Difficulties in Eemploying Distance Education from the Point of View of English Language Teachers in Bethlehem Governorate in Llight of the War on Gaza

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Abstract:

This study aimed to explore the problems facing prominent English language teachers in the use of intensive distance learning in light of the war on Gaza in the Bethlehem Governorate, as it is a prominent segment of the most important identified sectors and specifically the category that has the ability to give a specific picture of the effectiveness of education. And its diversity at a distance. Hence, the problem of the study was represented in the following main question: What are the difficulties of employing distance learning from the point of view of English language teachers in Bethlehem Governorate? The study population consisted of all English language teachers in Bethlehem Governorate, who numbered (323) male and female teachers. The careful analysis was chosen for a small random study. A descriptive structure was used. To achieve the goal of the study, the study tool was prepared, which consisted of a questionnaire consisting of (20) items. 80 questionnaires were collected, and the data and statistical and basic analyzes were subsequently analysed. To verify the validity of the questionnaire, it was presented to a group of arbitrators and arbitrators in this field, and to ensure the validity of the questionnaire items, their proof was proven according to the Cronbach Alpha agreement, where it reached (0.83). The study hypotheses were decided as follows: There are no statistically significant differences at the level of significance (α<0.05) between the arithmetic numerators for the difficulties in employing learning about disability due to the variable of gender, educational qualification, place of residence, and number of years of experience.

The data used was later analyzed and the mathematical data and deviations were found Girls' test (T-test) to address differences between more than two variations. And the. ONE Way ANOVA addresses differences between more than one group Note the results that there are statistically significant differences due to the variables of gender and educational qualification, and there are no differences due to the variables of residence and years of experience.

Key words : Distance learning , difficulties in Eemploying Distance Education ,English language teacher ,War on Gaza .

المستخلص :

هدفت هذه الدراسة إلى استكشاف المشاكل التي تواجه معلمي اللغة الإنجليزية في استخدام استراتيجيات التعلم عن بعد في ظل الحرب على غزة في محافظة بيت لحم ، حيث تعد شريحة المعلمين من أهم الشرائح المستهدفة وذلك لأنها الفئة التي تمتلك القدرة على إعطاء صورة واضحة عن مدى فعالية استراتيجيات التعليم عن بعد. ومن هنا تمثلت مشكلة الدراسة في السؤال الرئيسي التالي : ما صعوبات توظيف التعلم عن بعد من وجهة نظر معلمي اللغة الإنجليزية في محافظة بيت لحم ؟ ، تكون مجتمع الدراسة من جميع معلمين اللغة الإنجليزية في محافظة بيت لحم والبالغ عددهم (٣٢٣) معلما ومعلمة ،وتم اخيار عينة الدراسة بالطريقة العشوائية البسيطة .تم استخدام المنهج الوصفي. ولتحقيق هدف الدراسة تم اعداد أداة الدراسة التي تمثلت في استبانة مكونة (٢٠) فقرة ، حيث تم جمع (٨٠) استبانة تم تحليل البيانات وإجراء التحاليل الإحصائية المناسبة فيما بعد . وللتحقق من صدق الاستبانة تم عرضها على مجموعة من المختصين والمحكمين في هذا المجال ،و للتأكد من ثبات فقرات الاستبانة تم احتساب معامل الثبات حسب معامل كرنباخ الفا حيث بلغ (٠.٨٣) . اما فرضيات الدراسة فقد جاءت على النحو التالي :

• لا توجد فروق ذات دلالة إحصائية عند مستوى الدلالة (α<0.05) بين المتوسطات الحسابية لصعوبات توظيف التعلم عن البعد تعزى لمتغير الجنس والمؤهل العلمي ومكان السكن وعدد سنوات الخبرة .

• وفيما بعد تم تحليل البيانات المستخدمة وإيجاد المتوسطات الحسابية والانحرافات

• واستخدام اختبار (T-test) لمعالجة الفروق بين اكثر من متغيرين.

• واختبار. (ONE Way ANOVA) لمعالجة الفروق بين أكثر من مجموعة

• أظهرت النتائج انه توجد فروق ذات دلالة إحصائية تعزى لمتغيري الجنس والمؤهل العلمي ،ولا توجد فروق تعزى لمتغيري السكن ولسنوات .

Introduction

The emergence of distance education has revolutionized the field of education, offering opportunities for learning and teaching beyond the traditional classroom setting. However, the adoption of distance education is not without its challenges. The conflict and its consequences have posed unique obstacles to the successful implementation of distance education in war region. Understanding these challenges is crucial for developing effective strategies to address them and ensure quality education during times of crisis (1–3).

The war on Gaza has had a profound psychological and emotional impact on both teachers and students. English language teachers are dealing with increased stress, anxiety, and trauma due to the conflict, which affects their ability to engage in effective distance teaching. Similarly, students may be experiencing emotional distress, making it challenging for them to focus on their studies and actively participate in online learning activities. Addressing the mental health needs of both teachers and students is crucial for creating a conducive environment for distance education (4,5).

The conflict has disrupted the teaching and learning routine in Bethlehem Governorate. Schools have been forced to close or operate on irregular schedules, which disrupts the continuity of instruction. English language teachers face the challenge of adapting their teaching plans to accommodate the changing circumstances. This disruption can lead to gaps in learning and hinder the progress of students. Additionally, the lack of a structured routine may impact students' motivation and engagement in online learning activities (6,7).

Distance education requires specific pedagogical skills and technical competence. English language teachers in

Bethlehem Governorate may lack the necessary training and professional development opportunities to effectively transition to online teaching. The sudden shift to remote instruction during the war on Gaza may have caught many teachers unprepared, leading to difficulties in adapting their teaching methods to the online environment. Providing comprehensive training programs and support for teachers can help them overcome these challenges and enhance their distance teaching skills (8,9).

Socioeconomic factors also contribute to the difficulties faced by English language teachers in Bethlehem Governorate. The war on Gaza has exacerbated existing economic inequalities and financial hardships. Some teachers and students may lack the necessary resources, such as personal computers, internet subscriptions, or even electricity, to fully engage in distance education. These socioeconomic barriers further marginalize certain groups of students and hinder their access to quality education (10,11).

This article focuses on the difficulties faced by English language teachers in Bethlehem Governorate, particularly in light of the war on Gaza.

Problem Statement:

The war on Gaza has presented significant challenges for English language teachers in Bethlehem Governorate, particularly in the context of transitioning to distance education. These challenges encompass various aspects, including the psychological and emotional impacts on teachers and students, disruptions to the teaching and learning routine, the need for pedagogical and technical skills, and socioeconomic barriers. These difficulties hinder the effective implementation of distance education and compromise the quality of education provided to students in the region. Therefore, there is an urgent need to address these challenges and develop comprehensive strategies and support systems to enable English language teachers to adapt

to online teaching and ensure equitable access to quality education during times of crisis.

