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**RESEARCH**

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**Probing the Effectiveness of E-Learning/Teaching  
during Covid-19**

**The Case of EFL Tutors and Students at the English  
Language Department of M'sila University, Algeria**

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Dedication

“He has not thank Allah who has not thank people”

*To the souls of*

*My father Said*

*&*

*My mother Kharoub*

*Rest in peace*

**YOUCEF ALLIA**

---

We would like to express our deep recognition to Allah, for giving us the strength to  
finish this work.

To our parents, who lead us through the valley of darkness with light of hope and  
support.

To our beloved brothers and sisters.

To all the people who touch our heart, we dedicate this work.

**YOUCEF & ELYAZID**

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## Abstract

The present study adopted an explanatory research design because it is concerned with the exploration of the effectiveness of e-teaching and e-learning to the process of EFL learning amidst COVID-19 pandemic, the case of master one English language students at Mohamed Boudiaf University, M'sila. The aim of the current study is to explore teachers and students' attitudes toward e-learning and e-teaching, and to measure the effectiveness of using e-learning as an alternative to face-to-face classrooms. In addition, to investigate the use of e-learning, and to explore the current state of e-learning method in the department of English at Mohamed Boudiaf University -M'sila-. Data is gathered through using two questionnaires, which were administered to 57 master one English language students and to 12 teachers. The main results showed that master one English language students have positive attitudes toward the use of e-learning during COVID-19 pandemic, and they are also eager to use it after the pandemic is over. Moreover, teachers are for the use of e-teaching and see it as effective learning/teaching method in all aspects of language learning. Based on the findings, pedagogical recommendations are suggested for both teachers, students, and policy makers.

**Key terms:** E-learning, E-teaching, EFL teachers, EFL learners, COVID-19.

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# **General Introduction**

## **Introduction**

With the sudden change in the world because of the new Corona Virus, called COVID19, the majority of governments all around the world temporarily decided to close the educational institutions in their countries in order to contain the spread of this pandemic. Thus, nowadays, e-learning seems to be a promising solution in the education sector all over the world, especially with the growing popularity of information technology which facilitate the use of this method in the process of learning and teaching. E-learning is playing an important role in education and the recent academic years. The new way of learning may make the education more interesting somehow.

The current situation encouraged teachers and students to turn to this new way utilizing a relevant tool that technology offers with taking into consideration that both lecturers and students are highly digital natives and use technology as an integral part of their everyday lives, where they use it in internet searching and communication

### **1. Background of the Study**

Nowadays, the internet plays a crucial role in humans' lives and without doubt it gives a massive facility in the different aspects of the life of every single person. On the educational side, the internet has a significant role in the process of learning and teaching as well for both students and teachers. The COVID-19 pandemic prevents the process of teaching/learning in variety of institutions in most places around the world which leads to the suspension of face-to-face classes to protect teachers, students and patients. In order to minimize the impact of this crisis and the lockdown, the educational system tend to find a solution or an approach to teach. Fortunately, technological development enabled

the use of electronic learning and electronic teaching (e-learning, e-teaching). These two terms have been in an extensive debate about a common definition, until now there is no common definition to these terms. Many online platforms such as Google Classroom, Zoom, Moodle, Meeting and some social media like WhatsApp and Telegram come to be used by educational institutions at various levels to compensate for the suspended face to face classroom to deliver lectures to students

American Society for Training and Development (ASTD,2011) describes e-Learning as anything delivered, enabled, or mediated by electronic technology for the specific purpose of learning. It also refers to the technology and services that help create, deliver, and manage those activities (as cited in R. Rao, 2011). In July 2003, the Department for Education and Skills in the UK states in its consultative document 'Towards a Unified E-Learning Strategy,' 'If someone is learning by using Information and Communication Technologies (ICT), he is using e-Learning' (as cited in Clark & Mayer, 2003, p.04). According to Yang and Arjomand (1999), development in information technology has produced more options for today's education. Agendas of colleges and academic institutions have recognized e-learning as having the prospect to remodel people, knowledge, skills and Performance (Henry, 2001). According to Love and Fry (2006), colleges, universities, and other institutions of upper learning are in an exceedingly race to advance online course capability. "E-Learning is not a passive medium for delivery of content, but is an interactive process between the teacher and student, facilitated by the advantages that technology needs to offer" (Chin Paul, 2004, p.123). However, e-learning continues to be a theme to dispute, in one hand, some people support the employment of the e-learning and claim that it has several advantages within the process of learning

and teaching in addition, they claim that it is time to create an e-learning strategy that serves the requirements of both learners and teacher, according to Volery (2000), online methods facilitate more practical education and offer significant advantages over traditional teaching methods. The effect of using e-learning may be either short-term or long-term depending on the acquired knowledge. On the other hand, and despite the numerous advantages e-learning has some drawbacks, “E-learning limits personal interaction and social cues. Body language and other visual ways of communication are limited with e- learning. Instructors may find it difficult to gauge a student’s comprehension of the subject matter.” (O. OLOFINTUYI, 2021). Studies have been done on student’s perception of e-learning. Results from Birch and Valkov show that ESL students find that e-learning is beneficial for them, yet some obstacles were found like the internet connection.

E-learning has become an essential tool to obtain or deliver education and knowledge, e-learning involves the use of internet and communication technology such as computers to teach and learn and in spite of its advantages, e-learning has several disadvantages and problems that may teachers and students face while using this way of delivering and learning information.

## **2. Statement of the Problem**

It is observed that using new strategies in learning and teaching as well may lead to a satisfying and good results, however, sometimes it did not come to achieve such results. The COVID 19 pandemic caused the closing of all the educational institutions which forced the government to dispose of face-to-face teaching and depend on e-learning, and

this what allows numerous issues to occur, students suffer with the use of this new method, even with how to access to their profiles in the platform created by the ministry of higher education, the government failed to provide the basic conditions (such as Internet connection) to make this process work successfully. This research tends to know the perceptions of both tutors and students about the role of e-learning during this period and to investigate the effectiveness of using such method in the process of learning and teaching.

### **3. Research Questions**

The present study seeks to answer the following question:

- a) What perceptions do EFL teachers hold about e-learning/teaching at university?
- b) How effective is e-teaching to the process of EFL learning amidst COVID-19 pandemic?

### **4. Research Hypotheses**

The present research sets forth to test the following hypotheses:

- a) EFL teachers and students may hold high perceptions about e-learning/teaching at university.
- b) E-teaching/learning may play a pivotal role in the process of EFL learning amidst Covid-19 pandemic.

