



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

**IMPACT OF COVID-19 ON TEFL AND  
ENGLISH LANGUAGE AND LITERATURE  
MAJORS FROM STAFF MEMBERS'  
AND STUDENTS' PERSPECTIVES**

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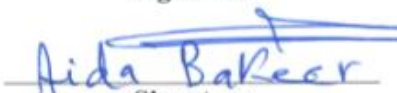
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## **Dedication**

I dedicate my dissertation to the source of inspiration, optimism, and love. To the one who continually guides me, the one who gives me the strength to keep going, the one who believed in me and did nothing but support me to make my dreams come true, my dear mom.

To my family, my father, my sisters, and my brothers, whom I will always appreciate their encouragement all through my journey.

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Lastly, I would thank Almighty God, who always makes my work easier, makes me feel that he is near hearing and helping me, God who gives me the strength, power of mind, patience, and faith that I can do this research, and I did.

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I extend my appreciation and gratitude to BA TEFL and English Language and Literature majors for their time and cooperation.

## Declaration

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

# IMPACT OF COVID-19 ON TEFL AND ENGLISH LANGUAGE AND LITERATURE MAJORS FROM STAFF MEMBERS' AND STUDENTS' PERSPECTIVES

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:**

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**Signature:**

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**Date:**

**14/01/2024**

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## Table of Contents

Dedication .....	ii
Acknowledgment .....	iv
Declaration.....	v
Table of Contents.....	vi
List of Tables .....	viii
List of Appendixes.....	ix
Abstract .....	x
<b>Chapter One: Introduction and Theoretical Background .....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Theoretical Background.....	2
1.3 Literature Review.....	4
1.3.1 Introduction.....	4
1.3.2 Studies Related to COVID-19 and e-learning .....	4
1.3.3 Impact of Covid-19 on Education.....	6
1.3.4 Impact of Covid-19 on Assessment .....	7
1.3.5 Equal Opportunities under the Classical Liberal Theory.....	8
1.3.6 Studies Related to the Effective Use of Technology to Face Crisis .....	9
1.3.7 Studies Related to Teachers' Perspectives during the Crisis.....	11
1.3.8 Studies Related to Students' Perspectives during the Crisis .....	12
1.3.9 Summary .....	13
1.4 Problem of the Study .....	13
1.5 Significance of the Study .....	14
1.6 Purpose of the Study .....	14
1.7 Questions of the Study .....	14
1.8 Hypotheses of the Study .....	14
1.9 Definition of Terms.....	15
1.10 Summary .....	15
<b>Chapter Two: Methodology and Procedures .....</b>	<b>17</b>
2.1 Introduction.....	17
2.2 Study Design.....	17
2.3 Population of the Study.....	17
2.4 Sample of the Study .....	18
2.5 Instrumentation .....	19

2.6 Validity of the Tools .....	19
2.7 Reliability of the Tool .....	20
2.8 Data Analysis .....	20
2.9 Data Collection Procedure .....	21
2.10 Ethical Issues .....	22
2.11 Study Variables .....	22
2.12 Summary .....	23
<b>Chapter Three: Results</b> .....	<b>24</b>
3.1 Introduction .....	24
3.2 The Study Result .....	24
3.2.1 The Results of the Main Study Question .....	24
3.2.2 The Results of the Second Question .....	25
3.2.3 The Results of the Third Question .....	28
4.3 Results of the Complementary Interview .....	29
4.3.1 Staff Members' Interview .....	30
4.3.2 Students' Interview .....	35
3.4 Summary .....	41
<b>Chapter Four: Discussions, Conclusions, and Recommendations</b> .....	<b>42</b>
4.1 Introduction .....	42
4.2 Discussion .....	42
4.2.1 Discussion of the Results of the Main Question of the Study .....	42
4.2.2 Discussion of the Results of the Second Question of the Study .....	44
4.2.3 Discussion of the Results of the Third Question of the Study .....	45
4.2.4 Discussion of the Results of the Second Tool, the Staff Members' Interview .....	46
4.2.5 Discussion of the Results of the Second Tool, the Students' Interview .....	48
4.3 Limitations of the Study .....	51
4.4 Conclusions .....	52
4.5 Recommendations .....	53
List of Abbreviations .....	54
References .....	55
Appendices .....	61
الملخص .....	ب

## List of Tables

Table (2.1): Sample distribution of staff members with regard to the study variables.	18
Table (2.2): Sample distribution of students with regard to the study variables .....	18
Table (2.3): Cronbach Alpha test of Instrument Reliability .....	20
Table (3.1): Means, Standard Deviations and percentages of the impact of covid-19 on TEFL majors and English Language and Literature majors from the staff members' perspectives in descending order according to mean scores .....	71
Table (3.2): Means, Standard Deviations and percentages of the impact of covid-19 on TEFL majors and English Language and Literature majors from the students' perspectives in descending order according to mean scores.....	73
Table (3.3): Independent two sample t- test result due to the gender .....	25
Table (3.4): Means and standard deviations for the impact of covid-19 on TEFL majors and English Language and Literature majors due to experience .....	26
Table (3.5): One Way ANOVA results due to experience .....	26
Table (3.6): Means and standard deviations for the impact of covid-19 on TEFL majors and English Language and Literature majors due to qualifications.....	27
Table (3.7): One Way ANOVA results due to qualifications.....	27
Table (3.9): Means and standard deviations for the impact of covid-19 on TEFL majors and English Language and Literature majors due to academic level.....	75
Table (3.10): One Way ANOVA results due to academic level.....	75
Table (3.11): Independent two sample t- test result due to the department.....	75
Table (3.12): Staff members' interviews, location, gender, qualification and experience .....	30
Table (3.13): Is about students' interviews, gender, department and academic level...	35

## **List of Appendixes**

Appendix (A): Teachers' Questionnaire.....	61
Appendix (B): Students' questionnaire .....	63
Appendix (C): Teachers' Interview .....	65
Appendix (D): Students' Interview .....	66
Appendix (E): The validation Committee (names & ranks).....	67
Appendix (F): Permission from An-Najah University to Conduct the Study.....	68
Appendix (G): Tables .....	71

# **IMPACT OF COVID-19 ON TEFL AND ENGLISH LANGUAGE AND LITERATURE MAJORS FROM STAFF MEMBERS' AND STUDENTS' PERSPECTIVES**

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## **Abstract**

The purpose of the study is to investigate the impact of COVID-19 on TEFL majors and English Language and Literature majors from staff members' and students' perspectives at An-Najah National University. The researcher uses four tools to achieve the aim of the study: two questionnaires, and two complementary interviews.

The first questionnaire consists of (11) items and is distributed among staff members; the second questionnaire consists of (15) items and is distributed among (193) males and females of TEFL majors and English Language and Literature majors. In addition, the third tool is a complementary interview with staff members that consists of (4) items; the fourth is a complementary interview with students that consists of (6) items.

The study results show that the pandemic of COVID-19 affects the teaching and learning of English for TEFL majors and English Language and Literature majors. These results are according to staff members' perspectives regardless of any of the variables the results indicated, regardless of staff members' gender, experience, and qualification, in addition, to students' perspectives regardless of any of the variables the results indicated, regardless of students' gender, academic year and department.

In light of this finding, the researcher assures English students to attend their online courses and not skip any unless they have an excuse. Moreover, the researcher recommends attending significant workshops and conferences that familiarize staff members with new technological tools that are used in an online class situation and employing new techniques that motivate students to learn and boost their confidence in their written and spoken fluency. Further recommendations are directed to the university administration to offer all requirements for both staff members and students to continue online learning in crises.

**Keywords:** COVID-19, e-learning, time of crisis, academic performance.

# Chapter One

## Introduction and Theoretical Background

### 1.1 Introduction

Learning is a wealth that we must appreciate for acquiring essential knowledge and building new generations. Nowadays, our world is permanently changing and developing. As a result, it is important to work hard to teach and raise the new generations in a way that enables them to understand the problems of their society in order to solve them properly. Frank (2019) said 'If we teach *today's* students *as* we taught *yesterday's*, we *rob* them *of* tomorrow.' What Dewey said shows the importance of learning methods for students. In the past, books used to be the main resources of learning. However, these days, with the big shift in technology, many things changed in our life in several aspects one of which is academic learning. The invention of the internet has been a great help in turning the traditional way of learning into a modern one—called e-learning or online learning—using electronic books (e-books) that can be reached anytime and anywhere by anyone (Zameni & Kardan, 2011).

Whenever humans have a crisis, they try to continue to illuminate the crisis by finding logical and strong solutions. With the widespread Covid-19 pandemic, all educational institutions shifted from face-to-face learning to e-learning which became mandatory for all schools, colleges, and universities all over the world. The term e-learning is defined by Horton (2001) as "The use of internet and digital technologies to create experiences that educate our fellow human beings". Therefore, educational institutions use e-learning to track students' teaching and learning processes and plan and deliver the curriculums. Further, it is helpful for educational institutions to keep in touch with their students which facilitates the teaching process. Times of crises might happen in any place and at any time and any accident that happens in the world always affects education. During the coronavirus period, the educational process was unstable, insecure, and unaccounted as stated by (Amate, de la Rosa, Cáceres, & Serrano, 2021). Based on research conducted, practical suggestions were provided to widen the image of other researchers to deliver information over the internet and develop e-learning and distance educational methods.

Locally, the researcher is inspired as well to conduct research in the Palestinian context, localizing the problem to be conducted in Palestine. In particular, with the intensive usage of online modalities with the extended spread of COVID-19, the researcher is interested in finding the impact of coronavirus on the teaching and learning of English for TEFL and English language and literature majors. Moreover, staff members and students of the English language encountered problems and challenges in teaching and learning English, especially senior students who were concerned with their practical performance and their careful monitoring of progress. However, “e-learning is enhancing students’ knowledge, even the academic staff and professional and industry people skills through the internet” (Adams, Sumintono, Mohamed, & Noor, 2018). Even though e-learning may provide students with writing and reading skills, at the same time it may leave some serious consequences on the teaching and learning process of English.

As proposed by Roy (2020) current university students are digital natives, and these students are among the earliest adopters of new technological advances. This is in agreement with (Kaur, Guptan, & Rasiah, 2020). This is the age of modernization, where learning has become electronic-based. This corresponds with the widespread of the pandemic of Covid-19, it extended suddenly and no one knew whether it would have an end or not or whether it would vanish. Subsequently, all educational institutions use technical resources to deliver education to their students through online platforms in various academic fields (Kaur, Guptan, & Rasiah, 2020). Nevertheless, this modernization causes a challenge for teachers and students. According to Pace, Pettit, & Barker (2020) the online teaching circumstances during the pandemic are unique; unlike normal online learning situations, it has become a teaching crisis.

## **1.2 Theoretical Background**

In teaching and learning, the pedagogical theories and teaching approaches should cope with modern methods of teaching and learning and implement them effectively in the educational process. There are a great number of theories that are involved in the educational process, but they support the traditional methods of teaching. However, the activity theory by (Burner & Svendsen, 2020) is a theory that stands in line with the development of new teaching and learning pedagogies. According to the activity theory, as the name suggests, people perform certain actions to fulfill a goal. In other words, a set of actions accompanying a certain need comprises an activity. This activity is carried

out for a specific purpose or motivation, gives significance to each of the actions. Furthermore, the condition of the activity theory within social, historical, and cultural contexts is the main feature of the activity, in which there are specific tools developed to facilitate achieving the intended action or performance.

Moreover, activity theory is, 'who is doing what, why, and how.' Life is not straightforward; things do not go as regularly as we all wish. Yet, this theory gives a greater understanding of human activity. Vygotsky (1920s) had deep perceptions of the fundamentals of human awareness and thought that it arises through carrying out a practical activity in a social environment. According to the activity theory, the center of an activity is the relationship between the subject (human doer) and the object (what is being done). The object involves the aim and the intent of the activity being accomplished while the subject is an individual or a group of people participating in accomplishing that activity. There are certainly possible expected outcomes of an activity but also there are unexpected ones. In addition, the terms used in the activity theory were translated from Russian to English in 1978; they have additional meanings beyond the familiar ones used in English. For instance, the word activity does not refer only to something to be achieved but also something purposeful and important.

In this study, the Activity Theory is embodied in the interaction between students, teachers, and the university to perform an action that is shifting from face-to-face to e-learning to fulfill a goal which is achieving the optimal educational process to respond to the unexpected widespread of COVID-19 that led to the prolonged closure of schools, colleges, and universities. Besides, this theory emphasizes the possible impact of new technologies on students, teachers, and the educational process as tools for modernizing, contextualizing, and transforming activity procedures. However, in the Palestinian context, during COVID-19 students as well as teachers experienced e-learning officially for the first time. Therefore, in this study, the researcher seeks to investigate the impact of COVID-19 on the teaching and learning of English on TEFL and English Language and Literature Majors.

## **1.3 Literature Review**

### **1.3.1 Introduction**

The researcher followed a topical classification of the related studies to facilitate the handling of this chapter and to ease its understanding, thus the following subtitles were intensively included: studies related to COVID-19 and e-learning, studies that deal with the impact of COVID-19 on education, studies that deal with the impact of COVID-19 on assessment, studies related to the idea of equal opportunities during COVID -19 under the liberal theory, studies that handle the effective use of technology to face crisis, studies that show teachers' perspectives during the crisis and studies that show students' perspectives during the crisis.

