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

تقييم فعالية تعلم اللغة الإنجليزية عبر الإنترنت غير المتزامن في المدارس الخاصة والعامة في فلسطين خلال تفشي جائحة COVID-19

Samira Lotfy Issa Mahmoud

PhD in Learning and Teaching, An-Najah National University, Nablus, Palestine

samira.mahmoud@stu.najah.edu

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

تقييم فعالية تعلم اللغة الإنجليزية عبر الإنترنت غير المتزامن في المدارس الخاصة والعامة في فلسطين خلال تفشي جائحة COVID-19

Abstract:

Objectives: The present study sought to "Evaluate the Effectiveness of Asynchronous Online English Language Learning in Private and Public Schools in Palestine during the Outbreak of COVID 19".

Methods: The study adopts a case–control study design (case–referent study), one type of observational study in which two existing groups differing in outcome are identified and compared on the basis of some predetermined causal attributes (Mann, 2003).

Results: As shown in the study results, asynchronous learning was significantly higher in private schools (4.05 ± 0.58) (t $(383) = 5.765$, $p = 0.00$). 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).

Conclusions: The researcher made several recommendations regarding the readiness of asynchronous learning in teaching English, which were as follows: Teachers are advised to be provided with appropriate training and qualification to use educational technology and apply best practices to online teaching, Teachers are advised to plan and design educational content well according to the learning objectives and needs of the students.

Keywords: COVID19; Asynchronous Learning; Online English Language Skills; Public Education; Private Education.

الملخص:

الأهداف: سعت الدراسة الحالية إلى "تقييم فعالية تعلم اللغة الإنجليزية غير المتزامن عبر الإنترنت في المدارس الخاصة والعامة في فلسطين أثناء تفشي فيروس كورونا".

المنهجية: تعتمد الدراسة على تصميم دراسة الحالة والشاهد (دراسة الحالة-المرجعية)، وهي نوع من الدراسات الرصدية التي يتم فيها تحديد مجموعتين قائمتين تختلفان في النتائج ومقارنتهما بناءً على بعض السمات السببية المحددة مسبقًا (مان، 2003)..

النتائج: كما هو مبين في نتائج الدراسة، كان التعلم غير المتزامن أعلى بكثير في المدارس الخاصة (4.05 ± 0.58) ($5.765 = (383)t$، $p = 0.00$). وأظهرت نتائج الدراسة أن التعلم غير المتزامن في مهارة فهم المقروء كان الأعلى بمتوسط (3.6) لدى عينة الدراسة، تليها مهارة التحدث بمتوسط (3.5)، ومهارة الكتابة بمتوسط (3.4)، ومهارة الاستماع التي حصلت على المرتبة الأخيرة بمتوسط (3.2).

الخلاصة: قدمت الباحثة عدة توصيات بشأن مدى جاهزية التعلم غير المتزامن في تدريس اللغة الإنجليزية، وكانت على النحو التالي: ينصح المعلمون بتزويدهم بالتدريب والتأهيل المناسب لاستخدام تكنولوجيا التعليم وتطبيق أفضل الممارسات في التدريس عبر الإنترنت، يُنصح المعلمون بتخطيط وتصميم المحتوى التعليمي بشكل جيد وفقًا لأهداف التعلم واحتياجات الطلاب.

الكلمات المفتاحية: كوفيد 19: التعلم غير المتزامن؛ مهارات اللغة الإنجليزية عبر الإنترنت؛ التعليم العام؛ التعليم الخاص.

1   Introduction

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 education sectors. All public and private schools, kindergartens, universities and colleges went into lockdown on 3/6/2020. 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 (Affouneh et al., 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, inform of a lack of trust on the part of national authorities in the effectiveness of asynchronous 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).

On the other hand, in the English classes, students and teachers found themselves grappling with an unfamiliar meeting tool, an experience that many had difficulty dealing with, but which, for those living in isolation, was the only way to ensure the continuation of any kind of education.

Some private schools used Google Class Meet because of their applications that work across multiple operating systems and devices are now ubiquitous (Hadad,2020); Microsoft Teams can do file storage as well as file collaboration, 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 and Tapp ,2019, p71).

In the present work, the researcher aims to evaluate the effectiveness of asynchronous online English language learning in Palestine during the outbreak of COVID 19. The researcher compares English language teaching performance during 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 training.