Purpose of the Study:

The purpose of this study is to investigate and understand the challenges faced by English language teachers in Bethlehem Governorate, specifically in the context of the war on Gaza and the implementation of distance education. The study aims to:

Examine the psychological and emotional impacts of the war on teachers and students, particularly in relation to their ability to engage in effective distance teaching and learning.

Explore the disruptions caused by the conflict in the teaching and learning routine, including school closures and irregular schedules, and their implications for instructional continuity, student progress, and motivation.

Assess the pedagogical and technical skills of English language teachers in Bethlehem Governorate and identify any training and professional development gaps that hinder their effective transition to online teaching.

Investigate the socioeconomic factors that contribute to the difficulties faced by teachers and students, such as economic inequalities and resource limitations, and their impact on access to quality education.

Research Questions

Main question:

What are the difficulties of employing distance education from the point of view of an English language teacher in the Bethlehem Governorate in light of the war on Gaza?

Sub-questions:

-Do the difficulties of employing distance education differ depending on the **gender variable?**

-Do the difficulties of employing distance education differ in Bethlehem Governorate due to **Gende**r?

-Do the difficulties of employing distance education differ in Bethlehem Governorate due to **educational qualification variable?**

-Do the difficulties of employing distance education differ in Bethlehem Governorate due to **years of experience variable**?

-Do the difficulties of employing distance education differ in Bethlehem Governorate due to **place of residence variable**?

Hypotheses of the Study

1.There are no statistically significant differences at the significance level of less than or equal to 0.05 in the averages of distance learning difficulties due to the gender variable.

2.There are no statistically significant differences at the alpha significance level of less than or equal to 0.05 in the averages of distance learning difficulties due to the variable of academic specialty qualification.

3.There are no statistically significant average differences at the level of significance in educational difficulties due to the housing variable

4.There are no statistically significant differences at the significance level of less than or equal to 0.05 in the averages of learning difficulties after accounting for years of experience.

Significance of the Study

Addressing Challenges in Distance Education: The study sheds light on the unique challenges faced by English language teachers in Bethlehem Governorate during the implementation of distance education in a war-affected region. By understanding these challenges, the study contributes to the development of effective strategies to overcome them, ensuring the continuity and quality of education during times of crisis.

Supporting Teacher and Student Well-being: The study recognizes the profound psychological and emotional impact of the war on Gaza on both teachers and students. By addressing the mental health needs of teachers and students, the study

emphasizes the importance of creating a conducive environment for distance education. This aspect is crucial for supporting the well-being and resilience of educators and learners in challenging circumstances.

Enhancing Instructional Continuity: The study highlights the disruptions caused by the conflict in the teaching and learning routine, including school closures and irregular schedules. By examining the adaptation challenges faced by English language teachers and the impact on student progress, the study aims to provide insights for maintaining instructional continuity and minimizing learning gaps, thus ensuring a consistent and effective learning experience.

Bridging the Pedagogical and Technical Skills Gap: The study acknowledges the specific pedagogical skills and technical competence required for successful distance education. By identifying the training and professional development gaps of English language teachers in Bethlehem Governorate, the study emphasizes the importance of comprehensive training programs and support systems. This contributes to enhancing the teachers' distance teaching skills and their ability to adapt to the online environment.

Addressing Socioeconomic Barriers: The study recognizes the socioeconomic factors that hinder access to quality education, such as economic inequalities and resource limitations. By highlighting the impact of these barriers on marginalized groups of students, the study underscores the need for equity in education and advocates for measures to mitigate these disparities, ensuring equal opportunities for all learners.

Aim of Study

The aim of this study is to explore and understand the difficulties encountered by English language teachers in Bethlehem Governorate in employing distance education, with a particular focus on the challenges posed by the war on Gaza.

Objectives:

1- To examine the psychological and emotional impact of the war on Gaza on English language teachers in Bethlehem Governorate.

2- To analyze the disruptions to the teaching and learning routine caused by the conflict, including school closures and irregular schedules, and their impact on the continuity of instruction.

3- To assess the challenges faced by English language teachers in adapting their teaching plans to accommodate the changing circumstances of distance education during the war on Gaza.

4- To explore the lack of pedagogical skills and technical competence among English language teachers in Bethlehem Governorate and its implications for effective online teaching.

5- To identify the socioeconomic factors, such as economic inequalities and limited access to resources, that hinder the full engagement of teachers and students in distance education.

6- To provide insights and recommendations for developing strategies and support systems to address the difficulties faced by English language teachers in Bethlehem Governorate in employing distance education during times of conflict.

Limitations

The generalizations of this study are limited to the English language teachers in Bethlehem District.

A limited duration for implementing in the first semester of the scholastic year 2024

This study is limited to the difficulties in employing Distance learning Sample size and representativeness: The study collected data from 80 English language teachers in Bethlehem Governorate. While this sample size may be appropriate for a qualitative study or exploratory research, it may limit the generalizability of the findings to a larger population. The sample may not fully represent the diverse range of English

language teachers in the area, and the findings may not be applicable to teachers in other conflict-affected regions.

Self-reporting bias: The data collection relied on self-reported responses from the participants. This introduces the possibility of response bias, where participants may provide socially desirable answers or may not accurately recall or report their experiences. Additionally, participants may have different interpretations of the questions, leading to variations in responses.

Lack of comparison group: The study focused solely on English language teachers in Bethlehem Governorate during the war on Gaza. Without a comparison group of teachers from non-conflict-affected areas or teachers from other subjects, it is challenging to determine whether the difficulties faced by English language teachers in the study are unique to their context or common across different subjects or regions.

Potential for recall bias: The study may be susceptible to recall bias as participants were asked to reflect on their experiences during a specific period, such as the war on Gaza. Memories of events and difficulties may be influenced by individual perceptions, emotions, and the passage of time.

Limited scope of variables: The study primarily focused on examining the psychological and emotional impact of the war, disruptions to the teaching and learning routine, challenges in adapting teaching plans, pedagogical skills and technical competence, and socioeconomic factors. While these variables provide valuable insights, other factors that could influence distance education effectiveness, such as parental support, student motivation, and communication strategies, were not extensively explored.

Lack of triangulation: The study relied solely on survey data from English language teachers. Triangulation, which involves using multiple data sources or methods, was not employed to validate or complement the findings. Incorporating

observations, interviews, or focus groups could provide a more comprehensive understanding of the difficulties faced by English language teachers.

Limited timeframe: The study did not specify the duration of data collection or the specific time period covered. Considering the evolving nature of conflicts and the changing dynamics of distance education, the findings may be limited to a specific timeframe and may not reflect the challenges faced by English language teachers in other periods or contexts.

Lack of qualitative data: The study primarily relied on quantitative data obtained through surveys. While this approach provides numerical insights into the difficulties faced by English language teachers, qualitative data, such as interviews or open-ended questions, could have provided more in-depth and nuanced information about their experiences and perceptions.

Lack of external validation: The study did not reference external sources or literature to validate the findings or compare them with previous research. Incorporating a literature review or citing related studies would have strengthened the study's credibility and situated the findings within the existing body of knowledge.