### **1.3.2 Studies Related to COVID-19 and e-learning**

In the year 2019, an unanticipated disease called coronavirus spread globally. This disease was first discovered in the Hubei district the capital of China, Wuhan. Coronavirus is an infectious disease; people infected with the coronavirus experience several symptoms one of which is respiratory problems. Therefore, without being offered other treatments, for instance, older people and those who suffer from chronic, diseases such as cancer, deterioration in their health is detected that called for medical intervention as showed by (Huang, Liu, Tlili, Yang, & Wang, 2020; Sandars, et al., 2020). However, as stated by World Health Organization (WHO) covid-19 spread across the world rapidly, affecting various sectors, sending people into lockdown, and causing the loss of countless lives, the number of which reached more than 100, 000 deaths.

Accordingly, the unexpected outbreak of Covid-19 affected almost the whole world including developing and developed countries. Yet, developing countries were severely affected due to the lack of coping capabilities such as medical care and technology. Even though, countries have developed several protocols to restrict the spread of Covid-19 such as implementing social distancing, preventing social gatherings, and forcing national lockdowns. As a result, human social and educational activities were closed (Sahu, 2020). This caused education to encounter serious challenges in which all education institutions including primary, secondary, and tertiary were closed to adhere to the lockdown to manage the spread of Covid-19 and they were asked to consider alternative teaching and learning pedagogies as stated by (Liguori, & Winkler, 2020).

Correspondingly, Covid-19 affected the educational system causing its disruption due to its dangerous effects. Higher education institutions nominated e-learning as the alternative tool for teaching and learning during the unexpected pandemic since face-to-face learning, class-based, was impossible at the time (Demuyakor, 2020). Therefore, students, academic staff, parents and stakeholders were all affected to achieve a conducive environment for the teaching and learning process by suggesting possible innovations for the delivery of education and assessment within the higher education sector (Bryson & Andres, 2020; Crawford, et al., 2020).

As a result of the widespread coronavirus, educational institutions transformed from face-to-face into online systems to which teachers and students were forced to adhere in a concise time. However, neither students nor teachers were fully depended on online teaching and learning but they welcomed it as stated by (Ionescu, et al., 2020). According to (Ionescu, et al., 2020) teachers and parents thought of e-learning to be a productive system to handle the situation at that time. Still, at the same time, it needed collaboration between teachers, parents, and students to achieve the optimal status of the educational process and maintain the students' academic performance.

Moreover, the question of defining e-learning has occupied the mind of the researcher. Various studies show that the terminology of e-learning undergoes several developments in its definition, yet improved over time. The Existing definition tends to detect the field of the researcher. The concept of e-learning is defined by (Horton, 2001) as "The use of internet and digital technologies to create experiences that educate our fellow human beings". This implies receiving education fully online. Indeed, e-learning means played an important role during the Covid-19 pandemic, helping schools and universities to keep in touch with their students and facilitate education delivery during the prolonged closure (Subedi, Nayaju, Subedi, Shah, & Shah, 2020). While coping with this drastic change, students and staff members varied in their readiness to adjust to this modern method of teaching and learning. Learners with fixed mindsets found it challenging to adapt. On the other hand, learners with an adaptive mindset could adjust easily to the new learning method. Learners with fixed mindsets found it challenging to adjust, while learners with growth mindsets easily adapted to this new learning environment. Noone pedagogy fits all students and this applies to online learning; online approaches differ based on the group and course requirements (Doucet, Netolicky, Timmers, & Tuscano,

2020). In addition, virtual learning gave opportunities for physically challenged and shy students to be active in the online environment and participate since they were not required to move or to attend class in person (Basilaia & Kvavadze, 2020).

### **1.3.3 Impact of Covid-19 on Education**

The outbreak of Covid-19 had a remarkable impact on educational institutions leading to the prolonged closure of universities, schools and colleges. UNICEF supervision showed that (177) countries committed the national lockdowns and (13) committed to local closures; this influenced almost (73.5) percent of the students' population worldwide. Therefore, more than one billion students were forced to stick to home space and prohibited from class based learning after the closure of educational institutions. This caused interruptions in regular academic sessions and interactions between students and teachers (Verma & Prakash, 2020). The crisis disrupted the educational process and may have had a deep-rooted impact on education, in which the closure influenced students, staff members, and parents, but it was severe for disadvantaged students who could not approach or cope with this drastic change due to their economic conditions (Verma & Prakash, 2020).

On the other hand, the drastic change of Covid-19 that changed the whole world caused a turning point for adopting new cultures such as e-learning and working from home. UNESCO endorsed teachers' and university administrations' recommendations to use the online platform to facilitate students' and teachers' contact remotely and minimize the impact of the pandemic period on the educational process (Verma & Prakash, 2020). As a result, universities implemented online classes and provided students with teaching material through Moodle and other media. However, the e-education system was a good opportunity to pursue education at home and to limit the disruption of education, but at the same time, e-education had an impact on education especially the practical section and research (Verma & Prakash, 2020). Most universities worldwide declined the practical section of teaching material; in addition, students could not conduct their research in an effective way whether in terms of applying the research instruments or collecting data. Therefore, this will affect the quality and quantity of the research conducted at that time.

### **1.3.4 Impact of Covid-19 on Assessment**

Evaluation is a method used to judge students' understanding of the learning material for grading, (Brookhart & Nitko, 2019; Olina & Sullivan, 2002; Zughoul, et al., 2018), and defined the evaluation of students' performance as a procedure for evaluating the student's academic success to enhance students' future learning. Indeed, there are three major questions that evaluation in education poses "How effective is the performance?" "Have they learned enough?" "Is their work good enough?" As stated by Ebel & Frisbie (1991, p.13) every question of these seeks a judgment. However, assessment is considered a method to inform the evaluation of students. According to Brookhart & Nitko (2019) measurement experts and researchers claimed that during the outbreak of covid-19 assessment procedures were inadequate and led to test scores that were polluted. The term "test pollution" means a consistent rise or fall in test scores unrelated to the subject matter being tested but to other side effects such as test preparation, external factors, or situational factors. Therefore, the academic years during Covid-19 witnessed "test fraud" in which universities around the world switched to online learning and this forced students to learn in a new way, unlike the traditional method they used. As a result, students' learning was influenced by anxiety and illness due to the crisis.

Actually, Chalak & Tavakoli (2010) declared that guiding instruction, assigning grades, encouraging students to learn and study, and recognizing students' strengths and shortcomings is all done by classroom-based assessment. The analysis of the assessment finding becomes erroneous if there is an irrelevant variance in assessment scores, including informal and formal assessment through observation and testing. Correspondingly, (Brookhart & Nitko, 2019) test scores taken at the time of Covid-19 may be invalid for several reasons such as cheating for the fact that teachers could not monitor their students when doing tests. This puts teachers in doubt, for instance, did the student use the internet to complete the test or task when he is not allowed? Did the student complete the test himself or ask someone to complete it for him?

### **1.3.5 Equal Opportunities under the Classical Liberal Theory**

The researcher used the idea of Equal Opportunities under the Classical Liberal Theory to support the study as suggested by (Assessment, 2004). He prompts the perception of the necessity for equal opportunities in the teaching and learning process for each learner. The idea of equal opportunities under the Classical Liberal Theory confirms that every learner is born with some inherent aptitude that cannot be altered (Brodrick, 2020). Accordingly, they suggested that education systems ought to be constructed in a way that redeems obstacles and challenges such as economic challenges, geographic challenges, social challenges, etc., which inhibit intelligent learners from having a full gain of congenital talents that fast-track learners' social advancement. Moreover, the Liberal Theory of Equal Opportunities underpins that fair access to educational institutions would promote social mobility. Therefore, education structures and systems need to be planned in a manner that eliminates obstacles based on ecological factors and socio-economic and sociocultural that prevents students from taking advantage of their innate talents (Martin, 2020). Education is a great equalizer this means that education provided to marginalized students would strengthen them in social promotion. This was defended by (Sherman and Wood, 1992) and referred to by (Njeru & Orodho, 2003).

The outbreak of the coronavirus pandemic which sent schools and universities to unanticipated prolonged closure caused numerous obstacles to both staff members and students, especially marginalized learners. Learners from well-to-do backgrounds sustained good housing, medicine, and digital devices to continue their education while disadvantaged learners did not (Malechwani, 2020). Hence, because of concern for access and equity, it becomes difficult to neglect the idea that unequal opportunities in education will make the case worse especially for disadvantaged students (Njeru & Orodho, 2003). The liberal theory is adequate for this study as the pandemic of covid-19 affected those who could not offer to provide the basic necessities to continue their education at home through online teaching. Further, the digital divide made the situation worse: privileged students who had digital devices received their education at home with supplementary materials through YouTube, Zoom, Facebook, and other digital tools. However, less fortunate students, marginalized students, did not have digital devices to pursue their education.

The idea of equal opportunity states that all people should be treated in the same manner, unrestricted by artificial barriers excluding particular distinctions that can be clearly justified (Drylie, 2020). Indeed, there were some rural areas that were overlooked by the central government with regard to equal opportunities for virtual learning that was the only way to pursue education as a result of the pandemic. Education was impacted negatively due to this elimination from virtual learning (Drylie, 2020). Meanwhile, the availability and quality of education were affected by the efficiency of teaching and learning resources, family income level, and parents' education. However, the liberal theory is relevant to this study in terms of students' equal opportunities for access to online learning through the time of the covid-19 pandemic.

### **1.3.6 Studies Related to the Effective Use of Technology to Face Crisis**

Nowadays, technology is considered an essential component of learning. We can create educational opportunities through the efficient and effective use of technology for both teachers and students (Roy, 2020). "Technology is a major catalyst for increasing learning" (Isernhagen, 1999, p. 30). New educational technologies have affected students and teachers, in the sense that, teachers worked hard to learn how to integrate new technologies into teaching and students found it more appealing to learn with technology and it matched their interests (Roy, 2020). The educational boundaries between students and teachers have been dismantled with the use of technology; both sides are effectively collaborating in this process (Roy, 2020). Incorporating technology in the educational process has many advantages, especially for English students; it enhances the students' language skills like reading, listening, speaking, and writing skills (Roy, 2020). The use of technology led to a noticeable increase in students' interest and enrollment (Flanagan, 2008). However, technology is used to make the educational process easier not to substitute the teachers (Roy, 2020). New technologies have eased the educational process; mobile technology is considered as internet browsers, personal computing devices, and more (Loveless, 2020).

With the unexpected and rapid spread of COVID-19, educational institutions had to go through a prolonged closure. Students were incapable of going out and stuck to home living space, as a result, many students experienced emotional and psychological pressure and were incapable of being involved creatively in virtual learning (Petrie, 2020). However, schools and universities used suitable pedagogy for online learning for

both teachers and learners, they used several platforms like Google Classroom, Zoom, Microsoft Teams, etc. (Petrie, 2020). They include options such as file storage, video meetings, and chat that keep classes working in a sequenced and flexible manner. Furthermore, they support sharing several contents like PDF, PowerPoint, Word, and audio. These tools enable teachers to trace students' learning and assessment by using rubric-based assignments and quizzes.

The flipped classroom was a successful approach for delivering learning resources like recorded videos on Moodle and articles prior the session. Accordingly, the time during the online lecture was used to emphasize learners' understanding by highlighting crucial concepts to be discussed with teaching staff and mates (Doucet, Netolicky, Timmers, & Tuscano, 2020). This promoted the establishment of important skills. For instance, it encouraged students' critical thinking and problem-solving, and turned learners to self-directed learning. Meanwhile, online classroom platforms such as Zoom and Moodle were increasingly used especially among university students.

On the other hand, even though technology has greatly benefited the subject of education, the drawbacks of its extensive use should be considered. We are gratified having technology in our lives, but we might not be conscious of how it might affect our social interactions, attitudes, and manners (Alhumaid, 2019). For example, what might be a problem is that students prioritize where to get the information from rather than what the information is (Denis, Mann, & Percy, 2020). "The transition from paper to screen changes more than just how we read and explore written materials. It also affects how much time and effort we put into it, as well as how immersed we are in it" (Alhumaid, 2019). Moreover, the overuse of technology has resulted in producing a decline in critical thinking and analysis and a decline in reading for pleasure (Dennis, 2020). Therefore, "when we go online, we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning" (Shallows 2010, p. 116). The use of unreliable resources for learning would mislead students into false data and content (Gaille, 2020). Also, technology has paved the road to cheating; the ease of communication makes teaching much easier (Gaille, 2020). Nowadays, software learning tools and mobile applications provide teaching mechanisms, through which students are being able to substitute the role of the teacher and rely on the programmed online teacher.

