciation of words and proper writing of letters."*

In connection with the previous problem, 50% of teachers believe that the low percentage of eye contact or the body language had an enormous impact on classroom management and the management of the educational class remotely. Teacher (7) says, "*I faced difficulty in showing students the correct pronunciation of some letters and words because the facial expressions disappeared.*" Gestures can show whether or not students understand information. To solve this problem, some teachers used video clips that show writing words.

42% of teachers saw affecting class management as the lack of commitment of all students to attend classes remotely. Some students do not attend the class due to not knowing how to use the Microsoft Teams platform, and some of them do not have sufficient equipment because of siblings.

Regarding the problem of troubled students that exists in all learning systems, 50% of the teachers talked about this problem. Teacher (9) says, "*The muting feature is a temporary compulsion in order to encourage the students to obey the rules, then they will be quiet and the lesson is continuous and everyone may take part within the system by the teacher*"

Some students keep turning on the camera for no reason. Students' responding together creates chaos in the class. To deal with many cases of rioting, all the teachers who were interviewed many times resorted to muting the microphone of all the students, and only open it for those who want to interact or take part after raising their hand. But 25% of them believe that muting creates another psychological problem on both sides so that the teacher feels as if he is talking to himself, and the students, feel restricted from reaching the teacher. In a related context, 25% of teachers believe that muting students' microphones, not only because of their unacceptable behavior but sometimes the interventions of parents, is contrary the good classroom management.

The interviewed teachers have talked about other problems that affect virtual classroom management in distance learning, including students attending the online class before their teacher. Some students practice other activities while the class is running. The teacher feels that he is restricted in the presence of parents around their children. Students use the internet or parents to answer the teacher's questions. Unavailability of

an appropriate and calm environment at home in the presence of children and parents with the student.

**The second question: What kinds of multimedia can English teachers use in effectively managing the virtual classroom?**

Most teachers (84%) who were interviewed used YouTube to enhance virtual classroom management in distance learning. While 60% of the teachers agreed on using the PDF program, and similarly, the Adobe Flash program to view or edit the PDF files. Teacher (3), *"I presented the book twice, the first using PDF as it is, and the second using Adobe Flash, where I made some modifications to the displayed page and the answers to the exercises."* While 33% of the interviewed teachers saw the importance of using Word as a mediator to enhance virtual classroom management.

However, the highest percentage was for the PowerPoint program, as 42% of those teachers used it to manage their lessons remotely. They use the PowerPoint program for enriching lessons by adding slides with videos and questions. Some teachers use it for presenting new words to students, combined with animation and sound effects. 42% of the interviewed teachers believed that one of the successful ways to attract students' attention and manage the English educational process from a distance is the whiteboard application. It attracts students' attention and helps teachers present the learning material more easily.

Approximately 60% of the interviewed teachers have successfully practiced educational games or applications that follow the technological playing style of education, such as Word wall in which they can design interactive educational games. Teacher (6) says, *"In fact, it was attracting students' attention and they were eager to practice learning through it."* The lino-it application helps to attract attention and motivate the students to take part and write their notes and answers. Some teachers used the Jammu Board application, the search word application, flashcards, the Quizziz application, and the educational games. Using the previous applications facilitated managing students, motivating them to pay attention, and actively taking part in the class.

**The third question: What are your suggestions for reinforcing virtual classroom management?**

60% of the interviewed teachers see the importance of holding and strengthening courses, whether educational or technological, for the teaching staff to raise their ability to enhance virtual classroom management. Teacher (2) says, "*The teacher's technological competencies provide an important reason for success in managing the classroom remotely, while its low percentage and weakness will lead to the disruption of this control and the dispersal of students.*" On the same level, 33% of the teachers also see the importance of holding awareness-raising meetings with students' parents as well. Parents can increase their children's awareness of the goal of using the computer or the mobile phone for keeping on learning. Holding these meetings can increase students' desire to learn and their discipline and thus enhance virtual classroom management."

In a controversial problem, 43% of the teachers saw the preference of using the computer in remote learning from the mobile, in favor of managing the classroom remotely. It is necessary to delete gaming applications from the mobile phone through which the study is conducted. While 25% disagreed with this point and saw the opposite.

In an interesting suggestion, 25% of teachers believed adjustments should be added to the curricula so that it becomes more suitable for the distance learning process. Teacher (1) added to this, "*The syllabus must contain realistic material, which the student uses in his public life, to love it.*" 33% of the teachers saw the need to make some modifications to the features of the Microsoft Teams platform that is currently used in our learning, which is what the researcher was unique about in the fourth question, and the responses to it were reviewed there.

The teachers also gave many suggestions, including providing a general background in the English language for the school principal, so that he can evaluate the performance of his teachers. Informing the parents that the student should take the class alone without their participation, to ensure their feelings as well and to ensure that they do not interfere in the class. Conducting coordination between the principal and the teacher before the teacher enters the online class, to ensure that no tension occurs. Designing

special applications that have more means of enhancing students, and that are suitable for their age groups. And finding a solution to the students' educational loss in the English language is functional. Improving the quality and speed of teachers' internet, to ensure that media is displayed without interruption. Give students at least one online class during regular face-to-face shifts to familiarize them with this system of learning.

**The fourth question: Do you think Microsoft Teams help teachers in managing virtual classrooms? If yes\No Why?**

Teachers' opinions about the Microsoft Teams platform varied, and its ability to assist the teacher in managing the virtual classroom. In most of the features that teachers talked about, 60% of them saw that the teacher's collective mute feature helped many times to manage the class remotely, despite the negative effects of using this feature.

In our question about the preference of the Microsoft Teams platform over the Zoom platform, 33% preferred the Microsoft Teams platform over Zoom, teacher (4) added *"Sharing the screen is easy, as well as control and permissions, designing tables, and inclusion of educational tasks as well as feedback on them."* While, 17% of teachers preferred the Zoom platform over the Microsoft Teams platform. Those who preferred the Microsoft Teams saw that the use of the platform, its icons, and features are characterized by ease and uncomplicatedness. It is easy to create questions, send educational materials and tasks, and control permissions. As for the zoom, the session is separated after a while and needs to reconnect.

25% of teachers believed that the Microsoft Teams platform can be employed as a means of enrichment even in the presence of regular face-to-face shifts. They can discuss worksheets or enrichment material. The interviewed teachers spoke about many advantages of the Microsoft Teams platform that helps the teacher to manage the virtual classroom, including Microsoft Teams icons (hand raised, mute, etc.) help to some extent in managing the virtual classroom. Employing the Microsoft Teams platform helps to bridge the gap between students and their teachers. In summarizing the answer to our question, 75% of the teachers believe the Microsoft Teams platform is effective and helps to manage the classroom remotely, while 25% of them think the opposite.

#### **4.4 Summary of results**

The researcher found from the analysis of the study tools (the questionnaire and the interview), that there was a high degree among the participants of the current study, who are the English language teachers of the upper primary level at Nablus governmental schools. That degree is of possessing virtual classroom management skills, whether class management, executive, technological or evaluation skills. The total teachers' responses to the first study tool (the questionnaire) for virtual class management skills (81%), executive skills (86.6%), technological skills (78.2%), and evaluation skills (78.3%). Through making the interviews with the study participants, the researcher noticed that they have a high degree in virtual classroom management skills during distance learning.

Regarding the virtual class management skills for English teachers, the highest percentage, 89.4% was for teachers' asking students to attend the online class on time. Although, the interview results showed that 42% of teachers faced the problem of the lack of students' commitment to attend online classes on time. Some students do not attend the class on time because they do not have sufficient experience to log in to the online platform. Or, their siblings are using the phone or computer. In addition, another related problem is attending the online class before the teacher and making noise.

From the questionnaire results, the researcher noticed the percentage of the fourth item in this section was 49.4% with a medium degree. The item states, "I allow the parents of my students to interfere during the class". Similarly, 25% of interviewee teachers face the problem of parents' interferences. That problem affects negatively teachers' virtual class management. To overcome this problem, 33% of them suggested conducting awareness meetings with parents. Some of them supported parents' listening to the lesson, which helps in understanding the teacher's style and the weaknesses of their children

Concerning the executive skills, the percentage of greeting students at the beginning of the lesson and listening to their notes was 92.8%. That very high percentage supports the study (Martin,2017), which suggested making good relationships between teachers and students. When students are allowed to express and talk, they will be involved in the online class. That reinforces teachers' executive skills and leads to efficient virtual class management.

While, the percentage of the ability to control any unorganized group participation happening during the lesson was 79.2%. Likewise, 50% of the interviewee teachers faced the problem of students' riots or their collective participation. On the contrary, one of them commented, "In face-to-face learning, you can control all bad behaviors with just a look."

Teachers can reduce the previous problem by getting better at using the "raise your hand tool". To support that, the questionnaire results on technological skills show a high percentage of 89.4% for the item, "I gave students the chance to speak using "raise your hand tool".

