Attitudes of Arabic teachers towards distance learning in the schools within the green line in Palestine, and the obstacles that face them during any crisis

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Abstract: The aim of the current study is to reveal the attitudes of Arabic language teachers for the elementary school in Haifa District within the green line in Palestine towards distance learning under crises. Moreover, it monitored the most important challenges they encounter during distance learning, and the impact of these various obstacles on their attitudes, positively and negatively. The study sample consisted of 5 Arabic teachers who were selected as follows: 2 male and 3 female teachers, both are elementary school teachers. This study utilized a qualitative approach using multiple case studies - a multiple case study. Semi-structured interviews were used as a tool for the study, which include open questions directed to Arabic language teachers. Accordingly, they will obtain the qualitative data necessary to answer the research questions related to their attitudes towards distance learning and the obstacles they face in such learning during the crisis. The interviews were analyzed using thematic analysis method. The results showed that there are several obstacles facing Arabic teachers during distance learning, the most important of which are technological obstacles and pedagogical obstacles. The results also indicate that there is a contradiction in the respondents' attitudes towards distance learning; some teachers had positive attitudes towards distance learning, while others believed it was negative.

Keywords: Attitudes, Distance Learning, Obstacles in distance learning, within the green line in Palestine and Teaching during Crisis.

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اتجاهات معلمي اللغة العربية نحو التعلم عن بعد في المدارس الواقعة ضمن الخط الأخضر في فلسطين، والمعوقات التي تواجههم خلال الأزمات

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الملخص: هدفت الدراسة إلى الكشف عن اتجاهات معلمي اللغة العربية في المدرسة الابتدائية بمنطقة حيفا الواقعة داخل الخط الأخضر في فلسطين نحو التعلم عن بعد في ظل الأزمات. كذلك رصد أهم المعوقات التي يواجهونها أثناء التعلم عن بعد، وتأثير هذه المعوقات المختلفة على مواقفهم سلباً وإيجاباً. تكونت عينة الدراسة من 5 معلمي للغة العربية، أختيروا على النحو التالي: معلمان اثنان وثلاث معلمات، كلهم معلمين في المرحلة الابتدائية. استخدمت هذه الدراسة نهجًا نوعيًا باستخدام دراسة الحالات المتعددة. أُستخدمت المقابلات شبه المنظمة أداةً للدراسة، والتي تشمل أسئلة مفتوحة موجهة لمعلمي اللغة العربية. وبناءً عليه، يحصل الباحثون من خلالها على البيانات النوعية اللازمة للإجابة عن أسئلة البحث المتعلقة باتجاهاتهم نحو التعلم عن بعد والمعوقات التي يواجهونها. حُلّلت المقابلات باستخدام النظرية المجذرة (Grounded Theory). أظهرت النتائج أن هناك عدة معوقات تواجه معلمي اللغة العربية أثناء التعلم عن بعد، من أهمها المعوقات التكنولوجية والتعليمية. كما أشارت النتائج إلى وجود تناقض في اتجاهات المبحوثين نحو التعلم عن بعد. كان لبعض المعلمين مواقف إيجابية تجاه التعلم عن بعد، بينما يعتقد البعض الآخر أنها سلبية.

الكلمات المفتاحية: الاتجاهات، التعلم عن بعد، معوقات التعلم عن بعد، داخل الخط الأخضر في فلسطين والتعليم أثناء الأزمات.

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Introduction.

Over the ages of history, it has been noted that humanity has faced many disasters, wars, crises, and epidemics. Furthermore, it has been noted that these epidemics and disasters have had global economic and social impacts (Ekinci, 2021). For example, in World War II, school closures in all countries that suffered from war had a negative impact on students even after 40 years passed the war (Psacharopoulos et al., 2020). An example that shows the impact of these crises in various aspects of life is the Corona crisis, which caused an unprecedented global health and humanitarian crisis accompanied by social and economic turmoil that covered various regions of the world (UNESCO, 2020). One of the notable effects of the Corona crisis in education is the widespread closure of schools, colleges, and universities around the world. Since February 2020, 193 countries have chosen to close educational institutions in an attempt to slow down the spread of the coronavirus. The closure has affected nearly 1.7 billion learners at pre-schools, elementary and secondary schools and higher education levels (UNESCO, 2020). Researchers have shown that closing schools will cause affected countries to lose up to $10 trillion in future profits (Psacharopoulos et al., 2020).

During schools' closure in the world in 2020, and the negative impact that was reflected on all aspects of people's lives, especially in the educational field, the term "emergency remote teaching" began to appear to describe what was happening in education at all levels. However, the more common term was "online learning" (Barbour et al., 2020). Researchers describe emergency remote teaching as an attempt not to re-establish an educational ecosystem. But instead to provide a temporary access to instruction and educational support in a rapidly prepared and reliably available manner during an emergency or crisis (Hodges et al., 2020). The education during crises and emergencies aimed at providing a temporary access by teachers and students to everything related to the educational process. Additionally, it aimed at providing support in the educational field in a smooth, quick and reliable way (Hodges et al., 2020; Salman et al., 2022).

The utilization of distance learning maintains the continuity of the educational process, reduces disruption to the students' learning routine, provide emotional response to students, and maintain socio-educational support. It is important to maintain the relationship between teachers and students, especially during the periods when school is inaccessible (Whisplay, 2020; Dahan et al., 2020; Affounah et al., 2020).