### **1.3.7 Studies Related to Teachers' Perspectives during the Crisis**

The outbreak of COVID-19 caused the biggest distraction to the educational systems as declared by the United Nations. This had an impact on more than 1.6 billion students in almost 190 countries worldwide (United Nations, 2020). According to (Larsen, 2020) "Institutions and teacher educators had to quickly respond to an unexpected and 'forced' transition from face-to-face to remote teaching" (Larsen, 2020). Indeed, they were required to create a suitable environment for learning that is applicable to teachers and students and to construct education programs for teachers and the conditions that schools, colleges and universities had to work (Larsen, 2020). Moreover, during e-learning environments, teachers' role and centrality were very important (Yengin, Karahoca, Karahoca, & Yücel, 2010). Teachers had to use many virtual platforms to deliver education and also for online learning evaluation through Google Classroom, Zoom, Microsoft Teams, Whatsapp group, Microsoft Kaizala, etc (Kapasias, et al., 2020). Technology was not the only reason that made e-teaching successful, but digitally expert and confident teachers were fundamental for using e-learning to make use of that period to peruse the educational process (Hoq, 2020). New educational technologies led to the improvement and enhancement of their varieties of innovative abilities. Teachers had to take into account some responsibilities such as "deriver material, educational plan, teaching aid, monitor and judge learning, provide criticism and marks; in addition to, constructing a learning environment like making learning groups that make students feel relaxed and have confidence that their offerings were good and successful" (Hoq, 2020). Furthermore, in several cases of the efficient use of ICT (Information and Communication Technology) in the process of English language teaching and learning, teachers all over the world had to cope with this drastic change by using modern technologies to deliver education (Hadija & Shalawati, 2017). However, teachers went through e-learning barriers and challenges "like the limitation in teachers' knowledge of modern technologies and assessment obstacles." (Almanthari, Maulina, & Bruce, 2020). Moreover, other limitations that encountered teachers were a lack of conferences and workshops that provide teachers with adequate development in the use of modern technologies, a lack of competence, a lack of educational institutions' technical support, a lack of financial and physical resources, and a lack of confidence (Almanthari, Maulina, & Bruce, 2020). Hoq (2020) clarified that many teachers were not prepared to keep an eye on students in developing the digital capabilities they need.

### **1.3.8 Studies Related to Students' Perspectives during the Crisis**

The outbreak of COVID-19 made e-learning an essential component of education in all educational institutions all over the world like universities and schools (Radha, Mahalakshmi, Sathis Kuma, & Saravanakumar, 2020). To minimize the disruption of education that was happening as a result of the unexpected event of COVID-19. Educational institutions' administrators, teachers, parents, and students were all engaged and made great efforts to make use of time through the optimal utilization of educational technology to pursue the process of education (Amate, de la Rosa, Cáceres, & Serrano, 2021). The coronavirus had a serious impact on students (Almanthari, Maulina, & Bruce, 2020). Students encountered limitations in performing the practical side of learning in a lab, hospital, or school environment; as a result, they found e-learning less appealing (Abbasi, Ayoob, Malik, & Memon, 2020). In the light of teaching and learning the English language, students encountered difficulty in performing their practical educations at schools; as a result, they accomplished the practical courses' requirements theoretically instead. Moreover, students mentioned some issues such as "the lack of face-to-face interaction with the instructor, response time, and absence of traditional classroom socialization" (Abbasi, Ayoob, Malik, & Memon, 2020). Further, the inability to provide for the basic necessities to keep up with online learning such as the lack of internet connection and lack of educational technologies such as laptops affected students' ability to participate in virtual learning (Zhong, 2020). Students who continued online learning through smartphones did not take advantage of virtual learning since not all online content is attainable via smartphones (Adnan & Anwar, 020).

Furthermore, students started accepting the new reality of delivering their education through virtual learning instead of face-to-face, even though it was not their preferred learning mode. Subsequently, they began rearranging their study programs to use the new method of teaching that was remote or virtual learning. The unexpected circumstances of COVID-19 led to the loss of control in educational practices and forced learners to accept the new condition. As stated by (Duraku & Hoxa, 2020; Duraku & Hoxa, 2020) students prefer learning environments that involve interaction and engagement between students and teachers. However, in online learning, students were required to cope with changes concerning how to deliver education, where and with what teaching and learning pedagogies. Therefore, learners encountered the student-centered

approach by submitting assignments and presentations which may not have the same effect as accomplishing it face to face (Duraku & Hoxa, 2020). Moreover, students did not only have to deal with this shift from the traditional way of face-to-face learning to the modern way of e-learning, some learners may encounter isolation from their friends and family being required to accomplish their tasks on online platforms due to social distancing requirements. According to the World Bank (2020), "long periods of self-isolation can have an adverse impact on the psychological well-being of students and staff," (p. 6). Consequently, students being stuck in home space living under the pressure of these educational changes, and with limited access to friends and family made them go through psychological turmoil.

### **1.3.9 Summary**

This chapter covered the literature concerning the different studies that deal with the impact of Covid-19 on education. It also covered studies related to Covid-19 and e-learning, studies that deal with the impact of Covid-19 on education, studies that deal with the impact of Covid-19 on assessment, studies related to the idea of equal opportunities during Covid-19 under the liberal theory, studies that handle the effective use of technology to face crisis, studies that show teachers' perspectives during the crisis. Additionally, studies that show students' perspectives during the crisis.

### **1.4 Problem of the Study**

As a teacher and a graduate student, the researcher has experienced the event of Covid-19. The pandemic of Covid-19 gives admission for new methods to invade the educational community to make students comprehend the curriculum in a modern and vital manner. Consequently, this may raise a demotivated atmosphere, where learners do not receive their education as they used to, despite the skilful utilization of technology in education; this may leave some impact on the teaching and learning of English language to undergraduate students majoring in TEFL and English Language and Literature.

### **1.5 Significance of the Study**

The significance of this study stems from addressing the serious effort to support mankind in a time of crisis and help it survive and overcome obstacles, by utilizing the blessings, primarily technology in the context of education, to control it during emergencies, particularly during the Coronavirus. This study shed light on the impact of the COVID-19 pandemic on the teaching and learning of English to undergraduate students majoring in TEFL and English Language and Literature to overcome these obstacles.

### **1.6 Purpose of the Study**

This research aims to investigate the impact of covid-19 on the teaching and learning of English to undergraduate students majoring in TEFL and English Language and Literature from the staff members' and students' perspectives at An-Najah National University.

### **1.7 Questions of the Study**

1. What is the impact of Covid-19 on the teaching and the learning of English to undergraduate students majoring in TEFL and English Language and Literature from the staff members' and students' perspectives?
2. Are there any statistically significant differences in staff members' responses to the impact of Covid-19 on the teaching and learning of English due to gender, experience, and qualifications?
3. Are there any statistically significant differences in students' responses to the impact of Covid-19 on the teaching and learning of English due to gender, academic level, and department?

### **1.8 Hypotheses of the Study**

To answer the research questions, the following null hypotheses will be tested:

1. There are no statistically significant differences at ( $\alpha=0.05$ ) in staff members' responses towards the impact of covid-19 on the teaching and learning of English due to gender, experience, and qualifications.

2. There are no statistically significant differences at ( $\alpha=0.05$ ) in students' responses towards the impact of covid-19 on the teaching and learning of English due to gender, academic level, and department.

### **1.9 Definition of Terms**

For a better understanding of this study, the following terms are defined as operationally:

- Coronavirus (COVID-19): is a viral, infectious disease that was spread at such a high speed all over the world that it turned into a pandemic affecting lots of countries and states in almost every aspect of life one of which is the educational aspect. All educational institutions closed and shifted from face-to-face teaching and learning systems to e-learning. This, in turn, may leave an impact on the students and their academic performance.
- E-learning: it is a type of modern learning which depends on distance communication and information technology and it is being used as an alternative to face-to-face teaching and learning systems due to the outbreak of COVID-19.
- Time of crisis: it is a time of inconveniences and danger. Where a serious decision must be made and it may affect a lot of aspects of life such as health, education, and finance.
- Academic performance: The term "academic performance" is used in the field of education. Based on the judgments made by the teachers using objective test evaluations, measurable results were collected during the learning process.

### **1.10 Summary**

In this chapter, the researcher provided a convincing introduction to the impact of COVID-19 on TEFL and English Language and literature majors from staff members' and students' perspectives at An-Najah National University. One major theory was included; in addition, the researcher covered the literature concerning different studies that deal with the impact of COVID-19 on education. It covered studies related to COVID-19 and e-learning, studies that deal with the impact of COVID-19 on education, studies that deal with the impact of COVID-19 on assessment, studies related to the idea of equal opportunities during covid-19 under the liberal theory, studies that handle the effective use of technology to face crisis, studies that show teachers' perspectives during

the crisis. Additionally, studies that show students' perspectives during the crisis. On the other hand, the researcher touched on an important issue to be investigated in which this area of research is vital and it is of interest to the researcher to localize the issue into the Palestinian context. Finally, the researcher introduced the problem of the study, the significance of the study, the purpose, the questions, and the hypotheses of the study. She also supplied a list of definitions of terms related to the subject.

## **Chapter Two**

### **Methodology and Procedures**

#### **2.1 Introduction**

This study aims to investigate the impact of covid-19 on TEFL majors and English Language and Literature Majors. In this chapter, the researcher will explain the overall methodology used in the study, and describe the methods used which are questionnaires and complementary interviews. This chapter includes the study design, population, and sample, as well as, the tools, validity, reliability, statistical processes, procedures, ethical issues, and variables. To achieve the study purposes the researcher used surveying, analytic, and descriptive methods.

#### **2.2 Study Design**

To achieve the objectives of the study, the researcher used a mixed methods research design mixing both quantitative and qualitative research methods to address the research problem and give a complete picture of the study. The quantitative design involved two questionnaires, a questionnaire designed for instructors and a questionnaire designed for students. The questionnaires included narrow, specific questions and collected numerical data subjected to statistical analysis.

The qualitative design included complementary interviews to explain and interpret the quantitative results. The researcher designed two independent interviews, an interview for instructors and an interview for students. The researcher asked general, open questions and collected data consisting largely of words and analyzed these words into related themes.

#### **2.3 Population of the Study**

The study population consisted of all staff members of both majors in addition to all TEFL and English Language and Literature majors at An-Najah National University in the second semester of the academic year 2022-2023. However, the total number of staff members for both majors was (14). Furthermore, the total number of TEFL majors was (187) male and female students and the total number of English Language and Literature majors was (79) male and female students.

## 2.4 Sample of the Study

The study sample was randomly selected and consisted of all staff members of both majors and they were (14). In addition, (127) male and female of TEFL majors and (66) male and female of English Language and Literature majors.

**Table (2.1)**

*Sample distribution of staff members with regard to the study variables*

<b>Variable</b>	<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	10	71.4
	Female	4	28.6
<b>Academic qualification</b>	BA	0	00.0
	MA	5	35.7
	Ph. D	9	64.3
<b>Years of experience</b>	Less than 5 years	3	21.4
	From 5-10 years	5	35.7
	More than 10 years	6	42.9
<b>Total</b>		<b>14</b>	<b>100.0</b>

**Table (2.2)**

*Sample distribution of students with regard to the study variables*

<b>Variable</b>	<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	68	35.2
	Female	125	64.8
<b>University Level</b>	Sophomore	49	25.4
	Junior	76	39.4
	Senior	68	35.2
<b>Students' Department</b>	TEFL Majors	127	65.8
	English Language and Literature Majors	66	34.2
<b>Total</b>		<b>193</b>	<b>100.0</b>

## **2.5 Instrumentation**

To achieve the study aims, the researcher examined the related literature and constructed four tools: two questionnaires and two complementary interviews; the researcher developed two independent questionnaires that one completes the other in the field of the research to collect information that is used to achieve the aims of the study, the first questionnaire consisted of (11) items and was distributed among staff members, and the second questionnaire consisted of (15) items and was administered to (193) male and female in TEFL and English Language and Literature majors to collect the required data.

Moreover, the researcher designed two complementary interviews. The researcher developed two independent interviews and asked all the questions for staff members and students. The first interview was held with staff members and the second complementary interview was held with students in order to find out the impact of covid-19 on their academic performance. The interview was used to assert two points: first, to strengthen the questionnaire in terms of interpreting the numerical data. Second, to increase the authenticity of the research in which the researcher can collect data from facial expressions and body language.

## **2.6 Validity of the Tools**

To ensure the validity of the questionnaires, they were reviewed by Ph. D holders of faculty members at An-Najah National University and Ph.D. holders at Al-Quds University who are specialized in English Language teaching. They were asked to arbitrate the suitability of the questionnaires to achieve the purpose of the study. Indeed, some items were deleted and others were modified based on their recommendations and modifications. For instance, the specialists suggested reducing students' questionnaire into 15 items, and they modified the instructors' questionnaire by deleting two items and modifying another.

Additionally, to ensure the validity of the interviews, the researcher showed them to the same specialists who arbitrated the questionnaire. They suggested adding one open-ended question for both instructors' and students' interviews to collect extra necessary data.

## 2.7 Reliability of the Tool

To determine the degree of reliability of the two questionnaires, the researcher used Cronbach alpha and Table (3) presents that the domains of reliability were between (0.736-0.757), and the total score was (0.75), which is considered appropriate for the purpose of the study.

**Table (2.3)**

*Cronbach Alpha test of Instrument Reliability*

<b>Domains</b>	<b>Number of items</b>	<b>Reliability coefficient</b>
Teachers' questionnaire	11	0.736
Students' questionnaire	15	0.757
<b>Total score</b>	<b>26</b>	<b>0.75</b>

Table (2.3) shows that all the reliability coefficients are acceptable, and convenient for scientific objectives.

Moreover, to achieve the reliability of the staff members' and students' interviews, the researcher applied the tool twice to a sample of university staff members and students. After a week of interviewing them for the first time, three of the same staff members, in addition, to three students were asked the items of the interview twice; their answers were almost identical in both times.

## 2.8 Data Analysis

The following statistical procedures were used to analyze the responses of the TEFL majors, English Language and Literature students and staff members.

- Frequencies, means, standard deviations and percentages.
- *Cronbach* Alpha formula to check the internal reliability of the tools of the study.
- T- test for two independent samples.
- One Way ANOVA test.

## **2.9 Data Collection Procedure**

The respondents of the study were selected randomly from all staff members of both majors, they were (14) members. In addition, from all TEFL Majors and English Language and Literature majors who were studying at An-Najah National University during the academic year 2022-2023.

