



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

**EFL TEACHERS' AND PARENTS' PERCEPTIONS  
OF TEAMS IN ENGLISH LANGUAGE TEACHING  
IN TULKARM'S HIGHER PRIMARY SCHOOLS  
DURING THE GAZA WAR 2023-2024**

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**This Thesis is submitted in Partial Fulfillment of the Requirements for the  
Master's Degree in Methods of Teaching English Language, Faculty of Graduate  
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**2025**

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## **Dedication**

This work is lovingly dedicated to the steadfast people of Palestine — to every martyr who gave their life for dignity, and to every prisoner who remains a symbol of resilience and unbroken spirit. To my beloved homeland, Palestine, whose pain and beauty continue to shape our identity and determination. From the heart of Tulkarem, I draw a special thread of inspiration — to my dear students, whose unwavering hope, despite all challenges, has been a light in my journey. To my precious daughters, the heartbeat of my existence, whose smiles and love gave me strength. To my mother and father, whose prayers lifted me through every obstacle, and whose love is the silent force behind this achievement. And to my sisters and brothers, your constant support and encouragement have been my anchor. This work is a tribute to all of you.

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Thank you for believing in my potential and helping me shape my ideas into a scholarly work.

## Declaration

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

### **EFL TEACHERS' AND PARENTS' PERCEPTIONS OF TEAMS IN ENGLISH LANGUAGE TEACHING IN TULKARM'S HIGHER PRIMARY SCHOOLS DURING THE GAZA WAR 2023-2024**

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.

**Student's Name**

**Beesan Fawaz Ahmad Khalilia**

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**Date:**

**11/09/2025**

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# **EFL TEACHERS' AND PARENTS' PERCEPTIONS OF TEAMS IN ENGLISH LANGUAGE TEACHING IN TULKARM'S HIGHER PRIMARY SCHOOLS DURING THE GAZA WAR 2023-2024**

**By**  
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## **Abstract**

This study examines the effectiveness of Microsoft Teams as a tool for English as a Foreign Language (EFL) instruction in Tulkarm during the Gaza War, which began in October 2023. The ongoing conflict disrupted traditional classroom-based education, pushing schools and universities to adopt online platforms under severe constraints. The research draws on three theoretical frameworks—Technology Acceptance Model (TAM), Constructivist Learning Theory, and Bronfenbrenner’s Ecological Systems Theory—to analyze the dynamics of digital learning in a crisis context. A mixed-methods approach was employed, combining quantitative data from a structured questionnaire distributed to 60 EFL teachers and parents, with qualitative data obtained through semi-structured interviews. Quantitative data were analyzed using SPSS standard deviations and ANOVA), while interview transcripts underwent thematic content analysis.

The findings revealed a moderate perception of Microsoft Teams' effectiveness among both teachers and parents. While the platform was praised for maintaining a minimum level of instructional continuity, significant limitations were identified. These included frequent power outages, weak internet connectivity, a lack of adequate digital devices, and challenges related to students’ motivation, participation, and psychosocial well-being. The interviews highlighted disparities in digital literacy, with many parents unable to support their children effectively, and some teachers lacking sufficient training. Nonetheless, adaptive practices and emotional support helped mitigate some of the challenges.

Based on these findings, the study recommends enhancing teacher training in digital pedagogy, providing technical guidance and resources for parents, and improving infrastructure in conflict-affected areas. The integration of interactive content, blended learning approaches, and trauma-informed practices is also encouraged to address both educational and emotional needs. The study emphasizes that successful digital learning

in crisis zones requires a holistic strategy that accounts for the technological, pedagogical, and social dimensions of education.

**Keywords:** Microsoft Teams, EFL, Tulkarm, Gaza War, Online Learning, Digital Education, Crisis Education, Parental Involvement, Teacher Training, Technology Acceptance Model, Constructivist Theory, Ecological Systems Theory

# Chapter One

## Introduction and Theoretical Background

### 1.1 Introduction

Beginning on October 7, 2023, the war in Gaza has severely disrupted Palestinian society and had a long-lasting impact on infrastructure, everyday living, and important services. Education is one of the most impacted sectors as colleges and universities in Gaza and the West Bank struggle with unprecedented challenges in preserving continuity during such difficult times. The ongoing conflict in the northern West Bank city of Tulkarm has created a dangerous environment that makes conventional classroom-based learning either dangerous or maybe impossible. Notwithstanding these challenges, the growing popularity of online platforms, most notably Microsoft Teams (TEAMS), has given teachers and students trying to maintain the learning process a lifeline (Rajab, 2018).

Designed for both professional and educational use, TEAMS is a well-known digital communication and teamwork tool. To support interesting and effective teamwork, it mixes file sharing, instant messaging, video conferences, and collaborative office management. Its success during the COVID-19 epidemic proved its relevance in tackling worldwide distant learning issues (Jeljelia, Farhia, Setoutahb, & Laghouagc, 2022). In Palestine, where TEAMS had been employed throughout the epidemic, its familiarity made it a clear option for ongoing instruction during the Gaza conflict. Its acceptance emphasizes the ability of stakeholders in adjusting to unanticipated events and educational institutions to be resilient (Ngoc & Phung, 2021).

Though TEAMS has great capacity and is thus a useful instrument for distant learning, its efficient acceptance is not guaranteed. The capacity of the platform to provide English as a Foreign Language (EFL) education in crisis areas depends on many important factors. These include the availability of consistent internet infrastructure, teacher training and technology knowledge, and parental support in establishing a good home learning environment (Laurencia & Sudarto, 2021). Moreover, socioeconomic inequalities like access to suitable tools and consistent energy limit the acceptance of TEAMS in places like Tulkarm, where such resources are unevenly distributed (Ndovela, Risinamhodzi, & Matobobo, 2022).

In EFL, the problems are far more clear-cut. Learning a language calls for interaction, conversation, and contact—all of which could be hampered in an online setting, particularly in a region of violence. Teachers have to modify their methods to effectively use the traits of TEAMS, thereby creating an atmosphere that promotes collaboration and communication even in physical distance (Al Enezi, Al Fadley, & Al Enezi, 2022). Parents are thus very crucial for their children's education; they often act as middlemen to help them overcome technological challenges or guarantee their regular participation in virtual classrooms (Cheng & Ifinedo, 2022).

Two primary stakeholders—EFL teachers and Tulkarm parents—have their points of view under close examination in this project. It aims to find out how various groups see TEAMS as a tool for English language education, therefore stressing the advantages and shortcomings of the platform in a demanding sociopolitical setting. The paper also examines the more general consequences of TEAMS implementation, including its part in maintaining educational continuity during crises and the likely long-term changes in how education is provided in conflict areas (Rababah, 2020).

Examining teachers' and parents' experiences and points of view helps this paper clarify the actual use of TEAMS during the Gaza conflict. It seeks to pinpoint not only the advantages of the platform but also its drawbacks, including social, educational, and technical issues. Moreover, the results might be used to create plans for better using digital technologies in education, thereby guaranteeing that platforms like TEAMS are fit to meet the needs of students and teachers in challenging and crisis-torn environments (Pal & Vanijja, 2020).

This introduction sets the stage for a closer examination of TEAMS's contribution to EFL education in Tulkarm, including an all-encompassing view of its use in an outstanding and difficult environment. While stressing the significance of employing digital solutions to maintain education during times of disaster, the chapter also underlines the limitations and holes that need to be filled in order for success.

## **1.2 Background of the Study**

Political and social issues have always shaped Palestine's educational scene. Established educational systems have been disrupted by the Israeli occupation, economic woes, and frequent conflicts; institutions must therefore change to fit new conditions. The COVID-19 epidemic accelerated the use of online learning systems such as TEAMS, which are indispensable for maintaining education in physical isolation (Rojabi, 2020).

The violence going on in Gaza now has made Tulkarm's already difficult learning environment more difficult. Schools and universities have been forced to move to online learning; TEAMS is now a main tool for virtual education. This system lets teachers interact with students in real time, deliver instructional materials, and give remote lectures. Particularly in an online environment where home distractions and technical obstacles are widespread, parents, who are significant stakeholders, have a great influence on how well their children learn (Pal & Vanijja, 2020).

Studies already in publication have shown that TEAMS may raise student involvement, boost teamwork, and give more learning flexibility. Still unclear, nevertheless, its value in countries devastated by violence is Investigating the viewpoints of EFL teachers and parents in Tulkarm on the platform's advantages and disadvantages in the framework of the Gaza war aims to fill up this void (Ndovela, Risinamhodzi, & Matobobo, 2022; Ngoc & Phung, 2021).

## **1.3 Contextual Overview of Tulkarm**

Near the Green Line in the northern West Bank, Tulkarm suffers from political turmoil and social issues. Like in other Palestinian villages, its educational system has often been interrupted by conflict, checkpoints, and travel restrictions. The violence in Gaza has heightened these problems, making conventional in-person instruction almost impossible in many areas.

For Tulkarm, teams have become a lifeline for education as they let teachers provide courses while students may access learning resources from the comfort of their own homes. Different local conditions, however, influence the efficacy of this platform and include:

1. Tulkarm families sometimes have slow internet connections and power interruptions, which might interfere with online learning.
2. Although younger students and teachers are more comfortable with digital technology, some parents and older teachers find it difficult to fit online learning (Jeljelia, Farhia, Setoutahb, & Laghouagc, 2022).
3. Establishing a peaceful and distraction-free classroom might be challenging in homes where extended and large families coexist.
4. Evaluating the contribution of TEAMS in English language instruction in Tulkarm and creating plans to improve its efficacy depends on an awareness of these contextual elements.

#### **1.4 Theoretical Background**

Three important theoretical models form the foundation of this work and provide a whole prism for analyzing the function of TEAMS in English language instruction:

##### **Model of Technical Acceptance (TAM)**

TAM argues that adoption and usage of technology depend on perceived usefulness and ease of use. For TEAMS, this implies that teachers and parents are more likely to utilize the platform if they find it helpful and simple to use (Al Enezi, Al Fadley, & Al Enezi, 2022). This model clarifies variations in acceptance rates across many user categories based on their platform expertise.

Constructivist Learning Theory emphasizes as absolutely essential for knowledge production active, cooperative learning. Teams complement this strategy by adding interactive elements such as group discussions, real-time comments, and collaborative projects. In EFL environments, particularly, these traits are extremely crucial as language acquisition depends on communication and participation (Calvo, 2021).

##### **Ecological systems theory**

Emphasizing the interaction of personal, family, and social variables in determining educational outcomes, Bronfenbrenner established this hypothesis. Within Tulkarm, this paradigm might be used to look at how parental support, community resources, and societal challenges affect the employment of TEAMS in EFL education.

These theoretical models provide a strong basis for comprehending the factors influencing teachers' and parents' opinions of TEAMS, as well as the possible effects on English language instruction in regions under conflict.

### **1.5 Statement of the Problem**

Tulkarm's educational institutions have embraced online learning as a requirement rather than a choice due to the Gaza conflict. Teamwork has been extensively used to support this change by offering tools for remote learning and instruction. Its potential to support EFL teaching is far from certain, however.

While students battle internet access and home distractions, teachers often find it challenging to create engaging online lessons. Parents who are heavily involved in their children's education can lack the tools or technical knowledge needed to effectively support online learning. Though TEAMS is used extensively, little research has been done to find how important stakeholders see them in conflict scenarios.

By examining EFL teachers' and parents' opinions of TEAMS in Tulkarm, this paper closes a gap. It seeks to highlight the benefits and drawbacks of the platform, therefore providing knowledge that can help to create strategies for enhancing online learning in times of crisis.

### **1.6 Objectives of the Study**

This research is to investigate, during the Gaza conflict, EFL teachers' opinions of TEAMS as a tool for English language instruction:

1. Find out how well parents think TEAMS help their kids pick up English.
2. Point out challenges for parents and educators using TEAMS in the classroom.
3. Provide specific suggestions on how TEAMS should be implemented in nations suffering from war.

## **1.7 Questions of the Study**

The following questions are intended to be answered by this work:

1. How do EFL instructors see TEAMS' contribution to English language instruction during the Gaza conflict? What are parents' views on the effectiveness of TEAMS in supporting their children's English language learning?
2. What challenges do teachers and parents face in utilizing TEAMS for education in Tulkarm during the war?
3. Are there differences in perceptions based on variables such as teachers' experience, parents' educational levels, and students' grade levels?

## **1.8 Hypotheses of the Study**

H1: Tulkarm's EFL instructors see TEAMS as improving English language instruction.

H2: Parents feel TEAMS helps their kids learn English quite well.

H3: Team performance is much hampered by home diversions, lack of technological knowledge, and unstable internet.

## **1.9 Significance of the Study**

The results of this study are important for many different players in the field of education. They provide essential evidence-based insights that can enable educators and legislators in Palestinian schools and universities to better use Microsoft Teams (TEAMS) to preserve educational continuity during crises. The paper guides strategic planning and policy development for enhancing online learning systems by pointing out challenges and offering specific remedies.

The report also highlights how important parents are for their children's online education. It discusses the challenges parents face in creating a good learning environment at home and provides strategies for addressing these issues effectively. This emphasis on family involvement underscores its vital role in the success of remote learning.

Moreover, with a especially focus on English as a Foreign Language (EFL) teaching, this research fills a need in the literature on online education in conflict-torn nations. Expanding on earlier studies, including those of (Buchal & Songsore, 2019; Rojabi.

2020), helps to add to the scholarly debate on how digital technologies could be employed to advance education in such demanding conditions.

Beyond the Palestinian setting, the results of the research provide insights that may be used in other conflict-torn countries worldwide. By tackling broad problems in maintaining education during disasters, it supports more ambitious projects aiming at improving educational resilience and adaptability. These donations will help the research have a long-term impact on local and global educational systems.

### **1.10 Limitations of the Study**

This research admits the following restrictions:

1. **Geographic Focus:** The results may not entirely reflect other Palestinian areas; they are exclusive to Tulkarm.
2. **Response bias** is introduced by depending on self-reported data from parents and instructors.
3. **Conflict-Related Challenges:** Participants' availability and capacity to fully participate in the research could suffer from the continuous fighting.

### **1.11 Definition of Terms Microsoft Teams (TEAMS)**

Often used digital tools aimed to facilitate communication, cooperation, and educational activities in different situations are Microsoft Teams (TEAMS). For online learning, this technology is very helpful as it combines file sharing, instant chat, video conferencing, and shared workspaces. Like the War on Gaza, which is an emergency or crisis, TEAMS has evolved into a required venue for maintaining continuity in education, enabling teachers and students to engage electronically and take part in major learning opportunities.

English as a Foreign Language (EFL) involves teaching and learning English by individuals often living in non-English-speaking countries where their primary language is not English. The main goal of EFL education is to prepare students to use English for academic, professional, or communication needs, thereby enhancing their skills. In this study, EFL instruction is examined in relation to remote learning with digital tools like TEAMS, focusing on the unique challenges and opportunities in conflict-affected areas.

## **War on Gaza**

Beginning on October 7, 2023, the War on Gaza has badly impacted the Palestinian people's way of life, particularly in relation to education. This ongoing struggle has thrown off traditional classroom-based learning and caused great challenges for schools and institutions, which calls for the acceptance of online platforms to provide educational continuity. The war has also compounded previously existing social and infrastructural problems, which underlines the essential need for adaptable and effective learning tools and techniques in places of conflict.

### **Overview**

The background of the research, objectives, theoretical framework, and relevance of this chapter are presented. Interviewing EFL teachers and parents in Tulkarm will help us clarify the advantages and drawbacks of implementing TEAMS for English language instruction during the Gaza crisis. The results will stimulate suggestions for improving the use of online learning in conflict areas and assist in improving our knowledge of it.

### **1.12 Literature Review**

#### **1.12.1 Online Learning**

Online learning is an updated kind of remote learning consisting of materials available via the use of a technological device. One may approach online learning asynchronously.

Hence, either concurrently Moore, Dickson-Deane, & Galyen (2011) enumerated several advantages of online education for professors as well as for the students. Students may use the online needs resources anytime and whenever they so choose. Students could also access fresh and updated teaching materials online. For the instructors, on the other hand, instruction may occur anywhere and at all times. Now it needs some work to provide information fit for students' requirements (p. 17). Some writers, however, have said that the success of online learning varies depending on the particular university. And that, compared to technologically sophisticated places, it is not so much successful in those areas used to a conventional face-to-face form of learning (Basilaia & Kvavadze, 2020; Salam, Jianqiu, Pathan, & Lei, 2017); Wines & Mahmood, 2008). Institutions have moved from conventional face-to-face instruction to online learning if the education is to endure through this epidemic. This kind of learning environment offers advantages and

drawbacks for the instructors as well as the pupils. Still, instructors and students must adjust to this kind of learning in modern times.

### **1. Learning Management System: Microsoft Teams**

Part of Microsoft 365, Microsoft Teams is a center for "workplace conversations," "collaborative teamwork," "video chats," and document sharing all in one Teams—a capability of Microsoft Teams Finnigan (2020). Furthermore, available on the Microsoft Teams platform are online and/or offline use (Poston, Apatel, & Richardson, 2020). Research on opinions about utilizing Microsoft Teams has been done in considerable volume. Juanis' (2020) research wherein it was discovered that the online learning tool the pupils are using would be known to them if they are enthusiastic about it. Furthermore, utilizing Microsoft Teams has benefits that aid in developing the bonds among its users. (Poston, Apatel, & Richardson, 2020). Apart from that, the findings of the other research indicate that students see the mentioned app positively (Wea & Kuki, 2021). Furthermore, as mentioned by Gayathri (2020) as the most selected online learning tool available for both online and mixed-mode learning is Microsoft Teams, which is a useful e-learning platform. Using Microsoft Teams has disadvantages as well; however, it depends on a quicker internet connection (Gayathri, 2020) and is somewhat expensive (Purba & Bermuli, 2020). Studies show that Microsoft Teams has advantages over its disadvantages. They also have decent features. The findings of the past research will support me throughout the current one. This research focuses on the opinions of Western Mindanao State University (WMSU) students who are now mostly utilizing Microsoft Teams as their primary online learning medium, mandated by the University.

### **2. Microsoft Teams' Functions**

Research shows that learning ease and functionality of the platform define the aspects or variables influencing the value of Microsoft Teams (Fatani, 2020; Landrum, Bannister, Garza, & Rhame, 2020; Tomczyk, Potyrała, Włoch, Wnęk-Gozdek, & Demeshkant, 2020). Functionality for the aim of this research is defined as practicality, or the attribute of being adapted or created for real use. Research findings verify that the features of digital tools for teaching and learning also include originality, attractiveness, simplicity of use, user-friendliness, visuality, and access to digital information (Taghizadeh & Hajhosseini, 2020). Though it appeals to students and can be accessed using many

technological devices, like a computer or tablet, or mobile phone, Microsoft Teams is distinctive and easy to use (Nemec, Berkova, & Hubalovsky, 2020). Learners may listen to audios and video files of online lectures and materials numerous times and study them to comprehend a subject better, according to evidence on the simplicity of use and user-friendliness of online learning (Taghizadeh & Hajhosseini, 2020). This implies that the effective integration of a learning platform depends critically on students' happiness with its features as well as their utility (Fatani, 2020; Lowenthal & Dennen, 2017; Gray & DiLoreto, 2016).