The Ministry of Education within the green line1 in Palestine has made efforts to ensure the continuity of the educational process by using distance learning as an alternative to face-to-face education

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(1) " Internal Palestinians", " 48th Arabs", "The Occupied areas". They are originally Palestinians, who constitute 20% of Israel's population, and they are the ones who remained in historic Palestine as a result of the defeat of Palestinians, Arab countries, and the establishment of Israel in 1948. They are emotionally, culturally, and historically connected to the Arab world and Palestinian citizens. They are an important part of Palestinian citizens. But their special circumstances as citizens of Israel, since their experiences are different from other Palestinians in the last seven decades, have left a clear impact on their positions in fields such as education, language, society, politics, etc (Amara 1999; Amara & Mar'i, 2008).

due to the emergency (Corona crisis) (Whisplay, 2020). There have been frequent changes in the decisions and instructions of Ministry of Education within the green line in Palestine regarding the continuation of distance learning or the return to face-to-face education. This uncertainty caused people to doubt the professionalism of the ministry and provoked intense public criticism in this regard (Weisley, 2020). Parents and teachers protested against distance learning, arguing that it did not correspond to the different ages of children in elementary schools. In addition to that, it worked on the assumption that every home in Palestine had several computers, and all parents could devote all their time to helping their children (Dahan et al, 2020).

Teachers face various obstacles in employing distance learning in the march of the educational process under crises, especially the Corona crisis, which imposed a sudden educational reality on most countries around the world. This includes a lack of readiness of the infrastructure for the Internet, lack of teachers' technological knowledge and difficulties of dealing with distance learning. This has generated both positive and negative attitudes towards this type of education (Al-Otaibi, 2014; Hinnawi & Najm, 2019; Al Dhalei, 2018; Echkhedim, 2020; Avriel-Avni et al., 2020; Abu Ibrahim, 2020; Abu Moghli & Shuaib, 2020; Afroz et al., 2021).

During the Corona pandemic and the involvement of elementary schools in distance learning, especially in the Arabic language field, some teachers abstain, due to the aforementioned obstacles, from this type of education totally or partially. Or the educational performance in distance learning did not reach the required level. (Avriel-Avni et al., 2020: Rasmitadila et al., 2020: Moralista & Oducado, 2020: Bachiri & Sahli, 2020: Rama et al., 2020: Alhumaid et al., 2020: Yang, 2020: Al-Jarallah & Al-Khuraiji, 2020; Afroz et al., 2021; Masry-Herzallah, & Stavissky, 2021).

Knowledge GAP:

After reviewing previous studies related to attitudes of Arabic language teachers (especially in elementary schools) towards distance learning, the researchers found that research in this aspect is still insufficient. These previous studies have focused on teachers in general, but it wasn't about Arabic teachers in elementary school. This knowledge gap stems from the sudden corona plague for the following reasons: (1) because educational institutions were not prepared, and there were no infrastructures ready for this type of education. This has led to different attitudes among teachers of face-to-face education and distance learning, (2) the unwillingness of teachers whose technological knowledge changes and the various obstacles that reduce the motivation of teachers in dealing with distance learning (Abu Ibrahim, 2020; Abu Moghli & Shuaib, 2020).

The importance and objectives of the study :

As a result of the knowledge gap mentioned above, this study is intended to expose the attitudes of Arabic language teachers within the green line in Palestine (Haifa district) towards distance education

during crises. As well this, it tracks the most important obstacles they face in distance learning, and the impact of these various obstacles on their attitudes, positively and / or negatively. Haifa district was chosen because it is one of the largest districts of the Ministry of Education within historic Palestine (the other districts are: North, Central, Tel Aviv, Jerusalem, and the Southern District). This district has a large number of schools, teachers, and students.

Study Questions:

The current study tries to answer the following questions :

1. What are the attitudes of the Arabic teachers at elementary schools in historic Palestine towards distance learning during crises and emergencies?

2. What are the obstacles that face Arabic teachers in elementary schools in distance learning during crises, especially the Corona crisis?

3. What is the impact of the various obstacles facing Arabic teachers in elementary schools on their attitude towards distance learning during crises, especially the Corona crisis?

Literature Review.

The concept of distance learning:

The distance learning is a comprehensive name for a very wide range of pedagogical techniques, methods, advanced information and communication technologies (ICT). Information and communication technologies are used to create a flexible learning environment in space, time, content and how knowledge is used (Bozkurt & Johnston-Wilder, 2011). It is based on the delivery of knowledge, skills, and educational materials to the learner through different media and technical methods. The learner is distant or separated from the teacher or based on the educational process. Technology is used to fill the gap between each of the two parties, simulating face-to-face contact. So, distance education is nothing but educational interactions in which the teacher and the learner are separated from each other in time or space, or both (Hamami & Ibrahim, 2020).

It was previously known by various names (distance teaching, e-learning and open education). The general concept of "distance education" combines them. However, they differ among themselves in some laws, the educational means used by some education policies (Face to face) to deliver information to the learner, and the percentage of direct attendance from a distance (Hamami & Ibrahim, 2020).

There are three types of e-learning, It requires the employment of these types in order to continue the educational process in all its stages: 1) E-Learning Synchronous, 2) E-learning Asynchronous, 3) Blended learning (Al-Saeedi, 2016; Hammami and Ibrahim, 2020; Rasmitadila, et al., 2020; Bachiri & Sahli, 2020; Al-Saeedi, 2016; Eshreteh, & Siaj, 2017).

Distance learning at the elementary school in crisis (Corona crisis)

Some studies have indicated elementary school teachers' perceptions of distance learning in crises, The study of Rasmitadila and his colleagues (2020) came to explore the perceptions of elementary school teachers for the SFH program in Indonesia during the COVID-19 pandemic. The results of this study suggest that educators should design distance learning frameworks that take into account students' backgrounds, especially the economic backgrounds of the family, as well as students' educational experiences and needs during the COVID-19 pandemic.

There is a report prepared by a group of researchers to survey the views of elementary and secondary school principals on the current situation of distance learning and education within the framework of COVID-19 prevention and control measures in China. The results reveal that the majority of elementary and secondary schools in China responded effectively to the Ministry of Education's call to close schools and switch to distance education. Elementary and secondary schools in China have faced a series of setbacks in the preparation and organization of distance education programs. The majority of school principals and teachers showed a high degree of psychological adaptation in the transition to a new pedagogical model. They quickly modified their concepts, proactively taking on challenges. This report seeks to understand and clarify the difficulties facing elementary and secondary school principals and teachers in China, and the real-world needs they desperately need. The report seeks to facilitate teachers' adaptation to the shift from a regular to an uncharacteristically good style of instruction, thus promoting the smooth and effective adoption of distance teaching in elementary and secondary schools (Son & Zhi, 2020).