This study intended to investigate the impact of Covid-19 on TEFL majors and English Language and Literature majors to enhance the quality of English language teaching and learning. Accordingly, the researcher used four tools: questionnaires and complementary interviews. The first questionnaire was distributed among the staff members of both majors, and the second questionnaire was distributed among TEFL majors and English Language and Literature majors, the interviews were also carried out with both staff members and students.

The following procedures were followed to conduct the study:

1. To design and construct the study problem the researcher examined a sizable number of related studies.
2. The researcher reviewed the purposed departments to get an overall idea of the academic years that experienced English teaching and learning during the period of coronavirus.
3. The validity and reliability tools of the research were conducted through arbitrating them by experts of TEFL and English Language and Literature, who confirmed the appropriateness of the research tools to conduct the study, the researcher reviewed and modified the proposed adjustments, see Appendix (E).
4. The researcher obtained permission from the Faculty of Graduate Studies to get the numbers of TEFL majors and English Language and Literature majors and staff members of both majors. In addition, the researcher asked for permission to conduct the study on the university campus through distributing questionnaires and conducting interviews, see Appendix (F).

To get valid and reliable results, the researcher distributed the questionnaires among staff members and students and conducted interviews with them.

5. The researcher made sure to use all the answers of participants from questionnaires and interviews. Then, the numerical data of the questionnaires were statistically treated and words the information collected from interviews were analyzed into themes.

### **2.10 Ethical Issues**

The researcher obtained written consent from An-Najah National University, Faculty of Graduate Studies, to conduct the study and to assure the participants that their answers were only used for the purposes of scientific research and their work was voluntary; the university approval ensures confidentiality and anonymity.

### **2.11 Study Variables**

The research includes the following variables:

#### **1. Independent variables:**

1. A: Students' gender:

- a) Male
- b) Female

- B: Students' academic levels:

- a) Sophomore
- b) Junior
- c. Senior

- C: Students' department:

- a) TEFL majors
- b) English Language and Literature majors

2. A: Teachers' gender:

- a) Male
- b) Female

- B: Teachers' years of experience:

- a) Less than 5 years
- b) From 5 to 10 years
- c) More than 10

- C. Teachers' qualifications:

- a) BA
- b) MA
- c) Ph. D

#### **2. Dependent variables:**

Staff members' and students' perspectives

## **2.12 Summary**

This chapter presents the methods used to apply the study, the population of the study, the sample of the study, the instrumentations of the current study questionnaires and complementary interviews, the way of implementing validity and reliability of the questionnaires and interviews, data analysis, data collection procedure, ethical issues, and the variables of the study.

## **Chapter Three**

### **Results**

#### **3.1 Introduction**

In this chapter, the researcher presents the results of the study tools: the results of the staff members' questionnaire, the results of the students' questionnaire, the results of the staff members' interviews, and the results of the students' interviews respectively.

#### **3.2 The Study Result**

To achieve the study purposes, the researcher used means, standard deviations, percentages and ranks for each item.

The means were classified according to a five-point Likert scale to the following scale:

- From 1- 2.59 Low level
- From 2.60-3.39 Moderate level
- From 3.40-5 High level

##### **3.2.1 The Results of the Main Study Question**

**Which is: What is the impact of Covid-19 on the teaching and the learning of English for TEFL and English language and literature majors from the staff members' and students' perspectives?**

To answer this question, the researcher used means, standard deviations, percentages and estimation level for the impact of COVID-19 on the teaching and learning of English on TEFL majors and English Language and Literature majors from staff members' and students' perspectives respectively and in descending order according to means. Tables (3.1 & 3.2) show the results.

Table (3.1) in appendix (G) shows that the degree of staff members' responses on the impact of COVID-19 on TEFL majors and English Language and Literature majors is (2.99) which suggests that there is an impact of Covid-19 on English students. The item that got the highest mean is "Makes students' evaluation and assessment results mistrustful" which scored the highest result with the mean (4.35) and this shows the impact of Covid-19 on TEFL majors and English language and Literature majors. On

the other hand, the item that got the lowest mean is "Enables students to improve their academic achievement" which scored (2.21).

Table (3.2) in appendix (G) shows that the total degree of students' responses on the impact of COVID-19 on TEFL majors and English Language and Literature majors is (3.24). This suggests that there is an impact of covid-19 on English students. The item that got the highest mean is "Affects students' psychological health" which scored (3.81). On the other hand, the item that got the lowest mean is "Is preferable to traditional means of learning English" which scored (2.38).

### 3.2.2 The Results of the Second Question

**Which is: Are there any statistical differences in staff members' responses to the impact of covid-19 on the teaching and the learning of English due to gender, experience and qualifications?**

In order to answer the second question, an Independent Sample t-test and, One Way ANOVA tests were used and the following tables show the results:

#### A- Results related to the variable of gender:

To answer the question related to *gender* Independent Sample t-test was used and the table below shows the results:

**Table (3.3)**

*Independent two sample t- test result due to the gender*

<b>Gender</b>	<b>Mean</b>	<b>SD</b>	<b>T</b>	<b>df</b>	<b>P</b>
Male	2.90	0.40	1.02	12	0.348
Female	3.22	0.81			

Table (3.3) shows according to the independent sample t-test that there no statistically significant differences at ( $\alpha=0.05$ ) level in the average of male staff members (M: 2.9000, SD: .40304) in comparison to the average of female staff members (M: 3.2273, SD: .81818) about the impact of covid-19 on TEFL and English Language and Literature majors when  $t(12) = 1.029$ ,  $p=0.348$ .

## B- Results related to the variable of experience:

To answer the question related to *experience* One Way ANOVA test was used and the tables below show the results:

**Table (3.4)**

*Means and standard deviations for the impact of covid-19 on TEFL majors and English Language and Literature majors due to experience*

Years of experience		Less than 5 years	From 5-10 years	More than 10 years	Total
The impact of covid-19 on TEFL majors and English Language and Literature majors	N	3	5	6	14
	Mean	2.84	3.07	3.00	2.99
	S.D	0.58	0.75	0.38	0.53

**Table (3.5)**

*One Way ANOVA results due to experience*

The impact of covid-19 on TEFL majors and English Language and Literature majors	SS	df	Ms	F	P
Between Groups	0.09	2	0.047	0.142	0.870
Within Groups	3.68	11	0.335		
<b>Total</b>	<b>3.77</b>	<b>13</b>			

Table (3.4) and (3.5) show according to One-Way ANOVA that there are no statistically significant differences at ( $\alpha=0.05$ ) level in the average of three levels of years of experience about the impact of covid-19 on TEFL and English Language and Literature majors when  $f(2, 11) = 0.142$ ,  $p=0.870$ .

### C- Results related to the variable of qualifications:

To answer the question related to *qualifications* One-Way ANOVA was used and the tables below show the results:

**Table (3.6)**

*Means and standard deviations for the impact of covid-19 on TEFL majors and English Language and Literature majors due to qualifications*

Qualifications		P.HD	MA	BA	Total
The impact of covid-19 on TEFL majors and English Language and Literature majors	N	9	5	0	14
	Mean	2.89	3.16	0.00	2.99
	S.D	0.43	0.71	0.00	0.53

**Table (3.7)**

*One Way ANOVA results due to qualifications*

The impact of covid-19 on TEFL majors and English Language and Literature majors	SS	df	Ms	F	P
Between Groups	0.225	1	0.255	0.761	0.400
Within Groups	3.55	12	0.335		
<b>Total</b>	<b>3.77</b>	<b>13</b>			

Table (3.6) and (3.7) show according to One-Way ANOVA that there are no statistically significant differences at ( $\alpha=0.05$ ) level in the average of three levels of qualifications about the impact of covid-19 on TEFL and English Language and Literature majors when  $f(1, 12) = .761, p=0.400$ .

### 3.2.3 The Results of the Third Question

**Which is: Are there any statistically significant differences in students' responses to the impact of covid-19 on the teaching and the learning of English due to gender, academic level and department?**

In order to answer the second question, Independent Sample t-test and One Way ANOVA tests were used and the following tables show the results:

#### **A- Results related to the variable of gender**

To answer the question related to *gender* Independent Sample t-test was used and the table below shows the results: see table (3.8) in appendix (G) shows according to the independent sample t-test that there are no statistically significant differences at ( $\alpha=0.05$ ) level in the average of males (M: 3.1951, SD: .49224) in comparison to the average of females (M: 3.2773, SD: .45519) about the impact of covid-19 on TEFL and English Language and Literature majors when  $t(191) = 1.195, p=0.367$

#### **B- Results related to the variable of academic level:**

To answer the question related to *academic level* One Way ANOVA test was used and the tables below show the results: see table (3.9) and (3.10) see appendix (G) show according to One-Way ANOVA that there are no statistically significant differences at ( $\alpha=0.05$ ) level in the average of three academic levels about the impact of covid-19 on TEFL and English Language and Literature majors when  $f(2, 190)= 069, p = 0.933$ .

#### **C- Results related to the variable of department:**

To answer the question related to the *students' department* Independent Sample t-test was used and the table below shows the results:

Table (3.11) in appendix (G) shows according to the independent sample t-test that there are no statistically significant differences at ( $\alpha=0.05$ ) level in the average of TEFL majors (M: 3.3071, SD: 0.47462) in comparison to the average of English Language and Literature majors (M: 3.1354, SD: .43958) about the impact of covid-19 on TEFL and English Language and Literature majors when  $t(191) = 2.444, p = 0.188$ .

All in all, as showed by tables (3.3), (3.5) and (3.6) results of the English students' perspectives due to the different variables that do not show any effect on their perspectives and this means that there is an impact of covid-19 on the teaching and learning of English language on English students regardless of gender, academic level and department; they all emphasized and assured the impact of covid-19 on English teaching and learning.

#### **4.3 Results of the Complementary Interview**

The researcher designed two independent interviews among staff members and TEFL and English Language and Literature majors as a complementary tool to collect data about the impact of COVID-19 on TEFL majors and English Language and Literature majors and as a way of interpreting the numerical data collected by questionnaires.

In order to make the participants relief and feel smooth during the interview the researcher assured that the information obtained from the interview would be only used for scientific purposes. In addition, the researcher took permission to record the interview to make it easier to take notes and save valuable information. Moreover, the researcher explained the study's purposes to the interviewees and asked the staff members four questions and students six questions without exception. The researcher used a simple and direct way of asking the questions and the interview counted on the participants' responses. However, the researcher conducted six interviews among staff members and ten among TEFL majors and English Language and Literature majors. Each participant was interviewed separately. Finally, the researcher gathered all notes and arranged them into related themes. Tables (3. 12), (3, 13), (3.14), and (3. 15) show the important aspects of the results of the interviews.

### 4.3.1 Staff Members' Interview

**Table (3.12)**

*Staff members' interviews, location, gender, qualification and experience*

<b>Interview</b>	<b>Location</b>	<b>Gender</b>	<b>Qualification</b>	<b>Experience</b>
1	Department of English Language and Literature	Male	MA	More than 10 years
2	Faculty of Education and Teacher Training	Female	MA	Less than 5 years
3	Department of English Language and Literature	Male	Ph. D	From 5-10 years
4	Department of English Language and Literature	Male	Ph. D	From 5-10 years
5	Faculty of Education and Teacher Training	Male	Ph. D	More than 10 years
6	Department of English Language and Literature	Female	Ph. D	More than 10 years

Table (3.12) shows that the sample of staff members selected by the researcher was six divided among the Faculty of Education and Teacher Training and Department of English Language and Literature. They were six: four males and two females, four of them are Ph. D holders, two are MA holders. They have different years of experience divided to less than (5) years, from (5-10) years and more than (10) years. The following table shows the questions being prepared for the interview.

#### **Staff members' interview questions:**

1. What are the most important consequences of the Covid-19 pandemic on the teaching and learning of the English language for TEFL and English Language and Literature majors?
2. Do you think that Covid-19 pandemic transformed both, students and instructors from the traditional methods of the teaching-learning process to advanced ones that meet different students' levels? Why/ why not?

3. Do you think that Covid-19 pandemic caused changes in teaching practices in terms of adopting new methods of presenting material and assessment strategies? Why/ why not?
4. Do you think that Covid-19 pandemic encouraged students' creativity and critical thinking? Why/ why not?

**The answers of the questions of the interview:**

**1- What are the most important consequences of the covid-19 pandemic on the teaching and learning of the English language for TEFL and English Language and Literature majors?**

The interviewees described that English language students at An-Najah National University went through the same experience as all other students around the world. Indeed, the participants agreed based on their interactions with their students, that students did not adapt e-learning, in which virtual learning is counterproductive in many ways. For instance, students felt lonely and depressed. They added that as faculty members they did experience the same feeling that students experienced. However, due to the circumstances, they deemed it necessary to do virtual learning at least as a substitute for face-to-face learning to protect themselves because of the pedagogy Covid-19. Basically, it was a real challenge and students did not feel comfortable, the majority of them did not like virtual learning. In addition, there were other challenges that students experienced such as a lack of recourses and infrastructure, and a lack of knowledge of modern technology. All these factors contributed to a sort of bad impression of technology being used as a substitute for face-to-face learning.

The interviewees agreed that when students came back to face-to-face learning after the outbreak of Covid-19 they were happy, joyed, and blessed so students did not adapt e-learning as an alternative, they were really depressed, and when they came back to the university that was a relief for students. This showed the nature of human beings that they cannot in isolation.