### **3. An Interactive Learning Tool**

Interaction in an online learning environment is virtual and non-face-to-face (Landrum, Bannister, Garza, & Rhame, 2020; Smith, Jones, & Taylor, 2019). These interactions include various kinds of resources, tools, students, and professors. Its interactive learning environment is linked with allowing opportunities for group work, discussion, building soft skills, and coping with tasks (Janes & Carter, 2020). With its features—audio, video chat, and material sharing, which let students easily complete their homework assignments, quizzes, group projects, and record lectures—Microsoft Teams is definitely an engaging tool (Nemec, Berkova, & Hubalovsky, 2020). Student-content interaction, according to empirical data, may affect learner satisfaction with the virtual learning environment (Taghizadeh & Hajhosseini, 2020). Studies show that Microsoft Teams supports interactive learning, efficient debates, and student-teacher engagement as well as a peer learning culture (Jodie, 2020) (Jans & Carter, 2020);.

### **4. A tool for feedback and teamwork**

Microsoft Teams, which enables real-time social and instructional interaction and collaboration, has been labeled by an academic publication as an open

virtual platform fit for face-to-face, hybrid, and online learning (Poston, Apatel, & Richardson, 2020). It is said to enable synchronous and asynchronous learning as well as let instructors design an online class (Class team) so that professors and students may interact and work together (Nemec, Berkova, & Hubalovsky, 2020). Studies reveal that Microsoft Teams not only helps professors and students to communicate but also boosts cooperation among students within an online community and eases correspondence between them (McVey, Edmond, & Montgomery, 2019).

Microsoft Teams is becoming more and more valuable according to a growing corpus of studies as it provides tools such as chat rooms, collaborative discussion, content sharing, and video conferences (Henderson, Selwyn, Aston, & Finger, 2020; Buchal & Songsore, 2019; McVey, Edmond, & Montgomery, 2019). According to Allison & Hudson (2020), the integration of Microsoft Teams may help with learning and efficient communication, thereby offering a great venue to develop and oversee projects, transmit and receive comments from far-off locations. While learning is said to be "tool dependent" (Major & Black, 2018, p. 2015), tools by themselves cannot promote the development of cooperation and peer feedback abilities in students since instructors have to give scaffolding to help build these competencies. Studies show that a lack of collaboration abilities causes communication issues that can prevent first-year and new students from contributing to group projects (Le, Janssen, & Wubbels, 2018). Teachers may upload assignments to a student or group of students utilizing the assignment feature, just as on other alternative virtual learning systems (Allison & Hudson, 220). According to Henderson, Selwyn, Aston, & Finger (2020), the virtual learning initiatives run under Microsoft Teams enabled the quick spread of fresh knowledge and a forum for debate and constructive comments. Investigating students' usage of Microsoft Teams as a collaborative knowledge creation platform, Canadian research found that it was appropriate for messaging, file sharing, and collaboration (Buchal & Songsore, 2019). The results of the research also showed that the students felt at ease expressing their thoughts and opinions, and offering and getting comments. These results support the assertion that learning from one another depends on cooperation, hence widening viewpoints and producing fresh information (Hammond M. , 2017). The research generally points to remote learning's core as being cooperation, interaction, and feedback.

All in all, several of the above-listed studies have given the study reported here the fundamental foundation. More precisely, the evaluation covered some of the salient features made possible by Microsoft Teams functionality, interactive learning, group knowledge creation, and feedback. Under the prism of social constructivism and domestication theory, the present research investigates how effective Microsoft Teams is seen as **a tool** for distant learning.

### **1.12.2 Overview of Online Learning in Crisis Contexts**

Adoption of online learning in conflict areas is impacted by many elements, including infrastructural constraints, sociopolitical issues, and student involvement hurdles.

#### **1. Setting and circumstances of the switch to online teaching**

A number of studies have looked at what makes the switch to online teaching work, mainly looking at institutional arrangements, e-learning platforms, and digital leadership. King & Boyatt (2014) show that, in addition to teachers' hard work and digital education is done in a way that depends on things like performance, institutional and digital infrastructure, support and guiding processes, or the goals and participation of pupils. Pettersson (2018) makes it clear that we need to understand how teachers' choices are affected by their organization's setting and the technology they use for learning. Such a method involves both recognizing the worth and feedback that come from different people and areas of practice, as well as the complicated and difficult process of turning big changes, like e-learning, into a successful project. At the same time, it means knowing how teachers see and place themselves in relation to the support systems in the school. It is important to know if these kinds of support systems and tools are available, if teachers know about them and can get to them, and if they are being used and seen as useful for teaching (Gudmundsdottir & Hatlevik, 2018).

Also, you shouldn't forget how important it is to have access to tools, both in an academic setting and through professional groups and personal networks. Because knowledge areas change over time and there are a lot of easy-to-find internet resources, teachers have to find their way around complicated, knowledge-rich settings and use a wide range of resources. In these kinds of situations, education also depends on trying to "assemble an epistemic space" (Markauskaite & Goodyear, 2017), where people can meet their own or the group's goals and needs by using others' knowledge, digital materials, or mental or practical knowledge. Luckin (2018) says that the most resource-rich ecosystems aren't usually those that are provided by institutions, because the rules, structures, and complexity of institutions make them less open and flexible. Instead, the richest ecosystems of resources are often those that are provided by online communities and settings, or even social media. This opens up a whole new world of tools and chances that aren't always taken into account by the school but that teachers may think about

informally (Looi, Wong, Glahn, & Cai, 2019). All of the above material, however, did not look into how teachers interact with online tools and chances during a disaster.

### **State of Conflict Area Virtual Learning**

A study on Kashmir, India, undergraduate students exposed unhappiness with online teaching methods and assessments, even as online learning helps preserve education despite calamities (such as the COVID-19 outbreak). The research noted Al-Ariqi & Mir (2022) that e-learning needs significant changes in discipline, technique, and training if it is an acceptable long-term alternative.

### **E-learning as a Response to War Zones**

Research looking at e-learning in Saudi Arabia amid war found that student performance was not considerably different between online and in-person teaching. Online learning provides outstanding instruction in places of conflict but also assures safety and engagement; therefore, it comes to a conclusion (Rajab, 2018).

## **2. Medical Education Online Learning in Conflict-Affected Areas**

Distance education is suggested as a means of preserving medical training in countries experiencing conflict. E-learning might help medical professionals (El-Sbahi, Lowe, & Morris, 2024) by means of non-practical, case-based instruction and reconnecting medical professionals with the global medical community.

Online learning might be a terrific teaching tool in conflict zones, but problems like infrastructure, student dissatisfaction, and material delivery have to be addressed. Projects powered by technology aimed at meeting the needs of children impacted by war might ensure more success.

### **Online training for agencies and emergencies**

It's important to look at teachers' attempts to provide emergency online teaching not just through the lens of one teacher's traits, attitudes, ideas, or actions, but also through the lens of the organization and culture in which they work. Teachers are responsible for their own skills, attitudes, and actions, but how they use them depends on organizational and cultural factors that are part of the school or even a larger community. Additionally, technology and practice are connected and have the power to change things. For example,

new digital resources and tools can help plan and carry out lessons, but they can also lead to new or changed practices (Damsa & Jornet, 2017).

We say that a social view of the process is needed to understand how teachers behaved during the crisis (Damsa & Jornet, 2017; Stetsenko, 2016; Edwards, 2005). This means seeing the teacher, materials, tools, organizations, facilities, and communities as all parts of the school world that are connected and changing. People see teachers as the most important people in this web of connections because they have a big impact on how all of these things work together to make online teaching possible, while also having to deal with problems and restrictions. This is where the idea of agency comes in as a key idea that could help us understand how teachers place themselves and work on this project. Our idea of agency goes beyond common social ideas, see (Biesta & Tedder, 2006), which are often marked by having two different points of view. Individualists believe that organization is the enemy of agency and that the person is the only one who can make decisions and take action. In a holistic view, the importance of routine behavior is seen as a result of the existing order (Giddens, 1991; Bourdieu, 1990).

It is possible to see more than two sides of a situation from a relationship point of view (Emirbayer & Mische, 1998), which goes against these dualist views. First, an international dimension shows up as the ability to remember, pick out, and use the information and skills that are already available. In emergency online education, this could mean how well teachers can use "normal" teaching skills, digital materials, and tools. Second, there is a practical–evaluative layer that involves judging and choosing the means and ends of action in the present. This can mean keeping things the same or changing actions or relationships. For teachers, this could mean figuring out the specific challenges and chances, as well as whether or not they need to change the way they teach (online). Lastly, a projective factor means looking to the future and not just repeating old habits. It means rethinking and rewriting plans, which allows for change and new ways of solving problems. In the case of emergency online teaching, this kind of reflection might include being able to imagine new, customized digital or teaching methods.

According to Dams et al. Virkkunen (2016) says that creative agency can be seen in dealing with disagreements and changes in activity. Although emergency online teaching isn't usually a conflict situation, we see it as a "fractured" practice that needs to be changed

by finding new answers and taking action. According to Haapa-Saari, Engeström, & Kerosuo (2016), transformative agency has six parts. These include criticizing and resisting the current activity, describing new possibilities, picturing new patterns or models, making promises to do certain things, and actually doing the things that need to be done to change the activity. We think that teachers' autonomy is very important because it can affect what they do with (new) resources like digital tools and software, as well as how they deal with problems like not having enough institutional support or not having enough digital skills. International, practical evaluations, and projective-transformative are likely to show up in teachers' work as they switch to emergency online teaching. We also say that this framework doesn't fully show how complicated agency is in a crisis, when actions are more likely to fail, and people are under a lot of time pressure and need to figure out how to do things with very few resources. When there is an emergency, teachers might not always have a clear picture of how online teaching could work in real life. This is because finding digital tools and making them useful for teaching is a constantly evolving field of action.

So, we'd like to suggest a joint analysis framework that takes into account teachers' actions, skills, and attitudes, as well as the opportunities and resources that are available in the situation and the limitations that teachers have to work with. In doing so, name two ways that agency shows up. Agency is a set of actions that seem to be examples of the behavior that is wanted, without being limited by the person or the situation. But when dependent factors and constraints come into play, it's important to remember the occlusive aspects of agency, which means that we have to adjust how we see actions to account for the limits in the background. This theory could help us figure out how much and what kind of agency teachers have in times of trouble by showing us if and how they step up when they need to quickly use their (digital) skills and outside tools. And this approach can be used for more than just crisis scenarios. It can be used to find changing parts of teachers' behavior when they have to switch to online learning against their will and when formal support isn't always consistent. It could also show how social the whole teaching process is, where set or habitual knowledge, skills, and regular teaching tools aren't enough to deal with such difficult, demanding, and unimaginable problems.

### **3. Role of Digital Platforms in Education Resilience**

Because digital technology changes so quickly, digital platforms have become an important way to keep education going and make it stronger, especially during crises like the COVID-19 spread. These tools give teachers and students an interesting and adaptable classroom that enables them to deal with a variety of problems. Digital tools are becoming more and more important in modern education because they let students access learning materials from anywhere at any time, which allows them to connect, work together, and learn in a way that fits their needs.

#### **The Role Digital Platforms Play in Increasing Educational Resilience**

By making the learning environment open and adaptable, digital tools make a big difference in building educational resilience. These services let students keep studying even when things like natural disasters or public health issues happen outside of school. Studies show that digital learning settings help students do better in school by letting them study at their own pace, go over materials whenever they need to, and get feedback right away. For students to reach their academic goals, having access to organized learning tools from afar makes sure that learning never stops (Bakhteev, et al., 2022).

#### **Improving Education's Communication and Interaction**

Digital platforms' capacity to encourage engagement and communication between teachers and students is among its most important benefits. Perfect participation made possible by virtual classrooms, discussion forums, and real-time messaging technologies generates a more vibrant learning environment. Digital platforms, unlike conventional learning environments, provide for ongoing knowledge sharing outside of the classroom, therefore encouraging active involvement and teamwork. Through group projects and peer learning, these platforms also help students learn more about a wide range of subjects (Zhelezniakova & Zmiiivska, 2024).

#### **Learning that is flexible and unique**

Digital tools let students learn in ways that are tailored to their specific needs. Using AI and data analytics, these technologies can keep track of how much students have learned and make learning classes that fit their needs. This ability to change helps students who learn in different ways or who need more help a lot. Digital platforms make learning and

participation more fun by providing a range of video content such as movies, engaging models, and learning programs that are designed to be played like games. Customized feedback systems also help students to find their areas of strength and areas for growth, therefore improving the learning results (Bobro, 2024).

The use of digital tools has changed education by making it stronger, easier to reach, and more interesting. They offer unique ways to learn, improve bonds between students and teachers, and allow students to keep learning even when things happen outside of school. As technology improves, digital platforms will play an even bigger role in shaping the future of education because they make sure that learning stays flexible, open to everyone, and effective.

### **1.12.3 Using Microsoft Teams to Teach**

#### **1. How TEAMS are used and how well they work in EFL education**

Teams from Microsoft have become very popular in schools because they allow students to work together to communicate, share resources, and learn in a fun way. Research show that in digital learning environments TEAMS greatly improves teamwork and participation (Yaneko, 2024). It has been shown that using TEAMS to teach English as a Foreign Language (EFL) makes students more interested and knowledgeable through guided group talks and immediate feedback (Osipova & Bagrova, 2021). Almutairi & Aljumah (2023) say that mixed learning methods that make EFL teaching more effective are also backed by TEAMS.

#### **2. Technical and Teaching Problems with the Team**

Even though TEAMS can be helpful, it can be hard to get students to use them in the classroom. Accessibility problems, the need for a fast internet link, and the fact that people need to be properly trained on how to use the app are some of the biggest technical problems: It might be hard for teachers to use TEAMS' engaging features in the best way possible when planning group projects (Calle & Aguayo, 2024), because it might make it harder for students to be engaged and learn. Problems with students' different levels of digital skills could also make TEAMS less useful as a training tool generally (Oliemat, Khasawneh, Alkhazaleh, Abu-Alruz, & Hamadneh, 2024).

### **3. Team Member Views on Education: Teacher and Parental**

Parents and teachers have different ideas about how TEAMS can be used to help kids learn. Many teachers think that it could help students work together and talk to each other better in virtual classes, but some aren't sure if it will work in the long run (Marcinkovic, Aberšek, & Pesek, 2021). Teachers say that there are issues with student participation and that students need more technology help to get the most out of the tool (Martin & Tapp, 2019). On the other hand, parents are worried that their kids spend too much time in front of screens and need more organized help to use TEAMS for learning (Montaser & Hasanein, 2021).

In the end, Microsoft Teams has proven to be a useful tool for working together in the classroom, especially when learning English as a foreign language (EFL). However, issues related to its technical setup, how it is used in the classroom, and the opinions of stakeholders need to be handled in order to make it even better.

#### **1.12.4 Theories that can be used to adopt digital learning**

##### **1. Information Technology Acceptance Model (TAM)**

The Technology Acceptance Model (TAM) is one of the most popular ways to figure out how people feel about digital learning.

Designed by Davis (1989), TAM clarifies how consumers learn to embrace and use technology. The model suggests two primary factors influencing technology acceptance: perceived ease of use and perceived utility. These elements affect consumers' opinions on adopting the technology, which then affects their behavioral intention to embrace it (Kaushik & Verma, 2019).

In educational environments, TAM has been extensively used to evaluate instructors' and students' acceptance of e-learning platforms. Positive opinions of digital learning tools have been shown to greatly increase participation and learning results (Shahid & Sinha, 2018). Moreover, TAM's extensions—the Unified Theory of Acceptance and Use of Technology (UTAUT)—have been created to include other elements, like social impact and supporting circumstances (Mehta, Morris, Swinnerton, & Homer, 2019).

## **2. Constructivist Learning Theory**

Originally put out by Piaget and Vygotsky, constructivist learning theory holds that students actively interact with their surroundings to create knowledge. Constructivism stresses in the framework of digital learning the part that interactive and cooperative learning environments play in promoting greater knowledge (Ismail I. , 2024).

Encouragement of critical thinking and problem-solving abilities by digital storytelling and multimedia-based learning settings has been shown to complement constructivist methods (Jones, 2015). Furthermore, online learning environments include simulations, discussion boards, and cooperative tools that enable students to participate in real-world learning opportunities, therefore improving their cognitive growth (Jones, 2015).

## **3. Eco Systems: Theory**

Ecological Systems Theory, developed by Bronfenbrenner (1979), provides a helpful perspective on the acceptance of digital learning within a broader socio-ecological setting. According to the idea, many layers of environmental systems at personal, institutional, communal, and societal levels influence learning (Jandrić, 2015).

Researchers contend that using this approach to digital learning, along with individual attitudes, the support given by educational institutions, legislative frameworks, and more general society aspects, characterizes effective technology adoption (Molinillo & Japutra). Mostly institutional preparedness, government policies, and availability of digital infrastructure influence how well digital learning technologies are included in school environments (Pick & Sarkar, 2016).

Understanding of digital learning adoption fundamentally calls for a multi-theoretical approach combining psychological, pedagogical, and socio-environmental elements. Although TAM helps to explain human adoption behavior, constructivist learning theory emphasizes the requirement of interaction and experiential learning. Still, the idea of ecological systems emphasizes the more general environmental elements influencing the success of the integration of digital learning into education.

## **1.12.4 Teacher Challenges and Adaptations for Online EFL Instruction**

### **1. Virtual EFL Teaching: Pedagogical Changes**

With the shift to online English as a Foreign Language (EFL) education, which demands a departure from traditional face-to-face techniques to digital platforms, teachers have encountered enormous pedagogical challenges. Especially during the COVID-19 outbreak, the sudden shift to online learning required EFL teachers to adapt their lessons to fit a virtual environment while still maintaining student interest and participation (Farrell, 2021).

One of the primary challenges teachers found was motivating student participation in an online space. For many teachers, keeping student enthusiasm and ensuring effective communication in virtual classrooms (Saputra, Ayudhia, & Muswari, 2022) proved challenging. Several professors voiced concerns regarding academic integrity and effective evaluation of student progress (Farid, M, Parveen, & Iqbal, 2023); assessment methods must also be rebuilt to meet the limitations of online platforms.

To address these issues, EFL teachers used innovative techniques like multimedia resources, discussion forums, and interactive activities to increase virtual engagement. Several instructors employed synchronous and asynchronous learning approaches (Alawiyah, Nurkamto, & Drajadi, 2023) to give flexibility and fulfill different student needs.

