



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

**THE PERCEPTION OF ENGLISH  
LANGUAGE TEACHERS IN PRIVATE  
AND PUBLIC SCHOOLS TOWARD THE  
EFFECTIVENESS OF SYNCHRONOUS  
AND ASYNCHRONOUS ONLINE  
LEARNING IN PALESTINE DURING  
THE OUTBREAK OF COVID-19**

**By  
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Prof. Abdul Kareem Daraghmeh**

**This Dissertation is Submitted in Partial Fulfillment of the Requirements for the Degree of  
Ph.D. in Learning and Teaching, Faculty of Graduate Studies, An-Najah National  
University, Nablus-Palestine.**

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## **Dedication**

To my lovely Home Palestine,

To the souls of martyrs, to my father soul and to my beloved mother,

To my dear husband Basim Olyyan,

To all my children : Saeed, Aya , Laith , Reem , Dalia, Ghina and Lamar,

To my dear sisters and brothers, and

To all who support me, I dedicate this work.

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My Special thanks also go to all my professors at An-Najah National University who showed me how to complete my research successfully.

I would like to thank the Ministry of Education specially Dr. Mohammad

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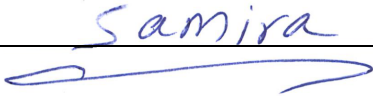
## **Declaration**

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

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

**Student's Name**                      Samira Lotfy Issa Mahmoud

**Signature:**    

**Date:**    **19/12/2023**

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**Abstract**

The present study sought to evaluate “The Perception of English Language Teachers in Private and Public Schools toward the Effectiveness of Synchronous and Asynchronous Online English Language Learning in Palestine during the Outbreak of COVID-19”.

The study used the descriptive approach, in which a questionnaire was conducted on a stratified random sample consisted of (385) English language teachers of Grades (1<sup>st</sup>-10<sup>th</sup>) during the academic year 2021–2022. The sample included (70) teachers from the private schools and (315) public schools teachers.

The study revealed that the perception of synchronous learning obtained a significant degree of approval amounting to the mean (3.4279) while the perception of asynchronous learning obtained a higher response degree amounting to (3.5411). It was found that the synchronous learning was significantly higher in private schools by  $(3.8 \pm 0.35)$  ( $t(383) = 5.868, p = 0.00$ ).

It concluded that the perception of synchronous learning was in the writing skill in English, which got the highest score with an average of (3.5077), followed by reading skill with an average of (3.3981). The speaking skill was calculated according to evaluation with an average of (3.3977), and in the lowest degree the listening skill got the last rank with an average of (3.3160). The results of the study showed that the perception of asynchronous learning in reading skill was the highest, with an average of (3.6) for the study sample, followed by speaking skill with an average of (3.5), writing skill with an average of (3.4), and the listening skill which got the last rank with an average of (3.2).

The study results indicate that educational environment readiness received the highest rank (3.52) followed by language skills (m = 3.50), followed by the teachers' readiness (m = 3.45), then, but parents and learners' readiness received the lowest rank (m = 3.13).

The researcher recommends teachers to be provided with appropriate training and qualification to use educational technology, and to plan and design educational content well according to the learning objectives and needs of the students.

**Keywords:** COVID19, Synchronous Learning, Asynchronous Learning, Online English Language Skills, Public Education, Private Education, readiness, perception.

# **Chapter One**

## **Introduction**

### **1.1 Introduction and Study Context**

The State of Palestine announced the detection of the first COVID-19 case in March 2020. In applying containment measures, the national authorities imposed a comprehensive closure of all economic, social and educational sectors. All public and private schools, kindergartens, universities and colleges went into lockdown on 6<sup>th</sup> March, 2020.

In the first weeks of the closure and with the rapid spread of the virus, some individual attempts were made by schools and teachers to resume the educational process and to communicate with students using various kinds of available technological tools, such as WhatsApp, Messenger groups, and YouTube. During these early days, the authorities responsible for education in Palestine decided to leave it up to the school principals. They had to take any decisions pertaining to the nature and types of online learning to be used to reach out to the pupils and their parents.

The school principals, in turn, placed the burden on the teachers. So, during the COVID-19 pandemic, Palestinian teachers sought to adapt to the new situation, as the prevailing idea was that teachers must continue their provision of the education service in traditional ways using the internet and any familiar tools (Tartir, Alaa; Hawari, Yara (2020).

Soon afterwards, more particularly on April 19<sup>th</sup> 2021, the Palestinian Ministry of Education put in place a plan to return to schools; Ministry staff launched a massive teacher training programs to prepare teachers for the transition to the online learning. The training focused on using the Zoom Application lasted for a continuous week, with an average of (30) training hours.

All teachers were obliged to attend this course and to develop at least one lesson plan for the subject they teach (Samour, 2020). At this phase, the Palestinian experience in online teaching could be described as by being both chaotic and ineffective. The teachers were grappling with the new technologies; internet connection from home was

not available for students' attendance rates were reported as low, especially in Area C schools in Palestinian territories.

The second stage of education during the pandemic was characterized by the continuation of online learning, with the exception of the 12<sup>th</sup> grade students (Tawjihi) whose students were allowed to attend face-to-face lessons due to the sensitivity of this educational stage in which students take high school standardized exit tests (MOHE, 2020). The fact that exceptional measures were applied to Tawjihi students since Tawjihi students were not subject to precautionary measures to combat COVID-19 situation, also the lack of trust on the part of national authorities in the perception of online learning.

On the other hand, all public schools in Palestine used the freely available Microsoft Teams as the platform for delivering lessons. A new training program on this technology was created and implemented. Undoubtedly, this stage was characterized by randomness and confusion. The Palestinian Ministry of Education followed ad hoc interventions at this stage and issued daily, often contradictory decisions regarding the learning materials, methods and assessment (Karalis, 2020). This confusion culminated in the announcements of the gradual return to face-to-face education on 16<sup>th</sup> September, 2021, or the preparation of students in the school divisions, or dividing school sessions into periods with the aim of reducing the number of students in one class.

On the other hand, some practical examples of the fundamental obstacles encountered in the preparation of English language lessons included (Subaih et al., 2021):

Limited personal communication: face-to-face lessons are limited to interactive activities and direct communication between the teacher and the pupils. With online learning, it became difficult to provide the same level of personal contact and interaction.

Technical limitations: Teachers and pupils have faced difficulties in accessing the necessary technology and good internet connection, which affected the quality of distance learning and the effective implementation of lessons.

Motivating pupils: Many teachers reported difficulties in motivating pupils during the period of distance learning. Low attendance was often reported, especially in public schools.

Tests and assessment: The process of assessing language skills in online learning needs changes and adaptation. Traditional tests that require pupils to be in the classroom can be difficult to deliver. The traditional tests are done through paper formats.

The influence of the home environment: Palestinian families have (4-5) children on average. Teachers often reported that they had difficulties in creating quiet and a conducive environment for concentration and learning in their homes. In many cases, the pupils shared the learning space with other individuals or face pressures from home life.

Lack of social interaction: Online learning lacks the social contact that occurs in traditional classrooms. Pupils may miss out on interacting with their classmates and the opportunity to develop language communication skills.

Challenges of timing and organization: Pupils may have difficulty setting a regular schedule for lessons and studying in the absence of the daily structure provided by schools and educational institutions. Because most of Palestinian families have more than one child at home, it was difficult for them to provide more than one mobile phone, or laptop, and to coordinate between their children in their attendance their electronic classes in addition to the excessive and great pressure on the internet.

With these intrinsic constraints, preparing English lessons in times of the COVID-19 pandemic requires innovation and the use of diverse teaching aids and Information Communication Technologies (ICTs) to enhance the online learning experience (Beltrán et al., 2023) and maximize the benefit for pupils.

Some private schools used Google Class Meet because of their applications that work across multiple operating systems and devices (Hadad and Tamarah (2020). On the other hand, Micro Soft Teams Application enables the user to save files and share them Basilaia & Kvavadze (2020), it also has a calendar application with reminders, some collaborative chat apps, including chat rooms, video conferencing and features that replicate popular social media (Martin & Tapp, 2019).

In comparison, the situation in private schools was quite more advantageous. In an interview with teachers from Pioneers Baccalaureate Schools in Nablus, it was reported that it is not possible to generalize that teaching in private schools was better than public schools during COVID-19. The performance depends on many different factors such as the learning technology used, the level of teacher training, the availability of resources and support, and the interaction between teachers and pupils. However, the private schools have some advantages that help them deal with the challenges faced by online learning, such as the presence of advanced technical equipment and additional resources. They may also have greater flexibility in adapting the teaching approach and providing continuing education for pupils.

Online classes were offered according to a fixed weekly calendar, and attendance rates were high. The level of classroom interactions was reported as relatively satisfactory. Homework was shared by teachers and submitted by set deadlines (Biletska et al., 2021).

In general, the performance of schools should be evaluated based on the individual situation and local circumstances. There may be public schools that have strong educational capabilities, and provide an excellent educational experience under difficult circumstances. On the other hand, there may be private schools that face challenges in providing online learning.

In other words, the experience with online learning in general and English teaching and learning in particular has been reported a relatively ineffective, and perhaps the main reason for this failure is due to the lack of any preparation or experience in the school or society to accept this radical transformation. COVID-19 pandemic revealed the fragility of the Palestinian public education system, which, for a long time, has been based mainly on the traditional delivery, exam-based assessment, and the memorization of information.

The challenges facing the public school system were summarized by Awartani (2020), Minister of Education in his introduction to the ministry's report "Technology in the Service of the Continuity of the Educational Process"; among these which need to be revised are the centrality of the educational system, the textbook and its status, the foundations of evaluation, the economics of education, the delayed response and

readiness for these emergencies, the extent of the teacher's readiness to adapt to the requirements of education in light of the conditions imposed by "COVID-19" and beyond, and the emotional and social conditions of pupils.

These initial observations contradict with (Rahim & Chandran, 2021) who have presented a positive view about the perception of using modern technology and online learning tools in the EFL classroom; they reported that the use of online learning and its tools in teaching English showed a clear improvement among the pupils' segments in different language experiences. On the other hand, when there is a good preparation, the use of the online lessons or learning units in teaching English can contribute to raising the level of performance of weak pupils in the English language skills. There is a need to introduce electronic courses in education to keep pace with recent developments in educational technology and to prepare schools for emergency situations.

When online materials are used as support courses for traditional courses in the classroom, online lessons can help improve pupils' performance and increase their motivation to learn (Cho et al., 2021; Karalis, 2020).

Additionally, these online materials do not require any special arrangements, infrastructure or costly equipment inside the classroom or college. Teachers and pupils can use their devices and connect to the internet from home at any time they want without any restrictions on the time of use of the course or the number of times it is used (Muthuprasad et al., 2021).

In the context of Palestine, the country needs to set up an online support education module to be used both as a venue for positive reinforcement with interactive activities and as an emergency learning resource in a low-income, security-crisis affected country due to frequent Israeli occupation military raids of the Palestinian cities and towns.

In the present study, the researcher aims to evaluate the perception of English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19. The researcher compares English language teaching performance during the COVID-19 period in the private and public schools in Palestine with the aim of providing information to support informed decisions on the modes of online delivery of

effective language lessons. The comparison will include the crucial aspects that are related to the management and delivery of English language learning.

## **1.2 Statement of the Problem**

Considering the tremendous challenges facing a low-income country like Palestine, this study will address a host of problems related to the Palestinian context. It also comes from the problems related the design, delivery, and management of the online learning in the EFL classroom in Palestine. More specifically, the study will address problems related to teacher learners' interaction and communication, learner to learner interaction. Therefore, the researcher will investigate, the perception of English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online learning in West Bank in Palestine.

## **1.3 Objectives of the Study**

The current study tries to achieve the following objectives:

- To evaluate the perception of English learning in private and public schools of the synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19.
- To identify the types and scope of needed interventions in Palestine when synchronous and asynchronous learning are used in the language classroom.
- To identify the social-economic variants impact on the differences between public and private delivery modes in Palestine. This objective will perhaps help us identify the combination of delivery modes which are being used and which are yielding good practices in the EFL classes.

## **1.4 Questions of the Study**

The current study seeks to answer the following main question: **What is the perception of English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online learning in West Bank in Palestine? Mores pecifically, the study will address** these sub questions:

1. What are the perceptions of English language teachers towards online learning on the four language skills?

2. What is the level of perceptions of English language teachers in private and public schools in West Bank in Palestine towards the effectiveness of synchronous and asynchronous online learning in educational environment readiness?
3. What is the level of perceptions of English language teachers in public and private schools in West Bank in Palestine towards the effectiveness of synchronous and asynchronous online Learning in parents and learners' readiness?
4. What is the level of perceptions of English language teachers in private and public schools in West Bank in Palestine towards the effectiveness of synchronous and asynchronous online learning in English language teacher readiness?
5. What is role of the study variables of (Gender, educational qualification, type of public or private school, school location, training course, school location near Area (C) in the perception of English language teachers in private and public schools towards the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19?

### **1.5 Hypotheses of the Study**

The current study tests the following hypotheses:

1. There are no statistically significant differences at the significance level (0.05) in the perception of English language teachers in private and public schools in West Bank in Palestine towards the effectiveness of synchronous and asynchronous online learning in English language during the outbreak of COVID-19 due to the gender variable.
2. There are no statistically significant differences at the significance level (0.05) in the perception of English language teachers in private and public schools in West Bank in Palestine towards the effectiveness of synchronous and asynchronous online learning in English language during the outbreak of COVID-19 due to the study variable of educational qualification.
3. There are no statistically significant differences at the significance level (0.05) in the perception of English language teachers in private and public schools of the effectiveness of synchronous and asynchronous Online English language learning

in the West Bank in Palestine due to the study variable of type of public or private school.

4. There are no statistically significant differences at the significance level of (0.05) in the average study sample responses about the perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19 due to training variable.
5. There are no statistically significant differences at the significance level (0.05) in the perception of English language teachers in private and public schools of the effectiveness of synchronous and asynchronous online English language learning in the West Bank in Palestine due to the study variable of school location near the Separation Wall in Area (C).
6. There are no statistically significant differences at the significance level of (0.05) in the average study sample responses about the perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19 due school location.

## **1.6 Significance of the Study**

The importance of this study can be summarized as follows:

**Theoretical importance:** The theoretical literature contained in this study can add new knowledge to researchers, and may provide the library with a new theoretical framework on online learning in low-income countries considering emergency situations.

The study will contribute to the body of literature available on the perception of the response to the COVID-19 crisis in the EFL classroom in low-income countries. The section on previous studies may benefit those interested in online learning and the results of its global applications.

**Practical importance:** The results of this study benefit public and private schools in Palestine in improving the performance of the system, developing human, material

capabilities, and trends in selecting the teaching methods used and setting future for online learning as an alternative to face-to-face learning.

Finally, measuring the perception of the online learning system in schools the research derives its importance from the fact that it will identify the main challenges facing teachers in managing online language lessons in countries facing wars and access challenges.

## **1.7 Definition of Terms**

### **Theoretical definitions**

**Readiness:** In essence, readiness encompasses the idea of being ready, equipped, and able to face and handle whatever comes next. It involves a combination of planning, training, and the possession of necessary resources to ensure a successful response to a given situation or task.

**Synchronous learning:** Synchronous learning is a trendy time period used to explain varieties of teaching, and learning that occurs at the same time, however, not inside the identical location. It is normally carried out by various kinds of televisual, virtual, and online studying where pupils can get analysis from teachers, colleagues, or friends in real time, but no longer in character. For example, educational video conferences, interactive webinars, chat-primarily based online discussions, and lectures which can be broadcast on the equal time they delivered could all be taken into consideration varieties of Synchronous learning (Basri et al., 2021).

**Asynchronous learning:** Asynchronous is a standard term used to describe varieties of training, instruction, and mastering that does not occur inside the same place or at the same time. The term is normally implemented to varieties of online resources such as video instructions or game-based. Asynchronous learning can also include an extensive style of academic interactions, e-mail exchanges among teachers, online discussion forums, and direction-control structures that arrange educational materials and correspondence, among many different feasible versions (Van Der Keylen et al., 2020).

**Online Learning:** An interactive gadget related to the academic gaining knowledge of system. It is based on the existence of virtual digital surroundings that provides the student with guides and activities through digital networks and smart gadgets Berg

(2018) researcher defines it as the deliberate and functional method in which pupils in public and private Palestinian schools interact with English language teachers to obtain goals and outcomes through using interactive academic software program, electronic networks, and clever devices to make sure physical distancing throughout the duration of the unfold of the COVID-19 pandemic.

**Efficiency:** working to achieve the highest levels of achievement and achieve the best results at the lowest costs (Khaled & Al-Kilani, 2018).

**Perception:** Refers to the process by which individuals interpret and make sense of sensory information from their environment. It involves the brain and nervous system receiving and organizing stimuli from the external world, such as sights, sounds, tastes, smells, and tactile sensations. Perception is a complex cognitive process that goes beyond simple sensation; it includes the interpretation, recognition, and assignment of meaning to the stimuli (van der Keylen et al., 2020). The operational definition is the score of data collected from English language teachers' point of view.

### **Operational definitions**

For the purpose of the current study, the researcher provides the following operational definitions for the terminologies used in the study:

**Readiness:** In the context of this research, readiness is operationally defined as the state of preparedness and capability individuals possess to effectively navigate and respond to various situations and tasks. It encompasses careful planning, acquired skills through training, and the possession of necessary resources to ensure successful adaptation and performance in specific circumstances.

**Synchronous Learning:** Synchronous learning, as operationalized for this study, refers to an educational approach where interactions among participants occur simultaneously but not necessarily in the same physical location. This mode of learning utilizes real-time communication technologies such as video conferences, webinars, and live online discussions to facilitate immediate engagement and exchange of information.

**Asynchronous Learning:** Asynchronous learning, as operationally described in this research, characterizes an educational method where learning activities do not unfold in the same place or at the same time. It includes various online resources and interactions,

such as video instructions, email exchanges, and discussion forums, allowing participants to engage with educational materials at their own pace and convenience.

**Online Learning:** The operational definition of online learning in this research signifies an interactive educational system facilitated through a virtual digital environment. It involves the delivery of courses and activities to students via digital networks and smart devices. Specifically, in the context of this study, online learning is the deliberate and functional approach through which students in the Palestinian schools interact with English language teachers using interactive educational software, electronic networks, and smart devices, particularly in response to the challenges posed by the COVID-19 pandemic.

**Efficiency:** Efficiency, as operationalized by the researcher, is the pursuit of high achievement and optimal outcomes while minimizing costs. This definition emphasizes the effective utilization of resources and efforts to attain the best possible results.

**Perception:** In the researcher's operationalization, perception refers to the cognitive process by which individuals interpret and make sense of sensory information from their environment. Specifically, in the context of the study, perception is measured through the data collected from English language teachers, reflecting their interpretation, and understanding of the research-related information.

### **1.8 Limitations of the Study**

The current study is limited to the following:

**Human limitations:** This study was applied to English language teachers in public and private schools in northern West Bank. While the researcher recognizes the importance of collecting data from other stakeholders, she limits the study to teachers' perceptions because teachers are the key element to the success of online education.

**Spatial boundaries:** This study was applied in the branches of public and private schools in Palestine. The geographical distribution of these schools represents most areas of the West Bank, as well as the ease of access to these schools.

**Time limitation:** This study was applied in the second semester of the academic years (2021-2022). Accordingly, the study data covers the period from March, 2020-March 2022, covering two years of synchronous and asynchronous performance.

## **Chapter Two**

### **Study Framework and Literature Review**

#### **2.1 Study framework**

During this stage, the research provides the theoretical and conceptual framework for the variables under examination.

Since the advent of digitization, turning in training has taken on entirely new forms. Gone are the days when pupils and teachers had to sit down face-to-face in the lecture hall to interact. The introduction of the first digital classrooms signifies a radical shift in educational thought that makes mastery a worldwide concern (Lim, 2017).

Although online learning is not always offered as a substitute for traditional learning and teaching, it is already a highly regarded project that offers significant pedagogical benefits to education. Ersin et al. (2020) have classed the online learning into two categories: Synchronous and asynchronous learning. Synchronous learning refers to the involvement of multiple participants at the same time, with the possibility of real-time interaction in the classroom or online via Zoom Application or webinars. However, asynchronous learning involves no real-time interaction between participants and does not currently include everyone (Shahabadi & Uplane, 2015).

Online methods such as recorded lectures, emails, and other means of communication are used to share sources and study materials. There are no rules regarding the location or hours for teachers or pupils. According to Ersin et al. (2020), the following is an intensity comparison of synchronous and asynchronous learning.

#### **2.2 Asynchronous learning**

Asynchronous learning has its roots in correspondence schooling which made education available to college students dwelling in far flung places. Correspondence training benefited from messaging, but, while schools invested in this area, online learning was getting to be known in the early 1980s.

## **2.3 Advantages of asynchronous learning**

### **1. Freedom and flexibility**

The ability that asynchronous learning offers teachers and pupils alike is what makes it so alluring. To have access to resources from all around the world, all you need is a smartphone and an internet connection. Pupils are free to arrange their studies whenever it is most convenient for them, with no limitations on location or time (Shahabadi & Uplane, 2015).

With this benefit, more people would be able to attend school, including those who work full-time, are too elderly to attend college, live in remote areas and are unable to go there for financial or security reasons, or both.

### **2. Pupils decide the tempo of getting to learn**

Pupils work at their own pace to complete their research, making this type of mastery self-paced. College students, unlike those in a regular classroom where prompt responses are expected, have plenty of time to review notes and examine them carefully.

This self-paced mode boosts learning perception while also safeguarding the confidence of pupils who find it difficult to keep up with their peers in the class. By putting pupils in control of their education, it empowers them and releases teachers from the burden and stress that comes with teaching on campus (Lim, 2017).