In light of the tremendous challenges facing a low-income country like Palestine, this study will address a host of problems related to the design, delivery and management of the digital learning in the EFL classroom in Palestine. More specifically, the study will address problems related teacher learner interaction and communication, learner to learner interaction, and equitable access to quality education. Since the teacher is the one who manages the implementation of the digital learning environments, assesses pupil's levels of achievement, administers daily class meetings, in addition to the many other follow up actions done by teachers, the researcher will collect data on the study problems from the teachers, recognizing that this will limit the results to the perspective of one actor, albeit an important actor.

Asynchronous learning is already an outstanding, optimistically viewed initiative with important pedagogical contributions to school education. The online education mode can be classified into two categories: Synchronous learning and asynchronous learning (Ersin et al., 2020). Synchronous learning means the participation of several people at the same time, where there is real-time interaction either in the classroom or via online platforms such as Zoom calls or webinars. On the other hand, asynchronous learning means learning that does not involve everyone at once and there is no real-time interaction between people (Shahabadi & Uplane, 2015).Resources and study materials are shared through online means such as recorded lectures, emails, etc. There are no restrictions on place or time for students or teachers. Here is an in-depth explanation about asynchronous learning (Ersin et al., 2020):

1.1 Asynchronous learning

Asynchronous learning has its roots in correspondence education which made education available to students living in faraway places. Correspondence education benefited from messaging but when schools and colleges invested in technology in the early 1980s, distance learning took the path of the Internet.

1.2 Advantages of asynchronous learning

- **Freedom and flexibility**

The attractive aspect of asynchronous learning is the flexibility it provides to students as well as to teachers. All that is required is a computer and an internet connection to access study materials from anywhere around the world. There are no restrictions on time or place and students can schedule their studies at their convenience (Shahabadi & Uplane, 2015).

This advantage would help extend education to even those with full-time jobs , ones who are too old to attend school or college, or ones who reside in remote areas and cannot access schools for economic or security reasons. This can help deal with the pressures and limitations on studying as one can study to suit his abilities and there is no pressure to perform at a set rate, either.

- **Students decide the pace of learning**

This type of learning is self-paced as students learn at their own speed. Students have ample time to review notes and study carefully, unlike in a traditional classroom where response is expected to be immediate.

This own-pace mode increases learning efficiency and also protects the confidence of students who find it difficult to keep up with other students in the class. It empowers students by putting them in control of their learning experience, and also relieves teachers from the burden and pressure they usually face in on-campus teaching (Lim, 2017).

- **Convenience and safety**

Social anxiety is a common problem among young people today; students often do not prefer face-to-face interaction even if it is online. Asynchronous learning is suitable for those who prefer selective interaction. The student enjoys his own comfortable space to study, and, as a result, many social barriers to learning are removed (Ersin et al., 2020).

In this type of education, the quiet student is placed on an equal level with social students, who usually perform better than others in face-to-face- education, which leads to low self-confidence for introverts. The focus here is on academic performance and the student's understanding of the information.

- **Availability of information**

The materials involved in asynchronous learning are always available for reuse, and students can search for any piece of information anytime, anywhere. It is also widely accessible compared to other modes. Once the lecture is recorded, whether it is audio or video, it can be sent anywhere in the world, even to places without intern (Zou et al., 2021) DVDs, televisions, and all other electronic devices that store information can be used offline for asynchronous learning. Thus, students living in remote parts of the world can access the notes, videos, or audios (Ersin et al., 2020).

- **Inclusive learning**

Asynchronous learning is within the reach of a wide range of learners, ranging from different age groups to different genders, ethnicities, and socio-economic backgrounds. Thus, teaching and learning can take place on a very large scale, with little investment because teachers do not need to constantly monitor students.This style of education has made group learning possible with ease and comfort. These lessons are also relatively easier to organize and take much less time than traditional lessons (Shahabadi & Uplane, 2015).

1.3 Disadvantages of asynchronous learning

- **Isolation**

While some prefer the lack of interaction, for others it can become a cause for concern. The lack of this human quality can make students feel isolated and also limit the scope for growth resulting from real-time interaction, feedback, and discussion. This type of learning style is suitable for people who want to earn a diploma or degree without much hassle due to time or any other constraints (Lim, 2017). For those who wish to make the most of their learning experience, asynchronous learning is not the right choice for them, as it completely excludes observational learning and other forms of social training necessary for all round development.

- **Apathy and procrastination**

This type of learning can lead to a lack of motivation in students 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, students sometimes fail to complete their classes on time.

Teachers and students also check in with each other while interacting in real time. They enrich the learning experience through their collaborative efforts. Although it is fast and convenient, it can lead to boredom. It can also lead to superficial attempts on the part of teachers as well as students.