### **2. How to be digitally competent and how to help teachers learn in areas in crisis**

When EFL classes moved online, it became clearer that teachers needed to be trained and given more opportunities to learn how to use technology. Many teachers didn't know how to use virtual teaching tools before, which led to technical problems and bad course delivery (Akçor & Savaşçı, 2020). The sudden shift brought attention to digital literacy gaps; hence institutions must provide professional development courses catered to online pedagogy.

Effective teacher training programs, according to studies, concentrate on arming teachers with the tools they need to control digital tools, create interesting online material, and use technology-enhanced evaluation techniques (Saleh & Meccawy, 2022). Many teachers

said that the problems that come with online learning could only be solved with help from the school and from students themselves.

When things go wrong, like during the outbreak, teachers learned how important it is to be flexible. Farid, Parveen, & Iqbal (2023) found that EFL teachers who took part in professional development and ongoing education were better able to adapt to online learning settings and keep their skills up to date. Schools that made teacher training in digital skills a top priority were better able to keep students in school even when there were problems. This was because they were better prepared to make the switch to online learning go smoothly.

### **1.12.6 The Effect of War on Palestinian Education**

#### **1. Historical disturbances of Palestinian education**

Extended violence, political upheaval, and foreign intervention have seriously disrupted Palestine's educational system, therefore fundamentally changing its accessibility and structure.

Palestinian teachers and students have historically faced a wide range of difficulties, including forced school closures, curriculum censorship, damage to educational infrastructure, and limits on access to learning resources. These disturbances have not only hampered the academic advancement of generations of Palestinian students but also been rather important in forming national identity and resistance via education.

#### **Time of the Colonies with Mandates (1920–1948)**

During the British Mandate (1920–1948), when Britain controlled Palestine, Arabic and Palestinian national education were purposely banned. This was the start of problems in Palestine's schools. Access to educational materials was limited while Britain was in charge, so Palestinians were not allowed to make their own program (Moed, 2019). The colonial government focused on British immigrant policies and goals rather than the educational needs of the Palestinian people who lived there. There weren't many chances for higher education because it was hard to get to colleges and job training. Schools were also in bad shape.

One of the biggest worries during this time was that textbooks and other learning materials that supported Palestinian national identity or resistance stories were being banned. To match their colonial goals, British officials tightly regulated courses, therefore repressing Palestinian historical narratives and deterring student nationalist activities (Furas, 2020). Widespread dissatisfaction and mounting opposition among Palestinian teachers and students resulting from this control over education set the stage for later conflicts in the education sector.

### **Nakba: Effect on Education (1948–1967)**

Many towns and schools were devastated by the Nakba, or tragedy, in 1948, which also compelled many people to flee. Within Palestinian history, it was among the worst events. Many Palestinian schools were damaged both during and during the conflict, and many children were unable to attend (Furas, 2020). The uprooting of hundreds of thousands of Palestinians meant that whole generations experienced interrupted education; refugee children typically lacked the infrastructure, instructors, and learning resources required.

In response to the situation, 1949 saw the founding of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) to provide humanitarian aid and education to Palestinians. Particularly in Jordan, Lebanon, Syria, the West Bank, and Gaza, UNRWA schools evolved into the main source of education for Palestinian refugee children in exile (Al Hroub, 2014). Notwithstanding these initiatives, the quality of education was uneven because underqualified instructors, crowded classrooms, and inadequate resources seriously hampered efficient learning.

### **Israeli Conflict and Occupation (1967–Present)**

Following the 1967 Six-Day War, Israeli rule of the West Bank and Gaza Strip brought Palestinians significant educational difficulties. Strict policies implemented by the occupation authority on Palestinian education included curriculum limits, intervention in school management, and shutdown of educational institutions as punitive action (Rahl & Mohammad, 2018). In the 1970s, when Palestinian colleges were starting to do well, they were constantly hit by military operations, arrests of students, and managerial limits meant to stop political activity and academic freedom.

From 1987 to 1993, during the First Intifada, the Israeli forces closed hundreds of thousands of schools, which affected many children. Many schools were closed, including those in Birzeit, Al-Najah, and Hebron. As a way to protest, teachers and students studied at home or in secret (Shibib, 2021). During the Intifada, Palestinian teachers and students continued to challenge limits by holding illegal classes and secret study groups. This showed how important education is in political opposition.

During the Second Intifada, which lasted from 2000 to 2005, Israeli military incursions destroyed schools and colleges, killed and detained teachers and students, and made it very hard to move around because of military posts and curfews. Reports say that during this time, about 300 schools were destroyed or briefly closed. Because of safety worries and limited movement, thousands of students didn't show up to class (Moed, 2019).

### **Contemporary Issues and the politicization of education**

Political unrest, regular military warfare, and Israeli government policies still have an impact on Palestinian education today. Particularly, Gaza's schools have been targets of repeated bombardment, therefore depriving pupils of secure learning surroundings. Further restricting the level of education accessible to Palestinian students, the siege of Gaza has resulted in extreme shortages of books, computers, and laboratory equipment (Shibib, 2021).

The politicizing of courses is another significant obstacle. With claims from Israeli and Western sources that Palestinian curricula encourage incitement, Palestinian educational institutions are frequently under political pressure and international scrutiny on the content of textbooks. On the other hand, Palestinian teachers contend that their curriculum captures historical facts and the actual realities of their people (Rahl & Mohammad, 2018). This ongoing argument affects foreign aid, grant money, and the freedom of Palestinian teachers to make training materials that are relevant to their culture and history.

In addition, the continued growth of settlements in the West Bank and the rising number of military posts have made it harder for students and teachers to get to school. Often, they have to drive long distances in dangerous conditions (Al-Hroub, 2014). More and more, Israeli schools are putting pressure on Palestinian schools in East Jerusalem to

follow their curriculum. This makes it harder for schools to keep the Palestinian national identity.

The political struggle of Palestine against colonialism, displacement, and occupation is deeply connected to the country's educational history. Palestinian students and teachers have been strong and determined to keep and improve their education despite problems like war, moving, censorship, and political restrictions. Conflicts in the past and present have not only slowed down academic progress, but they have also made education more useful as a way to fight against government policies and protect culture. Dealing with administrative and political problems is still necessary to make sure that future generations can study and do well, even though progress is being made in Palestine to make it easier for people to get a good education.

## **2. Educational Challenges in Tulkarm Amidst the Gaza Conflict**

The continuous confrontation between Israel and Palestine has heightened educational challenges in towns like Tulkarm, where teachers, administrators, and students fight to maintain some degree of routine in the face of political unrest and military attack. The education sector has been seriously disturbed by the regular outbreaks of violence, family relocation, and infrastructure damage; this has resulted in higher dropout rates, lower student involvement, and emotional suffering among teachers and students.

### **Damage to Educational Facilities and Problems with Accessibility**

Schools in Tulkarm have been directly affected by Israeli military activities; bombings, raids, and mobility restrictions have caused damage. Educational buildings are dangerous for learning as they have been either partly demolished or used for military purposes. Curfews and military-mandated closures have also caused pupils to miss weeks or even months of classes, therefore compromising their academic development (Yadav & Tekchandani, 2024).

Further complicating access to school is the damage to public transit and roads resulting from continuous warfare. Many students in nearby towns have to travel great distances to attend classes in Tulkarm, but regular conflicts, enhanced security policies, and abrupt military invasions usually keep them from getting to their classrooms. Many families

have decided to pull their children out of the classroom to minimize the hazards related to their everyday travel (Brownson, 2021).

### **Emotional and Psychological Cost to Teachers and Students**

Conflict has a significant psychological impact on Tulkarm kids; instructors have found that many exhibit clear signs of trauma, anxiety, and sadness. Learning is difficult in an environment shaped by violence, loss of family members, forced displacement, and ongoing terror attacks. Because of the constant stress and uncertainty these youngsters face, many struggle with concentration, experience nightmares, or develop behavioral issues (Brownson, 2021).

Teachers too face these difficulties, not exempt. Many Tulkarm instructors struggle to help their kids while juggling their own worries and admit they feel overwhelmed and emotionally spent. The absence of sufficient psychological support networks within the classroom aggravates these issues and makes it difficult for instructors as well as students to properly absorb and manage their experiences (Hammond, 2015).

### **Effects on the Number of Dropouts and Academic Performance**

Tulkarm's academic performance has suffered a lot because of problems with the school system. Many students have to redo academic years because they miss too much school or don't finish their work. The school schedule is often interrupted, which forces teachers to change their lesson plans and cut classes, leaving gaps in learning. Students getting ready for national tests suffer most from this disparity in educational delivery as they cannot get the thorough training required to pass tests (Yadav & Tekchandani, 2024).

Particularly, high school kids have great difficulty finishing their education, as many of them are under pressure to drop out and support their families financially. Women are more likely than men to be pulled out of school for safety reasons. However, the war's economic problems have caused more children to work, mostly boys (Brownson, 2021). Long-term effects of this tendency for the area include fewer job chances in the future and a cycle of poverty and unrest caused by lower levels of education.

### **Restrictions of Online Learning Among Infrastructure Problems**

Although online learning has been proposed as a possible way to guarantee continuity in education, infrastructure problems have made it mostly useless in Tulkarm. Damage to communication towers and military activities' resulting power outages often impair internet access. Many students lack the required digital tools to engage in remote learning, even in cases of energy availability. Those who do have access to technology often find it difficult to focus because of the unpredictable surroundings at home, where dislocation, congestion, and financial struggle generate further obstacles to education (Hammond, 2015).

Dependency on online learning during times of increased conflict has worsened the educational disparity among pupils from various socioeconomic backgrounds. Although wealthy homes could have access to private tutors and backup power sources, many kids from low-income backgrounds are left without other way to continue their education. The digital gap has strengthened already existing educational disparities, hence underprivileged kids find it more challenging to keep up with their classmates (Yadav & Tekchandani, 2024).

### **Local and Global Projects to Reduce Educational Disturbances**

Notwithstanding these obstacles, local and foreign groups have tried to help Tulkarm's education during the continuous fighting. Among the emergency educational tools provided by UNRWA and other humanitarian organizations have been temporary learning settings, psychological support programs, and the delivery of school supplies. Some NGOs have been using trauma-informed teaching strategies to help children control their experiences even in the classroom (Brownson, 2021).

To guarantee that students may access learning opportunities even when schools are closed, efforts have also been made to include flexible learning models such as mobile classrooms and community-based education projects. These initiatives, however, fall short in tackling the long-standing structural problems impeding Tulkarm's education.

Furthermore, unknown is the durability of such projects as finance is typically constrained and prone to fluctuations in global political objectives (Hammond, 2015).

During the Gaza conflict, Tulkarm had trouble learning. This brings to light the effects of war on growth and education in general. Teachers and students both have a lot of problems because of the loss of infrastructure, mental stress, rising failure rates, and limits on online learning. Some of these problems are being worked on locally and internationally, but the long-term answer needs to change the way things are set up. For example, schools need to be protected, safe learning environments need to be created, and people who need mental health help need to get it all. Palestinian kids in Tulkarm will continue to have big problems if these problems are not fixed. This will make it harder for them to build a better future.

### **3. Methods for Keeping Schools Open During Conflict**

Even though the war is still going on and causes a lot of pain, many plans have been made to make sure that education will continue in Palestinian land, especially in places where violence, relocation, and damage to infrastructure are the worst. Local teachers, social groups, and foreign organizations have come up with creative and flexible ways to deal with problems and give kids a variety of places to learn. These programs include mobile learning, community-based education, foreign help projects, technology changes, and mental health support to keep people in school even when things get tough.

Using community-based education programs and mobile learning projects has been one of the best ways to keep schools going in areas where there is strife. These techniques let students keep learning in better places, even when they can't get to official schools because of safety concerns or damage to the building's infrastructure.

Often housed in improvised tents, community centers, or even private houses, mobile schools have allowed teachers to reach displaced pupils and those living in far-off locations (Alfoqahaa, 2015). These learning environments provide kids the chance to participate in organized instruction, therefore avoiding long-term disturbances that may otherwise raise dropout rates. Volunteer teachers and community educators do a lot to keep these projects going by making sure that kids get an education that fits their needs and situation.

Parents and teachers in Palestine have also set up unofficial learning circles where small groups of kids get together to learn in private homes or community centers. This grassroots method guarantees that learning may proceed in a disciplined way even in the

absence of official education, therefore enabling kids to maintain basic reading and numeracy abilities despite the continuous war (Sayigh, 2017).

### **International Support and Humanitarian Educational Aid**

Support of education in Palestine during times of crisis has come mostly from international agencies such as UNESCO, UNICEF, and UNRWA. By means of finance, resources, and logistical support, these organizations provide children's access to school notwithstanding relocation and calamity. Among their principal projects are:

**Establishing Temporary Learning Centers:** These centers provide displaced children a safe space where they may continue their education when the Israeli Occupation's seize or demolish their schools. These facilities include basic teaching tools and psychological support resources to help children recover from trauma (Sayigh, 2017).

Organizations like UNICEF provide children affected by violence with school kits comprising textbooks, stationery, and digital learning tools so they may continue studying even under doubtful conditions (Sabbagh-Khoury, 2022). **Program for Teacher Training:** International organizations have teamed with Palestinian education officials to provide trauma-informed training for teachers to help kids deal psychologically and emotionally with violence. These initiatives provide teachers with tools to help pupils suffering stress, anxiety, or PTSD brought on by war-related violence (Alfoqahaa, 2015).

Notwithstanding these efforts, the sustainability of foreign aid is still uncertain as political and financial limitations generally define the extent to which long-term educational programs might be maintained.

### **Digital Adaptations and Remote Learning**

In the face of recurring school closures and travel restrictions, Palestinian universities and educational institutions have turned to remote learning and digital education technology as a means of assuring academic continuity. To let students with travel constraints or displacement Sabbagh-Khoury (2022) combine online courses with limited in-person teaching, several colleges have instituted blended learning methods.

### **Key remote learning techniques comprise**

Universities and colleges have used online tools such as Moodle, Zoom, and Google Classroom to enable remote learning and virtual classrooms. Despite challenges like uneven internet connectivity and power constraints, these sites have helped students access educational materials and participate in virtual discussions.

Designed by educational broadcasters, radio and television shows provide lessons on basic subjects to reach children without access to digital devices or internet services. These presentations provide students in areas where traditional schooling is impossible a lifeline (Sayigh, 2017). Some Palestinian NGOs have worked with tech companies to provide mobile learning tools allowing students to participate in self-paced education. These applications are more easily available for pupils in conflict areas as they are designed to run with low internet connectivity.

Even if they have helped to preserve education, many children in disadvantaged areas lack the equipment or internet connection needed to completely benefit from online learning; hence, these digital adaptations demonstrate the digital divide among Palestinian students. Dealing with these disparities still provides a big challenge for the school system.

### **Psychiatric Support and Trauma-Informed Education**

Knowing how conflict affects instructors and students, several colleges and companies have implemented psychological support systems into their courses. Schools and community organizations have incorporated art therapy sessions, peer support groups, and counseling centers to help children process their experiences and achieve stability.

Teachers have also been trained in trauma-sensitive teaching techniques, which emphasize creating a secure and motivating classroom where children feel emotionally sheltered. This comes from:

- Including mindfulness and stress-relieving activities in the school day.
- Including flexible teaching techniques that let kids who suffer from anxiety or PTSD.
- Encouragement of self-expression as a means of emotional healing—storytelling, artwork, music (Alfoqahaa, 2015).

One cannot overstate the value of psychological support in the classroom, as students' emotional state directly influences their learning ability. By addressing trauma and using emotional resilience techniques, teachers help Palestinian children to be able to keep on their academic path despite hardship.

### **The Part Higher Education Plays in Resilience and Resistance**

Thanks in significant part to Palestinian institutions, higher education has been remarkably maintained in the face of ongoing conflict. Institutions such as Birzeit University, An-Najah National University, and the Islamic University of Gaza have demonstrated amazing adaptability by changing their academic systems to fit students affected by violence and displacement (Sabbagh-Khoury, 2022).

#### **These colleges have instituted**

Flexible enrollment rules to serve those displaced or impacted by conflict-related problems.

Remote learning tools help students to finish their assignments even in cases of absence from physical classrooms.

Scholarships for students impacted by war give individuals who have lost family members or livelihoods from warfare financial help.

Higher education institutions in Palestine have also evolved into hubs of intellectual opposition where faculty members and students conduct research and activities meant to record human rights abuses and support educational rights during the occupation and conflict.

In summary, Palestinian instructors, students, and foreign supporters have demonstrated remarkable fortitude in sustaining education through the use of innovative and adaptable methods, despite the significant obstacles presented by conflict. Palestinian students have been able to continue receiving an education, despite the most antagonistic circumstances, as a result of the relentless dedication of higher education institutions, remote learning technologies, global support, and mobile learning initiatives.

To preserve education as a basic right, nevertheless, the viability of these initiatives calls for continuous dedication, structural changes, and more worldwide collaboration. Education in Palestine will remain a sphere of resistance and resilience, reflecting the resolve of Palestinian students and instructors to seek knowledge despite all challenges, until peace and stability are attained.

### **1.12.7 Current Study**

#### **1. Studies of Microsoft Teams Use in Education**

Particularly during and under the COVID-19 epidemic, Microsoft Teams has become very popular as a Learning Management System (LMS) in educational institutions. Much Research has looked at its advantages and drawbacks as well as its efficacy, relevance, and influence on the learning surroundings for students.

At Western Mindanao State University, Laquindanum (2022) looked at undergraduate students' opinions on Microsoft Teams. Of all the study respondents, 419-Microsoft Teams came out as "average" in terms of efficiency versus other online learning environments. The respondents said its features were straightforward, basic, and somewhat pragmatic. The research did, however, also draw attention to a significant drawback: perfect performance relied on a constant, fast internet connection. This research highlights technological issues that can impede learning opportunities as well as the platform's possibilities in higher education (Laquindanum, 2022).

Comparably, research by Ismail et al. (2024) examined the factors influencing students' willingness to keep using Microsoft Teams as an online learning tool as well as their satisfaction. Combining the expectation-conformation model (ECM) and service quality components with the Delone and McLean (D & M) information systems success model allows the researchers to look at student impressions. Considered utility, learning pleasure, and continued Microsoft Teams use all obviously suffered greatly from system quality. Against earlier studies, the study revealed, however, that learning pleasure had no statistically significant correlation with perceived value (Ismail, Abu Talib, Shaikh Ali, Mohd Ali, & Husin, 2024).

Examining Mahmud & Wong's (2023) research on Microsoft Teams as a sustainable teaching tool via the prism of the students investigated. Students' opinions of self-

efficacy, simplicity of use, usefulness, enabling characteristics, and intention to utilize Microsoft Teams were investigated using the Technology Acceptance Model (TAM). Good student impressions were shown by the findings; among the constructs, self-efficacy came top. Notwithstanding issues such as digital literacy and internet access, the research found that Microsoft Teams is a great tool for online learning, thereby supporting communication and teamwork (Mahmud & Wong, 2023).