### **5. Objectives of the Study**

The purpose of this study is to investigate teacher's and student's attitudes towards e-learning at the University of M'sila. This study seeks:

- a) To discover perceptions that both teachers and students holds about e-learning.
- b) To measure the effectiveness of using e-learning as an alternative to face-to-face classrooms.
- c) To examine the advantages and disadvantage of e-learning.

## **6. Significance of the Study**

With the sudden suspension of face-to-face classrooms and the need to find a solution to continue the educational activity, e-learning comes to be a new way in most of the educational institutions. On the results of this work will be a great benefit to both teachers and students. It will shed light on the different platforms of e-learning and the advantages and disadvantages of the later. This study will help tutors to find relevant platforms to deliver knowledge.

## **7. Research Methodology**

The research design used in this study is a descriptive survey. Quantitative and qualitative methods are used. To reach the objective of this study, a set of tools were used. The tools have been used are a questionnaire oriented to first-year master linguistics students at M'sila University in order to explore their perception about the effectiveness of using e-learning in the process of learning and teaching and its influence on their academic achievement. A questionnaire with EFL teachers was conducted. After data gathering, the results are calculated with Excel. Three steps were followed to achieve the goal of this study. The first one is a questionnaire to explore the effectiveness of e-learning during COVID19 crisis. The second one is a questionnaire for EFL teachers to

investigate the perceptions they hold into the role of e-learning during the crisis, ending with an observation.

# **CHAPTER ONE**

## **Teaching and learning English as foreign language**

## **Introduction**

This chapter provides information about previous research studies that were done regarding the role of e-learning during Covid19 crisis, which represent the variables of the present study. The chapter tackles also to teaching and learning languages, definition of both learning and teaching, and types of learning and teaching. Moreover, this chapter deals with the history of e-learning, its definition, its types, and its advantages and disadvantages. In addition, it presents the different e-learning technologies and the platforms used in e-learning such as Moodle, zoom, google meet, and social media platforms.

### **1.1 Learning and Teaching Languages**

The history of teaching English as a foreign language was always a matter of debates and research views. Several teaching methods and approaches that marked language teaching were developed by applied linguistics concerning language learning and teaching, and theories influenced language teaching to find the best method of teaching a second (L2) or a foreign language. Among these methods, the Audio-lingual method is the best example of traditional language teaching and learning.

Above all, Lightbown, P. and Spada, N. (2013) suggests that the behaviorist theory explains language learning in terms of imitation, practice, reinforcement, and habit formation. It only takes into account the linguistic environment and disregards the internal mechanisms involved in learning the L2. Since behaviorists believe that learning is an observable behavior, automatically acquired from stimulus and response through mechanical repetition, L2 learning is nothing more than acquiring automatic linguistics

habits. The theoretical underpinnings of the behaviorist theory can be seen clearly in the Audio-lingual Method (ALM) that is a structure-based approach, through the stimulus-response and reinforcement teaching procedure (Larson-Freeman and Anderson, 2011).

The latter is the first scientific theory of language developed as a reaction to historical linguistics and traditional grammar. Behaviorists consider the human being as an organism capable of a wide repertoire of behaviors. Humans learn through a stimulus, a response to a stimulus and finally reinforcement that encourages the repetition of the response in the future. The major aim of the method is to develop learners' oral skill and their ability to respond quickly and accurately in speech situations. (Jack-C-Richards & Theodore R, 2021).

Therefore, audiolingualism is a teacher-centered method that uses dialogues and drills intensively. Learners react to a stimulus; they listen to the teacher, imitate and repeat accurately, respond to a stimulus and perform controlled tasks to learn a new form of verbal behavior. Thus, the instructional materials in the Audio-lingual Method are primarily teacher-oriented. They consist of tape recorders and audiovisual equipment, a language laboratory, and Textbooks. Although ALM was widely adopted in the sixties to teach English in the US, practitioners identified many drawbacks to this method. For example, students could not transfer the acquired skills through Audiolingualism outside the classroom (real-life communication), and students felt bored because of studying through audio-lingual procedures. In addition, Behaviorism does not prepare the learner for problem solving or creative thinking, for it assigns little focus on speech. (Tahmina, S. 2019)

### 1.1.1 Definition of Learning

Researchers such as Woolfolk's (1998) whose definition covers several theoretical methods suggests various definitions of learning. Woolfolk's (1998) suggests that learning in its broadest sense occurs when an experience leads to a change in a wide range of knowledge or behavior, whether positive or negative. Therefore, this change results from personal experience, interaction with people, and the external environment. Changes caused by learning can affect a person's knowledge or behavior." (as cited in Kelly, L, 2002, p. 204-205). Thus, learning according Clark and Mayer (2011) entails strengthening correct answers, and weakening incorrect answers because once learning happens, people store new information in their memory. In addition, Learning includes understanding the presented material, paying attention to relevant information, and mentally reorganizing it.

While learning can be defined in dictionaries as ones' ability to grasp information and to get knowledge about a certain topic, domain, and skill, educational psychologists, define it as a change in an individual's behaviour caused by experience or caused by external factors (Salvin, 2003). Therefore, Learning is the possession the information through different storage systems, memory, and cognitive patterns (Brown 2007). It consists of improving a skill, gaining knowledge, or changing one's attitude and it is considered as a constant change that can be brought intentionally by attending a course, browsing a website, or reading a paper. (Crawford et al, 2005).

Furthermore, many scholars tried to define learning, and Jean Piaget and Lev Vygotsky are among them. While Piaget suggests that when someone is learning, he/she is constructing a new sense of reality, Vygotsky has sociocultural perspective on learning.

Vygotsky's theory assumes that cognitive development, including language development, arises as a result of not only the individual alone but also as a result of social interaction. (Exchange between people) therefore, the learning of a language is built collectively and not individually (Kendra, C. 2019).

Moreover, Chomsky suggests that humans need only a little input to learn a language, and they rather learn it through something hidden in the mind, for children are capable to create new correct sentences that they have never been exposed to that complexity of the language before. According to Chomsky, the grammatical faculty was built into the infant brain, and a child is a "linguistic genius" mastering the course of complex language within four years. Thus, Innatism proposes that the human mind is born with prior knowledge and it is not a blank sheet of paper (Timothy, J. Legg, 2019)

### **1.1.2 Definition of Teaching**

Mark, K, S. (2016) defines teaching as "the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given" (p. 1). Which means, teaching is a profession and an art of helping someone or a group of people to learn something about a particular topic, skill, or instruction (Mark, K, S. 2016). Moreover, teaching can also be defined as the artistic and the imaginative ability of a person to transmit and share information or experience to another person (National Research Council, 2000).