- **Time management skills**

Asynchronous learning may seem easy; however, most students lose interest halfway through and fail to complete their classes in due time. It is not easy to remain passionate about distance learning, especially without direct interaction with teachers and fellow students. Students who have good time management skills, focus, commitment, and a clear goal in mind - get the most out of class (Chung et al., 2020).

1.3 English language skills

- **Listening Skills**

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

- **Speaking Skills**

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

- **Reading Skills**

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

- **Writing Skills**

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

1.4 Literature review

Previous studies that dealt with the subject of the study were reviewed. The gist of the arguments and findings are presented here:
- Aljaser, (2019) study aimed to identify the effectiveness of the asynchronous environment in developing the academic achievement, the trend towards learning English for fifth grade students. The asynchronous environment was designed and a test and scale were prepared to assess the tendency towards learning English. The quasi-experimental approach was applied to a sample of fifth grade students, divided into a control group taught through the traditional method, and an experimental group taught through the asynchronous environment. The results of the study showed that there were statistically significant differences in favor of the experimental group in both the post-achievement test and the measure of attitude towards learning the English language.
- Study conducted by Basilaia, Kvavadze (2020) aimed to study the experience of moving from school education to online learning during the spread of the Corona virus epidemic in Georgia was based on the statistics of the first week of the teaching process in a private school and its experience in moving from face-to-face education to asynchronous during the Corona pandemic discussed the results of online education EduPage and Gsuite platforms were used in the educational process asked on the statistics of the first week of the online teaching process, the researchers concluded that the transition between traditional education and online education was successful, and skills acquired by teachers, students and school management in the post-epidemic period in different cases such as those with special needs who

need extra hours, or by increasing the effectiveness of group teaching or increasing student independence and acquiring new skills.

- A study conducted by Draissi, Yong (2020) aimed at knowing the response plan to the outbreak of the COVID 19 disease and the implementation of distance education in Moroccan universities researchers examined various documents consisting of news articles daily newspapers, reports and notices from University website. The study used a content analysis approach, and the results of the study indicated that what is worrying is that the COVID 19 pandemic challenges universities to continue to overcome the difficulties facing both students and professors, invest in scientific research and the ongoing efforts to discover a vaccine. For the student, additional duties were assigned to the professors to maintain their business momentum from home, and to provide free access to a few paid asynchronous platforms or databases.

- A study conducted by Bashir (2019) aimed to model the interaction of asynchronous learning, learner satisfaction and continuous learning intentions in Ugandan higher education institutions. It consists of 28 paragraphs, and it was applied to 232 learners. The results revealed that the asynchronous learning consists of a three-factor structure: the learner interface, the feedback interaction, and the learning content.

2   Method

2.1 Research design

The study adopts a case–control study design (case–referent study), one type of observational study in which two existing groups differing in outcome are identified and compared on the basis of some predetermined causal attributes(Mann, 2003). On one level, this study 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.

2.2 Data collection

Data collection is the process of collecting the required data for the selected group in the research (Statistics Canada, 2010, p. 37). The sources of data collection in this study were the primary data and secondary data.

2.2.1 Primary Data

The main source of data used in this study is the questionnaire. The questionnaire design defined as an outline for data collection, measurement, and analysis as its function is providing a collection of relevant evidence.

This method is common in collecting information, it is being adopted by specific individuals, research workers, private and public institutions and even by governments. A questionnaire is a data collection tool consisting of a group of questions for the aim of collecting data from respondents. Based on the literature and previous studies, a questionnaire was designed to collect data about the subject by the researcher, to answer research questions and to test its hypothesis.

2.2.2 Secondary data

Secondary data refers to data that has been previously collected by someone else or for a purpose other than the current research or study. It is a type of existing data that researchers or analysts can access and use for their own investigations. Unlike primary data, which is collected directly from the source for a specific research question, secondary data is already available and can be obtained from various sources. The study relies on data collected by other researchers that originally collected for other schooling purposes, such as: journals, books, bulletins, textbooks, scientific articles, newspapers, periodicals, etc. The main sources of secondary data using is this study include published literature. These publications can contain valuable data that others can use for further analysis. The previous studies were used to determine the survey topics, and the survey items. They also informed the comparisons of the results from Palestine with other contexts around the world, a step which has helped in highlighting the unique challenges faced by teachers, students and parents in the Palestinian context.

2.3 Research instrument

The questionnaire is used as the instrument to gather information from the target population for research study. The questionnaire included items to measure the respondents' views towards the study topic, "The Effectiveness of Asynchronous Online English Language Learning in Palestine during the Outbreak of COVID 19 ". The questionnaire used a Likert-type scale with five scale categories: 1- strongly disagrees, 2- disagree, 3- neutral, 4- agree, 5- strongly agree.