Besides, the medium percentage of 61.6% was for the ninth item in the technological skills sector. It is about allowing students to turn on and off their microphones by themselves. However, the interviewee teachers' responses to this topic were varied. Some of them agree with this topic to deal with students' riots and unorganized participation. While, 25% of them believed that muting creates another psychological problem on both sides so that the teacher feels as if he is talking to himself. As stated by the teacher (9) said, "The muting feature is a temporary compulsion to encourage the students to obey the rules, then they will be quiet and the lesson is continuous and everyone may take part within the system by the teacher."

In a related context, 25% of teachers believe that muting students' microphones, not only because of their unacceptable behavior but sometimes the interventions of parents, is contrary the good classroom management. Furthermore, some of the interviewee teachers praised the effectiveness of Microsoft Teams icons, including (hand raised, mute, etc.). These icons help in managing the classroom remotely.

In the matter of evaluation skills of English language teachers during distance learning, the high percentage of 81.8% was for teachers' sending immediate feedback to students' tasks. Equally important, 50% of the interviewee teachers discussed the problem of having low technological skills. That meets the percentage 74.8% for the fifth item in the evaluation skills section, which states, "I have good experience in preparing for electronic exams." 60% of the interviewee teachers recommended conducting training courses for developing teachers' skills in distance learning.

## **Chapter Five**

### **Discussion of findings and recommendations**

In this chapter, the researcher discusses the findings, and the most important recommendations proposed in the light of the study results. The discussion is through answering the study questions, as follows:

There are similarities between the results of this study and the related studies, such as Sari & Nayır, (2020); Amalia (2022). This study is also in line with Sibanda (2021) aims. The third question of this study is in line with some related studies, such as Mardiani & Azhar(2021). The method of this study is like the method of Setyani(2021). Kiseleva & Pogolian(2021) is like the first and third interview questions of this study. The second tool of this study (the interview) is the same as Setyani(2021) ;Mardiani & Azhar,( 2021) ;Kamal et al.(2021) ;Kiseleva & Pogolian(2021) ;Milliken(2019). This study is distinct because the researcher used another tool, which was the online questionnaire, to strengthen the results of the interview.

#### **5.1 Discussion of results related to the first question of the study**

**Discussion of results related to the first question:** What is the effect of distance learning on virtual classroom management by English language teachers at Nablus primary governmental schools?

**The first question is divided into four sub-questions as follows**

Discussion of results related to the first sub-question: What is the effect of distance learning on virtual class management by English language teachers at Nablus primary governmental schools?

The results in table (6) showed the high degree of possessing class management skills during distance learning among English language teachers at Nablus primary governmental schools. The arithmetic mean was (4.05) and the standard deviation was (0.41). It is clear from table (6) that the first rank was for item (1), which states that "I ask students to attend the online class on time", with an arithmetic mean (4.47). It was



also the highest among all the questionnaire items, with a standard deviation (0.66) and a very high degree.

The results of the questionnaire of this study showed that teachers ask students to attend the online class on time. The researcher thinks that punctuality at the beginning of the virtual class is functional; all students will be ready and the teacher can start the lesson on time. Consequently, the teaching and learning process will take place without interruption. Teachers also will effectively manage the class. While the interview results showed that 42% of teachers faced the problem of low attendance of students in online classes. Teachers also implied that not all students join the online class on time. The researcher sees that some students do not attend the class on time because they don't have sufficient experience to log in to the online platform. Or, their siblings are using the phone or computer.

In addition, technical problems; such as the internet and electricity are reasons for late attendance. Lack of parents' cooperation may be another reason for not attending the class on time. In harmony, the results of Sibanda (2021) indicated that some students use network problems as a reason for late attendance. Besides, another related problem is attending the online class before the teacher and making noise. Also, some students are always absent, that is along with the results Todd (2020). These problems negatively influence virtual class management.

That result seems to be consistent the study results of Mardiani & Azhar(2021) ; Amalia(2022) which clarified the problem of students' unreadiness to attend the virtual class on time. The researchers Mardiani & Azhar(2021) recommended teachers sending the meeting link the day before. In addition, teachers effectively play their role as motivators by praising students who have attended the online class on time. Moreover, Sibanda (2021) advised teachers to take attendance during or at the beginning of each lesson to encourage students to attend on time. The latter advice meets the high percentage of the questionnaire item of this study that states " I check the attendance and absence each class."

As stated in the sixth rank with a medium degree, item (4), states, "I allow the parents of my students to interfere during the class." Its arithmetic mean was (2.47), with a standard deviation (of 1.1). The researcher thinks that parents play important role in

enhancing their children learning during distance learning. The very high degree of the questionnaire item about supporting the role of students' parents is along with the researcher's opinion.

The researcher noticed that some parents attend the virtual class with their children for giving help during the lesson. The researcher supports parents' participation in their listening to the lesson. It helps enhances understanding of the teacher's style and the weaknesses of their children. On the other hand, some of them interfere during the class with permission to ask the teacher a question for example. This behavior is functional. However, some of them deliberately or not purposely interfere without permission. That behavior negatively affects class management. It distracts students' attention and disrupts the teacher. Through the discussion with the interviewee teachers, it is clear that their response to the parents' interference issue is varied.

**Discussion of results related to the second sub-question:** What is the effect of distance learning on executive skills by English language teachers at Nablus primary governmental schools?

All teachers including English language teachers have sufficient experience in planning, preparing and organizing the virtual lessons. The results in table (7) indicated the very high degree of possessing executive skills for English language teachers during distance learning. The arithmetic mean was (4.33) and the standard deviation was (0.41).

The first rank was for the first item, which states, "I greet students at the beginning of the lesson and listen to their notes." That item had an arithmetic mean (4.64), which was also the highest among all the questionnaire items. Also, it had a very high degree with a standard deviation (0.51). The percentage of greeting students at the beginning of the lesson and listening to their notes was 92.8%. The researcher thinks that building good relationships between the teacher and students in the online environments positively enhances managing the virtual classroom. One of the ways to do so is to start the online lessons by greeting students and asking them about themselves.

Martin(2017) recommended teachers give time for students to express themselves and talk briefly at the beginning of the class. That reinforces teachers' executive skills and leads to efficient virtual class management. That recommendation is in line with the

high degree of this questionnaire item which states, "I allow students to introduce themselves and express their ideas." Moreover, Amalia(2022) affirmed the importance of greeting students at the beginning of the online class. Although, some teachers can't greet the students individually due to the time limitation, which conforms to the results of Mardiani & Azhar(2021).

Item (6) got the seventh rank with a high degree. That item states, "I can control any unorganized group participation happening during the lesson." Its arithmetic mean was (3.96) and the standard deviation was (0.87). The percentage of the ability to control any unorganized group participation happening during the lesson was 79.2%. Some students talk or answer a question without permission. Moreover, the interviewee of the Sibanda(2021) study displayed that some students intentionally interrupt the lessons by asking irrelevant questions.

The researcher thinks that unorganized group participation problem is due to the lack of students' readiness to use online classes. Or, some of them don't have adequate technical skills to use the icons in the online platform like 'raise your hand'. Likewise, 50% of the interviewee teachers of this study faced the problem of students' riot or their collective and unorganized participation. To overcome this problem, teachers have to set up rules for the class. For instance, it's practicable to provide students the chance to participate during the lesson by turning on/off their microphones, writing in the chat, or using the raise your hand icon.

**Discussion results related to the third sub-question:** What is the effect of distance learning on technological skills by English language teachers at Nablus primary governmental schools?

From table (8), the researcher extracted the high degree of possessing technological skills by English language teachers of the upper primary level at Nablus governmental schools. The arithmetic mean was (3.91) and the standard deviation was (0.34). The high degree is because most teachers have taken training courses and accessed the virtual platforms which strengthen their technological skills.

The first rank was for the eighth item, which states that "Students are given the chance to speak using "raise your hand tool" with an arithmetic mean (4.47). Also, that item

was the highest among all the questionnaire items, with a standard deviation (0.66) and a very high degree. In distance learning, achieving the aims of the lesson and ensuring understanding of the material requires a noiseless environment. That environment should promote communication and organized participation among students. Hence, students should be guided to participate in turns using the "raise your hand tool". This tool allows all students to talk, be disciplined and respect each other turns. Consequently, teachers will be able to efficiently manage students.