### **3. Comfort and protection**

Today's youth typically struggle with social anxiety, to the point where they rarely choose in-person interactions over those conducted virtually (Xu & Wang, 2023) . Asynchronous learning is suitable for people who want selected interaction. Many social barriers to studying are eliminated since the learner has his own cozy place to look at (Ersin et al., 2020).

Since gregarious pupils outperform silent students in face-to-face education, introverts tend to feel less confident in themselves when they are taught on an equal footing with them in this style of education. Here, academic achievement and the pupils' comprehension of the material are the main concerns.

#### **4. Availability of information**

The materials involved in asynchronous learning are usually available for reuse, and students can look for any piece of records anytime, anywhere. It is also broadly reachable compared to different modes. As soon as the lecture is recorded, whether or not it is audio or video, it may be sent anywhere in the global, even to places without internet (Zou et al., 2021).

DVDs, televisions, and all other digital gadgets that save records can be used offline for asynchronous learning gaining knowledge. Consequently, college students residing in faraway parts of the sector can access the notes, motion pictures, or audio (Ersin et al., 2020).

#### **5. Inclusive learning**

Asynchronous learning is inside the reach of a huge range of newbies, starting from distinct age agencies to exclusive genders, ethnicities, and socio-financial backgrounds. Consequently, coaching and mastering can take location on a completely large scale; with little funding due to the fact teachers do not want to constantly Monitor College students. Those instructions are also relatively less complicated to arrange and take plenty less time than traditional classes (Shahabadi & Uplane, 2015).

### **2.4 Disadvantages of asynchronous learning**

#### **1. Isolation**

While some pupils choose the shortage of interaction, for others it could become a cause for challenge. The shortage of this human first-rate could make pupils experience isolated and additionally may restrict for boom because of actual-time interaction, comments, and discussion. This form of gaining this style of knowledge is appropriate for individuals that want to earn a diploma without plenty trouble due to time or some other constraints (Lim, 2017). For people who wish to make the maximum in their getting to know, asynchronous learning is not the proper desire for them, as it absolutely excludes observational learning and different types of social schooling important for all spherical improvement.

## **2. Apathy and procrastination**

This type of learning can lead to a lack of motivation in pupils who perform better working in groups or with other people. In addition, this style of learning is more prone to procrastination and neglectful behavior. Furthermore, pupils sometimes fail to complete their classes on time.

Teachers and pupils also check in with each other while interacting in real time; they enhance the learning enjoyment through their collaborative efforts. Even though it is fast and handy, it could cause boredom. It can additionally cause superficial attempts at the part of teachers as well as pupils.

## **3. Time management skills**

Asynchronous learning may additionally seem clean; However, most pupils become bored halfway through and fail to finish their lessons in time. It is not easy to stay obsessed with online learning, especially without direct interaction with teachers and fellow pupils. Pupils who have right time management talents, consciousness, commitment, and a clear intention in thoughts, get the maximum out of sophistication (Chung et al., 2020).

## **4. Synchronous learning**

In a face-to-face learning environment, online platform lecturing, webinars, Zoom calls, and video conferencing are examples of synchronous learning.

### **2.5 Advantages of synchronous learning**

#### **1. Real time interaction**

The benefits of face-to-face interaction, whether in a real or virtual classroom, cannot be ignored. The discussions are engaging and informative for the whole class, even for those who do not like to participate. The pupils can develop their perceptions by listening to different points of view (Viriya, 2022).

#### **2. Materially easy**

This form of schooling is the easiest materially due to the fact the trainer or the pupil does not need to be found in the school at all times. Teachers and pupils can get an

actual classroom enjoyment without genuinely being subsequent to each other, which saves pupils' money and allows them to join a couple of lessons at half the price on campus (Pendidikan Bahasa dan Seni et al., 2020).

Synchronous learning guarantees that everyone's aspects of conventional studying are preserved, together with real-time remarks and group discussions, at the same time as saving money on commuting and living far away from home (Pendidikan Bahasa dan Seni et al., 2020).

### **3. Dynamic learning**

Online learning helps students and teachers be constantly active and well- prepared. It ensures the improvement of new competencies and reinforcement of previously obtained skills. As a consequence, the activity ensures progression and makes the maximum of the learning enjoyment. Pupils will engage and analyze collaboration capabilities even without having to be in a single region. Virtual classes provide the same competitive environment that encourages pupils to carry out at their own qualities (Shahabadi & Uplane, 2015).

### **4. Educational depth**

Communication between pupils and teachers is permanent, ensuring progress and completion of the assigned work in a timely manner. Regular discussions help pupils determine how much they understand a topic and how trustworthy the teacher is (Lim, 2017).

In return, the teacher identifies pupils who are doing well and who need more guidance or help. This maintains balance in the learning process and ensures that no pupil is left behind. Moreover, pupils can ask questions and clarify what they have always been confused about when teachers are available (Shahabadi & Uplane, 2015).

### **5. Advanced results**

The ultimate indicator of classroom perception is the output; synchronous learning, in both traditional and online formats, has demonstrated remarkable efficacy. This is the result of teachers and pupils working together. Teachers deduce each pupil's

performance based on the information at their disposal, including involvement in online forums, attendance, and other activities.

Additionally, the teacher records how frequently the kid asks questions. All this aids the instructor in creating a personalized plan that safeguards the standard of instruction and guarantees a higher success rate for the pupils (Zou et al., 2021).

## **2.6 Disadvantages of synchronous learning**

### **1. Strict schedule**

While synchronous learning can be done from home, it restricts one's free time; there is a strict schedule for lessons, debates, and meetings. Time management issues may arise for both teachers and pupils (Ersin et al., 2020).

Time zones will vary since students in online classes occasionally originate from various nations. Some pupils may find this challenging because, according to Ersin et al. (2020), classes may begin at five in the morning for some pupils and at four in the evening for others.

### **2. Technical problems**

Having a strong internet connection is crucial for both teachers and pupils. A single technical mistake can result in either a brief discomfort or a disastrous mistake. Due to the requirement of submitting homework online, pupils must adhere to deadlines or risk having significant points taken off their marks. Employees occasionally must use their technological device's batteries to get from one point to another. Other times, there are issues with the network and slow internet, which causes pupils to lose crucial information. At worst, this might occur when the student is being tested (Pendidikan Bahasa dan Seni et al., 2020).

### **3. Teacher control**

One of the main drawbacks of synchronous learning is that the teacher sets the pace of learning. All pupils are expected to learn and perform at the same pace and this may be unfair to some such as pupils who do not have enough time to invest in their studies (Lim, 2017). It may be because of the jobs, or because they are involved in multiple

classes which is very difficult. Some pupils prefer self-organizing classes and do better in environments that are more relaxed than synchronous learning.

As are listed, it is advantages and disadvantages of synchronous and asynchronous learning. It is preferable to combine them by taking advantage of the positive points of both styles and balancing them with the negative points, even though the two styles are completely different from each other in terms of presentation and implementation (Lim, 2017; Shahabadi & Uplane, 2015).

When it comes to online synchronous learning, it builds a face-to-face environment for a better interactive session. However, asynchronous learning gives plenty of time for self-directed reflection and studies and can be shaped according to the pupil's convenience and requirements (Xu & Wang, 2023).

### **Advantages of synchronous learning and the difference between synchronous and asynchronous learning**

Before learning about the difference between synchronous and asynchronous learning, we must mention the advantages of each of them, which are as follows (Banditvilai, 2016).

- The method of simultaneous online learning contributes to the exchange of discussion on many topics, which increases the interaction between pupils and each other, and it is considered as a good opportunity for exchanging ideas between pupils to get the most benefit.
- Increase the suspense factor significantly, which is beneficial to the educational process, especially as it provides a lot of resources for research and reading.
- The possibility of obtaining assistance from the teacher, which contributes to the perception of education.
- The ability to communicate the curricula and all information related to a subject faster, and it also increases the pupil's ability to keep the educational material electronically.
- There are also a lot of subjects that were difficult to be taught by printed media, which are music subjects or arts of various kinds.

- Provide many methods of education and also contributes to benefit from the Internet and the information it contains.
- Diversity in education methods to suit all individual differences between pupils and each other.
- Interaction and exchange of information between teachers and each other, which contributes to effective educational cooperation.
- Obtaining a great deal of privacy in the educational process.
- Increase the spirit of cooperation and social work among pupils.
- Communication with the utmost ease between pupils and the teacher or lecturer.
- The possibility of accessing the curricula throughout the day, which gives the educational process more flexibility.

The difference between synchronous and asynchronous learning is that the advantages that exist in asynchronous learning are similar to those aforementioned advantages, especially, since it was followed before the access to synchronous learning technology.

## **2.7 The difference between synchronous and asynchronous learning**

Many of those who want to learn online may not know what is the difference between synchronous and asynchronous learning, as the internet has enabled pupils to obtain accredited certificates, but due to the presence of two types of education, synchronous and asynchronous learning, some have become very confused about the matter. The differences between the two modes are highlighted by (Chung et al., 2020):

### **Synchronous Learning**

It is a time allocated for teaching a group of students the same educational content, and the teacher meets with the group of students directly through an electronic platform, and before the emergence of the great development in the world of technology, only asynchronous learning was allowed.

This provided a virtual environment through which pupils of one semester, or one university, they can interact in one place via the internet, and we may find that

simultaneous teaching methods may include many things, such as live chat, online lectures, and many other things (Shahabadi & Uplane, 2015).

### **Asynchronous Learning**

It is flexible in time than synchronous learning, and the idea in that education is to provide an opportunity for education in front of pupils of the same major to learn the same subject, but at different times, and asynchronous learning takes place according to the schedule of the pupils and not the time available to the teacher (Ersin et al., 2020; Lim, 2017).

On the other hand, one of the benefits of asynchronous learning in online learning is that it allows for a great deal of flexibility. Although a deadline is usually in sight, asynchronous learners can work at their own speed and access the course at any time and from any location. Pupils with asynchronous learning have more time to think about the subject they are learning, which means they are more likely to absorb it correctly. Furthermore, asynchronous learning is better suited for rapidly expanding enterprises. If you have hundreds or thousands of pupils to train all over the world, for example, you can get them up and running rapidly without the requirement for face-to-face training (Shahabadi & Uplane, 2015).

During the period of study through this type of education, the lecturer or degree program will provide sufficient information to the pupils through the virtual library, lectures and recorded lessons, in addition to exchanging information between pupils and each other through social media platforms.

### **Synchronous learning tools**

Synchronous learning tools can be defined as tools that provide an opportunity for the lecturer or teacher to communicate easily with pupils, the most important of which are the following (Chung et al., 2020):

- **Conversation:** Which provides the possibility of speaking with the other party during the educational process, through a program that is a virtual station that contributes to bringing together all the beneficiaries of the lecture or conversation from all over the world.

- Audio conferencing: This is the method through which the user can reach a group of people in the world, and it can be done through a smart mobile phone.
- The whiteboard: It is a blackboard that looks like a traditional whiteboard. By explaining and writing on it, others can see that explanation immediately.
- A satellite program: Which saved a lot for the pupils in benefiting from all visual and audio channels in relation to teaching.
- Video conferencing: These are conferences that enable a group of people to communicate with each other through a television network connected to the internet. The conferencing system allows participants to speak and discuss throughout the meeting.

The difference between synchronous and asynchronous learning is clear in that the tools for asynchronous learning differ from the synchronous learning tools, which are as follows:

- E-mail: The method through which documents and messages are exchanged over an internet connection.
- Mailing lists: A list that includes all the contacts of an institution or university to which documents and messages are sent immediately.
- Web: It is an information system through which more information is displayed through interconnected pages and allows the user to access various internet services.
- File transfer: Through which files are transferred from one computer connected to the internet to another computer.
- Interactive video: A technology that provides interaction between the learner and the material that is displayed to make education appear more effective.
- CDs: They are the discs through which the study materials are prepared, provided that they are downloaded to the pupil's computer and they can return to them at any time throughout the day (Ersin et al., 2020).

## **2.8 The synchronous language training mode**

Traditionally, asynchronous and synchronous learning are used as types of online learning, but most physical, brick-and-mortar classrooms that feature lecture, group discussion, and collaborative activities are all technically ‘synchronous learning. This is in contrast to a self-directed learning environment where students learn ‘independently’ of one another especially the same content, which would technically be asynchronous (Turnbull et al., 2021).

Synchronous learning occurs when pupils study the same information at the same time either online or in person through a lecture. Synchronous learning is a type of group learning that occurs in a time and space unified manner, i.e., pupils generally acquire the same or similar subject at more or less the same time and generally in the same area.

The idea of connectedness and all the benefits and drawbacks that come with a big group of individuals working on a project together are what define synchronous learning. Consider time, place, and pace as features or restrictions. How you frame these aspects your prejudices, experiences, and you will determine when and where learning occurs as well as who sets the pace for it. However, that is the essence of synchronous learning (Buckingham & Alpaslan, 2017).

Group chats, webinars, video conferencing, and teleconferencing are examples of acceptable media components that can be used in synchronous learning. In general, synchronous learning is a good choice for pupils who have studied and enjoyed interacting with their classmates through these scheduled courses (Chung et al., 2020).

## **2.9 Asynchronous language training environments**

Students enrolling in asynchronous learning courses can complete their assignments through the use of technology such as e-mail, video lectures, audio files, and traditional mail correspondence (Ersin et al., 2020).

Self-guided lesson modules, video content streams, virtual libraries, posted lecture notes, and interactions via discussion boards or social media platforms are examples of asynchronous learning methods. Due to the social aspect of synchronous learning, one of the benefits of synchronous learning in online learning is that pupils may easily engage with teachers and other pupils, allowing for group activities. Furthermore, with

synchronous teaching, synchronous learning occurs in real time, allowing pupils to receive immediate feedback. Ideas and opinions can also be swiftly exchanged with knowledgeable coworkers. Similarly, synchronous learning allows pupils to ask questions and receive quick answers if they are experiencing difficulty with any of the course content. One downside of synchronous learning in online education is that the success of the pupils' knowledge of the course content is more dependent on the teacher's quality than on the pupils themselves. Synchronous learners must be online at a given time, so their learning must follow a set training plan. Pupils can access the content from any location and at any time. Furthermore, because of the group dynamic of synchronous learning in real time, some pupils may believe they are not receiving the individual attention they require. This is especially true if they do not fully comprehend any aspect of the training (Zou et al., 2021).

The road to distance education is not paved with roses, nor made easier to realize the goals and ambitions of all countries, particularly the technically and economically poor, which have been exacerbated by the education Epidemic. According to a UNICEF report released in December 2020, approximately two-thirds of the world's children, aged (3-7) years, are still deprived of internet connectivity at home, and approximately 58% of those of school age belonging to rich or well-to-do families have access to the internet from home, compared to (16%) in poor areas (Ersin et al., 2020).

This disparity applies not only to families, but also to countries where income levels vary widely. Home internet access is available for fewer than (1) in (20) school-age children in low-income countries, compared to (9) out of (10) children in high-income countries. This was also pointed out by a UNESCO report, adding that “most of the school children who were prevented from continuing their distance education were from South Asia and Sub-Saharan Africa, with (9) out of (10) of them not having a reliable internet connection.

## **2.10 The Challenges facing online learning in Palestine**

Researchers have documented important challenges which face EFL teachers in low-income countries like Palestine. Palestine is no exception in terms of the challenges that faced the massive transition to the online learning mode.

The vast discrepancy in internet supply is not the only barrier; a large percentage of pupils, particularly in poor countries, still require fundamental skills linked to digitalization and dealing with online learning tools in order to reap the desired benefits. Furthermore, many of them question the utility of this education and believe that face-to-face education is the best education for them, and their parents agree (Tartir, Alaa, Hawari, Yara, 2020). Furthermore, a large number of teachers all over the world were unprepared to experience distance education, and the Pandemic only added to their confusion due to their lack of experience dealing with technologies that allow managing the online learning process or creating appropriate educational content (Shahabadi & Uplane, 2015).

Teaching English in the Palestinian setting involves the four abilities of listening, speaking, reading, and writing. Most parents have numerous challenges in this regard, making it impossible for them to teach their children this language for a variety of reasons, such as the curriculum's complexity.

Many parents are unable to teach their children this language because they left school in early grades and the fact that most mothers are the ones who carry out this task, as many of them leave school at an early age to get married, especially in rural areas. Another reason is the number of children. Most Palestinian families have more than four children in school, so the mother cannot teach them all.

There is another reason, which is the inability of the parents to know the methods of teaching the English language, and the inability of the pronouncing and reading the words in the correct way, so they give up teaching their children and send them to private tutors to get private lessons, which is possible in cities or towns due to the presence of these centers, but not in many villages. In general, most parents are unable to teach their children the English language with its four skills.

## **2.11 The most important factors that affect Asynchronous and synchronous learning**

### **1. Teacher readiness**

Effective management of the educational process directly depends on the readiness of the teachers and administrators who can keep pace with the technological developments that this process requires. Aspects of teacher readiness include the launch of teachers in the field of online learning and its various means. Undoubtedly, they will face a “funny” challenge, which is how quickly their pupils can keep up with technology compared to themselves (Lukas & Yunus, 2021).

They talk about two different generations of teachers in this sector, the first generation, which belong to the old generation, occupy decision-making positions in the educational process. Most of them adopt traditional (face-to-face) education mainly the teacher, who is the centre of the educational process. They depend on the book and the direct paper exam, which is the direct tool for student assessment that the Ministry relies on. This category will not be able to deal with the skills and technological requirements for this process.

The second generation is more capable of dealing with technological and integrating information technology into the education process, which had effective initiatives during the first quarantine period with their own capabilities and simple logistical tools from a smart phone and a laptop computer, and these initiatives had an effective impact on overcoming the crisis, and on the entire educational process.

The Ministry of Education did not invest in and work to develop teachers capabilities in this field, which constitutes an obstacle to the ministry in adopting and integrating education by technological means and the use of electronic space in the education process (Lukas & Yunus, 2021).

Utilizing websites and electronic portals has become a crucial component of a sophisticated and effective educational program. It is also a practice that sets from prosperous educational institutions that keep up with scientific and technological advancements. This is particularly true when it comes to facilitating professional communication between teachers and parents and pupils, as well as maintaining an

extensive record of all information pertaining to a student from the time, they begin their studies until they complete a stage of schooling. Furthermore, Palestine urgently needs a cutting-edge, contemporary electronic portal for communication, given that it is among the top nations in the region for the quantity of internet users and has infrastructure ready to link schools to the internet in three to five years at the least.

## **2. Pupils and Parents' readiness**

The pupils and parent's readiness in low-income countries is used to refer to the availability of technological devices and internet access. Other aspects of readiness include reading with their children gave them confidence and support. It is a great way to approach the student, and increase the feeling of desire to read and understand more lessons, and it would be good to visit the library with the children to gain additional knowledge. According to the information available from the Palestinian Central of Statistics of the year 2020, (84%) of Palestinian families in the West Bank and Gaza own one smart phone and a computer. On average the Palestinian family consists of (5) individuals at the same time (in the case of direct distance education adoption) must be present in the virtual classroom at the same time in most cases, not to mention the parents and follow up on their work remotely in the event of a comprehensive closure. The number of mobile cellular subscriptions in Palestine increased by the end of 2019 to reach (4.2) million subscriptions, compared to (2.60 million subscriptions at the end of 2010, an increase of (63%), which is evident in the mobile phone rate per (100) population, which reached (85) mobile phones per (100) population at the end of 2019 compared to (65) mobile phones per (100) population at the end of 2010. The data of the ICT household survey for 2019 showed that (97%) of families in Palestine have at least one mobile phone line, which is the same percentage in both the West Bank and Gaza Strip. The results also showed that the percentage of families that own one or more smart mobile phones in Palestine reached (86%) (91%) in the West Bank and (78%) in Gaza Strip). As for the percentage of individuals (10 years and over) who own a mobile phone, it reached (75%) in Palestine, by (82%) in the West Bank and (64%) in Gaza Strip. In terms of gender, this percentage reached (71%) among females and (79%) among males. The results of the survey showed that the percentage of individuals (10 years and over) using mobile phones among males was (88%) and (85%) among females.

Such realities seriously limit school abilities to provide fair and equal access for all, considering the economic, electronic, social, and individual differences.

### **3.The educational content**

Because the transition to online learning was suddenly emerged, the Palestinian Ministry of Education decided to use educational packages which focus on the important content in the study material. As for the English language, the focus was on developing reading and writing skills while the skills of speaking and listening were totally neglected.

Many teachers resort to the so-called "Instructional Design", to prepare an educational material that achieves goals with high efficiency. This design is generally based on studying the educational needs of pupils, defining objectives and appropriate means to achieve them, and tools for measuring the extent of learning and feedback. Among the models used in educational design are ADDIE, ASSURE, and online learning is no exception in this aspect.

The choice of educational aids constitutes a major challenge in the traditional and online learning design, but in the latter is greater, especially with the urgent need to employ interactive learning that increases students' attention by engaging them directly as contributors and not as recipients. Here, the teacher must make a considerable effort to determine the appropriate interactive means for each goal (Gao, 2021).

The same applies to the evaluation process, to the calculation of scores (Summative Assessment). While written exams are considered the most common method, especially in the midterm and final exams despite the noticeable shift towards alternative assessment methods (Alternative Assessment), the electronic assessment appears to be difficult, due to the impossibility of the monitoring process to avoid cheating using the same devices. The unfair Summative assessment was applied due to its easiness and time required.

The diversity of learning styles is part of the planning elements for a fair and efficient educational process; According to Fleming and Mills' VARK model, there are four basic learning styles: Auditory learners, visual learners, kinesthetic learners, and read and write learners. The responsibility of the teachers here is to diversify their means to

cover different needs; focusing on speaking on their part throughout the lesson may be appropriate for the auditory, but it is boring for the visual and kinesthetic. Here, the teacher needs to choose the appropriate programs and applications to prepare a “combination” of educational materials in line with different styles.