This structured questionnaire consisted of items distributed into two sections. Section A includes (7) demographic items about the respondents including respondents' gender, educational qualification, years of experience, type of school, school location, school is located Near the Separation Wall in Area C, and training course. Section B: included items related to the domains of the study: The effectiveness of asynchronous on the four language skills, educational environment readiness, parents and learners readiness, English language teacher readiness.

2.4 Validity and reliability

Validity refers to the accuracy and to whether the instrument measures what it is intended to measure. Ensuring validity is crucial in research because it determines the accuracy and credibility of the findings. If a measurement instrument lacks validity, the results and conclusions drawn from it may be flawed or misleading. Researchers employ various statistical techniques and validation processes to establish the validity of their measurements and enhance the overall quality of their research (Heale and Twycross, 2015). Nevertheless, Reliability has to do with the consistency and stability; it is the expectation that there will not be different findings each time the measures are used, assuming that nothing has changed in what is being measured (Salloum et al., 2019).

2.4.1 Face validity

Prior to the distribution of the survey to the study sample, a number of specialized experts and academics in the field reviewed the study questionnaire and provided feedback on these issues: ambiguities in the phrasing of questions, excessive complexity in the language that was used, inappropriate response categories for some questions, and if there were any redundant questions, and to ensure that the questionnaire was well designed and the items was measured the relevant dimensions. Inappropriate items or questions were removed. Feedback was collected from the reviewers and the questionnaire was adjusted accordingly.

2.4.2 Reliability

The next step was to measure the reliability. The reliability refers to the possibility of obtaining the same results if the measurement re-evaluated under the availability of similar circumstances and by using the same tool for the measurement tool (Taherdoost, 2016). The reliability of data was measured by Cronbach's coefficient alpha which is a statistical measure that indicates whether the items that were supposed to measure the same thing are positively correlated to one another.

Cronbach's alpha reliability coefficient normally ranges between 0.0 and +1.0. The closer Cronbach's alpha is to 1, the higher the internal cohesion reliability. The Cronbach's alpha coefficients for the variables (Table 1) provides Cronbach's coefficient test results for the research variables:

Table 1: Cronbach's alpha coefficients of the research variables

Cronbach's Alpha Coefficients Construct	Number of items	Cronbach's alpha
The effectiveness of Asynchronous on the four language skills	35	0.96

Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. Technically speaking, Cronbach's alpha is not a statistical test – it is a coefficient of reliability (or consistency).

2.5 Study variables

Independent variable	dependent variable
The effectiveness of e-learning on the four language skills	The Perception of English Language Teachers in Private and Public Schools Toward the Effectiveness of Asynchronous Online English Language Learning in Palestine during the Outbreak of COVID 19
Educational environment readiness	
Parents' and learners' Readiness	
English language teachers' readiness	

2.6 Study population and sample

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 (1-10th) during the academic year 2021–2022. The sample included (70) teachers from private and (315) teachers from public schools.

Table 2: Distribution of the study sample according to the demographic 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
Training course	Yes	210	54.5
	No	175	45.5
Type of school:	Public	315	82.5
	Private	70	18.5

2.7 Data Analysis Techniques

This study used different statistical techniques to analyze the data; once the data were collected, cleaned, verified and entered, they were analyzed using the following data analysis techniques: First, descriptive statistics including measures of the mean, standard deviation, percentages, and frequency were used to describe and summarize the characteristics of the members of the sample included in the study. Second, inferential statistics using multiple-regression were used to test the hypotheses of the research.

Data accuracy was insured through a double review process for each questionnaire returned. The data were coded and entered into SPSS database. At the conclusion of the data entry process information was checked for accuracy. No errors in entry were detected.

3   Results

3.1 The effectiveness of Asynchronous 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 question:

3.1.1 Research question 1: What are the perceptions of English language teachers towards the effectiveness of asynchronous learning on the four language skills?

To answer this question, the researcher prepared survey items for each skill which were intended to collect data on.