In addition, in the process of teaching, the teacher needs to follow some mechanical and logical steps in order to teach effectively; for example, a) planning, in this step the teacher needs to identify and write the course objectives, b) organisation, in

this step the teacher needs to set some strategies that help him/her to achieve the course objectives. c) Identification, in this step the teacher needs to choose the suitable strategies of teaching that helps him/her to communicate effectively with the learners, d) managing, in this step the teacher needs to assess his/her students' performance through both positive and negative feedback (Isola, R. 2019, p. 5). According to Gage (1963) (as cited in Rajagopalan, 2019, p. 20).

Moreover, teaching is an order of acts that involves teachers, goals, and contexts, and it is a sort of interpersonal communication aimed to affect the potential behavior of others. These elements include both those over which the teacher has no influence (class size, student characteristics, physical abilities, etc.) and those over which the teacher has control (class size, student characteristics, physical abilities, etc). (Such as teaching methods and strategies). (Isola, R. 2019, p. 5).

## **1.2 Types of Learning**

There are three types, the first one is the traditional or face-to-face learning, the second type is known as e-learning, and the third is blended learning. The three types are explained as follow:

### **1.2.1 Face to Face Learning**

Face to face learning, known as the traditional learning, is the type of Learning where the teacher goes to the classroom and presents his/her lectures in front of his/her students in a set of time, he plays a pivotal role in the process of teaching to attain the objectives of this method. In face-to-face learning, the teacher gives the students deeper detailed input about the subject presented (Top Hat Glossary, 2019). In addition, face-to-

face is considered as an effective way to present the lesson, for it combines different ways of learning such as group work, role play, group discussions...etc. (Headspace, 2021) which means that this method enables live and direct interaction between students and tutors. The students can also benefit from the interaction with their classmates, it enables students to better understanding.

Furthermore, face to face learning is a teaching/learning strategy that emphasizes interpersonal contact as a means of enhancing the teaching/learning process. Students and teachers can form a support network as a result of these interactions. Students may feel more at ease, making it easier for them to learn in a regular classroom setting and gaining access to more materials (Gabriel. J and Rhonda. D, 2020, p. 488).

### **1.2.2 Online Learning (E-learning)**

The deliberate use of computer networks information and communication technology in teaching and learning is generally referred to as e-learning. In addition, a number of other terms are also used to describe this mode of teaching and learning such as online learning, virtual learning, distributed learning, network and web-based learning (Pauline Chitra and Antoney Raj, 2018, 5). Moreover, E-learning was defined from other different perspectives, which tended to reflect the researchers' specializations and their interests. Hence, Holmes and Gardner (2006) says: "there may be as many definitions of e-learning as there are academic papers on the subject" (p.14).

In addition, E-learning is regarded as a technology - based learning that consists of electronic materials and programs that allow the transmission of skills and knowledge to distant students at the same time or at different times via the use of internet (The

Economic Times, 2021). The concept “e learning” was first used at Computer Based Training (CBT) seminar in 1999; then, different names were given by several researchers to this concept such as “online learning” and “virtual learning” searching for a more precise definition. Yet, the basics of E-learning was historically documented with evidence indicating that early forms of E- learning existed from the 19<sup>th</sup> century (Epignosis, 2014). Furthermore, E-learning is defined as the use of computer network technology, primarily over an intranet or the Internet. (Welsh, E. et al., 2003, p. 247).

### **1.2.3 Blended Learning**

Blended learning (BL) emerged in 1960s directly after the emergence of the computer, and it was applied at first in companies because of its effectiveness, adaptability and flexibility. Thus, after it gained popularity, traditional educational classrooms adopted BL. Therefore, in attempt to define Blended learning, which is synonymous to hybrid, inverted and flipped learning. Idée, (2013) suggests, “It is a combination of face to face and computer-assisted language learning (CALL) in a single teaching and learning environment”. Meaning that learners sometimes learn through online lessons, and sometimes they go to classrooms. Yet it can be defined as more than a combination of face-to-face learning and CALL, for blended learning comprises of both a class meeting along with some activities outside the classroom and an online lesson. Therefore, the focal focus of Blende learning is learning through self-direct learning activities (Idée, 2013, p. 1588).

Moreover, the language teaching and learning strategy in which online digital materials are combined with classroom teaching is also called blended learning. This combination promotes proactive behaviours in learning such as self-regulated learning,

task definition, goal-setting, monitoring of knowledge of cognition and better performance (Grønlien, Christoffersen, Ringstad, Andreassen and G. Lugo, 2021, p. 2).

### **1.3 Types of Teaching**

Teaching also has two types, the first one is the traditional or face-to-face teaching, and the second type is known as online teaching. The two types are explained as follow:

#### **1.3.1 Face to Face Teaching (E-teaching)**

Face to face teaching, known also as e-teaching and traditional teaching, is a teacher centred method of teaching in which the teacher provides the students with information, skills, or instructions in an educational environment. This educational environment includes a classrooms or amphitheatre, learning materials such as books or handouts. In this mode, teachers are able to interact with their students, and they are able to guide them and provide them with feedback (Top Hat Glossary, 2021).

#### **1.3.2 Online Teaching**

Due to health considerations, teachers in universities of Algeria adopted the online teaching extensively the last two years. Online teaching is a way of teaching in which the teachers use information and communication technologies (ICTs) in order to present their lessons. Teachers put their lectures in the Moodle, or they present them orally on google meet or zoom. Therefore, this radical change, from e-teaching to online one, changed the role of teacher. (Redmond, P, 2011, p.1052)

The following table illustrates scholar's opinions about the role of teacher through time:

**Table 1.1:** *Teachers' role in an E-teaching Environment* (Source: Redmond, P, 2011, p.1053)

<b>Berge (1995)</b>	<b>Garrison, Anderson and Archer (2000)</b>	<b>Berge and Collins (2000)</b>	<b>Goodyear et al. (2001)</b>	<b>Morris, Xu and Finnegan (2005)</b>	<b>Weltzer-Ward (2011)</b>
Managerial		Manager	Manager/ Administrator		Managing
Pedagogical	Design and Organisation	Editor	Designer	Course customiser	
			Assessor	Grading and Assessment	
	Facilitating discourse	Discussion leader	Facilitator	Course facilitator/ Process facilitator	Guiding discourse
Social		Firefighter/ Filter	Adviser/ Counsellor		Supporting
	Direct instruction	Content expert	Content facilitator		Instructing
Technical		Helper and marketer	Technologist		

#### 1.4 History of E-learning

The history of teaching English as of foreign language is always a matter of debates and research views. Several teaching methods and approaches that marked language teaching were developed by applied linguistics concerning language learning theories that influenced language teaching to find the best method of teaching a second or foreign language.

