

The Impact of Microsoft Teams' App in Enhancing Teaching- Learning English during the Coronavirus (COVID-19) from the English teachers' perspectives' in Jenin city

Tahani R. K. Bsharat¹, Fariza Behak²

^{1,2}Faculty of Major Language Studies, Universiti Sains Islam Malaysia, Malaysia, Bandar Baru Nilai, Nilai, Negeri Sembilan

E-mail: tahananibsharat@raudah.usim.edu.my

Abstract. This study stresses the global impact of Microsoft teams' app in enhancing teaching-learning English during the Coronavirus (COVID-19). As one of the preventive steps for transmitting coronavirus infection, the introduction of lockdown and social distancing has been implemented, resulting in complete paralysis of global activities. There exists a shift from the usual learning practice to online learning, especially the complete shutdown of the education system to comply with the academic curriculum. This can be cited with more online courses, workshops, meetings, etc. It should be remembered that, during this crisis, the world is fully dependent on information technology. The present research offers therefore an insight into the impact of Microsoft teams' app in enhancing teaching- learning English during Coronavirus (COVID-19). Thus, the sample was chosen conveniently from the population of English language teachers and included (25) teachers, 56% of them were females, 52% aging 31 to 40 years old, with 48% indicating a teaching experience over 10 years questionnaire consisted of (15) items of one dimension developed by the researchers based on their experiences and the available literature, In addition, the teachers indicated that the most significant feature of Ms. Teams is that it enables students to share files and share content and that it includes screen sharing options that allow teachers the freedom to display what they choose during a class, indicating that it creates an interactive atmosphere between students, teachers and the community inside and outside the classroom. Furthermore, the researchers recommended using Microsoft teams' app and giving the English language teachers, students, and parents online workshops on how to use the app, also for the ministry of education to adopt the app.

Keyword: Teams app., Coronavirus, teacher's perspective.

Introduction

When the whole globe is sailing in the middle of the storm during the latest pandemic crisis, the critical role has been played by technology. Technology innovation and the internet transformed the lives of people dramatically and created a major shift in numerous sectors (Nadikattu, 2020). In fact, e-learning is known to be an important method in the education field to successfully facilitate the process of teaching and learning throughout the lockdown. The web has been among the key sources of education, opening opportunity to quick access of free or low cost schooling for students around the world (Noor-UI-amin, 2013).

In particular, e-learning has found its origins in modern education. Modern students' needs are divergent and e-learning is known to be successful in meeting their needs. E-learning and artificial intelligence concepts are becoming increasingly common in the world (Misko et al., 2004; Soni, 2020). It offers an answer for the learners who due to the current pandemic situation are unable to access the conventional means of education. The present paper will reveal the aspects and effects of different e-learning platforms that educational institutions have been pursuing globally during the COVID-19 pandemic crisis in various fields.

Since the beginning of 2020, almost all aspects of life in the world have been disrupted, and among these aspects are the disruption of education and study in all its forms and not going to schools due to the spread of the Coronavirus COVID-19, and the educational process has been greatly affected due to the failure of teachers and students to go to schools for fear for their health and the transmission of infection to them. It's not failure. It could be presented as lockdown

Palestine was completely for a period of three months, from March to June in quarantine, and the scholastic year was postponed due to the spread of the Coronavirus COVID-19 then because of all these harsh conditions and the state of emergency, the Ministry of Education began to give teachers in all Palestinian cities courses on the Zoom program to activate E-learning and after a period courses

were given on the Microsoft teams program due to its high specifications to activate the educational process and solve the problem in the presence of the Coronavirus COVID-19 and its spread so far..

Material and methods

The researcher used the quantitative-descriptive analytical approach, which is based on describing a phenomenon, and this approach is consistent with the purpose of the study, which focuses on exploring the impact of Microsoft Teams’ App in enhancing teaching-learning English during the (COVID-19) from the English teachers’ perspectives’ in Jenin city. Whereas, the analytical approach is distinguished by its basing on the information already available, analysing it and using it to support and criticize the results of the descriptive research, and therefore the analytical research is considered complementary and integrated and the descriptive research.