Table 3: The means and the standard deviations of the effectiveness of Asynchronous on the four-language skills domain

No.	Order	Items	Mean	Std. Deviation	%
1.	1	I believe that online classes are suitable for teaching the speaking skill.	3.47	1.08	69.35
2.	2	The school provided me with plans and materials to use in teaching EFL speaking.	2.97	1.25	59.48
3.	3	Synchronous classes provided an efficient alternative for teaching the speaking skills.	3.42	1.07	68.31
4.	4	The synchronous classes allowed for real time communication between the students and their teachers.	3.29	1.12	65.71
5.	5	Learners were able to practice using English during the online language sessions.	3.30	1.08	65.97
6.	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
7.	7	The school provided me with prepared activities for the speaking skill.	3.10	1.24	62.08
8.	8	I used the learning resources and activities for the speaking skills prepared by myself.	3.79	1.04	75.84
9.	9	Learners had fewer opportunities to practice speaking than they had in face-to-face sessions before the pandemic.	3.67	1.09	73.33
10.	10	Synchronous learning boosted learners' confidence in presenting their dialogues virtually.	3.62	1.08	72.47
11.	11	I felt uncomfortable with synchronous learning because of the inadequate support for the listening skill.	3.52	.92	70.37
12.	12	I used the prepared materials provided by my school for the listening sessions.	3.56	1.17	71.11
13.	13	I used materials prepared by myself for the listening sessions.	3.89	1.07	77.78
14.	14	I gave fewer listening sessions than I did in the face-to-face classes.	3.39	1.13	67.79
15.	15	I believe that online learning is suitable for teaching the listening skill.	3.25	1.12	64.94
16.	16	I planned and used asynchronous sessions so learners could train on listening by themselves.	3.18	1.05	63.64
17.	17	The synchronous sessions improved the quality and quantity of my students writing practices.	3.45	1.16	69.09
18.	18	The synchronous classes allowed enough time to practice writing.	3.45	1.23	69.09
19.	19	When I asked a question, I always got a response from the learners.	3.26	1.04	65.19
20.	20	The synchronous classes allowed enough time to give feedback on learners' writing.	3.60	1.10	71.95
21.	21	I planned and used asynchronous sessions for completion of writing activities.	3.51	1.10	70.13
22.	22	I planned and used asynchronous sessions so students could practice writing on their own.	3.51	1.03	70.13
23.	23	I believe that online learning is suitable for teaching the writing skill.	3.52	1.16	70.39
24.	24	Asynchronous learning enhances reading comprehension of distance learners.	3.58	1.09	71.69
25.	25	I believe that online learning is suitable for teaching the reading skill.	3.51	1.10	70.13
26.	26	I used to read materials provided by the school in the synchronous reading session.	3.57	1.17	71.43
27.	27	I developed and used reading activities by myself in the asynchronous sessions.	3.68	1.04	73.51
28.	28	I used asynchronous forums to allow students to discuss the reading materials in their own time.	3.70	.86	74.07
29.	29	Asynchronous forums and reading activities allowed students to obtain and share information.	3.59	.83	71.85

30.	30	Asynchronous learning allowed students to work collaboratively to solve each other's problems and difficulties.	3.37	1.06	67.41
31.	31	Asynchronous learning increased the time exposure to the language by providing different materials.	3.44	.83	68.89
32.	32	Asynchronous learning has improved students' self-learning.	3.48	1.14	69.63
33.	33	Asynchronous learning and information have made learners' engagement more efficient.	3.30	1.30	65.93
34.	34	Asynchronous forum also enabled learners to analyze an issue from different cultural, personal and professional perspectives.	3.07	1.16	61.48
35.	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
		The effectiveness of asynchronous learning on the four language skills	**3.46**	**.69**	**69.10**

As shown in the above table, the effectiveness of the synchronous sessions on the four-language skills domain were moderate (m = 3.46, SD = 0.69) which implies that the participating respondents have a moderate position towards the effectiveness of Asynchronous on the four-language skills domain.

Synchronous versus asynchronous learning:

- **Public versus private schools**

Table (4): Result of an independent t-test for the comparison between the effectiveness of asynchronous learning in public and privet schools

	Type of school	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Asynchronous	Public	315	3.4259	.85948	5.868	383	.000
	private	70	4.0595	.58706			.000

An independent t-test was run on the data with a 95% confidence interval (CI) for the mean difference between the effectiveness of Asynchronous in public and private schools. It was found that asynchronous sessions were significantly higher in privet schools (4.05 ± 0.58) (t(383) = 5.765, p = 0.00).

The scores of asynchronous 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 effectiveness 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 students 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 sessions 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 methods effectively, optimizing the learning experience for their students.

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

Table 5 presents respondents' satisfaction levels with the effectiveness of asynchronous learning in enhancing the four language skills:

Table 5: The teachers' attitude towards the effectiveness of Asynchronous Sessions for the four English language skills

	N	Minimum	Maximum	Mean	Std. Deviation
Listening skills	135	1.33	5.00	3.2469	1.01642
Writing skills	135	1.67	5.00	3.4321	.92780
Speaking skills	385	1.33	5.00	3.5541	.92953
Reading skills	135	2.00	5.00	3.6420	.71077

The results of the study indicate that the effectiveness 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 education, there may be little direct interaction between the teacher and the students. 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 students in asynchronous education do not get enough opportunities to practice listening and writing in English.