#### **4. Infrastructure challenges**

The availability of necessary infrastructure is an important factor for the success of the online English language learning. There are different levels of this including challenge of the availability of devices, the internet speed, internet packages and electricity. The pupils (or even the teacher) may have the device, but they may not have internet service at all, and if it is available, it may be slow, or perhaps with insufficient package to cover video presentations and large materials (Turnbull et al., 2021).

The recommendations raised to the Ministry of Education in Palestine showed that the infrastructure of electronic services does not bear the enormous pressure on the network if the Ministry adopts the direct online learning curriculum, which obliges teachers and pupils to direct virtual classes.

These requirements are related to the state of the existing technical infrastructure, and how to develop it and invest the existing ones by the government. Technical requirements constitute the essence of open government, and they are embodied in computers, internal and external communication networks, and electronic payment systems (Affouneh et al., 2020).

The concept of online learning is dealing with one of the requirements for the government institutions readiness. Online learning represents one of the features of this era and tools for formulating work structure and creating a clear transformation in the lives of the communities that dealt with it. Technology infrastructure includes hardware and software components to support applications and business information management requirements. Technology architecture defines the physical infrastructure with information, processes, and organizational structures. Structures refer to how different applications, information stores, and links map to the physical model (Gao, 2021; Affouneh et al., 2020).

The components of technology infrastructure are:

- Computer parts.
- Systems software.
- Communication systems and networks.
- Development tools.
- Software application.

### **5.The Ministry's Readiness**

The Ministry's readiness refers to the ability to develop a free education platform that is conducive and open to all. Since the beginning of the pandemic, the Ministry developed an intervention plan linked to returning to schools and this plan consisted of three main domains:

1. School administration, and school electronic communication between the stakeholders of the educational process.
2. Managing digital content, its platforms, and educational digital library.
3. Virtual classes.

The plan contained a clear vision of what should be accomplished by the Ministry; however, on the ground, there is no real achievement of this plan because of many reasons:

1. In proposing this plan, the Ministry relied on contributions from private sector institutions, civil society institutions and individual initiatives.
2. The Ministry created educational content to be used on the Ministry's platforms, which has not been successful so far as a result of several technical and objective considerations.

## **2.12 Literature Review**

Previous studies that dealt with the subject of the study were reviewed. The gist of the arguments and findings are presented here.

The goal of Aljaser (2019) study was to determine how well fifth-grade pupils' academic achievement was developed by the e-learning environment and the trend of English learning. To determine the propensity to learn English, an e-learning environment was created along with a scale and test. A sample of fifth-grade pupils was subjected to the quasi-experimental approach; they were split into two groups: one group received traditional instruction using the traditional manner, while the other group received instruction through the e-learning environment. The study's findings demonstrated that the experimental group had statistically significant advantages in the post-achievement test and the attitude measure for learning English.

Additionally, Basilaia & Kvavadze (2020) conducted a study that examined the experience of switching from in-person instruction to online learning amid the Georgian Corona virus epidemic. The study was based on statistics from the first week of instruction in a private school, which examined the experience of switching from in-person instruction to online learning during the pandemic and discussed the outcomes of online learning. The instructional process made use of the Gsuite and EduPage platforms. The researchers concluded that the shift between traditional and online education was successful and that, depending on the data from the first week of the online teaching process, teachers, students, and school administration had gained different abilities in the post-epidemic period.

In a study by Draissi & ZhanYong (2020), researchers looked at a variety of documents, including notices from university websites, reports, and news articles from daily newspapers, in order to learn about the response strategy for the COVID-19 outbreak and the introduction of distance learning in Moroccan universities. The study employed a content analysis approach, and its findings suggest that universities are facing new challenges because of the COVID-19 pandemic. These include the need to continue investing in scientific research and ongoing efforts to discover a vaccine, as well as overcoming challenges faced by both professors and students. To sustain their business

momentum from home and to grant free access to certain paid online learning platforms or databases, the instructors were tasked with additional responsibilities for the students.

In order to model the relationship between e-learning, student perceptions, and ongoing learning intents in Ugandan higher education institutions, Abulibdeh & Hassan (2011) conducted a study on (232) pupils through utilizing a questionnaire with 28 items. The learner interface, the feedback interaction, and the learning content make up the three factors that make up the online learning interaction, according to the results.

### **Impact of COVID-19 Pandemic on teaching:**

In order to determine the effects of university closures brought on by COVID-19 pandemic on the education and mental health of students as well as English language teachers in public schools, Sahu (2020) aimed to determine the effects of university closures brought on by the COVID-19 pandemic on the education and mental health of students as well as English language teachers in public schools.

The study's findings indicated that the use of electronic teaching systems by English language teachers in public schools has increased, colleges should enact legislation to stop the virus's spread, staff and students should receive information via email on a regular basis, everyone's health and safety should come first, counseling services should be offered to support students' mental health, and that authorities should make sure technology is used responsibly.

In order to shed light on how the COVID-19 pandemic effected the changes in Indonesian education, Yulia (2020) carried out a descriptive study that covered everything from the kinds of lessons that teachers teach to the closing of universities. According to the study's findings, the COVID-19 pandemic had a rapid effect on the educational system. Traditional classroom instruction has decreased in favor of online learning, which encourages learning from home and lessens social interaction. The study also demonstrated the value of utilizing a variety of strategies to enhance online instruction.

To determine the differences between online education and remote teaching in emergency situations, Hodges et al. (2020) carried out a study in which they created a model that includes evaluation conditions and a series of questions that may be used to

assess instruction. The study found that, in terms of the quality of planning, online courses should be provided in response to a crisis or disaster, and colleges and universities need to prioritize maintaining education during the COVID-19 pandemic, online learning experiences differ from learning during calamities.

To analyze the effects of the COVID-19 pandemic on campus traffic and online learning, Favale et al. (2020) conducted a study. They also looked at how the epidemic changed campus traffic and how people collaborated to use private platforms for remote learning and teaching, as well as looking for unintended changes in (harmful) traffic. After analyzing the changes examined, the results showed that the Internet could handle an unexpected demand, that e-learning platforms, online collaboration, and remote work are workable solutions to the COVID-19 pandemic's policy of social distancing, and that university traffic management is simple when accrediting e-learning.

The analysis of previous research looked into the development of academic achievement, learner perceptions and intentions for continuous learning in higher education institutions, modeling the interaction of online learning, the trend of fifth-grade students learning English, and the perception of the online learning environment in maintaining learning continuity during the period. Regarding creating a strategy for dealing with the COVID-19 epidemic outbreak, This study differs from earlier research in that it addresses the efficacy of online learning in light of the COVID-19 pandemic spread from the perspective of English language teachers. While this study shares the earlier studies the reliance on the descriptive approach and relating to online learning.

### **2.13 Comments on previous studies**

Previous studies are related to online learning, the impact of the COVID-19 pandemic on education, and various aspects of teaching and learning. Here are the main points highlighted in each study. Aljaser (2019) study aimed to determine the impact of online learning on fifth-grade pupils' academic achievement in English. The study used a quasi-experimental approach with traditional instruction and e-learning groups. The study found that the online learning group had statistically significant advantages in post-achievement test and attitude measures for learning English. On the other hand, Basilaia & Kvavadze (2020) study examined the experience of switching from in-person to online learning during the Georgian COVID-19 epidemic the study used

Gsuite and EduPage platforms for online learning. The study concluded that the transition was successful, and various stakeholders gained different abilities in the post-epidemic period. Meanwhile Draissi & ZhanYong (2020) study investigated the response strategy of Moroccan universities to the COVID-19 outbreak and the introduction of online learning. The study employed a content analysis approach. The study identified new challenges for universities and additional responsibilities for teachers to sustain education from home. Salah et al. (2021) study explored the relationship between e-learning, student perceptions, and ongoing learning intentions in Ugandan higher education institutions. The study identified three factors of online learning: Interaction, learner interface, feedback interaction and learning content. Sahu (2020) study examined the effects of university closures due to COVID-19 on the education and mental health of students and English language teachers. The study found that the pandemic may affect students' academic performance and mental health, emphasizing the importance of health, safety, and responsible technology use.

In addition, Yulia (2020) study conducted a descriptive study on how the COVID-19 pandemic affected changes in Indonesian education. The study found a rapid shift from traditional classroom instruction to online learning, emphasizing the need for diverse strategies in online learning. Moreover, Hodges et al. (2020) study investigated differences between online education and remote teaching in emergency situations. The study highlighted differences in online learning experiences during planned online courses and those provided in response to crises. Finally, Favale et al. (2020) study analyzed the effects of the COVID-19 pandemic on campus traffic and online learning. The study concluded that online learning platforms and remote work are workable solutions during the COVID-19 pandemic.

The studies collectively address the impact of online learning, particularly in response to the COVID-19 pandemic, and explore various aspects of teaching and learning in different contexts and regions. Each study contributes valuable insights into the evolving landscape of education in the face of challenges and technological advancements.

The researcher benefited from these studies in several ways: The researcher identified gaps in the existing literature and designed a study that was built upon the findings of these investigations.

The researcher benefited in designing effective online learning strategies e.g. insights from studies like Aljaser (2019) can guide the development of effective online learning strategies, considering the positive outcomes observed in the mentioned studies. Studies such as Draissi & ZhanYong (2020); Sahu (2020) shed light on the challenges faced by educational institutions during crises. Researchers can use this information to propose policies for enhancing resilience and adaptability in education systems. Yulia (2020) helped the researcher in understanding the similarities and differences in the impact of the COVID-19 pandemic on education in various regions.

The researcher benefited from Salah et al. (2021) study on e-learning in Ugandan higher education institutions which identify key factors in the online learning interaction. Researchers can utilize this information to enhance online learning experiences.

The researcher benefited from findings from Hodges et al. (2020) that offer insights into the differences between planned online courses and emergency remote teaching. Researchers can provide guidance on how educators can adapt to sudden shifts in teaching modalities.

## **Chapter Three**

### **Methodology**

#### **3.1 Introduction**

This chapter explains the research design, research population, sampling, and data analysis. This chapter also details the various methods used to collect research data. The research instrument, question types and survey topics are also described here. In addition, this chapter shows the methodology used to answer the research questions through employing descriptive as well as inferential statistics to test the research hypotheses.

#### **3.2 Research design**

This study used the descriptive approach which refers to a set of brief descriptive coefficients that summarize a given data representative of an entire or sample population. It was designed in a way to allow for comparing the findings in public and private schools to identify the nature and types of challenges faced in each context.

#### **3.3 Data collection**

Data collection is the process of collecting the required data for the selected group in the research Statistics Canada (2010). The sources of data collection in this study were the primary data and secondary data collected via a questionnaire.

#### **3.4 Research instrument**

The researcher developed the study instrument (the questionnaire) which was used to collect data from the target population for the research project by getting benefit from reviewing previous studies like (Aljaser, 2019). The study topic, "The Perception of English Language Teachers in Private and Public Schools Toward the Effectiveness of Synchronous and Asynchronous Online English Language Learning in Palestine During the Outbreak of COVID-19," was one of the topics on the questionnaire designed to measure the respondents' opinions. Five Likert-type scale categories were utilized in the questionnaire:

1. Strongly disagrees.
2. Disagrees.

3. Neutral.
4. Agree.
5. Strongly agree.

The items in this structured questionnaire were divided into two sections. Seven demographic questions regarding the respondents are included in Section A. These questions cover the respondents' gender, educational qualification, type of school (public / private), location of the school, the school located near the Separation Wall in Area (C) and training course.

Section B: The questionnaire is structured into four distinct domains, each focusing on different aspects related to the perception and readiness for e-learning. The following is a brief description of each domain based on the provided item numbers:

1. Perception of E-Learning for the Four Language Skills (35 items):

This domain assesses participants' perceptions of e-learning specifically in relation to the four language skills: listening, speaking, reading, and writing. The (35 items) within this domain likely cover a range of questions related to how participants view the effectiveness, challenges, and overall experience of e-learning in developing and enhancing language skills.

2. Educational Environment Readiness (10 items):

This domain explores participants' perspectives on the readiness of the educational environment for online learning. The (10 items) within this domain may address factors such as technological infrastructure, clarity of instructional methods, and overall preparedness of the learning environment to support online education.

3. Parents and Learners Readiness (10 items):

Focused on the readiness of both parents and learners for online learning, this domain likely includes (10 items) that delve into aspects such as technical challenges faced by learners, parental acceptance of online learning, and general preparedness of students and their families for the online educational environment.

4. English Language Teacher Readiness (8 items):

This domain assesses the readiness of English language teachers for online teaching. The (8 items) within this domain may cover various aspects, including teachers' attitudes toward online learning, their training and proficiency in using online platforms, and their ability to adapt to the challenges posed by virtual language instruction.

5. Total Score (63 items):

The total score is likely the cumulative result of participants' responses across all items in the questionnaire. It provides an overall measure of participants' combined perceptions and readiness in the areas of e-learning for language skills, educational environment, parents and learners readiness, and English language teacher readiness. See appendix (A).

### **3.5 Validity and reliability**

#### **3.5.1 Face validity**

Two academics and specialized experts in the field reviewed the study questionnaire before it was distributed to the study sample. They offered feedback on a number of issues, including unclear question wording, overly complex language, inappropriate response categories for some questions, and the presence of redundant questions. Also they were sure the questionnaire was well-designed and that the items measured the relevant dimensions. Items or questions deemed inappropriate were eliminated. The reviewers' input was gathered, and the questionnaire was modified as necessary.

#### **3.5.2 Reliability**

Reliability refers to the consistency of a measure (whether the results can be reproduced under the same circumstances (Taherdoost, 2016). Cronbach's coefficient alpha, a statistical indicator that shows whether the items meant to measure the same thing are positively linked with one another, was used to assess the reliability of the data.

The typical range of the Cronbach's alpha reliability coefficient is (+1.0 to 0.0). The internal cohesiveness dependability increases with Cronbach's alpha's proximity to unity.

The findings of the Cronbach's coefficient test for the research variables are shown in Table (1) below.

**Table (1)**

*Cronbach's alpha coefficients of the research variables*

<b>Cronbach's Alpha Coefficients Construct</b>	<b>No. of items</b>	<b>Cronbach's alpha</b>
The perception of e-learning for the four language skills	35	<b>0.96</b>
Educational environment readiness	10	0.81
Parents and learners Readiness	10	0.87
English language teacher readiness	8	0.80
<b>Total score</b>	<b>63</b>	<b>0.96</b>

As shown in the table, the reliability total score for the four domains is (0.96) that means the domains are highly related to each other.

### 3.6 Study variables

The research variables are characteristics, attributes, or phenomena that can be measured, observed, or manipulated. They are fundamental elements in a study, and their values can vary from one individual, group, or situation to another. Understanding and defining study variables are crucial for conducting meaningful research and drawing valid conclusions. Variables are typically categorized into two main types:

1- Independent Variable (IV):

A- Demographic variables:

- Gender: Male ( ) Female ( )
- Educational qualification: Diploma ( ) B.A ( ) M.A ( )
- Years of experience: Less than 5 years ( ) 6-10 years ( ) More than 11 ( )
- Type of school: Public ( ) Private ( )
- School location: City ( ) Village ( ) Camp ( )
- School is located near the Separation Wall in area C: Yes ( ) No ( )
- Training course: Yes ( ) No ( )

B. Questionnaire domains.

## **The perception of online learning on the four language skills**

The perception of synchronous and asynchronous learning on the four language skills (listening, speaking, reading, and writing) can vary based on the instructional approach, learner preferences, and the context in which the learning takes place. Both methods offer unique benefits and challenges for language skill development. Here's an overview of their impact on each language skill:

### **Listening Skills**

**Synchronous Learning:** Synchronous learning provides real-time audio and video interactions, offering opportunities for immediate listening practice, such as live lectures, discussions, and conversations. Pupils can receive instant feedback and clarification on their listening comprehension (Lim, 2017).

**Asynchronous Learning:** Asynchronous learning incorporates pre-recorded audio and video materials, allowing pupils to practice listening at their own pace. They can replay content, which can be particularly beneficial for pupils who need more time to process auditory information (Moorhouse & Wong, 2022).

### **Speaking Skills**

**Synchronous Learning:** Synchronous learning enables live speaking practice, including discussions, role-plays, and group activities. Pupils have the chance to engage in real-time conversations and receive immediate feedback on their pronunciation and speaking fluency (Viriya, 2022).

**Asynchronous Learning:** Asynchronous learning can include voice recording features or video assignments, providing opportunities for pupils to practice speaking independently. Although the feedback is not immediate, pupils can review and improve their spoken responses before submission (Shahabadi & Uplane, 2015).

### **Reading Skills**

**Synchronous Learning:** Synchronous learning may incorporate live reading activities, shared reading exercises, or real-time comprehension discussions. Teachers can address reading strategies and answer questions in real-time (Chau et al., 2020.).

**Asynchronous Learning:** Asynchronous learning offers access to a wide range of reading materials, including digital texts, articles, and e-books. Pupils can read at their own pace and have time for in-depth comprehension (Ji et al., 2022).

### **Writing Skills**

**Synchronous Learning:** Synchronous learning allows for live writing workshops, collaborative writing tasks, and real-time feedback on written assignments. Teachers can address grammar, vocabulary, and writing structure during synchronous sessions (Lim, 2017).

**Asynchronous Learning:** Asynchronous learning provides opportunities for pupils to complete writing tasks independently. They can take their time to plan, draft, and revise their written work before submission (Moorhouse & Wong, 2022).

### **Educational environment readiness**

Educational environment readiness for both synchronous and asynchronous learning is essential to ensure a smooth and effective implementation of these online learning methods (Lim, 2017). In Synchronous learning, schools must ensure a reliable and robust internet connection to support real-time video conferencing and online interactions. Invest in appropriate hardware such as webcams, microphones, and speakers for teachers and pupils to facilitate communication.

While in asynchronous, schools must provide access to a Learning Management System (LMS) or online platform where pupils can access learning materials, assignments, and resources. Ensure that the platform is user-friendly and can handle various multimedia formats (Viriya, 2022).

### **Parents' and learners' readiness**

Parents and learners' readiness in synchronous and asynchronous learning plays a crucial role in determining the perception and success of these online learning methods. Both parents and pupils need to adapt to the unique requirements and challenges of each approach. Overall, both parents and pupils should be open to adapting to the demands of synchronous and asynchronous learning. Engaging in proactive communication (Moorhouse & Wong, 2022).

## English language teacher readiness

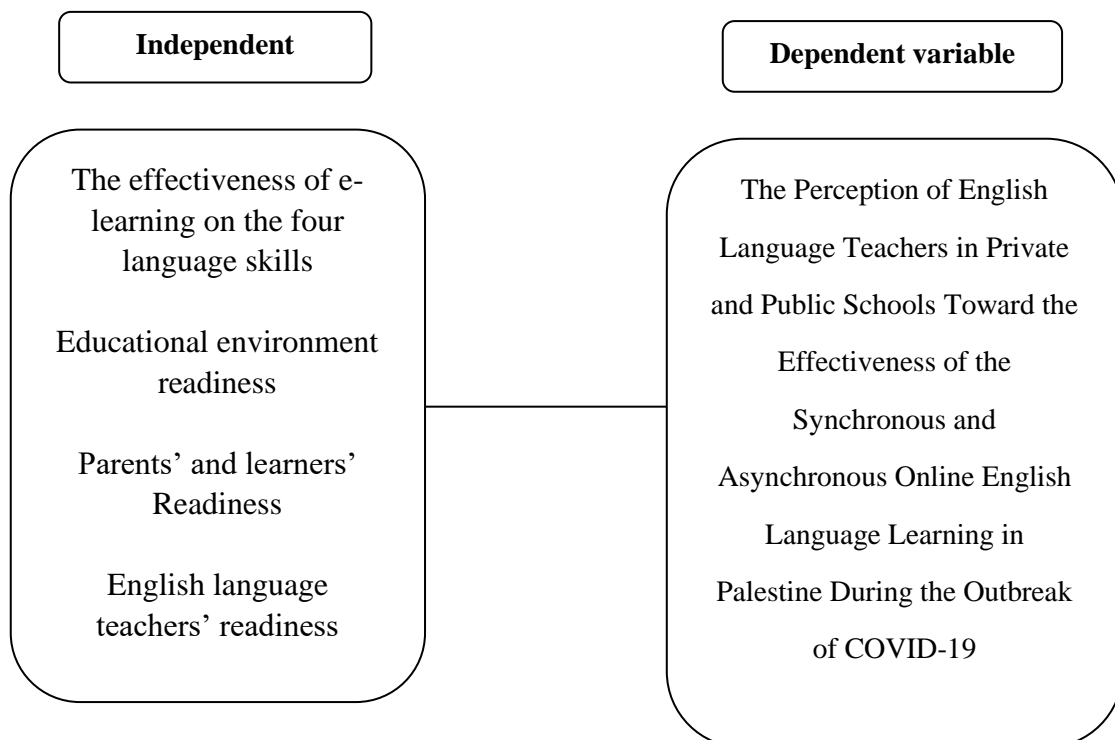
English language teacher readiness in both synchronous and asynchronous learning is crucial to ensure a successful and effective online teaching experience. Teachers need to adapt their instructional approaches, technology usage, and communication strategies to suit the specific demands of each learning mode (Lim, 2017).

### Dependent Variable (DV)

The dependent variable is the outcome or response that the researcher measures to determine the effect of the independent variable, which is “The Perception of English Language Teachers in Private and Public Schools Toward the Effectiveness of the Synchronous and Asynchronous Online English Language Learning in Palestine During the Outbreak of COVID 19”.

### Figure (1)

#### *Research Variables*



### 3.7 Population of the Study

The study population included all English language teachers who were teaching English for Grades (1-10<sup>th</sup>) in public and private schools in West Bank.