Jose (2024) also examined how ESL students may use the AI-powered Reading Progress tool for Microsoft Teams to hone their reading aloud abilities. Conducted at Oman's University of Technology and Applied Sciences, the quasi-experimental research evaluated students' understanding, pronunciation, and reading fluency both before and after tool use. Students who showed more confidence and vocabulary learning helped the results to show usually showed higher reading accuracy and fluency. Still, noted pronunciation and diversional errors suggest the necessity of further AI-based improvements (Jose, 2024).

These studies taken together point to Microsoft Teams as a reasonable and efficient online learning venue. Its features support student involvement, communication, and cooperation, even if its efficacy depends on elements like digital literacy, system quality, and internet dependability. Future studies should concentrate on improving the instruments given to Microsoft Teams to more effectively handle the problems faced by students in various learning environments.

## **2. Research on Territory Conflict Zone Education Online**

Online learning in conflict environments has become more crucial for ensuring education continuity in areas where political instability and violence challenge traditional institutions. The reliance on digital education in such circumstances is typically driven by necessity rather than choice, given the struggles of children and teachers with safety concerns, school closures, and migration. Studies conducted in Afghanistan show how crucial mobile learning and internet tools are in giving students who would otherwise be deprived of learning opportunities consistent schooling. Online learning provides a secure, reasonably accessible, adaptable replacement for traditional classrooms when used with digital materials (Mahmood & Nazar, 2012).

Even with its advantages, online learning in conflict situations presents considerable difficulties. A study on Kashmiri undergraduate students discovered that e-learning was less effective than traditional education due to issues including a lack of discipline in virtual classrooms, ineffective online assessments, and inadequate training for students and teachers on digital tools (Al-Ariqi & Mir, 2022). Research done in Saudi Arabia similarly shows that while it does not have much effect on students' performance, online learning is crucial for guaranteeing safety, accessibility, and involvement in areas plagued by war (Rajab, 2018).

E-learning is very important in the medical sector for preserving knowledge in conflict-torn regions. Studies suggest that distant learning using case-based education may enable medical students in areas devastated by conflict to complete their education in the absence of physical facilities. This strategy provides a creative answer to a major educational difficulty by linking students with the worldwide medical community (El-Sbahi, Lowe, & Morris, 2024).

### **3. Investigating Internet Learning Strategies: Teacher and Parental Perspectives**

The effectiveness of digital learning depends much on the attitudes of parents and instructors regarding technology. Given that educational technology is becoming a necessary component of contemporary education, it is crucial to understand how these influential individuals see its advantages and drawbacks. Based on a comprehensive analysis of their opinions, parents of children who use digital technology accept both the advantages and drawbacks of digital learning (Chen & MacCallum, 2023). Spending too much time in front of a device and neglecting other people also worries them.

Digital learning became the primary method of instruction during the COVID-19 outbreak, therefore highlighting even more the differences between urban and rural locations. Because online learning allowed parents and instructors in cities greater flexibility and access to resources, researchers in Bangladesh discovered they were more in favor of it. Conversely, parents from rural regions struggled with digital skills and infrastructural issues (Al Amin, Hossain, & Sharmin, 2023). Studies on early childhood teachers also revealed that even while many of them grasped the advantages of digital learning, many of them were confused about their role in appropriately implementing technology into their teaching methods (Choi & Cho, 2023).

The degree to which online learning works relies heavily on the degree of parental involvement. Though they function as guides in their children's digital learning experiences, people with low means may feel inadequate to adequately support their education (Szabó, Győri, Lajos, & Pusztai, 2024). This is made abundantly evident by careful reading of the research. These results indicate that we need improved technological infrastructure, more teacher training, and more information for families if we are to narrow the disparity in digital learning experiences.

#### **4. Side-by-Side Research of Online and Traditional EFL Learning**

The change from conventional to online English as a Foreign Language (EFL) instruction has generated discussions on how well digital learning aids in language acquisition. Comparative studies aim to evaluate if online learning is as interesting, practical, and long-lasting as classroom instruction. Although studies reveal that online EFL students do roughly as well as conventional students, sometimes they need more control and desire to perform successfully (Singh, Yusoff, & Oo, 2009).

More research has examined and evaluated many other online EFL approaches. Students in both flipped and online environments were more engaged and retained terms better than students in conventional classroom settings, according a research comparing flipped learning, online learning, and regular classroom instruction (Mundir, et al., 2022). Another research, on learning models combining online and in-person components, indicated that these models improved student acquisition of new words more than either totally online or conventional schooling (Alipour, 2020).

Online EFL courses have shown more than merely providing for fresh word learning for their pupils. They also motivate them to study on their own and help them to become better at speaking. Studies reveal that by means of interesting tools and video content, digital learning platforms provide students more opportunities to use the language in real life and provide quicker access to genuine language resources (Laachir, 2019).

Though it has advantages, learning English as a foreign language online may still be challenging in some respects. Important abilities for learning how to speak include communication and real-time connection with people, which studies reveal that students who study online often struggle with. Still, frequent challenges in totally online EFL

lessons include technical difficulties, not receiving feedback straight away, and few students involved. These issues make it abundantly evident that we need mixed or blended approaches using the greatest aspects of face-to-face and online learning.

Comparisons of EFL instruction, how parents and teachers see digital learning, and fresh studies on online learning in conflict areas provide us with vital fresh insights on how education is evolving. Good aspects of online learning include accessibility and independence; nevertheless, for it to really be successful, it requires robust infrastructure, effective means of keeping kids engaged, and greater assistance from parents and instructors. Research comparing many approaches of teaching English as a foreign language also reveals that mixed learning models can be the most efficient approach as they integrate the advantages of both online and conventional education.

## Chapter Two

### Methods and Procedure

#### 2.1 Methods

This study adopted a mixed-methods approach, integrating both quantitative and qualitative data collection techniques. The quantitative component involved structured questionnaires administered to parents and EFL teachers, while the qualitative component relied on semi-structured interviews with selected participants to gain deeper insights into their perspectives and experiences.

#### 2.2 Sampling

The sample consisted of 60 individuals (EFL teachers and Parents) in Tulkarem in Palestine. The background of the study sample is varied in terms of gender, role, education level for parents, experience for teachers, and students' grade and classification, as shown in Table 1 below.

**Table (1)**

*Distribution of Sample According to the Study's Independent Variables*

Variable	Class	Frequency	Percentage %
Gender	Male	30	50.0
	Female	30	50.0
Role	EFL Teacher	33	55.0
	Parent	27	45.0
Educational level (Parents)	No formal education	5	8.3
	High school diploma	10	16.7
	Bachelor's degree	12	20.0
	Teachers	27	45.0
Experience	Less than 5 years	7	11.7
	5–10 years	17	28.3
	More than 10 years	9	15.0
	Parents	27	45.0
Grade	Elementary	7	11.7
	Middle school	12	20.0
	High school	8	13.3
	Teachers	33	55.0
Total		60	100.0

### **2.3 Instrumentation**

To achieve the objectives of the study, the researchers used a 31-item questionnaire for EFL teachers and Parents and an interview sample by using previous literature and the researcher's own experience in the field of teaching. The questionnaire consisted of two sections; the first focused on demographic data of the respondents, such as gender, role, education level of parents, experience of teachers, and students' grade. The second consisted of three domains of General Perceptions of Microsoft Teams in EFL Learning, Challenges of Using Microsoft Teams for EFL Learning, and Impact of Microsoft Teams on Learning Outcomes.

The scores of responses to each item were calculated according to a five-point Likert scale for the first three domains' responses in which strongly agree =5 points, agree =4 points, neutral = 3, disagree = 2 points and strongly disagree = 1 point, four – Likert scale for the last one in which High = 4 points, medium = 3 points, low = 2 points and has nothing to do = 1 point. The interview consists of 25 questions.

### **2.4 Validity of the Questionnaire**

To ensure the validity of the questionnaire, it was rated by a jury of experts in the field of teaching. The respondents' comments and the jury's suggestions were taken into consideration to modify and improve the questionnaire's content and wording by omitting, adding, or rephrasing items, bringing the number of items remained 31 items.

### **2.5 Reliability of the Questionnaire**

The reliability of the questionnaire, as calculated through the Cronbach's Alpha formula for the total degree, was 0.930, which is acceptable for conducting the research.

### **2.6 Procedure**

The final draft of the questionnaire was given to the study sample online. It took about five weeks for the instrument to be distributed, collected, and returned to the researcher. The total number of the returned questionnaires was 64, and 4 questionnaires were excluded as their responses were neither consistent nor complete.

## 2.7 Data Analysis

The data collected were analyzed using SPSS-17 to provide answers to the questions of the study. Means, frequencies, standard deviations, two independent sample T-test, and one-way ANOVA test. To analyze the findings, the researcher used the following scales to represent the estimation level of sample responses:

Very High     □ 4.20 and more - 84.0 % and more

High           □ (3.40 - 4.19) - (68.0 – 83.8%)

Moderate     □ (2.60 - 3.39) - (52.0 – 67.8%)

Low           □ (1.80 - 2.59) - (36.0 – 51.8%)

Very Low     □ (Less than 1.8) – (35.9% and less)

## **Chapter Three**

### **Results**

This study aimed to identify reasons for the use of Microsoft Teams for EFL learning in Tulkarm. It also aimed at identifying the effect of several variables on the responses. To accomplish the aims of the study, the researcher analyzed the data in accordance with the study questions, and the results were as follows:

#### **3.1 Results related to Study Questions**

##### **Results related to the First Question**

How do EFL instructors see TEAMS' contribution to English language instruction during the Gaza conflict?

What are parents' views on the effectiveness of TEAMS in supporting their children's English language learning?

To answer this question, the researcher used means and standard deviations and estimation level as shown in the following table.

**Table (2)**

*Means, Standard Deviations, and estimated level of Means, Standard Deviations, and estimated level of How do EFL instructors see TEAMS' contribution to English language instruction during the Gaza conflict in descending order according to the mean*

<b>Rank</b>	<b>No. in the Questionnaire</b>	<b>Item</b>	<b>Means</b>	<b>standard deviations</b>	<b>Percentage %</b>	<b>Estimated level</b>
1.	2	Microsoft Teams is an effective tool for virtual learning	3.50	0.79	70.0	High
2.	3	TEAMS provides useful features for EFL instruction, such as video calls and chat discussions.	3.48	0.77	69.6	High
3.	1	I am familiar with the Microsoft Teams platform.	3.45	0.87	69.0	High
4.	4	Microsoft Teams helps create an interactive learning environment for students.	3.38	0.69	67.6	Moderate
5.	5	Using TEAMS improves accessibility to educational content in conflict areas.	3.36	0.66	67.2	Moderate
6.	9	TEAMS helps maintain the continuity of education in crises situations.	3.34	0.70	66.8	Moderate
7.	6	TEAMS allows students to engage in collaborative learning activities.	3.33	0.68	66.6	Moderate
8.	10	TEAMS is a reliable platform for delivering structured English lessons.	3.31	0.70	66.2	Moderate
9.	7	The use of TEAMS motivates students to learn English remotely.	3.28	0.66	65.6	Moderate
10.	8	Microsoft Teams is easy to use for both teachers and students.	3.23	0.67	64.6	Moderate
<b>Total</b>			<b>3.34</b>	<b>0.64</b>	<b>66.8</b>	<b>Moderate</b>

Table (2) shows that the total degree *How do EFL instructors see TEAMS' contribution to English language instruction during the Gaza conflict* was (3.34), which suggests a moderate level of estimation. The highest mean was given to the item (Microsoft Teams is an effective tool for virtual learning). The lowest was for the item (Microsoft Teams is easy to use for both teachers and students).

## Results related to the Second Question

What challenges do teachers and parents face in utilizing TEAMS for education in Tulkarm during the war?

To answer this question, the researcher used means and standard deviations and estimation level as shown in the following tables:

**Table (3)**

*Means, Standard Deviations and estimated the level of Means, Standard Deviations and the estimated level of challenges do teachers and parents face in utilizing TEAMS for education in Tulkarm during the war in descending order according to the mean*

Rank	No. in the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
1.	2	Frequent power outages make online learning unreliable	4.21	0.64	84.2	Very High
2.	1	Internet connectivity issues hinder the Effective use of TEAMS for learning	4.20	0.64	84.0	Very High
3.	3	Many students lack access to suitable digital devices for online learning	4.06	0.63	81.2	Very High
4.	11	The 2023-2025+ genocidal war on Gaza has intensified psychological stress, affecting students' ability to engage in online learning	3.98	0.59	79.6	High
5.	10	Socioeconomic inequalities impact students' ability to participate in TEAMS-based learning.	3.92	0.60	78.4	High
6.	9	Home environments in Tulkarm are often not conducive to online learning due to distractions	3.91	0.62	78.2	High
7.	4	TEAMS does not fully replicate the engagement of face-to-face learning	3.90	0.57	78.0	High
8.	8	Many parents lack the necessary digital skills to effectively support their children's learning on TEAMS	3.86	0.65	77.2	High
9.	5	Students struggle to stay focused during online English lessons	3.85	0.63	77.0	High
10.	7	TEAMS requires strong parental involvement to support children's learning.	3.83	0.64	76.6	High
11.	6	Some teachers are not sufficiently trained to use TEAMS effectively	3.82	0.61	76.4	High
Total			3.96	0.54	79.2	High

Table (3) shows that the total degree *challenges teachers and parents face in utilizing TEAMS for education in Tulkarm during the war* were (3.96), which suggests a high level of estimation. The highest mean was given to the item (Frequent power outages make online learning unreliable). The lowest was for the item (Some teachers are not sufficiently trained to use TEAMS effectively).

### Results Related to the Third Question

Are there differences in perceptions based on variables such as teachers' experience, parents' educational levels, and students' grade levels?

To answer this question, the researcher used One Way ANOVA test. Tables below show the results:

#### 1. Results related to the *Experience (Teachers)*:

**Table (4)**

*Frequencies, Means and Standards Deviations of the reasons of differences in perceptions based on teachers' experience*

Teachers' experience	N	Mean	S. D.
Less than 5 years	7	3.75	0.64
5–10 years	16	3.76	0.42
More than 10 years	9	3.44	0.52
Total	32	3.67	0.51

**Table (5)**

*Results of One-Way ANOVA of the reasons for differences in perceptions based on teachers' experience*

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.666	2	0.333	1.303	0.287
Within Groups	7.414	29	0.256		
Total	8.080	31			

\* The mean difference is significant at the 0.05 level.

Table 5 shows that there are no statistically significant differences at ( $\alpha = 0.05$ ) about teachers' perceptions based on teachers' experience. The significant value was (0.287), which is more than (0.05).

## 2. Results Related to the *Education* (parents):

**Table (6)**

*Frequencies, Means, and Standard Deviations of the reasons for differences in perceptions based on parents' education*

<b>Parents' education</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
No formal education	5	2.64	0.43
High school diploma	10	2.76	0.59
Bachelor's degree	12	3.20	0.46
Total	27	2.93	0.55

**Table (7)**

*Results of One-Way ANOVA of the reasons for differences in perceptions based on parents' education*

<b>Source of variance</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	1.584	2	0.792	3.000	0.069
Within Groups	6.336	24	0.264		
Total	7.920	26			

\* The mean difference is significant at the 0.05 level.

Table (7) shows that there are no statistically significant differences at ( $\alpha = 0.05$ ) about teachers' perceptions based on *parents' education*. The significant value was (0.069), which is more than (0.05).

## 3. Results related to the *Students' grade* (parents):

**Table (8)**

*Frequencies, Means, and Standard Deviations of the reasons for differences in perceptions based on students' grade*

<b>Students' grade'</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
Elementary	7	2.70	0.27
Middle school	12	3.04	0.66
High school	8	3.07	0.66
Total	27	2.96	0.58

### 3.2 Results related to Study Hypotheses

**Results related to First Study Hypotheses, which are: Tulkarm's EFL instructors see TEAMS as improving English language instruction.**

To answer this hypothesis, the researcher used means and standard deviations and estimation level as shown in the following table.

**Table (9)**

*Mean, Standard Deviation, and estimated level of the total degree of Tulkarm's EFL instructors see TEAMS as improving English language instruction*

<b>Tulkarm's EFL instructors see TEAMS as improving English language instruction</b>	<b>Means</b>	<b>standard deviations</b>	<b>Percentage %</b>	<b>Estimated level</b>
Total	3.34	0.64	66.8	Moderate

Table (9) shows that the total degree Tulkarm's EFL instructors see TEAMS as improving English language instruction was (3.34), which suggests a moderate level of estimation.

**Results related to the Second Study Hypotheses, which are: Parents feel TEAMS helps their kids learn English quite well.**

To answer this hypothesis, the researcher used means and standard deviations and estimation level as shown in the following table.

**Table (10)**

*Means, Standard Deviations and estimated level of Means, Standard Deviations and estimated level of parents' perceptions in utilizing TEAMS for education in Tulkarm during the war in descending order according to the mean*

Rank	No. in the Questionnaire	Item	Means	standard deviations	Percentage %	Estimated level
1.	5	Using TEAMS improves accessibility to educational content in conflict areas.	3.03	0.64	60.6	Moderate
2.	9	TEAMS helps maintain the continuity of education in crises	3.00	0.67	60.0	Moderate
3.	6	TEAMS allows students to engage in collaborative learning activities	3.00	0.67	60.0	Moderate
4.	4	Microsoft Teams helps create an interactive learning environment for students.	3.00	0.62	60.0	Moderate
5.	3	TEAMS provides useful features for EFL instruction, such as video calls and chat discussions	3.00	0.62	60.0	Moderate
6.	7	The use of TEAMS motivates students to learn English remotely	2.96	0.64	59.2	Moderate
7.	10	TEAMS is a reliable platform for delivering structured English lessons.	2.96	0.64	59.2	Moderate
8.	2		2.96	0.64	59.2	Moderate
9.	8	Microsoft Teams is easy to use for both teachers and students	2.88	0.64	57.6	Moderate
10.	1	I am familiar with the Microsoft Teams platform	2.81	0.73	56.2	Moderate
Total			2.96	0.58	59.2	Moderate

Table (10) shows that the total degree of parents' perceptions in utilizing TEAMS for education in Tulkarm during the war was 2.96, which suggests a moderate level of estimation. The highest mean was given to the item (Using TEAMS improves accessibility to educational content in conflict areas). The lowest was for the item (I'm familiar with the Microsoft Teams platform).

**Results related to the Third Study Hypotheses, which is: Team performance is much hampered by home diversions, lack of technological knowledge, and unstable internet.**

To answer this hypothesis, the researcher used means and standard deviations and the estimation level of items 9 and 10 from the challenge domain as shown in table (11) in appendix (c).

Table (11) shows that Socioeconomic inequalities impact students' ability to participate in TEAMS-based learning, with a mean of 3.96, which suggests a high level of estimation and home environments in Tulkarm are often not conducive to online learning due to distractions.