3-Lack of immediate feedback: In asynchronous learning, students 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.

3.2 Testing Hypotheses

Both the null hypothesis (denoted by H0) and the alternative hypothesis were involved in the hypothesis tests. The null hypothesis was assumed to be true but tested for possible rejection. The probability value (*p*-value) obtained from the statistical hypothesis test formed the basis of the decision-making process. If the p-value was less than or equal to a predetermined level of significance (α-level), the null hypothesis would be rejected and the alternative hypothesis would be supported. By contrast, if the *p*-value was greater than the α-level, the null hypothesis could not be rejected and no support was claimed for the alternative hypothesis.

3.2.1 First Main Hypothesis

There are no statistically significant differences at the significance level of 0.05 in the average study sample responses about evaluating the effectiveness of asynchronous online English language learning in Palestine during the Outbreak of COVID 19 due to gender.

A two-sample t-test was performed to compare [The Effectiveness of Asynchronous Online English Language Learning in Palestine during the Outbreak of COVID 19] in [males] and [females].

Table 6: Two sample t-test was performed to compare [The Effectiveness of Asynchronous Online English Language Learning in Palestine during the Outbreak of COVID 19] in [males] and [females]

	Gender:	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
The effectiveness of Asynchronous on the four language skills	Male	170	3.5419	.65583	2.193	383	.029
	Female	215	3.3864	.71726			

There [was] a significant difference in [The Effectiveness of Asynchronous Online English Language Learning 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 $H_{0.1}$. There are no statistically significant differences at the significance level of 0.05 in the average study sample responses about evaluating the effectiveness of asynchronous online English language learning in Palestine during the Outbreak of COVID 19 due to educational qualification:

A two-sample t-test was performed to compare [The Effectiveness of Asynchronous Online English Language Learning in Palestine during the Outbreak of COVID 19] in [B.A] and [M.A].

Table 7: Two sample t-test was performed to compare [The Effectiveness of Asynchronous Online English Language Learning in Palestine during the Outbreak of COVID 19] in [B.A] and [M.A]

	Educational qualification	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
The effectiveness of asynchronous learning on the four language skills.	B.A	265	3.5435	.62671	3.780	383	.000
	M.A	120	3.2596	.79246			

There [was] a significant difference in [The Effectiveness of Asynchronous Online English Language Learning in Palestine During the Outbreak of COVID 19] between [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 $H_{0.1}$. There are no statistically significant differences at the significance level of 0.05 in the average study sample responses about evaluating the effectiveness of asynchronous online English language learning in Palestine during the Outbreak of COVID 19 due to type of school.

A two-sample t-test was performed to compare [The Effectiveness of Asynchronous Online English Language Learning in Palestine during the Outbreak of COVID 19] in [public] and [private].

Table 8: Two sample t-test was performed to compare [The Effectiveness of Asynchronous Online English Language Learning in Palestine during the Outbreak of COVID 19] in [public] and [private]

	Type of school	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
The effectiveness of Asynchronous on the four language skills	Public	315	3.3575	.71469	-6.123	383	.000
	Private	70	3.8942	.34450			

There [was] a significant difference in [The effectiveness of asynchronous Online English language Learning in Palestine during the Outbreak of COVID 19] between [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.

There are no statistically significant differences at the significance level of 0.05 in the average study sample responses about evaluating the effectiveness of asynchronous online English language learning in Palestine during the Outbreak of COVID 19 due to training.

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

4   Discussion

As for the skill of writing in the English language, Asynchronous learning can be a powerful tool for learning writing skills,(Almelhi, 2021; Zakarneh, 2018) as the researcher concludes that learners 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, Asynchronous platforms can be used to provide written exercises and assignments to learners. 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 learners' writing skills. Asynchronous learning for English language learners can communicate with their teachers or fellow learners 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; Sariani et al., 2021; Zakarneh, 2018)Through these tools, learners 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. Asynchronous learning in English language skills also enables the use of evaluation tools available in Asynchronous to evaluate and correct writings. Teachers can provide feedback and guidance to improve the structure, organization, expression, vocabulary, and grammar in the writings. Learners can receive and use this feedback to develop their writing skills. By using Asynchronous, 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, Asynchronous can be a powerful tool for learning and improving English reading skills.(Mutambik, 2018; Sariani et al., 2021). Asynchronous provides access to various learning resources such as e-books, articles, blogs, newspapers, magazines, and various websites. Learners 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, Asynchronous 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 Asynchronous, it becomes possible for learners to benefit from a variety of resources, exercises, and tools to improve their reading abilities. Learners 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.