The role of teacher and student in teaching and virtual learning

It is necessary to change the dominant learning paradigm. It is based on the traditional encounter, on the prima facie, and the relationship based on the transmission of knowledge pre-dictated by the education system from teachers to students. The learning theory underlying distance learning is structural in nature. That is, it is based on the recognition that meaningful and effective learning occurs as an internal process for the learner (Ambrose & Lovett, 2014). Students need skills for independent learning, self-regulation in learning, creative thinking, and personal responsibility. Teachers primarily use skills to guide and accompany independent learning (Koehler, et al., 2011). Teachers and students alike also need technological literacy, and familiarity with the range of tools and pedagogies offered by ICTs (Avriel-Avni et al., 2020).

The extent of benefit from distance learning depends primarily on the role of the teacher. Therefore, there is no point in employing e-learning unless there is a teacher who is able to use it, employ it effectively, believes in its benefits and advantages in education, and is qualified with the necessary competencies for that (Alloush, 2013). Shen also emphasized that there are important factors which affect the success of teachers' employment of e-learning in school education. Most notably: teachers' support for using it, overcoming obstacles, their abilities, competencies, desires, and attitudes towards it (Shin, 2015).

Previous studies

Obstacles to distance learning and education

Despite the importance of distance learning, and the initial results that proved its success, this type of teaching, like other teaching methods, faces some obstacles and challenges that may limit its use (Al-Harash et al., 2010).

Obstacles to distance learning in crisis

The teachers in distance education, whether under normal circumstances or in times of crises, specifically the Covid-19 crisis, faced various obstacles. As it made their educational practices fall short of the required standard, which is reflected in the student's learning. Among these obstacles faced by the teacher and revealed by several studies before and during crises, the rehabilitation of teachers in the employment and use of distance education technology. Studies have shown a shortage and weakness in the provision of appropriate qualification for this employment and use. The matter did not stop at this obstacle. Rather, the teachers found themselves in the midst of a crisis that they were not fully prepared for, and not really prepared for this sudden transitional phase (Avriel-Avni et al., 2020; Hinnawi & Najm, 2019; Echkhedim, 2020). Al-Saeedi, 2016; Abu Ibrahim & Abu Rawi, 2020; Al-Otaibi, 2014; Abu Moghli & Shuaib, 2020; Affouneh et al., 2020; Kisanga, 2016; Bachiri & Sahli, 2020; Al-Jarallah & Al-Khuraiji, 2020).

Hinnawi & Najm (2019) and Bachiri & Sahli (2020) studies showed that a large percentage of teachers did not have the necessary means, technological competencies and technological knowledge that would enable them to deal with distance education smoothly and easily. Some teachers do not have sufficient experience and skills in the technical aspect that would allow the management and implementation of the distance learning process to the fullest, or in the manufacture of appropriate educational content. The availability of sufficiency and technological knowledge is very necessary in distance education. Note that teachers within the competency framework are divided into two types: a new teacher who qualified in the academic institution during a learning process that included a rich experience in employing technology in teaching, and a teacher of high seniority who does not have the technological competencies necessary to employ them in teaching, or who has received a course or completion. The lack of technological competencies hinders the employment of distance learning in the learning process, and vice versa.

A study Abu Moghli & Shuaib, (2020) conducted on Palestine, Lebanon and Jordan showed that WhatsApp is the most used digital platform, followed by Zoom and Microsoft Times. The study revealed that television is one of the educational means in light of crises. The three governments allocate classes through local stations, but teachers have been reluctant to use it as an educational resource. So, teachers had to use WhatsApp as an easy way to communicate with their students by sending educational materials and communicating with parents. But an important thing is missing, which is the follow-up of the learning

outcome. Teachers cannot measure the extent and level of students' interaction with educational content through the WhatsApp application.

Obstacles are getting more complicated and worse in distance education, especially in the event of its sustainability under crises, specifically in light of the Corona pandemic. There is poor Internet infrastructure, and the lack of technical support in case of any failure, as well as specialists in the technological aspect of everything related to media and digital platforms such as Zoom and others. Teachers and students suffer from this dilemma, especially when the network is interrupted for a long time and the great pressure on the Internet is due to the extensive and continuous use of teachers and students at the same time (Hinnawi & Najm, 2019; Bachiri & Sahli, 2020; Al-Jar Allah a& Al-Khuraiji, 2020).. As well as power outages, or when facing any technical problem in the digital platform. Several studies have combined that this obstacle takes place in the problems faced by teachers and students during the course of the lesson, which negatively affects the performance of teachers and students together (Abu Ibrahim & Abu Rawi, 2020; Avriel-Avni et al., 2020; Abu Moghli & Shuaib, 2020). 2020).

The serious obstacle that teachers face in employing distance education in the educational process is how to synthesize teaching strategies and methods that are compatible with distance education technology. As the competencies of teachers in this aspect need to be developed and improved. As well as their lack of competencies in the technological aspect and rehabilitation. Some teachers resort to being satisfied with traditional teaching via platforms or digital media such as Zoom, away from active learning. Which reflects negatively on the educated students, as some students resort to hidden dropouts, or not attending at all. And statistics (Nafa, 2020) indicate such a large number of students dropping out because there is no real motivation to learn (Bachiri & Sahli, 2020; Rasmitadila et al., 2020; Abu Moghli & Shuaib, 2020; Avriel-Avni et al., 2020; Yulia, 2020). The studies that preceded the crisis did not refer to this obstacle by virtue of the fact that face-to-face education exists and is continuous, but this does not mean that there is no clear and hidden dropout before and during crises due to the presence of other factors.

