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**EFL Teachers and Students Perceptions and Attitudes towards Virtual Teaching and Learning**

**The Case of Second Year License Students of English**

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## **Dedication**

*First of all, my thanks and gratitude to ALLAH for helping me to accomplish this work.*

*This work is dedicated to my family*

*To my father may God have a mercy on him and placed him into his heavens.*

*To my lovely mother, who has always encouraged me and give me her support.*

*To my sisters Imen and Zahra*

*To my brothers faissal and Mohammed*

*To my nephews Ghaith, Anas, Abdelwahab and my niece Ines Ranim*

*To my friends Khadidja, MarwaAhlem and all my colleagues.*

*And finally I dedicate this work with special thanks to my teacher Dr. Hamoudi AbouBakr and my supervisor Mrs. AmalZine.*

**MARWA**

**Dedication:**

*Before all ,my thanks and gratitude to Allah .*

*I dedicate this work to my family and many friends. A special feeling of gratitude to my loving parents, whose words of encouragement and push for tenacity ring in my ears to my brother and sisters.*

*To my fiancée, who has been a constant source of support and encouragement.  
to my friend Marwa and also I dedicate and give a special thank to My teachers  
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## Abstract

The use of the internet is increasing the possibilities for language learning and teaching (Sallbego&Tumolo, 2015). Virtual classes use computer-mediated technology to facilitate learning, teaching, and communication processes. Henceforth, the present study aims to investigate EFL teachers' and students' perceptions of English teaching and learning in virtual classes. Moreover, it also aims to highlight the competences and skills required from teachers and students to cope with virtual teaching and learning. This study was conducted in The English Department at Mohamed Boudiafuniversity in M'sila. Data were collected by using a questionnaire for students ,and interviews for teachers . In this particular study, the findings indicated that the majority of students and teachers possess negative attitudes toward teaching and learning through EFL virtual classes. It also finds that they are incompetent, facing difficulties in conducting online classes due to the lack of the necessary skills, and proper training to manage online classes. Technical issues also are one of major problems that affect processing online classes.

### المخلص

إن استخدام الإنترنت يعمل على زيادة احتمالات تعلم اللغة وتدريبها (سالبيغو وتومولو ، 2015). تستخدم الفصول الافتراضية التكنولوجيا بواسطة الحاسوب لتسهيل التعلم والتدريس وعمليات الاتصال. من الآن فصاعدا ،تهدف هذه الدراسة إلى التحقيق في تصورات المعلمين والطلاب في مجال التعليم والتعلم عن بعد باللغة الإنكليزية. وعلاوة على ذلك، يهدف البرنامج أيضا إلى تسليط الضوء على الكفاءات والمهارات المطلوبة من المعلمين والطلاب للتعامل مع التدريس الافتراضي. أجريت هذه الدراسة في قسم اللغة الإنجليزية بجامعة محمد بوضياف بالمسيلة. وتم جمع البيانات باستخدام استبيان للطلاب وإجراء مقابلات مع المعلمين، وقد أشارت النتائج في هذه الدراسة إلى أن غالبية الطلاب والمدرسين لديهم مواقف سلبية وغير مؤهلين تجاه التعليم والتعلم الافتراضي للغة الإنجليزية كلغة أجنبية ويواجهون صعوبات في التمدرس عن بعد بسبب نقص المهارات اللازمة والتدريب المناسب. تعتبر المشاكل الفنية أيضا المشكلة الرئيسية في فعالية الدراسة عبر الإنترنت.

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## **General Introduction**

Change is eternal and inevitable; therefore, everything in this world tends to become obsolete with every new progress, development, and intelligence that lies in the ability to adapt to change. E-learning mainly refers to the use of technology and network communication for teaching and learning. It is also known as the transfer of technical support skills and knowledge to a large number of recipients (Economic Times, 2020). This is one of the fastest growing trends in the application of technology education (Means et al., 2013). The emergence of the internet and the World Wide Web has prompted educational institutions to change their learning technology to meet the needs of users in providing an ideal learning environment (Xu and Ebojoh, 2007).

Online courses are a system where students can learn subjects and discuss problems work with classmates, clarify questions with tutors, share materials and check academics progress that is made with the help of Internet-oriented technology. Nowadays, online courses have become so popular that this can happen in any formal education course. In addition, the global increase in the COVID pandemic has also increased the importance of online courses.

Due to increased flexibility and learning opportunities, the effectiveness of online education shows many advantages: easy access to experts, access to the educational environment, a wide range of course types, and participation in the student community. Online education also has several disadvantages, such as: Internet browsing problems, computer compatibility or technical problems (Arkorful, V.; Abaidoo, N. Healy, S.; Block, M.; Judge, J.2014) According to Kebritchi et al. (2017), in order to support students in online education, they must receive technical skills training before they can use computers and the Internet effectively. Other factors are also important, such as: students' perceptions and attitudes towards the internet, their level of English knowledge, and how students manage their time.

The dimensions of learning motivation, autonomous learning, computer and internet quality, the effectiveness of online communication, and student control proposed by Hung et al (2010) give the success of online education. Although we have witnessed the rapid development of e-learning, it is still in the early stages of development. In this situation, the role played by teachers and students becomes particularly important because their perceptions and attitudes are critical to motivation and learning (Koohang and Durante, 2003). Ultimately, the acceptance of students and teachers helps to reap the benefits of online courses.

## **Background**

Traditionally, formal teaching requires educators to physically meet with learners at a specific location in the classroom in most cases. Due to the advent of technology, this situation has changed. With technical support, teachers can now teach even if they stay at home. This is widely known as online teaching for researchers (Cross, & Polk, 2018), remote guidance, e-guidance, and e-mentoring (Omar, Hassan and Atan, 2012)) and virtual teaching (Guasch, Alvarez and Espasa, 2010). There are many names for this approach, but one important point is that it can separate students from teachers in time and space. Currently, teaching can be done in three main ways. The oldest is face-to-face guidance. It is the kind that requires teachers to achieve teaching tasks in physical classrooms. This is also called traditional teaching.

The other is virtual teaching. In this version, instructions are implemented entirely through technology-dependent communication tools (Eichelberger, & Leong, 2019). In contrast to this, people believe that although technology is also used in regular classrooms, "teaching in an online environment requires an urgent need to rely on technology than face-to-face teaching" (Kearns, 2016, p. 76). The last one is a combination of the first two methods. Therefore, as a hybrid of the two methods, this kind of education is called blended, mixed, and hybrid (Alzahrani, & O'Toole, 2017). Therefore, current teachers and students, as the existing teaching and education model implies, can choose to consider the situation a few years ago. However, the shift in events triggered by the Covid-19 outbreak has restricted educators and learners. Fearing that this type of gathering would lead to the spread of disease and endanger educators and students, schools around the world have suspended attendance. In such a dilemma, academic institutions consider providing online education. Because there are no many choices, teachers who are accustomed to traditional teaching are required to conduct digital teaching. For this reason, investigating teachers' attitudes towards e-guidance has become relevant, noting that attitude is an important factor that influences choice, decision actions, and promotion of behavior (Owen, 2001). In addition, it is also important to determine the goal of educators' technical competence, as this is a significant factor affecting effective online teaching (Yücel, & Koçak, 2010)

## **1-Problem statement**

The pandemic of Covid 19 in the world has imposed resorting into virtual education. Online courses offer a flexible way to improve academic skills and employment prospects. Such Courses lend themselves to continuing education and provide the convenience of studying from remote locations. Many online programs also offer career-specific certificates and degrees, often cost less than traditional programs, and enable students to juggle academic work with other engagements (Kahn, 2009).

Like many universities, institutions and schools all over the world, M'sila University is one of the Algerian universities that attempt to teach online during COVID-19 lockdown. The areas of this virtual teaching require training and more understanding. It came along with competence which is now a necessary skill that teacher must possess. The online mode of teaching is more demanding and challenging than the face to face method. To this end, the current study has been conducted in order to understand both teachers' and students' attitudes and perceptions of online teaching and towards ICTs integration.

## **2- Research Objectives (Aims)**

The study aims at investigating the perceptions of EFL teachers and students about online classes. The work tries to explain the opinions of students as regards the impact of online courses, their contents, and their effectiveness along with teachers' attitude and skills towards online classes.

## **3- Research Questions**

This study aims to find answers to the following research questions:

- 1-What does virtual teaching and learning require?
- 2-What are teachers' attitudes towards online teaching?
- 3-How do learners perceive virtual classes?

## **4-Research Hypothesis**

- 1- Virtual education requires some competences and skills
- 2- EFL Teachers may enjoy virtual teaching
- 3- EFL Learners may perceive virtual learning as demanding, challenging, and non-beneficial

## **5-Research methodology**

This study opted for the descriptive method in order to obtain a lot of information on the subject. It is based on mixed method of quantitative and qualitative methods in respect to data gathered. To collect data we, intended to use the survey method (questionnaire) being an efficient way for collecting information from a large number of respondents. A structured questionnaire was distributed to second year students of English at M'sila University. The interview is the second research instrument that the researchers use to describe EFL teachers perceptions when experiencing online classes.

## **6. Significance of the study**

This study is very beneficial for both teachers and students. For teachers it enables them to realize their strengths and their weaknesses in online teaching. and try to give them some suggestion in order to empower their teaching processing, and implement their skills during online classes. For students, it helps them to explore their role during online classes, and to express their attitudes and perceptions towards online learning.

## **7. Structure of the Dissertation**

The dissertation consists of two parts: theoretical and practical. The first chapter represents the literature review of the research paper. It deals with virtual teaching and learning in general: definition, characteristics, the role of the learner, the role of the teacher, virtual teaching and learning and technology integration, online learning platforms and the approaches and challenges in virtual education.

The second chapter, however, represents the practical part, which comprises two sections. The first section is devoted to describe the research methodology, research method , research design, Research setting , population of the study ,research sample, sampling procedures and the instruments of the study. The second part treats data analysis and interpretation of the results. It ends with a set of recommendations and conclusions.

# **Chapter One: Virtual Teaching and Learning**

## **1-Online Learning Vs Face to Face Learning**

Colleges and universities are working hard to promote the growth of online courses in response to the economic and decline in enrollment rates. The promotion and growth of online education shows that online courses are equivalent to or better than traditional campus courses in improving student access rates, increasing degree completion rates, reducing costs, and attracting non-traditional students (Allen & Seaman, 2007).

Although students can usually choose to take classes in a traditional way or in an online environment, without investigating the similarities and differences between the models, it cannot be assumed that online courses can replace traditional courses. Research on online learning and traditional classroom learning has focused on many aspects of learning, including the effectiveness of technology (Schenker, 2007), knowledge transfer (Hansen, 2008), and student participation, learning and satisfaction (Rabe-Hemp, Woollen and Humiston, 2009). Online course research provides In-depth understanding of the use and effects of technological innovations, such as e- Learning (Pena-Sanchez, 2009) and creating an interactive learning environment (Everson &Garfiel, 2008). The study also considered the evaluation of traditional information technology integration Courses. (Christou&Dinov, 2010).

As universities continue to add online courses to their courses , a question arises about the degree to which students learn online courses or traditional courses. Although student learning is difficult to measure, student performance in the course is considered a measure of the student's ability to obtain the learning outcomes defined for the course. When comparing curriculum teaching methods, several studies have found that there is no difference in curriculum performance when comparing traditional teaching with online teaching (Utts, Sommer, Acredolo, Maher and Matthews, 2003; Ward, 2004; Schenker, 2007; Zieffler, Garfield, Alt, Dupuis, Holleque and Chang, 2008). On the contrary, some studies have shown that the opposite is true (Rabe-Hemp, Woollen and Humiston, 2009). Hansen (2008) found that online courses and traditional courses are different in applied learning and final knowledge transfer.

Compared with traditional teaching methods, mixed teaching methods have also been studied (Utts et al., 2003; Ward, 2004; Thompson, Knavel, & Ross, 2008; Toth, Amrein-Beardsley, &Foulger, 2010; Vernadakis, Antoniou, Giannosi, Zetou, Kioumourtzoglou and Efthimis, 2011). For college students, blended teaching is considered superior to traditional

teaching methods (Vernadakis, Antonio, Giannouisi, Zetou, Kioumourtzoglou and Efthimis, 2011). There are also differences in the use of course performance measurement methods. Student surveys, course evaluations, and student learning outcomes have been used (Everson & Garfiel, 2008), but student performance is mainly measured by test scores (Utts et al., 2003; Bude, Van De Wiel, Imbos, Candel, Broers), & Berger, 2007) and final results (Syler, Cegielski, Oswald, & Rainer Jr., 2006; Pena-Sanchez, 2009).

### **1-1. Definitions and Characteristics of Online Learning and Face to Face Learning**

The terms online Learning, e-learning, and distance learning are used interchangeably. In order to provide a comprehensive understanding, online learning is defined as a new educational concept through the use of Internet technology .It is defined as interactive learning, in which students learn by using computer as an educational medium. In addition, AH.Hasenberg 2009 (p. 68) pointed out that «e-Learning covers a wide range of applications and processes, including multimedia online activities such as Web, Internet videoCD-ROM, TV and radio. Students can use these Self-study materials”. The components of e-learning include content delivery in multiple formats, management of learning experiences, online communities for learners, and content developers and experts.

E-learning is personalized and focused on a single learner. Its environment includes self-paced training, many virtual events, guidance, simulation, collaboration, evaluation, ability roadmap, authoring tools, e-shop and learning management system.

E-Learning not only uses the power of the network, but also uses the power of the internet, satellites and digital content for learning. Researchers suggest that teachers, learners and universities should all adapt to the ever-changing environment, otherwise e-learning will fail. According to E.Papanis (p 68)"E -Learning provides faster learning with reduced costs, increases learning opportunities, and clarifies responsibilities for all participants in the learning process. However (C.A. Dell, C.Low and J.F.Wilker .2010), believe that because the technology has the least social interactions and the least professional knowledge of students and teachers, these benefits do not guarantee positive progress in teaching goals.

Face-to-face learning, however, is learning within the classroom, which is regarded as teacher-centered and static. Study with the participation of the whole class and in the classroom and school. The teacher will teach according to the study plan and timetable. In addition, the teacher decides the structure and time division of the course.

The components of traditional learning include blackboards, books, teachers and students in the classroom. These lecturers usually speak more than students, and students learn "what" rather than "how." Instructor is responsible for setting up all tasks for students. When comparing e-learning with traditional learning, some researched e-learning is more effective than traditional learning. However, due to less social interaction, high investment costs, and technical problems in communication and computing technology, some were rejected. Nafukho (p 69) said: "E-learning has the potential to improve student performance, but to promote the success of the digital economy; individuals and institutions of higher learning must use research to guide the adaptation and integration of knowledge. New technology enters the learning process". According to the above-mentioned literature, when some researchers prove that e-learning is effective, it means that there are some differences in effectiveness. in the use of e-learning and face to face learning.

## **2.The Role of the Teacher**

### **2.1. The Teacher as Facilitator**

In sociocultural theory, the tutors are no longer regarded as instructors, but transmitter of knowledge. Instead, he/she is a participant in learning Process, promote interaction between learners and guide their learning. Therefore, the teacher became a facilitator a role that Richards and Rodgers explain that 'In his or her role as facilitator, the teacher must move around the class helping students and groups as needs arise' (2001: 199) through interaction, teaching, repositioning, and asking questions, clarify, support, extend, celebrate and sympathize.

In CMCL, this principle is particularly strong. Early scholars Online learning such as Mason and Kaye (1989: 27) pointed out: "Medium's internal support of a learner-centered environment», with a tutor who is meant to be a facilitators and resourceful for people, available and Consultant when needed'. Debski (1997, p. 48) asked for one of the language teaching processes is change Including the concept of teachers, that is, "Ideas, and the power to maintain an appropriate level of motivation– reflect the idea of becoming a responsible language learner, reflective and creative agent who has taken on some responsibilities

The result of the course'.

If the concept of facilitating convenience to online teaching is used in different aspects, it becomes clear that the facilitator does not have a single role, but many roles (Dias, 1998). According to Goodyear et al. (2001), this Yes: process facilitator, consultant, consultant, evaluator, researcher, content Moderator, technical expert designer, and manager-administrator.

The point is as emphasized by Shield, Hauck and Hower (2001), "Administrative tutor" or "Learning events 'Manager'".

## **2.2. Skills for Online Tutors**

So far, most researches on the skills of online tutors have been done in non-verbal context. For a long time, researches have mainly focused for example on technology and software-specific skills – dealing with ICT issues and limitations, but now people are increasingly aware that technical expertise is not enough. According to Bennett and Marsh, (2002) to be an effective online tutor, obviously it is not enough to know which button to press to send Email or HTML coding is required to insert pictures on the web page". The other necessary skills are to determine the similarities and the differences between face to face and Online learning and teaching environments and to identify strategies and techniques that promotes online learning and helps students use their advantages in both independent learning and collaborative learning" (Bennett and Marsh, 2002). ). In addition to Salmon (2003)'s research, it is pointed out that the tutor needs to go through gradual buildup of competences that improve online courses.

For online tutoring language, Hampel and Stickler (2005) proposed a "pyramid model" with seven skill levels, including technical expertise, affordability knowledge, socio –effective skills And subject knowledge. Finally, teachers should learn creative teaching and develop personal (and personable) teaching styles online media that have fewer/different communication modes compared to most familiar face-to-face settings. The author also argues the necessity of training so that teachers can become qualified users of the function of the technology, fully understand its function.

Use specific online tools to analyze the teacher's tasks in detail this tool is performed by Vetter (2004). As an action researcher, she describes her own teaching experience through a audio graphic conferencing system and list multiple tasks that the teacher must perform before and during the online conversation.

In addition, the tutor must also to fulfill interdisciplinary requirements that determined categories.e.g: welcoming latecomers and praised volunteer spokespersons, etc.

Research shows that an important part of facilitating learning is encourage online groups to establish contacts to make "Ensure that learning is meaningful, socially based and supportive of Cognitive results" (McLoughlin and Oliver, 1999). This is particularly very important for

language learning, it focuses on communication. However, showing the difficulty of combining social and cognitive outcomes in the case of studying asynchronous text conferences, Lamy and Goodfellow compare two tutors with different tutors styles more emphasis on socio effective needs of students (social tutor), while others have higher priority Students' reflection on the content of the syllabus (cognitive tutor) (1999). Although the social tutors 's approach helps to promote learner-learner interaction , cognitive tutor's style helps students improve their subject level Knowledge, neither of them managed to integrate the two approaches.