Asynchronous learning can be an effective way to learn and improve English listening skills.(Banditvilai, 2016; Mutambik, 2018; Waluyo, 2020) Asynchronous learning allows access to various sources of audio materials and online listening files, such as podcasts, recorded lectures, audio interviews, and other audio texts. Learners 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, Asynchronous 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. Asynchronous provides tools and resources to improve English speaking and listening skills. Learners 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.

5   Conclusions

In conclusion, asynchronous learning can improve learners 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 asynchronous in learning English language skills, it can face some challenges and problems. Among these problems is the lack of personal communication in the asynchronous environment, as direct personal communication with the teacher and colleagues may be limited. Learners 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 asynchronous 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 asynchronous 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. Learners may have difficulty finding opportunities to interact with native English speakers in the asynchronous environment. Access to real conversations and interactive resources may be limited, which hinders learners' opportunities to improve their listening and effective communication abilities in English. However, these problems can be overcome by mixing asynchronous with personal interaction and practical exercises, and seeking opportunities to engage in real discussions and conversations in English.

5.1 Recommendations

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

- Training and qualification: Teachers should be provided with appropriate training and qualification to use educational technology and apply best practices in online teaching. This includes becoming familiar with appropriate educational tools and applications and acquiring the skills needed to guide and support students in the digital learning environment.
- Content planning and design: Ministry of Education and teachers should cooperate in plan and design educational content well according to the learning objectives and needs of the students. The content should be varied, interactive and able to enhance English language skills in innovative and interesting ways.
- Communication and interaction: Effective communication and interaction between teacher and students should be encouraged in the Asynchronous learning environment. Available educational tools such as written chat, forums, and virtual groups can be used to enable students to participate, ask questions, and exchange ideas.
- Provide Feedback and Assessment: Appropriate feedback and assessment should be provided to students on a regular basis in the learning environment. This helps students to identify their strengths and weaknesses and to make continuous improvement in their English language skills.
- Technical follow-up and technical support: Continuous technical support should be available for teachers and students to deal with technical challenges and solve technical problems that they encounter during online learning.

5.2 Acknowledgments

References:

Affouneh, S., Salha, S., & Khlaif, Z. N. (2020). Designing Quality E-Learning Environments for Emergency Remote Teaching in Coronavirus Crisis. *Interdiscip J Virtual Learn Med Sci*, *11*(2), 1–3.

Aljaser, A. M. (2019). The Effectiveness of E-Learning Environment in Developing Academic Achievement and the Attitude to Learn English among Primary Students. *Turkish Online Journal of Distance Education*, *20*(2), 176–194. https://doi.org/10.17718/TOJDE.557862

Almelhi, A. M. (2021). Effectiveness of the ADDIE Model within an E-Learning Environment in Developing Creative Writing in EFL Students. *English Language Teaching*, *14*(2), 20–36. https://doi.org/10.5539/elt.v14n2p20

Banditvilai, C. (2016). Enhancing Students Language Skills through Blended Learning. *Electronic Journal of E-Learning*, *14*(3), pp223-232. https://academic-publishing.org/index.php/ejel/article/view/1757

Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research*, *5*(4), 2468–4929. https://doi.org/10.29333/pr/7937

Basri, M., Husain, B., & Modayama, W. (n.d.). University Students' Perceptions in Implementing Asynchronous Learning During Covid-19 Era. *METATHESIS: JOURNAL OF ENGLISH LANGUAGE LITERATURE AND TEACHING*, *4*(3), 2020–2263. https://doi.org/10.31002/metathesis.v4i3.2734

Chung, E., Subramaniam, G., & Dass, L. C. (2020). Online Learning Readiness Among University Students in Malaysia Amidst Covid-19. *Asian Journal of University Education*, *16*(2), 45–58. https://doi.org/10.24191/AJUE.V16I2.10294

Draissi, Z., & ZhanYong, Q. (2020). COVID-19 Outbreak Response Plan: Implementing Distance Education in Moroccan Universities. *SSRN Electronic Journal*. https://doi.org/10.2139/SSRN.3586783

Ersin, P., Atay, D., & Mede, E. (2020). Boosting Preservice Teachers' Competence and Online Teaching Readiness through E-Practicum during the COVID-19 Outbreak. *International Journal of TESOL Studies*, *2*(2), 112. https://doi.org/10.46451/ijts.2020.09.09

