USIM

Article

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. Bsharat[#], Fariza Behak[*]

[#]*Faculty of Major Language Studies, Universiti Sains Islam Malaysia, Malaysia, Bandar Baru Nilai, Nilai, Negeri Sembilan*
E-mail: tahanibsharat@raudah.usim.edu.my

[*] *Faculty of Major Language Studies, Universiti Sains Islam Malaysia, Malaysia, Bandar Baru Nilai, Nilai, Negeri Sembilan*
E-mail: fariza@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% ageing 31 to 40 years old, with 48% indicating a teaching experience over ten 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.**

Keywords-- **Teams app., Coronavirus, teacher's perspective.**

I. 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 an opportunity to quickly access to free or low-cost schooling for students around the world (Noor-Ul-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. 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 a failure. It could be presented as the lockdown.

Palestine was completely for a period of three months, from March to June in quarantine. The academic 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 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.

ROLE OF E-LEARNING DURING COVID-19 CRISIS

Education is among the prosperous nation's key development factors (Baiyere et al., 2016). The COVID-19 outbreak has triggered the sudden closure of universities, schools, colleges, and other government bodies. Teachers have used e-learning tools to continue providing students with schooling in the face of these difficult times. E-learning is defined as the learning system that is implemented by interactive means of media. It was first used at a 1999 CBT systems conference, also known as interactive or online learning. It gives a means of using the internet to share reading materials through emails, articles, webinars or presentations. In contemporary education, IT has been an essential characteristic and shows the enormous presence of ICT in the present stage of teaching and learning (Anderson, 2005).

Teachers can even share learning material and lectures in the context of a PPT, Word and PDF document via uploading them to reach a maximum number of students during this lockdown on their corresponding university websites, on emails or WhatsApp. Lectures were also offered via WeChat, by exchanging audio-visual videos using emails and numerous online teaching apps, such as Voov, Zoom, Superstar, g-suite cloud conference, etc., according to Felix, (2020).

A favourable environment for teaching-learning processes has been offered through the advancement of technology. This helps educators to adjust their pedagogical methods. This improves the teaching and learning process (Thamarana, 2016). Teachers will encourage students to improve their academic ability in innovative ways. E-learning led to a major shift in conventional teaching and learning approaches.

Increased numbers of students are noticed using the learning platform and applications because of ongoing COVID-19. Some of the platforms, such as ED-TECH and cloud computing, are already developed as they are available at affordable rates and are easily accessible (Naik et al., 2017) (Soni, 2020).

MANY INSTITUTIONS HAVE RESEARCH MATERIALS POSTED TO THEIR RESPECTIVE ACADEMIC WEBSITES

Well established companies Google, Microsoft, Zoom and Slack, have provided several characteristics of their products to educational institutions in this pandemic scenario, which could be useful for free in the field of education. Based on the report reported by Microsoft team users as of March 10th were 750, but as of March 24th, it increased to 138698, which is rather a significant increase (OECD, 2020). On request, Zoom has expanded the video calling time limits in Italy, Japan, the US and China (Rani Molla, 2020).

The world is also demanding even more access to the communication solution facilities of Zoom and Google Meet. Thus, there exists a significant and unforeseen shift in the education field worldwide with the outbreak of the lethal COVID-19 virus. A global shift has taken place towards online teaching and learning methods (Basilaia et al. 2020). In order to deter the transmission of the virus and assure the wellbeing of teachers and learners, the conventional atmosphere of the classroom has been attributed to technological means (Soni, 2020).
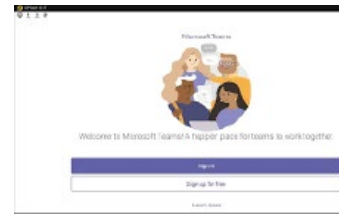

Fig. 1 Microsoft team App

DATA MANAGEMENT FOR TEAMS

The location of the file storage will depend on the place where your conversation/chat is being kept. For instance, inside OneDrive for Company, any 1:1 or 1: N (many) chat scenarios would have files stored. Where the file will be uploaded will be decided by the person initiating the sharing. This will be uploaded to their personal OneDrive for Business by the person who commences the sharing, and permissions are set accordingly depending on that corresponding chat from there.