Yet, one of the early models describing the role of teachers in the virtual environment is the role model of teachers, which defines the functions of teachers in four different categories: teaching, society, management, and technology (Berge, 1995). These roles are defined in the online discussion environment. Among them, the teaching role refers to the promotion of learning in the discussion; the social role means to encourage and promote joint work; the management role means to organize and design the logistics of the discussion; the technical role means to learn to provide a transparent technical environment (Berge, 2009; BergeCollins, 2000). These roles were proposed when the teacher first turned to an online environment, in which the main activities were designed around online discussions. However, due to the rise of virtual worlds and other learning environments, Berge (2009) called for a change of roles to focus more on “informal, collaborative, reflective learning, and user-generated content.

Online learning has essentially changed the way in which teaching duties are performed. On the basis of previous research, Anderson et al. (2001) suggested that the role of online teachers should be divided into three categories to ensure the existence of teaching: teaching design and organization, promotion of discourse, and direct teaching. Teaching existence is defined as “the design, promotion, and direct guidance of cognitive and social processes to achieve learning outcomes that are meaningful to individuals and have educational value” (Anderson et al., 2001, p. 5). Studies have found that teaching existence is an important predictor of students' perception of learning, satisfaction and community awareness Benson, 2005). Although &Gunawardena, 2004; Russo&Blau, 2009; LaPointe&Gorsky& teaching existence is considered to be the work done by teachers to create a community of inquiry with social and cognitive existence, all participants in the online learning environment can also contribute to teaching existence by sharing the responsibility Correia, 2009). Although the above-mentioned researchers focused on the teacher role played mainly in

online discussion forums, Coppola et al. (2002) focus on the changing teaching roles of virtual professors in asynchronous learning environments: cognition, emotion and management. In the cognitive role, teachers engage in deeper cognitive activities related to information storage, thinking, and mental processes. In emotional roles, they need to find different tools to express emotions and develop close relationships with students. Finally, as part of their management role, they organize and plan courses in more and more detail, and pay more and more attention to monitoring students.

Researchers and practitioners described the main roles of online teachers: process facilitators, consultants, evaluators, researchers, content facilitators, technical experts, designers, and managers/administrators (Goodyear et al., 2001). Aiden (2005) adopted these roles and observed the views of online tutors, and identified other roles such as content experts, instructional designers, and material producers. Recent studies (e.g., Bawane Spector 2009) shed light on the following online teacher roles that appear in the literature: professional, teaching, social, evaluator, manager, technical expert, consultant, and researcher. Bawane and Spector's research results show that the teaching role is the highest ranked role, followed by the roles of professionals, evaluators, social facilitators, technical experts, consultants, managers, and researchers.

### **2.3. Competencies for Online Teachers**

The priority of the role of online teachers varies in the literature, depending on the environment in which online teaching is conducted. For example, according to technology-related competencies (Egan & Akdere, 2005), the background and culture in online teaching, skills related communication competencies (Williams, 2003), and skills related to assessment (Aydin, 2005) can be considered better than other skills depending on the culture and the context of the online teaching environment.

While teachers may be the sole performers of online teaching roles, a number of actors often carry out the teaching roles (Guasch et al., 2010). E.g., The United Kingdom's Open University has established a remote cooperation model Education where several people play roles (Salmon, 2004).

The e-moderator is one of the critical roles that support and encourage interaction exchange and communication of knowledge and skill development in collaborative and interactive online environment (Salmon, 2004). Although Salmon's electronic moderator concept emphasizes the importance of facilitating the role played by online teachers, for various online teaching

environments, its scope is limited Online teachers are mainly responsible for development and maintenance of Online learning environment and play different roles (Bennett &Lockyer, 2004).

### **3-Skills for Online Language Teaching**

Chapelle and Hegelheimer (2004) emphasized the need of Language clarification for teachers in the 21st century "effectively and critically participate in Teaching issues related to technology. In a world of decisive support Interconnection through technology" (p. 300). Clarification of key capabilities is important for online language teacher training, because online teaching language requires different skills From traditional language teaching and online teaching of other subjects.

Specific tasks" [sic]. That is to say, competence is the description of the knowledge that is allowed to perform a specific task. On the other hand, competence is defined in the second edition of the French-speaking Yearbook Plan, where competence refers to the knowledge of mobilization and coordination, knowledge and knowledge to solve a class of problems. It not only involves the mastery of abilities, but also involves the use of these abilities to face problems in a specific field. The definition of "skills" is the same as the above concepts. Sullivan (Sullivan, 1995) defines skills as a set of tasks that are performed to achieve a specific stage of ability that requires the use of instruments and equipment. In our context, the use of tools refers to the use of language in order to be proficient in specific tasks.

(Winterton et al, 2006) define skill as the degree of task execution in the correctness and pace stages. This means that a skill is successfully performing tasks in terms of correctness and speed. From the above definition, we can conclude that ability and skill seem to be related to the three concepts. Competence refers to a set of skills, attitudes and knowledge required to complete a task, while competence is the ability to take action under a given situation. As for skills, it is to perform tasks in order to achieve competence. These three concepts are closely related, and scholars can use them interchangeably to express the same meaning.

### **4-The Role of the Learner in the Learning Process**

What are the roles learners in the learning process? It have been already said that Successful learners in an online environment actively participate Knowledge generation. Garrison, Anderson, and Archer (2000), Learners in the online learning community can and do participate in part of the teaching Features. (Many of students commented at the end of the online course

How much did they learn from each other, a student once praised Tell her peers what a great teacher they were once. ) Just like when exploring from the advantage of certain categories, the role of an online lecturer the role of learners can be best understood because they are related to the generation of knowledge, collaboration and process management. . Students are often naturally attracted by these role, it has been seen that the emergence of knowledge managers, collaborators and process managers as the discussion goes on. Some coaches choose to assign or require students to deliberately take on these roles, especially as part of collaborative activities and tasks. Rotate roles frequently in order to provide students with a broader experience in each function. In our classroom, these characters are appeared naturally come from small groups and work with students to support their development. As it is completed the role of lecturer, and now each These roles of learners in the learning process will be checked .

#### **4.1. Knowledge Generation**

In the promotion of education or the existence of teaching discussion, the lecturer is a gentle guide in education process. This means that the recipient of the instruction— Learner-is responsible for using the guide in a meaningful way. Online classroom, which means learners have a responsibility to actively seek solutions responding to problems in a wide range of knowledge areas research is underway to raise the level of these solutions to one of the higher complexity. They should look at problems and questions from multiple angles,include the views of other learners involved in the process. They should question the assumptions made by lecturers and teachers. The opinions of other students, as well as their own assumptions and ideas. Such, Learners in online classrooms are producing preferred learning outcomes for such courses: construct new forms of knowledge and meaning or cognitive existence. By participating in the learning process in this way, the learner is learning to learn and gaining research and critical thinking skill. Palloff, R. M., & Pratt, K. (2007).

Some learners are easy to attract knowledge and often share as the semester progressed, a lot of resources and critical reflections were gotten with other students in their work. If one has an online class student, he is obviously knowledge creator. When his peers are publishing a draft of their final paper, during the review, he is not only gave substantive feedback on their answers, ideas and their writing.

Learners should be able to critically evaluate their own learning style in addition to learning about the following aspects; you should also evaluate your own learning style Study area. At the same time, students should gather more resources related to the research field and

beyond the scope of the specified materials, Thereby developing their skills and confidence as researchers. This development is considered to be the result of successful learning, and knowledge managers in online courses usually help achieve this goal.

#### **4.2.Collaboration**

According to Palloff, R. M., & Pratt, K. (2007) students in an online learning environment should not do this deal with it alone. The failure of many online distance learning programs has been Unable or unwilling to facilitate the collaborative learning process. In this kind of environment students should be expected to work together to produce a higher level Understanding and critical evaluation of the research materials. Insidein the process of finding additional materials for this purpose, studentsshould hope to share the resources they found with other members group. Usually, students will find an interesting website, article or book, They are excited about sharing with others. In fact, this search and reporting results to the team can be an effective task, leading to the expected learning outcomes of the course. often it is desired that students cangenerate bibliography. However, the group should find and publish other materials of interest on its own to enrich the learning process of all group members.

Online classrooms are great for promoting collaborative learning, and those students who like to play the role of collaborators can help to achieve this goal. In addition To meet together at the course site, students with similar interests should encourage "meeting" in other ways and working together .Usually this is activated Collaborators may suggest studying or chatting to discuss topic. Itmay also encourage students to prepare reports together or to share with others in the group. In addition, students should be instructed and encourage their ability to communicate meaningful feedback about them with each other work, that is, feedback can not only pat each other, but also good job, and substantive comments on the ideas proposed. all of these Activities help to develop the critical thinking skills necessary for effective thinking play the previously described role of knowledge generation. Collaborator help the group by ensuring that all voices are heard and that all members are participating.

Collaborators usually do not allow the group to move forward until a consensus is reached, and tools of such as online surveys may be created to ensure the opinions of each group member are included.

Another way for cooperation to happen is to promote dialogue between learning communities. It means the lecturer who is teaching In the same or different universities, similar courses can encourage and even facilitate discussion among participants in these classes. One group can be

studied and prepared another group's presentation; the result was enhanced two groups of study. This cooperation also increases resources participants can use when exploring areas of interest within a loosely defined range boundary of the field of knowledge under research. Just the ability to learn online can stimulate people's interest in collaborative work. When students found out they were able to establish connections with other universities and learning communities through the internet, They have also increased their interest in doing so while working in other curriculum areas. Teachers can develop such activities through creative assignments promote communication with other groups

#### **4.3.Process Management**

The role of the process manager is the most important role to set up online teaching in addition to face-to-face classroom learning, this is usually a role come out organically from the group. Students who take this position will ask some questions clearly; so that others in the group can too shy to ask. As an active learner, students should participate Within few guiding principles, interact and engage with each other, if The direction of the course or discussion is uncomfortable for them in any case, and responsible for forming an online learning community.

Process managers usually accept these responsibilities without hesitation; The process manager will also point out any inconsistencies in the instructions given. Some lecturers may find this process management intrusive, but it illustrates the responsibilities that learners will bear development and maintenance of learning communities' course leader, during the induction training and several times before.

In addition the ability to remain flexible, open and give up control is its characteristic this not only benefits the successful instructors of this medium, but also makes the successful thesame is true for learners. It is obligatory to maintain an attitude of being together and the willingness to adapt and adjust as moving forward. Students must be able to speak up in this regard without worrying about being hit. Teacher must be able to convey that this is not only acceptable but necessary in order to enable students to take on the necessary roles to promote the success of education In the online classroom. Teaching and learning through online tools in The learning community needs to pay attention to the development of the community at the beginning, with the development of the community, hand the ins rope to the learner roles begin to emerge, then monitoring and facilitating the process. In this way Behavior, social existence, teaching existence and cognitive existence, and certain the teaching, social, management, technical and administrative functions of the degree, shared between lecturers and learners.

## **5.Virtual teaching and learning and technology integration**

### **5.1. Technological Competence**

Teachers' are a very important, if not the most important, stakeholders in the goal of schools to integrate technology into the system. Therefore, it is very important not only to determine their level of ability in the use of technology, but also to make wise considerations in many aspects, such as allocating teaching load, developing capacity building training .and so on. Of course, teachers are expected to be technically proficient, and they will be able to use technology to support modern forms and teaching methods. König, J., Jäger-Biela, D. J., & Glutsch, N. (2020).

It has been claimed that before integrating technology into teaching, teachers must first understand how technology works and the ability to use technology related to the functions they perform as teachers. Therefore, there is no doubt that teachers need to have the ability to use technology.

Technical competence refers to the knowledge and ability of information and communication technology (ICT). In other words, technical ability is not only related to the understanding of information and communication technology, but also related to the ability to operate or use information and communication technology. In addition, this ability is essential for teachers especially for teachers who are now required to leave the traditional classroom practice and enter the digital classroom.

When considering teachers' technical capabilities (also known as ICT capabilities), different studies have shown important findings. In the study it was found that a quarter of teachers have ICT capabilities described as "below basic level", of which 17% have basic knowledge and skills, and the vast majority (58%) are considered to "Proficient" level of ICT skills.

Regarding the technical capabilities of Filipino teachers, [8]'s research shows that, in general, respondents claim to be competent for the technical use required to perform the duties of a virtual classroom host. Specifically, respondents claimed to have the following skills: (1) access various technical resources and tools; (2) organize and display learning materials in digital format; (3) use computers and other digital devices used in online courses; (4) Use appropriate multimedia technology suitable for learning activities; (5) Keep the content consistent with teaching methods and appropriate technology; (6) Use online communication tools; (7) Consider available technologies to design learning activities International Journal of Advanced Science and Technology (8) Use technology to promote collaborative creation and peer editing

of student works. On the other hand, the interviewees claimed that they were incompetent in the following areas: (1) Evaluation through online tools and applications, and (2) Resolving Internet connection problems and device-related failures.

## **5.2. Teaching EFL and ICTs Integration**

Information and communication technology has taken over teaching and learning around the world Globe (Selinger, 2001c). ICT tools and techniques are used to enhance teaching and learning Opportunities, especially distance learning resources. ICT integration prepares learners Real-life situations (Lowther et al., 2008; Weert&Tatnall, 2005). technology developments have brought about an information revolution, revolutionizing people's lives and living (Pachler, 2001, p.15). The integration of ICT has changed teaching a learner-centered environment (Castro Sánchez & Alemán, 2011).

ICT makes courses more interesting and motivate learners. It promotes communication between teachers and learners (HuongThiBaoDinh, 2015). Houg's research strengthens EFL teachers' Compared with the knowledge 20 years ago, the knowledge of the second decade of the 20th century help them integrate ICT with a positive attitude. Therefore, there is almost no need to convince EFL teachers to use ICT. We need to find ways to apply their knowledge to ICT integration.

Steiner and Mendelovitch (2016) found that science teachers find ICT useful in their teaching especially in promoting students' attention and active learning. ICT integration, these tools can be adjusted according to the actual situation and can meet the needs of all students at the same time. Speed, ability level and learner needs. However, according to these researchers, they need use these tools regularly. The two researchers further found that most Science teachers use ICT as an assistant to improve teaching. It is necessary to include ICT (Graham et al., 2009; Guzey&Roehrig, 2009; McCrory, 2008). Most teachers use ICT tools in a limited way, just to specify some of their illustrations and simulations. Steiner and Mendelovitch (2016) and HuongThiBaoDinh (2015) found that most Teachers support ICT integration because it can promote relevance and simulated learning. Itvery useful in establishing the connection between teachers and students. Contains audio- Visual aids improve teaching and learning. The concept of virtual learning science Steiner and Mendelovitch (2016) found that students are both time-saving and reliable.

## **6. Virtual Teaching and Learning Platforms**

In the space of only a few years, the e-learning platform has try to realize the universal existence of higher education center. In addition to changing the strict distance learning, e-learning Has begun to play an important role in classroom learning, causing new types of learning, such as part of classroom learning "Blended learning". Technological advancement has not suspicion triggered this change, although research the methodology and learning in this new environment still have There is a long way to go, and the e-learning platform has reached enough the maturity and standardization of its functions and tools. The article carries out a brief review of some of the existing and better-known platforms within educational environments.

### **6.1. Moodle Platform**

Moodle is a learning platform originally designed by Martin Dougiamas (the first version of Moodle has been August 20, 2002). As a powerful open source e-learning platform, Moodle was used and developed in the next few years. The global cooperative efforts of the international community.

The design of Moodle has been continuously improved to provide educators, administrators and learners with a powerful, secure and integrated system that can create personalized learning surroundings. We believe that Moodle is a web-based adaptive collaborative learning environment, which contains all components described by (Wang, Li &GU, 2004) discussion forum and one-to-one peer help, user model, collaboration strategy model and all components described in adaptive components.

Other authors (Beatty and Ulasewicz, 2006) also described similar experiences using interactive e-learning tools such as Moodle. 1. Some of them are clearly pointed out in their papers (Shen and Huang, 2006) using Moodle can develop students' cognitive schema, help them build knowledge, and promote Students have a positive attitude towards discussion and cooperation with peers, and improve their ability to take responsibility lifelong learning through the use of information technology.

The Moodle platform, on which web-based research courses run. Moodle stands for modular object-oriented dynamic learning environment. Moodle is an intuitive, template-based open source system. It allows teachers to manage courses, assignments and quizzes, and can also keep an automatic log report for each student (Brandl, 2005). Moodle allows many resources to be integrated into web-based remote courses.

The resources provided by Moodle include text-based or html-format documents, audio, video, PowerPoint presentations and Flash-based applications (Ardila and Bedoya, 2006; Brandl, 2005). In the testing and evaluation strategy, Moodle has the following question types: multiple choice, true/false, matching, short answer, fill-in and open-ended questions. Ardila and Bedoya (2006) and Brandl (2005) pointed out that one of the advantages of Moodle as a learning management system is that teachers can design courses so that learners learn gradually and develop gradually from the course to learning. Only when the learner shows proficiency in the subject of this lesson, others are allowed to participate.

## **6.2. Massive Open Online Course (MOOC)**

It is an online learning tool, especially for distance learning. It has attracted a great attention from higher education institutions around the world. It also gave rise to academic discussion on MOOC impact, design and research. MOOC platform is an important foundation of MOOC teaching. For this platform, each course is maintained by the corresponding teacher. Therefore, MOOC platform is highly open with the function of multicourse management.

Today, Massive Open Online Course (MOOC) has become a powerful platform for distance learning, especially in integrating teaching and learning activities with technology (Fariza Khalid, 2017). Since 2011, millions of people around the world have used this platform for distance learning and have registered with many MOOC providers such as the edX, Coursera and Udacity. The main highlight of participating in MOOC learning is that is free in multiple segments (Md. Yusoff et al., 2016; Norman et al., 2015). If charged, it is still reasonable and beyond geographic boundaries, and saves time and energy (San-deen, 2013). Previous research has considered several factors in order to consider using MOOC to learn languages.

First of all, language learning is both knowledgebased on ledges and skills, in a sense, it requires a combination of vocabulary and grammar, and put it into practice in the form of language and non-verbal functional capabilities (Halliday, 1993).

Secondly, regarding the first point, understanding that the goal of language learning is the use of language itself, and learners should be rational practice language a lot, just like a student must play football become a football player or take photos to become a photographer (Weller, 2014).

Thirdly, Martín-Monje and Bárcena (2015) added that when all the above factors are met evenly matched, the brains for language learning came in. Better to have a mind enthusiastic and

committed to activating their high-level skills. Lastly, one is generally believed that some innate language acquisition abilities will be gradually lost and get a more systematic form of cognition. Therefore, the process of language learning will be more effective in the following if it is done individually based on face-to-face, text or visual explanations with examples and exercises, especially in pronunciation and punctuation.

The priority of the role and ability of online teachers varies in the literature, depending on the environment in which online teaching is conducted. For example, according to the background and culture in online teaching, skills related to technology (Egan & Akdere, 2005), skills related to communication (Williams, 2003), and skills related to assessment (Aydin, 2005) can be considered better than other skills important surroundings.