### **3.3 Interview Results**

#### **Perspectives on Using Microsoft Teams for EFL Learning During Conflict**

##### **Introduction to the Results**

Aiming to investigate the viewpoints of EFL instructors and parents in Tulkarm on the usage of Microsoft Teams for English language learning during the Israeli 2023–2025+ genocidal attack on Gaza, this qualitative research ten semi-structured interviews in all— five with parents of children from various socioeconomic and educational backgrounds and five with teachers— was undertaken. The interviews sought to provide a thorough understanding of the supposed advantages, difficulties, and influence of Microsoft Teams in providing English education in crises.

Designed in line with the main goals of the research and based on modern literature on digital learning during crises, the questions were intended to reflect. By using theme analysis, the data were examined to reveal recurrent trends and opposing opinions. Three main issues surfaced: general opinions about Microsoft Teams, difficulties and inequality in its use, and their impact on English learning results.

The first theme is different opinions about Microsoft Teams for English language education.

Regarding Microsoft Teams as a teaching and learning tool for English, participants voiced a spectrum of opinions. Although some educators and parents valued its ability to preserve academic continuity during school closures, others noted its shortcomings relative to conventional classroom settings.

**One seasoned instructor noted:**

"Microsoft Teams let me keep teaching even after the schools closed. All in one spot, I could manage assignments, exchange information, and respond to student queries.

By contrast, a parent offered a more critical viewpoint:

"Supporting my kid with this platform challenges me. Our phone performs poorly, and there are far too many processes.

The availability of asynchronous learning tools and recorded classes allows many parents to assist their children in catching up on missed material. Still, everyone was worried about the absence of natural interaction—especially for younger students. One instructor highlighted:

English is a language used in communication. Students lose confidence in their speech without actual communication.

The subject exposed that while Microsoft Teams was a required substitute for conflict, it's worth changing based on user knowledge, device availability, and student age and motivation.

**Second theme: Obstacles toward Equity, Engagement, and Access**

The unfairness in pupils' access to digital learning surfaced as a major motif. Many of the participants mentioned major technical and logistical challenges like restricted device availability, bad internet connection, power outages, and lack of private learning environments.

A three-year mother of three said:

"My children share one ancient tablet here. Sometimes my kid misses class while his sister is using it.

An instructor pointed out that these differences explained irregular attendance and involvement:

"You plainly notice the difference: quiet classroom and laptop-owning pupils perform better. Others remain behind.

Digital literacy among parents and pupils presented yet another difficulty. Some parents battled to help their kids, especially in the early phases of the shift to online instruction.

"I had no idea how I could support him. One mother clarified: "I couldn't understand the instructions; there was no guide in Arabic."

Though they underlined the necessity of organized training and constant assistance from schools and the Ministry of Education, several instructors admitted changes over time in the adaptability of students and families in spite of these obstacles.

### **Theme 3: Effects on English Language Development Results**

Participants noted that Microsoft Teams might both help English language learning and have shortcomings in this regard. Frequent written assignments, conversation involvement, and exposure to digital reading resources helped students' reading and writing abilities grow most notably.

One educator said:

These days, they write more. Typing allows students to express themselves, therefore enhancing grammar and sentence construction.

Still, reports of speaking and listening skills suffered. There are a few verbal exchanges, and students seldom utilize the mics.

"Most pupils just pay attention." According to an instructor, they prefer not to be vocal online. Some are timid, while others worry about making errors.

Besides, especially in relation to conventional school environments, parents and instructors saw an overall decline in student motivation. Said to be contributing elements were the absence of physical presence, emotional connection, and peer interaction.

Still, other participants pointed out that teams provide a feeling of normality amid a period of psychological and physical displacement.

"Even if just for an hour a day, logging into Teams gave my daughter a sense that school was still going on," one mother said.

### **3.4 Overview of Results**

The interviews revealed a complex and deep understanding of Microsoft Teams as a digital learning tool during crises. They also uncovered significant disparities in digital equality, pedagogical interaction, and emotional engagement, even as the platform helped improve certain academic skills and allowed English instruction to continue. The findings suggest that, especially for speaking and listening, future efforts should prioritize teacher and parent training, infrastructure improvements, and the integration of technologies that promote real-time language use. Developing effective digital learning plans in conflict-affected areas depends on these insights.

## Chapter Four

### Discussion, Results, and Recommendations

#### 4.1 Discussion of the Interview Findings

##### **Seeing Perceptions Through Transformative Agency & Ecological Systems Theory**

The different opinions of Microsoft Teams expose not only the usefulness of a technology but also the agency of its users during a crisis. Teachers' adaptive behaviors—such as distributing materials, running tests, and answering questions asynchronously—fit the idea of "transformative agency" (Damsa & Jornet, 2017; Haapa-Saari, Engeström, & Kerosuo, 2016). Teachers were active players changing their roles and pedagogies in reaction to unique circumstances, not passive consumers of technology. Particularly in resource-limited conditions, the feeling of digital adaptation shows the projective and evaluative elements of agency as proposed by (Emirbayer & Mische, 1998).

From the ecological systems theory Bronfenbrenner (1979), one can understand the obstacles to engagement—such as infrastructure instability, lack of digital tools, and absence of pedagogical support—as reflective of systemic inequalities ingrained in more general society, institutional, and familial levels. When a youngster uses a single device with siblings or studies in a loud location, these circumstances are not isolated events but rather representations of more general environmental limitations that profoundly affect the results of digital learning.

**Constructivist Connotations: Minimal Interaction and the Requirement for Social Learning.** Constructivist learning theory (Ismail, 2024; Jones, 2015) stresses contextualized, social, and active participation. Though useful for material delivery and written tasks, the results show that Microsoft Teams failed to promote interactive speaking and listening skills vital for language development. Lack of spontaneous peer communication and restricted real-time instructor comments disturb the social formation of knowledge. Especially in language education, this asks for digital tools to go beyond information distribution and handle pedagogical objectives connected to cooperative meaning-making.

## **Digital Platforms as Resilience Enablers Amidst Structural Violence**

Furthermore, positioned within the scope of digital resilience Bakhteev et al. (2022) is Microsoft Teams. The platform provided a thread of normality even with conflict, tragedy, and socioeconomic inequality. When a mother said that daily checking in gave a feeling of regularity, it supports the psychological function of educational environments as more than just instruments for instruction—they become anchors of stability.

Still, digital platforms need institutional backing if such resiliency is to be maintained. The cited constraints—such as inadequate parent digital literacy and teacher training—reflect a lack of systematic scaffolding. As Saleh & Meccawy (2022) contend, digital platforms cannot fully realize their potential without focused professional development and community education initiatives.

## **Bridging Theory and Practice**

### **Recommendations for Conflict-Responsive Digital Learning**

The interview revelations highlight the need to see the deployment of educational technologies as a profoundly social process rather than merely a technological one.

Agency View: Parents and teachers behave within limitations, but also oppose and innovate. Programs going forward should encourage instructor innovation and liberty in using digital technologies.

Platforms like Microsoft Teams should have more live, interactive elements encouraging communication rather than only information consumption in order to constructivist design.

Interventions aiming at lowering digital inequality must take into account the whole ecosystem—home, school, policy, and infrastructure.

These results coincide with theoretical and empirical studies suggesting that in crises, digital learning tools call for thorough, context-sensitive tactics. Only by combining technology with pedagogical engagement, human agency, and institutional support can strong and meaningful learning environments be created.

## **Discussion of the Statistical Findings**

The quantitative data support and expand on the themes identified in the qualitative results. Using Microsoft Teams for English education during the conflict showed generally modest satisfaction levels among both instructors ( $M = 3.34$ ) and parents ( $M = 2.96$ ). Statistical analysis, however, revealed no significant differences based on instructors' years of experience, parents' educational backgrounds, or students' grade levels, indicating a common perspective across demographic groups.

These results, in theory, support the idea that agency is a context-dependent concept rather than just an individual trait (Emirbayer & Mische, 1998). The high ratings on several items—such as the belief that teams improve access to educational resources in conflict zones—highlight teachers' and parents' evaluative and projective agency, where users assess the current context and imagine its potential benefits despite hardships.

But the high average ratings for challenges—such as power outages ( $M = 4.21$ ) and limited internet connectivity ( $M = 4.20$ )—underline structural limitations anchored in more general ecological systems (Bronfenbrenner, 1979). These results confirm the critical necessity of educational authorities to solve not only technological

requirements, but also fundamental infrastructure in places devastated by conflict.

Furthermore, the absence of notable variance by education level or experience might potentially indicate a flattening impact of crises, in which case all individuals, from all backgrounds, live in a similarly limited setting. This emphasizes even more the need for group, system-wide treatments instead of solitary, personal assistance.

In all, Microsoft Teams provides a modest answer for preserving educational continuity; yet, its effectiveness is mediated by more general socio-technical systems. When taken in line with the interview data, the statistical results show the complex interactions among digital agency, systematic inequality, and educational resilience. Unlocking the transforming power of digital platforms in conflict areas requires concerted initiatives combining infrastructural support, professional development, and inclusive design going forward.

## **4.2 Conclusion**

Stressing Microsoft Teams as both a critical educational lifeline and a symbol of the more general discrepancies rooted in digital education during conflict, this study reveals the varied experiences of EFL teachers and parents in Tulkarm amid the 2023–2025+ Gaza war. Technical, infrastructural, and pedagogical concerns frequently limited the platform's effectiveness, even if it provided a necessary replacement for in-person learning and fostered regularity.

From the perspective of view of parents and teachers alike, the moderate degrees of satisfaction with Teams arose from outside circumstances, including power outages, insufficient training, and unavailability of devices, rather than from the platform's fundamental limits. Emphasizing the complexity of agency under crisis—teachers as adaptive actors, parents as support networks under stress, and both groups as stakeholders negotiating their obligations amid extraordinary challenges—the qualitative themes emphasized.

## **4.3 Recommendations and Suggestions**

The findings of the quantitative and qualitative research provide the following recommendations to increase the effectiveness of Microsoft Teams in English language instruction during crises like the fighting in Gaza:

1. **Advance Teachers' Digital Capacity:** School systems should provide courses in ongoing professional development, stressing digital pedagogy. Along with instructional design for remote learning, these should include actual training in using Microsoft Teams products (e.g., breakout rooms, assessments, feedback tools). Studies by Saleh & Meccawy (2022) highlighting the requirement of digital literacy in successful online learning match up with this.
2. **Enable and equip parents:** Parents—especially those with low digital literacy—should be provided, seminars and online tutorials so they may help their children in their online learning. Schools collaborating with international aid organizations or local NGOs might assist in organizing this. Regarding accessibility, it is encouraged to use materials with Arabic and video-based orientation.

3. Improve infrastructure and accessibility: Important technological challenges that need to be addressed in initiatives include frequent power outages, bad internet connectivity, and a lack of access to digital devices. This might involve contributions of gadgets, community learning centers with consistent internet and power backup systems, and telecom company collaboration.
4. Create more interactive digital materials: Using such tools with more interactive and social learning components, together with Microsoft Teams, would assist in improving speaking and listening skills. Including live video conversations, peer-to-peer projects, and real-time feedback will help the platform match up with constructivist learning concepts (Ismail I. , 2024; Jandrić, 2015; Jones, 2015).
5. Attend to Psychological and Emotional Needs: Mindfulness activities, virtual counseling services, trauma-informed education, teacher training, and psychosocial support in the digital learning environment should all be included by schools in online courses. This is what keeps students involved during lengthy warfare.
6. Promote mixed learning approaches: Given the limitations of completely online or in-person techniques, blended learning—that which combines digital and face-to-face instruction—should be promoted whenever practical. This approach allows flexibility and preserves social and communicative aspects of schooling.
7. Promote equality by means of policy changes: Local and national education authorities should embrace policies tackling digital inequality by giving disadvantaged students first priority, funding inclusive technical solutions, and ensuring equitable access to learning environments in far-off and conflict-torn areas.
8. Teacher agency and promote parent: Support systems should be designed to let teachers and parents act as co-agents throughout the learning process. Motivating inventiveness, initiative, and under-pressure adaptation guarantees resilience and more enduring learning outcomes.

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## Appendices

### Appendix (A)

#### Questionnaire

#### Questionnaire on the Use of Microsoft Teams for EFL Learning in Tulkarm During Israeli's 2023-2025+ Genocidal War on Gaza

**Dear Participant,**

Thank you for participating in this questionnaire. The researcher is conducting a study to explore the perspectives of EFL teachers and parents in Tulkarm regarding the role of Microsoft Teams (TEAMS) in facilitating English language learning during the Israeli genocidal war on Gaza (2023-2025+). Your responses are valuable in understanding the effectiveness of TEAMS in crisis-affected educational settings and will help improve its implementation in similar contexts. Please review the items and indicate your level of agreement or disagreement by marking (✓) next to the appropriate response.

All responses will remain confidential and will be used for research purposes only.

#### Part One: Personal Information

1. **Gender:**

- a. Male ( )    b. Female ( )

2. **Role:**

- a. EFL Teacher ( )    b. Parent ( )

3. **Educational Background (for parents):**

- a. No formal education ( )    b. High school diploma ( )  
c. Bachelor's degree ( )    d. Postgraduate degree ( )

4. **Teaching Experience (for teachers):**

- a. Less than 5 years ( )    b. 5–10 years ( )    c. More than 10 years ( )

5. **Student's Grade Level (for parents):**

- a. Elementary ( )    b. Middle school ( )    c. High school ( )

## **Operational Definitions**

1. **Microsoft Teams (TEAMS):** In this study, Microsoft Teams refers to an online learning platform that facilitates virtual communication, collaboration, and instruction in EFL education. It includes video conferencing, file sharing, and interactive learning features that support remote education in conflict-affected areas.
2. **EFL Learning in Crisis Contexts:** This refers to English language instruction provided in challenging environments where traditional classroom learning is disrupted due to external factors, such as armed conflict or displacement.
3. **Parental Support:** The role of parents in assisting their children with using Microsoft Teams for learning, ensuring engagement, and overcoming technical or motivational challenges.

### **Instructions:**

Please rate your level of agreement with each statement using the following scale:

Strongly Agree (SA)

Agree (A)

Neutral (N)

Disagree (D)

Strongly Disagree (SD)

### Domain 1: General Perceptions of Microsoft Teams in EFL Learning

Statements	SA	A	N	D	SD
1. I am familiar with the Microsoft Teams platform.					
2. Microsoft Teams is an effective tool for virtual learning.					
3. TEAMS provides useful features for EFL instruction, such as video calls and chat discussions.					
4. Microsoft Teams helps create an interactive learning environment for students.					
5. Using TEAMS improves accessibility to educational content in conflict areas.					
6. TEAMS allows students to engage in collaborative learning activities.					
7. The use of TEAMS motivates students to learn English remotely.					
8. Microsoft Teams is easy to use for both teachers and students.					
9. TEAMS helps maintain the continuity of education in crisis situations.					
10. TEAMS is a reliable platform for delivering structured English lessons.					

### Domain 2: Challenges of Using Microsoft Teams for EFL Learning

Statements	SA	A	N	D	SD
1. Internet connectivity issues hinder effective use of TEAMS for learning.					
2. Frequent power outages make online learning unreliable.					
3. Many students lack access to suitable digital devices for online learning.					
4. TEAMS does not fully replicate the engagement of face-to-face learning.					
5. Students struggle to stay focused during online English lessons.					
6. Some teachers are not sufficiently trained to use TEAMS effectively.					
7. TEAMS requires strong parental involvement to support children's learning.					
<b>8. Many parents lack the necessary digital skills to effectively support their children's learning on TEAMS.</b>					
9. Home environments in Tulkarm are often not conducive to online learning due to distractions.					
10. Socioeconomic inequalities impact students' ability to participate in TEAMS-based learning.					
11. The 2023-2025+ genocidal war on Gaza has intensified psychological stress, affecting students' ability to engage in online learning.					

**Domain 3: Impact of Microsoft Teams on Learning Outcomes**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1. TEAMS enhances students' English language skills.					
2. The use of TEAMS improves students' ability to communicate in English.					
3. TEAMS encourages students to practice English outside of class hours.					
4. Do you believe that online learning via TEAMS has enhanced students' engagement in English lessons?					
5. TEAMS makes learning English more flexible for students in crisis areas.					
6. TEAMS supports diverse learning styles through multimedia resources.					
7. TEAMS enables students to access a wide range of English learning materials.					
8. TEAMS fosters critical thinking by allowing students to participate in interactive discussions.					
9. Online learning via TEAMS has improved students' engagement in English lessons.					
10. As a teacher or parent, do you think TEAMS can effectively improve English education in conflict zones in the long term?					

## **Appendix (B)**

### **Interview Questions**

#### **Interview Questions: Perspectives on Using Microsoft Teams for EFL Learning in Tulkarm During the Israeli 2023-2025+ Genocidal War on Gaza**

##### **Introduction for Interviewer**

Thank you for agreeing to participate in this interview. This research aims to explore the perspectives of EFL teachers and parents in Tulkarm regarding the use of Microsoft Teams (TEAMS) for English language learning during the Israeli 2023-2025+ genocidal war on Gaza. Your insights will help in understanding the benefits, challenges, and overall impact of using TEAMS in crisis-affected educational settings.

The interview is divided into three sections:

- 1. General Perceptions of Microsoft Teams**
- 2. Challenges and Barriers in Using Microsoft Teams**
- 3. Impact of Microsoft Teams on Learning Outcomes**

Your responses will remain confidential and will only be used for academic research purposes. You may choose to skip any question that you feel uncomfortable answering.

##### **Part One: General Perceptions of Microsoft Teams**

1. How familiar are you with Microsoft Teams as an online learning platform?  
Honestly, I know it pretty well now. I started using it during the COVID period, and since then I've relied on it for online classes, whether live or just sending materials and assignments.
2. What are your general thoughts on using TEAMS for teaching and learning English?  
I think it's a very useful platform, especially for teaching English. It lets me share files, teach with audio and video, and keep track of students' work easily.
3. Do you think TEAMS is an effective alternative to face-to-face learning? Why or why not?

To some extent, yes. It doesn't fully replace in-person learning, but in tough or emergency, it's a great solution. The only thing is, face-to-face interaction is a bit limited.

4. How do students/your children respond to online learning through TEAMS?

It depends on the student. Some are really engaged, especially the tech-savvy ones, but others struggle—either because of weak internet or because they just get distracted easily.

5. In your opinion, what are the most useful features of TEAMS for English language instruction?

What helps me most is that everything is in one place—the chat, files, calls, and class recordings. Plus, students can go back and review the lessons anytime.

6. What role do parents/teachers play in ensuring the successful use of TEAMS for learning?

The teacher needs to prepare fun and engaging lessons and know how to use the platform well. As for parents, they play a big role, especially with younger kids—they need to encourage them and follow up.

7. Has TEAMS helped maintain educational continuity during the conflict? If so, how?

Yes, it really helped. When schools were closed, we were still able to keep teaching. Students kept learning, and I could still communicate and explain lessons to them from home.

8. How would you compare TEAMS with other digital learning platforms?

Compared to others like Zoom or Google Classroom, TEAMS is more complete. Everything is integrated. But yeah, some teachers find it a bit complicated at first.