Item (9) got a medium degree as the twelfth rank, which states, "Students have the control on turning on and off their microphones by themselves". Its arithmetic mean was (3.08) and its standard deviation was (1.14). Regarding the issue of turning on \ off students' microphones, the interviewee teachers' responses were varied. Some of them support students' microphones controlling to deal with students' riots and unorganized participation. While 25% of them believed that muting creates another psychological problem on both sides so that the teacher feels as if he is talking to himself. As stated by teacher (9) said, *"The muting feature is a temporary compulsion to encourage the students to obey the rules, then they will be quiet and the lesson is continuous and everyone is allowed to participate within the system by the teacher."*

In a related context, 25% of teachers believe that muting students' microphones, not only because of their bad behavior but sometimes the interventions of parents, is contrary the good classroom management. Sibanda(2021) added that muting students' microphones all class time is useless. Some students will seize the opportunity to not pay attention and use other devices for example.

**Discussion of results related to the fourth sub-question:** What is the effect of distance learning on evaluation skills by English language teachers at Nablus primary governmental schools?

It is explicit from table (9) that teachers possessing evaluation skills had a high degree. The arithmetic mean was (3.914) and the standard deviation was (0.42). The first rank was for the sixth item, which states that "I send immediate feedback to students' tasks. That item had a high degree with an arithmetic mean (4.09) and standard deviation (0.62). The researcher thinks that giving immediate meaningful feedback can reduce students' mistakes and motivate them to keep on learning. Kahfi(2020) ;Irwandi(2020)

affirmed the significance of giving beneficial feedback on students' tasks. Moreover, Amalia(2022) added that teachers should give direct feedback on students' activities. However, teachers in the study Andriyivna, Vasylivna, Pavlivna, & Mykhaylivna(2020) had difficulty giving instant feedback.

Item (5) got the seventh rank with a high degree. That states, "I have good experience in preparing for electronic exams." Its arithmetic mean was (3.74), a standard deviation of (0.94) with a high degree. Although, the interview results display that a few teachers experienced making electronic exams. The researcher found that low technological skills and difficulty in evaluating information are challenges that teachers face during distance learning. That's because some teachers didn't take any training courses for implementing distance learning. As a sequence, they don't have sufficient knowledge and ability to design electronic exams. Or, some of them ignore the evaluation process. This result agrees with the results of Todd(2020).

## **5.2 Discussion of results related to the second question of the study (according to the hypotheses of the study)**

**Discussion results related to the first null hypothesis:** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) of the effect of distance learning on virtual classroom management by English language teachers of the upper primary level at Nablus primary governmental schools due to the gender variable.

The results in table (10) revealed that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the degree of the effect of distance learning on virtual classroom management by English language teachers of the upper primary level at Nablus primary governmental schools due to the gender variable. Based on the calculated "t" value, which reached (0.11) and with a significant degree of (0.92), it was found that there are no statistically significant differences between males and females. Therefore, the first hypothesis was rejected, and since the total arithmetic mean for males (4.02) and the arithmetic mean for females (4.03) are in line with the test result. The researcher believes that the result is logical, as both male and female English language teachers use the same virtual platform. Also, both received the same training courses and both have practiced distance learning recently.

### **Discussion of results related to the second null hypothesis**

The results in table (11) indicated that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the effect of distance learning on virtual classroom management by English language teachers of the upper primary level at Nablus primary governmental schools due to the academic qualification variable. All teachers regardless of their academic qualifications have studied managing classrooms when they were at the university. Also, they have taken training courses to strengthen their skills at the university.

### **5.3 Discussion of results related to the third question of the study**

The researcher answers the third question of the study by analyzing the interview questions.

The third question: What are the obstacles to virtual classroom management during distance learning by English language teachers at the upper primary level?

#### **The interview questions:**

#### **What are the most prominent difficulties of virtual class management that English language teachers face during distance learning?**

Depending on the data description, the researcher noticed that English language teachers face technical problems during distance learning. That result is in line with the results of Amalia(2022). Both teachers and students face the problem of lack or instability of internet connection because several users are on the same network at the same house or due to the bad internet network. Besides that, we as Palestinians face the problem of the constant electricity outage. Because of these difficulties, students and teachers suffer to rejoin the virtual sessions. They may feel bored and stressed. Students cannot keep on listening to the teacher and that influences their learning achievement. Students may make chaos when the teacher leaves the online class because of technical problems, and that negatively affects managing the classroom. These technical problems waste time and effort.

Technical problems could be one reason for low student attendance in online classes. Poor economic condition for some families obstructs their children to join the class. Some parents cannot provide enough electronic devices like (smart mobile phones,

computers, or laptops). Similarly, some parents do not have enough money for accessing to any internet network. Besides that, the interviewee teachers comment on this problem by explaining that students' siblings are using the same phone or computer for attending the classes. As a result, students cannot keep on learning and there will be drawbacks to their academic achievement. However, many students always attend the virtual classes.

After analyzing the questionnaire data, English language teachers at Nablus governmental schools possess technological skills with a high degree. However, the interview responses revealed that some teachers and students have low technological skills. They cannot deal with some technical problems. Because of the rapid shift to distance learning, they're not ready and familiar with dealing with the tools in virtual environments. Although some participants of this study were flexible and independent; they improve their technological skills by watching relevant videos. Some teachers followed any new updated information about distance learning, that is clarified the high degree of the item questionnaire regarding technological skills. That item states, "I follow any new updated information about distance learning."

In the light of physical gestures, eye contact, and body language disappearance, the difficulty of delivering information appears. To illustrate that, the interview results showed that 50% of participants believe that the lack of eye contact or body language has a big impact on virtual classroom management and the teaching-learning process. Without eye contact, physical gestures, and body language, teachers neither can interact well with students nor ensure their understanding during the explanation. Similarly, explaining some English grammar rules or reading comprehension requires a board and marker. Regarding the elementary English language teachers, they have difficulty showing the students the mouth shape of the letters, how to write them accurately, and showing them the correct pronunciation of some words.

Despite delivering information difficulty, some creative teachers suggested and used various kinds of multimedia in the second question of the interview. For instance, some teachers presented videos, Pdf, and PowerPoint slide to explain English grammar rules or reading comprehension passages. Other teachers showed video clips to deal with elementary students.

In parallel, the study interview results revealed that some English language teachers have difficulty evaluating students' knowledge and skills. Students' use of the internet or parents' interference in answering the teacher's questions has drawbacks to the evaluation process. Some teachers cannot evaluate students' listening skills well; students cannot hear well because of bad instability of the network, for example. Other teachers cannot evaluate students' speaking skills because of the separation.

However, the virtual platforms allow dividing students into small groups (chats) to interact and discuss specific topics. This is coincident with the medium degree of the item, "I divide students into groups to perform tasks in Microsoft teams." some teachers send their students writing tasks or worksheets on the platform. Even though the researcher extracted from analyzing questionnaire items related to the technological skills, the items about implementing different evaluation tools and inserting evaluation tasks on the Microsoft Teams platform have a high degree.

**The second question: What kinds of multimedia can English teachers use in effectively managing the virtual classroom?**

Regarding the questionnaire items in the technological skills section, using applications and programs during distance learning has a high degree. Its arithmetic mean is (3.78) and its standard deviation is (0.79). The researcher thinks that using applications and programs in the virtual environment enhances conveying the required material. It also attracts students' attention and allows active interaction during the lesson. It boosts distance learning and raises students' positive behavior, which lead to effective virtual classroom management.

The researcher allocates a specific question in the interview to know the kinds of used multimedia during distance learning. The results of the interview clarify that several English language teachers use various multimedia applications and programs. These applications and programs are familiar and do not require gaining high technological skills, including Microsoft Office programs (Word and PowerPoint), PDF and whiteboard, etc. Teachers have experienced the previous programs before in the usual learning. However, some teachers do not try to use them and only use the book.

Because of the familiarity and ease of using the previous programs, 60% of the interviewee teachers agree on using the PDF program. Similarly, the Adobe Flash



program is strongly used to view or edit PDF files. 33% of them support using Microsoft Word as a mediator to enhance classroom management. However, the highest percentage was for the PowerPoint program, as 42% of those teachers used it to manage their lessons remotely. Teachers can present the material using PowerPoint program to facilitate learning and teaching process. 42% of those teachers believed that one of the successful ways to attract students' attention and manage the English educational process from a distance is the whiteboard application.

Most teachers (84%) who were interviewed used YouTube to enhance classroom management in distance learning. YouTube is helpful in effectively conveying the required material. For instance, some teachers use it in teaching English grammar rules with simple explanations. Others use it to teach comprehension and listening to texts. It is used to deal with primary students who have difficulty in writing and pronouncing the alphabet letters.

Over and above that, 60% of teachers employ their creativity in taking the advantage of using technology to be connected with the playing style of education. They used a wide variety of enthusiastic educational games and applications that support distance learning and virtual management. For example, some teachers designed interactive educational games on the Word wall site. In addition, some of them used the Lino-it application to increase students' participation and improve their writing skills.