In addition, once the learners are inside a team and a file is shared, SharePoint will send the file. The mapping between the channel and the folder to be created is in place on the SharePoint web, and that corresponding file will be submitted to the SharePoint site. Cloud/3rd-party storage will be the final piece of the file storage puzzle. These include Dropbox, Box, Google Drive, and Citrix ShareFile. Each of these storage options for third parties can be configured by the administrator (Siefferman, 2019).

TABLE 1: VARIOUS FEATURES LISTED (BLUE) AND THEIR CORRESPONDING STORAGE LOCATIONS.

You can see several different (blue) described entities in the table above and their particular storage locations. Thus, we separate them down and determine if they are related.

Message: In the chat service, messages themselves are specifically stored but transferred to Cosmos DB in the foreseeable future in the chat service table storage. For enforcement purposes, messages are logged and ingested into Exchange.

Images: uses Azure to operate a media service where information is kept.

Inline Images: For enforcement purposes, photographs are often journaled & ingested into Exchange.

Files: Files at the team level are kept in SharePoint.

Voicemail: The cloud voicemail service provides voicemail, and then the voicemail is kept in the Exchange mailbox of that user.

Recording: Microsoft Stream makes use of the recording. In Azure, there is a media service creating the video as it happens. This recording is then encoded and positioned for the final position of that recording into Microsoft Stream.

Calendar Meeting: The scheduled meeting on the calendar is inserted in the particular mailbox of the person who plans the meeting.

Contacts: Contacts come from Exchange.

Telemetry: In the Microsoft Data warehouse, any telemetry data created by the Teams client is stored (Siefferman, 2019).

Authors may report online learning as a type of e-learning.

BENEFITS OF E-LEARNING

E-learning meets the requirements of today's learners at their own convenience and demands. That's how it proved to be fruitful for different factors. It may be accessed anytime at the learner's comfort by buying subscriptions from various websites or signing in to view the courses (Colchester et al., 2017). In various formats, for example, Word, slideshows, audio, PDFs, images, e-mails, documents and others, it can share and provide teaching-learning materials. In the e-learning process, webinars and direct contact with educators through different chat platforms or messaging is also an open choice. It gives free access, including PDFs, to some e-manuals.

It provides simple, fast, incremental guidance for the learners to understand better. It is also considered the most appropriate approach to self-learning. This offers learners a broad selection of materials that discuss nearly all topics and concerns (Bajaj and Sharma, 2018).

E-learning challenges the pandemic crisis has led to a massive, disruptive change from the established education system to the online education system. A course online includes comprehensive lesson plans to design good materials for study. The lack of online teaching expertise of teachers, the online preparation, of course, materials as they are rather time-intensive, lack of appropriate technical team resources, and the flooding of traffic on online educational sites are some of the online education concerns.

Because of their lack of proper learning mindset, lack of suitable learning resources, not only teachers but students still face difficulties, increased participation in classroom learning, incapacity for self-discipline and insufficient learning atmosphere during self-isolation in their homes (Brazendale et al., 2017) (Soni, 2020).

VALUABLE ROLE OF E-LEARNING PLATFORMS THROUGHOUT THE VIRUS

E-learning has proved to be highly useful in the COVID-19 crisis. Many learners opted for technologies and other online training outlets during this pandemic. In order to help students, learn easily from their residences, online platforms such as Vedantu, Byju's, and Unacademic gave free access to live classes, and learners using these educational apps registered a

substantial elevation. Teachers on the online network have also started attending more live courses (Owusu-Fordjour et al., 2020).

In addition, Vedantu offered students free access to online classes. Another online platform, Coursera, announced free access to its courses until July 31st to universities nationwide. Sc Edu-page cloud-based web portal unit and a smartphone app are broadly utilised for education management, including free access and user-friendly features at 150,000 schools in about 173 countries (Edupage. 2020). The app provides features such as classroom tracking, attendance monitoring, timetable automation, homework assignment, messaging features, and the ability of parents to connect with teachers via this application (Soni, 2020).

INSTRUCTIONAL APPROACHES TO DEVELOP STUDENT'S ENGAGEMENT THROUGH E- LEARNING

The instructional techniques listed below will boost the students' e-learning efficacies when educators successfully implement them. It is important to create advance contingency plans to address technological challenges, such as traffic congestion on the online educational mediums in order to achieve large-scale online education.