### 3.8 Sample of the Study

A stratified random sample representing the study population was chosen. Accordingly, the sample consisted of (385) English language teachers who were teaching English for Grades (1<sup>st</sup> -10<sup>th</sup>) during the academic year 2021–2022. The sample included (70) private school teachers and (315) public school teachers in public and private schools in West Bank of Palestine.

**Table (2)**

*Distribution of the study sample according to the demographic variables*

Variables		Frequency	Percent
Gender	Male	170	44.2
	Female	215	55.8
Educational qualification	Diploma		
	B.A	265	68.8
	M.A	120	31.2
Years of experience	less than 5 years	95	24.7
	6-10 years	85	22.1
	more than 11	205	53.2
Type of school	Public	315	81.8
	Private	70	18.2
School location	City	175	45.5
	Village	180	46.8
	Camp	30	7.8
School is located Near the Separation Wall in Area C	Yes	120	31.2
	No	265	68.8
Training course	Yes	210	54.5
	No	175	45.5

### **3.9 Data Analysis Techniques**

The data for this study was analyzed using a variety of statistical approaches; following their collection, verification, and entry, the data were examined using the following procedures: First, the study's sample members' characteristics were described and summarized using descriptive statistics, which included measures of the mean, standard deviation, and percentages. Second, multiple-regression inferential statistics were employed to assess the research's hypotheses which included two sample t-test and A one-way ANOVA.

A twofold review procedure was used to ensure data accuracy for every completed questionnaire. After being coded, the data were added to the SPSS database. The accuracy of the information was verified at the end of the data entry procedure. There were no entry errors found.

## Chapter Four

### Results

#### 4.1 Introduction

This chapter presents the analysis and findings from the collected data. Firstly, the chapter presents the results related to the descriptive statistics of the study variables. Secondly, it presents the demographic characteristics of the participants. The results related to each research question are grouped under separate headings to ensure coherence and logical presentations of the participants' responses.

#### 4.2 Statistical analyses

Descriptive statistics were used to summarize the overall trends in the data. These will include measures of central tendency (means) and variability (standard deviations) related to the perception of the online learning practices on the four language skills, the educational environment readiness, parents and learners' readiness, and English language teachers' readiness. The researcher used a five-point Likert Scale, which calculates the weights of these items as follows:

To answer the study question, the length of the cells of the five-point Likert Scale (lower and upper limits) used in the items and the dimensions of study was determined. The range was calculated ( $5-1 = 4$ ), then divided by the number of cells of the scale to obtain the correct cell length, i.e. ( $4/5 = 0.80$ ). Then, this value was added to the lowest value in the scale (or the beginning of the scale, which is the correct one) in order to determine the upper limit of this cell, the length of the cells became as follows:

- From 1 to 1.80 represents (very low) for each item.
- From 1.81 to 2.60 represents (low) for each item.
- From 2.61 to 3.40 represents (average) for each item.
- From 3.41 to 4.20 represents (high) which is significant for each item.
- From 4.21 to 5.00 represents (very high) which is significant for each item.

#### 4.2.1 The perception of online learning practices on the language skills

The first research question addresses the impact of the online learning practices on enhancing each of the four language skills. The results related to this variable are compared between the private and public schools to answer the first question:

##### **Research question 1: What are the perceptions of English language teachers towards online learning for the four language skills?**

To answer this question, the researcher prepared survey items for each skill which were intended to collect data on 1) the teachers' perceptions towards synchronous learning to teach each skill. Table (3-6) presents results for all 35 items:

**Table (3)**

*The means and the standard deviations of the perception of online learning for the English language speaking skills domain*

No.	Order	Items	Mean	Std. Deviation	%	degree
1.	8	I used the learning resources and activities for the speaking skills prepared by myself.	3.79	1.04	75.84	high
2.	9	Learners had less opportunity to practice speaking than they had in face-to-face sessions before the Pandemic.	3.67	1.09	73.33	high
3.	6	Online learning made English-speaking learners feel more secure and dare to answer questions in English asked by the teacher.	3.51	1.10	70.13	high
4.	1	I believe that online classes are suitable for teaching the speaking skill.	3.47	1.08	69.35	high
5.	3	Synchronous classes provided an efficient alternative for teaching the speaking skills.	3.42	1.07	68.31	high
6.	5	Learners were able to practice using English during the online language sessions.	3.30	1.08	65.97	average
7.	4	The synchronous classes allowed for real time communication between the students and their teachers.	3.29	1.12	65.71	average
8.	7	The school provided me with prepared activities for the speaking skill.	3.10	1.24	62.08	average
9.	2	The school provided me with plans and materials to use in teaching EFL speaking.	2.97	1.25	59.48	average
<b>Total</b>		<b>The perception of online learning for English language speaking skills domain</b>	<b>3.39</b>	<b>1.12</b>	<b>67.80</b>	<b>average</b>

As shown in the above table, the perception of the synchronous learning for the perception of online learning for English language speaking skills domain was moderate ( $m = 3.3$ ,  $SD = 1.12$ ) which implies that the participating respondents have a moderate perception.

Table (3) above focused on participants' perceptions of online learning in English language speaking skills, with each item assigned a mean score, standard deviation, and percentage.

### **The highest Items**

1. Item 1 (8): Participants highly valued the use of self-prepared learning resources and activities for speaking skills, as reflected by the highest mean score of (3.79). This suggests a positive reception to individually tailored materials.
2. Item 2 (9): While slightly lower in mean at (3.67), participants generally acknowledged a reduction in opportunities for speaking practice in online learning compared to face-to-face sessions before the pandemic. This indicates a perceived decrease in interactive language practice.
3. Item 3 (6): The item assessing the impact of online learning on learners' confidence in speaking English received a mean score of (3.51). This suggests that online platforms positively influenced learners' sense of security in answering questions posed by teachers.

### **The Lowest Items**

1. Item 9 (2): Participants expressed dissatisfaction or perceived a lack of support from the school in terms of providing plans and materials for teaching English as a foreign language (EFL) speaking, as evidenced by the lowest mean score of (2.97).
2. Item 8 (7): The item regarding the school-provided activities for teaching speaking skills received a relatively low mean score of (3.10), indicating less satisfaction among participants. This suggests room for improvement in the quality or appropriateness of provided activities.

Several factors could contribute to these moderate perceptions, such as the effectiveness of teaching methods, the engagement level during synchronous learning, technical issues, or the adaptability of the curriculum to the online format.

**Table (4)**

*The means and the standard deviations of the perception of online learning for the English language listening skills domain*

No.	Order	Items	Mean	Std. Deviation	%	Degree
10.	13	I used materials prepared by myself for the listening sessions.	3.89	1.07	77.78	high
11.	10	Synchronous learning boosted learners' confidence in presenting their dialogues virtually.	3.62	1.08	72.47	high
12.	12	I used the prepared materials provided by my school for the listening sessions.	3.56	1.17	71.11	high
13.	11	I felt uncomfortable with synchronous learning because of the inadequate support for the listening skill.	3.52	.92	70.37	high
14.	14	I gave fewer listening sessions than I did in the face-to-face classes.	3.39	1.13	67.79	average
15.	15	I believe that online learning is suitable for teaching the listening skill.	3.25	1.12	64.94	average
16.	16	I planned and used asynchronous sessions so learners could train on listening by themselves.	3.18	1.05	63.64	average
<b>Total</b>		<b>The perception of online learning for English language listening skills domain</b>	<b>3.49</b>	<b>1.08</b>	<b>69.73</b>	<b>average</b>

As shown in the above table, the perception of the synchronous learning on the perception of online learning for English language listening skills domain were moderate ( $m = 3.49$ ,  $SD = 1.08$ ) which implies that the participating respondents have a moderate perception. The perception might also be influenced by the overall learning environment, including factors like instructor-student interaction, peer collaboration, and the suitability of the platform used for synchronous learning.

In terms of the highest-rated items, participants demonstrated a strong preference for using self-prepared materials for listening sessions (Item 1), as reflected in the highest mean score of (3.89). This underscores a positive inclination towards personalized

learning resources, emphasizing the significance of individualized materials in the online learning environment.

Additionally, synchronous learning was notably perceived as beneficial, with participants acknowledging its positive impact on boosting learners' confidence in presenting dialogues virtually (Item 2), gathering a relatively high mean score of (3.62). This observation highlights the potential advantages of real-time interaction in virtual sessions, enhancing learners' virtual communication skills.

Furthermore, participants expressed a positive perception of utilizing school-provided materials for listening sessions (Item 3), albeit slightly lower than self-prepared materials, with a mean score of (3.56). This suggests an acknowledgment of the value inherent in institutionally provided resources, reflecting a balanced appreciation for both individual and school-supported materials.

On the other hand, the lowest-rated items shed light on areas for potential improvement. Despite falling within the average range, participants indicated a perception of giving fewer listening sessions in the online format compared to face-to-face classes (Item 5), as evidenced by a mean score of (3.39). This prompts consideration for adapting the online format to maintain the frequency of sessions and ensure a robust learning experience.

Moreover, the belief in the suitability of online learning for teaching the listening skill (Item 6) received a lower mean score of (3.25), implying reservations among participants. Addressing these concerns is crucial to enhancing confidence in the online format and refining the overall learning experience.

In summary, the overall mean for the English language listening skills domain is (3.49), categorized as "average." While certain items received high mean scores, indicating positive perceptions, others fell within the average range. To gain a more nuanced understanding, it is essential to consider standard deviations and percentages. Addressing concerns related to the perceived decrease in listening sessions and beliefs about online learning suitability would contribute to refining the online learning experience for English language listening skills.

**Table (5)**

*The means and the standard deviations of the perception of online learning for the English language writing skills domain*

No.	Order	Items	Mean	Std. Deviation	%	Degree
17.	20	The synchronous classes allowed enough time to give feedback on learners' writing.	3.60	1.10	71.95	high
18.	23	I believe that online learning is suitable for teaching the writing skill.	3.52	1.16	70.39	high
19.	21	I planned and used asynchronous sessions for completion of writing activities.	3.51	1.10	70.13	high
20.	22	I planned and used asynchronous sessions so students could practice writing on their own.	3.51	1.03	70.13	high
21.	17	The synchronous sessions improved the quality and quantity of my students writing practices	3.45	1.16	69.09	average
22.	18	The synchronous classes allowed enough time to practice writing.	3.45	1.23	69.09	average
23.	19	When I asked a question, I always got a response from the learners.	3.26	1.04	65.19	average
<b>Total</b>		<b>The perception of online learning for English language writing skills domain</b>	<b>3.47</b>	<b>1.12</b>	<b>69.42</b>	<b>average</b>

As shown in the above table, the perception of the synchronous sessions on the perception of online learning for English language writing skills domain were moderate ( $m = 3.47$ ,  $SD = 1.12$ ) which implies that the participating respondents have a moderate perception. The perception might also be influenced by the overall learning environment, including factors like instructor-student interaction, peer collaboration, and the suitability of the platform used for synchronous learning with a focus on writing skills.

The highest-rated items highlight positive aspects of synchronous and asynchronous learning, while the lowest-rated item indicates a potential area for improvement.

**The three highest-rated items include**

1. Synchronous Feedback (Item1): Participants highly appreciated synchronous classes for allowing sufficient time to provide feedback on learners' writing, indicated by the highest mean score of (3.60). This emphasizes the positive role of interactive feedback sessions in synchronous learning.
2. Belief in Online Learning Suitability (Item 2): Participants expressed a moderate to high belief in the suitability of online learning for teaching writing skills, as reflected by a mean score of (3.52). This suggests a positive overall perception of online platforms for writing instruction, providing room for further exploration and improvement.
3. Asynchronous Writing Activities (Item 3): The use of asynchronous sessions for the completion of writing activities received a high mean score of (3.51). This indicates that participants found value in incorporating asynchronous methods for specific aspects of writing instruction.

**On the other hand, the lowest-rated item suggests an area for potential improvement:**

Consistency in Learner Responses (Item 7): While still within the average range, participants perceived a moderate consistency in receiving responses from learners when asking questions, as indicated by a mean score of (3.26). This prompts the consideration of strategies to enhance learner engagement and participation during online writing sessions.

**Table (6)**

*The means and the standard deviations of the perception of online learning for the English language reading skills domain*

No.	Order	Items	Mean	Std. Deviation	%	Degree
24.	28	I used asynchronous forums to allow students to discuss the reading materials in their own time.	3.70	0.86	74.07	High
25.	27	I developed and used reading activities by myself in the asynchronous sessions.	3.68	1.04	73.51	High
26.	29	Asynchronous forums and reading activities allowed students to obtain and share information.	3.59	.83	71.85	High
27.	24	Asynchronous learning enhances reading comprehension of distance learners.	3.58	1.09	71.69	High
28.	26	I used to read materials provided by the school in the synchronous reading session.	3.57	1.17	71.43	High
29.	25	I believe that online learning is suitable for teaching the reading skill.	3.51	1.10	70.13	High
30.	32	Asynchronous learning has improved students' self-learning.	3.48	1.14	69.63	Average
31.	31	Asynchronous learning increased the time exposure to the language by providing different materials.	3.44	0.83	68.89	Average
32.	30	Asynchronous learning allowed students to work collaboratively to solve each other's problems and difficulties.	3.37	1.06	67.41	Average
33.	35	I provided a wide variety of recoding contents— including lectures, radio interviews, news reports, and informal conversations—to allow opportunities for extensive and intensive listening and reading practice.	3.37	1.10	67.41	Average
34.	33	Asynchronous learning and information have made learners' engagement more efficient.	3.30	1.30	65.93	Average
35.	34	Asynchronous forum also enabled learners to analyze an issue from different cultural, personal and professional perspectives.	3.07	1.16	61.48	Average
<b>Total</b>		<b>The perception of online learning for English language reading skills domain</b>	<b>3.47</b>	<b>1.06</b>	<b>69.45</b>	<b>Average</b>

As shown in the above table, the perception of the synchronous learning for the perception of online learning on English language reading skills domain were moderate ( $m = 3.47$ ,  $SD = 1.06$ ) which implies that the participating respondents have a moderate perception. The moderate perception may also reflect the adaptation of learners to the online learning environment for reading skills. It could be influenced by their comfort with the online tools used, the clarity of instructions, and the extent of interaction during reading activities.

In evaluating the participants' perceptions of online learning in English language reading skills, the analysis focused on both the highest and lowest-rated items, shedding light on key aspects of the learning experience.

### **The Highest Items:**

1. Asynchronous Forum Discussions (Item 24 - Mean: 3.70): Participants highly valued the utilization of asynchronous forums for discussions on reading materials. This item garnered the highest mean score, reaching (3.70). The elevated mean suggests that asynchronous forums are perceived as a flexible and effective platform, allowing students to engage with reading materials at their own pace. This positive perception underscores the significance of asynchronous discussions in facilitating meaningful interactions and comprehension.
2. Personalized Reading Activities (Item 25 - Mean: 3.68): The second-highest rated item pertained to instructors developing and using reading activities independently in asynchronous sessions. With a mean score of (3.68), this item reflects a strong preference among participants for personalized asynchronous reading activities. The high mean suggests that instructors find value in crafting tailored materials, potentially contributing to the effectiveness of online reading instruction.

### **The Lowest Items:**

Diverse Analysis in Asynchronous Forums (Item 35 - Mean: 3.07): While still within the average range, the lowest-rated item focused on the perceived ability of asynchronous forums to enable learners to analyze issues from different cultural, personal, and professional perspectives. With a mean score of (3.07), participants indicated a lower effectiveness in this aspect. Addressing this issue may involve

providing additional support or guidance on how to utilize asynchronous forums for fostering diverse analyses and perspectives.

### **Synchronous versus asynchronous learning**

**Table (7)**

*The means and the standard deviations of the comparison between the perception of synchronous and asynchronous learning*

	<b>Mean</b>	<b>Std. Deviation</b>	<b>%</b>
Synchronous learning	3.4279	0.69423	68.558
Asynchronous learning	3.5411	0.85196	70.822

It is clear from the results of the study that the perception of asynchronous learning obtained a slightly significant degree of approval amounting to the mean (3.5411) compared to (3.4279) for synchronous learning. This result reflects that asynchronous learning is often considered more effective than synchronous learning in certain contexts due to several advantages they offer. Here are some of the reasons why asynchronous learning can be more beneficial (Aljaser, 2019):

1. **Flexibility:** Asynchronous learning allows participants to access the content and materials at their own convenience. Pupils can choose the time and pace that suits them best, which is particularly valuable for individuals with busy schedules or different time zones.
2. **Self-paced learning:** With asynchronous learning, pupils can control the speed of their learning. They can take their time to understand complex topics or skip through the material they already know, fostering a more personalized learning experience.
3. **Enhanced comprehension:** Asynchronous learning give learners the opportunity to revisit and review the material multiple times. This reinforcement of concepts can lead to better comprehension and retention of knowledge.
4. **Reduced pressure:** Some pupils may feel more comfortable and less pressured in an asynchronous environment. They can take their time to formulate responses or ask questions without the immediate scrutiny of others, which can foster a more inclusive and open learning environment.

5. Diverse learning styles: Asynchronous learning accommodate different learning styles. Visual learners may benefit from written materials and multimedia, while auditory learners can listen to audio content or lectures.
6. Global reach: Asynchronous learning allow for broader reach as they are not bound by time zones or geographical locations. Pupils from different parts of the world can participate, promoting cross-cultural interactions and diverse perspectives.
7. Better focus: Participants in asynchronous learning can focus solely on the content without distractions from live interactions or time constraints, potentially leading to deeper engagement with the material.

However, it's important to note that synchronous learning also have their strengths and are more suitable for certain scenarios. For instance, real-time communication in synchronous learning facilitates immediate feedback, encourages active participation, and can be essential for interactive discussions, live troubleshooting, or collaborative activities.

In many cases, a combination of both asynchronous and synchronous learning, known as blended learning, can provide the best of both worlds. This hybrid approach leverages the benefits of both types of sessions to create a comprehensive and effective learning experience. Ultimately, the choice between synchronous and asynchronous learning depends on the specific learning goals, content, and the preferences of the participants.

### **Public versus private schools**

**Table (8)**

*Result of an independent t-test for the comparison between the perception of synchronous and asynchronous learning in public and private schools*

<b>Type of learning</b>	<b>Type of school</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>T</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
Synchronous learning	Public	315	3.3356	0.71711	5.765	383	0.000
	private	70	3.8435	0.35751			0.000
Asynchronous learning	Public	315	3.4259	0.85948	5.868	383	0.000
	private	70	4.0595	0.58706			0.000

An independent t-test was run on the data with a 95% confidence interval (CI) for the mean difference between the perception of synchronous and asynchronous learning in public and private schools. It was found that synchronous learning was significantly higher in private schools ( $3.8 \pm 0.35$ ) ( $t(383) = 5.868, p = 0.00$ )

Additionally, it was found that asynchronous learning was significantly higher in private schools ( $4.05 \pm 0.58$ ) ( $t(383) = 5.765, p = 0.00$ ).

The scores of asynchronous and synchronous learning in private schools compared to public schools can be attributed to various factors, but it is essential to note that the impact of these approaches can vary depending on the specific context and the resources available to each type of institution. These results can be attributed to:

1. **Resource allocation:** Private schools often have more financial resources than public schools, allowing them to invest in technology, online platforms, and other educational tools. This better funding can result in more advanced asynchronous learning platforms and higher-quality synchronous communication tools, enhancing the overall perception of these sessions.
2. **Class size:** Private schools typically have smaller class sizes compared to many public schools. Smaller class sizes make it easier to manage synchronous sessions with real-time interactions and personalized attention, leading to better engagement and more effective learning outcomes.
3. **Customized curriculum:** Private schools often have the flexibility to design and implement a more customized curriculum tailored to individual student needs. Asynchronous learning can support this customization by providing pupils with materials that align with their learning styles and pace, leading to more effective learning experiences.
4. **Parental involvement:** In many private schools, there is a higher level of parental involvement and support for the learning process. Asynchronous learning can allow parents to be more actively engaged in their child's education by reviewing the materials and supporting their learning outside of school hours.
5. **Teacher training:** Private schools might have more resources for teacher training and professional development. This can result in educators who are better equipped

to use both asynchronous and synchronous methods effectively, optimizing the learning experience for their students.

These results signal to inequity in the provision of the education service during emergency situation. School fees which are around \$3000 of yearly tuition that is only affordable to the upper class. The situation should alert decision makers to the fact that a majority of the pupils are not receiving equal opportunities and equal access to quality education services.

### **The perception of synchronous learning by skill**

**Table (9)**

*The teachers' perceptions towards synchronous learning for the four English language skills*

<b>Skills</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Listening	385	2.00	5.00	3.3160	0.73094
Speaking	385	1.22	5.00	3.3977	0.78260
Reading	135	1.50	5.00	3.3981	0.82876
Writing	385	1.00	5.00	3.5077	0.95574

It is clear from the results of the study that the study sample believes that the perception of synchronous learning was in writing skill in English, which got the highest score with an average of (3.5077), followed by reading skill with an average of (3.3981). Followed by speaking skill with an average of (3.3977), and in the last degree the listening skill got the last rank with an average of (3.3160).

The researcher concludes that listening and speaking in English are usually considered among the most difficult skills in simultaneous learning for several reasons:

- 1 Instant communication: In synchronous learning, communication and conversation take place instantly, which requires quick response and immediate understanding of ideas and information presented in English. This type of communication is challenging for learners who may find it difficult to interact quickly and confidently.
- 2 Tension and pressure: Some pupils may feel nervous and stressed during synchronous conversations because they may fear that they will make mistakes in

pronunciation or find it difficult to understand what is being said to them. This pressure can affect their ability to focus and respond with confidence.

- 3 Listening to direct pronunciation: In synchronous learning, pupils have to listen to the direct pronunciation of the teacher or other pupils, and they may have difficulty dealing with different accents, speed of pronunciation, and use of specialized terminology.
- 4 Limited opportunities for practice: There may be limited opportunities for actual practice of listening and speaking skill in synchronous learning, especially if time is limited and does not provide sufficient opportunities for language interaction.
- 5 Immediate response: In simultaneous conversations, it may be difficult for learners to think and respond quickly and in an organized manner, which means that they may find it difficult to express their thoughts accurately and appropriately.