The interviewees confirmed that the pandemic of COVID-19 transformed the way of English language teaching and learning in Palestine. For instance, students started using AI and websites that are more interesting and more beneficial in promoting English language learning. However, the lack of face-to-face interaction with students and the

exceedingly high number of students in each session made their job way difficult, "It was hard to give every single student the opportunity to speak and effectively participate in class." This affected students' speaking skills due to the lack of opportunities for each student to participate and speak. Additionally, the pandemic of COVID-19 led instructors to integrate technology in presenting different course materials and making changes in their assessment strategies, "We tended to ask students to conduct researches instead of online exams to avoid cheating"

Moreover, participants said that COVID-19 has given them insights on the need for adopting new strategies in teaching and learning of English. These new strategies are ought to transcend the physical boundaries of a classroom and allow space for collaborative learning where knowledge is shared among the students and their facilitator/instructor. They also emphasized that it is important to provide students with opportunities to share knowledge and collaborate with their peers from other universities and other cultures. According to staff members' experience, especially when it comes to language, students learn best if they are exposed to new cultures and new ideas.

**2- Do you think that the pandemic of covid-19 transformed both, students and instructors from the traditional methods of the teaching-learning process to advanced ones that meet different students' levels? Why/ why not?**

The participants agreed that the pandemic of COVID-19 changed a lot in the field of teaching and learning of English. In which the university shifted from face-to-face learning to online learning as a solution for the unexpected event of COVID-19.

The interviewees confirmed that the number of class activities during COVID-19 was reduced, and new ways of presenting the material were adopted such as integrating new technologies in the process of teaching and learning the English language like Zoom, YouTube, Moodle, etc. Moreover, the participants said they preferred making teaching based on conceptual analysis rather than memorization. In addition, some instructors suggested that assessment and evaluation strategies were not (100%) confidential due to the fact that some students worked hard to adapt to the new pedagogies of the teaching and learning of English, and others just did the opposite, they depended on cheating to pass their courses during the pandemic. All in all, the larger number of students with the

standard number of classes prompted staff members to use non-traditional methods but still, they couldn't address individual differences.

Furthermore, the interviewees agreed on one idea that in order to keep up with the new trends of language learning and teaching post-COVID-19, a teacher must go through a necessary journey of self-education/discovery to familiarize themselves with the new technological tools that are used in an online class situation. They added that there are fantastic programs and software that maximize students' chances to use the language and share knowledge among themselves and among their peers who come from a completely different culture of learning. It is the teacher's responsibility to introduce their students to these tools which in turn allow space for students to be a lot more creative and a lot more productive.

**3- Do you think that the pandemic of covid-19 caused changes in teaching practices in terms of adopting new methods of presenting material and assessment strategies? Why/ why not?**

Definitely, lots of changes occurred while using online courses. Some of these changes were employing technology in the way of delivering presentations online. This was one good thing of using online teaching and learning and it helped much sometimes because it made English learning accessible and clear for everyone. In other words, the teacher and the students can see, read and discuss points with the presenter.

Switching from face to face to e-learning using several platforms like YouTube, Instagram, Padlet, Quizizz, etc. had consequences on the teaching pedagogies in many ways and on the assessments of students' performances because one of the problems of virtual learning was that faculty members had no control over students on monitoring their performance. Unfortunately, some students cheated. In fact, it became an accepted practice among a minority of students in which some students did not tolerate seeing students engaging in this disrespectful act. That is why instructors started giving students assignments rather than quizzes to do on their own while in quizzes there is a possibility to cheat.

The participants added that the old ways of sharing knowledge where the teacher talks at the student for the entirety of the class are over. In order to give a successful and an

effective language class post covid-19, a teacher should employ a variety of new techniques and ice-breakers which can encourage students to learn and boost their confidence in their written and spoken fluency. In terms of assessment, staff members confirmed that after the period of COVID-19 they have new ways of assessing students' work and performance through group activities and assignments accompanied by marking rubrics that the students can look at prior to performing their assessed activity/assignment.

**4- Do you think that the pandemic of covid-19 encouraged students' creativity and critical thinking? Why/ why not?**

All the interviewees agreed that the pandemic of COVID-19 has certainly motivated some students but not all students. However, hard-working students were motivated to be very critical and very responsible in their work but not all students were responsible in their work. Indeed, during the covid-19 instructors said that they did give students challenging assignments to do. Only those who were diligent, hard-working, assiduous students, and responsible students would really measure after this. However, the average students would find it as an awesome challenge then they would quit and not do it. Indeed, it was incentive and disincentive at the same time. It was an incentive for responsible students and it was a disincentive for those who were not motivated and interested. Additionally, the lack of recourses was also disincentive and some students did not have all the recourses available. Some students did not have an internet connection and laptops and we cannot blame them for this. This crisis was a national issue rather than a university issue.

Moreover, staff members considered this point as controversial some agreed while others disagreed. Some agreed saying that the unorthodox ways the students used to cheat and the shortcuts they implemented to complete certain tasks proved that Palestinian students are very creative and able to make use out of any situation. Additionally, when students were given the chance to collaborate with their peers online around a certain task or topic, they would come up with the most original ideas, "As a teacher, I have been positively surprised by students' level of creativity when they are allowed a leading role in a post-COVID-19 class." Students' creativity was evident in the type and quality of the questions they raised during class and the ideas they shared during a discussion task.

However, some instructors disagreed saying that the period of COVID-19 prohibits creativity. Students made use of the period of COVID-19 in order to cheat without giving themselves a chance to think and search which kills their creativity and their chances to think. Students would be more creative and critical thinkers if they strive while thinking and looking for information about certain topics and discussing them in front of the audience. Standing in front of the audience is not easy and it requires the presenter to be fully confident. And confidence comes from enough knowledge.

#### 4.3.2 Students' Interview

**Table (3.13)**

*Is about students' interviews, gender, department and academic level*

<b>Interview</b>	<b>Location</b>	<b>Gender</b>	<b>Department</b>	<b>Academic level</b>
1	Faculty of Education and Teacher Training	Female	TEFL majors	Sophomore
2	Faculty of Education and Teacher Training	Female	TEFL majors	Junior
3	Faculty of Education and Teacher Training	Male	TEFL majors	Junior
4	Faculty of Education and Teacher Training	Female	TEFL majors	Senior
5	Faculty of Education and Teacher Training	Female	TEFL majors	Senior
6	Department of English Language & Literature	Female	English and Language Literature majors	Sophomore
7	Department of English Language & Literature	Male	English and Language Literature majors	Junior
8	Department of English Language & Literature	Male	English and Language Literature majors	Junior
9	Department of English Language & Literature	Female	English and Language Literature majors	Senior
10	Department of English Language & Literature	Female	English and Language Literature majors	Senior

Table (3.13) shows that the sample of students selected by the researcher was ten divided among the Faculty of Education and Teacher Training and the Department of English Language and Literature. They were ten: three males and seven females, four of them

are seniors, four are juniors and two are sophomores. The following table shows the questions of the interview.

### **Students' interview questions**

1. What are the most important consequences of the covid-19 pandemic on the teaching and learning of the English language for TEFL and English Language and Literature majors?
2. Do you think that English learning during the pandemic of the covid-19 improved students' skills, especially writing skills? Why/ why not?
3. Do you think that English learning during the pandemic of COVID-19 created a cooperative atmosphere among students? Why/ why not?
4. Do you think that English learning during the pandemic of COVID-19 improved students' self-esteem? Why/ why not?
5. Do you think that English learning during the pandemic of covid-19 focused on comprehension rather than memorization? Why/ why not?
6. Do you think that English learning during the pandemic of COVID-19 was a waste of time without achieving academic progress? Why/ why not?

### **The answers of the questions of the interview:**

#### **1- What are the most important consequences of the covid-19 pandemic on the teaching and learning of the English language for TEFL and English Language and Literature majors?**

The interviewees described how the pandemic of COVID-19 had an essential impact on the teaching and learning of English. For instance, the epidemiological event affected the process of teaching the English language in which staff members depended entirely on technology in presenting the material through using PowerPoint, Word, YouTube, etc. Then, when staff came back to campus they started integrating technology to create a conducive atmosphere for the teaching and learning of English. Moreover, during the period of COVID-19 instructors modified their assessment strategies switching from the traditional ways of assessment to advanced ones in which instructors asked their students to do research, assignments, and presentations instead of conducting exams, first, second, and final exams. As a result, this caused a permanent change in the assessment

strategy shifting from memorization and conducting exams to comprehension and conducting research.

On the other hand, the participants agreed that the period of COVID-19 left important consequences on the learning of the English language. For example, the changes in assessment strategies from memorization to comprehension changed the way students learn English which activated their critical thinking to accomplish several assignments and research instead of memorizing the material to pass exams. This affected students' writing causing recognizable improvement in their ability in writing research. However, the bad effect of conducting research and assignments is that a minority of students were not used to writing research papers. As a result, when students came back to face-to-face learning, they suffered from a noticeable decline in their academic performance. Indeed, the situation of learning English during COVID-19 put students under high pressure in which they were asked to work on several assignments for several courses at the same time so they locked themselves in their rooms trying to achieve and make academic progress instead of wasting time waiting for the pandemic to vanish. In fact, some students did not have the required equipment such as laptops to proceed with their online learning which caused a decline in their academic achievements.

Furthermore, some participants confirmed that the most important consequences of the COVID-19 pandemic, and the teaching of learning of the English language for TEFL, and English Language and literature majors were the lack of opportunities for each student to speak during online lectures as well as the lack of interaction between the students and their instructors. This affected students' speaking skills when they came back to campus. In contrast, in face-to-face learning students interact and share more ideas among themselves, their pairs and their instructors. Indeed, the participants added that some teachers faced a crucial issue in using technology during the event of COVID-19 that distracted students' attention. In addition, the teaching and learning process was students centered in which teachers gave students the major responsibility to acquire information about several topics from outside sources. This had a positive impact pushing students to improve their searching skills and their self-esteem by training students to depend on themselves and be responsible for their own teaching and learning process.

**2- Do you think that English learning during the pandemic of covid-19 improved students' skills, especially writing skills? Why/ why not?**

English students agreed that they have always suffered from weaknesses in writing research maybe because they believed they couldn't do it. However, during the pandemic of COVID-19 students were literally forced to conduct research as a requirement to pass the course. This motivated students to do a search and learn the appropriate way of writing a research paper. Indeed, they wrote several researches and with the instructors' feedback on their writing, they learned from their mistakes and became knowledgeable of the basic requirements in each section of a scientific research paper. In addition, students were required to do certain assignments to pass their courses which require careful reading to write appropriate answers to their assignments. All in all, the period of COVID-19 caused a noticeable improvement in students' writing.

**3- Do you think that English learning during the pandemic of COVID-19 created a cooperative atmosphere among students? Why/ why not?**

Students agreed that, the period of COVID-19 created a competitive atmosphere among English students. Students were investing their time and effort to give the best answers to their assignments to get the highest marks. Therefore, there was not much cooperation among students especially in what concerns sharing answers or ideas about their assignments. In addition, students said that they were locked in their houses for safety which did not create a cooperative atmosphere, instead, they were isolated. Nevertheless, some instructors demanded group work for conducting research or group discussions through dividing students into groups with different topics related to the course material and creating different rooms on Zoom for each group with the teacher monitoring his/her students by moving through the rooms. This created some kind of cooperation among students, yet, some students depended on their mates to accomplish their work through making excuses that they did not have an internet connection.

**4- Do you think that English learning during the pandemic of COVID-19 improved students' self-esteem? Why/ why not?**

Most of the interviewees agreed that the epidemiological event of COVID-19 was a double-edged sword in improving students' self-esteem. It improved students' self-esteem with the idea that they were fully responsible for their learning. For instance,

incentive students who felt responsible for their learning and did their best to follow up their online learning and invested their time to search and learn even though they were living in a critical situation isolated from all humans which is opposed to human nature who cannot live in isolation and need to communicate with others to proceed. They felt responsible for making use of the time of the pandemic to continue their learning process in which no one knew when this pandemic would disappear. Moreover, some participants asserted that online learning gave an opportunity for shy students, who encountered challenges in showing up in physical learning, to participate in the virtual environment causing an improvement in their self-esteem. However, disincentive students who did not take charge of their learning and depended on cheating, and were not interested wasted the time of the pandemic without achieving any academic progress so they did not improve their self-esteem. On the other hand, some students added that they lost their face-to-face interaction and they were stuck at home communicating with their instructors and mates behind the screens which affected their self-esteem.

**5- Do you think that English learning during the pandemic of covid-19 focused on comprehension rather than memorization? Why/ why not?**

The interviewees assured that one of the recognizable impacts on the teaching and learning of the English language is the transformation from memorization to comprehension ways of assessment. English students agreed that during face-to-face teaching and learning (90%) percent of assessment strategies depended on memorizing textbook material or the instructors' notes and conducting traditional exams to pass the courses. Nevertheless, during the period of online learning students were asked to attend online lectures and understand the basic concepts and then to go search and make an expansion for these basic concepts. After that, instructors arranged a specific date for each student to present the results of his research which improved students' experience in taking the responsibility to search and learn more rather than depending on instructors to spoon-feed them and then to memorize their notices to pass the exam. Moreover, students were asked to accomplish assignments related to the topic of study and sometimes they were really critical ones that encouraged students to think out of the box and motivated their creativity. Additionally, students were required to conduct research in some courses that was according to them a challenge but they handled it through reading and learning from their mistakes. All in all, this shift of assessment strategies

from memorization to comprehension improved the practical side of English language learning through applying what they have been learning instead of just memorizing.