Real social communication in the school corridors and classrooms between the parties to the educational process is significant (teachers - students - parents). It has positive repercussions on all parties involved in the educational process, whether cognitively, emotionally, and behaviorally. But this is not achieved in distance education. A study (Moralista & Oducado, 2020; Al-Jarallah & Al-Khariji, 2020) indicated that online education leads to more academic deception, and a lack of feeling compared to face-to-face education in classrooms and lecture rooms. Technology is hard to manage. In another study (Adnan & Anwar, 2020), the absence of social communication between teachers and students led to the reluctance of many students to continue education. It surveyed 50% of academic students in Pakistan who said they did not want to continue learning the courses. The survey also showed that 78.6% of students felt that face-to-face communication with their teacher was crucial for effective learning that the distance learning mode lacks.

The administrative aspect in every educational institution at all educational levels, from elementary to the academic stage, has a role in distance education. The administration is entrusted with the follow-up of distance education in accordance with the instructions issued by the relevant authorities, whether from the Ministry of Health, the Ministry of Education or the Higher Education Council. However, what is observed in many educational institutions whose administrations in some countries of the world refuse to conduct the distance learning process, in a study (Abu Ibrahim and Abu Rawi, 2020) revealed that one of the obstacles faced by lecturers is that the university administration does not encourage the use of distance education. That there are routine administrative complications that stand in the way of distance education, or that these routine procedures require a long time. The use and employment of distance education is dominated by traditional administration that does not agree easily. University administrations are not interested in using distance education, especially since some university administration officials believe that face-to-face education is better than distance education.

With the transition to distance learning and the closure of schools in the Corona crisis, teachers faced another obstacle related to the financial aspect, in light of the crises that complicate conditions in economic terms. Unemployment is rampant, and various commercial interests are closed. During the Corona crisis, people, especially from the middle and lower economic classes, suffered from difficult economic conditions. And teachers in many countries in the world faced this great challenge, as they were forced in many countries to work many hours above the approved hours in their job in return for a salary that does not meet the significant needs. The study (Abu Ibrahim & Abu Rawi, 2020), which was conducted in undergraduate stage, showed that the obstacles are represented in the lack of financial allocations to universities and colleges for distance education purposes, low salaries for university professors and the low economic level of students. It is also represented in the high material cost of distance education, and the lack of financial support for universities by governmental or non-governmental institutions, as well as the economic crises experienced by many Arab countries, which affect the financial capabilities of universities.

The study Abu Moghli & Shuaib (2020) explored the opinions of teachers in Palestine, Jordan and Lebanon about the deterioration of the situation in the teacher's teaching work and the teaching hours they perform, which exceed the prescribed hours. The tragedy of teachers increases when they work long hours and get paid or underpaid. In private schools, the percentage rises by 82%, where they work longer hours on the same pay or on partial payments. The survey indicated that 68% of teachers in government schools spend long hours preparing computerized lessons, plans and contents, while 82% in private schools, 60 in UNRWA schools, and 67% in non-formal schools. It also mentioned that 12% of private school teachers were forced to take unpaid leave.

Teachers' attitudes towards distance learning:

Exposure to the obstacles faced by teachers in distance learning, identifying them and thus starting to address them from relevant authorities is important. The obstacles themselves that shape teachers'

attitudes towards the employment of distance learning in the educational process in a period of crisis, whether positively or negatively, if they exist or not. Researchers Hanawi & Najm (2020) believe that the attitudes of teachers towards the employment of e-learning or distance learning are essential to stand as one of the pillars of the success of this recruitment.

Teachers' attitudes towards distance learning during the Corona crisis:

Teachers' attitudes during crises or emergencies are uneven and unstable depending on place and time. For example, teachers studying in remote or unrecognized areas where the lowest conditions for distance learning and education infrastructure do not meet will develop negative attitudes towards distance education and learning. They are being compared to teachers who do not face such obstacles in cities without problems with internet infrastructure and other obstacles.

Previously, we noted that a study Avriel-Avni, et al (2020) at home in Palestine showed that teachers showed their indifference to distance learning and were not enthusiastic about it. In particular, the integration of pedagogy into distance learning, as well as the lack of support in advanced ICT.

A study Rasmitadila, et al (2020) conducted in Indonesia showed that teachers' attitudes are negative, they are less enthusiastic about SFH (a program that transfers school-to-home learning) than face-to-face learning. Teachers cannot interact directly (face-to-face) with students physically. Therefore, they cannot measure students' understanding when learning online. This lack of physical interaction, in turn, has reduced enthusiasm for teaching.

This research Moralista & Oducado (2020) identified the perception of online education among faculty at a public college in the Philippines. The research results indicated that the majority of faculty members were moderately qualified and had not received any online teaching training, with only a few having a fixed Internet connection. Faculty members have not decided whether they support online education. They disagreed significantly on whether they supported online education based on age, sex, college, educational attainment, years of teaching, academic rank, level taught and employment status.

Rama, et al (2020) study conducted in the Philippines showed that teachers have a fairly positive attitude towards virtual teaching. The researchers considered the result of the current study to be a good indicator because the positive attitude of teachers towards virtual teaching will help build a positive online environment. A positive attitude for teachers will provide a useful virtual environment for students that may stimulate online learning.

The Alhumaid, et al (2020) study aimed at examining teachers' perceptions of online learning as an alternative to formal education. Using the Technology Acceptance Model (TAM) as a conceptual framework, researchers selected a brief sample of 30 university teachers from Rawalpindi, Pakistan. The results revealed a positive relationship between technology acceptance and e-learning during Covid-19 in Pakistan. In general, participants expressed a positive attitude regarding the acceptance of e-learning during the closure and its effects on students' academic performance. However, due to poor infrastructure, Pakistan's Ministry

of Education also faces many challenges in implementing the e-education system. Access to e-learning and students' indifferent attitude towards online learning are also major challenges. Researchers therefore recommend further studies to highlight teachers' views on the importance of e-learning.