Therefore, e-Learning has shown a rapid growth over the past years in the field of language learning; and it is considered as a learning system that enables students and teachers to transfer skills and knowledge; this system is based on formal teaching and learning, and internet forms are a major component of e-learning (The Economic Times, 2021). In addition, the term e-learning was first used in 1999 after the introduction with the new technologies such as computers, and several universities and schools began to

deliver courses online, to make it easy for learners to get the courses and to bring education to a wider audience (talentlms.com, 2021).

E-Learning has many advantages such as expanding the learning process beyond the time and space boundaries of traditional classes, and ensuring a good quality of online learning. Moreover, E-Learning helps the teachers to take language learning into high levels and to make it effective. Thus, teachers' role in an e-learning environment is not only to provide students by explanations and summaries but also to offer students a suitable environment to interact with them and to discuss with them about different topics (Priyanka, G, 2020).

Although e-learning is important to promote the learning process, it is considered as a challenging task for teachers, for they must possess the knowledge about the new information and communications technologies (ICTs) and the experience to use the. A competent teacher is the one who implements ICTs when teaching, who has positive attitudes towards e-learning, and who creates interaction opportunities in e-learning with students. Furthermore, in order for e-learning to be successful, it must be implemented in enthusiastic ways to make students feel motivated towards the use of technology (Baber, 2021, p. 1).

E-learning is still evolving in tandem with the advancement of modern technologies. Because to advancements in technology, it is now possible to combine synchronous and asynchronous training into one. Modern e-learning methods are said to be transforming current educational systems. However, history teaches that education can

only be improved by evolution, not revolution (Sir John Daniel, 2014 as cited in Zlatko, B. and Subitcha, P, 2016, p. 52).

## **1.5. Types of E-learning**

E-Learning, as any other forms of e-learning, to ensure its success, depends on its delivery method and content. It encompasses different forms. E-learning can be a mean of communication through supporting online sharing between students, tutors and peers. As it can be used for simulations, by combining the theoretical and practical worlds. E-learning is used as a general resource which allows students to learn through interactive units and media sources. (Stefan, H., 2008). In addition, Safari (2008) claims that originally e-learning maintained from both terms “information technology” and “education and training”.

Moreover, education is taken out of classroom; for this reason, it is necessary to state the best e-learning method for teaching in order to get the desired purposes. The students’ achieved level in any topic is related to the used teaching method. Methods of presenting e-content in an online classroom, instructors, tools and other factors of e-learning are classified into two modes: synchronous e-learning, in which trainees and trainer meet in the same time. Asynchronous e-learning type, trainees and trainer are not obliged to be present in the same time. (Stefan, H., (2008).

### **1.5.1 Synchronous E-learning**

J.A. Redmond et al (2007, p. 1) define synchronous learning as “learning that happens in real time. It involves using text, video, or voice communication in a way that

enables educators and other members of the school-or board-based team to instruct and connect with students in real time”. Hence, *students and the teacher are in the same place, at the same time that gives them more opportunities to be simultaneous, active and social while participating* (Coman, C. et al. 2020). Synchronous e-learning can be helpful to students facing geographical barriers, by applying face-to-face interactions with the teacher. This type presents live and real- time learning experiences. (clarck etal.2007)

### **2.5.2 Asynchronous E-learning**

Due to the nature and facilities of some components of asynchronous online learning, it is defined it as an interactive learning community which is independent from time, place, or classroom. This type of learning frees e-learning from the requirements of time and space which is the most revolutionary aspect of e-learning. (Coman, C. et al. 2020).

J.A. Redmond et al, (2007) also define asynchronous learning as a “learning in which interaction between instructors and students occurs intermittently with a time delay.” P.3. Thus, it does not occur in the same place and time. It is usually adopted to facilitate the sharing information via network users. (Welsh, E. et al., 2003, p. 247).

### **1.6. Reasons behind the Growth of E-learning**

Horton (2001) and Epignosis (2014) assert that the existence of e-learning can be traced back to 1840’s especially to thepostal correspondence courses which were being first offered by Isaac Pitman. Such courses were the first type of teaching / learning courses that based on the use of communication infrastructure to expand instructions

beyond the sound of human voice. Significantly, the postal correspondence courses had a major influence on developing e-learning shapes through its demonstration that learning was possible without face-to face contact courses, the later could be replaced by the use of e- mail correspondence courses that were one of the very earliest forms of effective E-learning (Berg, G. A. and Simonson, Michael 2016).

In the late of 1950s, the computers were first utilized for the teaching purposes due to the cooperation between Stanford University and IBM. Moreover, the use of computers in providing the initial school pupils with programmed instructions was obviously effective. Such rudimentary experiments cause the evolvement of the PLATO (Programmed Logic for Automated Teaching Operations) system, which was primarily designed, for students to “deliver over 40 million hours instruction on a variety of sophisticated subjects” (Horton, 2003, p.4).

The arrival of the PC removed the necessity of costly mainframe computer and terminals. In addition, it added other developed media such as voices, animation, graphics and the CD-ROM storage; the latter made the process of storing and distributing substantial courses much easier for the instructors (Naraina, Phase-I, 2013).

By the early of 1990, the World Wide Web development brought new forms to education and eliminated the obstacles of distance learning. The Hyper Text Mark-up Language (HTML) provided a simplistic creation of computer displays to be supplied later with the internet which allowed and facilitated the communication broadly. Consequently, the e-learning developmental stages through history have showed

that the correspondence courses are the original source of distant learning (Bakia, M, 2012).

Moreover, Due to health considerations concerning Corona Virus, and due to the need for introducing clinical supervision education in health, the e-learning was adopted extensively the last two years in higher education all over the world. The latter was proven to have many advantages in preventing the spread of the virus among students and tutors (Byung, C, et al. 2020).