The role is usually played by many participants (Guasch et al., 2010). E.g., The Open University in the UK has established a remote cooperation model Education where several people play a role (Salmon, 2004).

The e-host is one of the key roles to support and encourage interaction Exchange and communication of knowledge and skill development in interaction and collaboration Online environment (Salmon, 2004). Although Salmon's electronic moderator This concept emphasizes the importance of the facilitating role played by online teachers, For various online teaching environments, its scope is limited Online teachers are mainly responsible for development and maintenance Online learning environment and play different roles (Bennett & Lockyer, 2004). Some scholars believe that even if MOOC is an open source resource, known as Open Online Resources (OER), it is still necessary to conduct detailed research on its use (Weller, 2014) and future directions (Nordin et al., 2016). Institutions of higher learning, especially in the field of language learning. This is caused by Martín-Monje & Bárcena (2015) pointed out the use of MOOC for language there is still a lack of learning. existence of MOOC for language learning it started as early as 2013, but it only involves learning English.

### **6.3. Telegram**

The Telegram application has been selected to serve as a platform for mobile learning due to the conveniences it offers. For instance, the application is easy to be downloaded for free from the Play Store by the Android users.

Telegram is not always simply clean to be dealt with however it could additionally provide customers the choice to get entry to it through any types of communication devices consisting

of smart phones, tablets and computers. It additionally allows them to add images, audio ,videos ,connecting to web-based resources, and sending files (up to 1.5 gigabyte in size) also sending messages to other users individually or to groups of as much as 5000 members for broadcasting to endless audiences (Sawers, 2016; Vivienne, 2016) make Telegram a better choice in place of its counterparts among users. In other words, Telegram is one of the messaging and contact software used by millions users around the world since it is a free software (Pirouz, 2015).

Furthermore, all members in the telegram group serves as admin and that they have the freedom to feature different individuals to the group, in no time. This application can be accessed the use of computer systems which as a consequence makes it more flexible to customers who need a bigger show than a smart phone. In addition integrating telegram channels into existing learning practices can offer informal learning contexts and create new possibilities for English learning (MashhadiHeidar&Kaviani, 2016, p. 67).

To sum up, Today's telegram is almost an indispensable part of EFL college students' daily life. The telegram app is a free online app that has everything in itself: a huge cloud-based storage system to store files, a place Used to organize collaborative online courses, dozens of robot assistants and Make your own customized robot for any specific purpose. Learn different skills and the sub-skills in telegram are very simple, but it depends on considering some education level Regulations. As many distance language learning programs require for teachers and students, education policy must promote the following possibilities: coordinate communication to complete the work.

## **7- Approaches to online teaching**

What led to the success of online courses? Is it the mode of teaching orFacilitation? Is it the norms established or the guidelines for participation? Is it the level of education of the group? Is it the ability of the instructor to act as a facilitator during the process of delivering the course? When teaching and learning abandon the classroom, The instructor decides to create an effective container in the course gain revenue by publishing the goals, objectives and expected results of the course participate in the guide, start the discussion of ideas and questions, and homework to be done together then it's time to let classify and gently guide the learner's learning process by monitoring the discussion and enter it to prompt participants to view the material in other ways or if the conversation is wrong, please gently guide the conversation. This is not a responsibility to be taken lightly, need to be in contact with and be present every day online learners. Often the instructor finds that he or she must be present and active more in the

beginning of the course and then can gradually pull back as the learners take the lead. Collison, Elbaum, Haavind, and Tinker (2000) pointed out that when the learner learns, the teacher's good convenience becomes obvious. Types of interventions to start using independently of each other the lecturer might say: "If you do a good job of laying out the supporting framework in order to have a practical conversation, the participants started. . . Promote their own dialogue" (Page 203). Then, throughout the process, especially at the end of the course, the lecturer incorporate peer feedback on homework into the assessment of students progress, which can be counted as grade in the future. What we suggest is another way to provide courses. In our observations indicate that many online courses are usually still content and faculty, or just like in a face-to-face classroom, driven by promoters. In many ways, they perpetuate an old model of teaching and learning.

In contrast, the framework flowing is more free-, interactive. The bibliography generated by the participant exceeds the specified range. Send text messages through their own research and interaction with their peers; they negotiate according to the guideline of the instructor; lecturer create a structure that allows students to venture into areas that have not been explored before. The works created by students in the process can be shared online and get feedback from peers encouragement to work. This is a real empowerment, mutual learning experience, Similar to the synergy that a lecturer might have in the classroom. Stimulate students' energy by fully immersing them in the content, follow the path of inquiries that may result. The following sections demonstrate the framework for successful online teaching.

### **7.1. The Use of Technology**

In order to successfully attend the online classes with comfortable technology (including hardware and software) help to improve mental health therefore, the possibility of participation is greater. It is also important pay attention to the learning curve involved in the use of the technology by participants, and teachers or facilitators. This should be incorporated into learning process.

### **7.2. Guiding Principles**

The instructor should develop a set of guiding principles as the first item of discussion in the online course. The guidelines and procedures should be sufficiently lenient in order to have some debates and discussions, and open to certain level of negotiation ( Yes, it is not negotiable for students to obtain grades, but the deadline may be negotiable), and partly generated by

participants, especially because they are suitable for how Students will interact with each other; in other words, students should be encouraged to Develop a common set of basic rules for interaction. Implementation guidelines too rigid will limit discussion and cause participants to worry regarding the nature of their posts, rather than simply posting freely. In a larger class you can create small group discussions or work teams, in which guidelines can be developed.

### **7.3. Participation**

Participants' buy-in form is essential. Participants must first agree to the minimum participate in the standards and understand their commitments. The level of participation and consensus should be established in order to establish a high-level discussion. In some cases, the first face-to-face meeting can be held that it can build a sense of being a member of the group, thereby to support participation. If this is not possible (usually impossible), an initial online contact must be made before entering the content, including the trial of group development. It is preferred to call this the zero week, or the previous important community building week the actual start of the course. For example, the instructor may require all participants made presentations. Followed by the coach posing Open-ended questions may be around the development of guidelines or issues related to it. It is related to the student's previous experience of the content to be learned. Carry on attention to these issues must be included throughout the course.

### **7.4. Learning through Collaboration**

In order to be successful, courses must be offered in an online environment which it must create an equal playing field. In other words, the participant and the facilitator must be equal and the participant –participant interactions. The most powerful experience is those who interact in the whole group instead of in one participant and moderator in group settings. Model the methodology is the best facilitation, that is, through team members who act as contributors in learning process.

### **7.5. Transformative Learning**

The key result of online learning is learning in the following ways: Use online media itself. Participants must be given opportunities and space in the classroom environment to explore how this learning environment it's different for them. They need to discuss fear and insecurity, and success and surprises brought by online media. Transformative learning transfer students from information recipients to reflective practitioners who involve in knowledge creation.

## **8.Challenges and Issues Associated to Online Teaching and Learning**

The rapid integration of online education into higher education has diverted the attention of educators, preventing them from identifying major challenges from the rigorous ones in teaching online courses and also forming a comprehensive overview based on previous studies. Studies raises various challenges and issues but these issues are not classified and combined under any subject classification to provide online educators with an organized overview of these issues (Mayes et al., 2011).For instance, Brooks (2003) mentioned that the attitude of the teachers is the main issue affecting online teaching course. Arbaugh (2005) considered technology, behavioral characteristics, and the teaching style of learners and teachers is an indispensable challenge. Jacob (2014) suggested students' assessment is a major issue in online learning. Yueng (2001) support from teachers and students, curriculum development, curriculum structure, and how the institution considers online learning assessment as the main issues. This diversity in discrete reports may cause educators to spend more time reviewing studies to obtain a complete view of the issues in online teaching. To help solve the problem and form a combined classification among the problems reported in online course teaching, these are two major categories of issues and challenges to online teaching and learning:

### **8.1. Issues Related to Learners**

It maybesummarized into learners' expectations, readiness, identity, and participation in online courses.

#### **8.1.1. learner's expectation**

It can be challenging, or it can disturb the effective teaching of online courses (Li & Irby, 2008; Luyt, 2013). Some learners may have inappropriate expectations, such as expecting immediate feedback on there online reviews and assignments, or look rude and asking their email. Some may question their grades, while others may not Take homework deadlines seriously (Li & Irby, 2008; Lyons, 2004). Teachers are advised to reduce these inappropriate expectations by clearly communicate their course rules and policies at the beginning of the course.

#### **8.1.2. Learners' readiness**

To attend online courses it is one of the main issues discussed in literature (Hung, Chou, Chen, & Own, 2010; Smith, Murphy, & Mahoney, 2003).Not all learners can successfully participate Online courses. Identify and adopt learning methods and skills require, for learners taking online courses can be challenging (Mayes et al., 2011; Luyt, 2013). In most cases,

learners need to be self-motivated and self-directed. Online teachers should always be ready to help learners who lack the required learning skills. To help learners, the main aspects or dimensions of readiness should be further clarified. The literature shows that the technical ability of learners related to the use of computers and the internet (Peng, Tsai and Wu, 2006), perceptions and attitudes towards the Internet (Tsai & Lin, 2004), their culture and non-English background (Luyt, 2013), and their time management skills (Hill, 2002; Roper, 2007) are important for shaping the readiness of learners to participate in online teaching.

To help learners determine the required skills, we provide a useful overall model with five main dimensions of readiness and a tool for measuring dimensions was proposed by (Hung et al 2010). These five dimensions include self-directed learning, learning motivation, self-efficacy of computers, internet, online communication and learner control (Hung et al., 2010).

First, self directed learning is defined as the process by which learners assume responsibility to understand their learning needs, establish their learning goals and implement learning strategies and assessments (Knowles, 1975). Online course provide learners with a large degree of flexibility and autonomy. Higher levels' learners of self-directed learning are more successful in an online courses (Lin & Hsieh, 2001).Second; motivation refers to « the necessity of doing something out of curiosity and enjoyment" (Hung et al., 2010, p. 1082). Motivation for learning in online settings play a vital role in the success of learners, making learners' Strive to satisfy learners' desires and increase learners' retention rate (Saade', He, &Kira, 2007).Third, computer and internet self-efficacy refers to the learner's perception of their ability to use computers and the internet to complete tasks. The researchers pointed out that this effect is related to complex tasks, such as troubleshoot problems. Learners with a higher sense of self-efficacy perform better in the following areas ofonline courses (Tsai & Tsai, 2003). Fourth communicating self-efficacy online refers to learners' perceptions of their online communication capabilities settings. Learners with a high sense of communication self-efficacy are reported as it performs better in online settings (McVay, 2000; Roper, 2007). Finally, the learner Control refers to the degree to which learners can guide their learning experience (Hung et al., 2010; Shyu and Brown, 1992). Online settings comparison With The traditional face-to-face setting allows learners to better control in their learning material. Online learners can choose the order, speed and quantity of learning content, and may follow a more personalized approach. Learner performance it will be better when they are given more control (Hung et al., 2010, Reigeluth& Stein, 1983; Wang and Beasley, 2002). Teachers can use Hung et al. (2010)

a proven tool to determine the readiness level of online learners within these five dimensions and support learners who are not fully prepared to take online courses.

### **8.1.3 Learners' identity**

Learners may feel lonely and disconnected in online courses (McInnery & Roberts, 2004), this may affect learning. Affiliation the learning community affects learners' sense of identity and learning (Koole, 2014). Particularly from the perspective of social constructivism, learners and communities within which they interact have created their own identity. Therefore, it is essential to help learners build a sense of a belonging together, a purpose and a norms (Koole, 2014; Lapadat, 2007). Strong sense of identity along with belonging to the knowledge community as important member plays a vital role in effective knowledge construction (Goodyear & Zenios, 2007). To help Learners gain a sense of identity, Koole (2014) developed an identity network a model with five components of technology, politics, structure, culture, and personal drama or performance to succeed in an online setting. Technical drama includes asynchronous time of thinking and semi-permanence Time of review. Political drama includes power sharing, persuasion, domination and control. Structural drama includes status seeking, including or not including, role playing and structural adjustment. Cultural drama including behavior expectations, sharing purposes, and use of symbols. Personal agency drama includes interactive methods and sharing personal information

### **8.1.4. Learners' participation**

The nature of learner participation and engagement in online setting is another major issue discussed by the researchers. Some researchers believe that learners participate in writing by interacting with peers and teachers (Romiszowski & Mason, 2004; Vonderwell & Zachariah, 2005), while others suggest that learners who observe the interaction and spend time reading instead of writing are still learning (Hrastinski). , 2008, 2009; wise, Speer, Marbouti and Hsiao, 2013). Online listening or observing is a complex phenomenon and an important part of learners' participation in online learning discussion .A group of researchers studied 96 participants in 3 weeks online undergraduate courses found that learners spend three-quarters of their time listening or observing in online discussions (Wise et al., 2013). Romiszowski and Mason (2004) argue that the hypothesis that few contributors are passive recipients, rather than actively participating in learning (p.399) is rarely challenged in research. However, online listening or observation is a form of active learning as it includes participation in content, thought and reflection (Hrastinski, 2009). This is based on the concept of alternative learning,

where Learning is by observing the active dialogue of others (Kolb, 1984; McLendree, Stenning, Mayes, Lee & Cox, 1998). Online teachers mean to recognize and support the nature of learners' online participation. This is an over-simplified method and can only be judged by the number or length of online posts to determine the level of learner participation. Vygotsky (1978), Wenger (1998), and Sa'ljoo' (2000), discussed a learning framework based on a social perspective, which is more inclusive. Through this framework, participants can participate in behavior, conversation, thinking and feeling in online and offline setting (Hrastinski, 2008, 2009; Wise (2013). It can be used to more appropriately judge the degree of online participation of learners. For example, Morris, Finnegan, and Sz-Shyans (2005) use frequency variables (for example, counting postings) and duration variables (for example, the number of seconds spent browsing posts or content pages and the number of posts browsed) to identify the predictor variables of learners. In a study conducted by the University of Georgia on 354 online learners, their final course grades were duration variables it is a predictor of final results. In addition, the literature shows that learners participation in online discussion can be enhanced by combining audio or video discussions with online text discussion (An & Frick, 2006; Ching& Hsu, 2015; Hara & Hew, 2007; Ice, Curtis, Phillips, & Wells, 2007; Olesova, Richardson, Weasenforth, & Meloni, 2011). Audio or video components are enhanced with Peers, encourage learners to participate in discussions, and support learners Explain their answers in detail because it can reduce time-consuming communication compared to text discussions (An & Frick, 2006; Ching& Hsu, 2015 Hara & Hew, 2007). One disadvantage of using audio or video discussion is the difficulty of extracting ideas from long audio or video comments with text annotations (Ching& Hsu, 2015). Generally speaking, audio or video discussion it has been recommended for community building, ice-breaking activities, and supplementary clarification and explanatory text release.

## **8.2. Issues related to teachers**

It may be summarized into the four specific categories of changing faculty roles, transition from face-to-face to online, faculty time management, and teaching styles.

### **8.2.1 Changes in faculty role**

One of the main challenges of online education is changing the role of teachers (Berge & Collins, 1996; Coppola, Hiltz and Rotter, 2001; Syverson&Slatin, 2010). Four different online roles identified teachers: pedagogical, social, managerial, and technical responsibilities (Berge,1998). Pedagogical role refers to teaching methods; social role is the way teachers

establish social relations with students; management role includes administrative and organizational tasks; and technical responsibility is technical support provided by teachers to students. The educational purpose of online teaching is mainly achieved by performing teaching tasks (Doll, 1993; Robertson, 2000). Other literature supports the shift in the role of teachers by emphasizing on providing content, shifting from teacher-centered education to student-centered education, better communication, and the ability to use technology (Berge & Collins, 1996; Choi & Park, 2006; Coppola et al., 2001; Doll, 1993; Fein & Logan, 2003; Juan, Steegman, Huertas, Martinez, & Simosa, 2011; Neely & Tucker, 2010; Robertson, 2000; Syverson & Slatin, 2010; Yang & Cornelli, 2005). Transition from teacher-centered education (teacher lecture) to a more student-centered approach (where students decide how they wish to learn) provides teachers with a new role as facilitator. The role of the teacher has changed from a face-to-face lecture form of « performer » to « guides », who must adjust the delivery of content according to their online environment (Coppola et al., 2001).

In other words, the role of the online teacher has changed from a knowledge transmission agent to an expert to guide the students' learning process (Juan et al., 2011). In this role, instructors promote student learning, not teach students (Lecturer). In addition, teachers can also provide feedback (pedagogy), point out tools (management or administration) and promote interaction between students (social relations; Berge, 1998; Yang & Cornelli, 2005). The variation in roles is made more challenging when the instructor is a Novice teacher in online settings. According to Choi and Park (2006), Novice teachers find that online courses involve heavy workload, technical problems, and teacher-student interaction. The main teaching challenges stem from that teacher cannot seamlessly face-to-face transfer Course materials in an online environment (Choi & Park, 2006). In addition, Fein and Logan (2003) explained that teachers face three stages of challenges with online education: design, delivery and follow-up. In design At this stage, teachers must consider students' learning styles and learning content ensuring that class materials are of interest and attractive to students. Some suggested resources include use of media, handouts, and other sources Can be added to class materials. Many delivery challenges teachers cannot translate materials into online content moderate. The follow-up phase deals with information storage and access to it later, as well as the dissemination of materials. Except for misunderstanding Regarding the transfer of materials from one medium to another, teachers may feel there is a disconnection between the curriculum and the design produced by the design team, And the actual delivery of classroom content (Neely & Tucker, 2010).

### 8.2.2. Transitioning from face-to-face to online

The challenge of effectively transferring content taught in a face-to-face classroom to online remains a problem. Anderson, Imdieke, and Standerford stated in 2011 that one of the main challenges they saw was the disconnect between teachers' teaching methods and how to deliver course content in an effective online classroom. Although this disconnection is not a new problem, it does exist because many teacher education programs may not have caught up with the evolving online teaching environment. Another challenge outlined by Anderson Wait. (2011) is the few institutional expectations of online courses. These include expectations for teachers, students, courses, and staff. Without clear guidelines and expectations for teachers to follow. The effectiveness of these online courses cannot be assessed. Further Anderson et al. (2011) explained that the feedback they get from students rarely helps them adjust their teaching methods as in face-to-face classrooms. In addition, the method of online delivery is different from traditional face-to-face education (Anderson et al., 2011; Fein & Logan, 2003; Juan et al., 2011), because the interactions of student are between student and teacher, students and peers. , and between students and technology. Of course, this change in the role of teachers must be supported by technical and course developers as illustrated in Fein and Logan (2003). Similarly, Coppola et al. (2001) described the change in the role of the teacher as an opportunity to promote student interaction and their peers.