The search word application is commonly used to review and enrich students' vocabulary. Teachers can use it at the beginning of the lesson as a warm-up activity or during the class as an icebreaker. Or, it can be used at the end of the class as an evaluation activity. A quarter of those teachers used the world's most engaging and enjoyable platform, which is called Quizziz. It provides the chance for students of all ages to learn anything from anywhere at any time. It can be used for many purposes, for learning grammar rules and vocabulary, for example. Teachers can use Quizziz application to construct educational games. To sum up, the previous results are in line with Amalia(2022) who recommended using the educational applications and programs.

**The third question: What are your suggestions for reinforcing virtual classroom management?**

Coronavirus forced all life fields to be changed; the educational system is one of them. All teachers must follow the educational improvements and updated technology. They need to expand their knowledge and develop their skills to deal with the virtual classrooms.

60% of the interviewee teachers recommended holding training courses for teachers to deal with the distance learning process nowadays and later on. That high percentage is because of teachers' tendency to raise their ability to be well qualified in virtual environments. They need these courses to overcome the difficulties they face, using the platform icons to manage students, for example. These training courses will equip teachers with suitable methods and active applications. They may develop their technical knowledge and skills. As a result, teachers will be confident in employing technology in the virtual environment.

Training teachers in managing the virtual classrooms is demanded. That can be done by providing teachers with practical ways to do that. Not only promoting the use of various online programs and applications but also designing special applications for the English language that suit students' age, interests, and academic level. Hence, conducting these courses will positively affect teachers' performance and improve the learning-teaching process. Milliken(2019) Meirovitz, Russak, & Zur(2022) appreciated conducting training courses about distance learning for teachers.

Besides, 33% of the teachers affirmed the necessity of holding awareness-raising meetings with parents. The researcher agrees with this suggestion to overcome some distance learning difficulties, such as low student attendance or negative parents' interference during the virtual class. Conducting these meetings may increase parents' awareness of distance learning's importance and its positive results on their children's academic achievement. Through these meetings, parents will recognize the important role of their children during the class. Applying this suggestion will reinforce the connection between parents and teachers, which leads to efficient learning. Some teachers suggested conducting a training workshop for students to be aware of the distance learning importance and improve their skills in using the platform.

Without a doubt, a sudden shifting from face-to-face learning to distance learning makes an educational loss in the English language as well as affects students' achievement. The researcher agrees with some teachers' suggestions, which is giving students additional online classes. The aims of these online classes are to make useful revisions to the previous lessons or to provide students with enrichment materials about different aspects of the English language.

In anticipation of any emergent return to distance learning process, teachers suggested strengthening the curriculum with practical content to suit distance learning. To facilitate teachers' teaching jobs and motivate students to learn from a distance, the curriculum content should be more flexible and enjoyable. It should be supplied with realistic situations, videos, games, photos, etc. Besides, 33% of the teachers recommend making some modifications to the features of the Microsoft Teams platform. Adding or deleting some icons, for example.

In a controversial problem, 43% of the teachers saw the preference of using the computer in remote learning from the mobile, in favor of managing the classroom remotely. While 25% disagreed with this point and saw the opposite.

**The fourth question: Do you think Microsoft Teams help teachers in managing virtual classrooms? If yes\No Why?**

Teachers' opinions about the Microsoft Teams platform and its ability to assist the teacher in managing the virtual classroom are varied. 60% of the interviewee teachers see that the teacher's collective mute feature helps in many times to manage the virtual class, despite the negative effects of using this feature. The researcher thinks teachers should be clever in taking advantage of using this feature in managing students' behavior. They have to set up rules at the beginning of the online class by telling students to use the raise hand tool when they want to talk or answer. They should not turn on their microphone without permission. Above that, teachers can praise students' positive behavior when they talk with permission.

Unlike, some teachers prefer to mute all students' microphones all class time. The researcher thinks that behavior has a negative side. It will reduce interaction and communication between students themselves and their teachers. Students will feel bored and that will distract their attention without benefiting from the lesson. For instance,

they may open other sites, sleep, chat with their friends on social media or talk with their siblings. They should be responsible for their learning and follow their teachers' rules.

The researcher thinks that the Microsoft Teams application proves its effectiveness in distance learning. It saves time and effort for both teachers and students. It also bridges the gap between students and their teachers. As well, it enhances virtual classroom management. For instance, useful icons such as hand-raised and mute, etc. help to some extent in controlling students' behavior. This application effectively helps teachers to present the learning material and share additional resources, including relevant videos, pictures, educational applications, enthusiastic games, etc.

25% of teachers believe the Microsoft Teams platform can provide learning enrichment. Besides, 75% of the teachers believe the Microsoft Teams platform is effective and helps to manage the virtual classroom. While 25% of them think the opposite because they may not take any training courses on using Microsoft Teams. Or, they may have low technological skills. Or, they do not accept or believe in distance learning.

## **5.4. Recommendations**

### **5.4.1 Recommendations related to the results of the first question of the study**

- Strengthening teachers' virtual class management skills by conducting training courses, for instance.
- Guiding teachers on how to effectively use their executive skills during distance learning.
- Emphasizing the importance of acquiring technological and evaluation skills by English language teachers.

### **5.4.2 Recommendations related to the results of the second question of the study**

- Preparing courses to strengthen teachers' ability in managing the virtual classroom regardless of their gender or academic qualification.

### **5.4.3 Recommendations related to the results of the third question of the study**

- The internet and technology infrastructure should be improved, and free access to the internet should be provided.
- Provide students with technological devices to increase their attendance in online classes.
- Supplying teachers with modern technological devices to keep on giving lessons during distance learning.
- Improving the online Platform (Microsoft Teams) and finding other effective online platforms.
- Providing teachers with strategies and methods to manage virtual classrooms.
- Providing English teachers with a wide range collection of applications, programs, games, and new teaching techniques that enhance managing classrooms during distance learning.
- Strengthening teachers' evaluation skills for evaluating students' knowledge and skills during distance learning by providing different evaluative ways and programs.

### **5.4.4 Recommendations for the Ministry of Education**

- Making interviews or questionnaires with teachers, students, and their parents to investigate their experiences and perspective during distance learning.
- Organizing training courses for developing teachers' technological skills in using distance learning systems.
- Conducting training courses for students about dealing with the online platform (Microsoft Teams program).
- Making workshops for students and teachers to develop their ICT competence.
- Making a practical English curriculum material that suits distance learning.
- Conducting awareness meetings for students and their parents about the importance of the distance learning system.
- Make use of the digitalization revolution worldwide.
- Distribute laptops or smart devices for both teachers and students.

The researcher suggests conducting further research focusing on effective virtual classroom management, especially in English language virtual classroom.

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## Appendices

### Appendix (A) Approval of the thesis title

<b>An-Najah National University</b> Faculty of Graduate Studies Dean's Office		<b>جامعة النجاح الوطنية</b> كلية الدراسات العليا مكتب العميد
التاريخ: 2022/4/3		
حضرة الدكتور فايز محاميد المحترم مستق برنامج ماجستير أساليب تدريس اللغة الإنجليزية		
للسلام عليكم ورحمة الله وبركاته		
<b>الموضوع : تعديل عنوان اطروحة قبل المناقشة</b>		
وافق مجلس كلية الدراسات العليا في جلسته رقم (416)، المنعقدة بتاريخ 2022/3/2، على تعديل العنوان قبل المناقشة الطالب/ياسمين ماجد خليل أبو رزق، رقم تسجيل 11952287، تخصص ماجستير أساليب تدريس اللغة الإنجليزية:		
<b>عنوان الأطروحة القديم:</b>		
فعالية التعلم عن بعد على إدارة الصف لدى معلمي اللغة الإنجليزية في المدارس الحكومية في محافظة نابلس The Effectiveness of Distance Learning on Classroom Management by English Language Teachers at Nablus Governmental Schools		
<b>عنوان الأطروحة الجديد:</b>		
أثر التعلم عن بعد على إدارة الصف الافتراضي لدى معلمي اللغة الإنجليزية في المدارس الحكومية الأساسية في محافظة نابلس THE EFFECT OF DISTANCE LEARNING ON VIRTUAL CLASSROOM MANAGEMENT BY ENGLISH LANGUAGE TEACHERS AT NABLUS PRIMARY GOVERNMENTAL SCHOOLS		
بإشراف: د. نضال رائد عمر الجبوري		
مسوغة التعديل: تعديل العنوان بناء على طلب المشرف.		
وتفضلوا بقبول وافر الاحترام.		
 أ.د. وليد صويلح عميد كلية الدراسات العليا		انسخة: رئيس قسم الدراسات العليا للعلوم الإنسانية المحترم عميد القبول والتسجيل مشرف الطالب
جامعة النجاح الوطنية من أخص 5000 جامعة على مستوى العالم في تصنيف التايمز البريطاني 2022		
فلسطين نابلس، من ب 7-707 هاتف (2345115، 2345114، 2345113) (09) 972 * فاكسيل (09) 2342907 (972)		
Nablu, P. O. Box (7) 972 * Tel. 2345113, 2345114, 2345115 هاتف داخلي (5) 5200		
* Facsimile 972 92342907 * www.najah.edu - email fgs@najah.edu		



التاريخ: 2021/10/31

حضرة الدكتور فايز محاميد المحترم  
منسق برنامج ماجستير اساليب تدريس اللغة الإنجليزية

تحية طيبة وبعد،

الموضوع: الموافقة على عنوان الأطروحة وتحديد المشرف

قرر مجلس كلية الدراسات العليا في جلسته رقم (411) المنعقدة بتاريخ 2021/10/20، الموافقة على مشروع الأطروحة المقدم من الطالب/ ياسمين ماجد خليل ابو رزق، رقم التسجيل 11952287، تخصص ماجستير اساليب تدريس اللغة الإنجليزية، عنوان الأطروحة:

فعالية التعلم عن بعد على إدارة الصف لدى معلمي اللغة الإنجليزية في المدارس الحكومية في محافظة نابلس  
The Effectiveness of Distance Learning on Classroom Management by English  
Language Teacher at Nablus Governmental schools

بإشراف: د. نضال جويهي

ملاحظة: لاعتماد الأطروحة وتسجيلها على الفصل الأول 2022/2021.