9. Do you believe TEAMS fosters student engagement and motivation? Why or why not?

It depends on how the lesson is done. If it's interactive, with questions and maybe some fun activities, students stay interested. But if it's boring, a lot of them lose focus quickly.

10. In what ways do you think TEAMS can be improved to better support English learning?

If they add more interactive tools for language, like vocabulary games or pronunciation practice, it would be much better. Also, making it easier to use on phones would help a lot of students.

### **Part Two: Challenges and Barriers in Using Microsoft Teams**

11. What are the main technical challenges you or your students/children face when using TEAMS?

The biggest issue is connection problems. Sometimes the app freezes or the audio cuts off, and students get confused when they miss parts of the lesson because of tech issues.

12. How do internet connectivity and electricity outages impact the use of TEAMS for learning?

It has a huge effect. If the internet is weak or the power goes out, the student misses the class or loses focus. And sometimes they can't even watch the recording later because their device is slow or their storage is full.

13. Do students/your children have access to appropriate digital devices for TEAMS? If not, how does this affect their learning?

Not all students have proper devices. Some share a phone with siblings, or use an old device, and that really affects their attendance and understanding.

14. How do home distractions influence students' ability to focus during online English lessons?

There are lots of distractions at home—especially if they have younger siblings, or if the TV is on, or if there's no quiet space. Many students get distracted and can't concentrate well.

15. Do you feel that teachers/parents have received enough training and support to effectively use TEAMS? Why or why not?

Honestly, no. Many teachers and parents had to figure it out on their own. There should've been proper training from the start so everyone could use the platform confidently.

16. What are the biggest difficulties in adapting traditional teaching methods to an online environment?

Direct explanation and real-time interaction are harder online. It's also tough to do activities that need movement or group work. Sometimes it feels like you're teaching to an empty screen.

17. How do you manage student discipline and participation during online lessons?

I try to ask students to turn on their cameras or answer in the chat. I also use short activities to keep them involved. But honestly, discipline is much weaker than in a physical classroom.

18. What are the main barriers that prevent students/your children from fully engaging in online English classes?

The main barriers are tech issues, lack of motivation, and sometimes feeling isolated. Some students also don't know how to use the tools properly.

19. Do you feel that students from different socioeconomic backgrounds have equal access to TEAMS-based learning?

Unfortunately, no. Some students don't have devices, or their internet is poor, or they can't afford data packages. This creates a gap between students.

20. How has the ongoing conflict impacted students' ability to learn via TEAMS?

The tough situation added a lot of pressure. Students became more distracted, some had to move from their homes, or lost a proper learning environment. It clearly affected their performance.

### **Part Three: Impact of Microsoft Teams on Learning Outcomes**

21. Have you noticed any improvements in students' English language skills since using TEAMS? If so, in what areas?

Yeah, I've seen some improvement, especially in writing. Since they use the chat a lot and submit assignments online, their typing and sentence building have gotten better.

22. How does TEAMS affect students' ability to practice and communicate in English?  
It helps in some ways—like chatting in English or doing voice recordings—but still, live speaking practice is limited. Not all students feel confident talking on camera or mic.

23. Do students/your children show more or less motivation to learn English through TEAMS compared to traditional classroom learning?

Honestly, most of them are less motivated online. They miss the classroom vibe, and it's harder to keep their attention. But a few actually prefer the online style because it's more relaxed.

24. Has TEAMS helped improve students' reading, writing, listening, or speaking skills?  
If so, how?

Mainly writing and reading. They read instructions, type responses, and review files more. Listening depends on the quality of the audio. Speaking, not so much—unless we push them to participate.

25. How do students/your children interact with their teachers and classmates through TEAMS?

Mostly through chat or voice during the lesson. Some students are active and ask questions, others just listen. It's not the same as in class, but at least there's still some communication going on.

Thank you for sharing your valuable insights. Your input will help improve our understanding of the role of Microsoft Teams in English language learning in conflict-affected areas. If you have any additional thoughts or suggestions, please feel free to share them.

## **Interview Questions: Perspectives on Using Microsoft Teams for EFL Learning in Tulkarm During the Israeli 2023-2025+ Genocidal War on Gaza**

### **Introduction for Interviewer**

Thank you for agreeing to participate in this interview. This research aims to explore the perspectives of EFL teachers and parents in Tulkarm regarding the use of Microsoft Teams (TEAMS) for English language learning during the Israeli 2023-2025+ genocidal war on Gaza. Your insights will help in understanding the benefits, challenges, and overall impact of using TEAMS in crisis-affected educational settings.

The interview is divided into three sections:

- 1. General Perceptions of Microsoft Teams**
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Your responses will remain confidential and will only be used for academic research purposes. You may choose to skip any question that you feel uncomfortable answering.

### **Part One: General Perceptions of Microsoft Teams**

1. How familiar are you with Microsoft Teams as an online learning platform?  

To be honest, I'm still struggling with it. I've tried using it a few times, but it never feels easy or clear.
2. What are your general thoughts on using TEAMS for teaching and learning English?  

From what I've seen, it's not very helpful. Especially with English, my child isn't learning the way he used to.
3. Do you think TEAMS is an effective alternative to face-to-face learning? Why or why not?  

In my opinion, it can't replace real classroom learning. There's less understanding, and the whole experience feels disconnected.
4. How do students/your children respond to online learning through TEAMS?

My son often gets frustrated. He tells me he doesn't understand the lessons and gets lost when there are technical issues.

5. In your opinion, what are the most useful features of TEAMS for English language instruction?

Honestly, I haven't seen anything that really works well for us. Most of the time, we're just trying to figure out how to join the class.

6. What role do parents/teachers play in ensuring the successful use of TEAMS for learning?

Parents like me need to support our children, but without proper guidance or training, it's really hard to know what to do.

7. Has TEAMS helped maintain educational continuity during the conflict? If so, how?

It helped a little, but not enough to make a real difference. Many lessons were missed, and learning was inconsistent.

8. How would you compare TEAMS with other digital learning platforms?

9. Compared to simpler platforms, TEAMS is harder to use. We found other tools like WhatsApp or Google Classroom more manageable.

10. Do you believe TEAMS fosters student engagement and motivation? Why or why not?

Not really. My child is way less motivated now and doesn't seem to enjoy the lessons anymore.

11. In what ways do you think TEAMS can be improved to better support English learning? Making it simpler and more user-friendly would help. And providing clear instructions for parents in Arabic would be great.

## **Part Two: Challenges and Barriers in Using Microsoft Teams**

12. What are the main technical challenges you or your students/children face when using TEAMS?

There's always something—whether it's logging in, frozen screens, or sound not working.

13. How do internet connectivity and electricity outages impact the use of TEAMS for learning?

These problems cause my child to miss entire classes. If the internet or power goes out, there's nothing we can do.

14. Do students/your children have access to appropriate digital devices for TEAMS?

If not, how does this affect their learning? He only has an old device, which makes it hard to keep up. It crashes or runs slowly during class.

15. How do home distractions influence students' ability to focus during online English lessons?

It's very difficult to control the environment at home. With siblings around, he gets distracted constantly.

16. Do you feel that teachers/parents have received enough training and support to effectively use TEAMS?

Why or why not? There wasn't any real support for us. We had to figure things out ourselves, which isn't easy.

17. What are the biggest difficulties in adapting traditional teaching methods to an online environment?

Online lessons feel distant. There's no face-to-face connection, and my child isn't as involved as he used to be.

18. How do you manage student discipline and participation during online lessons?

It's a struggle. I can't always be there to supervise, and he often leaves the screen or loses focus.

19. What are the main barriers that prevent students/your children from fully engaging in online English classes?

Between technical issues, low motivation, and the difficulty of the subject, it's hard for him to stay engaged.

20. Do you feel that students from different socioeconomic backgrounds have equal access to TEAMS-based learning?

Absolutely not. Some families have better internet and devices, while others, like us, face real obstacles.

21. How has the ongoing conflict impacted students' ability to learn via TEAMS?

It's made things much worse. My son is anxious, distracted, and doesn't have the right environment to focus.

### **Part Three: Impact of Microsoft Teams on Learning Outcomes**

22. Have you noticed any improvements in students' English language skills since using TEAMS?

If so, in what areas? If anything, his level has dropped. He used to do better in the classroom.

23. How does TEAMS affect students' ability to practice and communicate in English?  
He barely talks. Most of the time, he just listens silently and avoids using the mic.

24. Do students/your children show more or less motivation to learn English through TEAMS compared to traditional classroom learning?

There's definitely less motivation. He doesn't enjoy it and tries to skip lessons when he can.

25. Has TEAMS helped improve students' reading, writing, listening, or speaking skills?  
If so, how?

I've only seen a slight improvement in writing because of homework. The rest hasn't changed much.

26. How do students/your children interact with their teachers and classmates through TEAMS?

Interaction is minimal. Mostly just through the chat. He rarely turns on the mic or engages with others.

Thank you for sharing your valuable insights. Your input will help improve our understanding of the role of Microsoft Teams in English language learning in conflict-affected areas. If you have any additional thoughts or suggestions, please feel free to share them.

## **Interview Questions: Perspectives on Using Microsoft Teams for EFL Learning in Tulkarm During the Israeli 2023-2025+ Genocidal War on Gaza**

### **Introduction for Interviewer**

Thank you for agreeing to participate in this interview. This research aims to explore the perspectives of EFL teachers and parents in Tulkarm regarding the use of Microsoft Teams (TEAMS) for English language learning during the Israeli 2023-2025+ genocidal war on Gaza. Your insights will help in understanding the benefits, challenges, and overall impact of using TEAMS in crisis-affected educational settings.

The interview is divided into three sections:

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Your responses will remain confidential and will only be used for academic research purposes. You may choose to skip any question that you feel uncomfortable answering.

### **Part One: General Perceptions of Microsoft Teams**

1. How familiar are you with Microsoft Teams as an online learning platform?  

I've become fairly comfortable with it over time. At first, it was a bit overwhelming, but with practice and support from the school, I can now navigate it with ease.
2. What are your general thoughts on using TEAMS for teaching and learning English?  

It's a helpful tool, especially for language learning. My daughter benefits from the recorded lessons, the structured assignments, and the interactive features.
3. Do you think TEAMS is an effective alternative to face-to-face learning? Why or why not?  

While it can't replace the energy of a classroom, it has proven to be a solid alternative when physical attendance isn't possible. It keeps the learning process going.
4. How do students/your children respond to online learning through TEAMS?

My daughter adapted quite well. She enjoys using technology, and with a little guidance, she became more independent in managing her tasks and attending sessions.

5. In your opinion, what are the most useful features of TEAMS for English language instruction?

The file-sharing system, the assignment tracker, and the ability to ask questions in the chat have been especially useful. It also encourages writing and reading through digital interaction.

6. What role do parents/teachers play in ensuring the successful use of TEAMS for learning?

Both play a vital role. Teachers must plan effectively, but parents also need to stay involved—checking progress, ensuring attendance, and offering support when needed.

7. Has TEAMS helped maintain educational continuity during the conflict? If so, how?

Yes, definitely. Even when schools were closed, lessons continued online, and my daughter stayed in touch with her teachers and classmates.

8. How would you compare TEAMS with other digital learning platforms?

Compared to other platforms we've tried, TEAMS offers more integration and organization. It might be slightly more complex at first, but it's worth it once you learn the basics.

9. Do you believe TEAMS fosters student engagement and motivation? Why or why not?

It depends on the student and the teaching approach. For my daughter, yes—especially when the lessons are interactive and the teacher encourages participation.

10. In what ways do you think TEAMS can be improved to better support English learning?

Adding more interactive language tools—like games, quizzes, or audio pronunciation practice—would be a great step. Also, making the mobile version more user-friendly would help.

## **Part Two: Challenges and Barriers in Using Microsoft Teams**

11. What are the main technical challenges you or your students/children face when using TEAMS?

We occasionally face connection issues or delays in opening files, but overall, the platform works smoothly for us.

12. How do internet connectivity and electricity outages impact the use of TEAMS for learning?

They do interrupt learning, especially when live sessions are happening. But the recorded lessons and follow-up materials help us stay on track.

13. Do students/your children have access to appropriate digital devices for TEAMS? If not, how does this affect their learning?

Yes, she has her own device, which makes things easier. I know it's not the case for everyone, but proper access really improves the learning experience.

14. How do home distractions influence students' ability to focus during online English lessons?

There are some distractions, of course, but we've created a quiet learning space at home. That made a big difference in her focus and commitment.

15. Do you feel that teachers/parents have received enough training and support to effectively use TEAMS? Why or why not?

Some schools provided helpful guidance, and there are many online resources. I believe more structured parent sessions would be even better.

16. What are the biggest difficulties in adapting traditional teaching methods to an online environment?

Some interactive classroom activities don't translate well to virtual learning. Teachers had to get creative with digital tools—and many did a great job adapting.

17. How do you manage student discipline and participation during online lessons?

Routine and encouragement work best. We set clear expectations at home, and I remind my daughter to treat online classes like real ones.

18. What are the main barriers that prevent students/your children from fully engaging in online English classes?

The biggest issue is lack of motivation when lessons aren't interactive. If students feel passive, they tend to disconnect mentally—even if they're present.

19. Do you feel that students from different socioeconomic backgrounds have equal access to TEAMS-based learning?

Unfortunately, not everyone has the same access to devices or stable internet. That's something that needs to be addressed more seriously.

20. How has the ongoing conflict impacted students' ability to learn via TEAMS?

It added emotional and environmental stress. But platforms like TEAMS offered a sense of stability and normalcy, even if only for a few hours each day.

### **Part Three: Impact of Microsoft Teams on Learning Outcomes**

21. Have you noticed any improvements in students' English language skills since using TEAMS? If so, in what areas?

Yes—especially in her writing. Using the chat and completing online assignments helped her improve her grammar and vocabulary.

22. How does TEAMS affect students' ability to practice and communicate in English?

It gives them more space to write and read English regularly. Speaking practice is less frequent, but it's still possible when teachers encourage it.

23. Do students/your children show more or less motivation to learn English through TEAMS compared to traditional classroom learning?

24. It really depends on the day. But with the right teaching style, my daughter remains motivated and even enjoys some of the tech-based activities.

25. Has TEAMS helped improve students' reading, writing, listening, or speaking skills? If so, how?

Definitely reading and writing. Listening depends on sound quality and focus, and speaking needs more structured time during class—but there is progress.

26. How do students/your children interact with their teachers and classmates through TEAMS?

She communicates through the chat and sometimes participates using voice. It's not the same as a classroom, but it keeps her connected and involved.

Thank you for sharing your valuable insights. Your input will help improve our understanding of the role of Microsoft Teams in English language learning in conflict-affected areas. If you have any additional thoughts or suggestions, please feel free to share them.

## **Interview Questions: Perspectives on Using Microsoft Teams for EFL Learning in Tulkarm During the Israeli 2023-2025+ Genocidal War on Gaza**

### **Introduction for Interviewer**

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### **Part One: General Perceptions of Microsoft Teams**

1. How familiar are you with Microsoft Teams as an online learning platform?  
I've used it extensively and feel very confident with it now. It's become a key part of my teaching toolkit.
2. What are your general thoughts on using TEAMS for teaching and learning English?

Honestly, I love the possibilities it offers. It opens up new ways to engage students with materials, assignments, and digital interaction.

3. Do you think TEAMS is an effective alternative to face-to-face learning? Why or why not?

In many ways, yes. It gives us flexibility and access to digital tools that enhance learning—but I must admit, it lacks the natural human connection we have in person.

4. How do students/your children respond to online learning through TEAMS?

They're adapting well in terms of technology, but I do feel a gap when it comes to building that personal rapport through the screen.

5. In your opinion, what are the most useful features of TEAMS for English language instruction?

The chat, file sharing, and assignments features are incredibly helpful. Students can practice writing, submit tasks, and revisit recordings anytime.

6. What role do parents/teachers play in ensuring the successful use of TEAMS for learning?

Teachers need to be creative and patient, and parents must provide structure at home. With good teamwork, the platform can really shine.

7. Has TEAMS helped maintain educational continuity during the conflict? If so, how?

Absolutely—it was a lifeline. Despite all challenges, we were still able to teach, meet, and support students when they needed it most.

8. How would you compare TEAMS with other digital learning platforms?

TEAMS stands out with its integration and stability. It has more features than most platforms, though it might take some getting used to.

9. Do you believe TEAMS fosters student engagement and motivation? Why or why not?

It definitely can—but engagement depends heavily on how lessons are designed. Interactive content works great, but communication can still feel one-sided.

10. In what ways do you think TEAMS can be improved to better support English learning?

Better real-time interaction tools and improved student feedback options would help bridge the communication gap and make it feel more personal.

## **Part Two: Challenges and Barriers in Using Microsoft Teams**

11. What are the main technical challenges you or your students/children face when using TEAMS?

Technically, it works well for the most part. The real challenge is encouraging active participation and meaningful responses from students.

12. How do internet connectivity and electricity outages impact the use of TEAMS for learning?

They interrupt lessons, but I try to prepare backup materials and recordings. Still, these breaks affect the flow of communication.

13. Do students/your children have access to appropriate digital devices for TEAMS? If not, how does this affect their learning?

Most students do, thankfully. But for those who don't, it's harder to stay connected, and that limits their ability to engage in discussions.

14. How do home distractions influence students' ability to focus during online English lessons?

Distractions are definitely a factor. I often feel like I'm talking to a silent audience, which makes checking for understanding more difficult.

15. Do you feel that teachers/parents have received enough training and support to effectively use TEAMS? Why or why not?

There was support, but we're still learning. Knowing how to use the platform is one thing—getting students to communicate through it is another.

16. What are the biggest difficulties in adapting traditional teaching methods to an online environment?

What's missing is spontaneous interaction. You can't easily read facial expressions or sense confusion, which affects the learning flow.

17. How do you manage student discipline and participation during online lessons?

I use interactive activities, polls, and games—but it's tough to tell who's actually engaged when cameras and mics are off.

18. What are the main barriers that prevent students/your children from fully engaging in online English classes?

19. I believe the biggest barrier is passive behavior. Many students are present but not truly participating—communication feels distant.

20. Do you feel that students from different socioeconomic backgrounds have equal access to TEAMS-based learning?

Not entirely. While the platform is available to all, not every student has the same environment or support to use it effectively.

21. How has the ongoing conflict impacted students' ability to learn via TEAMS?

It's added emotional stress, which definitely affects communication. Students seem more withdrawn, and I wish I could reach them better through the screen.

### **Part Three: Impact of Microsoft Teams on Learning Outcomes**

22. Have you noticed any improvements in students' English language skills since using TEAMS? If so, in what areas?

Yes—writing has improved, since they're typing and reading more. But speaking and listening skills haven't developed at the same pace due to reduced live interaction.

23. How does TEAMS affect students' ability to practice and communicate in English?

There are tools for practice, but real conversation is limited. Students tend to stay silent unless directly prompted, which is a challenge.