Bachiri & Sahli (2020) study conducted in Morocco, surveyed teachers' attitudes towards distance learning. They found that 64% had a positive attitude and considered distance learning to be fruitful and effective. However, there is a percentage (36%) Teachers have had a negative attitude, and they see distance learning as unproductive and useless.

The results of Yang (2020) survey of 15,438 Chinese teachers found that the majority of teachers support online teaching programs as an initiative to prevent and control pandemics. Teachers are provided with immediate training in teaching and online platforms. Yet, there are still some difficulties. The results of this study also show that local platforms support the widespread implementation of online teaching in China. While the teachers surveyed were generally positive about the effects of online teaching, there were some concerns about a new educational pattern. The problems and challenges Chinese teachers face in switching to and providing online learning will serve as a reference to other countries as they explore and implement online teaching programs.

In Afroz et el (2021), students and teachers' attitudes towards becoming a fully online learning environment were assessed due to COVID-19. The main objective of the study was to investigate students' and teachers' attitudes towards online learning during the COVID-19 case at Bangladeshi public colleges. The results revealed that cost, time-effectiveness, safety, comfort and improved participation were the most affirmative aspects of teachers and students. While distraction, reduced focus, heavy workload, technology and Internet problems, lack of ICT knowledge, and poor network infrastructure, limited educational resources, low attendance of learners, uncooperative learners, and inadequate support from trainers and colleagues are among the most passive aspects of teachers and students.

Khadija's study (2020) aims to examine teachers' perceptions of online learning as an alternative to formal education. Using the Technology Acceptance Model (TAM) as a conceptual framework, researchers selected a brief sample of 30 university teachers from Rawalpindi, Pakistan. The results revealed a positive relationship between technology acceptance and e-learning during Covid-19 in Pakistan. In general, participants expressed a positive opinion regarding the acceptance of e-learning during the closure and its effects on students' academic performance. However, due to poor infrastructure, Pakistan's Ministry of Education also faces many challenges in implementing the e-education system. Access to e-learning and students' indifferent attitude towards online learning are also major challenges.

Research Methodology.

Research Design:

This research is based on a qualitative method, which use a multiple of case studies- Multi-Case Study. This type of qualitative research attempts to understand the differences and explore the similarities between different cases (Yin, 2003). At the same time, this approach allows respondents to talk about their experiences about distance learning and the obstacles they face, in order to reflect through them their positions (Vannoni, 2014).

Context of the Study

The participants are Arabic-language teachers at elementary schools in Haifa district within the green line in Palestine. This district was chosen because it is one of the largest districts of the Ministry of Education within the green line in Palestine. (The other districts are: North, Central, Tel Aviv, Jerusalem and Southern District). This district has a large number of schools, teachers, and students.

Participants:

The researchers will select 5 Arabic language subject teachers, and they selected as follows: 2 male teachers, and 3 female teachers, both are elementary school teacher. This stage of education consists of two age stages: 1) Early Childhood pupils (First and second grades), and pupils' ages beyond this age stage (Third to fifth grades). In selecting male and female teachers, the researchers will take care of the presence of both male and female, and also take care of changing their seniority, which will range from 5-30 years. The details of the study participants are Mahmoud, Fadi, Shatha, Rula, Mahasin (nickname)

Instruments:

Data is collected through semi-structured interviews. It includes open-ended questions addressed to Arabic language teachers in order to obtain the qualitative data needed to answer research questions related to their attitudes towards distance learning and the obstacles they face in such learning during the Corona crisis (Hamidchia, 2012). The interview formulated in two pillars:

- The first central pillar: is about attitudes of Arabic language teachers towards distance learning. This central question is derived from 14 sub-questions within the interview.

- The second main pillar: is on the subject of obstacles in distance learning, and 12 sub-questions are closed from this question.

Data analysis:

The researchers followed the grounded theory approach (Strauss & Corbin, 1998) in order to determine the components of teachers' attitudes towards distance learning in light of the crises and

obstacles they face, according to the grounded theory approach consisting of three stages: 1) Open Coding, 2) Pivot coding, 3) Selective analysis/Conceptual framework (See Fig, 1.2)

Figure (1) the methodology (rooted theory) that was used to build a conceptual framework for the components of Elementary school teachers' attitudes towards distance learning in crises and the obstacles they face.
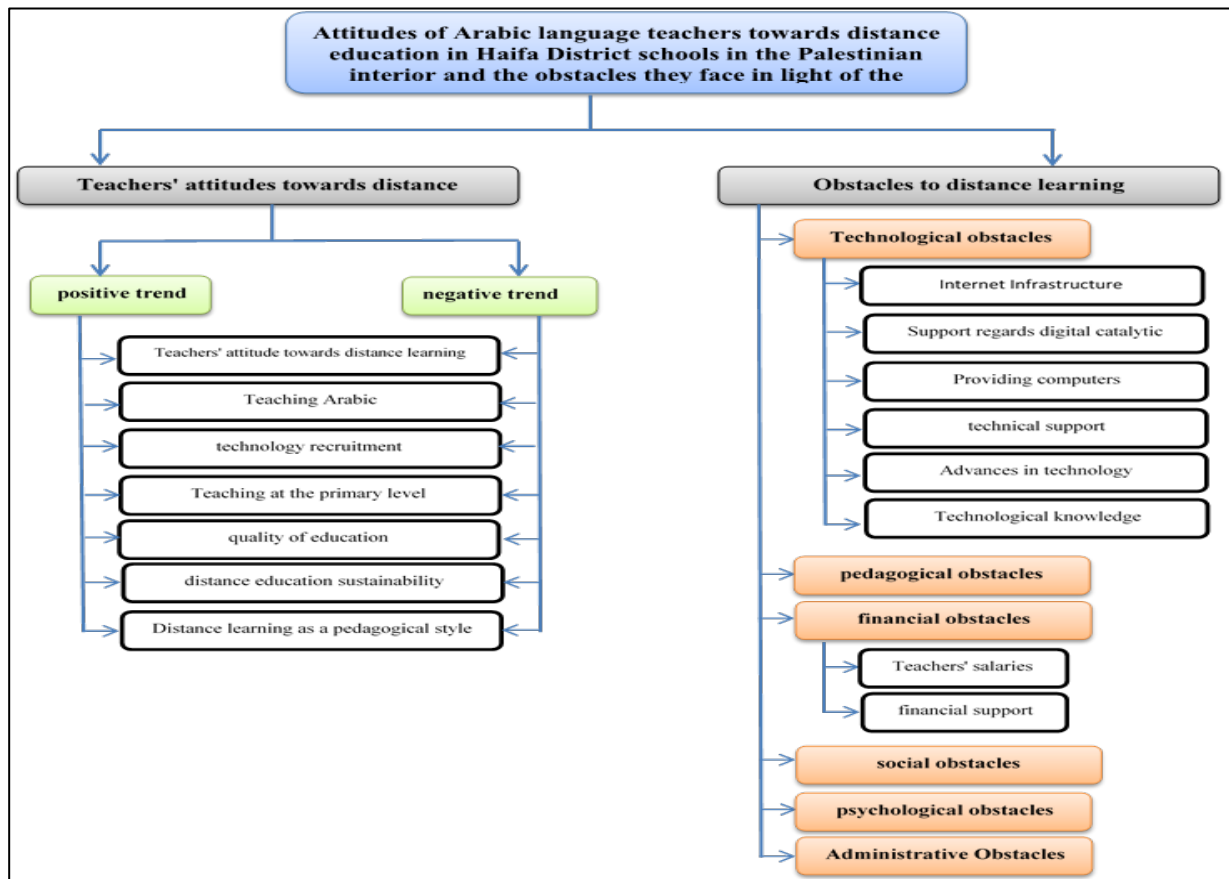
Figure(2)The different components of Elementary school teachers' attitudes towards distance learning in crises and the obstacles they face in a theoretical framework based on "Grounded Theory".