**6- Do you think that English learning during the pandemic of COVID-19 was a waste of time without achieving academic progress? Why/ why not?**

Necessity is the mother of invention. Based on this big meaning, all participants confirmed that shifting from face to face into online learning was the ideal way to deal with the unexpected event of covid-19 and make use of time to make academic progress instead of doing nothing but waiting for the disaster to end. However, the participants confirmed that during the period of COVID-19, students were separated into two types: responsible students and irresponsible students. Responsible students who took the event of COVID-19 seriously and were interested in proceeding with their education did not waste time during the pandemic; instead, they invested their time and effort in learning new things such as writing good scientific research. As a result, when they came back to campus they had a remarkable improvement in their academic writing. Meanwhile, irresponsible students who were not interested in learning wasted their time doing things other than learning and depended on cheating to do their assignments. Subsequently, they wasted their time without learning anything, and when they came back to face-to-face learning they found themselves in real trouble.

In addition, Students stated that they encountered technical issues during the e-learning process that affected their academic achievement. For instance, the most important two technical problems were: the lack of internet connections and the availability of technological devices. First of all, some students faced a technical issue with the internet connection in terms of the internet quality was not good. Other students said that they could not offer to pay the high costs of the internet when they were using online learning. This caused some students to miss some meetings and others to miss them all. Secondly, the availability of laptops and smartphones played a major role in affecting the educational process during online learning. This could be because the students struggle with the lack of availability of technological devices such as laptops and smartphones. Accordingly, most of the students do not have them due to low wages. Another reason, the university does not provide financial support to the students who do not have such good devices to complete this process effectively. Moreover, other students do not have enough technological devices to use during online learning, because of the big number

of students living in the same household. All in all, underprivileged students who could not provide the basic requirements to carry on their learning during the period of COVID-19 such as laptops and internet connection wasted time without achieving academic progress but unfortunately, that was not their fault.

### **3.4 Summary**

In this chapter, the researcher presented the results of the statistical analysis of the study questions after gathering the information of the study tools using the statistical package of social science (SPSS). In addition, the results of the students' and staff members' interviews were presented.

## **Chapter Four**

### **Discussions, Conclusions, and Recommendations**

#### **4.1 Introduction**

In this chapter, the researcher included a discussion of the study results, a conclusion and some recommendations.

#### **4.2 Discussion**

##### **4.2.1 Discussion of the Results of the Main Question of the Study**

**"What is the impact of covid-19 on the teaching and the learning of English for TEFL and English language and literature majors from the staff members' and students' perspectives?"**

The results of the main question of the study showed that the period of covid-19 left an impact on TEFL majors and English Language and Literature majors from both the staff members' and students' perspectives. The results were divided into two sections: staff members' and students' perceptions respectively.

With regard to the results of the staff members' perspectives, the total degree of the responses on the impact of covid-19 on TEFL majors and English Language and Literature majors was (2.99) which suggests that there is an impact of covid-19 on English students. The item that had the highest mean was "Makes students' evaluation and assessment results mistrustful" which scored (4.35). On the other hand, the item that had the lowest mean was "Enables students to improve their academic achievement" which scored (2.21). The results suggest that teaching staff emphasized the impact of COVID-19 on TEFL majors and English Language and Literature majors as it affected students' academic achievement and made their results mistrustful. This agrees with Petrie, (2020) who declared that scores taken at the time of covid-19 may be mistrustful for many reasons one of which is cheating due to the fact that teachers could not monitor their students while doing their tasks during the outbreak of covid-19. In addition, the results show that the crisis of covid-19 did not motivate students to become interested in learning English as a foreign language, caused distraction and made education not accessible for all students. This is in accordance with Almanthari, Maulina, and Bruce, (2020) and Malechwanz (2020) and Drylie, (2020) who said that advantaged students

during the crisis of COVID-19 were the ones who could provide the basic requirements to continue their education while disadvantaged students were the ones who could not, which caused an interruption in their education. However, the results presented that the outbreak of covid-19 encouraged creativity, improved students' skills and created a positive relationship between teachers and their students. This result is in agreement with Duraku and Hoxa (2020).

As for the results of the TEFL and English Language and Literature majors perspectives, the total degree of the responses on the impact of COVID-19 on TEFL majors and English Language and Literature majors was (3.24) which suggests that there is an impact of covid-19 on English students. The item that had the highest mean was "Affects students' psychological health" which scored (3.81), which means that COVID-19 left an impact on English students' psychology. On the other hand, the item that had the lowest mean was "Is preferable to traditional means of learning English" which scored (2.38) and this means that students did not like the period of COVID-19 and the shift from traditional face-to-face learning to e-learning. However, from the results the researcher concluded that the period of COVID-19 did not leave positive attitudes toward learning English, using online learning during the pandemic was not preferable to traditional means of learning English, did not motivate students to participate, created difficulties with evaluation and assessment strategies, and left a serious impact on students psychology and this agrees with Duraku and Hoxa, (2020). On the other hand, the results presented that the period of COVID-19 improved students' academic writing, encouraged pair and group work, improved students' self-esteem and made use of time to progress instead of wasting time. This result is in accordance with Roy's, (2019).

What makes this study distinct is that it presents two different perceptions, staff members' and BA TEFL and English Language and Literature majors' perspectives on the impact of covid-19 on the teaching and learning of English on TEFL majors and English Language and Literature majors. In addition, based on conducting the study in the Palestinian context, the results showed that the period of covid-19 had an impact on English students, some were positive and others were negative. For instance, the negative impacts of covid-19 on English students were that it affected their academic achievement, affected their psychology and caused distraction for their education. This is in agreement with Duraku and Hoxa, (2020) and Verma and Prakash, (2020), and

Malechwanz, (2020). They asserted that during the period of covid-19 students' lost their face to face interaction with their friends and instructors which left an impact on their psychological well-being. However, despite the situation of the Palestinian context which is bound to the Israeli occupation, both staff members and students made use of the situation and did not waste time. They used online learning during the period leaving positive impacts on students. For instance, it improved students' academic writing, encouraged pair and group work, improved students' self-esteem, encouraged creativity, improved students' skills and created a positive relationship between teachers and their students. This is in accordance with Bryson and Andres, (2020) and Crawford et al., (2020). However, these results were in disagreement with Dennis, (2020) who indicated that the period of Covid-19 presented a decline in students' skills and critical thinking.

#### **4.2.2 Discussion of the Results of the Second Question of the Study**

**Which is "Are there any statistical differences between staff member's responses to the impact of covid-19 on the teaching and the learning of English due to gender, experience and qualifications?"**

Results showed that there are no statistically significant differences at ( $\alpha = 0.05$ ) level in the impact of covid-19 on TEFL and English Language and Literature majors due to gender variable from teachers' perspectives. The significance level was (0.348) which is more than (0.05).

Results presented that there are no statistically significant differences at ( $\alpha = 0.05$ ) level in the impact of covid-19 on TEFL and English Language and Literature majors due to years of experience variable from teachers' perspectives. The significance level was (0.870) which is more than (0.05).

Results presented that there are no statistically significant differences at ( $\alpha = 0.05$ ) level in the impact of covid-19 on TEFL and English Language and Literature majors due to teachers' academic qualifications variable from teachers' perspectives. The significance level was (0.400) which is more than (0.05).

Results presented that there are no statistically significant differences at ( $\alpha = 0.05$ ) level in the impact of COVID-19 on TEFL majors and English Language and Literature majors due to teachers' gender, experience and qualifications from the teachers'

perception. This shows that the period of covid-19 had an impact on English students according to teachers' perspectives regardless of the variables attributed to teachers. Subsequently, male and female teachers stressed the impact of covid-19 on English students. In addition, teachers with less than (5) years of experience, teachers with (5-10) years of experience and teachers with more than (10) years of experience all emphasized the impact of that period on English students. Also, both MA holders and Ph. D holders agreed on this.

#### **4.2.3 Discussion of the Results of the Third Question of the Study**

**Which is "Are there any statistically significant differences between student's responses to the impact of covid-19 on the teaching and the learning of English due to gender, academic level and department?"**

Results presented that there are no statistically significant differences at ( $\alpha = 0.05$ ) level in the impact of covid-19 on TEFL and English Language and Literature majors due to gender variable from student's perspectives. The significance level was (0.367) which is more than (0.05).

Results presented that there are no statistically significant differences at ( $\alpha = 0.05$ ) level in the impact of covid-19 on TEFL and English Language and Literature majors due to academic level variable from student's perspectives. The significance level was (0.933) which is more than (0.05).

Results presented that there are no statistically significant differences at ( $\alpha = 0.05$ ) level in the impact of covid-19 on TEFL and English Language and Literature majors due to students' department variable from student's. The significance level was (0.188) which is more than (0.05).

Results revealed that there are no statistically significant differences at ( $\alpha = 0.05$ ) level in the impact of COVID-19 on TEFL majors and English Language and Literature majors due to students' gender, academic level and department from the TEFL and English Language and Literature majors' perception. This shows that the period of COVID-19 had an impact on English students regardless of the variables attributed to students. Subsequently, male and female students were affected due to the pandemic. Sophomore, junior, and senior students as well as students from the Faculty of Education and Teacher

Training and students from the Department of English Language and Literature were influenced by the epidemiological event of COVID-19.

#### **4.2.4 Discussion of the Results of the Second Tool, the Staff Members' Interview**

##### **1. With Regard to the First Question of the Interview which is "What are the most important consequences of the covid-19 pandemic on the teaching and learning of the English language for TEFL and English Language and Literature majors?"**

Staff members described how the period of COVID-19 had an impact on the teaching and learning of the English language. They described that the pandemic period caused a change in the assessment strategy through asking students to conduct research, assignments, and do presentations instead of traditional exams. This result is in agreement with Petrie, (2020) who said that schools and universities used new pedagogy and assessment suitable for online learning to trace students' learning such as doing assignments. Indeed, it opened the minds of staff member's eyes to adopt new strategies in teaching and learning of English. New strategies ought to transcend the physical boundaries of a classroom and allow space for collaborative learning where knowledge is shared among the students and their facilitator/instructor.

On the other hand, the interviewees asserted that English students were not motivated to learn English because they did not like e-learning, as a result, this period left a bad impression on technology integration in the teaching and learning process as a substitute for face-to-face learning. In this regard, the interviewees are in agreement with Abbasi, Ayoob, Malik, and Memon, (2020) who said that students found online learning less appealing due to its limitations. Moreover, the staff described that students speaking skills were affected during that period due to the lack of opportunities for each student to participate. This is in disagreement with Roy, (2019) who asserted that online learning has many advantages such as improving students' speaking skills. Further, the participants said that the period of the pandemic expanded students' awareness of new websites related to the English language. For example, students used AI to write research which made students get used to cheating. This affected their academic achievement when they came back to campus. This is in agreement with Gaille, (2020) who said that students used several recourses for learning that paved the way for cheating.

**2. With Regard to the Second Question of the Interview Which is "Do you think that the pandemic of covid-19 transformed both, students and instructors from the traditional methods of the teaching-learning process to advanced ones that meet different students' levels? Why/ why not?"**

The participants described that the pandemic period made both staff members and students move from conventional methods of teaching and learning to modern ones. For instance, staff members used non-traditional methods of teaching such as the integration of technology to recompense for the lack of face-to-face teaching but still, they couldn't address individual differences due to the large number of students. In this regard, the interviewees are in agreement with Liguori and Winkler, (2020) who said that schools and universities used alternative methods of teaching and learning due to the outbreak of COVID-19. In addition, the participants described that students moved from traditional methods of learning to new ones. For instance, they depended on comprehension rather than memorization. This is in agreement with Doucet et al., (2020) who stated that the pandemic period established new methods of English language learning such as critical thinking, self-directed and problem solving learning.

**3. With Regard to the Third Question of the Interview Which is "Do you think that the pandemic of covid-19 caused changes in teaching practices in terms of adopting new methods of presenting material and assessment strategies? Why/ why not?"**

The participants described that during the period of COVID-19, they used new methods of presenting the material and adopted new assessment strategies. For instance, teachers used several platforms to deliver the material such as YouTube, Zoom, Padlet, Quizizz, etc. instead of traditional textbooks. Staff members continued to use these platforms even when they came back to campus. In this point, the participants are in harmony with Petrie, (2020) and Doucet, Netolicky, Timmers, & Tuscano (2020) that proved that educational institutions used digital platforms to deliver education during the pandemic such as YouTube, Instagram, Facebook, etc. However, in terms of assessment staff asserted that the pandemic period had new methods of assessing students' work through conducting research, assignments, and group activities accompanied by marking rubrics that the students can look at prior to performing their assessed activity/assignment

instead of traditional exams. This result is in accordance with Petrie, (2020) who said that teachers used rubric-based assignments to assess students learning.

**4. With Regard to the Forth Question of the Interview which is "Do you think that the pandemic of covid-19 encouraged students' creativity and critical thinking? Why/ why not?"**

The participants were divided into two groups some of them agreed that the pandemic period encouraged students' creativity. They said that when students had an opportunity to work in groups, conduct research, and do assignments, they generated original ideas that surprised the instructors. This result is in accordance with Doucet et al., (2020) who stated that the pandemic period promoted the establishment of creative and critical thinking due to the change in the assessment strategies. On the other hand, some participants disagreed and said that the pandemic period killed students' creativity and their chances to think. Instructors described that some students depended on cheating and depending on online websites to do their assignments. This result is in accordance with Dennis, (2020) who said that online learning produced a decline in students' creativity.