Educators have split the instructional content into many smaller modules to improve the concentration levels of students and to assure their increased understanding. Appropriately, faculty members slowed the tempo of their speech to draw learners' interest, helping them to write down important points from the lectures and to remember the required information in an audio-visual reading.

Inexperienced faculty members consulted teaching assistants online to assure the goals and requirements of every class they have to take on. Educators have changed their different teaching methods by offering innovative and skilful assignments that can satisfy the students' learning requirements to involve them during online classes. The faculty integrated methods of online instruction and self-study offline. To promote their viewpoints, professors should involve students in dialogue and can provide input on their assignments. This way, students would not gain surface, vague and scattered information in this style of teaching. Instead, through diverse conversations, the students can encounter comprehensive learning. Insufficient planning of pre-class research, restricted involvement in class discussions, and insufficient breadth of discussion are typical phenomena in conventional in-class teaching, similarly, in online teaching these issues should not be ignored (Su et al., 2016; Johnson et al., 2019).

The teaching material's complexity, duration and consistency should fit the online learning behavioral characteristics and academic readiness of the student. Educators should exchange timely feedback with their students to encourage them, as well as online audio-visual tutoring should be offered by educators inside and after class. It is often advisable to take a few steps to boost the in-depth participation of students in online classes. This will assist in creating high-quality student engagement.

The mental health of students should be taken into account and educators should take various reasonable steps to alleviate their mental stress and anxieties during the COVID-19 crisis,

to assure that learners can engage in their online learning sessions on a normal, efficient and successful basis (Brooks et al., 2020) (Soni, 2020).

GLOBAL INFLUENCE OF E-LEARNING DURING COVID 19

Teachers are at the forefront of making the abrupt change to online learning possible. Within a few weeks, educators quickly adapted their interactive, aligned, in-person lessons to online learning for the learners. This remarkable shift sheds light on the outstanding creativity, enthusiasm, and devotion of those who support our society. In addition, what we learn from educators is that they need to be able to adapt seamlessly to remote learning, connect in a group to discuss best practices, and learn from each other.

Based on input from our Remote Learning Teacher Group, we have described five strategies to help gain the best out of Microsoft Teams, a digital networking and coordination hub, during online learning:

Construction and cooperation: Use the built-in meeting functionality of the Teams to easily conduct classroom meetings, communicate on virtual whiteboards and exchange papers. Teams is an outstanding all-in-one centre for the interactive classroom with projects, interactions, reports, notes, and video calls all brought together. Here is a great Fast Start Guide for Teams for Education, and we have fresh updates coming out daily with educator-inspired changes.

Inclusion: To ensure the inclusion of learners of all abilities, understanding which instruments and technology improve usability and facilitate an accessible classroom is important. Teams is a non-stigmatising system with advanced features such as Interactive Editor, translation of messages and live meeting captions.

Meaningful feedback with rubrics: Effective teaching practice is an essential aspect of remote learning. Assignments for teams have built-in rubrics. Rubric grading helps improve the clarity of assignments for students and allows more constructive feedback to be provided. Not only can these feedback tools help students learn and develop their work, they are also a reliable and clear way to score for teachers. This has become an increasingly common function for both educators and students, and we have seen this trend take off in teams of rubrics that are now easily sharable.

Staff and learning communities: It is important to save time, be more coordinated and communicate more efficiently during remote learning. The main element of this also requires built-in teams of workers and teams of the Professional Learning Community (PLC) to go along with class teams, with teams being an education forum. This provides educators with a one-stop store. Staff teams and PLC teams allow educators and staff to communicate and interact during e-learning quickly. We have seen some three-ring binders thrown in classrooms for the paperless use by staff and PLC teams.

OneNote Class Notebooks built into Teams: OneNote is a multifaceted method for note-taking that can be used for a range of lessons and events and is incorporated into teams. Educators have a personal workspace for every student with OneNote Class Notebooks, a material library for handouts, and a collaboration area for lessons and interactive activities. Educators may also integrate all kinds of interactive applications, tutorials, and material into the OneNote tab.