- **Communication barriers** Communication challenges include the validity of faculty communication with language barriers (Sherry, 1996) and communication through language various technical models (Limperos et al., 2015; Sundar, 2007, 2008). The changes in the role of teachers have also affected the communication between teachers and students. In the face-to-face classroom, the lecturer learns from the students' verbal and non-verbal interaction in the classroom (Coppola et al., 2001). And when teachers cannot see their students; it is difficult to accept these emotional cues Faces (Crawlt et al., 2009). In a study of 20 online lecturers, Coppola et al. (2001) found that there is no proper feedback method, what similar to previous courses in the form of distance or correspondence education. In correspondence courses, feedback is provided via regular (snail) mail, and corrective actions are usually not taken in time. Online teachers need to be satisfied with this technology and how to use it successful. Therefore, it is necessary to provide adequate training for teachers. The latest technology and participate in its development online courses.

- **Student versus faculty focus classes.** Change in accordance with the role from faculty classes focused on face-to-face lecturers and led classrooms to the more student-led or student-centered classrooms in the online environment. Therefore, the teaching style of traditional classrooms is unlikely work online because content delivery must be adjusted to meet demand of a developing interactive environment (Kember & Kwan, 2000). Other issues include the balance that must be achieved between providing "bells and whistles" technology (Fein & Logan, 2003, page 47) and necessary content to Assess students' learning outcomes. As suggested by Fein and Logan (2003), "Bells and whistles" may not bring students the best learning effect they may be easily distracted by videos, graphics, and other such technologies in the class, and thus lose the opportunity to participate in class discussions that may provide learning functions. These considerations lead to the need to extend the same level of resources in the design of classes and technologies support (Edge & Loegering, 2000) to stay online and teach courses. Therefore, teachers often find that online teaching takes longer more effort than face-to-face courses.
- **Instructors' lack of interest in online courses** .A lot of face to face teachers is not interested in online teaching (Fein & Logan, 2003; Osika, Johnson and Buteau, 2009). One of the main problems is that these teachers have already taught- Face to face contact for many years, and they feel uncomfortable switching to online format. This discomfort is a fear of the unknown, or may be related to unable to contact students in the online environment. According to the fear about the unknown, many instructors worry that they will be replaced by computers (Berge & Collins, 1996; Osika et al., 2009). Some teachers found that the online environment of students is cold and remote, but has not yet used the connection between the content and how best to teach online. The teacher's comfort level with technology and their perception of the value of online education plays an important role in its willingness to teach online (Fein & Logan, 2003; Osika et al., 2009). Although the faculty may be very comfortable adding technology to improve their classroom, they may not feel that online courses have the same value as traditional courses (Osika et al., 2009).
- **Instructor preparation programs and the online medium.** Another problem is the instructor of the online education preparation plan may not know how to prepare transition from traditional face-to-face training to online teachers teaching (Baran, Correia and Thompson, 2011). One of the identified challenges In many studies is the

fact that teachers are bringing their traditional style of teaching to online, but it seems to be ineffective (Coppola Et al., 2001). Therefore, the worry is that there should be another way of looking at online teaching methods and online teacher preparation courses supporting new strategies to help promote better education for students.

### **8.2.3. Time**

One of the main problems facing the teacher is the requirement of time. Because it takes a lot of time to prepare, plan and teach online courses (Capra, 2011; Fein & Logan, 2003; Humphries, 2010). It takes twice as long as the teacher prepares and teaches online instead of face-to-face, so each student spends more time to attend the class (Cavanaugh, 2005). In a time comparison study teacher who teaches economics courses, has taught online and face-to-face took 155 hours to prepare and teach courses online, compared to 62 hours of face-to-face (Cavanaugh, 2005). Note that the time difference has not changed it has to do with the class size in fact, even a smaller online class requires the same number of time. The impact of time on classroom development, design and facilitation may be deter teachers who are interested in online courses (Crawley et al., 2009; McKenzie, Mims, Bennett and Waugh, 2000). Such expectations need to be adjusted to Successfully taught online courses (Li & Irby, 2008). Provide support and learning community for teachers is conducive in improving online teaching Experience (Kyei-Blankson&Keengwe, 2011). Although time is a major factor in online teaching issues, and other secondary aspects, such as the teacher's interest in the course methods and teacher education plans, might also be areas of concern.

### **8.2.4. Teaching styles**

While early resource challenges, such as technology, faculty and staff availability is no longer terrible (Crawley et al., 2009), there are still some problems that need to be resolved, such as effective teaching style. In 2001, researchers proposed the seven principles for an effective online teaching which adjusted according to the long-term face-to-face principle. These principles include excellent teachers and students interaction, setting expectations for interaction, and the overarching theme of the seven principles, expectations for the interaction between teachers and students, students and their peers (Graham, Cagiltay, Lim and Craner, 2001). Effective communication is another component of this interaction as well as timely feedback to students. The instructor must use the tools provided, but also consider how best to put forward the concept for the best student learning outcomes. The instructor is the most important factor determining the success of a student in online courses (Tunks, 2012). The

instructor's ability to communicate, form a community and provide appropriate courses effectively makes everything different in student learning outcomes. Further suggestions to take interactive the position between teachers and students plays an important role in online success Learning. This interaction must take place on a human level, which means establishing a relationships and build connections with students and help them feel their abilities Part of the class. The use of various new interactive software seems to have won praise from students because they have "that personal style" (page 7). A group of researchers emphasize that teachers must understand these patterns of communication to create creative and successful participation with students, use software to build a shared community within the class, and provide students with opportunities to interact with each other a necessary condition to become a member of the class community (Bawane& Spector, 2009; Fein&Logan, 2003; Limperos et al., 2015; Sundar, 2007, 2008; Tunks, 2012). Based on reviewed research, one recommendation is to allow observers provide opportunities for senior and experienced teachers to new teachers to ensure that Effective practices have been transferred to novice lecturers. In the study of Anderson et al. (2011) results that teachers felt that students' feedback can help them to adjust the course tasks and learning may be another matter methods to solve the problems faced by teachers and students in online classrooms. Students may be provided with opportunities to share effective or ineffective methods work for them every time after class. Such This approach may help teachers to make necessary adjustments in teaching online courses to ensure the best experience for students. However, the problem with this approach is that although the changes may apply to current students, it may not work for future students. The challenge is to ensure the teacher's teaching method has a similar effect on the next group of students in the class. Online teachers must navigate a good balance to reach make sure they are reflective and aware of the trends that are happening in their online courses to determine the level of change that must be made each time the course is taught. In order to be effective in the classroom, the instructors of the online course must be great listeners and communicators, and spend time and extra effort to create community and ask students to ask thought-provoking questions to help them discussing together. Teachers must be able and willing to provide immediate feedback and strengthen a safe environment so that students feel valued and can share their ideas. Staying organized and checking in with students on daily or weekly basis are an important strategies to help build a community and retain students participate in the classroom.

## **Chapter two: Research Methodology and Interpretation of the Results**

### **Section one: Research Methodology**

#### **Introduction**

This chapter is mainly designed to describe the methodology design in which the study was conducted, the tools of data collection, procedures of data analysis, moreover the description of the research population sampling , procedures and setting.

The second section deals with analyzing and interpreting the data gathered reaching to a conclusion of the research study followed by some limitations of the work.

#### **2.1.1 Research Methodology**

This chapter is devoted to the description of the methodology chapter about the teacher's and student's perspectives and attitudes towards virtual teaching and learning among second year license students. It contains a detailed description of the method that the researcher used, the tools of data collection in accordance with the research questions, furthermore the description of population and the setting of the study.

#### **2.1.2 Research Method**

The research method is determined through the research questions. Therefore, the descriptive method was carried out to describe the research problem, which is useful to analyze the students' questionnaire and teachers' interview. In addition to the descriptive method, the present study used both qualitative and quantitative research methods; the use of these two

research methods helps in choosing the appropriate research instruments (questionnaire, interview) to solve the research problem, and to answer the research questions.

### **2.1.3 Research Design**

Macmillan & Schumacher (2001, p. 166) state that a research design is a plan for selecting subjects, research sites, and data collection procedures to answer research questions. Leedeey (1997) defines research design as a “plan for a study, providing the overall framework for collecting data” (p.195) the present research is descriptive in nature, it opts for both qualitative and quantitative data gathering tools and data analysis procedures. Thus, the study is based on the use of the questionnaire targeted the second -year LMD students at English department in M’sila university in addition to the interview which targeted English department ‘teachers at M’sila university..

### **2.1.4 Research Setting**

Temporal and spatial framework is very important element in the research process; the current study was conducted during the academic year 2020/2021 at English department in M’sila University among second year license.

### **2.1.5. Population of the Study**

The populations of this study are the second year LMD English students at M’sila University, English department. Due to the present circumstances that Algerian, as well as the entire world’s population, is suffering from, the ministry of higher education has decided to adopt the grouping system of teaching; accordingly, the population was designed to include a smaller sample that concerns with Mohammed Boudiaf English students in M’sila, Algeria.

### **2.1.6 Research Sample and Sampling Procedures**

The present research opts for the convenience sampling technique; this technique is a specific type of non-probability sampling method that collects data from the population who are conveniently available to participate in the research. The reason behind choosing second-year students is due to their experience in both face to face learning and virtual learning and trying to get an in-depth analysis of the topic being investigated. The sample of our research consists of 46 out of 190 second-year students in addition to 7 teachers from the same department.

### **2.1.7. Data collection instruments**

It is important to gather EFL teachers' and students' perception toward online teaching and learning. Thus, the research instrument used is a questionnaire addressed to students yet the interview addressed the teachers. They are the adequate tools to know more data about the topic.

### **2.1.7.1 Students' Questionnaire**

The questionnaire was designed to answer the research question. It involves a Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree), the reason behind choosing likert scale questionnaire is the consistency of its answers, in addition that it is easy to answer. Furthermore it is not time consuming. . The overall questionnaire is composed of 27 questions, divided into four sections, each question serves a purpose. This questionnaire starts with a brief introduction including the aim and the title of the topic under investigation. the first section is designed to obtain the students' background; such as , student's gender, years of English study and students level. The second section is set to investigate requirements of Online Teaching and Learning, in this section students are asked to assess their skills and their equipments to cope virtual learning. The third section is devoted to investigate Students Opinion about Virtual Education, in this section students are asked to express their opinions in virtual education .the last section is set to investigate the role of the teacher in online Sessions. In this section students are asked about the content of the course, the interaction and motivation of the teacher during online sessions.

### **2.1.7.2 Administration of the Questionnaire:**

The questionnaire is administrated to 46 second -year students at M'sila university English department. Second-year students are mainly chosen because of their experience and awareness of virtual education, and particularly the awareness about the topic being investigated.

### **2.1.8 Teacher's Interview**

The interview aims to showing the perception of EFL teachers toward online teaching and learning this interview addressed 7 Teachers of English aiming at collecting data about their perceptiveness, attitude and skills toward online classes. The interview contains thirteen questions. The questions composed of open-ended and closed-ended, each one has its own purpose.

### **2.1.9 Data Analysis Procedures**

The current study has employed the descriptive approach including both qualitative and quantitative methods to analyze the gathered data from the questionnaire and the interview. The findings of the student's questionnaire were analyzed quantitatively and qualitatively using the statistical package of the social sciences (SPSS). It is a data analysis package for quantitative research method; the data obtained from student's questionnaire were analyzed by using SPSS. , before applying this statistical technique the data reviewed through different steps including checking the student's response, coding the data by keeping the same form, and assembling the data that has been revised through grouping the checked, edited and coded data and entering the values for each variable into SPSS software. Finally, the data obtained from the SPSS program were analyzed in graphs selected according to the questions' aim .Whereas the findings of the interview were analyzed qualitatively.

## **Section Two: Data Analysis**

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### **Conclusion**

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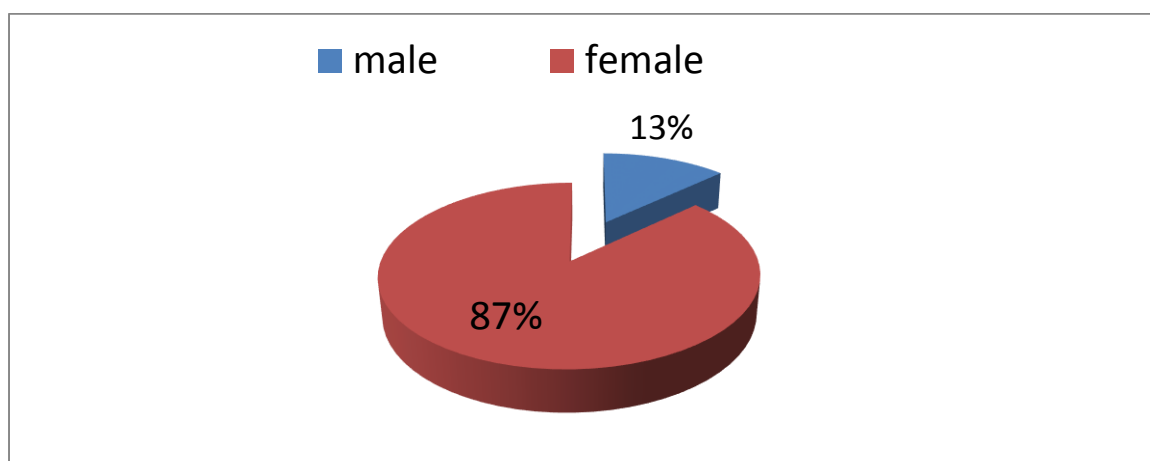
### **2.2.1 Analysis of the students 'Questionnaire**

#### **Section one "background information"**

The number	The gender	Repetition	percentage
01	male	06	13%
02	female	40	87%
The total		<b>46</b>	<b>100%</b>

**Table1.Students"Gender**

It is observed that most of the respondents are females; they are 87% that represent 40 from the whole population while only 13% males participated in this study. So, the population is mostly composed of females

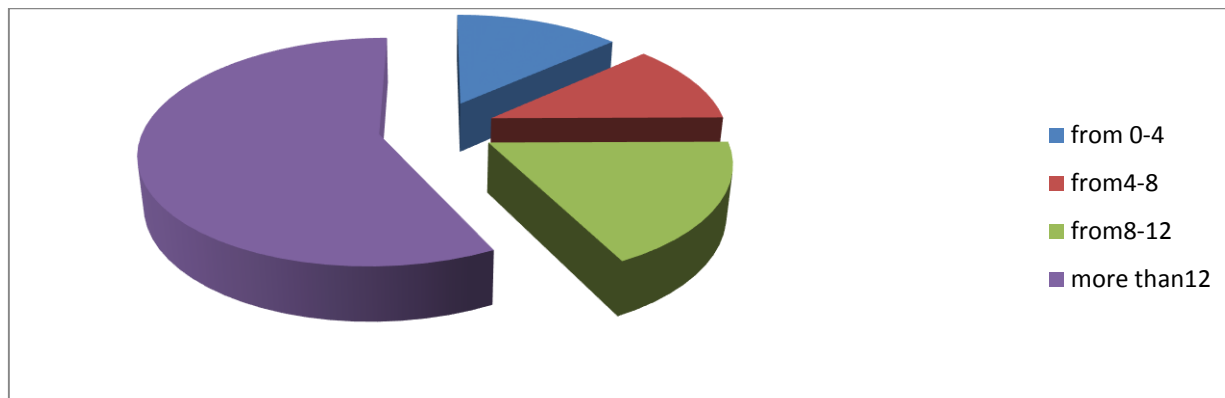


**Graph01: Students 'Gender**

The number	Number of years of English study	repetition	percentage
01	0-4 years	13	28%
02	4-8 years	11	24%
03	8-12 years	17	37%
04	More than 12 years	05	11%

The total	46	100%
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**Table02: years of English study**



**Gragh02 : years of English study**

Depending on table number (02), the group of students who received study years from 8 to 12 years ranked the first with an estimated rate of (17%), which is the largest, while the group of less than 04 years of study came the second with An estimated rate of (13%).

As for a group from 4 years to 8 years, it ranked third, with an estimated percentage of (11%). Finally, the group of more than 12 years replaced an estimated Rate of (5%).

## 2.1. Section two “Requirements of Online Teaching and Learning “

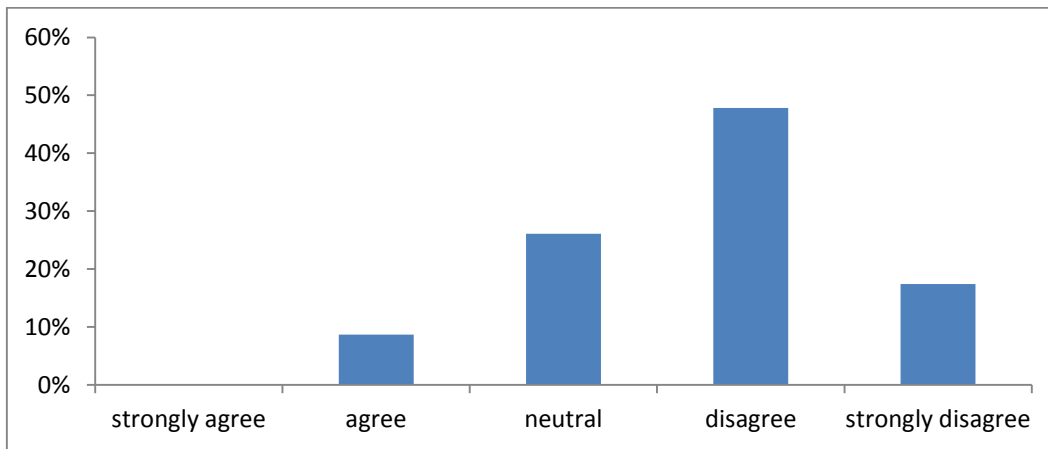
**S1: I am well equipped with technological devices necessary for online mode of learning**

options	N	Percentage
Strongly agree	0	0%
agree	4	8.7%
neutral	12	26.1%
disagree	22	47.8%
Strongly disagree	8	17.4%

**Table03: Students’ Requirements for Online Learning**

From the results shown in the figure below it is noticed that most of students 47.8% disagreed, with the above statement which indicates that they have good requirements for online learning

, while 26.1% were neutral and 17.4% answered with strongly disagree , in addition that 8.7% from students agreed and finally no one from participants answered with strongly agree.