Hadad ,Tamarah (2020) Promising models for e-learning... - Google Scholar. (n.d.). Retrieved February 17, 2024, from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Hadad+%2CTamarah+%282020%29+Promising+models+for+e-

Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing*, *18*(3), 66–67. https://doi.org/10.1136/EB-2015-102129

Ji, H., Park, S., & Shin, H. W. (2022). Investigating the link between engagement, readiness, and satisfaction in a synchronous online second language learning environment. *System*, *105*, 102720. https://doi.org/10.1016/J.SYSTEM.2022.102720

Karalis, T. (2020). PLANNING AND EVALUATION DURING EDUCATIONAL DISRUPTION: LESSONS LEARNED FROM COVID-19 PANDEMIC FOR TREATMENT OF EMERGENCIES IN EDUCATION. *European Journal of Education Studies*, *0*(0), 2020. https://doi.org/10.46827/EJES.V0I0.3047

Khan, I. A. (2016). Effectiveness of E-learning for the Teaching of English: A Study of Comparative Strategies. *Advances in Language and Literary Studies*, *7*(3), 125–135. https://doi.org/10.7575/aiac.alls.v.7n.3p.125

Lim, F. P. (2017). *An Analysis of Synchronous and Asynchronous Communication Tools in e-Learning*. https://doi.org/10.14257/astl.2017.143.46

Mann, C. J. (2003). Observational research methods. Research design II: cohort, cross sectional, and case-control studies. *Emergency Medicine Journal*, *20*(1), 54–60. https://doi.org/10.1136/EMJ.20.1.54

Martin, L., & Tapp, D. (2019). Teaching with Teams: An introduction to teaching an undergraduate law module using Microsoft Teams. *Innovative Practice in Higher Education Martin, Tapp*, *3*(3).

Moorhouse, B. L., & Wong, K. M. (2022). Blending asynchronous and synchronous digital technologies and instructional approaches to facilitate remote learning. *Journal of Computers in Education*, *9*(1), 51–70. https://doi.org/10.1007/S40692-021-00195-8/FIGURES/3

Mutambik, I. (2018). The Role of e-Learning in Studying English as a Foreign Language in Saudi Arabia: Students' and Teachers' Perspectives. *English Language Teaching*, *11*(5), 74–83. https://doi.org/10.5539/elt.v11n5p74

Rahim, M. N., & Chandran, S. S. C. (2021). Investigating EFL Students' Perceptions on E-learning Paradigm-Shift During Covid-19 Pandemic. *Elsya : Journal of English Language Studies*, *3*(1), 56–66. https://doi.org/10.31849/ELSYA.V3I1.5949

Salloum, S. A., Qasim Mohammad Alhamad, A., Al-Emran, M., Abdel Monem, A., & Shaalan, K. (2019). Exploring students' acceptance of e-learning through the development of a comprehensive technology acceptance model. *IEEE Access*, *7*, 128445–128462. https://doi.org/10.1109/ACCESS.2019.2939467

Sariani, El Khairat, M., & Yaningsih. (2021). An Optimization of Language Learning in Writing through E-Learning: Encountering COVID-19 Pandemic. *International Journal of Language Education*, *5*(1), 528–541. https://doi.org/10.26858/ijole.v5i1.15375

Shahabadi, M. M., & Uplane, M. (2015). Synchronous and Asynchronous e-learning Styles and Academic Performance of e-learners. *Procedia - Social and Behavioral Sciences*, *176*, 129–138. https://doi.org/10.1016/J.SBSPRO.2015.01.453

Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *SSRN Electronic Journal*. https://doi.org/10.2139/SSRN.3205040

Waluyo, B. (2020). The Journal of Asia TEFL Learning Outcomes of a General English Course Implementing Multiple E-learning Technologies and Active Learning Concepts. *THE JOURNAL OF ASIA TEFL*, *17*(1), 160–181. https://doi.org/10.18823/asiatefl.2020.17.1.10.160

Zakarneh, B. M. (2018). Effectiveness of E-learning Mode for Teaching English Language in Arab Universities. *International Journal of Applied Linguistics and English Literature*, *7*(7), 171–181. https://doi.org/10.7575/AIAC.IJALEL.V.7N.7P.171

Zou, C., Li, P., & Jin, L. (2021). Online college English education in Wuhan against the COVID-19 pandemic: Student and teacher readiness, challenges and implications. *PLOS ONE*, *16*(10), e0258137. https://doi.org/10.1371/JOURNAL.PONE.0258137