Paper notes and handouts are hard to work with, especially with remote learning, and it is a natural fit to have a digital notebook for the class (Tholfsen, 2020).

After the COVID-19 epidemic reached China for the first time, our educational clients in the area have performed incredible things to maintain students learning as they are moving to remote learning. From advances in eLearning to holding the spirits of students strong with photo and cooking challenges, during this challenging period, teachers and students have shown exceptional resilience.

Today, as countries around the world take action to combat the virus, many schools and universities worldwide are shifting lessons online. Moreover, for most students and educators, teaching and studying from home is a major change. How would you verify that students are engaged and improving without a physical classroom? How do faculty and educators stay connected?

Microsoft Teams can be reached free of charge via the Office 365 A1 for educational institutions. This offers a free, personalised centre for team class collaboration, including video meetings, online versions of the Office 365 applications, compliance tools, and data security.

Moving to a virtual classroom: Teams can include an online classroom that collaborates interactive, face-to-face interactions, tasks, files and discussions on a single platform accessible on a mobile device, tablet, laptop or browser, as schools switch to a remote learning environment.

We also created a guide to standard principles for school leaders and IT to keep running smoothly with Teams easily so that the learners and teachers can start communicating online to assure this transition is as simple as possible. When Teams are formed, educators and staff have the opportunity to develop their own team classes, add on particular students, share lessons, develop assignments, connect in real-time via online, perform grading and marking as well as offer personalised feedback all in one core.

The following are some recommendations from experts in helping educators to get started:

By utilising the chat feature to show the educators' lesson and motivate students to inquire, have open discussions with your class by sharing your computer.

By sharing the audio of your device at a conference, you can show a video. By mutating the learners, making them presenters, or excluding them from the meeting if appropriate, educators can moderate the class conversation during a lecture. The lessons for the lecture can be documented so that students can research it at their own instant.

If certain students do not participate during the live session, record any class session. Using Microsoft Forms, you can easily build and rate quizzes in teams for evaluations.

For questions, allow learners to have educator's office hours and when may the learners contact their educators.

Motivate students to use Immersive Reader in teams to assist them in understanding task prompts and read messages, encouraging them to contribute and follow.

Build a channel for fun and have a reading party on virtual science fairs or poetry for students of all ages that may go a long way (Holzapfel, 2020).

E-learning and English language teaching and learning:

II. LITERATURE REVIEW

Past studies in the relevant literature indicate the necessity for countries' preparation in the educational direction of the pandemic events. While it is oddly found that those children are safe from severe or deadly essential infections, they become the sources of spread, which was the primary factor for closing schools around the world. (Abdulamir, A. S. et al., 2020). Given the statistical modelling method, Cakir Z et al. (2020) also assumed that if the appropriate SOP is not implemented, or precautions are minimised, the pandemic route may portray a rapid change in the reverse direction. Thus, social isolation must be enforced.

Furthermore, research by Majumder et al. (2020) shows that the most effective alternative to the spread of coronavirus is contamination caused by the contact with the infected individual (Basilaia & Kvavadze, 2020). Additionally, research by Uscher-Pines et al. (2018) admits that group prevention techniques, such as social distancing, can slow down virus transmission in schools and local communities during an emerging influenza pandemic. To date, research on school activities in primary and secondary schools to facilitate social distancing has concentrated on extended closure of schools, with little attention paid to the detection and viability of other more sustainable approaches (Uscher-Pines et al., 2018).

The research states that knowledge is minimal for the schools to establish policies and procedures on social distance, and more research is required. During the pandemic influenza, Germann et al. (2019) explored the possibilities of closing schools to avoid the spread and length of future lockdowns before the vaccinations are introduced.

In comparison, Faherty et al. (2019) concentrated on the school issue and its official's preparation during a pandemic requiring the physical reconfiguration of classrooms, minimising the mobility of students in class group works, and offering options for missing days for online learning, but not the weeks or months when it occurs in 2020. Ash et al. (2009) believed that during the Flu Epidemic, distance learning could be facilitated by technology such as the inter internet, web, radio, TV or video messaging, or email communication.

The concept of digital videoconferencing systems has been suggested and introduced in Greece's elementary schools. It has been found that IVC "plays an important role in promoting collaborative synchronous, distance learning practices" (Anastasiades et al., 2010).