**4.2.5 Discussion of the Results of the Second Tool, the Students' Interview**

**1. With Regard to the First Question of the Interview which is "What are the most important consequences of the covid-19 pandemic on the teaching and learning of the English language for TEFL and English Language and Literature majors?"**

Students described how the period of COVID-19 had an impact on the teaching and learning of the English language. Based on her experience, the researcher agrees with the English students. Participants described how the epidemiological event affected English language teaching by shifting to online teaching which compensated for the lack of face-to-face teaching via appropriate uses of technology implementations. In this regard, the interviewees agree with Liguori and Winkler, (2020), and Petrie, (2020) who described how the period of COVID-19 pushed staff members to use modern technology as an alternative teaching pedagogy. Indeed, participants described another impact, which is the switch from traditional methods of assessments to advanced ones depending on comprehension rather than memorization. In this respect, the answers of the

interviewees agree with Doucet, Netolicky, Timmers, & Tuscano (2020) who described how the period of COVID-19 established important skills such as critical thinking.

On the other hand, students described how the period of COVID-19 influenced the learning of the English language. The interviewees described that the change in the assessment strategy left an impact on the way students learn English. For instance, this encouraged students' critical thinking and affected students' academic writing skills leaving a noticeable improvement in their writing. This result is in agreement with Doucet et al., (2020). However, one of the obstacles of virtual teaching and learning of English language was cheating in which some students depended on cheating to pass their courses, as a result, this left an impact on their academic performance when they came back to campus, leaving a noticeable decline in their academic achievement. In this regard, the participants are in accordance with (Brookhart & Nitko, 2019).

**2. With Regard to the Second Question of the Interview which is "Do you think that English learning during the pandemic of covid-19 improved students' skills, especially writing skills? Why/ why not?"**

Roy, (2019) described that the period of COVID-19 has many advantages one of which improving students' skills like listening, speaking, reading and writing skills. On the other hand, Denis, (2020) disagreed with this and said that using online learning resulted in a decline in students' critical thinking and student skills like listening, speaking, reading, and writing skills. However, English learners at An-Najah National University suggested that during the period of COVID-19 teachers used new methods of teaching and learning rather than just reading and illustrating the material in a traditional way. Students pointed out that teachers asked students to conduct research and assignments instead of exams. This resulted in improving students' skills, especially writing skills.

**3. With Regard to the Third Question of the Interview which is "Do you think that English learning during the pandemic of COVID-19 created a cooperative atmosphere among students? Why/ why not?"**

The participants described that the period of COVID-19 did not create a cooperative atmosphere among students since students did not cooperate with each other in doing their assignments. In addition, during online learning, students lost face to face interaction with their mates and spent hours studying at their home space without

interacting with the outside world. This situation made them suffer from psychological problems and turned into socially excluded beings. In fact, a study by Abbasi, Ayoob, et al, (2020) discussed how students' interaction with each other concerns and the lack of interaction causes a lack of motivation to learn. Moreover, this point of view was supported by Martin, (2020) who found out that the online studying process is associated with some symptoms such as depression, anxiety, and higher levels of stress due to the lack of face to face interaction between students. On the other hand, the participants described that in some courses they were asked to work in pairs or in groups which created a cooperative atmosphere and motivated them to learn. This result is in agreement with Doucet et al., (2020) who asserted that assessing students based on individual or group work during the period of covid-19 depended on the course requirements.

**4. With Regard to the Fourth Question of the Interview which is "Do you think that English learning during the pandemic of COVID-19 improved students' self-esteem? Why/ why not?"**

The researcher discovered that the period of COVID-19 was beneficial to English language learners in improving their self-esteem. For instance, the use of online learning and the integration of technology during the crisis gave students opportunities to learn and express themselves. They felt responsible for their own learning and were motivated to strengthen their skills. This result comes in accordance with Ionescu, Paschia, Nicolau, Stanescu, Stancescu, Coman, and Uzla, (2020) who stated that neither students nor teachers were used to fully implementing online learning but during the pandemic they did their best and used online learning effectively. In addition, shy students witnessed an improvement in their self-esteem in which they were motivated to participate. This result is in agreement with Basilaia and Kvavadze, (2020) who said that shy students who were facing difficulty to participate in face-to-face learning had an opportunity to participate in virtual learning. However, some participants described that this situation resulted in a decline in their self-esteem. They could not cope with the change of using online learning and it did not motivate them to learn. This result is in disagreement with Roy, (2019) who said that online learning motivates students to learn and become more interested in learning with technology.

**5. With Regard to the Fifth Question of the Interview which is "Do you think that English learning during the pandemic of covid-19 focused on comprehension rather than memorization? Why/ why not?"**

All participants assured that the period of covid-19 left an impact on students learning. Indeed, the change in the assessment strategies from traditional exams to conducting research and assignments caused a change in the way students learn English. For instance, students started depending on comprehension rather than memorization by understanding the basic concepts and then discussing them in groups or applying them through conducting research on them instead of memorizing the basic concepts to rewrite them in a traditional exam to pass the course. This result is in agreement with Doucet et al., (2020) who said that online sessions depended on understanding curial concepts and discussing them with teachers and students that encouraged students' thinking skills.

**6. With Regard to the Sixth Question of the Interview which is "Do you think that English learning during the pandemic of COVID-19 was a waste of time without achieving academic progress? Why/ why not?"**

The researcher found that the period of COVID-19 was not a waste of time for advantaged students who felt responsible for their own learning and made academic progress. Online learning gave them an opportunity to learn new things and express themselves. On the contrary, disadvantaged students who did not feel responsible for their own learning wasted their time without making any academic progress. The participants asserted that one of the reasons for this is that they could not offer to provide for the basic necessities needed to pursue their learning. In this regard, the interviewees agree with Verma and Prakash, (2020) who said that some students could not cope with this drastic change due to their economic condition causing an interruption in their academic sessions.

### **4.3 Limitations of the Study**

This study is bound to the following limitations:-

- Human Limitation: BA TEFL majors and English Language and Literature majors at An-Najah National University.

- Locative Limitation: Faculty of Education and Teacher Training and the English Department/An-Najah National University-Nablus.
- Time Limitations: This study will be conducted during the second semester of the academic year 2022/2023.
- Topical Limitation: This study deals with the impact of covid-19 on the teaching and learning of English to undergraduate students majoring in TEFL and English Language and Literature.

#### **4.4 Conclusions**

During the pandemic of COVID-19 e-learning was the mandatory element of the educational process. Students and teachers of the Faculty of Education and Teacher Training and the English department at An-Najah National University encountered several challenges during that period. The researcher used a mixed methods research design to investigate the impact of this period on the teaching and learning of English to undergraduate students majoring in TEFL and English Language and Literature from staff members' and students' perspectives.

As for staff members' perspectives, their different variables show that there is an impact of COVID-19 on TEFL majors and English Language and Literature majors. In other word, staff members emphasized the impact of Covid-19 on English students regardless of their gender, years of experience and qualification. This can be showed in tables (3.3, 3.4, 3.5, 3.6, and 3.7).

As for students' perspectives their different variables show that there is an impact of COVID-19 on TEFL majors and English Language and Literature majors. In other words, students stated that there is an impact of Covid-19 on English students regardless of their gender, academic year and department. This can be showed in tables (3.8, 3.9, 3.10 and 3.11).

## **4.5 Recommendations**

The researcher recommended the following:

### **Recommendations for the students:**

1. Students should attend all the course meetings and not skip any unless they have an excuse.
2. Students should depend on themselves doing their tasks and not cheat.

### **Recommendations for the instructors:**

1. Attend significant workshops and conferences that familiarize them with the new technological tools that are used in an online class situation.
2. Employ new techniques that motivate students to learn and boost their confidence in their written and spoken fluency.
3. Cooperate with students through asking for fewer assignments to do in order to make online learning more enjoyable and not overwrought.

### **Recommendations for the university administration:**

1. University administration should equip instructors with the skills required for the use of new technologies in the teaching process.
2. University administration should offer all necessary requirements for both staff members and students to continue online learning in crises.

## **List of Abbreviations**

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<b>Abbreviation</b>	<b>Meaning</b>
COVID-19	Coronavirus disease 2019
e-learning	Electronic learning
e-book	Electronic book
TEFL	Teaching English as a foreign language
WHO	World Health Organization
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Organization for Education, Science and Culture
ICT	Information and Communication Technology

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**Part two: The items of the questionnaire:**

Dear instructors, through your experience with e-learning during coronavirus, what is the impact of coronavirus on teaching and the learning of the English language .....?

No.	Item	Strongly disagree	disagree	Neutral	Strongly agree	Agree
1	Encourages creativity					
2	Improves students' skills					
3	Encourages pair and group work					
4	Enables students to improve their academic achievement					
5	Creates a positive relation between the student and the teacher.					
6	Motivates students, so that they become more interested in the foreign language					
7	Permits more active participation					
8	Helps students to write better					
9	Causes distraction					
10	Makes students' evaluation and assessment results mistrustful					
11	Makes education not accessible for all students					

**Appendix (B)**  
**Students' questionnaire**

**Dear BA students,**

This questionnaire is used for collecting information about the impact of covid-19 on the teaching and learning of English language for the research entitled " *Impact of Covid-19 on TEFL and English Language and Literature Majors from the Staff Members' and Students' Perspectives*"

Your answer is appreciatively regarded for helping the researcher to accomplish her study, and will be strictly confidential and used for scientific purposes.

**Part one: Personal Information**

Please tick the correct answer that will be used for research purposes only

**1-Gender:**             Male             Female

**2-Universiy level:**  Sophomore    Junior    Senior

**3- Students' department:**    TEFL Majors    English and Literature Majors

*Thank you for your cooperation.*

**Part two: The items of the questionnaire:**

Dear students, according to your experience with e-learning during coronavirus, what is the impact of coronavirus on the teaching and the learning of English .....?

No.	Item	Strongly disagree	disagree	Neutral	Strongly agree	Agree
1	leaves positive attitudes towards learning English					
2	Is preferable to traditional means of learning English					
3	Increases class discussions					
4	Improves students pronunciation skills					
5	Encourages pair and group work					
6	Focuses on some skills rather than others such as, writing more than speaking and comprehension rather than memorization					
7	Encourages student centered approach					
8	Enables students to improve their academic achievement					
9	Empowers students' self-esteem					
10	Improves students accent while speaking English					
11	Permits more active participation					
12	Helps students to write better					
13	Wastes time					
14	Creates difficulties with evaluation and assessment strategies					
15	Affects students psychological health					

**Appendix (C)**  
**Teachers' Interview**

**Dear Instructors,**

**Please go through these questions and answer them according to your educational knowledge and experience during the outbreak of the coronavirus.**

**Questions of the interview**

- 1- What are the most important consequences of the covid-19 pandemic on the teaching and learning of the English language for TEFL and English Language and Literature majors?
- 2- Do you think that the pandemic of covid-19 transformed both, students and instructors from the traditional methods of the teaching-learning process to advanced ones that meet different students' levels? Why/ why not?
- 3- Do you think that the pandemic of covid-19 caused changes in teaching practices in terms of adopting new methods of presenting material and assessment strategies? Why/ why not?
- 4- Do you think that the pandemic of covid-19 encouraged students' creativity and critical thinking? Why/ why not?

**Appendix (D)**  
**Students' Interview**

**Dear Students,**

**Please go through these questions and answer them according to your educational experience during the outbreak of the coronavirus.**

**Questions of the interview**

- 1- What are the most important consequences of the covid-19 pandemic on the teaching and learning of the English language for TEFL and English Language and Literature majors?
- 2- Do you think that English learning during the pandemic of covid-19 improved students' skills, especially writing skills? Why/ why not?
- 3- Do you think that English learning during the pandemic of COVID-19 created a cooperative atmosphere among students? Why/ why not?
- 4- Do you think that English learning during the pandemic of COVID-19 improved students' self-esteem? Why/ why not?
- 5- Do you think that English learning during the pandemic of covid-19 focused on comprehension rather than memorization? Why/ why not?
- 6- Do you think that English learning during the pandemic of COVID-19 was a waste of time without achieving academic progress? Why/ why not?

## **Appendix (E)**

### **The validation Committee (names &ranks)**

- 1- Dr. Ayman Nazzal, English Department, An-Najah National University.
- 2- Dr. Abdulkarim Zawawi, English Department, An-Najah National University.
- 3- Dr. Sameer Issa, English Department, An-Najah National University.
- 4- Dr. Suzzan Arafat, English Department, An-Najah National University.
- 5- Dr. Walid Salameh, English Department, An-Najah National University.
- 6- Dr. Omar Abu Humos, English Department, Al Quds University.
- 7- Dr. Jamal Nafi, English Department, Al Quds University.
- 8- Dr. Ahmed Ayad, English Department, Al Quds University.