Although listening and speaking can be challenging in simultaneous learning, they are essential skills for the full acquisition of English. With regular practice and continuous exposure to English in the surrounding environment, pupils can improve their abilities in these skills and increase their confidence in communicating in English.

### **School, teacher, and pupil's role**

**Table (10)**

*The teachers' perceptions towards synchronous learning in terms of school's, teacher's and pupil's roles*

	+N	Minimum	Maximum	Mean	Std. Deviation
The perception of the school role in synchronous learning	385	1.33	5.00	3.2900	0.90387
The perception of the teacher role in synchronous learning	135	2.00	5.00	3.5062	0.73341
The perception of the pupil role in synchronous learning	135	1.75	5.00	3.4537	0.73567

The perception of the school role in synchronous learning received an average of (3.2) The perception of synchronous learning largely depends on how well it complements other learning methods, including asynchronous learning (where pupils access pre-recorded materials and work at their own pace). A balanced approach that combines

synchronous and asynchronous elements can create a more comprehensive and effective educational experience. However, much of the balance is created by the school administrators, the supervision units, and the curriculum development directorates, whereby these different units provide teachers with well-structured learning environment and learning materials.

It is important to note that advancements in technology and changes in educational practices may have occurred since my last update. Therefore, the perception of teacher toward the effectiveness of synchronous learning in schools might have evolved further.

The perception of the teacher role in synchronous learning received an average of (3.50). The perception of the teacher's role in synchronous learning is closely tied to their pedagogical skills, subject expertise, adaptability, and ability to create a positive and inclusive learning environment. When teachers leverage the advantages of synchronous learning while addressing its challenges, it can lead to meaningful and impactful educational experiences for pupils. The score on teachers' roles indicate that the teachers relied on their own knowledge and expertise in preparing the materials for their own classes.

The perception of the pupils' role in synchronous learning received an average of (3.45). The perception of the pupil's role in synchronous learning is essential for achieving positive educational outcomes. In synchronous learning, pupils are actively engaged in real-time interactions with their teachers and peers. The perception of the pupils' role can significantly influence their learning experience and academic progress. Ultimately, the perception of the pupils' role in synchronous learning is closely linked to pupils' motivation, engagement, and willingness to take an active role in their education. When pupils embrace their responsibilities in synchronous learning and approach it with a positive and proactive attitude, they maximize the benefits of real-time interactions and collaborative learning experiences.

Finally, of all three actors, the school's role received the lowest rating, a result which indicates that the teachers do expect more from the school in terms of the setup of structured learning environments.

## **Asynchronous learning**

Table (11) in appendix (F) presents teachers' perceptions levels of asynchronous learning in enhancing the four language skills.

The results of the study indicate that the perception of asynchronous learning for the reading skill was the highest, with an average of (3.64) for the study sample, followed by the speaking skill with an average of (3.55), writing skill with an average of (3.43), and the listening skill with an average of (3.24).

Poor asynchronous learning in English listening and writing skills can be attributed to several factors. Here are the possible causes:

1. **Lack of effective interaction:** In asynchronous learning, there may be little direct interaction between the teacher and the pupils. In the absence of the teacher, and being accustomed to the presence of the teacher in a predominantly teacher-centered education, the students do not engage in peer-to-peer interactions.
2. **Lack of practice:** It may be that pupils in asynchronous education do not get enough opportunities to practice listening and writing in English.
3. **Lack of immediate feedback:** In asynchronous learning, pupils may not get immediate feedback from the teacher about their performance in listening and writing. Instant feedback is essential for effective improvement and error correction.
4. **Technical challenges:** Sometimes, asynchronous learning encountered technical challenges such as problems with internet connectivity or weak hardware. This can affect students' ability to access educational resources effectively.

Improving the asynchronous learning experience in English listening and writing skills requires consideration of these factors and appropriate actions to enhance practice, provide immediate feedback, and develop effective instructional strategies.

Table (12) in appendix (F) presents school, teacher, and pupil's role in asynchronous learning.

Table (13) in appendix (F) the list of items which deal with asynchronous language learning.

It is clear from the results of the study that the average of the items in the field of asynchronous learning has obtained a moderate degree, as the mean was (3.46).

Two key items received notably high mean scores, reflecting the positive perceptions of participants regarding certain aspects of asynchronous learning. Firstly, (Item 5), where instructors utilized asynchronous forums to enable students to discuss reading materials at their own pace, garnered the highest mean score of (3.70). This outcome suggests a strong consensus among participants about the effectiveness of asynchronous forums in facilitating student engagement and comprehension, particularly in the context of discussing reading materials.

Secondly, (Item 4), focusing on instructors developing and employing reading activities independently in asynchronous sessions, received the second-highest mean score of (3.68). This underscores participants' inclination towards creating personalized reading activities, highlighting a proactive approach to enhancing the asynchronous learning experience. The positive feedback on this item suggests a preference for tailored instructional content in asynchronous settings.

Conversely, the analysis revealed two items with relatively lower mean scores, indicating areas where improvement or attention may be beneficial. (Item 11), with a mean score of (3.07), reflected lower agreement on the effectiveness of asynchronous forums in enabling learners to analyze issues from diverse cultural, personal, and professional perspectives. This signals a potential need for refining strategies to encourage a broader range of perspectives in asynchronous discussions.

Similarly, (Item 12), also with a mean score of (3.07), highlighted a perceived deficiency in providing a diverse array of recording contents, including lectures, radio interviews, news reports, and informal conversations. This finding suggests an opportunity to enhance the variety of resources used for listening and reading practice in

asynchronous sessions. Addressing these aspects could contribute to a more comprehensive and enriched asynchronous learning environment for participants.

### **The school's role in asynchronous learning**

The perception of the school role in asynchronous learning received a response of average (3.56) this could be due to the fact that the school's role in asynchronous learning plays a crucial part in determining the perception of this mode of education. Asynchronous learning refers to a method where pupils access learning materials and complete tasks at their own pace, without the need for real-time interaction with teachers or peers. Here are some key aspects of the school's role in asynchronous learning and how it contributes to its perception, see table (14) in appendix (F).

The results of the study indicate that, according to the perceptions of the study sample, the perception of the school's role was greater in asynchronous education compared to synchronous learning. In other words, participants in the study perceived that the school played a more impactful role in facilitating learning and achieving educational goals in asynchronous learning environments as opposed to synchronous learning environments.

Asynchronous learning refers to a type of learning where pupils access and engage with learning materials and activities at different times, without the need for real-time interaction. This can include pre-recorded lectures, online discussions, and self-paced assignments. Synchronous learning, on the other hand, involves real-time interaction between instructors and students, often through video conferences, live chats, or virtual classrooms.

The study findings suggest that in the context of the study, students or participants felt that asynchronous learning allowed the school's role to be more effective in supporting their learning compared to synchronous methods. This could be due to various factors such as the flexibility of accessing materials at one's own pace, having more time to reflect on and process information, and the ability to fit learning into individual schedules.

It is important to note that the perception of educational methods can be influenced by a variety of factors, including the nature of the subject matter, the preferences and

learning styles of the participants, the quality of instructional materials, and the pedagogical strategies employed by educators. Additionally, the specific results and interpretations of the study would depend on the methodology used, the characteristics of the study sample, and the context in which the study was conducted

### **The school's role in asynchronous learning**

The perception of the school role in asynchronous learning received a response of average 3.5 which could be attributed to the notion that the school's role in asynchronous learning plays a crucial part in determining the perception of this mode of education. Asynchronous learning refers to a method where students access learning materials and complete tasks at their own pace, without the need for real-time interaction with teachers or peers. Here are some key aspects of the school's role in asynchronous learning and how it contributes to its perception:

1. Curriculum development and content creation: Schools are responsible for designing and developing the curriculum and learning materials for asynchronous courses. Well-structured and comprehensive content is essential to ensure that pupils can learn effectively on their own responsibilities.
2. Access to resources: Schools need to provide pupils with access to online platforms or learning management systems where they can access the learning materials, lectures, readings, and assignments. Ensuring that these resources are easily accessible and organized is critical for students' success.
3. Clear instructions and expectations: The school must communicate clear instructions and learning objectives to students. They should outline the expectations for completing assignments, deadlines, and assessment criteria to help pupils stay on track.
4. Technical support: In asynchronous learning, students rely on technology to access materials and submit assignments. School and parents should both provide technical support to pupils, helping them navigate any technical difficulties they may encounter.
5. Self-paced learning support: Asynchronous learning allows pupils to progress at their own pace. However, some pupils may require additional support or guidance.

Schools should offer resources like discussion forums, virtual office hours, or email support to assist pupils when needed.

6. **Assessment and feedback:** Schools need to design assessment methods that align with asynchronous learning. Assignments and assessments should be structured in a way that allows for fair evaluation of pupils' understanding and progress. Additionally, providing timely and constructive feedback to pupils is essential to their learning process.
7. **Creating a sense of community:** While asynchronous learning is self-paced, schools can still foster a sense of community among pupils. Incorporating virtual discussions, group projects, or online forums can encourage collaboration and social interaction, enhancing the learning experience.
8. **Flexibility and inclusivity:** Asynchronous learning can accommodate a diverse range of learners, including those with different learning styles, schedules, or access to resources. Schools should strive to create an inclusive and flexible environment that caters for the needs of all pupils.
9. **Monitoring and engagement:** Although pupils work independently in asynchronous learning, schools should monitor their progress and engagement. Regular check-in and interventions can help identify and address any issues or challenges pupils may face.
10. **Continuous improvement:** Schools should continuously evaluate the perception of their asynchronous learning programs and make necessary adjustments based on feedback and outcomes. Regularly updating content and methods can ensure that pupils receive a high-quality learning experience.

By effectively fulfilling these roles, schools can create a supportive and enriching asynchronous learning environment that promotes student engagement, fosters independent learning skills, and leads to successful academic outcomes.

### **The role of the teacher in asynchronous learning**

According to the study results, the role of the teacher in asynchronous learning received a mean of 3.58. The role of the teacher in asynchronous learning is crucial to its perception. In asynchronous learning, pupils' access and engage with learning materials

at their own pace, without real-time interaction with teachers. Despite the lack of immediate, live interaction, the teacher's role remains essential in facilitating meaningful and successful learning experiences. Here are some key aspects of the teacher's role in asynchronous learning and its impact on perception (Shahabadi & Uplane, 2015):

1. Curriculum design and content creation: Teachers are responsible for designing and developing the curriculum and learning materials for asynchronous courses. Well-organized and comprehensive content is essential to ensure that pupils can navigate the material effectively.
2. Clear communication: Teachers must provide clear and detailed instructions for each learning activity by clarifying learning objectives, and helps pupils understand what is expected of them during the self-paced learning process.
3. Engaging and interactive content: Teachers should strive to create engaging and interactive learning materials. Incorporating multimedia elements, interactive quizzes, and multimedia presentations can enhance student engagement and promote better understanding.
4. Flexibility and differentiation: Asynchronous learning allows pupils to work at their own pace, and teachers must be flexible in accommodating diverse learning needs and preferences. They should offer differentiated resources and activities to cater for various learning styles and levels of proficiency.
5. Providing timely feedback: While not in real-time, teachers should still provide timely feedback to pupils. Reviewing and assessing pupils' work promptly can help guide their learning process and address any misconceptions or challenges.
6. Fostering a sense of community: Even in an asynchronous setting, teachers can create a sense of community among pupils. Encouraging online discussions, peer interactions, or group projects can foster collaboration and a supportive learning environment.
7. Facilitating discussions (Question and Answer): Teachers can use discussion forums or online platforms to encourage asynchronous discussions and answer pupils' questions. This promotes critical thinking and allows pupils to interact with their peers.

8. **Monitoring progress and engagement:** Teachers should monitor pupils' progress throughout the asynchronous course. Tracking pupils' engagement and performance can help identify pupils who might be struggling and may require additional support.
9. **Personalization and support:** Offering personalized support and guidance to pupils can significantly enhance their learning experience. Teachers can provide individualized feedback, offer supplementary resources, or schedule one-on-one virtual meetings to address specific needs.
10. **Continuous improvement:** Reflecting on the perception of the asynchronous course and seeking feedback from pupils can help teachers make improvements and adjustments for future iterations of the course.

By effectively fulfilling their role in asynchronous learning, teachers can create a supportive and enriching educational experience that empowers pupils to take ownership of their learning, promotes self-directed learning skills, and fosters a deeper understanding of the subject matter.

### **The perception of the pupil role in asynchronous learning**

The perception of the pupil's role in asynchronous learning is instrumental in determining the success of this mode of education. In asynchronous learning, pupils have the flexibility to access learning materials, complete assignments, and engage with the course content at their own pace and on their own schedule. The level of engagement and responsibility that pupils demonstrate in this learning approach can significantly impact their learning outcomes. Here are some key aspects of the pupil role in asynchronous learning and how they contribute to its perception (Shahabadi & Uplane, 2015):

1. **Self-directed learning:** In asynchronous learning, students take on a more independent and self-directed role in their education. They must manage their time effectively, set learning goals, and take the initiative to access and engage with the course materials.

2. **Time management:** Effective time management is essential in asynchronous learning. Pupils need to pace themselves, adhere to assignment deadlines, and allocate time for studying regularly to stay on track.
3. **Ownership of learning:** Asynchronous learning empowers students to take ownership of their learning journey. They are responsible for actively seeking out information, asking questions, and seeking help when needed.
4. **Motivation and engagement:** Pupils must be motivated and engaged to succeed in asynchronous learning. Active participation, interaction with course materials, and a positive attitude towards learning are vital for achieving success.
5. **Effective communication:** Asynchronous learning often involves communication through online platforms or forums. Pupils need to effectively communicate their thoughts, ideas, and questions, engaging in discussions and collaborative activities.
6. **Goal-oriented learning:** Setting clear learning goals are essential for pupils in asynchronous learning. Having a sense of purpose and direction helps pupils stay focused and motivated throughout the learning process.
7. **Reflection and critical thinking:** Asynchronous learning provides pupils with the opportunity for deeper reflection and critical thinking. They can review course materials at their own pace, analyze information, and develop a deeper understanding of the subject matter.
8. **Seeking help and support:** While students work independently in asynchronous learning, they should feel comfortable seeking help and support when needed. This may include reaching out to teachers, classmates, or utilizing available resources.
9. **Self-Assessment:** Pupils can monitor their progress and assess their understanding in asynchronous learning. Regular self-assessment helps identify areas that may require further review or improvement.
10. **Flexibility and adaptability:** Asynchronous learning often involves adapting to different learning materials and styles. Being flexible and adaptable to various instructional formats and resources contributes to a more effective learning experience.

The perception of the pupil's role in asynchronous learning relies on the Pupil's ability to take responsibility for their education, stay organized, self-motivate, and actively engage with course materials. When Pupils embrace these aspects, asynchronous learning can be an effective and empowering educational approach that fosters lifelong learning skills and independent thinking (Viriya, 2022).

#### **4.2.2 Results of the study second question**

This domain measures school environment readiness in the public and private schools. The researcher defines readiness in relation to the available infrastructure, platforms, policies, assessment, etc. To ensure effective asynchronous learning in both public and private schools, the school environment needs to be adequately prepared and equipped to support pupils, teachers, and the learning process. Here are some essential elements that contribute to school environment readiness for effective asynchronous learning:

1. **Access to technology:** Schools should provide pupils and teachers with access to necessary technology, such as computers, tablets, or smartphones, along with reliable internet connectivity. Ensuring that all stakeholders have access to the required devices and tools is crucial for engaging in asynchronous learning activities.
2. **Learning management systems (LMS):** Implementing a user-friendly and robust learning management system (LMS) is essential. An LMS serves as the central platform for content delivery, communication, assignment submission, and grading. It should be accessible to both students and teachers, with a clear interface for ease of use.
3. **Digital content development:** Schools need to invest in developing high-quality digital content, including recorded lectures, interactive presentations, multimedia resources, and self-paced learning modules. Well-organized and engaging content enhances the learning experience in an asynchronous setting.
4. **Teacher training and support:** Adequate training and support for teachers are critical. Teachers need to be proficient in using technology tools, designing asynchronous learning materials, and effectively managing online classrooms. Ongoing professional development and technical assistance can ensure teachers' confidence in delivering asynchronous learning.

5. Clear communication channels: Establishing clear communication channels between teachers, pupils, and parents is vital. This includes email, messaging platforms, discussion forums, and scheduled virtual office hours. Transparent and frequent communication helps address queries, concerns, and provides timely feedback.
6. Assessment strategies: Schools should develop effective assessment strategies for asynchronous learning. This may include a mix of formative and summative assessments, quizzes, assignments, and projects. Providing rubrics and clear grading criteria is crucial for consistent evaluation.
7. Flexible learning schedule: Asynchronous learning allows for flexibility, enabling pupils to access materials and complete assignments at their convenience. However, schools should establish reasonable deadlines to ensure steady progress and a sense of accountability.

By addressing these factors, both public and private schools can create a conducive and supportive environment for effective asynchronous learning. A well-prepared school environment sets the stage for pupils and teachers to thrive in online learning, fostering positive educational outcomes and adaptability to modern educational approaches.

#### **4.2.3 Results of the study second question**

**What is the level of perceptions of English language teachers in private and public schools in West Bank in Palestine towards the effectiveness synchronous and asynchronous online Learning in Educational environment readiness?**

As shown in the table (15) in appendix (F), educational environment readiness domain was high ( $m = 3.53$ ,  $SD = 0.79$ ) which gave an indication that the participating respondents have a high position towards the dimensions of educational environment readiness.

In examining the participants' perceptions of the educational environment readiness for online learning, the highest-rated items shed light on critical challenges faced by the participants. The foremost challenge, as highlighted in Item 1 (3), reveals a significant hurdle in the clarity of the systems, methods, and techniques employed in synchronous and asynchronous e-learning. With a remarkably high mean score of (4.04), participants

overwhelmingly agree that understanding the educational processes in the online environment poses a substantial difficulty, indicating a pressing need for improved clarity and communication.

Closely following, Item 2 (4) underscores a pervasive issue of internet connectivity during synchronous sessions, particularly when accessed from school premises. The very high mean score of 4.00 indicates a pronounced challenge, emphasizing the critical role of infrastructure in facilitating seamless online learning experiences. Addressing this challenge is imperative to ensure uninterrupted and effective online sessions.

Conversely, the lowest-rated item, Item 10 (10), touches upon participants' somewhat neutral stance on the belief that online learning contributes significantly to achieving educational goals in the English as a Foreign Language (EFL) classroom. Despite falling within the average range with a mean score of (3.00), this item signals a need for further exploration and clarification regarding the perceived effectiveness of online learning in attaining educational objectives.

In a general observation, the overall mean for the educational environment readiness domain is (3.53), categorized as "high." While the highest-rated items underscore the need for enhanced clarity and infrastructure support, the lowest-rated item points towards a neutral perspective on the efficacy of online learning in achieving educational goals. Addressing issues related to clarity in e-learning methods and improving connectivity is essential for optimizing the educational environment. Simultaneously, delving into participants' beliefs about the effectiveness of online learning can provide valuable insights for refining the approach to online education in the EFL classroom, see table (16) in appendix (F).

An independent t-test was run on the data with a (95%) confidence interval (CI) for the mean difference between the comparison between the perception of synchronous and asynchronous online learning in educational environment readiness in public and private schools. It was found that synchronous learning was significantly higher in public schools ( $3.6 \pm 0.71$ ) ( $t(383) = 5.108, p = 0.00$ ).

The perception of synchronous and asynchronous online learning can vary based on the specific context and resources available in both public and private schools. There is no

inherent advantage of one approach over the other in all situations. Each method has its strengths and limitations, and their perception depends on how well they are implemented and supported within the school environment.

Public schools often serve a more diverse pupil population, and asynchronous learning can provide flexibility to accommodate various learning needs and schedules. It allows pupils with limited access to technology or internet connectivity to engage with learning materials at their convenience.

#### **4.2.3 Results of the study third question**

##### **What is the level of perceptions of English language teachers in private and public schools in West Bank in Palestine towards synchronous and asynchronous online learning in parents and learners' readiness?**

As shown in table (17) in appendix (F), the level of parents and learners readiness domain were moderate ( $m = 3.14$ ,  $SD = 0.59$ ) which gave an indication that the participating respondents have a moderate perception towards parents and learners' readiness domain.

Table (17) presents an overview of the readiness of parents and learners for online learning in English as a Foreign Language (EFL) classes. The mean score for the Parents and Learners Readiness domain is (3.14), categorized as "Average," reflecting a moderate level of preparedness.

High-rated items that participants reported frequent technical difficulties (Item 7), impacting student attendance, and highlighted students' language weaknesses affecting independent work during asynchronous sessions (Item 6). Resistance from parents towards online EFL learning was indicated in Item 1.

Moderate ratings were observed in items such as student attendance in synchronous sessions (Item 4) and student complaints about asynchronous workload (Item 8). These areas may benefit from strategies to enhance student engagement and balance workload.

Items indicating challenges included student hesitancy to participate online (Item 7) and difficulties in class management during language use (Item 10). Lower-rated items

highlighted student struggles in dealing with online learning (Item 3) and parental challenges in providing technical support (Item 2).

In summary, while there is a moderate level of readiness, specific challenges in technical aspects, student engagement, and parental support need attention. Targeted strategies, improved communication, and ongoing support efforts can contribute to an enhanced state of readiness for online learning in the EFL classroom. Continuous monitoring and adjustments are essential for continual improvement.