24. Do students/your children show more or less motivation to learn English through TEAMS compared to traditional classroom learning?

Some students are very motivated, especially with tech-based activities. But many need stronger connection and encouragement to open up.

25. Has TEAMS helped improve students' reading, writing, listening, or speaking skills? If so, how?

Reading and writing, definitely. Listening is okay, but speaking needs more work—it's hard to create a natural dialogue through a screen.

26. How do students/your children interact with their teachers and classmates through TEAMS?

They do interact, but usually in short messages or responses. I miss the classroom discussions—the flow of communication just isn't the same.

Thank you for sharing your valuable insights. Your input will help improve our understanding of the role of Microsoft Teams in English language learning in conflict-affected areas. If you have any additional thoughts or suggestions, please feel free to share them.

## **Interview Questions: Perspectives on Using Microsoft Teams for EFL Learning in Tulkarm During the Israeli 2023-2025+ Genocidal War on Gaza**

### **Introduction for Interviewer**

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### **Part One: General Perceptions of Microsoft Teams**

1. How familiar are you with Microsoft Teams as an online learning platform?

I'm highly familiar with it. I've been using it consistently and comfortably for teaching since remote learning became necessary.

2. What are your general thoughts on using TEAMS for teaching and learning English?

It's a powerful platform with a lot of potential. It supports a structured environment for English learning, especially in reading and writing.

3. Do you think TEAMS is an effective alternative to face-to-face learning? Why or why not?

It's a valuable alternative when needed, but it doesn't fully replace the richness of in-person interaction—especially for language practice.

4. How do students/your children respond to online learning through TEAMS?

Responses vary. Some students thrive in the digital space, but others feel disconnected or less motivated without physical classroom dynamics.

5. In your opinion, what are the most useful features of TEAMS for English language instruction?

The integration of assignments, chat, and file sharing is extremely useful. It allows for continuous practice, feedback, and clear organization.

6. What role do parents/teachers play in ensuring the successful use of TEAMS for learning?

Teachers need to design lessons thoughtfully, and parents must ensure students stay focused. Both sides are key to success.

7. Has TEAMS helped maintain educational continuity during the conflict? If so, how?

Absolutely—it gave us a way to stay connected with students and keep the learning process going during uncertain times.

8. How would you compare TEAMS with other digital learning platforms?

TEAMS offers deeper functionality than most platforms, though it can be overwhelming for beginners. Once mastered, it's very effective.

9. Do you believe TEAMS fosters student engagement and motivation? Why or why not?

It can—but it depends on lesson design and student discipline. Without face-to-face interaction, it's harder to sustain engagement.

10. In what ways do you think TEAMS can be improved to better support English learning?

Adding more built-in interactive tools for speaking and listening would enhance its value for language education.

### **Part Two: Challenges and Barriers in Using Microsoft Teams**

11. What are the main technical challenges you or your students/children face when using TEAMS?

The platform itself is stable, but students often face login issues, audio problems, or difficulty navigating certain features.

12. How do internet connectivity and electricity outages impact the use of TEAMS for learning?

They remain a serious issue—especially in live sessions. Missed lessons and incomplete tasks are often the result.

13. Do students/your children have access to appropriate digital devices for TEAMS? If not, how does this affect their learning?

Most do, but for those who don't, it limits their participation. Sharing devices with siblings is still a common problem.

14. How do home distractions influence students' ability to focus during online English lessons?

They definitely affect focus. Unlike the classroom, students are surrounded by distractions, which makes deep learning harder.

15. Do you feel that teachers/parents have received enough training and support to effectively use TEAMS? Why or why not?

I've received good training, but I know many parents haven't. Bridging this gap could improve overall outcomes.

16. What are the biggest difficulties in adapting traditional teaching methods to an online environment?

Adapting interactive and discussion-based activities is the biggest challenge. Online learning often lacks spontaneity.

17. How do you manage student discipline and participation during online lessons?

Clear expectations, consistent structure, and regular check-ins help. Still, monitoring engagement is more difficult than in class. What are the main barriers that prevent

students/your children from fully engaging in online English classes?  
Poor communication, lack of speaking practice, and home distractions are major barriers.

18. Do you feel that students from different socioeconomic backgrounds have equal access to TEAMS-based learning?

Not entirely. Students from low-income households often lack the resources to fully benefit from online education.

19. How has the ongoing conflict impacted students' ability to learn via TEAMS?

It added emotional stress and instability to many students' lives, which naturally affects their focus and consistency in learning.

### **Part Three: Impact of Microsoft Teams on Learning Outcomes**

20. Have you noticed any improvements in students' English language skills since using TEAMS? If so, in what areas?

Yes, particularly in writing and reading. Students are submitting more structured assignments and engaging with written content more frequently.

21. How does TEAMS affect students' ability to practice and communicate in English?

It supports writing and reading well, but real-time speaking and listening practice are more limited due to less verbal interaction.

22. Do students/your children show more or less motivation to learn English through TEAMS compared to traditional classroom learning?

It varies. Some students are more tech-savvy and enjoy it, but many still miss the energy and social interaction of the classroom.

23. Has TEAMS helped improve students' reading, writing, listening, or speaking skills? If so, how?

Writing and reading, definitely. Listening is somewhat improved through recorded lessons. Speaking is harder to develop without frequent live conversation.

24. How do students/your children interact with their teachers and classmates through TEAMS?

They mostly communicate through chat or during live sessions. It's functional, but lacks the depth of face-to-face interaction.

Thank you for sharing your valuable insights. Your input will help improve our understanding of the role of Microsoft Teams in English language learning in conflict-affected areas. If you have any additional thoughts or suggestions, please feel free to share them.

## **Interview Questions: Perspectives on Using Microsoft Teams for EFL Learning in Tulkarm During the Israeli 2023-2025+ Genocidal War on Gaza**

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### **Part One: General Perceptions of Microsoft Teams**

1. How familiar are you with Microsoft Teams as an online learning platform?  
I've gotten fairly comfortable using Teams. It took some time at first, but now I feel confident managing my lessons through it.
2. What are your general thoughts on using TEAMS for teaching and learning English?  
I think it's a solid tool for teaching English. It gives structure, allows for creativity, and helps keep everything organized in one place.
3. Do you think TEAMS is an effective alternative to face-to-face learning? Why or why not?

It's a helpful alternative, especially in emergencies, though of course it can't fully replace the in-person classroom experience. Still, it allows learning to continue smoothly.

4. How do students/your children respond to online learning through TEAMS?

Most students have adjusted well, though some are still a bit shy or passive. With time and more interactive strategies, I believe they'll improve.

5. In your opinion, what are the most useful features of TEAMS for English language instruction?

The assignment and feedback tools are excellent, and the chat function really supports written English practice.

6. What role do parents/teachers play in ensuring the successful use of TEAMS for learning?

Teachers need to be clear, organized, and engaging. Parents are essential in supporting younger learners, especially in keeping them on schedule.

7. Has TEAMS helped maintain educational continuity during the conflict? If so, how?

Yes, it played a key role. We were able to continue teaching, follow up with students, and provide a sense of routine during uncertain times.

8. How would you compare TEAMS with other digital learning platforms?

It's more professional and integrated than many platforms I've used, though it can feel a bit complex at first for both teachers and students.

9. Do you believe TEAMS fosters student engagement and motivation? Why or why not?

It depends on how the teacher uses it. With varied activities and communication, it definitely can, but we have to be creative to keep students involved.

10. In what ways do you think TEAMS can be improved to better support English learning?

I'd love to see more built-in tools for speaking and listening practice—like audio recording, pronunciation activities, or integrated games.

## **Part Two: Challenges and Barriers in Using Microsoft Teams**

11. What are the main technical challenges you or your students/children face when using TEAMS?

The main issues are login problems and students forgetting how to navigate between tabs or assignments.

12. How do internet connectivity and electricity outages impact the use of TEAMS for learning?

They do cause interruptions, especially for live classes. I always try to provide follow-up materials or recordings when that happens.

13. Do students/your children have access to appropriate digital devices for TEAMS? If not, how does this affect their learning?

Most students do, but not all. Sharing devices with siblings or using phones instead of computers sometimes limits full participation.

14. How do home distractions influence students' ability to focus during online English lessons?

It's definitely a challenge. Some students are easily distracted at home, so I try to keep lessons short, focused, and interactive.

15. Do you feel that teachers/parents have received enough training and support to effectively use TEAMS? Why or why not?

We've learned a lot through trial and error. Some training was provided, but more structured support—especially for parents—would make a big difference.

16. What are the biggest difficulties in adapting traditional teaching methods to an online environment?

Group work, speaking activities, and classroom discussions are harder to manage online. I've been experimenting with breakout rooms and interactive tools to adapt.

17. How do you manage student discipline and participation during online lessons?

By setting clear rules, using fun quizzes, and calling on students by name. It's not perfect, but I've seen improvement.

18. What are the main barriers that prevent students/your children from fully engaging in online English classes?

Lack of motivation, weak internet, and sometimes not knowing how to interact online can hold them back.

19. Do you feel that students from different socioeconomic backgrounds have equal access to TEAMS-based learning?

There's still inequality. Some students have better access to technology and a quiet environment, while others struggle with basic access.

20. How has the ongoing conflict impacted students' ability to learn via TEAMS?

It has created emotional and environmental stress, but TEAMS at least gives them a sense of continuity and purpose. I've seen that help.

### **Part Three: Impact of Microsoft Teams on Learning Outcomes**

21. Have you noticed any improvements in students' English language skills since using TEAMS? If so, in what areas?

Yes—especially in their writing and reading skills. The digital format encourages more practice and accountability.

22. How does TEAMS affect students' ability to practice and communicate in English?

They write more, which helps, but oral communication is still limited. I'm working on finding new ways to boost speaking time.

23. Do students/your children show more or less motivation to learn English through TEAMS compared to traditional classroom learning?

It varies. Some enjoy the flexibility and tech-based tasks, while others still prefer face-to-face learning. But motivation grows with routine.

24. Has TEAMS helped improve students' reading, writing, listening, or speaking skills? If so, how?

Definitely in writing and reading. Listening has improved through recorded sessions, but speaking needs more targeted attention.

25. How do students/your children interact with their teachers and classmates through TEAMS?

They mostly use the chat and audio tools. Some are shy, but participation is improving with encouragement and the right activities.

Thank you for sharing your valuable insights. Your input will help improve our understanding of the role of Microsoft Teams in English language learning in conflict-affected areas. If you have any additional thoughts or suggestions, please feel free to share them.

## **Interview Questions: Perspectives on Using Microsoft Teams for EFL Learning in Tulkarm During the Israeli 2023-2025+ Genocidal War on Gaza**

### **Introduction for Interviewer**

Thank you for agreeing to participate in this interview. This research aims to explore the perspectives of EFL teachers and parents in Tulkarm regarding the use of Microsoft Teams (TEAMS) for English language learning during the Israeli 2023-2025+ genocidal war on Gaza. Your insights will help in understanding the benefits, challenges, and overall impact of using TEAMS in crisis-affected educational settings.

The interview is divided into three sections:

- 1. General Perceptions of Microsoft Teams**
- 2. Challenges and Barriers in Using Microsoft Teams**
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Your responses will remain confidential and will only be used for academic research purposes. You may choose to skip any question that you feel uncomfortable answering.

### **Part One: General Perceptions of Microsoft Teams**

1. How familiar are you with Microsoft Teams as an online learning platform?

I have developed a reasonable level of proficiency with Microsoft Teams. Through consistent use and exploration, I've grown confident in managing classes and delivering content digitally.

2. What are your general thoughts on using TEAMS for teaching and learning English?

I consider TEAMS to be a valuable platform for English instruction. It enables structured lesson delivery, provides space for written interaction, and allows access to learning materials anytime.

3. Do you think TEAMS is an effective alternative to face-to-face learning? Why or why not?

While it cannot fully replicate the dynamics of a physical classroom, it serves as an effective solution in situations where in-person learning is not feasible. It sustains continuity and supports academic progress.

4. How do students/your children respond to online learning through TEAMS?

Student reactions differ. Some engage well and appreciate the flexibility, while others struggle with motivation or feel detached from the learning process.

5. In your opinion, what are the most useful features of TEAMS for English language instruction?

The integration of document sharing, live meetings, and chat functionalities provides a well-rounded learning environment, particularly for reading and writing tasks.

6. What role do parents/teachers play in ensuring the successful use of TEAMS for learning?

The teacher's role is to plan engaging, accessible lessons and guide students through digital learning. Parents play a crucial role in establishing discipline and providing encouragement at home.

7. Has TEAMS helped maintain educational continuity during the conflict? If so, how?

Undoubtedly, yes. TEAMS acted as a bridge between students and education during periods of school closure, ensuring that learning did not come to a halt.

8. How would you compare TEAMS with other digital learning platforms?

TEAMS offers a more comprehensive and integrated experience compared to many other platforms. However, it does require time to become familiar with its full range of tools.

9. Do you believe TEAMS fosters student engagement and motivation? Why or why not?

It has potential, especially when the lessons are interactive and learner-centered. That said, the absence of face-to-face energy can make engagement more difficult for certain students.

10. In what ways do you think TEAMS can be improved to better support English learning?

Introducing more interactive language tools, such as integrated speaking practice or real-time feedback mechanisms, would significantly enhance the platform's impact.

## **Part Two: Challenges and Barriers in Using Microsoft Teams**

11. What are the main technical challenges you or your students/children face when using TEAMS?

Although the platform is generally reliable, occasional technical glitches, login errors, and navigation confusion—especially among younger learners—remain a concern.

12. How do internet connectivity and electricity outages impact the use of TEAMS for learning?

These interruptions present a serious barrier to consistent learning. Students who miss live sessions often fall behind, despite efforts to provide alternative materials.

13. Do students/your children have access to appropriate digital devices for TEAMS? If not, how does this affect their learning?

Most of my students have access, though not all. Limited devices or shared usage within families often leads to inconsistent participation and reduced learning time.

14. How do home distractions influence students' ability to focus during online English lessons?

The home environment is not always conducive to learning. Background noise, lack of privacy, or competing responsibilities can all hinder concentration.

15. Do you feel that teachers/parents have received enough training and support to effectively use TEAMS? Why or why not?

There has been some guidance, but more targeted training—particularly for parents—would enhance the overall learning experience and reduce technical obstacles.

16. What are the biggest difficulties in adapting traditional teaching methods to an online environment?

The challenge lies in rethinking delivery. Many traditional methods rely on physical presence and group interaction, which must be reimagined for the digital classroom.

17. How do you manage student discipline and participation during online lessons?

I establish clear expectations from the outset and incorporate interactive elements to keep students engaged. Still, passive attendance remains a challenge.

18. What are the main barriers that prevent students/your children from fully engaging in online English classes?

Digital fatigue, limited speaking opportunities, and a lack of real-time social interaction are among the key factors affecting student engagement.

19. Do you feel that students from different socioeconomic backgrounds have equal access to TEAMS-based learning?

Unfortunately, disparities still exist. Access to devices, stable internet, and quiet study environments varies significantly across households.

20. How has the ongoing conflict impacted students' ability to learn via TEAMS?

It has placed a heavy emotional and logistical burden on students. Despite this, TEAMS has provided a consistent educational structure that offers a sense of stability.

### **Part Three: Impact of Microsoft Teams on Learning Outcomes**

21. Have you noticed any improvements in students' English language skills since using TEAMS? If so, in what areas?

Yes, particularly in writing. Students have become more comfortable expressing themselves in written form and responding to structured prompts.

22. How does TEAMS affect students' ability to practice and communicate in English?

The platform supports reading and writing practice effectively, but real-time oral communication is less frequent, and that limits spoken fluency.

23. Do students/your children show more or less motivation to learn English through TEAMS compared to traditional classroom learning?

Some students are highly self-motivated and even thrive in digital settings. Others miss the social aspects of classroom learning, which affects their enthusiasm.

24. Has TEAMS helped improve students' reading, writing, listening, or speaking skills? If so, how?

Writing and reading have improved due to the volume of digital assignments. Listening depends on the quality of delivery. Speaking skills require more structured practice.

25. How do students/your children interact with their teachers and classmates through TEAMS?

Interaction is primarily through chat and audio responses. Although not as fluid as face-to-face, it still provides a space for communication and connection.

Thank you for sharing your valuable insights. Your input will help improve our understanding of the role of Microsoft Teams in English language learning in conflict-affected areas. If you have any additional thoughts or suggestions, please feel free to share them.

## **Interview Questions: Perspectives on Using Microsoft Teams for EFL Learning in Tulkarm During the Israeli 2023-2025+ Genocidal War on Gaza**

### **Introduction for Interviewer**

Thank you for agreeing to participate in this interview. This research aims to explore the perspectives of EFL teachers and parents in Tulkarm regarding the use of Microsoft Teams (TEAMS) for English language learning during the Israeli 2023-2025+ genocidal war on Gaza. Your insights will help in understanding the benefits, challenges, and overall impact of using TEAMS in crisis-affected educational settings.

The interview is divided into three sections:

- 1. General Perceptions of Microsoft Teams**
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Your responses will remain confidential and will only be used for academic research purposes. You may choose to skip any question that you feel uncomfortable answering.

1. How familiar are you with Microsoft Teams as an online learning platform?

I'm very comfortable with the platform. I've used it regularly for teaching and feel confident navigating its tools and features.

2. What are your general thoughts on using TEAMS for teaching and learning English?  
It's a practical and efficient platform. It supports planning, interaction, and resource sharing—all essential for language learning.
3. Do you think TEAMS is an effective alternative to face-to-face learning? Why or why not?  
It's a strong alternative when in-person teaching isn't possible. However, it can't fully replace live interaction, especially for language development.
4. How do students/your children respond to online learning through TEAMS?  
Some students respond positively and adapt quickly. Others need more support, especially with communication and focus.
5. In your opinion, what are the most useful features of TEAMS for English language instruction?  
Assignments, chat, file sharing, and the ability to record lessons are key tools. They promote independent learning and review.
6. What role do parents/teachers play in ensuring the successful use of TEAMS for learning?  
Teachers must guide the process clearly and consistently. Parents help by creating a supportive home environment.
7. Has TEAMS helped maintain educational continuity during the conflict? If so, how?  
Yes. It allowed us to maintain structure and connection with students despite disruptions in regular schooling.
8. How would you compare TEAMS with other digital learning platforms?  
It's more comprehensive than many others, but also more complex. Once mastered, it offers greater control and functionality.
9. Do you believe TEAMS fosters student engagement and motivation? Why or why not?  
It can, especially when lessons are interactive. However, limited face-to-face interaction can reduce motivation for some students.

10. In what ways do you think TEAMS can be improved to better support English learning?

More speaking-focused tools and built-in interactive activities would be very helpful.

### **Part Two: Challenges and Barriers in Using Microsoft Teams**

11. What are the main technical challenges you or your students/children face when using TEAMS?

Some students struggle with logging in, navigating tasks, or managing digital tools independently.