Population and sampling

The research was applied to teachers of English language in Jenin city, teaching in both governmental and non-governmental schools in all education stages. The sample was chosen conveniently from the population of English language teachers and included (25) teachers, 56% of them were females, 52% aging 31 to 40 years old, with 48% indicating a teaching experience over 10 years (see Table II).

TABLE I: CHARACTERISTICS OF THE STUDY SAMPLE

Characteristic		Percent
Gender	Male	44.0%
	Female	56.0%
Age	23-30 yrs.	20.0%
	31-40 yrs.	52.0%
	over 40 yrs.	28.0%
Years of experience	1-5 yrs.	28.0%
	6-10 yrs.	24.0%
	over 10 years.	48.0%

Instrumentation

The participants completed a self-administered questionnaire consisted of (15) items of one dimension developed by the researchers based on their experiences and the available literature. The questionnaire responses were assessed using 4-point Likert scale (1-Strongly disagree, 2-disagree, 3-agree, 4-strongly agree) transformed into the levels between high and low. The questionnaire was distributed using google forms through a link generated by the site and then shared among participants. The validity of the questionnaire was examined using Cronbach alpha that was (0.86).

Data analysis

The data was coded using SPSS v. 23. The analytical procedures including performing descriptive analysis. The independent sample t-test was performed to detect differences between male and female participants. One-way ANOVA was utilized to explore the differences, if any, between the participants depending on their experience and age.

In this study, the impact of Microsoft Teams’ App in enhancing teaching- learning English during the Coronavirus (COVID-19) from the English teachers’ perspectives’ in Jenin city using a self-administered questionnaire, that revealed a high impact of Microsoft Teams utilization on the enhancement of Teaching- learning English during the Coronavirus (COVID-19), considering that E-learning and the use of distance education has become an urgent necessity if we take into account that

the current generation of our educated children are prepared and prepared due to the tremendous technological development that we are experiencing today in our contemporary world, which has become with which most students in various school stages own programs and smart devices and use them on a daily basis, and they have the ability to interact with these devices and technological means, which confirms our responsibilities to go to remote education and our educational institutions to promote this education and start it without delay or procrastination.

Results and discussions

The emerging corona virus pandemic has a bright side that gave us the golden opportunity to think about the future of our educational system and the importance of exploiting these new variables and what they require to continue education. Facing these challenges is through promoting e-learning and adopting distance education in our educational system in addition to the traditional education that the learner and teacher need. For direct contact and communication in classrooms, classrooms, laboratories and other educational facilities.

TABLE II: THE PARTICIPANTS' RESPONSES TO THE QUESTIONNAIRE.

Item	Mean	Std. Deviation	Degree
Microsoft Teams' App is easy to use.	3.00	.577	High
Microsoft Teams' App facilitated our teaching of the English curriculum.	2.92	.571	High
Microsoft Teams' App enables us and our students to communicate and share files easily.	3.00	.645	High
Microsoft Teams' App facilitated our preparation of the educational presentations and presenting it.	3.04	.675	High
The cross-communication between the teachers and students reduced the distances caused by e-learning.	3.04	.734	High
Microsoft Teams' App seemed appealing to the students and attracted their attention to continue their learning.	2.76	.830	High
Microsoft Teams' App provided a very wide and easy space to save and categorize the teaching files for each grade and student.	3.12	.665	High
Microsoft Teams enables students to share files and share content.	3.16	.687	High
Microsoft Teams' App contributed to creating modern virtual classrooms that are modern and sophisticated.	2.96	.789	High
Microsoft Teams' App includes screen sharing options that allow teachers the freedom to display what they choose during a class.	3.16	.553	High
Microsoft Teams' App includes options to record attendee and absence list by default.	3.04	.734	High
Microsoft Teams' App is a platform for educators to exchange ideas, professional expertise, and experiences from around the world on a single platform.	2.88	.881	High
Microsoft Teams' App has a feature that enables recording lectures and lessons and reviewing what was missed.	3.08	.640	High
Microsoft Teams' App promotes a cooperative work culture approach between teachers and learners and create a modern work environment that contributes to enhancing learning outcomes.	3.08	.759	High
Microsoft Teams' App contributes to increased attention and helps those who suffer from hearing problems or lack of concentration through the ability to read the text of the speaker.	3.08	.640	High
The Impact of Microsoft Teams' App in Enhancing Teaching- learning English	3.02	.405	High