### **1.7. COVID-19 Pandemic**

An infectious disease was spread all over the world in 2019. This virus causes respiratory illness, and it affects mostly old people and those who have health issues like chronic respiratory illness, heart issues, Diabetes...etc. Moreover, it spreads more in public places and between groups of people from two persons and more, so the best way to prevent its spread is through avoiding gatherings. Therefore, Algeria, like all the other countries, has adopted e learning in higher education in order to avoid this pandemic, and in order to insure the safety of the students (WHO, 2021).

### **1.8. The Role of E-learning Based Instruction during COVID-19**

The impact of the Coronavirus pandemic on education, universities, teachers, and students is now a subject of great interest for scholars due to the exceptional situation created by the epidemic (Claudiu C, 2020, P. 6). A study conducted by Suresh, M et al. (2018) about effect of e-learning on academic performance of undergraduate students showed that In terms of research, conferences, international mobility, and education

delivery, the pandemic had an impact on universities, with most universities claiming that they had to implement online learning. (P. 1797–1800).

E-learning based instruction during COVID-19 stacked to a linear curriculum which consisted of courses scheduled by instructors. Such courses are facilitated and offered to the learners through using different electronic materials and programs. Furthermore, the learning course content were incorporated with individual and collaborative exercises. As far as the interaction among the learners, instructors, and facilitators is important, various communicative tools were used to avoid the spread of the virus such as video calls, chat rooms (Ghirardini, 2001).

Moreover, teachers should learn how to adapt their lectures to the online environment rather than just transferring content that was previously taught in a traditional manner online, and they should set a sufficient number of projects and homeworks. (Sun, L. et al. 2020, p. 687). Furthermore, e-learning was adopted in higher education institutions, in order to make education accessible to all learners, for students will be able to access to the learning materials whenever they want. In addition, in order to meet students' needs, to offer students opportunities, and to prepare the learning activities according to their levels of comprehension (Boelens, Voet and De Wever, 2018).

### **1.9 E-learning Technologies**

Watkins (2005) defines e-learning as a term covering a wide set of applications and processes, such as web-based learning, computer-based learning, virtual classrooms, and

digital collaboration. It includes the delivery of content via internet, intranet/extranet (LAN/WAN), audio and video, satellite broadcast, interactive TV, CD-ROM, and more.

### **1.10. Platforms used in E-learning**

In light of the coronavirus crisis, various online platforms are used in the E-learning process in higher education such as Computer-mediated learning, Web-based training, E-learning systems, and Learning Management Systems, that were all used to characterize online learning over time. (Costa, C, et al. 2012, p. 334–343). In addition, many famous platforms were used such as Moodle, zoom and google meet. These platforms are explained as follow:

#### **1.10.1 Moodle**

Cambridge dictionary (2021) defines Moodle as “a brand name for a computer system for creating and sharing educational materials online”. Thus, the word Moodle stands for "Modular Object-Oriented Dynamic Learning Environment" Cambridge dictionary (2021). Therefore, Moodle is a learning platform that allows students to get the lessons, take quizzes...etc, in an easy way without going to universities, and it allows teachers to upload courses, videos, documents...etc. Thus, the interaction between teachers and students and students and their classmates is indirect.

#### **1.10.2 Zoom**

Zoom is a video chatting application that is easy to download. It was adopted in higher education, for it allows teacher and students to talk face to face, and because it facilitates the learning and teaching processes. Thus, it became now as a platform of education in many universities (Ethel Reyes-Chua et al., 2020, P. 255). Moreover, William, A. (2020, p. 10) suggests, “Zoom is a cloud-based video communications app that allows students to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities”.

### **1.10.3 Google Meet**

Google meet is also a video chatting application developed by google that is easy to download. It enables people to talk with each other face to face, and it was adopted in higher education settings to avoid the spread of the virus. Google said, “The improved Meet platform would help millions around the world in times of lockdown”. It added, “Remote work has become increasingly necessary for public safety and wellbeing - which makes staying connected, even while we're apart, more important than ever” (Breaking News English Website, 2020).

### **1.10.4 Social Media as a Platform**

While many famous e-learning platforms were used such as Moodle, zoom and googlemeet, some social networking sites were also used as e-learning platforms during the coronavirus crisis. These social networking sites are Facebook, WhatsApp and Telegram:

### **1.10.5. Facebook**

Facebook is a very famous social networking site used for communication between people all over the globe. Lately, during the coronavirus crisis, it was also adopted in higher education in order to facilitate the teaching and learning processes. It allows students to share their ideas, ask questions, interact with their classmates and contact their teachers. Moreover, it is unexpansive and anyone can access it (Pappas, C. 2015).

#### **1.10.6. WhatsApp**

WhatsApp is a popular messaging program that was utilized as an e-learning platform since it allows students to communicate photographs, documents, videos, books, articles, and more, as well as communicate face to face with their teachers and participate in group chats with their peers. (Simon, N, 2020). Therefore, Sonia and Rawekar (2017) suggests that because WhatsApp requires a connection to the internet, a wealth of information can be accessed in real time.

#### **1.10.7 Telegram**

Telegram is also a free messenger application that has been used also as an e-learning platform, for it uses various techniques in teaching and learning. For example, the processes of before, during and after the teaching. Before teaching includes the provision of materials and the choice of conducive environment for the learning. Teachers state the materials that are going to be used during the lessons and inform the students about the topics that will be discussed in the Telegram class. Therefore, students need to collect various materials such as books, articles and pictures to be used as a reference during the discussion (Zanaton and Soumaiayh, 2017).

## **1.11. Approaches of E-learning**

Ghirardini (2001) has suggested two approaches to e-learning; which are: self-paced and facilitated/ instructor- led approaches. The former involves the lowliness and the independency of the learners, whereas the latter encompasses instructors' support and interaction between the learners.

### **1.11.1 Self- paced Approach**

Self- paced learners are usually provided with e-learning courseware which also known as web- based training (WBT). In this type of learning, learners are responsible for their own learning based on their needs and interests; moreover, they do not require to be scheduled and guided by web-course instructors; instead, learners may be evaluated at any time at the instructors' discretions. For achieving learners' self- sufficiency, they should be offered with content that is designed around a set of objectives and presented using a range of media elements such as: video, audio, graphics and others (Ghirardini, 2001, p. 10).