The results which indicate that the parents' role was less effective in asynchronous learning could imply several things:

1. Lack of guidance: The study suggests that parents might have faced challenges in effectively supporting their children's learning in an asynchronous environment. This could be due to a lack of clear guidance or instructions on how parents can contribute to their child's education in this context.
2. Need for orientation: The implication that orientations for parents were missing suggests that parents were not adequately informed about their role and responsibilities in supporting their children's learning during asynchronous education. Providing parents with orientation sessions or resources could potentially enhance their ability to assist their children in such situations.
3. Importance of parental involvement: The results highlight the importance of involving parents in the education process, even in asynchronous learning. When parents are well-informed and provided with appropriate guidance, their involvement can significantly impact a student's learning experience and outcomes.
4. Future preparedness: The suggestion to provide orientations for parents in future emergency situations acknowledges the importance of being prepared for similar circumstances. If asynchronous learning is likely to be utilized in the future due to emergencies or other reasons, schools and educational institutions might consider developing resources or programs to help parents understand how they can best support their children's education in such situations.
5. Communication gap: The findings might also indicate a potential communication gap between schools and parents. Schools may need to improve their

communication strategies to ensure that parents are well-informed about the learning methods being used and how they can play a constructive role.

Incorporating parental orientations and support mechanisms in asynchronous learning scenarios can help create a more holistic and effective learning environment. It can also strengthen the partnership between schools and parents, ultimately benefiting students' educational experiences and outcomes, see table (18) in appendix (F).

An independent t-test was run on the data with a (95%) confidence interval (CI) for the mean difference between the perception of synchronous and asynchronous online learning in parents and learners' readiness in public and private schools. It was found that parents and learners' readiness were slightly higher in public schools ( $3.1 \pm 0.55$ ) ( $t(383) = 2.877, p = 0.04$ ).

There is no general consensus that the perception of synchronous and asynchronous online learning is universally higher in public schools compared to private schools in terms of parents and learners' readiness. The perception of these online learning methods can vary significantly based on various factors, and it is essential to consider the specific context and resources available in each school.

It is important to note that the perception of synchronous and asynchronous online learning is a complex issue that depends on a combination of factors. Both public and private schools can implement effective online learning practices by addressing the unique challenges and opportunities in their respective environments.

The findings that both parents' and learners' readiness were slightly higher in public schools carries implications for the educational landscape:

1. Equity and access: The fact that public schools exhibited slightly higher readiness among parents and learners suggest that efforts in those schools might have been successful in creating a more inclusive and accessible learning environment. This could be a positive sign for public education's ability to cater for a diverse range of pupils and families.
2. Resource allocation: It is possible that public schools had allocated resources effectively to support parents and pupils in adjusting to asynchronous learning. This

might include providing technology resources, training for educators and parents, and robust communication channels.

3. Community engagement: Public schools often serve a larger and more diverse community. The higher readiness levels could reflect a stronger sense of community engagement, where parents, pupils, and educators collaborate more closely to navigate challenges and enhance the learning experience.
4. Policy implications: These findings might prompt policymakers and education administrators to examine the practices and strategies implemented in public schools that contributed to higher readiness levels. Lessons learned from these schools could be applied to other educational settings to promote better readiness and engagement.
5. Resource sharing: Public schools that demonstrated higher readiness could serve as models for other schools, both public and private. Sharing best practices, strategies, and resources could help elevate readiness levels across the education sector.
6. Continued improvement: The findings could encourage public schools to continue prioritizing readiness efforts, maintaining and building upon the positive aspects that contributed to their higher readiness levels.

It is important to remember that readiness is influenced by a multitude of factors, including school policies, socioeconomic status, community involvement, and effective use of technology. Interpretation of these findings should be done cautiously, considering the specific context of the study and the unique dynamics of the schools and communities involved.

#### **4.2.4 Results of the study fourth question**

**What is the level of perceptions of English language teachers in private and public schools in West Bank in Palestine towards the effectiveness of synchronous and asynchronous online learning in English language teacher readiness?**

As shown in table (19) in appendix (F), the level of English language teacher readiness domain was moderate ( $m = 3.27$ ,  $SD = 0.64$ ) which gave an indication that the participating respondents have a moderate position towards English language teacher readiness domain.

The analysis of table (19) investigates into the readiness of English language teachers for online learning, offering insights through mean scores, standard deviations, percentages, and degree categorizations.

Among the highest-rated items is (Item 1), revealing that English teachers in the school showcased a negative attitude toward the utilization of online learning, with a mean score of (3.59). This suggests a prevalent sentiment that needs attention to cultivate a more positive and collaborative atmosphere within the teaching community.

Conversely, the lowest-rated item, (Item 7), indicates that teachers found it challenging to allocate sufficient time for email follow-ups and responding to questions and inquiries, scoring a mean of (3.10). While within the average range, this points to a need for strategies to enhance time management and communication efficiency among teachers.

The information provided indicates that the level of readiness among English language teachers in the specific domain being measured is moderate. This could pertain to their ability, skills, resources, or preparedness in relation to teaching English. The results conclude that the participating respondents held a moderate position regarding the English language teacher readiness domain. This implies that the teachers' readiness level in this particular area is neither extremely high nor extremely low, but rather falls in the middle, suggesting there might be room for improvement or enhancement in this domain.

Overall, this information provides a snapshot of the readiness of English language teachers in the specified domain. Further analysis could delve into the specific factors contributing to this moderate readiness level and explore ways to address any areas that may require improvement, see table (20) in appendix (F).

An independent t-test was run on the data with a (95%) confidence interval (CI) for the mean difference between the perception of synchronous and asynchronous online Learning in English language teacher readiness in public and private schools, see table (21) in appendix (F).

The study results indicate that educational environment readiness received the highest rank (3.52) followed by the perception of online learning on the four language skills ( $m = 3.45$ ), teachers' readiness ( $m = 3.26$ ), parents and learners readiness received the lowest rank ( $m = 3.13$ ).

For more in-depth analysis, the researcher used descriptive statistics for all items of each dimension of independent variables (The perception of online learning on the four language skills, educational environment readiness, parents and learners' readiness, English language teacher readiness) and value of (3), the difference was in favor of the study sample which was higher than 3 since  $p$  value is less than (0.05).

### **4.3 Results Related to Testing Hypotheses of the study**

For the hypothesis testing, both the alternative hypothesis and the null hypothesis (represented by  $H_0$ ) were involved. Though it was put to the test for potential rejection, the null hypothesis was taken to be true. The statistical hypothesis test's probability value, or  $p$ -value, served as the foundation for the decision-making process. The alternative hypothesis would be accepted and the null hypothesis would be rejected if the  $p$ -value was less than or equal to a predefined level of significance ( $\alpha$ -level). In contrast, no evidence was provided for the alternative hypothesis and the null hypothesis could not be rejected if the  $p$ -value is more than  $\alpha$ -level.

#### **4.3.1 Analysis of the First Hypothesis of the study**

There are no statistically significant differences at the significance level (0.05) in the perception of the English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in the West Bank of Palestine during the outbreak of COVID-19 due to the gender variable.

A two-sample t-test was performed to compare The perception of the English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in the West Bank in Palestine during the outbreak of COVID 19 in males and females.

Table (18) in appendix (F) revealed that there [was] a significant difference in [The perception of the English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous Online English Language Learning in the West Bank in Palestine during the outbreak of COVID 19] between [males] (M = [3.4], SD = [0.54]) and [females] (M = [3.3], SD = [0.46]);  $t(383) = [t-2.8]$ ,  $p = [0.004]$ . The results were in favor of males

#### **4.3.2 Analysis of the second Hypothesis of the study**

There are no statistically significant differences at the significance level (0.05) in the perception of English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous Online English language learning in the West Bank in Palestine due to the study variable of educational qualification.

Two sample t-test was performed to compare [The Perception of English language teacher in Private and Public Schools Toward the effectiveness of Synchronous and Asynchronous Online English Language Learning in Palestine During the Outbreak of COVID-19 ] [Educational qualification].

Table (22) in appendix (F) revealed that there [was] a significant difference in [The perception of English language teacher in private and public schools toward the synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID 19] in [B.A] and [M.A] qualifications.

[B.A] (M = [3.4], SD = [0.49]) and [M.A] (M = [3.2], SD = [0.48]);  $t(383) = [t-4.05]$ ,  $p = [0.00]$ . the results were in favor of B.A holders

#### **4.3.1 Analysis of the third Hypothesis of the study**

There are no statistically significant differences at the significance level (0.05) in the perception of English language teachers in private and public schools of the effectiveness of synchronous and asynchronous online English language learning in the West Bank of Palestine due to the study variable of type of public or private school.

A Two- sample t-test was performed to compare [The perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19 ] [public or private schools]

Table (24) in appendix (F) revealed that there [was] a significant difference in [The perception of English language teacher toward the synchronous and asynchronous online English language learning of Palestine during the outbreak of COVID-19] in [B.A] and [M.A].

[Public] (M = [3.35], SD = [0.52]) and [private] (M = [3.53], SD = [0.32]);  $t(383) = [t-2.68]$ ,  $p = [0.008]$ . The results were in favor of private schools.

#### **4.3.1 Analysis of the fourth Hypothesis of the study**

There are no statistically significant differences at the significance level of 0.05 in the average study sample responses about the perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning of Palestine during the outbreak of COVID 19 due to training variable.

A two-sample t-test was performed to compare [The perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID 19] in [teachers who received training ] and [who did not].

Table (25) in appendix (F) revealed that there [was] a significant difference in [The perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19] between [teachers who received training courses] (M = [3.49], SD = [0.44]) and [who did not] (M = [3.26], SD = [0.53]);  $t(383) = [t-4.76]$ ,  $p = [0.00]$ . The results were in favor of teachers who received training courses.

#### **4.3.1 Analysis of the fifth Hypothesis of the study**

There are no statistically significant differences at the significance level (0.05) in the perception of English language teachers in public and private schools of the effectiveness of synchronous and asynchronous Online English language learning in West Bank in Palestine due to the study variable of school location near the Separation Wall in Area C.

A two-sample t-test was performed to compare [The perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19] in [school is located Near the Separation wall in Area C] and [which is not].

Table (26) in appendix (F) indicates that there [was no] significant difference in [The perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19] between [school is located Near the Separation wall in Area C] ( $M = [3.45]$ ,  $SD = [0.62]$ ) and [which is not] ( $M = [3.36]$ ,  $SD = [0.43]$ );  $t(383) = [t-1.65]$ ,  $p = [0.09]$ .

#### **4.3.1 Analysis of the sixth Hypothesis of the study**

There are no statistically significant differences at the significance level of (0.05) in the average study sample responses about the perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19 due to school location.

A one-way ANOVA was performed to compare [The perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19] in [school location]

Table (27) in appendix (F) indicates that there [was no] significant difference in [The perception of English language teacher in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in Palestine during the outbreak of COVID-19] in [School location] between at least two groups ( $F(\text{between groups df, within groups df}) = [F-6.255]$ ,  $p = [0.002]$ ).

## **Chapter Five**

### **Discussion of Conclusions and Recommendations**

#### **5.1 Introduction**

In this chapter, the researcher discusses the main results explored in the previous chapter (Data Analysis) in order to answer the questions of the research. This chapter has a summary of the study results and some needed recommendations.

##### **5.2.1 Discussion of the results of the study first question**

Results of the first question indicated the perception of online learning on the four-language skills domain were moderate ( $m = 3.46$ ,  $SD = 0.69$ ) which implies that the participating respondents have a moderate perception towards online learning on the four-language skills domain.

The technology used in online learning provides flexibility in time and space, as students can access educational materials and complete assignments and lessons on a flexible schedule that suits their personal needs. The researcher agrees with what many studies have indicated, e.g., (Khan, 2016; Salloum et al., 2019).

Online learning should be used as part of a comprehensive language learning regimen, as it can be a powerful addition to language practice, expanding vocabulary and improving overall language skills (Rahim & Chandran, 2021). However, it should not only be relied upon, but also language skills should be practiced in real life with native speakers and participate in face-to-face language courses.

Online learning can be very useful in developing conversational skills in the English language, as the researcher explains this result by accessing recorded or live conversation lessons via the internet. These lessons include realistic scenarios and conversations that enhance pupils' ability to communicate effectively in a variety of situations and topics. Pupils can practice conversations and apply speaking and listening skills through these lessons. In addition, there are many available applications that help improve English conversation skills. These apps provide tools such as interactive conversations, pronunciation exercises, audio conversations and recorded videos to practice conversations, develop correct pronunciation, and interact with other speakers.

Some websites and applications also provide specialized lessons in improving pronunciation and accent in the English language. Pupils can watch interactive videos and exercises to improve their pronunciation skills and ensure they are using the correct accent and emphasizing the correct vocabulary and expressions. In addition, technology can be used to communicate with native English speakers. You can join social media platforms dedicated to language learning and interact with native English speakers through chat, voice calls, or even video chats. This gives pupils an opportunity to apply and improve their speaking skills and increase their confidence in oral communication.

In addition to online learning, the evaluation tools available through online learning can be used to evaluate conversational skills and receive immediate feedback. Pupils can record themselves and share audio or video clips to get assessment and feedback from teachers or native English speakers. Online learning provides pupils with the opportunity to practice conversation and develop their skills in a flexible and safe environment. It also allows them to take advantage of diverse resources and interact with native speakers of English without the need for geographic mobility.

As for the skill of writing in the English language, online learning can be a powerful tool for learning writing skills, (Almelhi, 2021; Zakarneh, 2018) as the researcher concludes that pupils can access various learning resources via the internet, such as articles, blogs, e-books and other educational materials. They can use these resources to learn about different writing styles, expand their vocabulary, and improve their ability to formulate ideas clearly and logically. In addition, online learning platforms can be used to provide written exercises and assignments to pupils. Learners can practice writing by answering questions, completing writing assignments, participating in discussion forums, submitting reports, and writing in general. Teachers can provide immediate guidance and feedback on pupils' writing skills. English language E- learners can communicate with their teachers or fellow pupils online to get feedback on their writing skills. They can share their articles or excerpts from their writing and ask for feedback and tips to improve it. This helps reinforce and develop skills based on the feedback received.

Many interactive educational tools are available online for English that help in learning writing skills (Mutambik, 2018; Sariyani et al., 2021). Through these tools, pupils can

edit and improve texts in terms of organization, order, grammar, spelling, and style. Some tools also provide tips and suggestions to improve writing and develop language skills. Online learning in English language skills also enables the use of evaluation tools available in e-learning to evaluate and correct writings. Teachers can provide feedback and guidance to improve the structure, organization, expression, vocabulary and grammar. Pupils can receive and use this feedback to develop their writing skills. By using online learning, learners can learn and practice writing skills independently and at their own convenient time. They can make use of available resources and receive guidance and feedback to improve their writing abilities effectively.

With regard to English reading skills, online learning can be a powerful tool for learning and improving English reading skills (Mutambik, 2018; Sariani et al., 2021). Where online learning provides access to various learning resources such as e-books, articles, blogs, newspapers, magazines, and various websites. Pupils can use these resources to develop their reading skills by reading a variety of texts specialized in different topics. They can improve their ability to comprehend texts, grasp meaning, and analyze ideas and information presented. In addition, online learning platforms provide exercises and interactive activities aimed at improving reading skills. Learners can do exercises such as interactive reading, questions and explanations, fill-in-the-blanks, and give comments on texts. These exercises help develop reading comprehension, increase vocabulary, and improve the ability to extract key information from texts. Interactive e-books provide unique advantages for learning to read. These books include visual and audio aids, interactive games, and activities that encourage learners to actively participate in the reading process. Interactive e-books enhance reading comprehension, focus and excitement for learners. English learners can connect with teachers or fellow learners online to discuss texts and exchange ideas and comments. They can participate in discussion forums and virtual groups to read and discuss texts. This helps broaden learners' horizons, exchange experiences, and develop reading skills through discussion and interaction with others. With online learning, it becomes possible for pupils to benefit from a variety of resources, exercises, and tools to improve their reading abilities. Pupils can progress at their own pace according to their level and needs, improving their comprehension and comprehension of written information in a flexible and appropriate way for them.

In conclusion, online learning can be an effective way to learn and improve English listening skills (Banditvilai, 2016). Online learning allows access to various sources of audio materials and online listening files, such as podcasts, recorded lectures, audio interviews, and other audio texts. Pupils can listen to these resources to improve their ability to understand spoken English, and to enhance their vocabulary and comprehension of new words and phrases. In addition, e-learning platforms offer interactive exercises to develop listening skills. Learners can listen to audio texts and do activities such as listening and repeating, answering questions, filling in the blanks, and other interactive exercises aimed at improving the ability to comprehend meaning through listening. Learners can also communicate with teachers or fellow online learners through voice chats and audio forums. They can participate in audio discussions and live conversations to improve their comprehension and comprehension of spoken English. This helps develop listening skills, increase comprehension speed, and improve actual response and comprehension of audio content. Online learning provides tools and resources to improve English speaking and listening skills. Pupils can listen to and try to repeat the sound patterns, and practice the correct pronunciation of new words and phrases. They can also use online pronunciation education apps and tools to simultaneously strengthen their listening and pronunciation abilities.

Through online learning, pupils can improve their English listening abilities, develop listening comprehension, increase vocabulary level, and effectively improve actual response and comprehension of audio content. On the other hand, despite the benefits of online learning in learning English language skills, it can face some challenges and problems. Among these problems is the lack of personal communication in the online learning environment, as direct personal communication with the teacher and colleagues may be limited. Pupils may lack opportunities for real-time interaction and personal conversation to help them develop English language and active listening skills. Also, the focus in some online learning platforms may be on the theoretical and cognitive aspects of the English language without providing sufficient practical and applied exercises. Practical practice and actual application of language skills, such as conversations, reading and writing, is an essential part of language learning.

Add to this the difficulty of performance assessment, as assessing English language skills in an online learning environment can be a challenge. It can be difficult to

accurately determine progress and accurately assess listening, reading, writing and speaking skills through online activities alone. Pupils may have difficulty finding opportunities to interact with native English speakers in the online learning environment. Access to real conversations and interactive resources may be limited, which hinders pupils' opportunities to improve their listening and effective communication abilities in English. However, these problems can be overcome by mixing pupils learning with personal interaction and practical exercises, and seeking opportunities to engage in real discussions and conversations in English.

Despite the acknowledged benefits, the researcher candidly addresses the challenges inherent in online learning, including the potential lack of personal communication and an overemphasis on theoretical aspects. The call for a blended approach, combining online and in-person elements, is strategically positioned to overcome these challenges and ensure a holistic language learning experience.

In conclusion, the researcher presents a nuanced perspective on the efficacy of online learning in language education. While recognizing its strengths, the emphasis on balance and integration with traditional methods reflects a well-rounded and pragmatic approach to language skills development.

### **5.2.2 Discussion of the results of the study second question**

Results of the second question indicated that educational environment readiness domain was rated high ( $m = 3.53$ ,  $SD = 0.79$ ) which gave an indication that the participating respondents have a high perception towards the dimensions of educational environment readiness.

The researcher concludes that the readiness of the environment plays a crucial role in teaching English, whether the teaching is synchronous learning (in real time) or asynchronous learning (using pre-recorded resources). The results are in agreement with (Buckingham and Alpaslan, 2017; Ji et al., 2022). For the readiness of the environment for synchronous learning, it is necessary to provide continuous connectivity: the environment must be ready to ensure a stable and appropriate connection over the Internet to enable simultaneous communication with the teacher and colleagues in real time. This is crucial for activating interaction and active participation in language

lessons and discussions. In addition, the necessary technical equipment, such as a computer or electronic tablet, a fast internet connection, and video and audio communication programs must be available. Pupils and teachers need to be aware of these technologies and be able to use them effectively.

It must also provide a suitable environment for active learning, while ensuring that attention is not distracted by noise or external interference. Calmness and focus help enhance understanding of the English language and pupils' engagement with the course content.

The researcher explains that the readiness of the environment for asynchronous learning is represented in accessing the recorded resources, as the registered resources must be readily available to the students. These resources can include audio clips, video clips, interactive materials, and written exercises. These resources must be of high quality and effectively designed to enhance English language learning.

Recorded resources must be organized and structured in a way that facilitates the learning process and enables students to progress in an orderly manner. The content should be presented sequentially and organized according to the level of difficulty and learning objectives.

Although asynchronous learning is generally subjective, ongoing support and guidance must be available to pupils. Online education platforms can be used to provide inquiries, guidance and feedback from teachers to help pupils progress and improve their English language skills. Preparing the appropriate environment for synchronous and asynchronous learning contributes to enhancing the perception of the learning process and effectively developing English language skills.

For synchronous learning, the researcher underscores the importance of continuous connectivity and the availability of necessary technical equipment, such as computers or electronic tablets, fast internet connections, and appropriate communication programs. These elements are deemed crucial for fostering real-time communication, interaction, and active participation in language lessons and discussions. Additionally, the emphasis on creating a suitable environment for active learning, free from distractions, is highlighted as vital for enhancing language understanding and engagement with course content.

Regarding asynchronous learning, the readiness of the environment is defined by seamless access to recorded resources, including audio and video clips, interactive materials, and written exercises. The researcher emphasizes the need for high-quality and effectively designed resources, organized in a structured manner to facilitate a systematic learning process. Despite the subjective nature of asynchronous learning, ongoing support and guidance are deemed essential, with online platforms serving as avenues for inquiries, feedback, and guidance from teachers to aid students in progressing and refining their English language skills.

The researcher concludes that preparing an appropriate environment for both synchronous and asynchronous learning contributes significantly to enhancing the overall perception of the learning process and effectively developing English language skills. This underscores the importance of a well-prepared educational environment in ensuring a positive and conducive learning experience for language learners.

### **5.2.3 Discussion of the results of the study third question**

Results of the third question indicated that the level of parents and learners readiness domain was moderate ( $m = 3.14$ ,  $SD = 0.59$ ) which gave an indication that the participating respondents have a moderate perception towards parents and learners readiness domain.