In addition, the teachers indicated that the most significant feature of Ms. Teams is that it enables students to share files and share content and that it includes screen sharing options that allow teachers the freedom to display what they choose during a class, indicating that it creates an interactive atmosphere between students, teachers and the community inside and outside the classroom; Where e-learning is an essential building block in the process of transferring the focus of education to the student, by providing him with the skills of the twenty-first century what serves the community by creating a generation capable of assuming responsibilities.

The study as well found that the participants share the same attitudes towards the impact of Microsoft Teams' App in Enhancing Teaching- learning English during the Coronavirus (COVID-19) regardless

of their gender as shown in the following table. The impact of Microsoft Teams' App in Enhancing Teaching- learning English during the Coronavirus (COVID-19) differences between participants due to differences in age revealed a shared view with no difference among them in the impact of Ms. Teams on enhancing education as shown in Table IV.

TABLE IV: THE ONE-WAY ANOVA TEST FOR THE DIFFERENCES BETWEEN THE PARTICIPANTS' VIEWS RELATED TO AGE

Dimension	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.203	2	.102		
Within Groups	3.750	22	.170	.596	.560
Total	3.953	24			

The impact of Microsoft Teams' App in Enhancing Teaching- learning English during the Coronavirus (COVID-19) differences between participants due to differences in age revealed a shared view with no difference among them in the impact of Ms. Teams on enhancing education as shown in Table V.

TABLE V: THE ONE-WAY ANOVA TEST FOR THE DIFFERENCES BETWEEN THE PARTICIPANTS' VIEWS RELATED TO EXPERIENCE

Dimension	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.408	2	.204		
Within Groups	3.545	22	.161	1.265	.302
Total	3.953	24			

These outcomes assert the general view of using E-learning tools in education, where one of the most important advantages is that it provides students with the opportunity to self-learn, enhance the ability to solve problems, think critically and communicate more easily with a larger group of society groups but this may have a negative side if it is not used in a scientific pedagogical way. E-learning may require additional effort from the teacher; What may distract the professor from his basic mission in education, and this requires the ministry to develop incentive plans to encourage male and female teachers to effectively use e-learning effectively.

Conclusions

Our current era is characterized by rapid changes resulting from scientific and technological progress and information technology, and it has become necessary for the educational system to keep pace with these changes to face the problems that may result from this explosion of knowledge in the era of technology, such as the abundance of information, the increase in the number of students, the shortage of highly qualified teachers and distance, where these changes have led to the emergence of many styles and methods of education, including e-learning, which has become an urgent necessity and a pillar of successful education to convey information to the learner, in which technology of all kinds is used to deliver information to the learner in the shortest time, the least effort and the greatest benefit.

Acknowledgement

The researchers would like to thank all the teachers who participated in the study and the conference committee for providing the chance to participate.