Results.

The following is a description of each component of conceptual framework in (Fig, 2) starting with the obstacles facing Arabic language teachers in Elementary schools in distance learning, up to determining their attitudes towards distance learning in crises:

Distance learning obstacles facing Arabic teachers

This axis includes six categories derived after the analysis of the interview data, based on preliminary results, which were limited to only two categories: technological and manual obstacles. Their preliminary findings on this item are as follows:

Technological obstacles

Teachers researched in the recruitment of technology in the context of distance learning face various obstacles. They include the provision of computers, technology school equipment, technical support, digital medium support (zoom etc.), technological knowledge, technological updates, and Internet infrastructure.

Rula (participant nickname) was deeply dismayed at the great lack of all the technological potential to be provided for continuous learning through digital media. Additionally, during the crisis, the school did not do any digital medium, such as zoom or "mashouf" platform etc., but relied on WhatsApp as a means of maintaining communication between the teacher and the student. "The only way to communicate is WhatsApp, digital media like Zoom, The Show, it's an experiment that's not going to work. She stressed the scale of the suffering: "There is no Internet. There are no computers. The infrastructure is not equipped to learn through this same medium, the zoom and the chalice. This media is not used because there is no room for it".

Teachers did not have a set-up for such technological- Enhanced learning. "As teachers, we are ineligible to deal with such pre - computerized means," Rula (participant nickname) said. "In a general rejection of teachers, if teachers are not rejected, they will ultimately be forced. But parents, because they don't know how to deal with it, don't want to. They don't even want to learn. They are not willing to receive guidance on how to use it (i.e. digital medium). "Many students don't have computers at home to activate such media: "A large part of the students don't have computers at home, and a large part of students who have computers don't even know how to handle such technology".

The Teacher Rula (participant nickname) claimed that the computing center at the school was not doing its part to offer alternatives to continuity of teaching and learning in a crisis: "Our school has a computing center, but it has no actual function under the Corona crisis, especially in terms of technology, and the possibility of hiring any digital medium, meaning it exists as a computing center, but there's nothing to do. Just fix a computer".

In contrast, the teacher shatha (participant nickname) sees an anomaly that the school was equipped for such crises before they were resolved, and before the first school closure, especially on the technological side: "As I told you before, it is fortunate for us, without prior warning, that the school was participating in the digital platform "Al Mashouf" before Corona...", Teacher shatha (participant nickname) says teachers at the school had a fear and a lack of clarity: "There was no set-up for distance learning, we, as teachers, were giving distance assignments, but we never happened to be doing distance learning, there

were fears, but there was no escape until we went through the experiment. Why? Why? Because there's no other alternative, boys in the house, and we teachers are forbidden to go; because there's no experiment, and it's not ready".

Ms. Rula (participant nickname) did not receive a Professional Development Program (PDP) in the field of distance learning technology, and everything related to digital media. ""The (PDP) did not provide me with anything in the technological field, and it did not provide me with anything. Therefore, I withdrew from it in the fourth meeting. What affected me was the content that was presented in the course that I mastered, and I overcame its obstacles. I know more than the lecture itself. A certain problem occurred that forced me to withdraw. From the (PDP) ".

Shatha (participant nickname) has enriched herself with numerous updates, self - learning and the use of expertise from both inside and outside the school: "Yes, yes, yes, so much so that we received different school updates on how to raise materials and build a test, and pack certificates, take attendance and absence through the computerized system. I was calling the computing hub at school even late at night, in order to inquire about any technical matters. And my big brother & apos computing specialty helped me a lot… In turn, I tried to find frames".

Pedagogical obstacles:

The teachers surveyed in the use of pedagogy face obstacles, especially in the use of teaching methods in distance learning. When asked to what extent he was able to employ pedagogy (strategies, teaching methods and electronic aids), Teacher Fadi (a pseudonym) explained that distance learning did not communicate the teaching message in the required manner, as teachers in the school did not use technological platforms such as Zoom in order to communicate despite social distancing, and WhatsApp was the only way to provide students with the required educational materials.