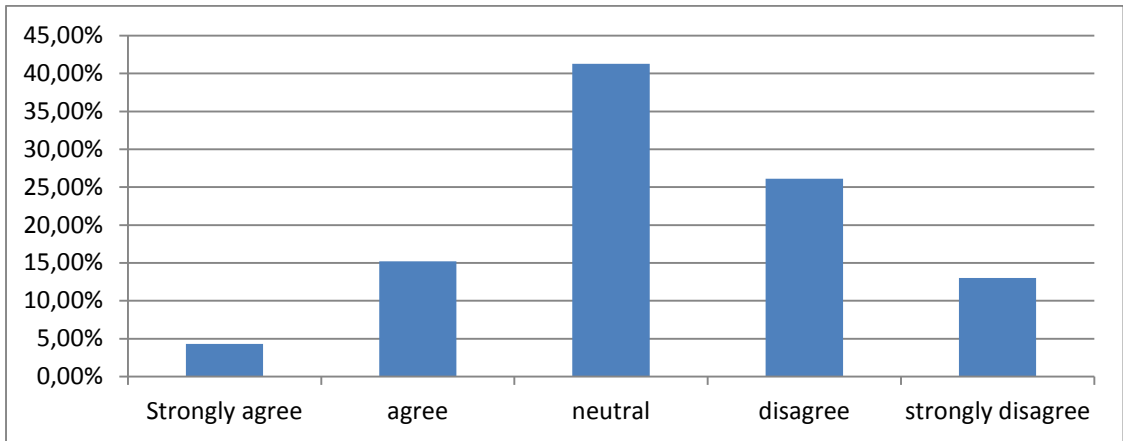
**Graph03: Students' Requirements for Online Learning**

**S2 : Online classes save traveling time and they are more flexible**

Options	N	Percentage
Strongly agree	2	4.3%
agree	7	15.2%
neutral	19	41.3%
disagree	12	26.1%
Strongly disagree	6	13%

**Table 04 : Online Classes Advantages**

The results reveal that 41.3% of the participants indicated that they are neutral with online classes advantages ,whereas 26.1% of the participants disagreed. Others 15.2% of them agreed. Also 13% of participants strongly disagreed and the rest 4.3% strongly agreed.



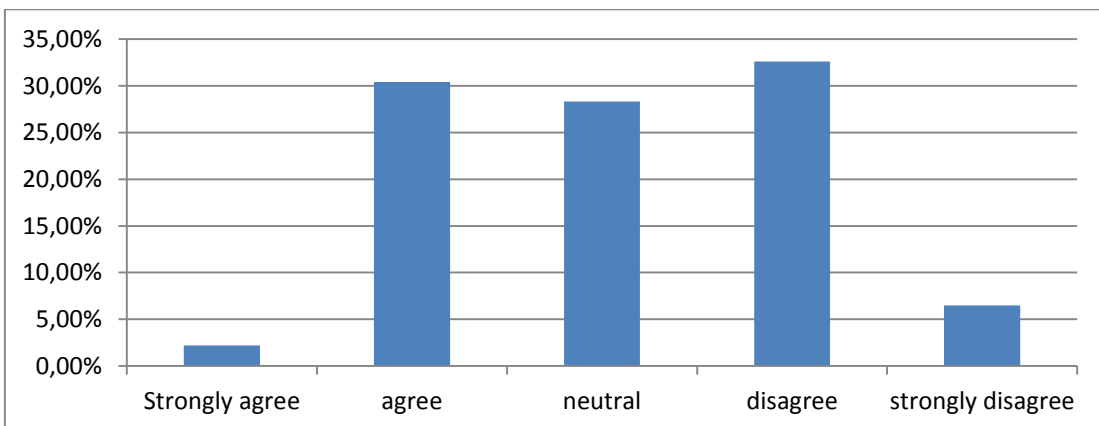
**Graph 04: Online Classes Advantages**

**S3: I prepare for my lectures before Online classes**

Options	N	Percentage
Strongly agree	1	2.2%
agree	14	30.4%
neutral	13	28.3%
disagree	15	32.6%
Strongly disagree	3	6.5%

**Table05: Students' Preparation to Online Classes**

According to the results 32.6% of the participants disagreed that they prepare their lectures before online classes , while 30.4% agreed with that, in addition 28.3% of the participants were neutral. However 6.51% strongly disagreed ,and the rest4.3% strongly agreed.



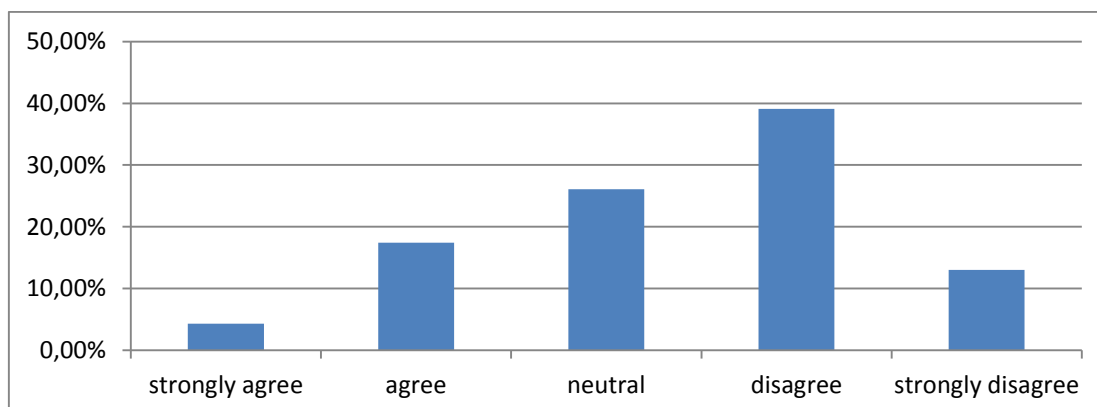
**Graph 05: Students' Preparation to Online Classes**

**S4** : My attention span is shorter during online classes .

Options	N	Percentage
Strongly agree	2	4.3%
agree	8	17.4%
neutral	12	26.1%
disagree	18	39.1%
Strongly disagree	6	13%

**Table 06: Students' Attention in Virtual Classes**

The statement above designed to test students' attention during virtual classes, based on the results shown in the figure below it is noticed that 39.1% of students disagreed with the statement and 26.1% of them were neutral, while 17.4% agreed. The other informants strongly disagreed with 13%, and the rest 4.3% of participants stated with strongly agree.



**Graph 06: Students' Attention in Virtual Classes**

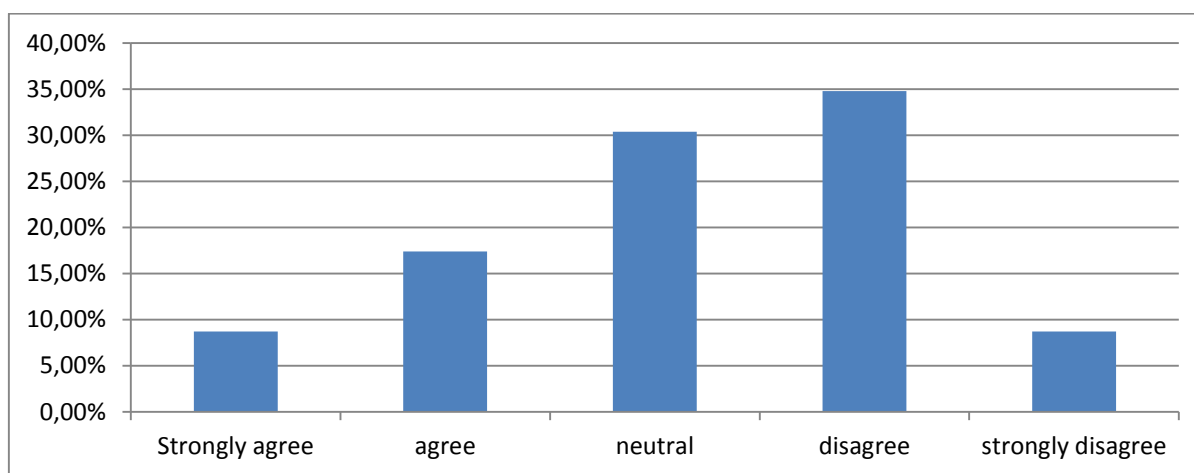
**S5**: I am skilled enough to cope with online classes

Options	N	Percentage
Strongly agree	4	8.7%
Agree	8	17.4%
Neutral	14	30.4%
Disagree	16	34.8%

<b>Strongly disagree</b>	<b>4</b>	<b>8.7</b>
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**Table 07: Students’ Skills for Online Classes**

The finding below in the figure summarizes students’ skills for online classes, where most of the participants 34.8% disagreed upon this statement, while 30.4% from students were neutral. the other 17.4% informants agreed, while students answered with the same percentage 8.7% in both strongly agree and strongly disagree.



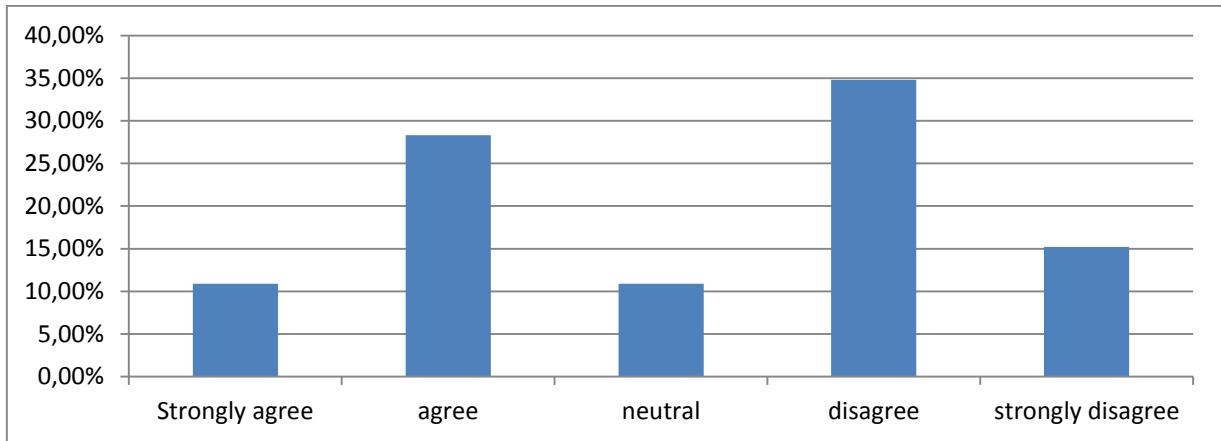
**Graph07 :Students ‘Skills for Online Classes**

**S6: I get easy access to online classes**

<b>Options</b>	<b>N</b>	<b>Percentage</b>
<b>Strongly agree</b>	<b>5</b>	<b>10.9%</b>
<b>agree</b>	<b>13</b>	<b>28.3%</b>
<b>neutral</b>	<b>5</b>	<b>10.9%</b>
<b>disagree</b>	<b>16</b>	<b>34.8%</b>
<b>Strongly disagree</b>	<b>7</b>	<b>15.2%</b>

**Table 08 : Students’ Access to Online Classes**

The figure below reveals that 34.8% disagreed with the easiness of students ‘access to online classes, and 28.3% of students agreed with it, whereas 15.2% of them strongly disagreed, other informants opted for strongly agree and neutral with the same percentage of 10.9%



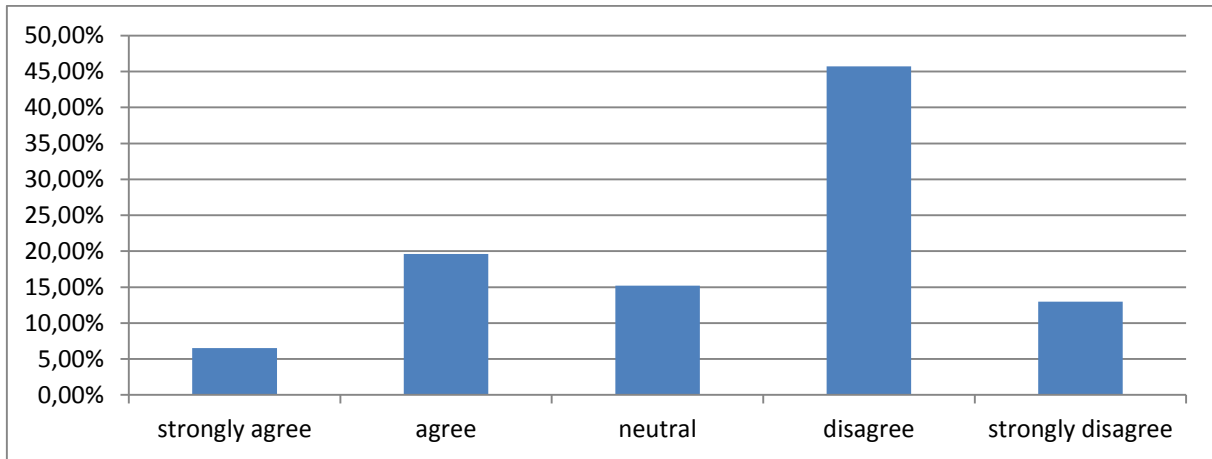
**Graph08: Students' Access to Online Classes**

**S7: I get family support during the online made of learning.**

This statement expresses the students' view about the support of their families during online classes; the findings below in the table show that 45.7% disagreed with the statement while 19.6% of the participants agreed with it. Other 15.2% were neutral whereas 13% of them strongly agreed. The rest 6.5% strongly agreed.

Options	N	Percentage
Strongly agree	3	6.5%
agree	9	19.6%
neutral	7	15.2%
disagree	21	45.7%
Strongly disagree	6	13%

**Table 09: Family Support during Online Classes**



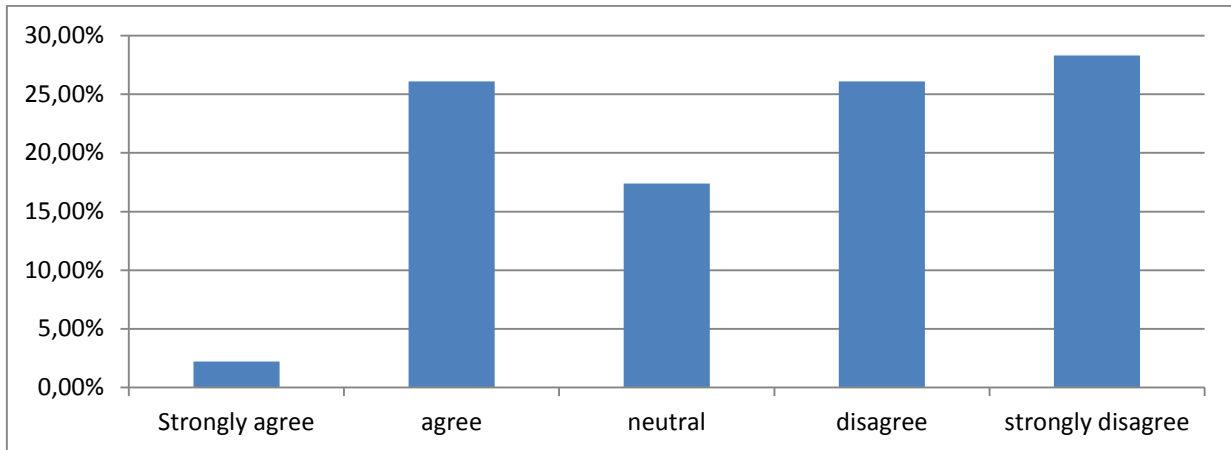
**Graph 09 : Family Support during Online Classes**

**S8** : I face problems like : password , computer vision syndrome headache and dizziness , electricity failure

Options	N	Percentage
<b>Strongly agree</b>	<b>1</b>	<b>2.2%</b>
<b>agree</b>	<b>12</b>	<b>26.1%</b>
<b>neutral</b>	<b>8</b>	<b>17.4%</b>
<b>disagree</b>	<b>12</b>	<b>26.1%</b>
<b>Strongly disagree</b>	<b>13</b>	<b>28.3%</b>

**Table10: Students ‘Obstacles in Virtual Classes**

The above statement is sought to examine students ‘obstacles and the problems they faced in online classes , where 28.3% of students strongly disagreed , while 26.1% opted for disagree and agree the rest 2.2% strongly agreed with the statement.



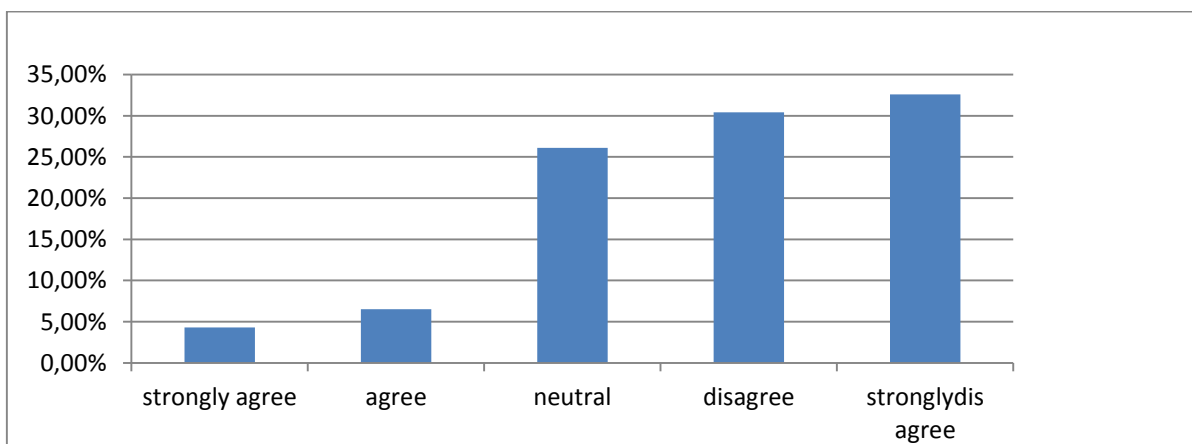
**Graph10 : Students' Obstacles in Virtual Classes**

**S9** I face internet issues during online classes

Options	N	Percentage
Strongly agree	2	4.3%
agree	3	6.5%
neutral	12	26.1%
disagree	14	30.4%
Strongly disagree	15	32.6%

**Table 11 : Internet Issues during Online Classes**

Concerning the internet issues that students face during online classes, and as shown in figure 32.6% of participants strongly disagreed with that, whereas 30.4% of them disagreed. Others 26.1% were neutral and 6.5% of the participants agreed. However the rest 4.3% strongly agreed.