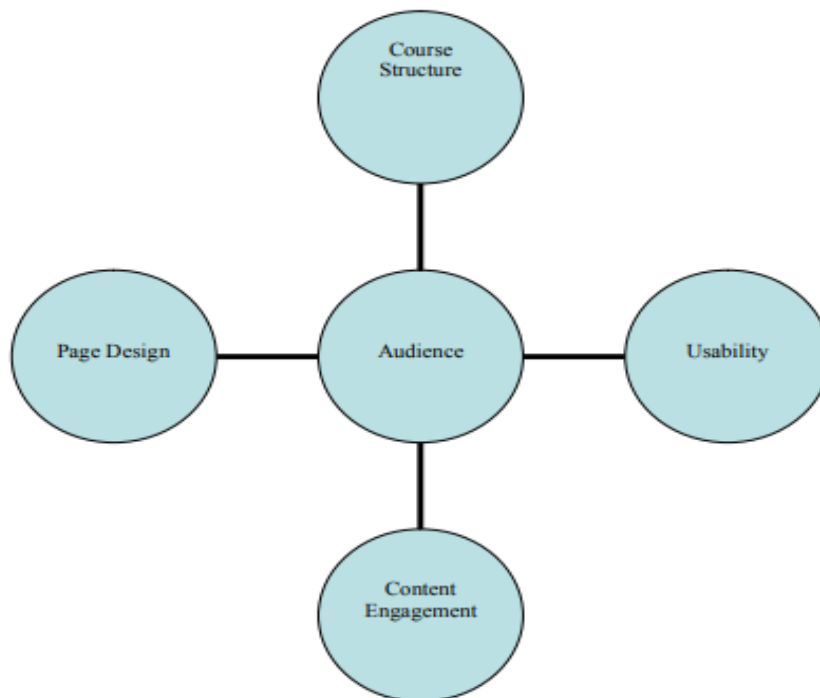
### **1.11.2 Facilitated and Instructor- led Approach**

In the facilitated and instructor- led approach, instructors stick to a linear curriculum which consists of courses scheduled by them. Such courses are facilitated and offered to the learners using different electronic materials and programs. Furthermore, the learning course content is incorporated with individual and collaborative exercises. As far as the interaction among the learners, instructors, and facilitators is important, various

communicative tools can be used such as video calls, chat rooms, whiteboards and others (Ghirardini, 2001).

### 1.12. E-learning Components

Gautam and Tiwari (2016) divided e-learning into five components that are essential for all successful online courses. Each of them plays a focal role in achieving the process of e-learning which is clearly mentioned in the diagram below:



*Figure 1.1:* E-learning Components (Gautam and Tiwari, 2016, p. 14)

### **1.12.1 Audience**

The most important factor within the development of online course is the students (audience) who will receive the online content. Some factors should be considered to achieve the e-learning course:

- To know the expected results of the course that is created.
- To take into consideration the target audience's learning capacities so that it simplifies the choice of the topics required for the online course.
- To understand the capacity of the learner to access and view your course. For instance, capabilities to hear the sound.
- To grasp what the student oversees, hands-on, so that the target preferences of the audience are met.
- To realize the learning styles of learners will assist designing a course that is intuitive and accomplishes results. (Gautam and Tiwari, 2016, p. 14 - 15)

### **1.12.2 Course Structure**

It needs to add new content to students' knowledge in order to do so, some items should be considered:

- To the recognize the flow of the course and how to manage it,
- To well structure the size of the module, it should not be too short nor too long so that the learners do not lose interest.
- To establish a good balance between exchanging information and sustaining the interest of the student so that the course would be more Interactive.

- To include images, represent the subject presented on the page. (Gautam and Tiwari, 2016, p. 15)

**1.12.3 Page Design** It has a focal impact on the learning experience of our student because it is the first impression the audience get from an online course. Some tips should be taken into consideration when designing an online page:

- To make navigation simple and easy to follow.
- To clearly show the learning process so that the learners do not get confusing or frustrating for the student, they will lose interest and the learning objectives will not be achieved.
- To balance between text and graphics. Thus, a designer must avoid over powering the text with graphics or images.
- To use graphics wisely to stress a concept in order to help the student comprehend a complex topic. However, balance of images and text must be considered.
- To organize concepts and topics using numbers so that students quickly find key points or facts to assist in comprehension. (Gautam and Tiwari, 2016, p. 15)

#### **1.12.4 Content Engagement**

It refers to how the students interact with content of the course. Consider the following when attempting to engage the students in an e-learning environment.

- To use hyperlinks for additional concepts, explanations, or definitions. Thus, it provides the students with additional resources and information with just a click of the mouse.
- Incorporate interactive graphics such as animations or simulations.

- Provide additional options/choices for the student like incorporating both the visual and the audio aspects into the learning process.
- Incorporate quizzes, tests, skill assessments to verify that they understood the content while at the same time the instructional designer could verify that the contents achieved the training objectives.
- Create fun activities such as games or other educational methods of interactive learning so that they can maintain their interest longer in the topic. (Gautam and Tiwari, 2016, p. 15 - 16)

#### **1.12.5 Usability**

It refers to the testing of e-learning content and applications. The following items are considered when conducting usability analysis:

- To ensure that activities function as intended
- To inspect content to ensure that grammar and spelling are correct
- To ensure that graphics are visible
- To verify that the course works appropriately in all applicable server environments
- To verify that course objectives and expectations are met (Gautam and Tiwari, 2016, p. 16)

#### **1.13 Challenges of E-learning**

Sait et al. (as cited in Alebaikan and Troudi , 2010) states that some teachers cannot be safe in receiving any modern teaching strategies, particularly those that include technological methods. This resistance can be the result of the standards of a given society that might consider utilizing the internet as debilitating its culture. On the other

hand, Graham and Allen (2009) suggests that students are “traditional academics” in the sense that they used to rely on their teachers, listen, learn and take notes (Graham, 2009).

Thus, motivating and assisting students in developing the habit of learning through a virtual class and an online instruction is considered as a challenging job for teachers. Therefore, in order to overcome the cultural challenges of e-learning instruction, teachers should adjust the material and adapt it to the society’ culture. Furthermore, prior to instruction, rules must be set to ensure the students’ preparation and self-discipline. Students may also be extrinsically motivated if they are given any thing in exchange for their attendance in the online sessions (Al-Jarf, 2005).