## Appendix (F)

### Permission from An-Najah University to Conduct the Study


5/9/23, 12:26 PM An-Najah National University Maji - Fwd: تسهيل مهمة للطالبة حنين خضر ضميمي

----- Forwarded message -----  
From: **Kefah Barham** <kefahbarham@najah.edu>  
Date: Tue, Apr 4, 2023 at 1:46 PM  
Subject: تسهيل مهمة للطالبة حنين خضر ضميمي  
To: Fady Hassouna <fady.h@najah.edu>  
Cc: Faculty Of Graduate Studies <fgs@najah.edu>


حضرة الدكتور فادي المحترم،  
نرجو من حضرتكم مخاطبة الجهات المعنية في جامعة النجاح الوطنية لمساعدة الطالبة حنين خضر ضميمي 12154108 للحصول على اعداد الطلاب والاساتذة في برنامجي بكالوريوس اللغة الانجليزية وادابها في كلية العلوم الانسانية وطلاب اساليب تدريس اللغة الانجليزية في كلية العلوم التربوية ومن ثم تطبيق اداة بحثها على الفئة المستهدفة من اجل استكمال متطلبات التخرج من برنامج ماجستير اساليب اللغة الانجليزية مع العلم ان عنوان بحثها هو: "Impact of Covid 19 on TEFL and English Language and Literature Majors from Staff members and astudents' perspectives"  
احترامي،  
كفاح برهم  
منسقة برنامج ماجستير اساليب اللغة الانجليزية

  
f o t w i n

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Subject: Re: تسهيل مهمة للطالبة حنين خضر ضميدي  
To: Fady Hassouna <[fady.h@najah.edu](mailto:fady.h@najah.edu)>  
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حضرة الدكتور عميد كلية الدراسات العليا المحترم،  
تحية طيبة وبعد،

فيما يلي أعداد الطلبة في التخصصات المذكورة :  
اللغة الإنجليزية وآدابها (التخصص

الرئيسي فقط) 79

التربية، معلم المرحلة الأساسية العليا - تعليم

اللغة الانجليزية 187

بخصوص اعداد المدرسين في هذه الأقسام يرجى التواصل  
مع دائرة الموارد البشرية.  
مع الاحترام،



**Firas Ziad Abu Aisheh**

Director of Computer Center

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5/9/23, 12:26 PM

An-Najah National University Mail - Fwd: تسهيل مهمة للطالبة حنين خضر ضميدي



Human Resources Department <hr@najah.edu>

Fwd: تسهيل مهمة للطالبة حنين خضر ضميدي

1 message

Kefah Barham <kefahbarham@najah.edu>  
To: Human Resources Department <hr@najah.edu>

Tue, May 9, 2023 at 12:21 PM

تحياتي،  
برجاء الاطلاع على الموافقة على تسهيل المهمة للطالبة حنين  
احترامي،  
كفاح

----- Forwarded message -----  
From: Fady Hassouna <fady.h@najah.edu>  
Date: Sun, 9 Apr 2023 at 1:10 PM  
Subject: Fwd: تسهيل مهمة للطالبة حنين خضر ضميدي  
To: Kefah Barham <kefahbarham@najah.edu>

دكتورة كفاح ارجو المتابعة  
احترامي

----- Forwarded message -----  
From: Firas Abu-Aisheh <firas@najah.edu>  
Date: Sun, Apr 9, 2023 at 12:28 PM  
Subject: Re: تسهيل مهمة للطالبة حنين خضر ضميدي  
To: Fady Hassouna <fady.h@najah.edu>  
Cc: Vice President for Academic Affairs <vp.academic@najah.edu>, Abdulsalam Alkhayyat <a.khayyat@najah.edu>, Faculty Of Graduate Studies <fgs@najah.edu>

حضرة الدكتور عميد كلية الدراسات العليا المحترم،  
تحية طيبة وبعد،

فيما يلي أعداد الطلبة في التخصصات المذكورة :

10	79	اللغة الإنجليزية وآدابها (التخصص الرئيسي فقط)
4	187	التربية، معلم المرحلة الأساسية العليا - تعليم اللغة الانجليزية

بخصوص اعداد المدرسين في هذه الأقسام يرجى التواصل مع دائرة الموارد البشرية.  
مع الاحترام،



Firas Ziad Abu Aisheh  
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On Thu, Apr 6, 2023 at 2:17 AM Fady Hassouna <fady.h@najah.edu> wrote:

حضرة د. النائب الأكاديمي المحترم  
ارجو التكرم بالموافقة و الاعياز لمركز الحاسوب بتزويد الطالبة حنين خضر ضميدي 12154108 بمعلومات عن اعداد الطلاب والاساتذة في برنامجي بكالوريوس اللغة الانجليزية وآدابها في كلية العلوم الانسانية وطلاب اساليب تدريس اللغة الانجليزية في كلية العلوم التربوية حيث سيتم تطبيق اداة بحثها على الفئة المستهدفة من اجل استكمال متطلبات التخرج من برنامج ماجستير أساليب اللغة الانجليزية.  
احترامي و تقديري  
فادي

https://mail.google.com/mail/u/0/?ik=0dda3088bb&view=pt&search=all&permthid=thread-f:1765407852657175258&simpl=msg-f:1765407852657... 1/3

## Appendix (G)

### Tables

**Table (3.1)**

*Means, Standard Deviations and percentages of the impact of covid-19 on TEFL majors and English Language and Literature majors from the staff members' perspectives in descending order according to mean scores*

No.	Rank	Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation
1	5	Encourages creativity	N	0	6	3	3	2	2.92	1.14
			%	0%	42.9%	21.4%	21.4%	14.3%		
2	4	Improves students' skills	N	0	8	1	4	1	3.14	1.09
			%	0%	57.1%	7.1%	28.6%	7.1%		
3	7	Encourages pair and group work	N	1	3	0	9	1	2.57	1.15
			%	7.1%	21.4%	0%	64.3%	7.1%		
4	11	Enables students to improve their academic achievement	N	1	2	2	3	6	2.21	1.36
			%	7.1%	14.3%	14.3%	21.4%	42.9%		
5	6	Creates a positive relation between the student and the teacher.	N	0	5	3	4	2	2.78	1.12
			%	0%	35.7%	21.4%	28.6%	14.3%		
6	9	Motivates students, so that they become more interested in the foreign language	N	0	2	1	10	1	2.28	0.82
			%	0%	14.3%	7.1%	71.4%	7.1%		
7	10	Permits more active participation	N	0	2	2	7	3	2.21	0.97
			%	0%	14.3%	14.3%	50%	21.4%		
8	8	Helps students write better	N	0	3	3	5	3	2.42	1.08
			%	0%	21.4%	21.4%	35.7%	21.4%		
9	2	Causes distraction	N	7	5	0	2	0	4.21	1.05
			%	50%	35.7%	0%	14.3%	0%		

<b>10</b>	1	Makes students' evaluation and assessment results mistrustful	N	6	7	1	0	0	4.35	0.63
			%	42.9%	50%	7.1%	0%	0%		
<b>11</b>	3	Makes education not accessible for all students	N	1	10	2	1	0	3.78	0.69
			%	7.1%	71.4%	14.3%	7.1%	0%		
<b>Weighted mean</b>									2.99	
<b>Std. Deviation</b>									0.53	

**Table (3.2)**

*Means, Standard Deviations and percentages of the impact of covid-19 on TEFL majors and English Language and Literature majors from the students' perspectives in descending order according to mean scores*

#	Rank	Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation
<b>1</b>	13	leaves positive attitudes towards learning English	N	4	87	19	66	17	2.97	1.11
			%	2.1%	45.1%	9.8%	34.2%	8.8%		
<b>2</b>	15	Is preferable to traditional means of learning English	N	4	45	8	100	36	2.38	1.09
			%	2.1%	23.3%	4.1%	51.8%	18.7%		
<b>3</b>	12	Increases class discussions	N	7	78	21	77	10	2.97	1.07
			%	3.6%	40.4%	10.9%	39.9%	5.2%		
<b>4</b>	9	Improves students pronunciation skills	N	5	101	21	52	14	3.16	1.08
			%	2.6%	52.3%	10.9%	26.9%	7.3%		
<b>5</b>	7	Encourages pair and group work	N	10	109	14	54	6	3.32	1.03
			%	5.2%	56.5%	7.3%	28%	3.1%		
<b>6</b>	3	Focuses on some skills rather than others such as, writing more than speaking and comprehension rather than memorization	N	12	141	12	20	8	3.66	0.89
			%	6.2%	73.1%	6.2%	10.4%	4.1%		
<b>7</b>	4	Encourages student centered approach	N	10	131	23	25	4	3.61	0.85
			%	5.2%	67.9%	11.9%	13%	2.1%		
<b>8</b>	14	Enables students to improve their academic achievement	N	6	56	16	105	10	2.70	1.04
			%	3.1%	29%	8.3%	54.4%	5.2%		
<b>9</b>	5	Empowers students' self-esteem	N	2	132	25	32	2	3.51	0.81
			%	1%	68.4%	13%	16.6%	1%		
<b>10</b>	8		N	5	99	28	59	2	3.23	0.95

		Improves students accent while speaking English	%	2.6%	51.3%	14.5%	30.6%	1%		
<b>11</b>	10	Permits more active participation	N	7	89	25	66	6	3.13	1.03
			%	3.6%	46.1%	13%	34.2%	3.1%		
<b>12</b>	6	Helps students to write better	N	14	110	25	36	8	3.44	1.00
			%	7.3%	57%	13%	18.7%	4.1%		
<b>13</b>	11	Wastes time	N	9	71	37	70	6	3.03	1.02
			%	4.7%	36.8%	19.2%	36.3%	3.1%		
<b>14</b>	2	Creates difficulties with evaluation and assessment strategies	N	13	143	16	15	6	3.73	0.82
			%	6.7%	74.1%	8.3%	7.8%	3.1%		
<b>15</b>	1	Affects students' psychological health	N	26	128	20	16	3	3.81	0.82
			%	13.5%	66.3%	10.4%	8.3%	1.6%		
<b>Weighted mean</b>									3.24	
<b>Std. Deviation</b>									0.46	

**Table (3.9)**

*Means and standard deviations for the impact of covid-19 on TEFL majors and English Language and Literature majors due to academic level*

<b>Academic level</b>		<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Total</b>
The impact of covid-19 on	N	49	76	68	193
TEFL majors and English	Mean	3.23	3.26	3.24	3.24
Language and Literature majors	S.D	0.44	0.48	0.47	0.46

**Table (3.10)**

*One Way ANOVA results due to academic level*

<b>The impact of covid-19 on TEFL majors and English Language and Literature majors</b>	<b>SS</b>	<b>df</b>	<b>Ms</b>	<b>F</b>	<b>P</b>
Between Groups	0.031	2	0.015	0.069	0.933
Within Groups	42.19	190	0.222		
<b>Total</b>	<b>42.22</b>	<b>192</b>			

**Table (3.11)**

*Independent two sample t- test result due to the department*

<b>Department</b>	<b>Mean</b>	<b>SD</b>	<b>T</b>	<b>df</b>	<b>P</b>
TEFL	3.30	0.47	2.44	191	0.188
English Language and Literature	3.13	0.43			



جامعة النجاح الوطنية  
كلية الدراسات العليا

تأثير كوفيد-19 على طلبة اساليب تدريس اللغة الإنجليزية وطلبة  
اللغة الإنجليزية وآدابها من وجهة نظر أعضاء هيئة التدريس والطلاب

اعداد  
حنين خضر حسن ضميدي

إشراف  
د. أحمد عوض أمين رباع

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

2024

تأثير كوفيد-19 على طلبة اساليب تدريس اللغة الإنجليزية وطلبة  
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### الملخص

هدفت هذه الدراسة لمناقشة تأثير كوفيد-19 على طلبة اساليب تدريس اللغة الإنجليزية وطلبة اللغة الإنجليزية وآدابها من وجهة نظر أعضاء هيئة التدريس والطلاب في جامعة النجاح الوطنية.

من أجل تحقيق أهداف الدراسة قامت الباحثة باستخدام اربعة أدوات وهي: استبانتان ومقابلتان، حيث قامت الباحثة بتصميم استبانتين مرتبطتين ببعضهما البعض: الاولى خاصة بالهيئة التدريسية وتتكون من (11) فقرة تم توزيعها على اعضاء هيئة التدريس والثانية خاصة بطلبة اساليب تدريس اللغة الانجليزية و طلبة اللغة الانجليزية ومكونة من (15) فقرة تم توزيعها عشوائيا على (193) طالبا وطالبة، اما الاداة الثانية فهي مقابلات تكميلية مع الهيئة التدريسية ومقابلات تكميلية في الطلبة حيث عقدت الباحثة مقابلة تكميلية مع اعضاء هيئة التدريس مكونة من (4) اسئلة ومقابلة تكميلية مع طلبة اساليب تدريس اللغة الانجليزية وطلبة اللغة الانجليزية مكونة من (6) اسئلة وذلك للتأكيد على المعلومات التي تم جمعها من خلال الاستبانة ولجعل الدراسة اكثر واقعية من خلال ما يمكن ملاحظته من تعابير الوجه ولغة الجسد.

ومن خلال الدراسة توصلت الباحثة الى أن كوفيد-19 ترك تأثير على مع طلبة اساليب تدريس اللغة الانجليزية وطلبة اللغة الانجليزية. كانت هذه النتيجة حسب وجهات نظر هيئة التدريس بغض النظر عن جنس المعلم وخبرته أو المؤهل العلمي. بالإضافة الى ذلك، كانت هذه النتيجة حسب وجهات نظر طلبة اساليب تدريس اللغة الانجليزية وطلبة اللغة الانجليزية بغض النظر عن جنس الطالب وسنة الدراسة او القسم.

من خلال النتائج توصي الباحثة بضرورة التزام الطلاب بالمحاضرات الالكترونية وعدم تفويت ايا منها الا للضرورة، وتوصي اعضاء هيئة التدريس بحضور ورشات عمل ومؤتمرات العلمية تعمل على تدريبهم على استخدام الادوات التكنولوجية الحديثة في التعليم الالكتروني، كما توصي الباحثة ادارة الجامعة بتزويد اعضاء هيئة التدريس وطلبة الجامعة بكل ما يلزم لمتابعة التعلم عبر الانترنت في وقت الازمات.

**الكلمات المفتاحية:** كوفيد-19، التعليم الالكتروني، وقت الازمات، الأداء الأكاديمي.