Knowledge transfer limitations: The study provides recommendations based on the findings, but it does not discuss the feasibility, implementation challenges, or potential unintended consequences of these recommendations. Further research or practical considerations may be necessary to assess the applicability and effectiveness of the proposed strategies in real-world settings.

It is important to acknowledge these limitations when interpreting the findings of the study and to consider them as opportunities for further research and improvement in understanding the difficulties faced by English language teachers in conflict-affected areas during distance education.

Definitions of Terms

The terms used in this study will be defined operationally as follows**:**

<u>Distance Education</u>: Refers to a mode of education that allows learners and teachers to interact and engage in learning activities without being physically present in the same location. It utilizes various technologies, such as online platforms, video conferencing, and digital resources, to facilitate remote teaching and learning.

<u>Difficulties in employing distance learning :</u>

It's the challenges or Obstacles that will face the teachers during distance learning

Something that is not easy to do or to deal with a difficult situation

English Language Teachers:

ESL (English as a Second Language) teachers specialize in helping non-native speakers of all ages and levels learn the formal grammar, vocabulary, and pronunciation of spoken and written English, while giving them confidence in the common usage of the language in order to communicate clearly and comfortably with native ...

Traditional Classroom Setting: Refers to the conventional approach to education where students and teachers gather in a physical classroom for face-to-face instruction, interaction, and learning activities.

Implementation: In the context of this study, implementation refers to the practical application and execution of distance education methods and strategies in the specific setting of Bethlehem Governorate.

Psychological and Emotional Impact: Refers to the effects on an individual's mental well-being and emotional state. In this study, it pertains to the profound stress, anxiety, and trauma

experienced by teachers and students as a result of the war on Gaza.

Conducive Environment: Refers to a supportive and favorable setting that promotes effective teaching and learning. In this context, it involves addressing the mental health needs of teachers and students to create an environment conducive to successful distance education.

Instructional Continuity: Refers to the uninterrupted progression of teaching and learning activities, ensuring that students receive a consistent and continuous educational experience. The study highlights the disruptions caused by the conflict and the need to maintain instructional continuity despite the challenges.

Pedagogical Skills: Refers to the specific knowledge, strategies, and techniques used by teachers to facilitate learning and instruction. In the context of distance education, it encompasses the ability to design online learning experiences, engage students remotely, and assess their progress effectively.

Technical Competence: Refers to the proficiency in using the necessary digital tools, technologies, and platforms for distance education. It includes skills in operating online learning platforms, troubleshooting technical issues, and utilizing digital resources effectively.

Professional Development: Refers to activities and programs that enhance the knowledge, skills, and competencies of professionals in their field. In this study, professional development focuses on providing English language teachers in Bethlehem Governorate with the necessary training and support to adapt their teaching methods to the online environment.

Socioeconomic Factors: Refers to the social and economic conditions and circumstances that influence individuals' access to resources, opportunities, and services. In this study, socioeconomic factors encompass economic inequalities, financial hardships, and resource limitations that impact the

ability of teachers and students to fully engage in distance education.

Marginalized Groups: Refers to individuals or communities who experience social, economic, or educational disadvantages and are systematically excluded or disadvantaged within a particular society. In this study, marginalized groups are those who face additional barriers in accessing quality education due to socioeconomic factors resulting from the war on Gaza.

Theoretical Framework and Related Studies

Distance education has had a remarkable effect on the landscape of education since its advent in the 19th century as correspondence study. It has taken various shapes and utilized a wide variety of technologies ranging from postal technologies in 19th century to virtual reality today. Distance education has made into one of the top topics discussed in education in recent years with particular influences stemming from the "open" movement including MOOCs and OER (Simonson et al., 2015). Several definitions have been given as to the nature of what distance education is and what it entails. Earlier definitions depending on distance education models based on print materials in correspondence study, and later the definitions based on the industrial view of distance education have been revised due to advances in technologies which have reshaped the nature of learning materials and how they are produced and delivered, how interaction and communication occurs in distance education. In this part of the article, three definitions each reflecting an era of distance education will be critically reviewed and finally a new definition reflecting the conditions of 21st century will be provided.

Concept of Definition the Education Distance

Authors have applied a wide variety of alternative terms for distance education, including open learning, open teaching, non-traditional education, distance learning, distance teaching,

correspondence education, independent study, home study, extension study, external study, external learning, flexible education, flexible learning, life-long education, lifelong learning, contract learning, experiential learning, dieted private study, drop-in learning, independent learning, individualized learning, resource-based learning, self-access learning, self-study, supported self-study or continuing education, in the related literature (7).

UNESCO (2002) presents a definition of distance education: "Distance education is any educational process in which all or most of the teaching is conducted by someone removed in space and/or time from the learner, with the effect that all or most of the communication be- tween teachers and learners is through an artificial medium, either elec- tronic or print". According to Schlosser, distance education is now often definedKeegan (1980) analyzes four definitions and

offers "a comprehensive definition" for distance education (p. 6). According to Keegan (1980), the

Keegan (1980) analyses four definitions and offers "a comprehensive definition" for distance education (p. 6). According to Keegan (1980), the main elements of a definition of distance education are:

 • the separation of teacher and learner which distinguishes it from face-to-face (F2F) lecturing

• the influence of an educational organization which distinguishes it from private study • the use of technical media, usually print, to unite teacher and learner and carry the educational content of the course • the provision of two-way communication so that the student may benefit from or even initiate dialogue

• the possibility of occasional meetings for both didactic and socialization purposes • the participation in an industrialized form of education (Keegan, 1980, p. 6).

Staff ,(2023) also define distance learning as the way of learning that does not require you to be present physically at the university or institution. Learning materials and lectures are available online. Learners can stay at their homes while taking the course from an online university or other institution. They will usually also have the opportunity to attend in-person workshops, residencies, or other learning components, but the material is primarily taught through online courses.

Dr. Badawi and Dr. Badawi (2022) said that There is no one definition of open and distance learning. Rather, there are many approaches to defining the term. Most definitions, how- ever, pay attention to the following characteristics:

A separation of teacher and learner in time or place, or in both time and place; institutional accreditation; that is, learning is accredited or certified by some institution or agency. This type of learning is distinct from learning through your own effort without the official recognition of a learning institution.

Use of mixed-media courseware, including print, radio, and television broadcasts, video and audio cassettes, computer based learning, and telecommunications. Courseware tends
to be pre-tested and validated before use.

Two-way communication allows learners and tutors to interact as distinguished distinguished from the passive receipt of broadcast signals. Communication can be synchronous or asynchronous.

Possibility of face-to-face meetings for tutorials, learn- er-learner interaction, library study, and laboratory or practice sessions, and use of industrialized processes, that is, in large-scale open and distance learning operations, labour is divided and tasks are assigned to various staff who work together in course development teams (10).

Components of distance learning:

Noaman , Hassan (2022) said that It has many components that control its quality and they affect each other

• Administrative requirements.