The study of Muirhead (2000) recognised that online education is new to schools and can be considered to improve conventional schools and homeschooling. Qi (2017) case study on a collaborative environment for distance learning and distance learning was carried out. Current frameworks were also reviewed, and a project was made by Baiyere et al. (2016) to allow and encourage collaborative environment in environment for distance learning and distance learning was carried out. Current frameworks were also reviewed and a project was made by Baiyere et al. (2016) to allow and encourage collaborative teaching in information systems and found that the virtual environment could also be sufficient for other courses.

Another research on the case of teaching and learning the English language using the virtual distance learning framework resulted in virtual worlds enabling students to develop a world that includes everything they can think up. Interaction, simulation, and collaboration allow learning in the interactive environment (Mnyanyi et al., 2009; Thamarana, S., 2016; Basilaia & Kvavadze, 2020).

Many studies suggest that extended school closures and home confining will have detrimental impacts on the physical and mental wellbeing of children (Brazendale, K et al., 2017). Quarantine's psychological effect is wide-ranging, important and can be permanent (Brooks S. et al., 2020). Various studies have portrayed that while there are several examples of making a strategy to use online learning during the pandemic, they exist mainly based on small cases and not on a global epidemic as occurring in the 2020 COVID-19 pandemic.

In particular, countries with restricted infrastructure have issues with schools and are not prepared to completely implement nationwide online education (Sintema J, 2020). The findings of various researches show that, in the case of a suitable technological environment and funding, a virtual teaching environment can be implemented effectively in schools or higher education (Basilaia & Kvavadze, 2020). Furthermore, there are several Palestinian studies focused on the effect of COVID19 in teaching and learning, such as Ahmad & Zabadi,2020. The study presents a proposal for the transfer process to online education during the coronavirus in Palestinian kindergartens (COVID-19) as well as studies the various current platform literature available and shows others that have been used in other countries around the world, such as the online portal, TV Schools, Microsoft government school teams, and alternatives such as Zoom, Slack, examples of its use and introduces them. The researchers conducted a case study on (200) private Al-Ameen kindergarten students in Salfeet governorate / Palestine in which the Google Meet online education platform was introduced that shows the online education usage statistics created by the system for two weeks. Initial findings verified the successful shift to an online education model, the knowledge gained can be used in the future, and study can be useful for other nations that have not yet established transition methods. The lessons learned from the 2020 pandemic (COVID - 2019) will impose in the future a series of rules, legislation, channels and new technologies in all areas and behaviours, including education, when states, governments and individuals are more prepared than they are today. Therefore, this research is just a modest attempt by researchers in this area (Ahmad & Zabadi,2020).

This study is of paramount importance as it is expected to improve the teaching-learning English language, firstly to the students who are the basic stone in the teaching-learning process, this study will seek to find alternatives and solutions for the present problem which is the existence of Coronavirus (COVID-19). Highlighting on the impact of Microsoft Teams' App in enhancing teaching-learning English during the Coronavirus (COVID-19) from the English teachers' perspectives' in Jenin city will increase collaboration between the teachers and their students. Also, it will increase the responsibility for the success of the teaching-learning process.

II. METHODOLOGY

Design

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. At the same time, the analytical approach is distinguished by its basing on the information already available, analysing it and using it to support and criticise the results of the descriptive research. Therefore, analytical research is considered complementary, integrated and 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% ageing 31 to 40 years old, with 48% indicating a teaching experience over ten years (see Table II).

TABLE II: 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 a 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 utilised 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 utilisation 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.

III. RESULTS AND DISCUSSION

The emerging coronavirus 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 III: 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 age differences 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 age differences 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 THE 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 social 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.

Limitation and possible present scope

The study is limited to the impact of Microsoft Teams' App in enhancing Teaching-learning English during the Coronavirus (COVID-19) from the English teachers' perspectives' in Jenin city during the scholastic year (2020-2021) in Jenin region.