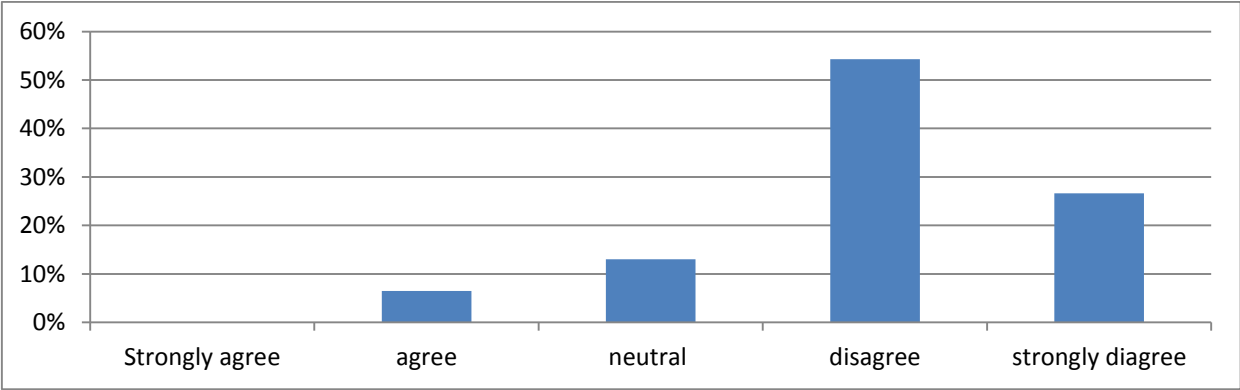
**Graph 11: Internet Issues during Online Classes**

**Section Two:” Students Opinion About Virtual Education “**

**S10:**Virtual education is necessary to keep pace with knowledge explosion .

Options	N	Percentage
Strongly agree	0	0%
agree	3	6.5%
neutral	6	13%
disagree	25	54.3%
Strongly disagree	12	26.1%

**Table 12 : The Necessity of Virtual Education**



**Graph 12 :The Necessity of Virtual Education**

The above statement demonstrates the necessity of virtual education ,and depending on the table and the graph above respondents opted for multiple choices. That is most of them disagreed with a percentage54.3%. Moreover, 26.1 %of students strongly disagreed with the statement. In addition 13% of them were neutral. Others 8.7% agreed. However the no one of the respondents strongly agreed.

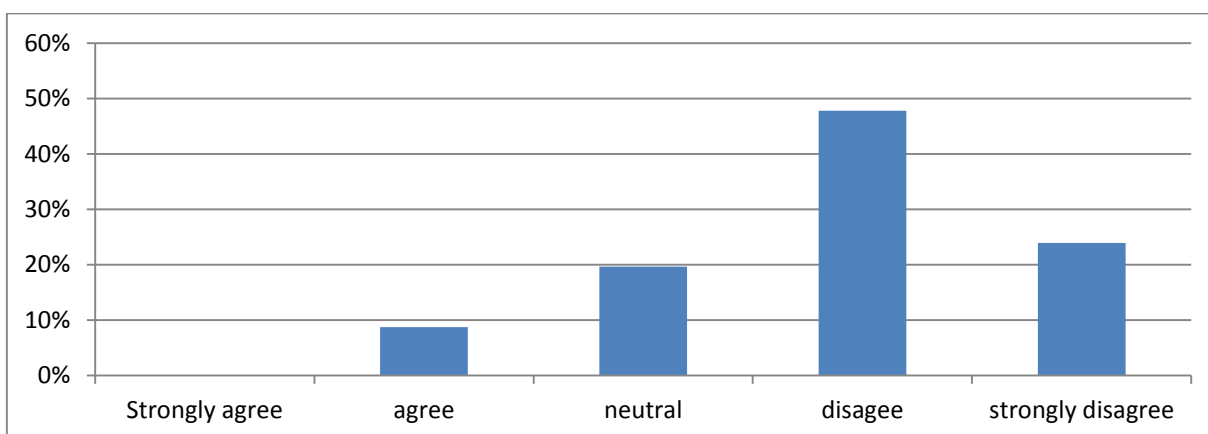
**S11** Virtual education can cater students needs in higher education in developing countries

Options	N	Percentage
Strongly agree	0	0%

<b>agree</b>	<b>4</b>	<b>8.7%</b>
<b>neutral</b>	<b>9</b>	<b>19.6%</b>
<b>disagree</b>	<b>22</b>	<b>47.8%</b>
<b>Strongly disagree</b>	<b>11</b>	<b>23.9%</b>

**Table 13 : Students' Needs in Virtual Education**

The data in the figure below shows that 47.8% of students disagreed that virtual education can cater students' needs, while 23.9% of them strongly disagreed. Also 19.6% of students were neutral . others 8.7% agreed with it. However no one there respondents strongly agreed.



**Graph 13: Student's Needs in Virtual Education**

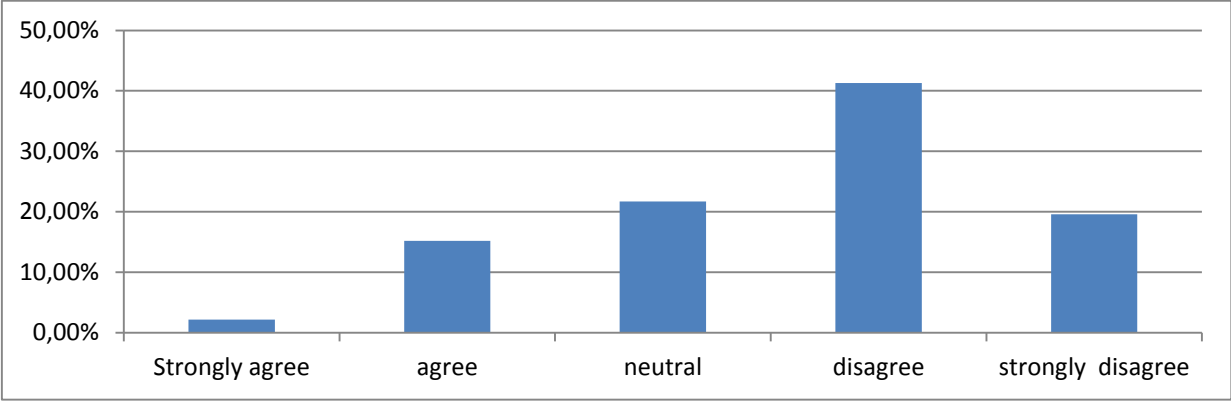
**S12:** Students can participate in virtual classes from their homes

<b>Options</b>	<b>N</b>	<b>Percentage</b>
<b>Strongly agree</b>	<b>1</b>	<b>2.2%</b>
<b>agree</b>	<b>7</b>	<b>15.2%</b>
<b>neutral</b>	<b>10</b>	<b>21.7%</b>
<b>disagree</b>	<b>19</b>	<b>41.3%</b>
<b>Strongly disagree</b>	<b>9</b>	<b>19.6%</b>

**Table 14 :Students Participation on Virtual Classes**

From the results shown in the graph bellow , it is noticed that 41.3%of students disagreed with their ability to participate in virtual classes from their home .However 19.6% strongly

disagreed. In addition 21.7% were neutral, 15.2% of the participants agreed with that. The rest 2.2% strongly agreed.



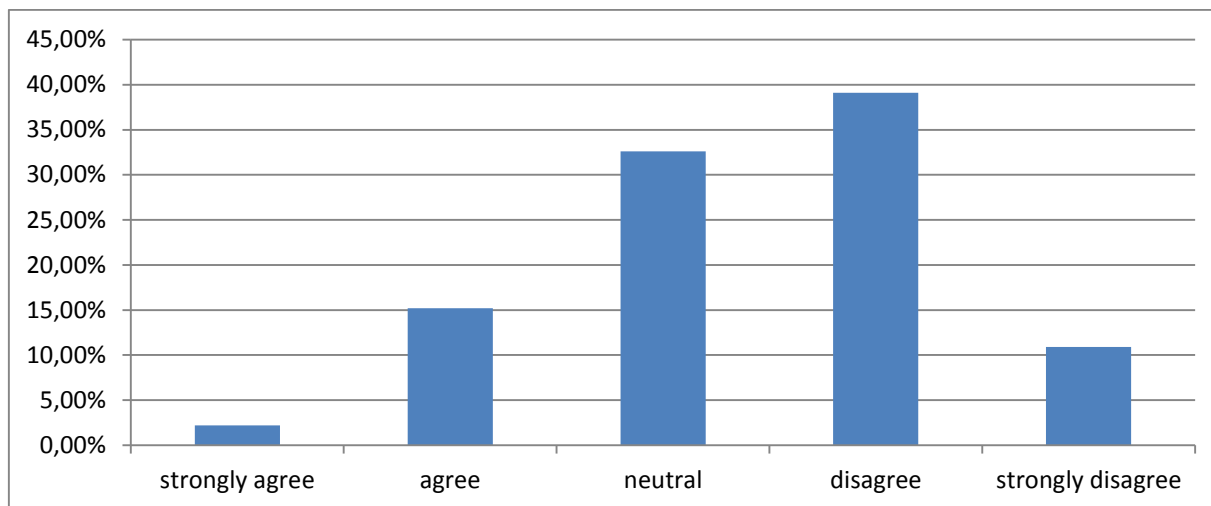
**Graph 14: Students Participation in Virtual Classes**

**S13:** Virtual education enhances the performance level of students

Options	N	Percentage
Strongly agree	1	2.2%
agree	7	15.2%
neutral	15	32.6%
disagree	18	39.1%
Strongly disagree	5	10.9%

**Table 15: Students’ Performance in Online Classes**

According to results shown in the table above ; most of students disagreed 39.1% that virtual education enhances their performance level, while 32.6% of students were neutral . others 15.2% agreed and 10.9% of them strongly disagreed . the rest 2.2% strongly agreed.



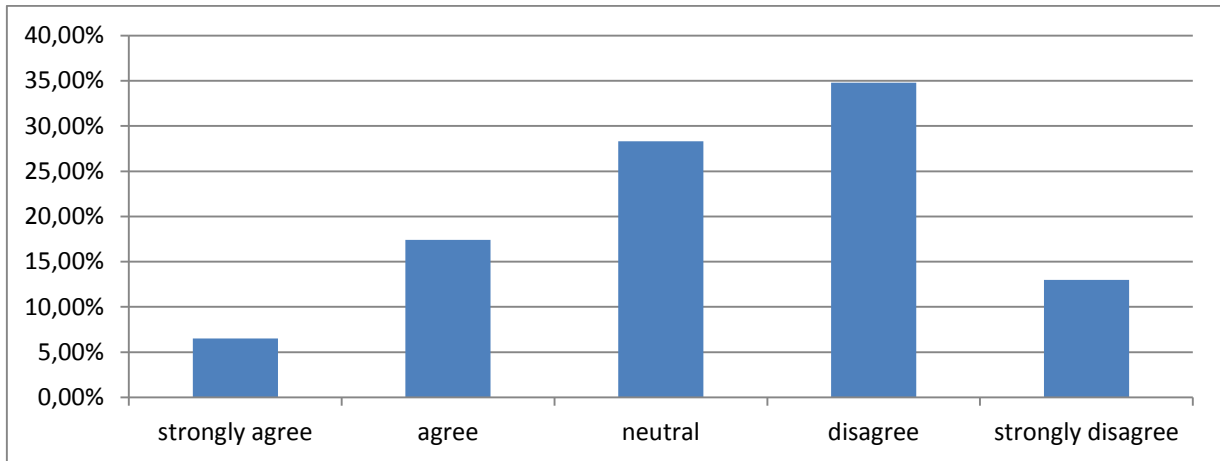
**Graph 15: Students' Performance in Online Classes**

**S14:** Virtual education is a source of professional development

Options	N	Percentage
Strongly agree	3	6.5%
agree	8	17.4%
neutral	13	28.3%
disagree	16	34.8%
Strongly disagree	6	13%

**Table 16 : The Role of Virtual Education**

Referring to the above table, it is obvious that most of students 34.8% disagreed that the role of virtual education in the professional development ,Whereas 28.3% were neutral and17.4% of them agreed. Others 6.5% were strongly agreed.



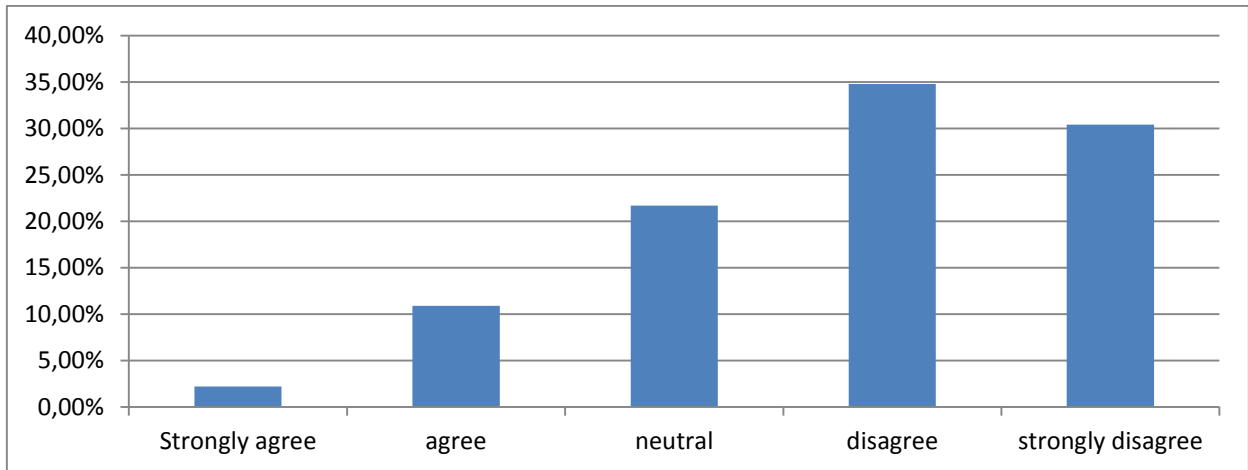
**Graph 16: The Role of Virtual Education**

**S15:** Virtual education provides a chance for self directed learning

Options	N	Percentage
<b>Strongly agree</b>	<b>1</b>	<b>2.2%</b>
<b>agree</b>	<b>5</b>	<b>10.9%</b>
<b>neutral</b>	<b>10</b>	<b>21.7%</b>
<b>disagree</b>	<b>16</b>	<b>34.8%</b>
<b>Strongly disagree</b>	<b>14</b>	<b>30.4%</b>

**Table 17: Virtual Education and Self Directed Learning**

From the results shown in the figure below .it is noticed that most of students 34.8% disagreed that virtual education provides a chance for self-directed learning ,and 30.4% of them strongly disagreed .moreover 21.7% were neutral .10.9% agreed with that and 2.2% strongly agreed.



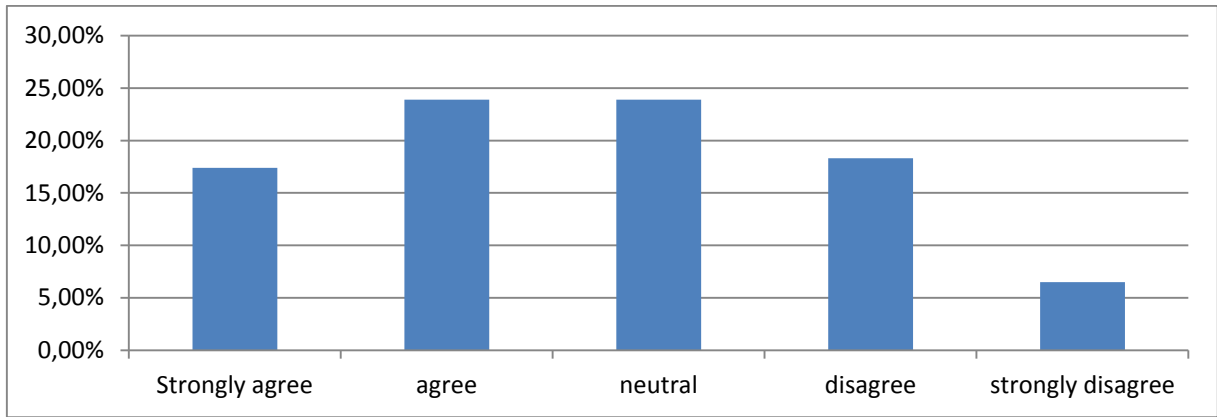
**Graph 17: Virtual Education and Self Directed Learning**

**S16:** As a student, I am satisfied with online classes .

Options	N	Percentage
Strongly agree	8	17.4%
agree	11	23.9%
neutral	11	23.9%
disagree	13	28.3%
Strongly disagree	3	6.5%

**Table 18: Students ‘Satisfaction with Online Classes**

The above statement is sought to test students’ satisfaction with online classes; The results reveal that 28.3% of the participants disagreed with that , whereas 23.9% of the agreed and were neutral in that statement and 17.4% of them strongly agreed. Others 6.5% strongly disagreed.



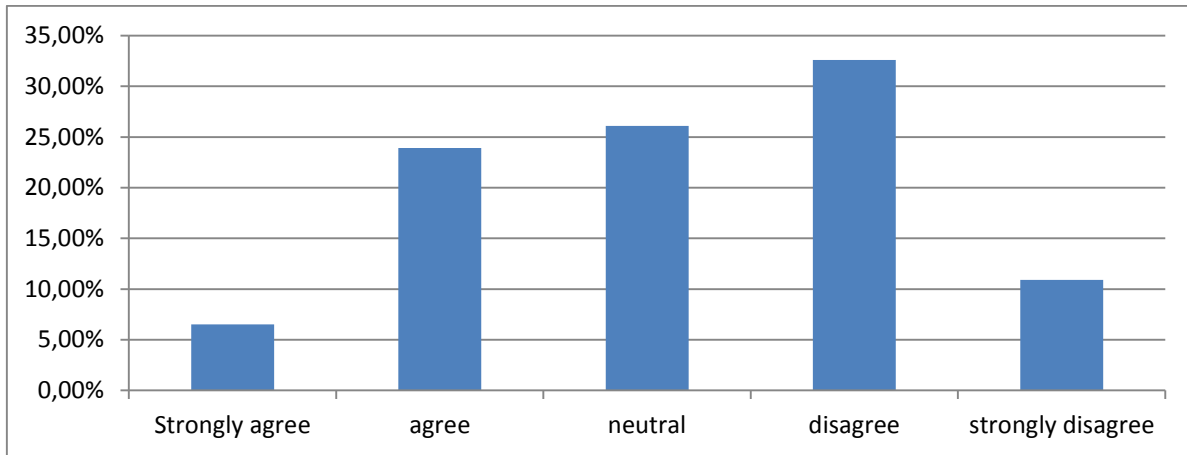
**Graph18: Students ‘Satisfaction with Online Classes**

**S17 : I think that virtual education reduces classroom anxiety**

Options	N	Percentage
<b>Strongly agree</b>	<b>3</b>	<b>6.5%</b>
<b>agree</b>	<b>11</b>	<b>23.9%</b>
<b>neutral</b>	<b>12</b>	<b>26.1%</b>
<b>disagree</b>	<b>15</b>	<b>32.6%</b>
<b>Strongly disagree</b>	<b>5</b>	<b>10.9%</b>

**Table 19: Students’ Anxiety in Virtual Classes**

Based on the results shown in the figure below students express their views about student’s anxiety in virtual classes, it is noticed that 32.6% disagreed. However 26.1% were neutral, others 23.9% of participants agreed, and then 10.9% who disagreed. The others 6.5% strongly agreed.