• Teacher and learner.

• Interactive communication means.

• Educational means.

Distance education parties:

-**Students**: They are the foundation of the educational process, and they must have the desire to learning, and the ability to discuss and analyze the content presented to them;

Because they have the opportunity to communicate with their teachers and rely on them to solve dilemmas Insignificant compared to in-person education.

2-**Education institution**:

The teacher here is the role of the preparer and designer of the lessons and learning activities, so it must take into account students' levels and differences .

Between them, taking their differing needs into account, so should they be familiar with modern technologies and methods for preparing educational content electronically; Because this will reduce the chances of technical intervention The final form of the content, Especially in the absence of good coordination between Both parties

3-**Supervising brokers :**

Due to the large numbers of students in this type of study education: Organizers of the learning process usually resort to mediators where learners are divided into smaller groups, the number is supervised each of them is a mediator, Performs the role of guidance, supervision and mediation between the teacher and the educated.

4-**Employees**: They are the ones who work on registering students and making copies

Content and distributing it to them, in addition to distributing tests and monitoring for points, calculating averages and other matters related to the aspectthe technician.

5 -The technician. Among them are technicians or technicians who work on producing the content education and converting it from its traditional form to its accessible electronic for online publication or CD-ROM.(Alshdifat,2020)

Benefits of Distance Education

Staff (2023) said that Distance education provides you with a range of benefits. Consider these advantages as you decide whether to enrol in distance learning courses or degree programmes.

Flexibility

Many highly motivated and self-disciplined learners prefer distance educational programmes. They are well-organised and maintain their performance in the virtual setting. It affords you the flexibility of learning from any place at any time.

Adaptability

Some instructors customise distance education programmes to serve their academic needs. Learners will get the chance to learn the course in any way.

No need to travel

Distance learning does not require commuting to campus. At the same time, distance learners can take virtual trips to museums, geographical locations, planetariums, and other places. A virtual trip is fun, and learners enjoy it during the distance learning programme. With the interactive tools, learners can increase their engagement level.

Accessibility

Education that requires attendance in physical classrooms can present barriers to some learners. Distance education can help make learning accessible to those living with disability or

geographic constraints, for example, since distance learning is accessible to learners from almost any place.

Save time and money

Distance education saves you precious time and money. You do not need to be concerned about the travel time or expenses to attend the classes. Course materials and tuition may be lower as well since there are fewer overhead costs involved as compared to in-person classes.

Advantages of distance learning:

Noaman and Morgham.(2020)Pointed that there are a lot of advantages that help the institution to use distance learning and modify in according to its needs:

1. Low cost: does not cost a lot of money on long term compared to the traditional learning because it happens with the presence of computers.

2. Beyond barriers: it is not restricted to specific time or place.

3. Suitability and equality: especially for students who have physical illness or psychological problems, also providing opportunities for people who are not accepted in traditional learning such as handicapped and old people. It acquires equality among students regardless their economic or social levels (18)

4.Interaction and easy communication: communication happens in many ways such as discussions, e-mails- chat rooms...et and usually they are among students and between the teacher and the learners. It makes it easier to contact with the teacher after official working hours as they can send questions to the teacher anytime through different means.

5. Variety in teaching methods: used methods vary according to students either they are audio or read or film.

6. Not being restricted to time: learning resources are available along the day and at any time. This advantage is useful for those who want to learn in specific at the times that are suitable for them to learn in the suitable time for them. (19)

7. Achieves independence; individual activities are a way for the student to achieve himself and a god chance for self-learning that enhances their self-confidence and reaching the highest grade of success.

8.It is easy to get a scientific material: the content is recorded on the internet and the used means.

9. Developing learners' skills in using computer and internet: through learning new software and technologies.

10. It treats some problems: such as congestion and crowded transportation, pollution, less buildings (20) numbers, in addition to health problems and limiting epidemies

Objectives of Distance Education

Kapur (2019) said the objectives of distance education have been stated as follows:

1. To democratize higher education to marginalized, deprived, and economically

backward sections of the society. The individuals residing in remote and rural

2.To democratize higher education to marginalized, deprived, and economically backward sections of the society. The individuals residing in remote and rural areas, women and working individuals are the ones, who are mainly taken into consideration. They should recognize the significance of education and acquire education through distance education programs.

3.To make provision of an innovative system of university-level education, which is both flexible and open in terms of methods and pace of learning, combination of courses, eligibility of enrolment, age of admission, conduct of examination and implementation of programs of study. In other words, advancements need to be put into operation in the implementation of distance education programs.

4.In order to attain employment opportunities and implement measures that are needed to fulfil one's daily needs and requirements, it is necessary for the individuals to upgrade their skills and aptitude. Acquisition of education and learning sets the foundation for progression of individuals. Hence, distance education is regarded to contribute efficiently in up-gradation of educational qualifications and skills of the individuals.

5.Education needs to be recognised by the individuals as the lifelong activity. The individuals, belonging to all categories and backgrounds need to ensure they acquire education and get engaged in learning throughout their lives. Hence, through distance education, awareness is generated among individuals that they need to get engaged in learning throughout their lives.

Reasons for distance learning.

Noaman , and Morgham (2020)said that there are some reasons that led to use the Distance education :

1. Educational reasons:

There is no competency between the traditional methods and teaching methods and also teachers are not enough

2. Cultural and social reasons:

The increasing demand for education recently and the educational institutions cannot absorb that huge number anymore (15)

3. Economic reasons:

Providing distance learning for big groups of the society due to its low cost compared to traditional learning. Expanding distance learning does not require new buildings and new bigger classes so its cost is lower to the university but in its beginning its cost is higher for the student as each student needs his own computer and internet network.

4. Political reasons:

It is useful in case of political disruption and the lack of stability that lead to closing schools and universities, Hence distance learning helps to continue education process.

5. Health and psychological reasons:

Distance learning programs take into consideration the individual differences among events and help to rebuild trust especially the sick and the handicapped (1) in addition to that it has been applied in many countries during March 2020 to eliminate the spread of COVID-19.

General criteria for the quality of distance learning:

Noaman , and Morgham (2020)mentioned that there are some criteria that should be followed and they are basic requirements for achieving system's goals such as (21).

1- Educational institutions are the source of academic settings whereas courses are put, revised and approved in advance.

2- Arranging universities and educational institutions to fulfil distance learning requirements.

3- Preparing and designing courses in competence with the means used in distance learning.

4- Helping the student to understand course's requirements with clarifying them at the beginning such as computer skills, and facing this learning type's difficulties.

5- Supporting personal interaction with students either concurrent or asynchronous by using the necessary toolsetween both the teacher and the learner or among the learners.

6- The size of equal class must be defined the same as in the traditional learning the best interaction. to achieve

7- Covering the educational materials to be equal to the courses that are thought in traditional classes.

8-Continuous evaluation to follow up the stage advance of courses in all levels.