References

- [1] Abdulmir, A. S., & Hafidh, R. R. (2020). The Possible Immunological Pathways for the Variable Immunopathogenesis of COVID-19 Infections among Healthy Adults, Elderly and Children. *Electronic Journal of General Medicine*, 17(4).
- [2] Anastasiades, P. S., Filippousis, G., Karvunis, L., Siakas, S., Tomazinakis, A., Giza, P., & Mastoraki, H. (2010). Interactive Videoconferencing for collaborative learning at a distance in the school of 21st century: A case study in elementary schools in Greece. *Computers & Education*, 54(2), 321-339.
- [3] Anderson, J. (2005). IT, e-learning and teacher development. *International Education Journal*, 5(5), 1-14.
- [4] Ash, K., & Davis, M. R. (2009). E-Learning's Potential Scrutinized in Flu Crisis. *Education Week*, 28(31), 1-12.
- [5] Baiyere, A., & Li, H. (2016). Application of a Virtual Collaborative Environment in a Teaching Case. In *AMCIS 2016: Surfing the IT Innovation Wave - 22nd Americas Conference on Information Systems*.
- [6] Bajaj, R.V., & Sharma, V. (2018). Smart Education with artificial intelligence based determination of learning styles. *Procedia Computer Science*, 132, 834-842.
- [7] 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), 1-9.
- [8] Brazendale, K., Beets, M. W., Weaver, R. G., Pate, R. R., Turner-McGrievy, G. M., Kaczynski, A. T., ... & von Hippel, P. T. (2017). Understanding differences between summer vs. school obesogenic behaviors of children: the structured days hypothesis. *International Journal of Behavioral Nutrition and Physical Activity*, 14(1), 100.
- [9] Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The Lancet*.
- [10] Cakir, Z., & Savas, H. B. (2020). A Mathematical Modelling Approach in the Spread of the Novel 2019 Coronavirus SARS-CoV-2 (COVID-19) Pandemic. *Electron J Gen Med*. 2020; 17 (4): em205.
- [11] Colchester, K., Hagrass, H., Alghazzawi, D.M., & Aldabbagh, G. (2017). A Survey of Artificial Intelligence Techniques Employed for Adaptive Educational Systems within E-Learning Platforms. *Journal of Artificial Intelligence and Soft Computing Research*, 7, 47 - 64. Electronic copy available at: <https://ssrn.com/abstract=3630073>
- [12] Edu EDUPAGE. (2020). EduPage, 'EduPage features'. Retrieved on 16 June 2020 from <https://www.edupage.org/>
- [13] Faherty, L. J., Schwartz, H. L., Ahmed, F., Zheteyeva, Y., Uzicanin, A., & Uscher-Pines, L. (2019). School and preparedness officials' perspectives on social distancing practices to reduce influenza transmission during a pandemic: Considerations to guide future work. *Preventive medicine reports*, 14, 100871.
- [14] Felix, A. (2020). Awareness of Students towards E-Learning in Education. *Purakala with ISSN 0971-2143 is an UGC CARE Journal*, 31(15), 620-626. Retrieved on 16 June 2020 from Google (2020). 'Extending Hangouts Meet premium features to all G Suite customers through July 1', 2020. Retrieved on 16 June 2020 from <https://gsuiteupdates.googleblog.com/2020/03/enabling-hangouts-meet-premium-features.html>.
- [15] Germann, T. C., Gao, H., Gambhir, M., Plummer, A., Biggerstaff, M., Reed, C., & Uzicanin, A. (2019). School dismissal as a pandemic influenza response: When, where and for how long?. *Epidemics*, 28, 100348.
- [16] Holzapfel, B. (2020) Making remote learning effective and engaging with Microsoft Education resources.
- [17] *International Journal for Research in Applied Science and Engineering Technology (IJRASET)*, 8, 101-8. Retrieved on 16 June 2020 from <https://doi.org/10.22214/ijraset.2020.3021>
- [18] Jimoyiannis, A., & Gravani, M. (2011). Exploring Adult Digital Literacy Using Learners' and Educators' Perceptions and Experiences: The Case of the Second Chance Schools in Greece. *Educational Technology & Society*, 14, 217-227.