Readiness of the learner and parents plays a crucial role in teaching English whether the teaching is synchronous learning (in real time) or asynchronous learning (using pre-recorded resources). The study results are in agreement with Moorhouse & Wong, 2022; Alrefaie et al., 2020;). The researcher concluded that the readiness of the learner in the English language is represented in its essence in terms of motivation and commitment, where the learner must be ready and committed to learning the English language. Motivation and commitment are essential to making progress and improving language skills. The learner should be willing to invest in the necessary efforts and take personal responsibility in the learning process.

Technical readiness is as important as motivation to learn, as the learner must be able to use the technology and tools necessary online learning. The pupils should learn how to use electronic devices, online communication and related applications effectively. The

pupils should have the ability to self-organize and manage their time effectively. The pupils must be able to set personal goals, organize their schedule, and implement the tasks and practices needed to develop English language skills.

On the other hand, the researcher believes that the parents' readiness is initially represented in providing support and encouragement, as the support and encouragement provided by the parents plays an important role in learning English. Parents should support the child's interest and desire to learn the language and develop its skills. They can provide moral and material support, and provide appropriate resources and opportunities for learning.

The researcher also concludes that parents should communicate regularly with teachers to obtain information about the child's progress and the challenges that he may face. Teachers can provide advice and guidance to parents on how to create a suitable environment at home. Parents can provide appropriate educational resources, create a suitable schedule for daily practice, motivate children to read and listen to English, and practice their language skills.

In conclusion, the readiness of the learner and the parents for synchronous and asynchronous learning enhances the perception of learning and helps achieve the development of the English language. Support and encouragement, technical readiness and self-organization are critical to the success of the learning process.

The researcher interprets learner readiness as rooted in motivation and commitment. Learners must be motivated and committed to the process of learning the English language, essential for progress and skill improvement. Technical readiness is also emphasized, requiring learners to effectively use the necessary technology and tools for online learning. This includes proficiency in electronic devices, online communication tools, and the ability to self-organize and manage time effectively.

On the parent's side, readiness is initially seen in providing support and encouragement, playing a crucial role in the child's English language learning journey. Parents are encouraged to support the child's interest in language learning, offering both moral and material support, and creating an environment conducive to learning. Regular communication with teachers is stressed as an avenue for obtaining information about

the child's progress and addressing any challenges. This collaborative approach allows teachers to provide guidance on creating a suitable home learning environment, including providing resources, establishing practice routines, and motivating children to read and listen to English.

In conclusion, the researcher asserts that learner and parent readiness for synchronous and asynchronous learning significantly enhance the perception of learning and contribute to the development of English language skills. The triad of support and encouragement, technical readiness, and self-organization emerge as critical factors for success in the language learning process. This underlines the importance of a holistic and collaborative approach involving learners, parents, and teachers to ensure a positive and effective language learning experience.

### **5.2.3 Discussion of the results of the study fourth question**

Results of the fourth question indicated that the level of English language teacher readiness domain was moderate ( $m = 3.27$ ,  $SD = 0.64$ ) which gave an indication that the participating respondents have a moderate perception towards English language teacher readiness domain.

At the beginning of the discussion of the results of the fourth study question, the study results are in line with Coppalle et al., (2019); Ersin et al., (2020) & Zou et al., (2021). The readiness of the teacher plays a decisive role in teaching English, whether the teaching is synchronous learning (in real time) or asynchronous learning (using pre-recorded resources).

Teachers' readiness plays a crucial role in the perception of English language instruction, especially during emergency situations when the mode of teaching can vary between synchronous and asynchronous methods. Here's how teacher readiness impacts both modes of instruction:

#### **Synchronous learning (Real-time Interaction)**

1. **Adaptability:** Teachers need to quickly adapt to the technological tools and platforms used for real-time teaching. They should be familiar with video conferencing tools, interactive whiteboards, and other online resources to ensure a smooth teaching experience.

2. **Engagement:** Being ready to facilitate engagement is vital. Teachers are advised to be skilled at keeping pupils engaged through interactive discussions, real-time activities, and immediate feedback.
3. **Flexibility:** Teachers must be prepared to adjust their teaching strategies on the spot based on pupils' reactions and understanding. Flexibility helps in addressing questions, concerns, and adjusting the pacing of the lesson.

### **Asynchronous Teaching (Pre-recorded Resources)**

1. **Content creation:** Teachers need to create high-quality educational materials like pre-recorded lectures, instructional videos, and assignments. This requires technical skills, content planning, and effective communication.
2. **Clear instructions:** Readiness involves crafting clear and comprehensive instructions for students to follow independently. This ensures that pupils can navigate the learning materials effectively without direct teacher guidance.
3. **Availability:** Even though teaching is not in real time, teachers are advised to answer questions, provide clarifications, and offer support. This might involve scheduled virtual office hours or communication through discussion boards.

**Times of emergency:** Times of emergency include wars and the invasion of the Palestinian lands by the Jews. In addition to natural disasters such as earthquakes and floods.

1. **Quick transition:** Teacher readiness becomes critical during emergencies that require a rapid shift to remote or online learning. Teachers who are well-prepared for different modes of teaching can ensure a smoother transition.
2. **Communication:** Teachers need to promptly communicate changes, expectations, and guidelines to pupils and parents. Clarity in communication helps alleviate confusion during challenging times.
3. **Empathy and support:** Ready teachers can provide emotional support to pupils who might be under stress during emergencies. Being understanding and flexible can contribute to a positive learning experience.

In both synchronous and asynchronous learning, teacher readiness involves technical, pedagogical, and emotional preparedness. It allows teachers to effectively navigate various challenges, ensure continuity of learning, and provide pupils with a valuable educational experience, regardless of the mode of instruction or the context in which it is delivered.

Furthermore, the results are in agreement with what the researcher concludes that the readiness of the teacher in synchronous education is that the teachers should be able to use communication techniques in the synchronous environment effectively. They must be conversant with online education tools, collaborative video software, and other conversational and communication systems that it uses to deliver content and engage pupils. In addition, they should be able to prepare for simultaneous lessons and educational materials, and know the objective of the lesson and plan the arrangement of the content and the use of appropriate teaching tools to achieve the learning objectives. The teachers must be able to interact with and guide pupils effectively during the synchronous lesson, and check pupils' understanding, respond to their questions and needs, and provide guidance and feedback to improve their language skills.

In terms of the teacher's readiness for asynchronous learning, the teacher should be able to choose and prepare appropriate educational resources for asynchronous learning. These resources can include videos, written exercises, documents, educational games, online applications, and more. The teacher must ensure that the resources are aligned with the learning objectives and appropriate to the level of the pupils. The teacher must be able to organize and arrange content logically and appropriately in an asynchronous learning environment. Clear guidance and sequencing should be provided for pupils to make appropriate progress in learning English.

The teacher must be able to provide immediate assessment and feedback to students in an asynchronous learning environment. Various assessment tools such as online tests or written feedback can be used to assess student progress and provide additional guidance for improving their performance.

The readiness of the teacher in synchronous and asynchronous learning is important to effectively influence the teaching of English and enhance student learning. It takes

mastery of appropriate instructional techniques and tools and the ability to communicate and interact with students effectively to achieve the desired learning goals.

The study results indicate that educational environment readiness received the highest rank (3.52) followed by the perception of online learning on the four language skills ( $m = 3.45$ ). While parents and learners readiness received the lowest rank ( $m = 3.13$ ).

For more in-depth analysis, the researcher used descriptive statistics for all items of each dimension of independent variables (The perception of online learning on the four language skills, educational environment readiness, parents and learners readiness and English language teacher readiness). The differences were in the favor of the study sample which was higher than (3) since  $p$  value is less than (0.05).

The researcher stresses that teacher readiness involves technical, pedagogical, and emotional preparedness in both synchronous and asynchronous settings. It enables teachers to navigate challenges, ensure learning continuity, and provide a valuable educational experience.

In synchronous education, teachers should effectively use communication techniques, be familiar with online tools, and interact with and guide pupils. In asynchronous learning, teachers should choose and prepare appropriate resources, organize content logically, and provide immediate assessment and feedback.

### **5.3 Policy Paper**

#### **Enhancing English Language Learning in Palestinian Schools amidst COVID-19**

##### **Executive Summary**

This policy paper examines the perceptions of English language teachers in public and private schools in West Bank in Palestine towards the effectiveness of synchronous and asynchronous online learning in English language during the COVID 19 pandemic, with a specific focus on synchronous and asynchronous online learning. The results reveal challenges and opportunities for improving the quality of English education in the context of online learning in low – income countries.

## **Introduction**

The outbreak of COVID 19 has disrupted traditional education, necessitating a shift to online learning. This paper aims to assess the perceptions of English language learning in private and public schools in Palestine during this transition, focusing on synchronous and asynchronous online methods.

## **Key Findings**

**Access disparities:** Disparities in access to online resources exist between private and public schools, impacting the quality of English language education.

**Engagement challenges:** Synchronous learning faces challenges related to student engagement, while asynchronous methods struggle with maintaining consistent participation.

**Teacher training:** Both private and public schools require enhanced teacher training to effectively deliver English language instruction online.

## **Recommendations**

1. Invest in digital infrastructure to bridge the access gap between private and public schools, ensuring all pupils have equal access to online learning resources.
2. Provide comprehensive training programs for English language teachers to equip them with the skills needed for effective online instruction, including both synchronous and asynchronous methods.
3. Develop strategies to enhance student engagement in online English language learning, considering the unique challenges posed by synchronous and asynchronous approaches.
4. Encourage collaboration between private and public schools to share best practices, resources, and experiences in implementing online English language learning.
5. Establish a monitoring and evaluation framework to assess the effectiveness of online English language learning in both private and public schools, allowing for continuous improvement.

## **Implementation Plan**

Government Support: Secure government support for infrastructure investment and teacher training initiatives.

Partnerships: Facilitate partnerships between educational institutions, non-profits, and the private sector to enhance access to online learning resources.

Policy alignment: Ensure alignment with existing education policies and make necessary amendments to accommodate the unique challenges of online English language learning.

## **5.4 Conclusion**

Addressing the challenges and opportunities presented by synchronous and asynchronous online English language learning in private and public schools during the COVID-19 pandemic is imperative for maintaining the quality of education in Palestine. This policy paper provides a roadmap for policymakers to implement measures that will enhance English language learning outcomes and ensure educational equity for all students.

This example policy paper follows a similar structure to the previous one, tailored to the specific topic of English language learning in the context of Palestinian private and public schools during the COVID-19 pandemic. Adjustments can be made based on the unique characteristics and needs of the educational landscape in Palestine.

## **5.5 Recommendations**

Based on the data analysis and the discussion demonstrated before, the researcher presents several recommendations for the readiness of synchronous and asynchronous learning in teaching English, as follows:

### **Recommendations for adopting synchronous learning on English language speaking skill**

- Encourage and support participants in creating their own learning resources and activities for speaking skills. Provide guidance or workshops on effective self-preparation methods to empower participants to develop individually tailored materials, fostering a sense of ownership in their learning journey.

- Acknowledge participants' perception of reduced speaking practice in online learning. Incorporate more interactive elements, such as virtual discussions, group activities, or language exchange sessions, to address this concern. These additions can contribute to a more dynamic and engaging online learning experience.
- Capitalize on the positive impact of online platforms on learners' confidence. Promote and integrate interactive and supportive features, such as virtual speaking clubs, peer-to-peer practice sessions, or additional teacher-student interaction opportunities. Leveraging technology can enhance confidence and active participation.

**Based on the analysis and findings related to English language listening skills in the provided text, here are specific recommendations**

- Encourage instructors and learners to prioritize the use of self-prepared materials for listening sessions. Provide guidance on effective strategies for creating personalized learning materials to enhance engagement and comprehension in listening exercises.
- Acknowledge the positive impact of synchronous learning on learners' confidence in presenting dialogues. Introduce more interactive elements, real-time discussions, and collaborative activities during synchronous sessions to further enhance engagement and communication skills, creating a dynamic online learning environment.
- Recognize the positive perception of using school-provided materials. Explore strategic ways to integrate these materials into the curriculum, ensuring they complement and enhance the learning experience. Seek regular feedback from instructors to assess the effectiveness and relevance of institutionally provided resources.

**Here are specific recommendations for the perception of online learning in English language writing skills**

- Recognize and capitalize on the favorable perception of synchronous classes as effective platforms for providing feedback. Implement training sessions to equip

instructors with strategies for delivering timely and constructive feedback, fostering a supportive and engaging learning environment.

- Acknowledge the prevailing belief in the suitability of online learning for teaching writing skills. Organize professional development workshops that showcase successful models of online writing instruction. Emphasize the benefits and effectiveness of online platforms, reinforcing a robust belief in the viability of online writing education.
- Harness the positive perception of asynchronous sessions for writing activities. Encourage instructors to persist in integrating asynchronous methods and provide resources to design compelling asynchronous writing activities. This approach promotes independent writing skills development and ensures a varied and enriching learning experience.

### **Recommendations to asynchronous language learning**

- Prioritize providing additional resources and guidance to instructors on effectively utilizing asynchronous forums for diverse analyses. Conduct workshops or training sessions to enhance instructors' understanding and implementation of strategies that foster learners' analysis of issues from various perspectives.
- Establish a robust platform for continuous professional development (CPD) tailored to instructors involved in online reading instruction. Offer ongoing training sessions, webinars, or forums where instructors can share best practices, discuss challenges, and stay informed about innovative strategies. CPD is essential for keeping instructors updated and enhancing their skills for effective online reading instruction.
- Introduce structured feedback mechanisms within the asynchronous forum structure. Encourage instructors to collect feedback from learners regarding the effectiveness of discussions and the consideration of diverse perspectives. Use this feedback iteratively to make improvements and address concerns related to the perceived effectiveness of asynchronous forums.

### **Recommendations for Educational environment readiness**

- Develop comprehensive training sessions and materials to improve participants' understanding of synchronous and asynchronous e-learning methods. This involves creating user-friendly guides, conducting workshops, and fostering open communication channels to address queries and concerns. Clarity in e-learning methods is fundamental for a positive learning experience.
- Collaborate with IT departments or service providers to tackle internet connectivity challenges, especially during synchronous sessions from school premises. Implement measures to enhance internet infrastructure, explore backup solutions, and provide technical support to minimize disruptions. Reliable internet connectivity is crucial for seamless online learning.
- Allocate resources for improving internet infrastructure in school settings to mitigate challenges related to internet speed and connectivity. This may involve upgrading network capabilities, providing reliable internet access points, and ensuring technical support is readily available. A well-established infrastructure contributes to a more conducive online learning environment.

### **Recommendations for parents and learners' readiness**

- Establish robust technical support mechanisms, including troubleshooting guides, help desks, and regular technical check-ins. This ensures a reliable technical infrastructure, minimizing disruptions, and enhancing the overall online learning experience for both students and instructors.
- Implement language enhancement programs and provide additional resources to support students in strengthening their language skills. This targeted approach ensures that students can effectively engage in independent learning activities, fostering a more inclusive and supportive online learning environment.
- Implement interactive and engaging synchronous sessions while carefully balancing asynchronous workload. Encourage collaboration, varied activities, and periodic assessments to maintain student interest and participation. This comprehensive strategy contributes to a positive online learning experience, promoting student engagement and managing workload effectively.

### **Recommendations for English language teacher readiness**

- Prioritize professional development sessions or workshops aimed at transforming negative perceptions and attitudes toward online learning. Engage teachers in meaningful discussions highlighting the advantages and positive aspects of online teaching. Building a collaborative and optimistic environment among educators is essential for successful adaptation to online instruction.
- Provide targeted training focusing on time management strategies and effective communication skills in the online teaching environment. Equip teachers with practical tools and techniques to streamline email follow-ups, respond promptly to inquiries, and efficiently manage their communication responsibilities. Improving these essential skills can significantly enhance teachers' effectiveness in the online learning landscape.

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## Appendices

### Appendix (A)

#### Questionnaire



**An-Najah National University**  
**Faculty of Graduate Studies**  
**PhD Program in Teaching & Learning**

Dear teacher

This questionnaire is part of the work done towards completing my PhD thesis entitled **“The Perception of English Language Teachers in Private and Public Schools Toward the Effectiveness of Synchronous and Asynchronous Online English Language Learning in Palestine During the Outbreak of COVID-19”**. This questionnaire will be used to collect data from English language teachers about their opinions, attitudes, and experiences in teaching in the EFL classroom during the COVID 19 period.

The researcher seeks your kind assistance in answering the questionnaire items. The study questionnaire consists of (63) items divided into four domains; a five-weight Likert Scale was used to estimate the responses of the study sample on the subject of the study.

Your answers will be kept strictly confidential and will be used only for the purposes of improving the quality and relevance of this survey; and that in such a questionnaire there is no right or wrong answer, but the correct answer is the one that expresses your point of view frankly and objectively, which is what I aspire to for the success of this study.

Thank you for your time and efforts.

## Section A: Personal Information

**Gender:** Male ( ) Female ( )

**Educational qualification:** Diploma ( ) B.A ( ) M.A ( )

**Years of experience:** Less than 5 years ( ) 6-10 years ( ) More than 11 ( )

**Type of school:** Public ( ) Private ( )

**School location:** City ( ) Village ( ) Camp ( )

**School is located Near the Separation Wall in area C:** Yes ( ) No ( )

Training course: Yes ( ) No ( )

**Section B:** Please put (x) on the evolution that suits your opinion:

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>The Perception of E-learning for the Four Language Skills</b>						
1.	I believe that online classes are suitable for teaching the speaking skill.					
2.	The school provided me with plans and materials to use in teaching EFL speaking.					
3.	Synchronous classes provided an efficient alternative for teaching the speaking skills.					
4.	The synchronous classes allowed for real time communication between the students and their teachers.					
5.	Learners were able to use English effectively during the English language sessions.					
6.	Online learning made English speaking classes learners feel more secure and dare to answer questions in English asked by the teacher.					
7.	The school provided me with prepared activities for the speaking skill.					
8.	I used the learning resources and activities for the speaking skills prepared by myself.					
9.	Synchronous learning boosted learners' confidence in presenting their dialogues virtually.					
10.	I gave less listening sessions than I did in the face to face classes.					
11.	I believe that online learning is suitable for teaching the listening skill.					
12.	I planned and used asynchronous sessions so learners could train on listening by themselves.					
13.	The synchronous session improved the quality and quantity of my students writing practices.					
14.	The synchronous classes allowed enough time to practice writing.					
15.	The synchronous classes allowed enough time to give					

	feedback on learners' writing.					
16.	I planned and used asynchronous sessions for completion of writing activities.					
17.	I planned and used asynchronous sessions so students could practice writing on their own.					
18.	I believe that online learning is suitable for teaching the writing skill.					
19.	Asynchronous learning enhances reading comprehension of distance learners.					
20.	I believe that online learning is suitable for teaching the reading skill.					
21.	I used reading materials provided by the school in the synchronous reading session.					
22.	I developed and used reading activities by myself in the synchronous sessions.					
<b>Issues</b>						
1.	There is a shortage of computers/laptops in my school laboratory.					
2.	Internet speed was slow most of the time and that lead to wasting much of the class time.					
3.	The systems, methods, and techniques in which synchronous and asynchronous e-learning took place were unclear to me.					
4.	My school did not have an e-platform to support synchronous and asynchronous learning.					
5.	Large classes represented a challenge in my English language online sessions.					
6.	I believe that online learning does not help achieve educational goals in the EFL classroom.					
<b>Parents and Learners Readiness</b>						
1.	Most parents were able to provide their kids with technical support when needed.					
2.	My students attended most of the synchronous class sessions.					
3.	The majority of my students did the asynchronous class activities in due time.					
4.	My students often complained about the number of activities which they had to do on their own.					
5.	My students were embarrassed to ask or answer questions during the online sessions.					
6.	I found it hard to control the class during the use of the language.					
<b>English Language Teacher Readiness</b>						
1.	I found it difficult to cater for the individual differences between learners in the synchronous and asynchronous e-learning environments.					
2.	I found it difficult to control the online language classes because of unstructured interventions by the students.					
3.	I found it difficult to organize the dialogue in the synchronous and asynchronous e-learning environment than in the traditional environment.					
4.	I found enough time to follow-up on e-mails and to respond to questions and inquiries from students and parents.					

5.	I received training on how to do e-assessment (e.g. tests, quizzes, etc.).					
6.	I received training on how to give follow up formative feedback on student work (e.g. leading forums, feedback on writing assignments, etc.).					

## **Appendix (B)**

### **List of the questionnaire reviewers**

- 1- **Fawaz Aqel : An-Najah National University**

Fawaz. Aqel@ najah.edu

- 2- **Jaafar Abu Saa': Palestine Technical University**

Jaafarabusaa@yahoo.com

## Appendix (C)

### تسهيل مهمة بحثية



التاريخ: 2023/02/ 21 م

الرقم: و ت / ١٣ / ١٢٠

#### لمن يهمه الأمر

#### " تسهيل مهمة بحثية "

يهديك مركز البحث والتطوير التربوي أطيب تحية، ويرجو منكم التكرم بتسهيل مهمة الباحثة:

" سميرة لطفي عيسى محمود عليان "

من جامعة القدس للحصول على المعلومات اللازمة لإعداد دراسة بعنوان:

**"Evaluating the Effectiveness of Synchronous and Asynchronous Online English Language Learning as perceived by English language teachers of elementary classes in Palestine During the Outbreak of COVID -19 in private and public schools".**

#### ملاحظات:

- تتضمن الدراسة تطبيق استبيان على عينة من معلمي اللغة الإنجليزية في المدارس الحكومية في مديريات الضفة الغربية.
- الاستجابة على الأدوات البحثية من قبل عينة المبحوثين طوعية.
- يتم تطبيق أدوات البحث عبر النماذج المحوسبة دون تواصل وجاهي مع المبحوثين.
- سنرسل العينة لإيميل الباحثة للتواصل عبر الإيميل مع مديري المدارس برابط الأداة البحثية المحوسب.