يرجى اعلام المشرف والطالب بضرورة تسجيل الأطروحة خلال اسبوعين من تاريخ اصدار الكتاب. وفي حال عدم تسجيل الطالب/ة للأطروحة في الفترة المحددة له/ا ستقوم كلية الدراسات العليا بإلغاء اعتماد العنوان والمشرف

وتفضلوا بقبول وافر الاحترام ...

عميد كلية الدراسات العليا

أ.د. وليد صويح

نسخة: د. رئيس قسم الدراسات العليا لعلوم الإنسانية المحترم

د. عميد القبول والتسجيل المحترم

د. مشرف الطالب

جامعة النجاح الوطنية من أفضل 500 جامعة على مستوى العالم في تصنيف التايمز البريطاني 2022

الخط: نابلس - ص ب 71707 هاتف: 2345115، 2345114، 2345113، 2345112، 2345111، 2345110 فاكس: (972) 92342907

Nablus, P. O. Box (7) \*Tel. 972 9 2345113, 2345114, 2345115

\* Facsimile: 972 92342907 \* www.najah.edu - email: [info@najah.edu](mailto:info@najah.edu)



## **Appendix (B) List of Arbitrators**

- Dr. Suzzane Arafat \ Instructor at An-Najah University
- Dr. Mohammed Hamdan \ Instructor at An-Najah University
- Dr. Fawaz Aqe\ Instructor at An-Najah University
- Dr.Yaman Sleih\ Instructor at An-Najah University
- Dr. Hazem Mayaleh\ English teacher
- Dr. Abed Al Rahman Abu Sarah\ Instructor at the Al-Quds Open University
- Dr. Khaled Dweikat\ Instructor at the Al-Quds Open University

**Appendix (C) A consent was obtained from An-Najah National University to the Ministry of Education to ease the mission**

 State of Palestine Ministry of Education Center for Educational Research and Development	 مركز البحوث والتطوير التربوي	دولة فلسطين وزارة التربية والتعليم مركز البحث والتطوير التربوي
		الرقم: ر ت / ١٣ / ٨٦٦ التاريخ: 2021/ 11/11م
<p>لعمري بيهمة الأمر</p> <p><b>الموضوع: تسهيل مهمة باحثة</b></p> <p>يهدىكم مركز البحث والتطوير التربوي أطيب تحية، ويرجو منكم التكرم بتسهيل مهمة الباحثة:</p> <p><b>"ياسمين ماجد خليل أبو رزق"</b></p> <p>من جامعة النجاح الوطنية للحصول على المعلومات اللازمة لإعداد دراسة بعنوان:</p> <p><b>"الفعالية التعلم عن بعد على إدارة الصف لدى معلمي اللغة الإنجليزية في المدارس الحكومية في محافظة نابلس"</b></p> <p><b>The Effectiveness of Distance Learning on Classroom Management by English</b></p> <p><b>" Language Teacher at Nablus Governmental schools</b></p> <p>ملاحظات:</p> <ul style="list-style-type: none"><li>• تتضمن الدراسة توزيع استبيان وإجراء مقابلات مع معلمي ومعلمات اللغة الإنجليزية لمرحلة الأساسية العليا.</li><li>• تاهتوي الباحثة أنشطة جميع الإدارات، بالتنسيق مع منسق البحث والتطوير والإدارة في المديرية.</li><li>• الاستجابة على الأسئلة البحثية من قبل عينة المبحوثين طوعية.</li><li>• نظراً لظروف الجامعة يتم تطبيق أدوات البحث عبر التماذج المخصصة دون تواصل مباشر مع المبحوثين.</li></ul> <p>مع الاحترام،،</p> <div><p>د. محمد مطر</p><p>إمدير عام مركز البحث والتطوير التربوي</p></div> <div></div> <div><p>لمسة:</p><p>عطوفة وكيل الوزارة المساعد عطوفة الوكلاء المساعدين لمديرين السادة محوريين عاملين منويات التربية والتعليم / نابلس - طوب نابلس المقربين د. نعلل موسى - نابلس على لدراسة المقدم - بريد إلكتروني shokkary@hotmail.com</p></div>		
Tel ( + 970-562-501092 ) E-mail ( <a href="mailto:ncerb@moe.edu.ps">ncerb@moe.edu.ps</a> )		

## Appendix (D) Questionnaire

The questionnaire before editing:

The researcher and the supervisors Dr. Nedal Jayousi are conducting a study entitled "The effectiveness of distance learning on classroom management at Nablus governmental schools" in order to complete the requirements for obtaining a master's degree in teaching English at the Faculty of Graduate Studies at An-Najah National University (Nablus /Palestine). **The questionnaire below is one tool of a study that aims to investigate the effectiveness of distance learning on classroom management at Nablus governmental schools" schools. . The study is conducted in Partial Fulfillment of the Requirements for the Master Degree of Methods of Teaching English as a Foreign Language, Faculty of Graduate Studies at An-Najah National University (Nablus /Palestine).**

In view of your long experience, knowledge and management in this field, I present to you the following questionnaire **for your referee and its appropriateness.( for your comments and suggestions)**

I request you to kindly read the items of the questionnaire and indicate the extent to which they are compatible. If you have other comments, please add them.

**Thank you for your kind cooperation**

**Yours sincerely,**

Dear English Teachers, **(Dear EFL Teacher)**

I offer you my best regards, I am pleased to present to you the following questionnaire for a study entitled "The effectiveness of distance learning on classroom management at Nablus governmental schools". **(The questionnaire below is one tool of a study that aims to investigate the effectiveness of distance learning on classroom management at Nablus governmental schools. The study is conducted in Partial Fulfillment of the Requirements for the Master Degree of Methods of Teaching English as a Foreign Language, Faculty of Graduate Studies at An-Najah National University)**

I would like to inform you that the questionnaire is a helpful tool in this study. It aims at collecting data to determine a list of distance classroom management for teaching English. **(No need for this paragraph)**

Please kindly dedicate a part of your time to read the items of the questionnaire, taking into account the accuracy of the answer about the questions, because of their role in achieving the objectives of the study. The data you provide, it will be treated confidentially and will be used only for scientific research purposes only.

With all appreciation

The researcher:

Yasmeen Majed Abu Rizeq

**i. Section One : Personal data:**

Choose the best answer that suits you:

- |                            |                 |                |
|----------------------------|-----------------|----------------|
| 1- Gender                  | 1) male         | 2) female      |
| 2- Academic qualification: | 1) B.A. \B.S.C. | 2) M.A. \M.S.C |
| 3) Ph.D. and above         |                 |                |

ii. Section two : Questionnaire items:

Read the following items carefully and check under the column that best represent your level of agreement or disagreement with each item.