Related Studies

Studies Related to the Alshdifat (2020) aimed to find out the obstacles facing the application of distance learning during the Corona pandemic from the viewpoint of students of the University of Hail in the Kingdom of Saudi Arabia, where the researcher used the descriptive and analytical approach in order to achieve the objectives of the study by applying a special questionnaire to a sample of (99) students of the University of Hail in the Kingdom of Saudi Arabia. The results of the study show that there are real obstacles facing learners during the Corona pandemic from the point of view of students of the University of Hail in the Kingdom of Saudi Arabia, as the estimates of the study sample individuals are high about the obstacles. The researcher believes that distance learning requires competencies of remote communication and computer skills, on which the students have not been trained, which created difficulties m understanding messages and instructions from the first attempt, and some students are not trained to deal with computers and smart phones. The results also show that there are no differences to the variable of specialization and the variable of the academic year.The study has several recommendations, the most important of which are investing in positive approach for students towards remote learning, developing plans and programs to benefit from these approaches, giving training courses in the field of distance education for both students and faculty members, emphasizing the need for the university to pay attention to the introduction of e-learning method in university education to spread electronic culture among students to achieve maximum interaction with this type of education, and providing an appropriate educational structure for the application of e-learning at the university and removing all human, material and technical obstacles that prevent its spread in the educational system in various stages and fields.

Saleem and Slaeh (2021) mentioned that the Corona pandemic created the largest interruption of the education system in history. All countries of the world were affected by this, and the damage reached all educational institutions for all ages. Distance learning was one of the solutions that universities created to complete their educational path. Based on that, this study aimed to explore the challenges that students face during distance learning in light of the Corona pandemic. The study followed the descriptive analytical approach. A questionnaire was prepared that included (44) items distributed over its three fields: Academic Challenges, Psychological Challenges and Technical Challenges, applied to a random sample of (339) undergraduate and postgraduate students from An-Najah National University in the first semester of 2020/2021. Data were analyzed using descriptive statistics and independent samples t-test. The results of the study showed that the field of Psychological Challenges ranked first, followed by Academic Challenges, and then Technical Challenges came in the last. There were also statistically significant differences attributed to the study program variable in terms of the challenges facing students in distance learning in light of the Corona pandemic for the benefit of undergraduate students.

Abu- AL-khier (2019) aimed to identify the obstacles facing the school administration in applying the E-learning in the primary stage schools in Gaza - Palestine. The researcher adopted the analytical descriptive method for conducting the study. The study was applied a random stratified sample of principals and teachers whom working in primary schools in Gaza Governorate, (38) principals and (154) teachers, and for the purpose of data collection and identify the most important obstacles, the researcher using a questionnaire that includes several axes (physical - humanities - administrative – and technical obstacles) The results showed that all item

questionnaires were obstacle to apply e-learning at primary schools in Gaza, the relative weight of the total score was (71.34), the most obstacles was the physical obstacles, then technical obstacles, human obstacles , and administrative obstacles got less obstacles. The results showed no differences between principals and teachers about the most important obstacles in applying the e-learning at primary schools in Gaza, as the results showed that public schools face obstacles to greater degree of belonging to, UNRWA schools and private schools in applying the e-learning . The study recommended the need to guide the senior educational leadership efforts towards the development of an educational framework of a coherent and systemic formulation of educational philosophy and a clear vision for the applying of e-learning. And attention to the development of traditional learning environment to become valid and suitable for the applying of e-learning.

Ahmad (2021) aimed to reveal the reality of distance learning in secondary schools in light of the Corona pandemic in the Al-sharqia Governorate from the viewpoint of students and teachers ،and it also aimed to reveal the obstacles that hinder the application of distance learning. The research was based on the descriptive analytical method. The sample of the research consisted of (250) male and female students from general secondary education ،and (130) teachers were randomly selected. The research found that the reality of applying distance Learning in secondary education schools in Al-sharqia governorate from the students ،teachers' point of view. Also. existence a set of obstacles hindering the application of distance learning including the following: distance Learning lacks direct interaction and contact between teacher and learner ،and remote education neglect of social activities and entertainment ،also the high fees for Internet subscription. in addition ،distance learning does not take into account the individual differences between learners.

Finally ،obstacles that limit the application of distance learning ،the researcher suggests a set of recommendations to overcome the obstacles that hinder the application of distance learning and the mechanisms to achieve them

Distance Learning in secondary schools during Corona pandemic in Al-sharqia Governorate "Empirical Study "

Alshammari(2021) aimed to detect the perceptions of Islamic education teachers in the secondary stage of using distance education methods through the Teams program in light of the Corona pandemic in the State of Kuwait, and to identify the significance of the differences in the perceptions of Islamic education teachers in the secondary stage to use distance education methods through Teams program in light of the Corona pandemic in the State of Kuwait according to the gender variable, the study was applied in the second semester of 2021 AD, and the descriptive analytical method was used, The study sample consisted of (91) male and female teachers. The number of the sample members was (32) teachers, and the number of female teachers (59) were chosen by the simple random-poethood. The results showed that the authentic averages The perceptions of male and female teachers ranged between (3.04-4.27), and the general average of the perceptions of male and female teachers was (3.44) with a high degree and a standard deviation of (1.221). The study also concluded that there are no statistically significant differences at the level of significance (a ≤ 0.05) between teachers' perceptions and the parameters of using distance learning through the Teams program are due to the gender variable. Key Words: Distance Learning, Teams Program.

Ibrahim, Morgham (2020) mentioned that distance learning is one of the solutions that a lot of local and international universities started to use. At the shade of Corona virus COVID19, this trend has become very clear. Distance

learning has been used instead of closing universities that led to creating non-stability as it was a sudden test that many universities were not ready for passing it appropriately. Distance learning is like any new initiative action facing some obstacles and challenges as it is a new experience applied for the first time on interior design and furniture students in Damietta University: here comes the problem of the research: what are the obstacles facing interior design and furniture students in distance learning and its affectivity? Moreover, what are the criteria achieving the quality of distance learning? Starting from this the research aims at recognizing strength and weakness starting from this point, from students' point of views and measuring the affectivity of distance learning in Theoretical and practical courses for students of furniture and interior design. In order to achieve these goals we used the Descriptive analytical method and the questionnaires have been used. The importance of the study lies in improving the educational process for students to achieve the aimed goals. Also some future trends were suggested to support and enhance the success of distance learning. The problem is not the presence of challenges but succeeding in passing them and finding solutions for them in a gradual way combining between the distance learning advantages and the traditional education system to overcome different obstacles to be ready for emerging cris**is.**

Buselic (2012) aimed to review distance learning in the context of present definitions, technologies, opportunities, challenges, concepts and contributions as it is fast becoming an essential part of educational systems in both developed and developing countries. By virtue of new technologies the ways of teaching and acquiring new knowledge aren't confined by space and time any more. New technologies offer great flexibility in when, where and how to distribute teaching and acquiring knowledge offering flexible learning opportunities to individuals and group learners. Distance learning is one of the most rapidly growing

fields of education and its potential impact on all education delivery systems has been greatly accentuated through the development of Internet-based information technologies and in particular the World Wide Web. In order to meet the needs of the changing world future distance learning must be time flexible, lacking geographical barriers, competitive cost/value, and learner centred. The chapter is intended for all educational institutions and their academic personnel.