RECOMMENDATIONS:

1. The researchers recommended using Microsoft teams' app and giving the English language teachers, students, and parents online workshops on how to use the app,
2. English language teachers have to pay more attention and get more emphasis on modern educational apps using Microsoft Teams' App and new apps such as Zoom, Webex Meet during Coronavirus (COVID-19).
3. Teacher should increase students' self-steam by allowing them to participate more through using Microsoft teams' app,
4. Finally, the researchers recommended using Microsoft teams' app for the Ministry of Education to adopt using Microsoft Teams' App.

III. CONCLUSION

Our current era is characterised by rapid changes resulting from scientific and technological progress and information technology. 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 most significant benefit.

ACKNOWLEDGEMENT

REFERENCES

[1] Abdulamir, 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., Hagras, 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 June 16th 2020 from Google (2020). 'Extending Hangouts Meet premium features to all G Suite customers through July 1st', 2020. Retrieved on June 16th 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., Slættalíð, 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 Georgiato 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., & Mbwette, 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-t63lxosohs&title=A-framework-to-guide-an-education-response-tothe-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] Pragholapati, A. (2020). COVID-19 IMPACT ON STUDENTS. Retrieved on June 16th 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 June 16th 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.

[36] Sintema, E. J. (2020). Effect of COVID-19 on the performance of grade 12 students: Implications for STEM education. Eurasia Journal of Mathematics, Science and Technology Education, 16(7), em1851.

[37] Soni, V.D. (2020). Challenges and Solution for Artificial Intelligence in Cyber security of the USA (June 10, 2020). Available at SSRN: https://ssrn.com/abstract=3624487 or http://dx.doi.org/10.2139/ssrn.3624487

[38] Su, C.H., Tzeng, G., & Hu, S. (2016). Cloud e-learning service strategies for improving e-learning innovation performance in a fuzzy environment by using a new hybrid fuzzy multiple attribute decision-making model. Interactive Learning Environments, 24, 1812 - 1835.

[39] Thamarana, S. (2016). 'Role of E-learning and Virtual Learning Environment in English language learning Role of E-learning and Virtual Learning Environment in English'. Research Scholar, 1(August), 1-8. Retrieved on June 16th 2020 from Electronic copy available at: https://ssrn.com/abstract=3630073

[40] Thamarana, S. Role of E-learning and Virtual Learning Environment in English language learning. Teaching English Language and Literature: Innovative Methods and Practices, ELTAI Tirupati, 61-62.

[41] Tholfsen, M. (2020) Top 5 Ways Teachers Can Use Microsoft Teams During Remote Learning.

[42] Uscher-Pines, L., Schwartz, H. L., Ahmed, F., Zheteyeva, Y., Meza, E., Baker, G., & Uzicanin, A. (2018). School practices to promote social distancing in K-12 schools: review of influenza pandemic policies and practices. BMC public health, 18(1), 406.

[43] Ahmad, N. A. A., & Zabadi, A. M. (2020). Transition to Online Education in Palestinian kindergartens During the Coronavirus (COVID-19) Pandemic: Al-Ameen Kindergarten as a Case Study. American Journal of Educational Research, 8(8), 600-608.

Website References:
[44] https://blogs.perficient.com/2019/03/06/core-components-of-microsoft-teams-part-1-architecture

[45] https://educationblog.microsoft.com/en-us/2020/03/making-remote-learning-effective-and-engaging-with-microsoft-education-resources/

[46] https://educationblog.microsoft.com/en-us/2020/04/top-5-ways-teachers-can-use-microsoft-teams-during-remote-learning/

[47] https://www.google.com/search?q=microsoft+teams+app+images&sxsrf=ALeKk026OALNccK8OgcAZL5BJU6yjt8Trw:16004585 37703&tbm=isch&source=iu&ictx=1&fir=TyR5h7GQfSv7GM%252C sxIqi-HuM5dK4M%252C_&vet=1&usg=AI4_-kS1En-j2X5wQ8U-v7Gi4VIbDQ9Pdg&sa=X&ved=2ahUKEwjD__fUvPPrAhVkShU IHfDkAOUQ9QF6BAgKECc&biw=1350&bih=640#imgrc=0Lh w_TbuXqHJCM

[48] https://www.researchgate.net/publication/340560537_Transition_t o_Online_Education_in_Schools_during_a_SARS-CoV2_Coronavirus_COVID-19_Pandemic_in_Georgia