Graham (2013) mentions the following solutions when discussing professional, cultural and technical challenges:

- a) Teachers must have professional development in order to teach in an online environment.
- b) Learning materials should be culturally appropriate for the target audience.
- c) Learners must be skillful in using technological tools.

#### **1.14. Advantages of E-learning**

The development of multimedia and digital technology, and the use of of the internet as a new learning strategy, has resulted in radical changes in the traditional teaching process. E-learning is becoming increasingly important in universities. Agendas of schools and educational institutions have identified e-Learning as having the power to change people, knowledge, and institutions (Valentina, A. 2014, p. 400).

Owston et al. (2019) suggests that e-learning has many advantages. First, e-learning courses increase students' interest in learning, provide opportunities for quality improvement, and allows students to integrate online learning with other participants. Second, e-learning assists teachers in learning new methods, and it encourages students' learning development by increasing student-student interactive activities such as: debates and discussion, small group works, higher-level discussion (Owston et al. 2019)

In addition, e-learning is considered as a transition from passive to active learning, for it entails placing learners in environments that force them to read, write, listen and think (Owston et al. (2019). Moreover, according to Al Fiky (2011), e-learning is more successful than traditional face-to-face learning, for it increases students' engagement and interaction, it develops their abilities to understand and perform in the target situation, it develops autonomous learners, it provides immediate input, saves time and motivates learners. (pp. 20-26)

Moreover, e-learning helps every student to have the freedom to choose the location and time that is most convenient for him or her; thus, it provides learners with a great deal of flexibility in terms of time and place of learning. E-learning also facilitates the relationships between learners through the use of discussion forums. Therefore, through this, e-learning aids in the removal of barriers to participation, such as the fear of conversing with other learners. E-learning encourages students to interact with one another while also exchanging and respecting different points of view. (Valentina, A. 2014, p. 401).

Furthermore, because the student nowadays can send his questions to the teacher via e-mail, e-learning has created an opportunity to access the teacher as early as possible outside of official working hours, and this advantage is more useful and appropriate for the teacher instead of remaining constrained to his office. In addition, e-learning enables every student to express himself freely and without embarrassment at any time, and this feature is more beneficial for students who are scared or anxious. E-learning also enables teachers to reduce administrative burdens that took up a lot of time in each lecture, such as duty receipt and other e-learning (EnaamKarim, A. 2019, p. 5).

### **1.15. Disadvantages of E-learning**

E-learning has some disadvantages that are worth mentioning; for example, online students are more likely to become preoccupied, lose attention, or miss deadlines. E-learning relies on technology, such as the internet and computers, which some students may not have, and interruptions or other system faults may occur during classes (Sadeghi, M. 2019, p. 80–88).

In addition, students' capacity to organize how they study and how much time they spend learning can occasionally lead to a loss of motivation, and a lack of physical interaction and presence of class mates can make students feel alienated (Dhull, P.I. and Sakshi, M. 2017, pp. 32–34).

Moreover, Physical health is one of the disadvantages of E-learning. Online learners and teachers may suffer sight or back problems as a result of spending so much time seated and in front of a screen, and their outside activity may be limited (Nazarlou, M.M. 2013, p. 11–16).

Although the act of learning cannot be altered even with technology; however, the implementation of technology within the educational field has a great impact on removing the barriers on the learning experiences, as well on enhancing its quality.

Horton (2003) has pointed out some disadvantages of E-learning:

- E-learning is draw backed in terms of learners' ability to quite the learning session at any time simply by a mouse click. In addition, the learners 'motivation cannot be guaranteed; whereas, e-learning requires a strong self-motivation.
- Another disadvantage of e- learning is the instructors' inability to know the feelings, the thoughts, and the interests of the learners because of their non-physical presence.
- The instructors cannot observe their learners' facial expressions or listen to their voice tones while asking questions or making remarks which may reveal their willingness to learn.
- The online learners are commonly stand-alone learners, which makes it difficult to promote the interaction between them in a global network.

## **Conclusion**

According to the reviewed literature, which includes previous research studies, e-learning seems to be essential in enhancing the individuals' life quality, and it seems to have a great role during Covid19 crisis; for it helps to attain personal, educational, vocational, and social goals; in addition, it helps to prevent the virus among students. The matter that needs a further research in a different context. Therefore, the present study tries to do so in the following chapters, in which this reviewed literature helps in

designing the instrumentations of collecting and analysing the data to answer this research's questions.

# **Chapter Two: Research Methodology and Design**

## **Introduction**

All research is based on some underlying conceptual assumptions about what constitutes valid research and which research method is best suited to the development of knowledge in a particular case. The process of planning, structuring, and executing research respecting scientific criteria is referred to as research methodology (Mouton & Marais, 1996). This chapter is intending to address the methodology that was adopted in the present research in order to provide a consistent foundation of the research methodology; it begins with research questions, research design and approaches, sampling and populations. In additions, it covers the development and administration of data collection instruments, validity and reliability of the study, data analysis procedures. Finally, it ended up with ethical consideration and issues of trustworthiness, limitations and delimitations.

### **2.1 Research Design**

The research design is the schema of the various and different steps that are going to be presented in a research process in order to reach a particular objective. It begins with the hypotheses formulation and ends with the conclusion of the research. The research steps differ for different types of studies; for instance, the steps to be followed in survey design are different from the ones to be followed in an experimental design. Therefore, having a general clear idea about the nature of the research, whether it is exploratory, experimental, or descriptive, will help in identifying the appropriate research steps (Sahu. 2013).

The research design, according to Mouton (1996, p.175), is used to "plot, organize, and conduct the research in order to optimize the validity of the results. The current investigation is an exploratory case study. Its primary concern is to probe the effectiveness of E-language learning /teaching during Covid-19 the case of EFL teachers and students at the English language Department of M'sila University, Algeria. Furthermore, to fill in the research gap, collect the necessary information and answer the research questions, three research tools of data collection were used: informal discussions, teachers' questionnaire and students' questionnaire.

### **2.1.1 Mixed Methods Research Approach**

Creswell, W and Creswell, J. (2019) stated, "mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve theoretical frameworks". Thus, Because the use of quantitative and qualitative approaches together in the same time provides a better understanding of the research problems, many researchers tend to use the mixed method research. The latter is a research design that comprises of gathering, analysing and interpreting both qualitative and quantitative data in one single study or in multiple studies (Roslyn, 2014).

Moreover, in order to utilize the mixed method effectively, the researcher must have a clear idea about the quantitative and the qualitative research approaches, and he/she must understand what these approaches are.