Badawi, Badawi(2022) investigate the rapid technological development is expected to create new challenges and opportunities, opening up broad horizons towards the future in light of the global challenges represented by digital transfor- mation (1), and the term Distance Education reflects the reality of this modern technical progress, as it is implemented by a person far from the learner in time and place. The paper aims at greater dimensions of openness and flexibility, whether in terms of curricula or elements of the educational structure In Sudan The Fore, The fore, this paper refers to high- lighting the requirements and determiners of Distance Education with a focus on the situation in Sudan, and the possibility of adopting partial Distance Education, including pre-school, primary and secondary education. The paper reviews trends and concepts related to Distance Edu- cation, as it relied on Primary and secondary sources from different literatures, so it is considered a research result based on the results of the primary sources, through an accurate questionnaire from the White Nile State in Al-Dueim Governorate, and a survey of their views and opin- Ions on Distance Education Where (50) samples were randomly select- ed from teachers and supervisors of pre-school education and Primary and secondary stages, and their views and opinions on distance education were surveyed. In general, the results were that Distance Education is the practical way for the challenges facing the country towards digital transformation, environmental

disasters, economic, political and health shocks, moulding the Corona pandemic (Covid-19), represented inack of a joint effort to provide Distance Education, due to the lack of energy supply and Internet facilities, as the paper recommended some important issues, which must be addressed in order to better develop Distance Education, and the necessary in abstractum tools, power sup- Fatal levels Educational plies and virtual classrooms must be provided pr at to examine the experience and work in accordance with approved scientific standards and results.

Hussein (2021) pointed out the importance of interaction in distance learning considering it an essential condition for the occurrence of the learning (Tu & Corry, 2003). In a distance learning environment, interaction is considered as both a challenge and an advantage at the same time. It is a challenge because of the temporal and spatial gap that distance learning creates between instructor and learner, learner and peers and learner and university staff. Another challenge that hinders interaction within the context of distance learner is the lack of potentials, weak internet network, especially in remote areas, and lack of technical skills for some instructors and learners.On the other hand, interaction is an advantage for distance learning, as Parker & Parker (2013) cited from Jaffee (2007) that distance learning provides students with more opportunities for interaction

Ennam(2020)attempts to study the perceptions and attitudes of Moroccan university students' towards the operability, practicality, familiarity, and gratification of distance education in maintaining, reinforcing, and developing their educational level. A sample of 250 university students is targeted through an online field survey to empirically measure their e-teaching/learning achievability. The indelible truth of the shortage of the necessary ICT equipment's - both as insufficiently ICTized teaching/learning platforms in the

university and as a PC/Wi-Fi paucity among poor students- sticks out here as a major bipolar complex variable that is useful enough in the formulation of the central hypothesis and research question of this paper. This latter hypothesizes that in view of that shortage, professional online education (e.g. MOOCs) may not lead to attain the sought academic achievability. Results obtained have confirmed this hypothesis, i.e. Moroccan universities, especially public ones, must invest more, especially in equipment's and training, so that their distance education strategies and plans can practically be meaningful and productive on a professionally international level.

Methods

Population

 English language teachers in Bethlehem Governorate schools

Inclusion criteria

1- All English language teachers in Bethlehem Governorate schools.

2- Teachers who will agree on the informed consent.

Exclusion criteria

1- English teachers are not in Bethlehem Governorate schools.

2- Teachers who will not agree on the informed consent or who will withdraw from study at any time.

Sample of the Study

A total of 80 patient was included in our study. We have calculated the sample size using Open Epi online sample size calculator(12) (population 100 thousand, expected proportion of 25% and p-value of 5%) We have chosen convinces sampling techniques as the sampling method for our study because it is the most suitable and can be performed on ground.

The pilot Sample

The test was applied on a random sample of () of Bethlehem Secondary teacher school. who have the same characteristics as the study sample and whom experienced the

same with the sample. The piloting sample was excluded from the population when the main sample was drawn.

Research Instruments

This study uses questionnaire to measure English language teacher attitude to the difficulties that face them during distance education, it was contained from 20 questions.

Study tool's validity

This cross-sectional study will be conducted by using a questionnaire created by the authors. English language teachers in Bethlehem Governorate schools will test the questionnaire to ensure that the questions are easily understandable and can be answered within 5 minutes. The questionnaire has 20 questions divided into two sections. After completing the questionnaire, all data will be collected and moved into a Microsoft Excel sheet. To ensure the validity of the questionnaire content, the researcher displayed it on a various number of juries of teaching English language as a foreign language (TEFL) specialists, professors, teachers and supervisors of English language an education to examine it and to provide their comments. Consequently, some items of the questionnaire were modified, other were omitted according to the suggestions and comments provided by the juries. The items of the questionnaire in its draft shape were (25) before judgment and then became (20) in its final Shap.

Questionnaire Reliability

To check the reliability of questionnaire, pre -post questionnaires distributed among the pilot group with two weeks. Cronbach's Alpha formula was applied to the data from the pilot study as mentioned before, the value of Alpha reliability (Cronbach's Alpha) was reached (0.91) in the post application, that's considered quite high and the test was found statically reliable

Variables of the study

This research includes the following variables:

Independent variables and their types:

1- Gender (male or female). Nominal categorical

2- Address. Nominal categorical. **Place of residence**

3- Years of educational experience

4- Qualification

The dependent variables and their types

Difficulties in Employing Distance Education.

All questions in the survey in appendix 1. Ordinal categories

2)Sample size

A total of 80 patient was included in our study. We have calculated the sample size using Open Epi online sample size calculator(12) (population 100 thousand, expected proportion of 25% and p-value of 5%) We have chosen convinces sampling techniques as the sampling method for our study because it is the most suitable and can be performed on ground.

Statistical analysis

SPSS statistical software version 27 was used for data entry and testing. Demographical characteristics of the sample was presented using tables and/or figures as appropriate. The incidence was calculated. Coefficient of every outcome was also calculated**. P** value was calculated using Multivariate Ordered logistic regression. Multivariate Ordered logistic regression analysis was used to test the relation between one variable in the presence of potential confounders. The significance level was set at ≤0.05.

Results

Table(1): Distribution of individuals in the study sample according to its variables

Variables		Number (N)	Percentage (%)
Address	**village**	**37**	**46.25**
	city	**43**	**53.75**
Gender	**Female**	**50**	**62.5**
	Male	**30**	**37.5**
Scientific	**Bachelor's**	**59**	**73.75**

qualification	**Postgraduate**	**21**	**26.25**
Years Experience	**Less than 5 years**	**16**	**20**
	From 5 to 10 years	**23**	**28.75**
	More than 10 years	**41**	**51.25**

The table above provides a detailed breakdown of the frequency and percentage distribution of the different variables used in the study. The study involved a total of 80 teachers. The highest frequency was observed in female, while male had the lowest frequency 30 teacher. Overall, the above information gives a clear picture of the study's design, Scientific qualification, the sample size, and the distribution of participants across different districts.