- [19] Johnson, S., Bamber, D., Bountziouka, V., Clayton, S., Cragg, L., Gilmore, C., Griffiths, R., Marlow, N., Simms, V., & Wharrad, H.J. (2019). Improving developmental and educational support for children born preterm: evaluation of an e-learning resource for education professionals. *BMJ Open*, 9.
- [20] Khalid, M.S., Slaetalið, T., Parveen, M., & Hossain, M.S. (2015). A systematic review and meta-analysis of teachers' development of digital literacy.
- [21] Li, Y., Wu, S., Yao, Q., & Zhu, Y. (2013). Research on college students'online learning behavior. *e-Education Research*, 34(11), 59-65. *MES*. (2020).
- [22] Majumder, P., Biswas, P., & Majumder, S. (2020). Application of New TOPSIS Approach to Identify the Most Significant Risk Factor and Continuous Monitoring of Death of COVID-19. *Electronic Journal of General Medicine*, 17(6).
- [23] Ministry of Education, Science, Culture and Sport of Georgia. 'Ministry of Education, Science, Culture and Sport of Georgia strengthen distance learning methods'. Retrieved on 16 June 2020 from <https://www.mes.gov.ge/content.php?id=10271&lang=eng>
- [24] Misko, J, Choi, J, Hong, S & Lee, I 2004, E-learning in Australia and Korea: Learning from practice, Korea Research Institute for Vocational Education and Training, Seoul, NCVER, Adelaide.
- [25] Mnyanyi, C. B., & Mbwete, T. S. (2009). Open and Distance Learning in Developing Countries: The Past, the Present, and the Future. *Open University of Tanzania: Dares salaam*.
- [26] Muirhead, W. D. (2000). Online education in schools. *International Journal of Educational Management*.
- [27] Nadikattu, R.R., Information Technologies: Rebooting the World Activities during COVID-19 (June 9, 2020). Available at SSRN: <https://ssrn.com/abstract=3622733> or <http://dx.doi.org/10.2139/ssrn.3622733> Electronic copy available at: <https://ssrn.com/abstract=3630073>
- [28] Naik, P., Madolli, S., Melagiri, L., Davanageri, P., Hiremath, S., & SKSVMACET, L. (2017). E-Learning Based on Cloud Computing. *International Journal of Engineering Science*, 11756. Retrieved on 16 June 2020 from <https://www.semanticscholar.org/paper/E-Learning-Based-on-Cloud-Computing-Naik-Madolli/6530f8e5107eded94a02716972691c935bbbc4bd>
- [29] Noor-Ul-Amin, S. (2013). "An effective use of ICT for education and learning by drawing on worldwide knowledge, research and experience: ICT as a change agent for education". *Scholarly Journal of Education*, vol. 2, no.4, P.p38-54.
- [30] OECD. (2020). 'A framework to guide an education response to the COVID-19 Pandemic of 2020'. Retrieved on 16 June 2020 from https://read.oecd-ilibrary.org/view/?ref=126_126988-t63lxsohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020
- [31] Owusu-Fordjour, C., Koomson, C.K., & Hanson, D. (2020). THE IMPACT OF COVID-19 ON LEARNING - THE PERSPECTIVE OF THE GHANAIAN STUDENT. *European Journal of Education Studies*.
- [32] Praghlapati, A. (2020). COVID-19 IMPACT ON STUDENTS. Retrieved on 16 June 2020 from <https://edarxiv.org/895ed/>
- [33] Qi, W. (2017). Evaluating a virtual collaborative environment for interactive distance teaching and learning: A case study. In *Advances in Intelligent Information Hiding and Multimedia Signal Processing* (pp. 11-18). Springer, Cham.
- [34] Rani Molla, VOX (2020). 'Microsoft, Google, and Zoom are trying to keep up with demand for their now free work-from-home software'. Retrieved on 16 June 2020 from <https://www.vox.com/recode/2020/3/11/21173449/microsoft-google-zoom-slack-increaseddemand-free-work-from-home-software>
- [35] Siefferman, B.(2019) Core Components of Microsoft Teams – Part 1 – Architecture.