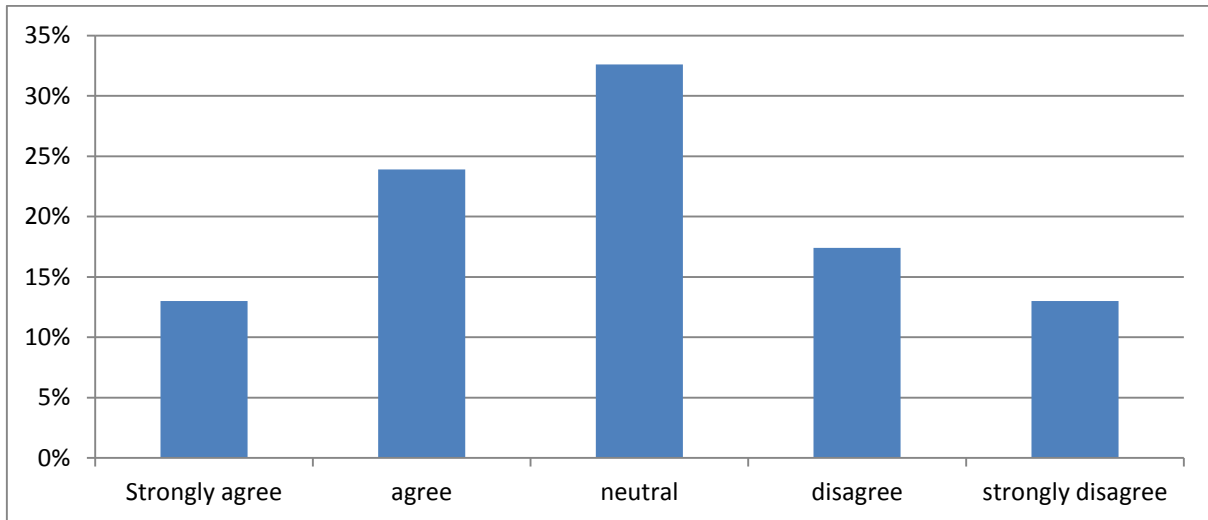
**Graph19: Students ‘Anxiety in Virtual Classes**

**S18:** I interact more with my peers during online classes than in regular classes

Options	N	Percentage
Strongly agree	6	13%
agree	11	23.9%
neutral	15	32.6%
disagree	8	17.4%
Strongly disagree	6	13%

**Table 20 : Students’ Interaction during Online Classes**

Depending on the above statement that demonstrate students interaction during online classes; the findings below in the figure shows that most of participants 32.6% were neutral and 23.9% agreed with the statement, while 17.4% of students with disagreed. Others 13% strongly agreed and strongly disagreed with it. This may be due to the fact that students’ aren’t able to determine clearly their perception concerning students interaction in online classes.



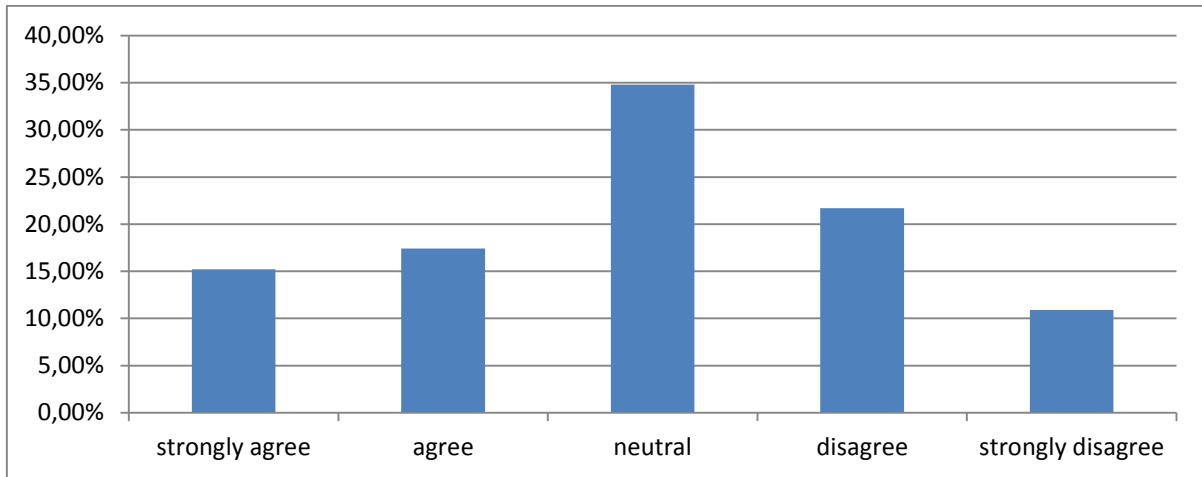
**Graph 20: Students' Interaction during Online Classes**

**S19:** I feel more motivated while attending online classes

Options	N	Percentage
Strongly agree	7	15.2%
agree	8	17.4%
neutral	16	34.8%
disagree	10	21.7%
Strongly disagree	5	10.9%

**Table 21: Students' Motivation during Virtual Classes**

The figure below reveals that 34.8% of participants were neutral concerning students' motivation during virtual classes and 21.7% disagreed. However, 17.4% of them agreed with that. And 15.2% with strongly agreed. The rest 10.9% of students strongly agreed.



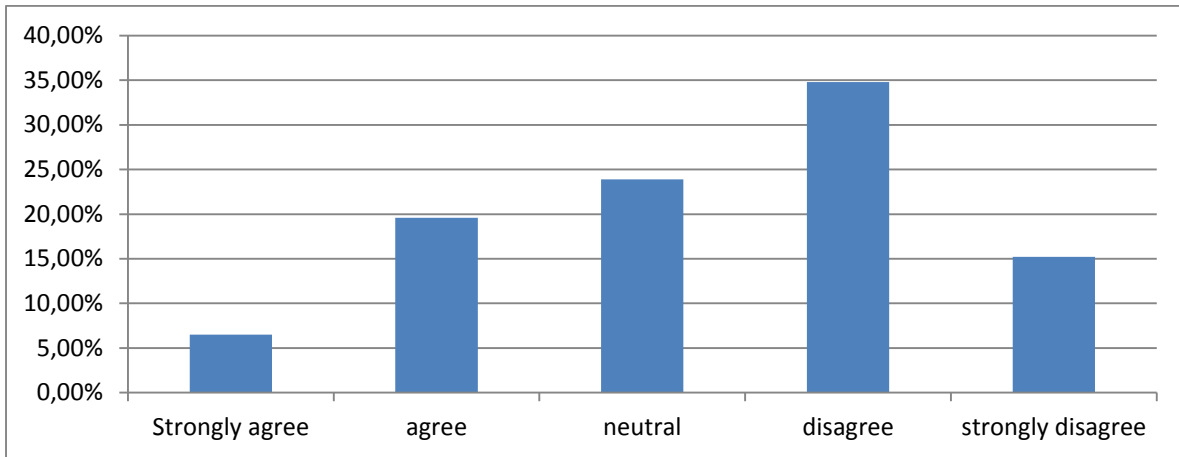
**Graph21: Students' Motivation during Virtual Classes**

**S20 : I take full responsibility for my own learning during online classes**

Options	N	Percentage
<b>Strongly agree</b>	<b>3</b>	<b>6.5%</b>
<b>agree</b>	<b>9</b>	<b>19.6%</b>
<b>neutral</b>	<b>11</b>	<b>23.9%</b>
<b>disagree</b>	<b>16</b>	<b>34.8%</b>
<b>Strongly disagree</b>	<b>7</b>	<b>15.2%</b>

**Table 22: Students' Responsibility in Online Classes**

Concerning the statement above that identifies students' responsibility in online classes ; and From the results shown in the table above it is noticed that the majority of students 34.8% disagreed with that ,While 23.9% were neutral, others 19.6% agreed . the rest 10.9%of informants strongly disagreed.



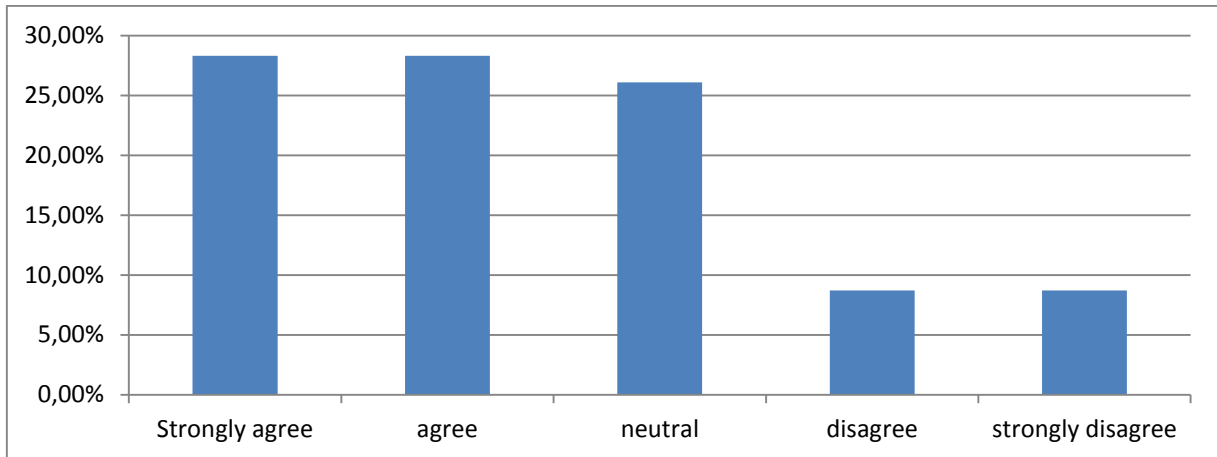
**Graph 22: Students' Responsibility in Online Classes**

**S21** : I think that online classes could replace regular classes

Options	N	Percentage
<b>Strongly agree</b>	<b>13</b>	<b>28.3%</b>
<b>agree</b>	<b>13</b>	<b>28.3%</b>
<b>neutral</b>	<b>12</b>	<b>26.1%</b>
<b>disagree</b>	<b>4</b>	<b>8.7%</b>
<b>Strongly disagree</b>	<b>4</b>	<b>8.7%</b>

**Table 23:EFL Online Classes Vs Regular Classes**

From the results shown in the table above, which express students views about the ability of virtual classes to replace regular classes; it is noticed that the majority of students 28.3% agreed and strongly agreed with that . Whereas 26.1% of them were neutral and 8.7% of students disagreed and strongly disagreed this opinion.



**Graph 23: EFL Online Classes Vs Regular Classes**

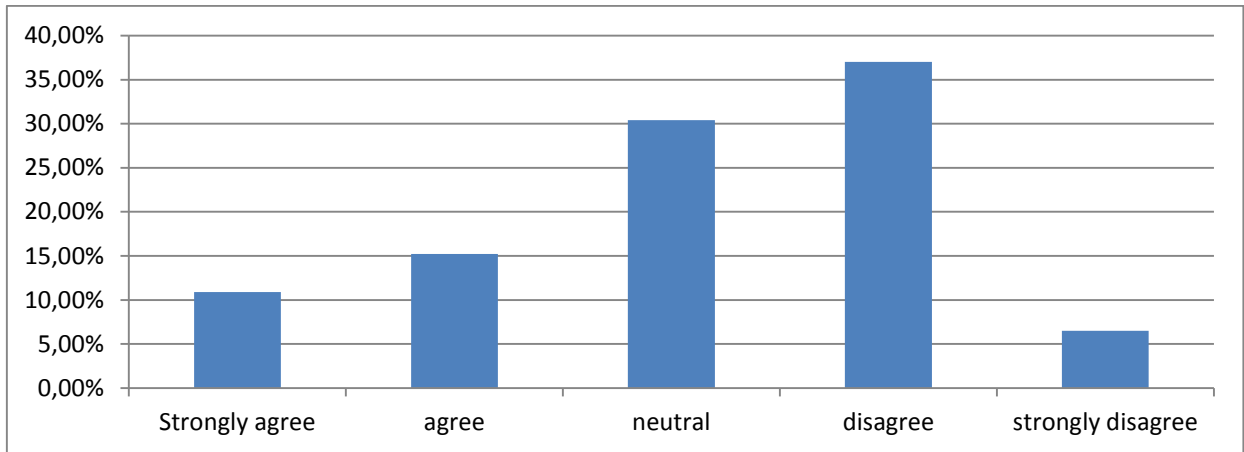
**Section three: “The Role Of The Teacher In Online Sessions (classes) “**

**S22 :** My teacher plans online classes only in an emergency situations.

Options	N	Percentage
Strongly agree	5	10.9%
agree	7	15.2%
neutral	14	30.4%
disagree	17	37%
Strongly disagree	3	6.5%

**Table 24: Teachers’ Online Classes Plans**

The previous table represents students opinion concerning teacher’s online classes plans ,the results obtained show that 37% of the participants disagreed that their teachers plan online classes just in emergency cases . While 30.4% of them were neutral, others 15.2 % agreed .and 10.9% strongly agreed with that t .the others 6.5 % of the participants strongly disagreed.



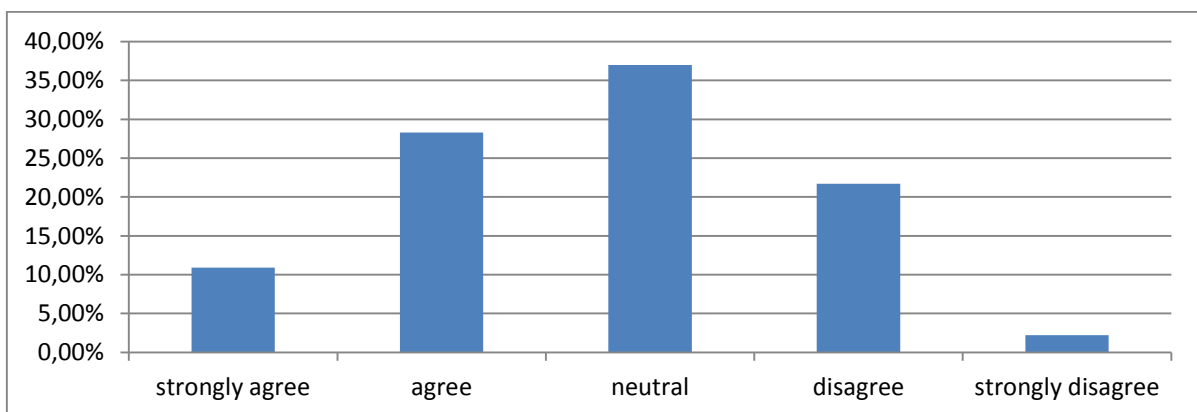
**Graph 24: Teachers ‘Online Classes Plans**

**S23 :** My teacher keeps me excited and enthusiastic during online sessions

Options	N	Percentage
Strongly agree	5	10.9%
agree	13	28.3%
neutral	17	37%
disagree	10	21.7%
Strongly disagree	1	2.2%

**Table 25: Teachers’ Motivation for learners during Online Classes**

Concerning the above statement that demonstrate the teachers’ motivation for learners during online classes, 37% of students were neutral .while 28.3% agreed. Others 21.7% disagreed with it. In addition, 10.9% of students strongly agreed. The rest of them 2.2% strongly disagreed.



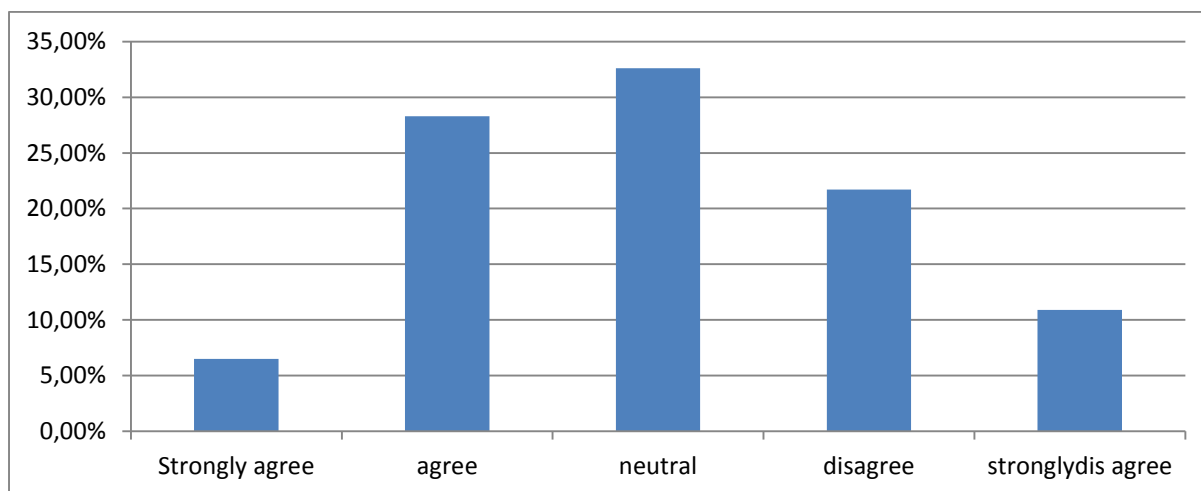
**Graph25: Teachers’ Motivation for learners during Online Classes**

**S24** : My teacher helps me to stay focused and active throughout my online sessions.

Options	N	Percentage
Strongly agree	3	6.5%
agree	13	28.3%
neutral	15	32.6%
disagree	10	21.7%
Strongly disagree	5	10.9%

**Table26: Teachers' Support during Online Sessions**

As shown in the figure below 32.6% of the participants were neutral concerning teachers' support during online classes .others 28.3% of them agreed with that . However, 21.7% disagreed. And 10.9% of the participants strongly disagreed .the rest 6.5 % of them strongly agreed that statement.