On the other hand, the teacher Shatha (participant nickname) does not have much trouble managing the course in school. She uses electronic demonstration strategies and tools to impress students, but she does not allow the student absolute freedom to learn through the digital medium, as in face - to - face learning: "The student is supposed to be at the center of the educational process, but there are circumstances that have prevented or transformed. I mean: If you want to give first graders to take over all things through the digital remote medium, you turn the lesson into a mess. You understand, t forget that they are sitting waiting for their participation in the role (regularly)…. You are the teacher who runs the class from a distance! The classes must be kept regular. You are unable to give the boys a room to control the class from a distance."

Based on all of the above interviews, Arabic language teachers at elementary schools have experienced difficulties in distance learning. The respondents indicated that there are different obstacles, including pedagogical and technological obstacles. Some respondents also indicated that there is an impact

of these obstacles on the attitudes of Arabic language teachers in the elementary stage. Towards distance learning in light of crises.

Attitudes of Arabic teachers towards distance learning in crisis:

This axis includes seven categories that were derived after analyzing the interview data. Based on the results. It was limited to only three categories: the attitude of Arabic language teachers towards distance learning, technological employment, and Arabic language teaching. The results are detailed in this item as follows:

Attitude of Arabic teachers towards distance learning:

Preliminary findings indicate a discrepancy between researchers' attitudes to distance learning. It's what researchers found positive and negative. Some researchers, such as Mahmoud an Arabic teacher for the first grade of a Northern Brigade school, have expressed a positive attitude towards distance learning in crisis, with some reservations: "Supposed to be awakening for teachers. He came up with a life approach, and it's true that we're going back to school, but also, we don't want to drop out of distance learning -- just like the Corona became possible. It means a war is possible, with no emergency". In other situations, in the interview, there were some expressions of reservations about distance learning, for example, when she said: "if distance learning will last; there's no need, but, like I said, he's not blocking school".

As for the teacher Mahmoud (participant nickname), a teacher of Arabic language and Islamic religion in the Haifa District, he agrees with the opinion of the teacher, Shaza. She sees distance learning from a positive angle with a kind of reservation: "My position is a positive one because there is no other method of communication, so we must take these methods positively so that we can communicate with our students. If we take this stage as a negative stage, it will affect us and also our students. Since this matter will continue for a long time, we must think in a positive and alternative way to this face-to-face education."

However, we find those who hold negative attitudes towards distance learning, especially in light of the continuation of this type of learning under crises. It continued due to the outbreak of the virus, and the instructions that obligate teachers to conduct education from their homes. Teacher Fadi (participant nickname), an elementary teacher who teaches Arabic language and Islamic religion, expressed a negative position: "I categorically reject a detailed sentence of zoom in elementary schools and distance learning".

Teacher Rula (participant nickname), an Arabic teacher and Islamic religion in the Haifa Brigade, reinforced Teacher Fadi's position (participant nickname): "The general situation that I have experienced and live with my colleagues on the whole, they are very upset. In the context of our confusion, due to the lack of all the distance learning needs from a digital medium and infrastructure".

Some of the participants in the study believe that their attitudes became positive when they had fears of distance learning because of not dealing with it, or that they had a negative experience with it previously. Teacher Mahmoud (participant nickname) says in this context: "Today I say that I am not afraid

of technology. I am confident in my condition, and the thing no longer terrifies me, I mean, help me personally.... Imagine how my position was before, as soon as he mentioned technology in front of me."

Teaching Arabic:

The mother tongue is one of the languages that includes different fields of knowledge such as understanding, expression and linguistic knowledge. This requires higher skills in passing knowledge, especially in light of the current crisis. The participants showed negativity towards passing on knowledge from a distance and stated that there are difficulties and challenges. Teacher Rula (participant nickname): "It is because the conditions are not ready, but as an Arabic language, there is a difficulty! Especially skills in reading comprehension have certain levels of thinking, analysis, application, synthesis, etc. These skills You need teaching skills, let alone distance learning.... there is no credibility in mastering the skills of understanding and expression".

Technology recruitment:

Using technology in the educational process has become a necessary requirement in the context of crises in order to sustain education and maintain communication between teachers and students. Technology was a particular means of communicating knowledge. The respondents showed positive attitudes, except for a teacher, with variations in the circumstances and capabilities that were made available or not made possible to employ technology. Teacher Shatha (participant nickname) has had every potential and has shown a positive attitude towards technology recruitment though she is still afraid of technology: "I'm the kind that's not high in technology. First of all, I worked on myself, this year, I'm a second title student, we received a few competitions in computing, and these competitions, for example, have broken the barrier of fear of anything called technology".

Teacher Fadi (participant nickname) has a different attitude from others: "We have had difficulties recruiting technology, which varies from a teacher to another, and this has shaped negative attitudes towards technology in these emergency circumstances".

Based on all the reported attitudes of Arabic teachers at the elementary school in distance learning, and in the context of crises, in the context of their attitude towards distance learning, teaching of Arabic and technological recruitment, results have shown that there is a disparity in attitudes between being positive or negative.

Discussion & conclusions.

The discussion will focus on two main areas that have emerged from the analysis of interviews in the outcome chapter, as follows: Distance learning obstacles facing Arabic teachers and Arabic teachers' attitudes towards distance learning in times of crisis.

Distance learning obstacles facing Arabic teachers:

The identification of the obstacles faced by teachers in distance learning and starting to address them from relevant actors, is important. It is the obstacles themselves that crystallize teachers' attitudes towards the employment of distance learning in the educational process in times of crisis, whether positive or negative (Hanawi & Najm, 2019). Researchers have found that there are many obstacles facing teachers in the particular crisis of Corona, and several types of obstacles have been revealed through interviews. Technological and pedagogical obstacles will be discussed.