تنويه: مركز البحث غير مسؤول عن جودة أدوات الدراسة.

مع الاحترام،

د. محمد مطر  
مدير عام مركز البحث والتطوير التربوي



نسخة: عطوفة وكيل الوزارة المحترم.

عطوفة الوكيل المساعد للشؤون التعليمية المحترم.

السادة المديرين العامين في مديريات التربية والتعليم في الضفة الغربية المحترمين.

د.عبد الكريم درغامه /المحترم/ة المشرف/ة على الدراسة- بريد الكتروني: [adaragmeh@najah.edu](mailto:adaragmeh@najah.edu)

## Appendix (D)

### تسهيل مهمة جمع البيانات

An-Najah  
National University  
Faculty of Graduate Studies

جامعة  
النجاح الوطنية  
كلية الدراسات العليا

التاريخ : 2022/12/6م

حضرة السيد الدكتور مدير عام مركز البحث والتطوير التربوي المحترم  
وزارة التربية والتعليم  
تحية طيبة وبعد ،

الموضوع: الطالبة / سميرة لطفي عيسى محمود، رقم تسجيل (11970110)  
تخصص دكتوراة في التعلم والتعليم

تهديكم عمادة كلية الدراسات العليا في جامعة النجاح الوطنية في فلسطين أحر تحياتها وتود اعلامكم  
أن الطالبة/ سميرة لطفي عيسى محمود، رقم تسجيل (11970100) تخصص دكتوراة في التعلم والتعليم، هي  
احدى طلبة كلية الدراسات العليا في جامعة النجاح، وهي بصدد اعداد الأطروحة الخاصة به بعنوان:

تقييم مدى كفاءة التعليم الالكتروني المتزامن والغير متزامن لتدريس اللغة الانجليزية في المدارس الحكومية  
والخاصة خلال ازمة كوفيد 19

يرجى من حضرتكم تسهيل مهمتها في جمع بيانات من خلال توزيع إستبانه على معلمي اللغة  
الانجليزية في المرحلة الاساسية في المدارس الحكومية والخاصة التابعة لمديرية التربية والتعليم في محافظات  
الضفة الغربية، وذلك لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

د. كفاح برهم  
رئيسة قسم كلية الدراسات العليا  
للعلوم الانسانية

فلسطين، نابلس، ص ب 7070 هاتف: /2345115، 2345114، 2345113 (09) (972)\* فاكسيل: (09) (972) 2342907  
Nablu s, P. O. Box (7) \*Tel. 972 9 2345113, 2345114, 2345115  
3200 هاتف داخلي (5) 3200  
\* Facsimile 972 92342907 \*www.najah.edu - email fgs@najah.edu

## Appendix (E)

### Certificate of acceptance of the research extracted from the dissertation

#### Research title:

**Evaluating the Effectiveness of Asynchronous Online English Language Learning in Private and Public Schools in Paestinan during the Outbreak of COVID-19.**



الموضوع: خطاب رقم: 538/3/1  
التاريخ: 2024/4/16

#### قبول نشر

بالإشارة إلى البحث المقدم من:

سعادة الدكتورة: سميرة لطفي عيسى محمود المحترمة، جامعة النجاح، نابلس،  
فلسطين

#### والمعنون ب

**(Evaluating the Effectiveness of Asynchronous Online  
English Language Learning in Private and Public Schools in  
Palestine during the Outbreak of COVID -19)**

يسرنا إبلاغكم بأن هيئة تحرير (المجلة الدولية للدراسات التربوية والنفسية)، وبعد تحكيم البحث  
حسب الأصول العلمية والاطلاع على قرار لجنة التحكيم، فقد أصدرت قرارها بإجازة البحث للنشر في  
المجلة، وسيتم نشره في (المجلد الثالث عشر- العدد الثالث- شهر: حزيران- يونيو-- 2024) إن شاء الله

وتفضلوا بقبول وافر الاحترام والتقدير

المجلة الدولية للدراسات التربوية والنفسية

رئيس التحرير

الدكتور حسن العمري

رفاد  
REFAAD  
For Studies & Research



## Appendix (F)

### Tables

**Table (11)**

*The teachers' perceptions towards asynchronous learning for the four English language skills*

Skills	N	Minimum	Maximum	Mean	Std. Deviation
Listening	135	1.33	5.00	3.2469	1.01642
Writing	135	1.67	5.00	3.4321	0.92780
Speaking	385	1.33	5.00	3.5541	0.92953
Reading	135	2.00	5.00	3.6420	0.71077

**Table (12)**

*The teachers' perceptions towards asynchronous learning in terms of school's, teacher's and pupils' roles*

	N	Minimum	Maximum	Mean	Std. Deviation
The perception of the school role in asynchronous learning	135	1.67	5.00	3.5679	0.76085
The perception of the teacher role in asynchronous learning	135	2.00	5.00	3.5802	0.67895
The perception of the pupil role in asynchronous learning	135	1.75	5.00	3.4907	0.78012

**Table (13)***Questionnaire items which deal with asynchronous language learning*

No.	Order	Items	Mean	Std. Deviation	%	Degree
1	5	I used asynchronous forums to allow students to discuss the reading materials in their own time.	3.70	0.86	74.07	High
2	4	I developed and used reading activities by myself in the asynchronous sessions.	3.68	1.04	73.51	High
3	6	Asynchronous forums and reading activities allowed students to obtain and share information.	3.59	0.83	71.85	High
4	3	Asynchronous learning enhances reading comprehension of distance learners.	3.58	1.09	71.69	High
5	1	I planned and used asynchronous sessions for completion of writing activities.	3.51	1.10	70.13	High
6	2	I planned and used asynchronous sessions so students could practice writing on their own.	3.51	1.03	70.13	High
7	9	Asynchronous learning has improved students' self-learning.	3.48	1.14	69.63	Average
8	8	Asynchronous learning increased the time exposure to the language by providing different materials.	3.44	0.83	68.89	Average
9	7	Asynchronous learning allowed students to work collaboratively to solve each other's problems and difficulties.	3.37	1.06	67.41	Average
10	12	I provided a wide variety of recoding contents including lectures, radio interviews, news reports, and informal conversations to allow opportunities for extensive and intensive listening and reading practice.	3.37	1.10	67.41	Average
11	10	Asynchronous learning and information have made learners' engagement more efficient.	3.30	1.30	65.93	Average
12	11	Asynchronous forum also enabled learners to analyze an issue from different cultural, personal and professional perspectives.	3.07	1.16	61.48	Average
<b>Total degree</b>			<b>3.46</b>	<b>0.174</b>	<b>69.33</b>	<b>Average</b>

**Table (14)**

*Comparison between synchronous and asynchronous learning in the areas of the role of the school, the teacher, the pupil*

	Asynchronous		Synchronous	
	Mean	Std. Deviation	Mean	Std. Deviation
The perception of the school role	3.5679	0.76085	3.2900	0.90387
The perception of the teacher role	3.5802	0.67895	3.5062	0.73341
The perception of the pupil role	3.4907	0.78012	3.4537	0.73567

**Table (15)**

*The means and the standard deviations of educational environment readiness domain*

No.	Order	Items	Mean	Std. Deviation	%	degree
1	3	The systems, methods, and techniques in which synchronous and asynchronous e-learning took place were unclear to me.	4.04	0.84	80.74	Very high
2	4	Internet connection was a problem for me when I did synchronous sessions from school.	4.00	1.06	80.00	Very high
3	2	Internet speed was slow most of the time and that led to wasting much of the class time.	3.92	1.00	78.44	high
4	7	Internet connection was a problem for me when I had to do synchronous sessions from home.	3.78	0.88	75.56	high
5	1	There is a shortage of computers/laptops in my school laboratory.	3.77	1.12	75.32	high
6	9	Large classes represented a challenge in my English language online sessions.	3.71	1.10	74.29	high
7	5	English teachers in my school showed negative resistance towards online learning.	3.59	0.96	71.85	high
8	8	My school did not have an e-platform to support synchronous and asynchronous learning.	3.48	1.15	69.61	Average
9	6	The systems, methods, and techniques in which synchronous and asynchronous e-learning took place were unclear to me.	3.13	1.15	62.60	Average
10	10	I believe that online learning does not help achieve educational goals in the EFL classroom.	3.00	1.34	60.00	Average
<b>Educational environment readiness</b>			<b>3.53</b>	<b>0.79</b>	<b>70.53</b>	<b>High</b>

**Table (16)**

*Results of an independent t-test for the comparison between the perception of synchronous and asynchronous online learning in educational environment readiness in public and private schools*

	Type of school	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Educational environment readiness	Public	315	3.6201	0.71947	5.108	383	0.000
	Private	70	3.1048	0.93809			

**Table (17)**

*The means and the standard deviations of parents and learners' readiness domain*

No.	Order	Items	Mean	Std. Deviation	%	degree
1	7	There were frequent technical difficulties that prevented students from attending the synchronous and asynchronous e-learning lecture.	3.74	0.85	74.81	High
2	6	My students' general weakness in the language skills has affected their ability to work independently during the asynchronous sessions.	3.63	0.99	72.59	High
3	1	Parents of my students did not accept the idea of online EFL learning.	3.59	0.96	71.85	High
4	4	My students attended most of the synchronous class sessions.	3.25	1.20	64.94	Average
5	8	My students often complained about the number of activities which they had to do on their own.	3.25	1.12	64.94	Average
6	5	The majority of my students did the asynchronous class activities in due time.	3.13	1.07	62.60	Average
7	9	My students were embarrassed to ask or answer questions during the online sessions.	3.01	1.11	60.26	Average
8	10	I found it hard to control the class during the use of the language.	2.99	1.17	59.74	Average
9	3	Most students were able to deal with online learning.	2.93	1.09	58.52	Average
10	2	Most parents were able to provide their kids with technical support when needed.	2.82	1.09	56.36	Average
<b>Parents and learners Readiness</b>			3.14	0.59	62.73	Average

**Table (18)**

*Results of an independent t-test for the comparison between the perception of synchronous and asynchronous online learning in parents' and learners' readiness in private and public schools*

	Type of school:	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Parents' and learners' Readiness	Public	315	3.1767	0.55675	2.877	383	0.004
	Private	70	2.9548	0.69442			

**Table (19)**

*The means and the standard deviations of English language teachers' readiness domain*

No.	Order	Items	Mean	Std. Deviation	%	degree
1.	1	English teachers in my school showed negative attitude toward the use of online learning.	3.59	1.13	71.85	High
2.	2	I found it difficult to cater for the individual differences between learners in the synchronous and asynchronous e-learning environments.	3.49	1.03	69.87	average
3.	5	I had training on how to use the online learning platform (e.g., upload materials, create and share links, use cameras, record sessions etc.).	3.44	1.03	68.89	average
4.	3	I found it difficult to control the online language classes because of unstructured interventions by the students.	3.31	1.12	66.23	average
5.	4	I found it difficult to organize the dialogue in the synchronous and asynchronous e-learning environment than in the traditional environment.	3.31	1.04	66.23	average
6.	7	I received training on how to do e-assessment (e.g., tests, quizzes, etc.).	3.18	1.22	63.64	average
7.	6	I found enough time to follow-up on e-mails and to respond to questions and inquiries from students and parents.	3.10	1.12	62.08	average
8.	8	I received training on how to give follow up formative feedback on student work (e.g., leading forums, feedback on writing assignments, etc.).	3.09	1.19	61.82	average
<b>English language teacher readiness</b>			<b>3.27</b>	<b>0.64</b>	<b>65.30</b>	<b>average</b>

**Table (20)**

*Result of an independent t-test for the comparison between the perception of synchronous and asynchronous online learning in English language teachers' readiness in private and public schools*

	Type of school:	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
English language teachers' readiness	Public	315	3.2731	0.65467	0.519	383	.604
	Private	70	3.2292	0.57756			

**Table (21)**

*The means and the standard deviations of strategic planning dimensions and the value of (3)*

No.	Order	Items	Mean	Std. Deviation	t	Sig. (2-tailed)
1.	1	The perception of e-learning on the four language skills	3.4551	0.69424	12.861	0.000
2.	2	Educational environment readiness	3.5264	0.78805	13.107	0.000
3.	3	Parents' and learners' readiness	3.1364	0.58946	4.539	0.000
4.	4	English language teacher readiness	3.2652	0.64085	8.118	0.000
5.	5	Total score	3.3901	0.50076	15.285	0.000

**Table (22)**

*Results of two-sample t-test of the perception of the English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in the West Bank of Palestine during the outbreak of COVID 19 due to gender*

	Gender	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
The perception of e-learning on the four language skills	Male	170	3.5419	0.65583	2.193	383	0.029
	Female	215	3.3864	0.71726			
Educational environment readiness	Male	170	3.5990	0.72693	1.611	383	0.108
	Female	215	3.4690	0.83038			
Parents and learners Readiness	Male	170	3.2225	0.60763	2.570	383	0.011
	Female	215	3.0682	0.56687			
English language teacher readiness	Male	170	3.3407	0.65752	2.065	383	0.040
	Female	215	3.2054	0.62242			
<b>Total score</b>	<b>Male</b>	<b>170</b>	<b>3.4724</b>	<b>0.52770</b>	<b>2.893</b>	<b>383</b>	<b>0.004</b>
	<b>Female</b>	<b>215</b>	<b>3.3251</b>	<b>0.46951</b>			

**Table (23)**

*Results of two-sample t-test of the perception of the English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in the West Bank of Palestine during the outbreak of COVID-19 due to educational qualification*

	Educational qualification	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
The perception of e-learning on the four language skills	B.A	265	3.5435	0.62671	3.780	383	0.000
	M.A	120	3.2596	0.79246			
Educational environment readiness	B.A	265	3.5176	0.79504	-.325	383	0.745
	M.A	120	3.5458	0.77531			
Parents and learners Readiness	B.A	265	3.2170	0.60510	4.068	383	0.000
	M.A	120	2.9583	0.51234			
English language teacher readiness	B.A	265	3.3255	0.67722	2.768	383	0.006
	M.A	120	3.1319	0.53086			
<b>Total score</b>	<b>B.A</b>	<b>265</b>	<b>3.4584</b>	<b>0.49323</b>	<b>4.058</b>	<b>383</b>	<b>0.000</b>
	<b>M.A</b>	<b>120</b>	<b>3.2392</b>	<b>0.48593</b>			

**Table (24)**

*Results of two-sample t-test of the perception of the English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in the West Bank of Palestine during the outbreak of COVID-19 due to type of the school*

	Type of school	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
The perception of e-learning on the four language skills	Public	315	3.3575	0.71469	-6.123	383	0.000
	Private	70	3.8942	0.34450			
Educational environment readiness	Public	315	3.6201	0.71947	5.108	383	0.000
	Private	70	3.1048	0.93809			
Parents and learners Readiness	Public	315	3.1767	0.55675	2.877	383	0.004
	Private	70	2.9548	0.69442			
English language teacher readiness	Public	315	3.2731	0.65467	0.519	383	0.604
	Private	70	3.2292	0.57756			
<b>Total score</b>	<b>Public</b>	<b>315</b>	<b>3.3581</b>	<b>0.52658</b>	<b>-2.682</b>	<b>383</b>	<b>0.008</b>
	<b>Private</b>	<b>70</b>	<b>3.5342</b>	<b>0.32856</b>			

**Table (25)**

*Results of two-sample t-test of the perception of the English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in the West Bank of Palestine during the outbreak of COVID 19 due to training variable*

	Training	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
The perception of online learning on the four language skills	Yes	210	3.6053	0.53363	4.783	383	0.000
	No	175	3.2747	0.81343			
Educational environment readiness	Yes	210	3.4206	0.85283	-2.913	383	0.004
	No	175	3.6533	0.68351			
Parents and learners Readiness	Yes	210	3.2524	0.58313	4.327	383	0.000
	No	175	2.9971	0.56800			
English language teacher readiness	Yes	210	3.4256	0.53468	5.589	383	0.000
	No	175	3.0726	0.70330			
<b>Total score</b>	<b>Yes</b>	<b>210</b>	<b>3.4980</b>	<b>0.44740</b>	<b>4.761</b>	<b>383</b>	<b>0.000</b>
	<b>No</b>	<b>175</b>	<b>3.2606</b>	<b>0.53109</b>			

**Table (26)**

*Results of two-sample t-test of the perception of the English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning in the West Bank of Palestine during the outbreak of COVID-19 due to school is located near the Separation Wall in Area C*

	School is located Near the Separation wall in Area C.	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
The perception of e-learning for the four language skills	Yes	120	3.4742	0.78773	0.365	383	0.716
	No	265	3.4464	0.64893			
Educational environment readiness	Yes	120	3.6917	0.77304	2.793	383	0.005
	No	265	3.4516	0.78479			
Parents and learners Readiness	Yes	120	3.2819	0.69579	3.303	383	0.001
	No	265	3.0704	0.52266			
English language teacher readiness	Yes	120	3.3021	0.78308	0.761	383	0.447
	No	265	3.2484	0.56574			
<b>Total score</b>	<b>Yes</b>	<b>120</b>	<b>3.4528</b>	<b>0.62293</b>	<b>1.657</b>	<b>383</b>	<b>0.098</b>
	<b>No</b>	<b>265</b>	<b>3.3617</b>	<b>0.43271</b>			

**Table (27)**

*Results of two-sample t-test of the perception of the English language teachers in private and public schools toward the effectiveness of synchronous and asynchronous online English language learning of the West Bank of Palestine during the outbreak of COVID 19 due to school location*

<b>One -Way ANOVA</b>			<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
The perception of e-learning for the four language skills	Between Groups		5.022	2	2.511	5.328	0.005
	Within Groups		180.055	382	0.471		
	Total		185.078	384			
Educational environment readiness	Between Groups		4.202	2	2.101	3.426	0.034
	Within Groups		234.268	382	0.613		
	Total		238.470	384			
Parents and learners Readiness	Between Groups		6.161	2	3.080	9.246	0.000
	Within Groups		127.264	382	0.333		
	Total		133.424	384			
English language teacher readiness	Between Groups		23.928	2	11.964	34.163	0.000
	Within Groups		133.779	382	0.350		
	Total		157.707	384			
<b>Total score</b>	<b>Between Groups</b>		<b>3.053</b>	<b>2</b>	<b>1.527</b>	<b>6.255</b>	<b>0.002</b>
	<b>Within Groups</b>		<b>93.240</b>	<b>382</b>	<b>0.244</b>		
	<b>Total</b>		<b>96.293</b>	<b>384</b>			



جامعة النجاح الوطنية  
كلية الدراسات العليا

تصورات معلمي اللغة الإنجليزية في المدارس الخاصة  
والعامة نحو فعالية التعليم المتزامن وغير المتزامن عبر  
الإنترنت في فلسطين خلال تفشي فيروس كورونا (كوفيد-19)

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# تصورات معلمي اللغة الإنجليزية في المدارس الخاصة والعامة نحو فعالية التعليم المتزامن وغير المتزامن عبر الإنترنت في فلسطين خلال تفشي فيروس كورونا (كوفيد-19)

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## الملخص

سعت الدراسة الحالية إلى تقييم "تصورات معلمي اللغة الإنجليزية في المدارس الخاصة والعامة نحو فعالية تعلم اللغة الإنجليزية المتزامن وغير المتزامن عبر الإنترنت في فلسطين أثناء تفشي فيروس كوفيد-19".

استخدمت الدراسة المنهج الوصفي، حيث تم إجراء استبانة على عينة عشوائية طبقية مكونة من (385) معلماً للغة الإنجليزية للصفوف (من الأول إلى العاشر) خلال العام الدراسي 2021-2022. وشملت العينة (70) معلماً من المدارس الخاصة و(315) معلماً من المدارس الحكومية.

وتوصلت الدراسة إلى أن تصور التعلم المتزامن حصل على درجة بلغ المتوسط (3.4279) بينما حصل تصور التعلم غير المتزامن على درجة استجابة أعلى بلغت (3.5411). وقد وجد أن التعلم المتزامن كان أعلى بكثير في المدارس الخاصة بنسبة  $(0.35 \pm 3.8)$  (ت (383) = 5.868، ع = 0.00).

وخلصت إلى أن تصور التعلم المتزامن كان في مهارة الكتابة باللغة الإنجليزية التي حصلت على أعلى الدرجات بمتوسط (3.5077)، تليها مهارة فهم المقروء بمتوسط (3.3981). وتم احتساب مهارة التحدث وفق التقييم بمتوسط (3.3977)، وفي أدنى درجة حصلت مهارة الاستماع على المرتبة الأخيرة بمتوسط (3.3160). وأظهرت نتائج الدراسة أن إدراك التعلم غير المتزامن في مهارة فهم المقروء كان الأعلى بمتوسط (3.6) لدى عينة الدراسة، تليها مهارة التحدث بمتوسط (3.5)، ومهارة الكتابة بمتوسط (3.5). (3.4)، ومهارة الاستماع التي حصلت على المرتبة الأخيرة بمتوسط (3.2).

وتشير نتائج الدراسة إلى أن جاهزية البيئة التعليمية حصلت على أعلى مرتبة (3.52) تليها المهارات اللغوية (م = 3.50)، يليها جاهزية المعلمين (م = 3.45)، أما جاهزية أولياء الأمور والمتعلمين فقد حصلت على المرتبة الأدنى (م = 3.13).

ويوصي الباحث بتزويد المعلمين بالتدريب والتأهيل المناسب لاستخدام تكنولوجيا التعليم، وتخطيط وتصميم المحتوى التعليمي بشكل جيد بما يتناسب مع أهداف التعلم واحتياجات الطلاب.

**الكلمات المفتاحية:** كوفيد-19، التعلم المتزامن، التعلم غير المتزامن، مهارات اللغة الإنجليزية عبر الإنترنت، التعليم العام، التعليم الخاص، الاستعداد، الإدراك.