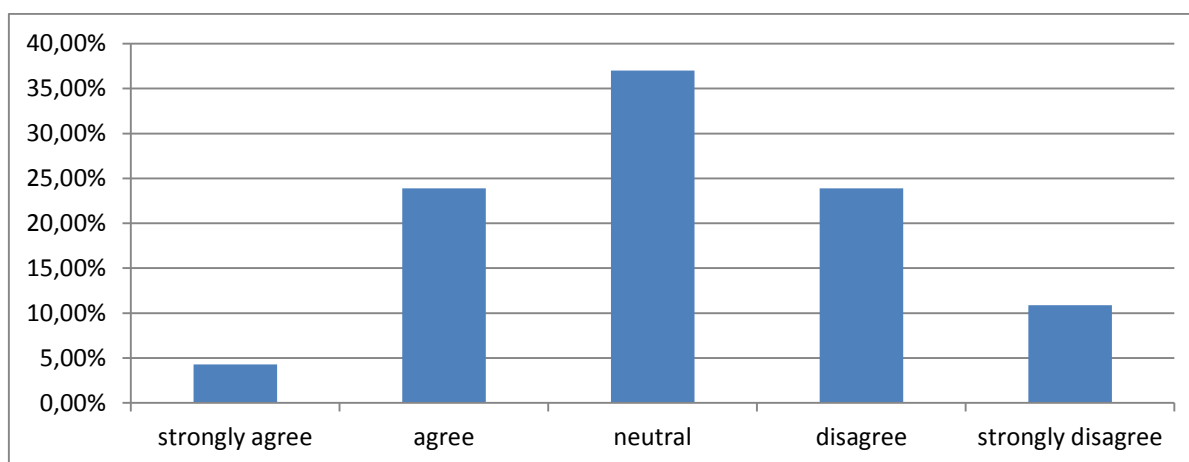
**Graph 26 :Teachers' Support during Online Sessions**

**S25** : Teachers of Virtual education are experienced and equipped with pedagogical skills.

Options	N	Percentage
Strongly agree	2	4.3%
agree	11	23.9%
neutral	17	37%
disagree	11	23.9%
Strongly disagree	5	10.9%

**Table 27: Teachers' Pedagogical Skills in Virtual Education**

The table above indicates students' opinions about their teachers experiences and equipments with pedagogical skills in virtual education, 37% of respondents were neutral . And others 23.9% opted for the same choices "agree and disagree" .And 10.9% of them strongly disagreed . others 4.3% of the respondents strongly agreed with it .



**Graph 27: Teachers' Pedagogical Skills in Virtual Education**

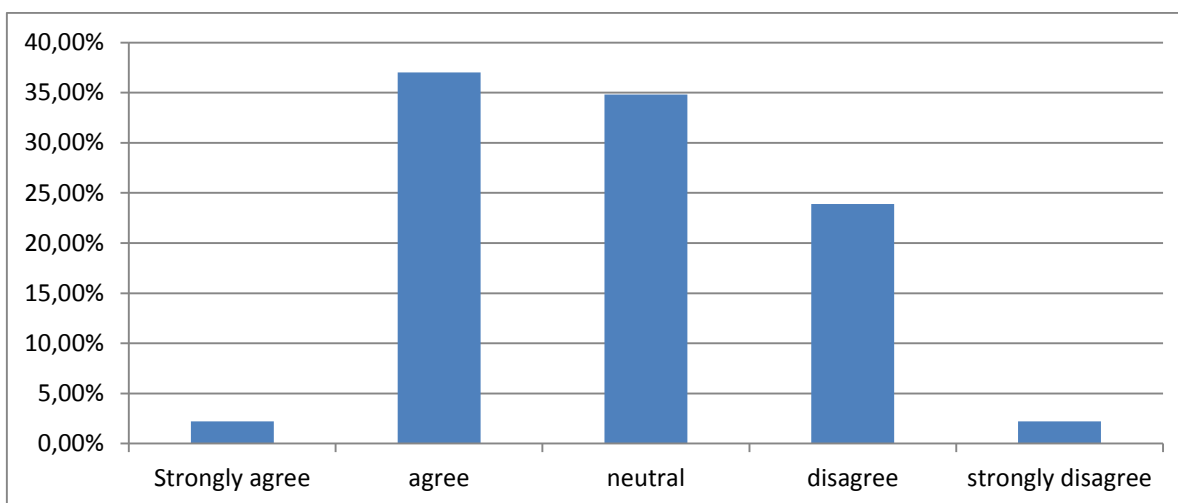
**S26** : Teachers use more interactive contents during online classes

Options	N	Percentage
Strongly agree	1	2.2%
agree	17	37%
neutral	16	34.8%

<b>disagree</b>	<b>11</b>	<b>23.9%</b>
<b>Strongly disagree</b>	<b>1</b>	<b>2.2%</b>

**Table 28: The Use of Interactive Contents during Online classes**

Concerning the statement that that identify the teachers ‘use of interactive contents during online classes , The figure below reveals that 37% of students agreed with that . Whereas 34.8% were neutral, others 23.9% disagreed. The rest 2.2% strongly agreed and strongly disagreed with it.



**Graph 28: The Use of Interactive Contents during Online Classes**

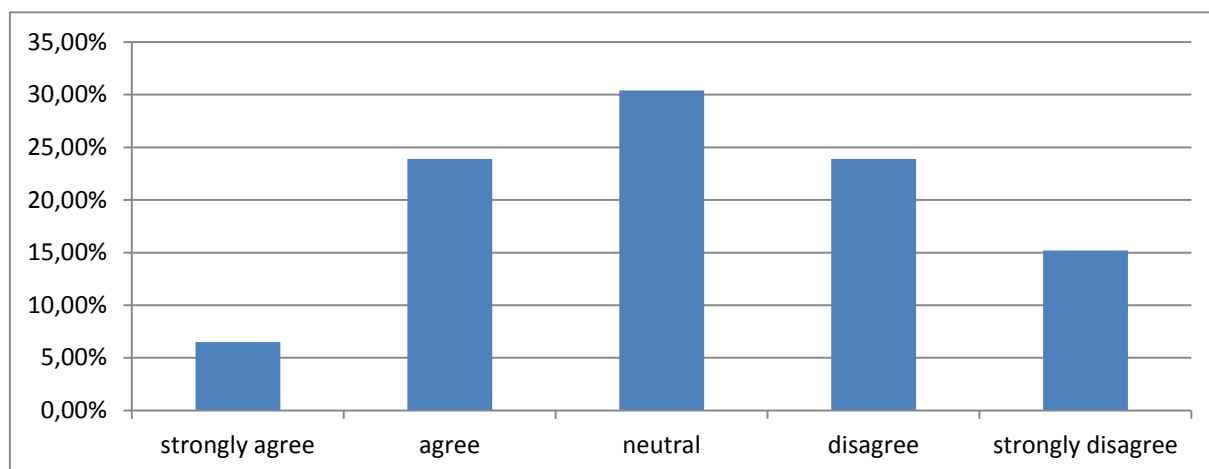
**S27:** Teachers use different assessment methods like online presentations, group discussion, project works....et

The finding below in the table shown that 30.4% of the participants were neutral concerning the teachers ‘use of different assessment methods during online education . In addition two equal percentages of 23.9% of the participants were divided to agree and disagree with the statement. 15.2% of them strongly disagreed .the rest 6.5% strongly agreed with it.

<b>Options</b>	<b>N</b>	<b>Percentage</b>
<b>Strongly agree</b>	<b>3</b>	<b>6.5%</b>
<b>agree</b>	<b>11</b>	<b>23.9%</b>
<b>neutral</b>	<b>14</b>	<b>30.4%</b>
<b>disagree</b>	<b>11</b>	<b>23.9%</b>

<b>Strongly disagree</b>	<b>7</b>	<b>15.2%</b>
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**Table 29: Teachers' Assessment Methods during Online Education**



**Graph 29: Teachers' Assessment Methods during Online Education**

### 2.2.2 Interpretation of Students 'Questionnaire

The results of the students' questionnaire showed that students are negative to online learning. According to Most of learners' answer they react differently to online education, and their reaction is based on their proficiency in using online tools, their ability to technically access online courses, and the instructors' manner in conducting learning activities. Students' participation is an essential aspect of the successful implementation of online classes in the current education system.

From the participants' questionnaire it revealed that the opinions of the study members on the section of teaching and learning requirements were all negative questionnaire. A few students believe that an online class has great transformation for the education system, and they prefer it because of its time and location flexibility and broad knowledge base. While the majority of students believe that online class cannot reach them.

Moreover, the findings in the other section of student's attitude indicate that the majority of the answers centered on a negative alternative. That is, the students evinced a negative attitude towards online classes because they are uncomfortable with online classes, facing difficulties in learning virtually due to a lack of proper training and development for doing online classes also technical issues are the major problem for the effectiveness of the online classes.

Furthermore, according to the result obtained from the students' questionnaire about teachers' role in online education appears that the opinions of the study members all came with neutral

value. Meaning that some students are not getting enough support from teachers , teachers are not experienced and equipped enough with the pedagogical skills to teach online classes and they are incompetent in conducting online learning experience.

The findings also revealed that the biggest challenge reported by participants was the concern over the technological constraints which were reflected across a lot of responses. Conclusively, it is clear that the online classes will succeed only if all the students have access to internet. Minimum technical requirements such as internet connectivity, devices and software requirements should be fulfilled for optimal learning experience. On the other hand teachers are not supporting for implementing online classes without proper training and proper infrastructure facilities like network and computers. Efforts should be made by the teachers to make classes interesting and effective so as to sustain the interest of the learner. It is also important to feel comfortable using a computer and navigating the Internet.

## **2-Teachers' interview analysis**

Depending on teachers responses, in which 20interviews were distributed; while only 7 teachers participate in answering the interview.

### **1. How long have you been teaching English at university?**

Teachers have been teaching English for three years, 3 others have been teaching English for more than 10 years. The rest of them have been teaching English for 5 years

### **2. Which module /modules are you responsible for?**

The interviewed teachers are responsible of a set of modules like: research methodology, historical linguistics, applied linguistics, written expression literature and civilization.

### **3. How can you describe your teaching experience during covid-19**

According to teachers 'answers 5 teachers among 7 stated that teaching online during covid 19 was « poor experience, stressful and working under pressure » although, the rest two teachers described it as successful one.

### **4. Have you ever experienced online teaching before?**

According to teachers three of them assumed that they have never experienced in online teaching before .However the rest four teachers assumed that they have experienced online teaching before.

#### **5. Do you view virtual teaching as effective as face-to-face mode of teaching?**

Depending on teachers responses four teachers view that in our country and our context virtual teaching is not as effective as face to face teaching ; while only one teacher viewed that he was active and motivated whether in online teaching or in face to face teaching.

Another teacher claimed that it depends on the course and skills. However the last teacher viewed that online teaching is as effective as face to face teaching if the requirements are present.

#### **6. How can you describe student's attitudes and readiness for online teaching and learning?**

According to six teachers ; they describe the students ' attitudes and readiness for online teaching and learning as, they are not ready , not well prepared and they have negative attitudes .

Yet the other teacher assumed that student's attitudes and readiness was a varied one due to economic, social factors.

#### **7. Do you think teachers and learners are well equipped with materials (technology) and skills necessary to cope with virtual education?**

All of the teachers agree that both the teachers and learners are not well with technology and they suffer from lack of tools and lack of skills in addition that there is no training devoted to this mode of learning.

#### **8. Do you think EFL teachers are trained enough to manage online classes?**

All of the teachers think that EFL teachers are not trained and they lack the necessary skills and technology to do so.

#### **9. What skills do you think teachers and learners need to cope with online classes?**

All teachers assumed that teachers and learners need to learn how to use platforms to be trained and to be able to trouble short technical issues.

#### **10. Do you teach the same contents you used to teach in face-to-face classes?**

Depending on teachers responses 3 teachers answered with « yes »they are teaching the same content compared with face to face teaching. However, the rest four teachers the content of online classes is different from face to face classes.

### **11. What evaluation methods do you opt for to assess students' performance?**

All of teachers stated that the evaluations they opt for to assess the performance of students are: homework, online quizzes written evaluation and making tests.

### **12. What challenges most teachers face when teaching online?**

All teachers stated that these challenges are represented in: lack of tools and materials, internet problems, lack of training, equipments and problems faced by learners such as, student's readiness to answer tasks, most of them were not attending the course and the students' level

### **13- "What do you suggest to evolve virtual teaching and learning?"**

Teachers hope that virtual teaching will develop and equipments will be the disposal of all people in the future

One of the teachers gives some recommendations should be taken into consideration for better implementation of online learning electronic system in the Algerian higher education context: which are:

-The need to interact and deal with universities in the homeland and universities of other countries that have succeeded in using these platforms and electronic media in the teaching and learning processes:

-The need for intellectual protection for teachers' lessons and materials;

-Establishing training courses for teachers on the proper use of electronic platforms and media, and modern teaching methods that use these media and interactions;

-Organizing students according to their academic level, special needs, and to the learning outcomes reached;

-Simplifying the online learning electronic system's technologies;

-Increasing Internet broadband connection;

-Facilitating access for students to the Moodle online learning electronic system in the reading rooms;

-Making improvements in the examination system: Adding protocols to prevent students from leaving, or switching the exam window, and adding some webcam monitoring which detects students' activities while keeping their privacy;

- Using multiple media to communicate with students through audio and video, this enables to send documents;
- Providing laptops and other media devices of good quality for free;
- Encouraging academic staff who use the Moodle electronic system by providing them grants to increase competition and creativity among academic staff;

## **2.2. Interpretation of teachers' interview Findings**

The results of teachers' responses demonstrate that most of teachers are not satisfied with online teaching, according to their answers they still need a lot of training, more equipment in order to be able to cope virtual teaching. In addition that they have mentioned the weaknesses of the learners to use platforms and the difficulties that most of students face in their virtual learning like internet issues, lack of tools and materials. Moreover, they feel that they are still not ready for engaging totally in the online learning electronic system because of the lack of solid infrastructure, the lack of effective training and IT workshops for teachers, and other obstacles and related issues. However teachers opted that they were using different methods of assessment such as , homework, online quizzes, written evaluation and making tests.

Generally most of the teachers agreed that they have high negative perceptions towards virtual teaching at English department in M'sila University. In addition that they possess a negative attitude because of lack of experience in virtual education and lack of materials and equipments that cope virtual education.

## **Conclusion**

This chapter is devoted to describe how virtual teaching and learning is carried out in EFL classes, and to investigate students and teachers attitudes and perceptions about virtual education. The analysis of the questionnaire and the interview demonstrates that the majority of teachers and students agree that virtual teaching and learning was not well approached in the English department, at M'sila University.

## **Limitations**

The case study was conducted at M'sila University, and targeted only 20 teachers and 60 students from the English Department. The researchers face some difficulties in gathering the data, only 46 students submitted their questionnaires and 7 teachers answered the interview. Due to the circumstances of the pandemic of covid-19, time was limited in conducting the research in addition that researchers find a difficulty in gathering the teachers interview, which consumes a lot of time.

## **Recommendations**

The present research suggests for further studies the following:

- 1- Create a solid platform In order to facilitate online learning process.
- 2- to make sure that the elements of the teaching/ and learning process succeed with the mastery of the technological tools.
- 3- Facilitate the access to moodle online learning electronic system.
- 4- Increase the awareness of students about online platforms and online learning.
- 5- Establish training courses for teachers in order to be able to teach online in emergency cases.

## **General Conclusion**

Online learning is an exciting new way to learn about almost anything. It has brought a positive impact on the lives of students as well as teachers. The increasing use of technology in the field of learning has improved the quality of education. Both students and teacher have pessimistic views about online classes. However, there is always much room for improvement as far as online learning goes. It is revealed from Teachers and students' perception that online education is less beneficial than the traditional one .furthermore online teaching at the English department, M'sila University, is not effective according to teachers and students . It still needs a lot of training , skills and tools...etc .This includes strengthening infrastructure facilities, improvement in internet connectivity, development of rural areas, bringing changes in the attitude of students and teachers, etc. Colleges and other educational institutions are required to provide excellent training and support to both student and teachers regarding the usage of online classes that helps in increasing their comfort ability.Network issues also are a big problem for teachers and students. Colleges and teachers need to put any effort into changing the mindset of students. To achieve this goal, colleges or governments have to provide training and programs to teachers as well as students regularly. The study also proved that e-learning has a

less significant role to play in the future, and it cannot be a replacement to traditional face-to-face classroom learning. A complete transition to online learning is quite tricky. However, there is a need to understand the obstacles that come in the way of accepting online learning and take corrective measures to overcome it.

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**Appendices A: Students Questionnaire**

**This questionnaire is part of a study that aims to investigate students’ perceptions and attitudes towards virtual learning at the English Department, university of Mohammad Boudhief, M'sila.**

**it will be of great to help us by providing your sincere responses. Your contribution is pivotal for the success of the present research.**

**Thank you for your collaboration**

**Please put a tick in the appropriate answer:**

**Section one : “ Background Information “**

1-Gender:

- Male
- Female

2-Year:

3-How long have you been studying English?

- 0-4 Years
- 4-8 years
- 8-12 years
- More than12 years

**Section two: “Requirements Of Teaching And Learning “**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
4-I am well equipped with technological devices necessary for online mode of learning					
5-Online classes save traveling time and					

they are more flexible .					
6-I prepare for my lectures before Online classes .					
7-My attention span is shorter during online classes .					
8-I am skilled enough to cope with online classes					
9-I get easy access to online classes .					
10-I get family support during the online mode of learning .					
11-I face problems like : password , computer vision syndrome headache and dizziness , electricity failure .					
12-I face internet issues during online classes .					

**Section Three:” Students Opinion About Virtual Education “**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
13-Virtual education is necessary to keep pace with knowledge explosion.					
14-Virtual education can cater students needs in higher education in developing countries					
15-Students can participate in virtual classes from their homes.					
16-Virtual education enhances the performance level of students					
17-Virtual education is a source of professional development.					
18-Virtual education provides a chance for self directed learning					

19-As a student, I am satisfied with online classes.					
20-I think that virtual education reduces classroom anxiety					
21-I interact more with my peers during online classes than in regular classes.					
22-I feel more motivated while attending online classes.					
23- I take full responsibility for my own learning during online classes.					
24-I think that online classes could replace regular classes					

**Section Four: “The Role Of The Teacher In Online Sessions (classes) “**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
25-My teacher plans online classes only in an emergency situations .					
26-My teacher keeps me excited and enthusiastic during online sessions.					
27-My teacher helps me to stay focused and active throughout my online sessions.					
28-Teachers of Virtual education are experienced and equipped with pedagogical skills					
29-Teachers use more interactive contents during online classes.					
30-Teachers use different assessment methods like online presentations , group discussion , project works....etc.					

## **Appendices B                      Teachers Interview**

### **Dear teachers**

This interview is part of a study that aims to investigate teachers' perceptions and attitudes towards virtual teaching at the English Department, university of Mohammad Boudiaf, M'sila.

It will be great to help us by providing your sincere responses. Your contribution is pivotal for the success of the present research.

Thank you for your collaboration.

#### **2. How long have you been teaching English at university?**

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#### **3. Which module /modules are you responsible for?**

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#### **4. How can you describe your teaching experience during covid-19?**

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#### **5. Have you ever experienced online teaching before?**

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**6. Do you view virtual Teaching as effective as face-to-face mode of teaching?**

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**7. How can you describe student’s attitudes and readiness for online teaching and learning?**

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**8. Do you think teachers and learners are well equipped with materials (technology) and skills necessary to cope with virtual education?**

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**9. Do you think EFL teachers are trained enough to manage online classes?**

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**10. What skills do you think teachers and learners need to cope with online classes?**

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**11. Do you teach the same contents you used to teach in face-to-faceclasses?**

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**12. What evaluation methods do you opt for to assess students' performance?**

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**13. What challenges most teachers face when teaching online?**

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**14. Do you have something to add?**

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