With regard to technological obstacles, at the beginning of the crisis, Arabic teachers faced technological obstacles, as the crisis came abruptly (Afouneh et al. 2020: Whispley, 2020; Dahn et al., 2020; Bentor et al., 2020). Furthermore, the educational system was not ready for distance learning, including lack and weakness in providing adequate qualification for such employment. The teachers found themselves in the midst of a crisis for which they were not fully prepared, an actual lack of willingness for this sudden transition, and a lack of digital platform skills such as Zoom, Klasrom and Al-Mashoof. There are teachers who are not skilled in dealing with the computer itself, and various programs that would enhance distance learning, or Internet infrastructure. Several studies have indicated that there are such obstacles (Hinawi & Najm, 2019; Echkhidem, 2020; Al-Saeedi, 2016; Abu Ibrahim & Abu Rawi, 2020; Al-Otaibi, 2014; Abu Moghli & Shuaib, 2020; Affouneh et al. 2020; Kisanga, 2016; Bachiri & Sahli, 2020). On the other hand, there are voices for a number of respondents who were skilled in technology to adapt to the new kind of teaching and learning. (Distance learning). They sought to develop their technological capabilities and skills in order to be able to manage a distance share in all its components. They felt that technology was not an obstacle to mastering distance learning technology skills, as indicated in a study (Avriel-Avni et al., 2020).

The serious obstacle that teachers face in using distance learning in the educational process is how to synthesize teaching strategies and methods that is suitable for distance learning technology. Teachers need to develop and improve their lack of technological competence and training. Some teachers resort to traditional teaching across platforms or digital media such as zoom away from active learning, which reflects negatively on students. (Nafa, 2020) refers to the large number of students dropping out because there is no real motivation for learning (Bachiri & Sahli, 2020; Rasmitadila et al., 2020; Abu Moghli & Shoaib, 2020; Avriel-Avni et al., 2020; Yulia, 2020). Studies prior to the crisis did not refer to this handicap by virtue of the fact that face-to-face education exists and continues. Nevertheless, this means that there is no apparent and hidden drop-out before and during crises because of other factors.

As is well known, the integration of technology before the Corona crisis was a particular means of attracting students' attention during the course, such as electronic games, interactive videos, online competitions and others. They were positively employed, because teachers were not forced to hire them, or were studying in emergency conditions, but rather were recruited as required by the educational situation for activation or clarification (Hannawi & Najm, 2019; Al-Saeedi, 2016; Hamadna & alsarhan, 2013;

Mekheimer, 2017؛ Rankhumise, 2019; Krishnakumar & Rajesh, 2011؛ Eshreteh & Siaj, 2017; Yanti et al., 2018; Suri & Sharma, 2017;Kisanga, 2016). However, during the Corona crisis, distance learning has transformed into a learning pattern. This new pattern of Arabic teachers in elementary schools will definitely be accompanied by many different obstacles, which will have a positive or negative impact on them. Despite the fact that there are various voices, there is a potential to overcome and address these obstacles in order to reflect positively on the attitudes of teachers towards distance learning. It is also possible to adapt to the new reality, which may become a permanent learning pattern after the end of the crisis. The official body of the Ministry of Education should follow up on these obstacles of all kinds and strive to address them professionally. But if they leave it the same; dependencies might include all the components of the education system, especially the teacher, who is an important focus of distance teaching (Afroz et al., 2021).

Attitudes of Arabic teachers towards distance learning in crisis:

Given the importance of examining teachers' attitudes towards distance learning (Najm & Hanawi, 2019) in the context of crises, especially in the Corona crisis; teachers' attitudes varied between positive - with reservations - and negative. Some respondents viewed distance learning positively, and sought to develop their technological skills, especially with regard to the digital platform, which is a technology broker between the teacher and the student, for the educational process to continue. (Bachiri & Sahli, 2020; Alhumaid et al., 2020; Yang, 2020; Khadija, 2020; Afroz et al., 2021). Some researchers who viewed distance learning as completely negative, rejected it under current circumstances, developed negative attitudes towards it, felt that it was a burden to them, that students did not take their share of learning and acquired knowledge courses. It was viewed that different obstacles and changing ministry instructions crystallized negative attitudes among teachers, including studies (Avriel-Avni et al., 2020; Rasmitadil et al. 2020; Afroz et al., 2021).

It should be noted that teachers' attitudes during crises or emergencies vary and are unstable depending on the place and time. For example, teachers who study in remote or unrecognized areas where the minimum requirements for distance learning infrastructure are not met will develop negative attitudes towards distance learning compared to teachers who do not face such obstacles. However, there are voices of some respondents who have developed positive attitudes despite the conditions in which education is taking place, especially with regard to the repeated closures of the educational system. This is an indication that teachers have the potential to adapt to such conditions if the official authorities in turn address the obstacles facing them. Obstacles are significant in influencing the attitudes of Arabic teachers towards distance learning. The existence of high-grade distance learning obstacles will reduce teachers' convictions for the successful application of distance learning, especially in elementary and Arabic, and thus their attitudes towards its application. (Afroz et al., 2021; Hinnawi & Najm, 2019; Khadija, 2020).

Recommendations.

Depending on the study's results; the researchers recommend the following:

1. Requires that university plans and curricula for teachers' training colleges Within the green line in Palestine be strengthened with practical aspects of ICT and distance learning in order to improve teachers' pre-service qualification in this field.

2. Intensive courses and supplements inside the school and in the institutions affiliated with the Ministry of Education inside the Palestinian territories for elementary school teachers in order to develop their competencies in distance learning. Especially developing the skills of integrating pedagogy into e-learning.

3. Addressing the obstacles to the implementation of distance learning in elementary schools, and overcoming them through: providing sufficient computer laboratories in the school, providing laptops for teachers and students, especially families facing financial crises, or the fact that the number of family members who learn is greater than the family's capacity to provide computers, and a network The Ministry should also develop clear plans and strategies for employing distance learning in the elementary stage.

4. The researchers recommend conducting future research related to the results of this study and expanding the surveyed sample of teachers from all disciplines, managers, inspectors and parents to represent the research community from all districts Within the green line in Palestine, which would generalize the results.

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