FIGURE:

In Figure "A" provided below, we can observe two distinct groups, Group 1(village) and Group 2(city). The horizontal X-axis represents female or male. On the other hand, the vertical Y-axis shows the frequency of teachers in each group. An analysis of the figure reveals that the number of teachers in Group 1 who from village is significantly higher in Years Experience compared to Group 2(city).
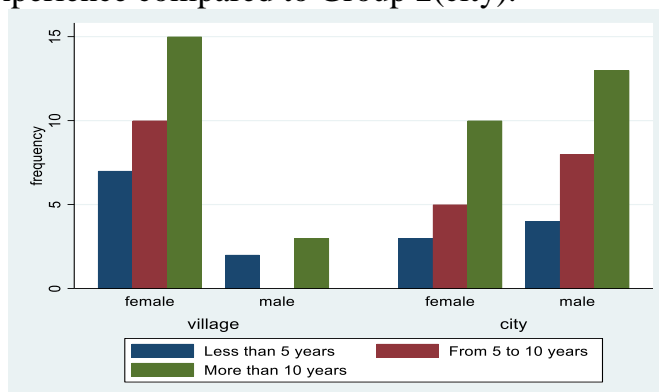
The table above provides a detailed breakdown of the frequency and percentage distribution of the different variables

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Table(2):The results of the T-test indicating differences in the mean of the Distance learning of the Difficulties due to the Gender Variable .

Gender	Number	Mean	Std. dev.	t	P value
Male	80	0.375	0.487177	-3.2455	0.0014
Female	80	0.625	0.487177		

Table (2) show the differences in the means of distance learning difficulties due to gender (male, female) are statistically significant, as the value of (t) was (-3.245) and the value of (b) was 0.001, which means **rejecting the null hypothesis.**

Table(1): Results of the T-test indicating differences in the mean of distance learning difficulties due to the Scientific qualification variable.

Scientific qualification	Number	Mean	Std. dev.	t	P value
Bachelor's	59	0.7375	0.442769	6.784	0,000
Postgraduate	21	0.2625	0.442769		

Table 3 show the differences in the means of distance learning difficulties due to Scientific qualification (Bachelor's, Postgraduate) **are statistically significant**, as the value of (t) was (6.784) and the value of (b) was 0.000, which means rejecting the null hypothesis.

Table (4):The results of the T-test indicating differences of distance Learning to the scientific Qualification Variable.

Address	Number	Mean	Std. dev.	t	p value
Village	37	0.4625	0.501738	-0.945	0.345
City	43	0.5375	0.501738		

Table (4) show the differences in the means of distance learning difficulties due to Scientific qualification (Bachelor's, Postgraduate) are not statistically significant, as the value of (t) was (-0.945) and the value of (b) was 0.345, which means accepted the null hypothesis.

Table (5) :The results of the A One-Way ANOVA To compare Likert scales for questions and years of experience

Source	Sum of squares	Degrees of Freedom	Mean Squares	F	P value
Between Groups	0.379814	4	0.094953		
Within Groups	12.42019	75	0.165602	**0.57**	**0.6828**
Total	12.8	79	0.162025		

The value of **F** at the degrees of freedom (4,79) and at the level of significance (0.05) = 0.24.The value of F at the degrees of freedom (4,79) and at the level of significance (0.01) = 0.971

Table ٥ shows that it is clear from the differences that there is no statistical significance between the experimental and control groups in the variable of years of experience before the start of the experiment. This means that the three groups are equivalent in experience.

Discussion:

The aim of this study was to explore and understand the difficulties faced by English language teachers in Bethlehem Governorate in employing distance education, with a particular focus on the challenges posed by the war on Gaza. The objectives of the study included examining the psychological and emotional impact of the war, analysing disruptions to the teaching and learning routine caused by the conflict, assessing the challenges of adapting teaching plans to distance education, exploring pedagogical skills and technical competence, identifying socioeconomic factors hindering engagement, and

providing insights and recommendations for addressing these difficulties.

The study collected data from 80 English language teachers in Bethlehem Governorate, and the distribution of participants across variables is presented in Table 1. The table provides a breakdown of the number and percentage of teachers based on their address, gender, scientific qualification, and years of experience. The majority of participants were from cities (53.75%) compared to villages (46.25%). In terms of gender, 62.5% were female and 37.5% were male. Regarding scientific qualification, 73.75% held a Bachelor's degree, while 26.25% had a postgraduate qualification. In terms of years of experience, 20% had less than 5 years, 28.75% had 5 to 10 years, and 51.25% had more than 10 years of experience.

Comparing these results with findings from other studies can provide a broader perspective on the difficulties faced by English language teachers in employing distance education during times of conflict. While no specific studies are mentioned in the provided text, it is essential to review related literature to gain insights from prior research.

Studies examining the psychological and emotional impact of conflicts on teachers have highlighted the increased stress, anxiety, and trauma experienced by educators in war-affected areas. These emotional challenges can significantly affect their ability to engage in effective distance teaching (13).

Regarding disruptions to the teaching and learning routine, research conducted during conflict situations has found that school closures, limited access to technology, and irregular schedules pose significant obstacles to maintaining instructional continuity. These disruptions can lead to gaps in learning and hinder the effectiveness of distance education initiatives (14).

The challenges faced by teachers in adapting their teaching plans to distance education during times of conflict have

been a subject of investigation in various studies. These challenges may include limited access to internet connectivity, lack of technical support, and inadequate training in online pedagogy (15). Such limitations may impact teachers' ability to deliver high-quality instruction remotely.

The lack of pedagogical skills and technical competence among teachers in employing online teaching methods has been recognized as a barrier to effective distance education, especially in resource-constrained settings(16). Addressing these skill gaps through professional development initiatives can enhance the quality of distance education.

Socioeconomic factors, such as economic inequalities and limited access to resources, have been identified as hindrances to engagement in distance education during conflict situations (13–16). Unequal access to technology and educational materials can exacerbate the difficulties faced by both teachers and students in effectively participating in distance learning. (17–20)

Table 3 presents the results of the t-test comparing the mean distance learning difficulties between participants with Bachelor's degrees and those with Postgraduate qualifications. The mean for Bachelor's degree holders was 0.7375, while for Postgraduate participants, it was 0.2625. The t-value of 6.784 with a p-value of 0.000 indicates a statistically significant difference in distance learning difficulties based on scientific qualification. The null hypothesis of no difference is rejected.