Item	Item with editions
<b>Leadership skills</b>	Class Management or Management skills
I ask students to attend the class on time.	I ask students to attend the <b>online</b> class on time.
I ask students to sit in a quiet place.	
I support the role of students' parents especially for primary level.	I support the role of students' parents especially for <b>elementary</b> level.
I allow students' parents to interfere during the class.	I allow <b>the parents of my students</b> to interfere during the class.
I efficiently make use of class time.	
I check the attendance each class.	
Second: Executive skills	
I greet students at the beginning of the lesson and listen to their notes.	
I allow students to introduce themselves and express their ideas.	
Students pay attention to my directions and implement them.	<b>I encourage</b> students to pay attention to my directions and <b>follow</b> them.
I direct my questions and discussions to all students and ask randomly.	
I care about reinforcing students even if they make mistakes.	
I can control any unorganized group participations happening during the lesson.	
Students leave the class only if they have an excuse or with permission.	<b>Students are informed to</b> leave the class only if they have an excuse or with permission.
Third: Technological skills	
I divide students into groups to do tasks in Microsoft teams.	I divide students into groups to <b>perform</b> tasks in Microsoft teams.
I use other applications and programs in addition to Microsoft teams program.	
I follow any new updated information about distance learning.	
I am good at using Microsoft teams.	
All students appear with their real name and picture.	Students are told to use their real names with a real photo.
All students put the same background photo.	No need for this item
Students share unsuitable pictures.	I can control students' sharing of photos.
Students turn on the camera with	Students are not allowed to turn on their

Item	Item with editions
permission.	cameras without permission.
Students raise their hands to speak during the lesson.	Students are given the chance to speak using “raise your hand tool”
Students have the control on turning on and off their microphones by themselves.	
I rarely expel students from the class.	
I say my notes at the end of the class and then I close the virtual class.	<b>I summarize the lesson</b> at the end of the class and before I close the virtual class.
I record the lesson to benefit students in reviewing the material.	I record the lesson so as to help the students watch it more than once.
Fourth: Evaluative skills	Evaluation skills
I can insert tasks continuously and easily on Microsoft teams.	I can insert <b>evaluation</b> tasks continuously and easily on Microsoft teams.
Students do the tasks and send the answers appropriately.	
I send immediate feedback to students` tasks.	
I discuss the tasks with students after the deadline time.	
I have made electronic exams successfully.	I have good experience in preparing electronic exams.
I assert the importance of doing the tasks and exams.	I emphasize evaluation for learning instead of evaluation of learning.
I can implement different evaluation tools.	

## Questionnaire

### The questionnaire after editing:

The questionnaire below is one tool of a study that aims to investigate the effectiveness of distance learning on classroom management at Nablus governmental schools" schools. . The study is conducted in Partial Fulfillment of the Requirements for the Master Degree of Methods of Teaching English as a Foreign Language, Faculty of Graduate Studies at An-Najah National University (Nablus /Palestine).

In view of your long experience, knowledge and management in this field, I present to you the following questionnaire for your comments and suggestions.

I request you to kindly read the items of the questionnaire and indicate the extent to which they are compatible. If you have other comments, please add them.

**Thank you for your kind cooperation**

**Yours sincerely,**

**Dear EFL Teachers**

The questionnaire below is one tool of a study that aims to investigate the effectiveness of distance learning on classroom management at Nablus governmental schools. The study is conducted in Partial Fulfillment of the Requirements for the Master Degree of Methods of Teaching English as a Foreign Language, Faculty of Graduate Studies at An-Najah National University.

Please kindly dedicate a part of your time to read the items of the questionnaire, taking into account the accuracy of the answer about the questions, because of their role in achieving the objectives of the study. The data you provide, it will be treated confidentially and will be used only for scientific research purposes only.

**With all appreciation**

**The researcher:**

**Yasmeen Majed Abu Rizeq**

**iii. Section One : Personal data:**

Choose the best answer that suits you:

- |                            |                 |                |
|----------------------------|-----------------|----------------|
| 3- Gender                  | 1) male         | 2) female      |
| 4- Academic qualification: | 1) B.A. \B.S.C. | 2) M.A. \M.S.C |
| 3) Ph.D. and above         |                 |                |

**iv. Questionnaire items:**

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Suggestions
<b>First: Class management skills</b>							
1	I ask students to attend the online class on time.						
2	I ask students to sit in a quiet place.						
3	I support the role of students' parents especially for elementary level.						
4	I allow the parents of my students to interfere during the class.						
5	I efficiently make use of the class time.						
6	I check the attendance and absence each class.						
<b>Second: Executive skills</b>							
1	I greet students at the beginning of the lesson and listen to their notes.						
2	I allow students to introduce themselves and express their ideas.						
3	I encourage students to pay attention to my directions and follow them.						
4	I direct my questions and discussions to all students and ask randomly.						
5	I care about reinforcing students even if they make mistakes.						
6	I can control any unorganized group participations happening during the lesson.						
7	Students are informed to leave the class only if they have an excuse or with permission.						
<b>Third: Technological skills</b>							
1	I divide students into groups to perform tasks in Microsoft teams.						
2	I use other applications and programs in addition to Microsoft teams program.						
3	I follow any new updated information about distance learning.						
4	I am good at using Microsoft teams.						
5	Students are told to use their real names with a real photo.						
6	I can control students' sharing of photos.						



7	Students are not allowed to turn on their cameras without permission.						
8	Students are given the chance to speak using “raise your hand tool”						
9	Students have the control on turning on and off their microphones by themselves.						
10	I rarely expel students from the class.						
11	I summarize the lesson at the end of the class and before I close the virtual class.						
12	I record the lesson so as to help the students watch it more than once.						
<b>Fourth: Evaluation skills</b>							
1	I can insert evaluation tasks continuously and easily on Microsoft teams.						
2	Students do the tasks and send the answers appropriately.						
3	I send immediate feedback to students` tasks.						
4	I discuss the tasks with students after the deadline time.						
5	I have good experience in preparing electronic exams.						
6	I emphasize evaluation for learning instead of evaluation of learning.						
7	I can implement different evaluation tools.						

**Thank you**

**Here is the link of the questionnaire:**

**<https://docs.google.com/forms/d/e/1FAIpQLSe7tf5SElmnsa-GfyotyENsBSQ56xJPRh1DPAHxkEUWIXnG0g/formResponse>**

## Appendix (E) The interview

### The questions of the study interview before editing:

Yasmeen Majed Abu Rizeq

1. What are the most important characteristics of activities for English distance learning?
2. How can cooperation between teachers increase the effectiveness of managing during distance learning?
3. What kinds of multimedia can English teachers use in managing the classroom effectively?
4. What are the most prominent difficulties of class management which English teachers face during distance learning?
5. What are your suggestions for reinforcing the effectiveness of classroom management?
6. Do you think that Microsoft Teams help teachers in managing classrooms from a distance?

Name		
Dr. Suzzane Arafat	Instructor at An Najah University	No answer
Dr. Mohammed Hamdan	Instructor at An Najah University	No answer
Dr. Fawaz Aqel	Instructor at An Najah University	No answer
Dr. Yaman Sleih	Instructor at An Najah University	The questions are good
Dr. Hazem Mayaleh	English teacher	Re writing the question: What are the most prominent difficulties of which English teachers face during distance learning? What are the most prominent difficulties of <i>class management</i> that English teachers face during distance learning?
Abed Al Rahman Abu Sarah	Instructor at the Al Quds Open University	Deleting the following questions: 1- What are the most important characteristics of activities for English distance learning? 2- How can cooperation between teachers increase the effectiveness of managing during distance learning?
Khaled Dweikat	Instructor at the Al Quds Open University	No answer

Dr.Nedal Jayousi suggestions:

- 1- Change (which) to (that) in the following question: What are the most prominent difficulties of class management which English teachers face during distance learning?

What are the most prominent difficulties of class management *that* English teachers face during distance learning?

- 2- What kinds of multimedia can English teachers use in managing the classroom effectively?

What kinds of multimedia can English teachers use in *effectively* managing the classroom?

- 3- Do you think that Microsoft Teams help teachers in managing classrooms from a distance? If yes\No Why

The interview questions after editing:

1. What are the most prominent difficulties of class management which English teachers face during distance learning?
2. What kinds of multimedia can English teachers use in managing the classroom effectively?
3. What are your suggestions for reinforcing the effectiveness of classroom management?
4. Do you think that Microsoft Teams help teachers in managing classrooms from a distance?

## Appendix (F) The interview responses

**The first question:** What are the most prominent difficulties of virtual class management that English language teachers face during distance learning?

**Table (13)**

*The most prominent difficulties of virtual class management that English language teachers face during distance learning and their reputation.*

Difficulty	Reputation
Technical problems; such as the internet and electricity	9
Low technological skills among teachers or students	6
Difficulty of delivering and evaluating information	6
Students' riot or their collective participations	6
The disappearance of physical gestures	6
Low attendance of students in online classes	5
Heavy workload in preparing for virtual classes	5
Parents' interferences	3
Negative consequences of muting for all students	3

75% of the teachers who were interviewed believe that technical problems are among the most troublesome problems they faced in managing the classroom in distance learning, including the internet signal instability, the flaw in the used applications and programs, and electricity problems. Teacher (1) says, *"Sometimes many programs are not compatible with the version of my computer. Therefore, I could not work on it."* Most of these problems were related to the internet. Teacher (2) says, *"we suddenly disconnected The Internet signal for some students, and they quickly returned and wondered what they had missed, which affects the quality of class management"*. Also, the problem may be related to the weakness of the network itself because of many users at the same home, since all students simultaneously switch to the distance learning system, and since this same problem was faced by teachers as well. Teacher (10) says, *"The weakness of the Internet leads to difficulty in sharing the screen, as well as lack of clarity of the teacher's voice, which causes chaos and riots among the students because they did not understand the words of their teacher."* while teacher (11) agrees with him and added, *"this weakness will lead to wasting class time in vain, and similarly about the electricity network and its sudden interruption, whether for teachers or students."*

50% of these teachers believe that technological competencies have a very important role in enhancing or decreasing the teacher's ability to manage his classroom remotely, whether the competencies of teachers or students. Teacher (8) says, *"At the beginning of*

*using the Microsoft Teams program, I did not have any experience with it. I could not control the volume, so there was chaos in the class."* However, teacher (10) believes that the teacher can overcome this problem by enhancing these competencies by watching many videos on YouTube that raise the teacher's competencies. This problem becomes more difficult as the age of the students decreases inversely.