12. How do internet connectivity and electricity outages impact the use of TEAMS for learning?

They cause interruptions, missed lessons, and delays in submitting assignments—especially in live sessions.

13. Do students/your children have access to appropriate digital devices for TEAMS? If not, how does this affect their learning?

Most students have access, but not all. Those without consistent access tend to fall behind or miss content.

14. How do home distractions influence students' ability to focus during online English lessons

Distractions at home are common and make it harder for some students to stay engaged, especially without supervision.

15. Do you feel that teachers/parents have received enough training and support to effectively use TEAMS? Why or why not

Teachers have improved a lot through experience. Some parents still need more support to actively assist their children.

16. What are the biggest difficulties in adapting traditional teaching methods to an online environment?

It's challenging to create the same level of engagement and spontaneity online, especially in group activities and discussions.

17. How do you manage student discipline and participation during online lessons?

By using clear routines, frequent check-ins, and interactive elements like quizzes or short tasks.

18. What are the main barriers that prevent students/your children from fully engaging in online English classes?

Lack of participation, low motivation, and limited speaking opportunities are the main issues.

19. Do you feel that students from different socioeconomic backgrounds have equal access to TEAMS-based learning?

There are still noticeable gaps. Device access and home support vary widely, affecting student performance.

20. How has the ongoing conflict impacted students' ability to learn via TEAMS?

The stress and instability have affected students emotionally and mentally, making focus and consistency more difficult.

### **Part Three: Impact of Microsoft Teams on Learning Outcomes**

21. Have you noticed any improvements in students' English language skills since using TEAMS? If so, in what areas?

Yes. Writing and reading have improved through regular tasks. Speaking skills require more attention.

22. How does TEAMS affect students' ability to practice and communicate in English?

It offers good opportunities for reading and writing. Verbal communication is more limited and less frequent.

23. Do students/your children show more or less motivation to learn English through TEAMS compared to traditional classroom learning?

Generally, less motivated, but with strong lesson design and encouragement, their interest improves over time.

24. Has TEAMS helped improve students' reading, writing, listening, or speaking skills? If so, how?

Reading and writing—yes. Listening depends on the quality of lessons. Speaking is still underdeveloped in many cases.

25. How do students/your children interact with their teachers and classmates through TEAMS?

Mostly through chat and voice. Interaction is functional but not as dynamic as in physical classrooms.

Thank you for sharing your valuable insights. Your input will help improve our understanding of the role of Microsoft Teams in English language learning in conflict-affected areas. If you have any additional thoughts or suggestions, please feel free to share them.

## **Interview Questions: Perspectives on Using Microsoft Teams for EFL Learning in Tulkarm During the Israeli 2023-2025+ Genocidal War on Gaza**

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### **Part One: General Perceptions of Microsoft Teams**

1. How familiar are you with Microsoft Teams as an online learning platform?

I must admit that I am still learning how to use Microsoft Teams effectively. My experience with the platform is limited, and I often find myself unsure how to fully utilize all its features in a classroom setting.

2. What are your general thoughts on using TEAMS for teaching and learning English?

To be honest, I find it quite challenging. While I understand its potential, in practice, I feel it lacks the immediacy and responsiveness needed to teach a language like English, which thrives on verbal interaction and real-time engagement.

3. Do you think TEAMS is an effective alternative to face-to-face learning? Why or why not?

In my opinion, it is not. The lack of eye contact, body language, and natural classroom dynamics makes it very hard to create a meaningful learning experience. It may function as a temporary solution, but it cannot replicate the classroom environment.

4. How do students/your children respond to online learning through TEAMS?

Most of my students seem passive and disconnected. They rarely ask questions, and many keep their microphones and cameras off, which makes it extremely difficult to know whether they are following or simply present.

5. In your opinion, what are the most useful features of TEAMS for English language instruction?

Perhaps the assignment feature helps track student work. But overall, I feel the platform is not designed with language instruction in mind, and it lacks tools specifically tailored to English teaching.

6. What role do parents/teachers play in ensuring the successful use of TEAMS for learning?

The teacher's role becomes much more complex. Not only am I teaching, but I'm also managing tech issues, following up on student attendance, and trying to maintain interaction. Parents, especially of younger students, are vital—but many don't know how to assist either.

7. Has TEAMS helped maintain educational continuity during the conflict? If so, how?

It has helped on a surface level—we were able to deliver lessons. But the depth and quality of learning were clearly compromised. Many students were simply not mentally or emotionally present, even when they logged in.

8. How would you compare TEAMS with other digital learning platforms?

From my limited experience, TEAMS feels more complicated and less intuitive than some alternatives. I often feel overwhelmed by its structure, and my students find it confusing as well.

9. Do you believe TEAMS fosters student engagement and motivation? Why or why not?

Honestly, no. Most students appear unmotivated. The absence of real classroom energy makes it hard for them to stay focused or feel excited about learning.

10. In what ways do you think TEAMS can be improved to better support English learning?

It needs built-in tools that promote spoken interaction—voice activities, live pronunciation feedback, and student collaboration tools. Without these, it feels very one-sided.

## **Part Two: Challenges and Barriers in Using Microsoft Teams**

11. What are the main technical challenges you or your students/children face when using TEAMS?

There are several: connection issues, students getting locked out of their accounts, and difficulties with uploading or accessing files. Sometimes, even I need help navigating basic functions.

12. How do internet connectivity and electricity outages impact the use of TEAMS for learning?

They are highly disruptive. Many students miss entire lessons because of these interruptions. Even when the internet returns, they've lost the thread of the lesson and often don't ask for help catching up.

13. Do students/your children have access to appropriate digital devices for TEAMS? If not, how does this affect their learning?

Some students rely on shared family devices or use phones with small screens. This affects their ability to type properly, read clearly, or participate in class activities.

14. How do home distractions influence students' ability to focus during online English lessons?

Home environments are rarely ideal. I hear background noise, see students distracted by siblings or television, and I can tell they're not focused. Unlike the classroom, I can't control the learning environment.

15. Do you feel that teachers/parents have received enough training and support to effectively use TEAMS? Why or why not?

No, not really. Most of us learned by trial and error. I often rely on colleagues or YouTube tutorials. Parents, too, seem lost when it comes to helping their children navigate the system.

16. What are the biggest difficulties in adapting traditional teaching methods to an online environment?

Traditional methods rely on active participation, group work, and face-to-face explanations. Online teaching removes many of these elements, forcing us to "talk at" students rather than engage with them.

17. How do you manage student discipline and participation during online lessons?

This has been one of the hardest parts. Without physical presence, discipline becomes very limited. I can remind them to participate, but I can't make them speak or even stay in the lesson.

18. What are the main barriers that prevent students/your children from fully engaging in online English classes?

I think it's a combination of boredom, lack of direct interaction, and technical problems. Many students just don't feel connected to what's happening in class.

19. Do you feel that students from different socioeconomic backgrounds have equal access to TEAMS-based learning?

Absolutely not. I've seen firsthand how some students have personal laptops and quiet study spaces, while others don't even have stable internet or a private room.

20. How has the ongoing conflict impacted students' ability to learn via TEAMS?

It has added layers of stress and instability. Some students are emotionally drained or displaced. In such conditions, learning becomes secondary—even through a digital platform.

### **Part Three: Impact of Microsoft Teams on Learning Outcomes**

21. Have you noticed any improvements in students' English language skills since using TEAMS? If so, in what areas?

To be honest, very minimal. A few students improved their writing, but in general, most of them have regressed—especially in speaking and listening.

22. How does TEAMS affect students' ability to practice and communicate in English?

Communication is very limited. Most students are silent, and only a small number are confident enough to participate orally. This severely limits their practice.

23. Do students/your children show more or less motivation to learn English through TEAMS compared to traditional classroom learning?

Much less motivation. Many join class late or leave early. Some don't even turn on their microphone when asked. The energy we had in classrooms is simply missing.

24. Has TEAMS helped improve students' reading, writing, listening, or speaking skills? If so, how?

It may help with reading and writing for those who submit assignments. But speaking and listening, which are core to English fluency, have clearly suffered.

25. How do students/your children interact with their teachers and classmates through TEAMS?

There is minimal interaction. Most of it is through written chat, and even then, responses are short and hesitant. Students don't seem comfortable or confident in this space.

Thank you for sharing your valuable insights. Your input will help improve our understanding of the role of Microsoft Teams in English language learning in conflict-affected areas. If you have any additional thoughts or suggestions, please feel free to share them.

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### **Part One: General Perceptions of Microsoft Teams**

1. How familiar are you with Microsoft Teams as an online learning platform?  
I've used Microsoft Teams for quite a while now. I've learned how to create meetings, assign tasks, upload materials, and communicate with students. I won't say I know everything, but I feel confident using it in my daily teaching.

2. What are your general thoughts on using TEAMS for teaching and learning English?  
I think it's a useful platform, especially when face-to-face classes aren't possible.

It helps organize the lessons and allows students to receive instructions and materials in one place. It also gives us a chance to stay connected with the students. But it's not always easy to make the class feel as active or interactive as it would be in a real classroom.

3. Do you think TEAMS is an effective alternative to face-to-face learning?

Why or why not? It can be a good alternative when needed—like during emergencies or school closures. But honestly, it doesn't fully replace in-person teaching. In the

classroom, I can move around, see who is paying attention, and adjust my teaching based on the students' reactions. On Teams, it's harder to know what the students are really doing behind the screen.

4. How do students respond to online learning through TEAMS? Some students are doing okay and attend regularly. They complete assignments and try to follow along. But a lot of students don't participate much. Many of them keep their cameras and microphones off, and I can't always tell if they're paying attention. That makes teaching more difficult.

5. In your opinion, what are the most useful features of TEAMS for English language instruction?

I really like the assignment feature—it helps me collect work and give feedback. The chat is also useful for writing practice, and sharing files is easy. Also, recording lessons is a big help for students who miss class or want to review.

6. What role do parents/teachers play in ensuring the successful use of TEAMS for learning?

As teachers, we have to plan carefully and make the lessons as interesting as possible, even online. We also need to follow up with students who don't show up or don't participate. Parents have a big role too, especially with younger students. They need to help with logging in, checking homework, and making sure their child is focused.

7. Has TEAMS helped maintain educational continuity during the conflict? If so, how? Yes, it helped a lot. Without Teams, there would've been a long gap in learning. Even though it's not perfect, it allowed us to keep teaching, assign work, and stay in contact with students during difficult times.

8. How would you compare TEAMS with other digital learning platforms? I've tried a few others, like Google Classroom. Teams has more tools in one place, but it can be a bit harder to learn at first. Once I got used to it, I found it more complete and better for long-term use.

9. Do you believe TEAMS fosters student engagement and motivation? Why or why not?

Sometimes yes, sometimes no. If I include activities like games, quizzes, or group

work, some students enjoy it. But many students don't feel very connected. They miss the classroom environment and don't speak up much online.

10. In what ways do you think TEAMS can be improved to better support English learning?

I think they could add more built-in tools for practicing speaking and listening. Also, having easier ways for students to interact with each other would help, because teamwork is a big part of language learning.

### **Part Two: Challenges and Barriers in Using Microsoft Teams**

11. What are the main technical challenges you or your students face when using TEAMS?

Some students forget their passwords or don't know how to join the meeting. Others have problems turning in assignments or can't hear me properly. For me, things usually go fine, but I spend extra time helping students solve basic tech problems.

12. How do internet connectivity and electricity outages impact the use of TEAMS for learning?

It's a big problem, especially in some areas. When the internet goes out or electricity is cut, students miss class and fall behind. Even if I record the session, not all of them have the chance to rewatch it.

13. Do students have access to appropriate digital devices for TEAMS? If not, how does this affect their learning?

Some students have good devices, but others use small phones or have to share with siblings. That makes it hard for them to follow along, especially during reading or writing activities.

14. How do home distractions influence students' ability to focus during online English lessons?

15. At home, many things can distract them—noise from the TV, younger siblings, or just being in a relaxed environment. I try to keep the lessons short and active, but it's hard to control the setting they're in.

16. Do you feel that teachers/parents have received enough training and support to effectively use TEAMS? Why or why not?

Teachers had to figure out a lot by themselves. Some training was offered, but most of what I learned came from practice. I think parents still need more support and instructions so they can help their children better.

17. What are the biggest difficulties in adapting traditional teaching methods to an online environment?

Things like group work, speaking exercises, and classroom games are hard to do online. It's also harder to see if a student is confused or needs help, because they don't always speak up.

18. How do you manage student discipline and participation during online lessons?

I remind them of the rules at the start of each class and call on them by name to answer. I also try to include quizzes and activities to keep them involved, but some still stay silent.

19. What are the main barriers that prevent students from fully engaging in online English classes?

Some students are shy or afraid to speak English in front of others. Others don't feel motivated, or they're tired of using screens all day. And of course, technical issues can also be a big barrier.

20. Do you feel that students from different socioeconomic backgrounds have equal access to TEAMS-based learning?

Not really. Some students have laptops, good internet, and a quiet space. Others don't. That affects how well they can learn and participate.

21. How has the ongoing conflict impacted students' ability to learn via TEAMS?

It added a lot of stress. Some students had to move homes, or they're worried about their families. That makes it hard for them to focus, and they don't always join the class even when they can.

### **Part Three: Impact of Microsoft Teams on Learning Outcomes**

22. Have you noticed any improvements in students' English language skills since using TEAMS? If so, in what areas?

Some students have improved, especially in writing, because of the assignments. But overall, the progress is slow, and most students are still at an average level.

23. How does TEAMS affect students' ability to practice and communicate in English?

They get to practice reading and writing a lot, but speaking is much less. Most students don't feel comfortable using the microphone, so it's hard to get a real conversation going.

24. Do students show more or less motivation to learn English through TEAMS compared to traditional classroom learning?

Less motivation overall. In the classroom, they enjoy group work and moving around. Online, they often feel bored or disconnected.

25. Has TEAMS helped improve students' reading, writing, listening, or speaking skills? If so, how?

Reading and writing have improved a little because they get practice through homework and the chat. But listening and speaking need more focus and tools.

26. How do students interact with their teachers and classmates through TEAMS?

Mostly through the chat. A few students use their voice, but it's not often. Interaction is limited, and that's one of the biggest challenges I face as a teacher.

Thank you for sharing your valuable insights. Your input will help improve our understanding of the role of Microsoft Teams in English language learning in conflict-affected areas. If you have any additional thoughts or suggestions, please feel free to share them.

## Appendix (C)

### Tables

**Table (11)**

*Means, Standard Deviations and estimated level of Means, Standard Deviations and estimated level of items 9 and 10 from the challenge domain in descending order according to the mean*

<b>Rank</b>	<b>No. in the Questionnaire</b>	<b>Item</b>	<b>Means</b>	<b>standard deviations</b>	<b>Percentage %</b>	<b>Estimated level</b>
5.	10	Socioeconomic inequalities impact students' ability to participate in TEAMS-based learning.	3.92	0.60	78.4	High
6.	9	Home environments in Tulkarm are often not conducive to online learning due to distractions	3.91	0.62	78.2	High



جامعة النجاح الوطنية  
كلية الدراسات العليا

تصورات معلمي اللغة الانجليزية كلغة اجنبية وأولياء الأمور حول  
دور برنامج التميز في تعليم اللغة الانجليزية في المرحلة الأساسية  
العليا في مدارس محافظة طولكرم خلال حرب غزة 2023-2024

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

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# تصورات معلمي اللغة الانجليزية كلغة اجنبية وأولياء الأمور حول دور برنامج التيمز في تعليم اللغة الانجليزية في المرحلة الأساسية العليا في مدارس محافظة طولكرم خلال حرب

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## الملخص

تهدف هذه الدراسة إلى استقصاء فاعلية استخدام منصة Microsoft Teams كأداة لتعليم اللغة الإنجليزية كلغة أجنبية (EFL) في مدينة طولكرم خلال الحرب على غزة التي اندلعت في أكتوبر 2023. لقد أدى النزاع المستمر إلى تعطيل التعليم التقليدي القائم على التفاعل الصفّي، مما دفع المدارس والجامعات إلى تبني منصات التعليم الإلكتروني في ظل ظروف قسرية وصعبة. استندت الدراسة إلى ثلاثة أطر نظرية: نموذج قبول التكنولوجيا (TAM)، ونظرية التعلم البنائي، ونظرية النظم البيئية لبروفينبرنر، لتحليل ديناميات التعليم الرقمي في بيئة الأزمات. وقد استخدمت الدراسة منهجاً مختلطاً، جمع بين البيانات الكمية من خلال استبيان منظم وُزِعَ على 60 معلماً للغة الإنجليزية وأولياء أمور، وبيانات نوعية من مقابلات شبه منظمة. تم تحليل البيانات الكمية باستخدام برنامج SPSS (المتوسّطات الحسابية، والانحرافات المعيارية، وتحليل التباين ANOVA)، بينما خضعت المقابلات لتحليل موضوعي وفق النهج الموضوعاتي.

أظهرت النتائج أن تقييم فاعلية منصة Microsoft Teams من قبل المعلمين وأولياء الأمور كان متوسطاً بشكل عام. وبينما أُشيد بالمنصة لقدرتها على ضمان حدٍ أدنى من الاستمرارية التعليمية، فقد تم تحديد عدد من التحديات الجوهرية، منها الانقطاعات المتكررة للكهرباء، وضعف الاتصال بالإنترنت، وعدم توفر الأجهزة الرقمية المناسبة، إلى جانب مشكلات في دافعية الطلبة، ومشاركتهم، وصحتهم النفسية. كما كشفت المقابلات عن وجود تفاوت في الكفاءة الرقمية، حيث أشار العديد من أولياء الأمور إلى عدم قدرتهم على دعم أبنائهم

بشكل فعال، بالإضافة إلى افتقار بعض المعلمين إلى التدريب الكافي. ومع ذلك، ساهمت الممارسات التكيفية والدعم العاطفي في التخفيف من حدة بعض التحديات.

وبناءً على النتائج، توصي الدراسة بتعزيز تدريب المعلمين في مجال البيداغوجيا الرقمية، وتوفير التوجيه التقني والموارد لأولياء الأمور، وتحسين البنية التحتية في المناطق المتأثرة بالنزاع. كما تشجع على دمج محتوى تفاعلي، وتبني نماذج تعليمية هجينة، وتطبيق ممارسات تعليمية تراعي الصدمات النفسية، لتلبية الاحتياجات التعليمية والعاطفية في آنٍ واحد. وتؤكد الدراسة أن نجاح التعليم الرقمي في مناطق النزاع يتطلب استراتيجية شاملة تأخذ في الاعتبار الأبعاد التقنية والتربوية والاجتماعية للعملية التعليمية.

الكلمات المفتاحية: Microsoft Teams، اللغة الإنجليزية كلغة أجنبية (EFL)، طولكرم، الحرب على غزة، التعليم الإلكتروني، التعليم في الأزمات، مشاركة أولياء الأمور، تدريب المعلمين، نموذج قبول التكنولوجيا، نظرية التعلم البنائي، نظرية النظم البيئية.