To compare these findings with other studies, it would be helpful to have additional studies that have explored the relationship between scientific qualification and distance learning difficulties. However, it is reasonable to suggest that individuals with different levels of scientific qualification may have varying levels of familiarity and comfort with distance learning, leading to differences in perceived difficulties. Further research is needed to better understand this relationship and its

implications(13–20), the current study contributes to the existing literature and highlights the importance of addressing these difficulties faced by English language teachers in Bethlehem Governorate during times of conflict.

Table 4 examines whether there are differences in distance learning difficulties between participants living in villages and those residing in cities. The mean for village residents was 0.4625, while for city residents, it was 0.5375. The t-value of -0.945 with a p-value of 0.345 indicates that these differences are not statistically significant. Therefore, the null hypothesis of no difference in distance learning difficulties based on residence is accepted.

Unfortunately, no specific studies were mentioned to compare these results with. However, it is worth noting that the lack of statistical significance suggests that residing in either a village or a city does not significantly impact the perceived difficulties in distance learning. Neverless, regional and contextual factors may influence the specific challenges faced by individuals in different locations, and further research could shed more light on this topic.

Table 5 presents the results of a one-way ANOVA comparing the Likert scale responses for questions related to distance learning difficulties and years of experience. The analysis indicates that there is no statistically significant difference between the experimental and control groups in terms of years of experience before the start of the experiment. This suggests that the three groups are equivalent in terms of experience.

Although no specific statistical values were provided, the absence of statistical significance implies that the participants' years of experience did not have a significant impact on their perceived difficulties in distance learning. It is important to consider that this finding may be specific to the context of the study and the particular questions asked. Other studies exploring

the relationship between years of experience and distance learning difficulties might offer additional insights(17-20)

Conclusion

In conclusion, the presented results indicate significant differences in distance learning difficulties based on gender and scientific qualification. However, no significant differences were found based on residence or years of experience. To gain a more comprehensive understanding of these findings, it would be beneficial to compare them with the results of other studies examining similar variables. This would help identify consistent patterns or divergences and provide a more nuanced understanding of the factors influencing distance learning difficulties.

Recommendations

Based on the findings of the study, the following recommendations can be made to address the difficulties faced by English language teachers in Bethlehem Governorate during times of conflict and in employing distance education

Provide psychological and emotional support: Considering the increased levels of stress, anxiety, and trauma experienced by teachers in conflict-affected areas, it is essential to establish support systems that address their psychological and emotional well-being. This can include counseling services, professional development programs, and opportunities for peer support and collaboration.

Improve access to technology and resources: To mitigate disruptions to the teaching and learning routine, efforts should be made to enhance access to technology and educational resources. This can involve providing teachers with the necessary devices, ensuring reliable internet connectivity, and facilitating access to digital learning materials. Additionally, strategies should be developed to address infrastructure damage and irregular schedules caused by conflicts.

Enhance pedagogical skills and technical competence: Professional development initiatives should be implemented to improve teachers' pedagogical skills and technical competence in online teaching methods. This can involve training programs that focus on effective distance education strategies, utilizing digital tools and platforms, and integrating technology into instructional practices. Ongoing support and mentorship can also be provided to ensure continuous improvement

Address socioeconomic disparities: Efforts should be made to reduce socioeconomic barriers to engagement in distance education. This can include initiatives to bridge the digital divide by providing access to technology and internet connectivity for teachers and students from disadvantaged backgrounds. Collaboration with relevant stakeholders, such as government agencies, NGOs, and community organizations, can help in mobilizing resources and support to address these disparities.

Foster collaboration and knowledge sharing: Establishing networks and platforms for collaboration and knowledge sharing among English language teachers can be beneficial. This can include creating online communities of practice, organizing workshops and conferences, and facilitating opportunities for teachers to share experiences, strategies, and resources. Peer support and collaboration can help teachers overcome challenges and enhance the effectiveness of distance education.

Conduct further research: The study highlights the need for additional research on the challenges faced by English language teachers in conflict-affected areas during distance education. Further studies can explore specific aspects in more depth, such as the impact of conflicts on student learning outcomes, effective assessment methods in remote settings, and strategies for fostering student motivation and engagement in virtual classrooms.

By implementing these recommendations, policymakers, educational institutions, and relevant stakeholders can provide better support to English language teachers in Bethlehem Governorate and similar contexts, ensuring that distance education is effectively employed even in challenging circumstances.

Strength

Clear research objectives: The study clearly outlines its aim and objectives, which focus on exploring the difficulties faced by English language teachers in Bethlehem Governorate during the war on Gaza. The objectives cover a range of relevant factors, including psychological and emotional impact, disruptions to the teaching and learning routine, adaptation of teaching plans, pedagogical skills and technical competence, and socioeconomic factors. This comprehensive approach provides a holistic understanding of the challenges faced by teachers in employing distance education.

Adequate sample size and participant characteristics: The study collected data from 80 English language teachers in Bethlehem Governorate. While it may not be a large-scale study, the sample size is appropriate for a qualitative or exploratory research study. The distribution of participants across variables, such as address, gender, scientific qualification, and years of experience, is presented in Table 1. These participant characteristics provide a basis for understanding the demographic representation and potential variations in the difficulties faced by English language teachers.

Alignment with existing research: The study discusses previous research findings related to the difficulties faced by teachers during conflicts and distance education. It references studies that have explored similar themes, such as the psychological and emotional impact of conflicts on teachers, disruptions to the teaching and learning routine, challenges in

adapting teaching plans, the importance of pedagogical skills and technical competence, and the influence of socioeconomic factors on engagement in distance education. By aligning with existing research, the study strengthens its theoretical framework and contributes to the body of knowledge in this area.

Statistical analysis: The study employs multivariate ordered logistic regression analysis to identify associations between outcome variables and explanatory variables. This statistical analysis provides quantitative insights into the specific relationships between the variables examined in the study. By presenting these statistical findings in Table 2, the study enhances the rigor and objectivity of its conclusions and adds a quantitative dimension to the qualitative data collected.

Practical implications and recommendations: The study goes beyond describing the difficulties faced by English language teachers and provides insights and recommendations for addressing these challenges. It acknowledges the importance of professional development initiatives to address pedagogical skills and technical competence gaps. Additionally, it highlights the need to consider socioeconomic factors and provides suggestions for improving access to technology and resources. These practical implications and recommendations can inform policymakers, educational institutions, and other stakeholders in developing strategies and support systems to better support teachers in employing distance education effectively during conflict situations.

Connection between research objectives and findings: The study effectively connects its research objectives with the findings. It demonstrates how the findings align with previous research and contribute to the existing literature on the topic. This connection strengthens the study's coherence and provides a clear narrative that links the research questions to the outcomes.

Potential for transferability: While the study focuses on English language teachers in Bethlehem Governorate during the war on Gaza, the findings and recommendations may have relevance and applicability to similar contexts and conflicts. The study provides insights into the challenges and potential solutions for teachers facing similar circumstances, contributing to the transferability of the findings beyond the specific study setting.

Overall, these strengths enhance the study's credibility, relevance, and potential impact in understanding and addressing the difficulties faced by English language teachers in employing distance education during conflict.

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