While 50% of teachers see that the difficulty of delivering information to students matters in virtual classroom management, the teacher may find it difficult to ensure that the information is received or evaluated. Teacher (1) says, *"It is not a simple matter to ensure the delivery of the information to forty students who are not in front of you."* And teacher (5) adds, *"Dealing with a foreign language is a difficult matter itself, in distance learning you teach from a distance and you are not next to the student to ensure his correct pronunciation of words and proper writing of letters."*

In connection with the previous problem, 50% of teachers believe that the low percentage of eye contact or the body language had an enormous impact on classroom management and the management of the educational class remotely. Teacher (1) says, *"I cannot see the gestures of the student that show his understanding of the information or not."* Teacher (7) adds, *"I faced difficulty in showing students the correct pronunciation of some letters and words because the facial expressions disappeared."* However, teacher (2), who faced the previous problem, was able to overcome it, as he says, *"A lot of information I relied on insinuations or changing the tone of voice, and when I faced this problem, I overcame it through using video clips that show writing words in details as well as containing part of those gestures."*

Teacher (9) agrees with him and adds, *"We need more than one way or method to finally deliver part of the information."* Among the most prominent problems that the other 42% of teachers saw as affecting class management is the lack of commitment of all students to attend classes remotely. Teacher (10) says, *"The students' arguments vary in absence, some of them do not attend the class due to not knowing how to use the Teams platform, and some students do not have sufficient equipment because of brothers and schoolchildren."* Teacher (6) says, *"Some students used to leave classes before they finished, which delayed the completion of the required material."*

Regarding the problem of troubled students that exists in all learning systems, 50% of the teachers talked about it, and it varies from turning on the camera for no reason or speaking outside the scope of the class, or even students' responses together, which creates chaos in the class. Teacher (1) says, *"Some students do not want to learn and consider the internet as a matter of entertainment."* Teacher (2) says, *"There was a unified link for each class, and when moving from one subject to another, chaos prevailed in the absence of teachers in those minutes."* And teacher (5) adds, *"Sometimes, you cannot distinguish between the taking part student from the rioter, and a random participation maybe happened, without paying attention or quickly knowing its source."* And the same teacher adds, *"In face-to-face learning, you can control all unacceptable behaviors with just a look."*

To deal with many cases of rioting, all the teachers who were interviewed tended to mute the microphone of all the students, and only open it for those who want to interact or participate after raising their hand. But 25% of them believe that muting creates another psychological problem on both sides so that the teacher feels as if he is talking to himself, and the students, feel restricted from reaching the teacher. Teacher (3) says, *"Many answers come to me, and it is difficult to adjust the role, and some take part without raising their hand electronically, so I have to mute the collective sound, but I feel as if I am alone in the class."* And teacher (9) says, *"The muting feature is a temporary compulsion to encourage the students to obey the rules, then they will be quiet and the lesson is continuous and everyone may take part within the system by the teacher. In a related context, 25% of teachers believe that muting students' microphones, not only because of their unacceptable behavior but sometimes the interventions of parents, is contrary the good classroom management."*

The following are some of the problems that affect classroom management in distance learning, and the interviewed teachers have individually talked about them:

- Students attend the online class before their teacher.
- Some students practice other activities while the class is running.
- Teachers feel that they are restricted in the presence of parents around their children
- Students' use of the internet or parents to answer the teacher's questions

- Unavailability of an appropriate and calm environment at home in the presence of children and parents with the students.

**The second question:** What kinds of multimedia can English teachers use in effectively managing the virtual classroom?

**Table (14)**

*The kinds of multimedia can English teachers use in effectively managing the virtual classroom and their reputation.*

<b>Kinds of used multimedia</b>	<b>Reputation</b>
YouTube	10
PDF\Adobe Flash	9
Educational games and application	7
White board	5
Microsoft Power Point	5
Microsoft Word	4

Most teachers (84%) who were interviewed used YouTube to enhance virtual classroom management in distance learning. Teacher (3) says, *"One time I found a nice and simple explanation of a rule on YouTube so I showed it to my students and it was exciting."* And the teacher (7) added, *"In all of my online lessons, I often use videos from YouTube"*. Teacher (9) says, *"I used videos from YouTube to show how to write letters accurately."*

While 60% of the teachers agree on using the PDF program, and similarly, the Adobe Flash program to view or edit the PDF files. As for teacher (3) says, *"I presented the book twice, the first using PDF as it is, and the second using Adobe Flash, where I made some modifications to the displayed page and the answers to the exercises."*

While 33% of them saw the importance of using Word as a mediator to enhance classroom management, teacher (5) says, *"I used to see that Word is richer than PDF because of the ease of effects and modifications to it, and that it is better than whiteboard for ease of use and control of formats and colors."* Teacher (7) adds, *"The Microsoft Word program was essential to me for presenting worksheets to students or sending them to students"*.

However, the highest percentage was for the PowerPoint program, as 42% of those teachers used it to manage their lessons remotely. Teacher (5) says, *"The application*

*enriched my lesson a lot. I supported the slides with videos, and enriching questions"* and the teacher (10) adds, *"I have always dedicated this application for presenting new words to students, combined with animation and sound effects"*.

42% of those teachers believe that one of the successful ways to attract students' attention and manage the English educational process from a distance is the whiteboard application. Teacher (6) says, *"In fact, it was attracting students' attention and they were eager to practice learning through it."* Teacher (8) adds, *"I think that using it helps present the educational material and convey the information more easily."*

Approximately 60% of these teachers have successfully practiced educational games or applications that follow the technological playing style of education. Teacher (4) says, *"I used a site called Word wall in which you can design interactive educational games. I found the interaction and response of students and even their parents are good."* Teacher (6) adds, *"I used the Lino-it application, it helped to attract the attention and motivate the students to take part and write their notes and answers."* While teacher (7) used the same purpose the Jammu Board application, and teacher (11) used the search word application and flashcards. Teacher (9) says, *"I used educational games and applications before and after explaining the required material, such as Word Wall, which facilitated the control of students and motivate them to pay attention and actively participate in the class."* A quarter of those teachers used the Quizziz application. Using electronic tests through these media is insignificant, and it was limited to 25% of them.

**The third question:** What are your suggestions for reinforcing the virtual classroom management?

**Table (15)**

*Teachers' suggestions for reinforcing the virtual classroom management and their reputation.*

<b>Suggestions</b>	<b>Reputation</b>
Training courses for teachers	7
Using a computer instead of a mobile phone	5
Conducting awareness meetings with parents	4
Making modifications and additions to the Microsoft Teams platform	4
Strengthening the curriculum with practical content	3
Promoting the use of electronic programs and applications	3



60% of the interviewed teachers see the importance of holding and strengthening courses, whether educational or technological, for the teaching staff to raise their ability to enhance virtual classroom management. Teacher (2) emphasized the importance of these courses, saying, *"The teacher's technological competencies provide an important reason for success in managing the classroom remotely, while its low percentage and weakness will lead to the disruption of this control and the dispersal of students"*. Teacher (9) says, *"We took a course previously for the Microsoft Teams platform, but there must be another course more broadly."* And teacher (10) adds, *"There are many technologies in the Microsoft Teams platform he does not know exist or most teachers master its use."* Teacher (12) adds, *"It is important to hold courses and meetings with teachers to present the technical problems they face during the remote lesson."*

On the same level, 33% of the teachers also see the importance of holding awareness-raising meetings with the parents as well. Teacher (1) says, *"Parents can increase their children's awareness of the goal of using the computer or the mobile phone."* Teacher (5) adds, *"By meeting with the parents, we can create a positive incentive. They learn remotely, and this is reflected in their children's desire to learn, increase their discipline, and thus enhance remote classroom management."*

In a controversial problem, 43% of the teachers see the preference of using the computer in remote learning from the mobile, in favor of managing the classroom remotely. It is necessary to delete gaming applications from the mobile phone through which the study is conducted. Teacher (2) says, *"Controlling the computer during the learning process is easier and faster for the student."* And teacher (7) adds, *"The computer is easier in terms of use, adjusting notifications, and giving seriousness to the class."*

While 25% disagree with this point and see the opposite, teacher (3) says, *"People's economic conditions may not be suitable for providing computers."* Teacher (5) says, *"Whoever intends to play and have fun will do that, whether on a computer or a mobile phone."*

In an interesting suggestion, 33% of the teachers see the need to make some modifications to the features of the Microsoft Teams platform that is currently used in

our learning. That is what the researcher was unique about in the fourth question, and the responses to it were reviewed there

The teachers also gave many suggestions, which were individual or at low rates, including:

- Providing a general background in the English language for the school principal, so that he can evaluate the performance of his teachers.

- Advising the parents that the student should take the class alone without their participation, to ensure their feelings as well and to ensure that they do not interfere in the class.

- Conducting coordination between the principal and the teacher, before the teacher enters the electronic class, to ensure that no tension occurs.

- Designing special applications that have more means of enhancing students, and that are suitable for their age groups

- Finding a solution to the students' educational loss in the English language.

- Improving the quality and speed of teachers' internet, to ensure that media is displayed without interruption

- Giving students at least one online class, during regular face-to-face shifts, to familiarize them with this system of learning.

**The fourth question:** Do you think Microsoft Teams help teachers in managing virtual classrooms? If yes\No Why?

Teachers' opinions about the Microsoft Teams platform and its ability to assist the teacher in managing the classroom remotely are varied. 60% of teachers see that teacher's collective mute feature help to manage the class remotely, despite the negative effects of using this feature. So teacher (7) says, "*Sudden chaos sometimes happens, so I have to use the collective muting feature, but during this period during the sound was muted, the students could not express their thoughts and answer the questions.*"

In our question about the preference of the Microsoft Teams platform over the Zoom platform, 33% preferred the Microsoft Teams platform over Zoom, while 17% preferred the Zoom platform over the Microsoft Teams platform. Those who prefer the Microsoft Teams see that the use of the platform, its icons, and features are characterized by ease and uncomplicatedness. Teacher (1) says, *"Microsoft Teams is better for the teacher, it is easy to create questions as well as send educational materials and tasks"*. The teacher (4) adds, *"Sharing the screen is easy, as well as control and permissions, designing tables, and inclusion of educational tasks and feedback on them. As for the zoom, the session is separated after a while and needs to reconnect."* Teacher (5) adds, *"The Microsoft Teams is better in terms of ease of creating links and not restricting time."* While teacher (12) see the limited time as a positive thing, *"Ending the meeting on time allows the students to leave at the same time without causing chaos and leaving partial, as happens in the Microsoft Teams platform."*

25% of teachers believe they can employ the Microsoft Teams platform as a means of enrichment even in the presence of regular face-to-face shifts. The teacher (9) says, *"Teachers can use it to discuss worksheets if there is no time for face-to-face class for that."* Teacher (11) adds, *"They can use The Microsoft Teams platform for strengthening classes for the enrichment explanation for the outstanding students in parallel with the face-to-face explanation."* The corresponding teachers spoke about many characteristics and advantages of the Microsoft Teams platform that helps the teacher to manage the classroom remotely, and these opinions are:

- Microsoft Teams icons (hand raised, mute, etc.) help to some extent in managing the classroom remotely.
- The platform helps to bridge the gap between students and their teachers
- Parents' participation in their listening to the lesson helps a lot in understanding the teacher's style and the weaknesses of their children.
- Using the Microsoft Teams platform sometimes saves time and effort, despite the spatial dimension.

As for the criticism that faced the Microsoft Teams platform and its features, the teachers talked about some of the defects they encountered in the platform, so teacher

(4) says, *"I see it as negative that the board is opened with an external application, and it needs to be shared as well, while it is better to integrate the application with the board itself."* Teacher (6) says, *"The lack of eye contact and the disappearance of body language will not increase the effectiveness of the platform."* The researchers pointed out that lack of eye contact in virtual classrooms causes a lack of interaction and an inability to understand students' reactions and body language (Çelik, Bilgin & Yıldız, 2022). That problem obstructs managing the virtual classrooms.

The teachers suggested some tips that help in managing the class through the platform. Teacher (7) says, *"There must be protection for the teacher's privacy, as well as controlling students' use of the program and controlling their written correspondence to prevent them from having fun, as well as replacing the way attendance appears more clearly for the teacher."* And teacher (9) adds, *"It would be nice if there were icons that would make it easier for the teacher to monitor attendance and absence in an easier and faster way."* And teacher (10) adds, *"During a screen sharing or some content, interactions or the names of students who ask permission to take part do not appear."* Teacher (11) says, *"We need a mechanism by which the sound can be muted more quickly than the current procedure, to ensure that nothing is lost from the class time."*

In summarizing the answer to our question, 75% of the teachers believe the Microsoft Teams platform is effective and helps to manage the virtual classroom, while 25% of them think the opposite

## Appendix (G) Tables

**Table (11)**

*Arithmetic averages and standard deviations of the effect of distance learning on virtual classroom management by English language teachers in the upper primary level at Nablus primary governmental schools due to the variable of academic qualification.*

Section	B.A\B.S.C( N=183)		M.A\M.S.C( N=45)		Ph.D. and above (N=3)	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Class management skills	4.06	0.40	4.10	0.40	3.72	0.67
Executive skills	4.35	0.41	4.29	0.29	4.20	0.79
Technological skills	3.92	0.35	3.88	0.35	3.86	0.34
Evaluation skills	3.92	0.42	3.90	0.40	3.95	0.58
Total	4.04	0.29	4.01	0.22	3.93	0.53

**Table (12)**

*The results of the one-way analysis of variance to examine the differences in the degree of compatibility of virtual classroom management skills during distance learning by English language teachers at Nablus primary governmental schools due to the variable of academic qualification.*

Theme		Sum of squares	df	Mean square	F value	Sig
Class management skills	Between groups	0.36	2	0.18	1.08	0.35
	within groups	12.50	228	0.17		
	Total	12.86	230			
Executive skills	Between groups	0.12	2	0.06	0.36	0.70
	within groups	12.36	228	0.17		
	Total	12.47	230			
Technological skills	Between groups	0.03	2	0.02	0.12	0.89
	within groups	8. 83	227	0.12		
	Total	8.86	229			
Evaluation skills	Between groups	0.01	2	0.01	0.03	0.98
	Through groups	13.14	228	0.18		
	Total	13.15	230			
Total	Between groups	0.04	2	0.02	0.23	0.80
	Through groups	6.10	227	0.08		
	Total	6.14	229			



جامعة النجاح الوطنية  
كلية الدراسات العليا

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قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية  
بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2022م

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## الملخص

تهدف الدراسة إلى قياس أثر التعلم عن بعد على إدارة الصف الافتراضي لدى معلمي اللغة الإنجليزية في المدارس الحكومية الأساسية في محافظة نابلس. كما تحدد معوقات إدارة الصف الافتراضي خلال التعلم عن بعد لدى معلمي اللغة الإنجليزية وتقتراح بعض الحلول المناسبة لهذه العقبات. لتحقيق أهداف هذه الدراسة تم استخدام المنهج الوصفي التحليلي، تم توزيع استبيان إلكتروني على (231) معلم ومعلمة لغة انجليزية ، وتستخدم برنامج SPSS لتحليل بيانات الاستبيان. إلى جانب الاستبيان ، اختارت الباحثة المقابلة عبر الإنترنت كأداة ثانية للدراسة.

تظهر النتائج درجة عالية من امتلاك مهارات إدارة الصف ، والمهارات التكنولوجية ، ومهارات التقييم ودرجة عالية جدًا من امتلاك المهارات التنفيذية لدى معلمي اللغة الإنجليزية خلال التعلم عن بعد في المدارس الحكومية الأساسية في محافظة نابلس. وفقًا لنتائج الدراسة ، توصي الباحثة بإجراء مزيد من الدراسات حول إدارة الصفوف الافتراضية خلال التعلم عن بعد وتزويد المعلمين باستراتيجيات لإدارة الصفوف الافتراضية. تقترح الباحثة الاستفادة من ثورة الرقمنة في جميع أنحاء العالم وتوزيع أجهزة الكمبيوتر المحمولة والأجهزة الذكية لكل من المعلمين والطلاب. وبحسب نتائج الدراسة توصي الباحثة بإجراء مزيد من الدراسات حول إدارة الصفوف الافتراضية خلال التعلم عن بعد وتزويد المعلمين بالاستراتيجيات والأساليب لإدارة الصفوف الافتراضية، بالإضافة الى تنظيم دورات تدريبية لتنمية المهارات التكنولوجية للمعلمين في استخدام أنظمة التعلم عن بعد.

**الكلمات المفتاحية:** التعلم عن بعد؛ ادارة الصف الافتراضي؛ معلمي اللغة الانجليزية؛ المدارس الحكومية.