Thus, the current study aims to meet the first criterion of the exploratory study design, which is satisfying the curiosity of the researcher about the situation of e-learning

among EFL students and teachers at Mohamed Boudiaf University, Msila, and to examine the advantages and disadvantage of e-learning. Therefore, to achieve this aim, the current study used a mixed method research approach in order to explore the effectiveness of E-language learning /teaching during Covid-19, and in order to explore teacher's points of view about the use of e-learning in developing and enhancing students' learning.

## **2.2 Research Setting**

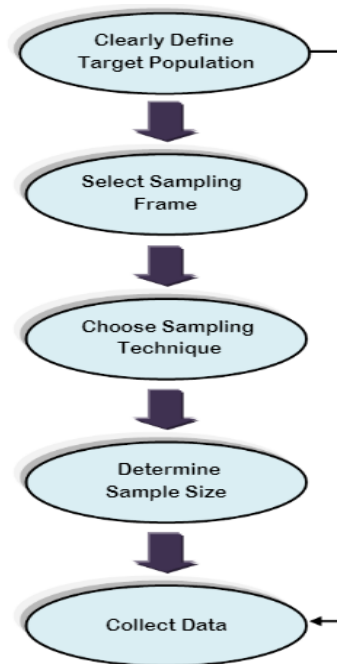
The current study that investigates teachers' and students' attitudes towards the effectiveness of e-learning as a learning method of teaching and learning was conducted at the department of English Language and literature at Mohamed Boudiaf University, Msila, during the academic year of 2020/2021. In addition, because it is easy for the researchers to conduct the research, the study was conducted there. Therefore, the focus group discussion was conducted in a classroom, whereas students' questionnaire was conducted online during the second semester. Likewise, Teachers' questionnaire was distributed also during the second semester, and it was done in classrooms and the staff room.

## **2.3 Research Population**

The current study's target population encompasses of 160 Master 1 LMD students at the department of English language and literature, Mohamed Boudiaf, Msila University. The rationale behind choosing this population is that they have already experienced e-learning through classroom and zoom sessions; and they are supposed to have developed a sense of self-reliance through the project works they used to do more than three years in their previous academic studies, in addition to a sense of awareness of

what they are learning. The population also includes 33 teachers with different qualifications namely Doctorate, Master and Magister. They either teach as part-time or full-time teachers with varying teaching experiences.

## 2.4 Sample and Sampling Techniques



*Figure 3.2:* Sampling Process Steps (Source: Taherdoost, 2016, p. 19)

The sampling is a selected small group of participants from the whole target population; these participants are chosen to participate in a study; thus, the sample represents the whole population. Therefore, the sample of the current study is 57 master one English language students, both males and females, who were selected randomly to answer the questionnaire items. The whole population of students was 150 master one English language students. Moreover, eleven (11) teachers were also selected randomly to answer another questionnaire. Thus, the current study used the random sampling technique in order to avoid bias. For, as stated by (Creswell, W and Creswell, J. (2019),

the random sampling is a procedure used research to select participants; in this technique, each participant has an equal probability to be selected.

## **2.5 Data Collection Procedures**

The current study aims at exploring teachers and student's attitudes towards the effectiveness of E-language learning /teaching during Covid-19; thus, in order to answer the research questions, different qualitative and quantitative tools were needed. The current study consisted of a diagnostic about the existence of the problem. It included a research instruments that was focus group discussion. Moreover, the study consisted of an exploration through two research instruments that were teachers' questionnaire and students' questionnaire. Thus, the data gathered by these tools make the research with a mixed approach. In addition, a pilot testing was needed to make sure that the questions are clear, for that reason some modifications were done.

## **2.6 Research Tools**

The current study used both quantitative and qualitative research methods of data collection, for the exploratory studies need both types of data in order to obtain comprehensive results.

### **2.6.1 Focus Group Discussion**

Focus group discussions (FGD) are one of the most popular qualitative research methods (Temkin, 2017). In her study, (Gerritsen, 2017) states that a 'FGD' is a structured discussion used to obtain in-depth information (qualitative data-insight) from a group of people about a specific topic. The goal of a focus group discussion is to study a topic in depth and intensively (Temkin, 2017). (FGD) is a group discussion of eight (8) to

twelve (12) participants guided by a facilitator in which participants discuss a specific topic (M & E Toolkit). This tool's main strength is that it allows participants to share and compare their experiences, ideas, and points of view, as well as discuss something that is effective in providing information. The facilitator's expertise, on the other hand, is essential for stimulating and supporting discussion but cannot act as an expert on the topic (Glynn, Shanahan and Duggan, 2015).

The researchers organized a meeting with eight EFL learners for the current study. The discussion was carried out in 30 minutes to allow respondents to cooperate in giving their most precise answers. The participants in the research population were selected at random to ensure that the findings are relevant to the research problem under investigation. It focused on the following questions:

- a) Do you think e learning was an effective learning method during Covid-19 pandemic?
- b) Do you prefer e-learning or traditional face to face learning?
- c) Do you possess the knowledge about the new information and communications technologies (ICTs) and the experience to use them?
- d) How did e-learning help you during Covid-19 pandemic?

#### **2.6.1.1 Focus Group Discussion Advantages**

Focus group discussion has many advantages that are worth considering. It provides a significant amount of data about a topic in a short period of time, it enables the research to collect information without having any restriction. Moreover, it can be

conducted online which makes it easy for the researcher to talk to more people and to hold more discussions, it allows the researcher to build an idea and develop an information through the many viewpoints of all the participants. In addition, it is money saving, for the researcher gather a group of people to get a large amount of information in a short period of time. (Miller, 2020)

### **2.6.1.2 Focus Group Discussion Disadvantages**

Focus group discussion has also some disadvantages that must be taken into consideration. One of the main challenges that face FGD is that it does not provide the single participant the opportunity to talk much about the topic since the group members are discussing in the same time, and some member may dominate the talk. Another challenge is that some members may impact the results of a focus group discussion because of the bias they bring with them. In addition, different opinions may lead to conflicts between the group members, especially if the topic is about religion, ethics or politics. (Miller, 2020)

### **2.6.1.3 Focus Group Discussion Pilot Test**

A pilot study is a small feasibility study that is intended to test various aspects of the methods that will be used in a larger investigation (Arain, Campbell, Cooper, & Lancaster, 2010). A pilot study's primary goal is not to answer specific research questions, but to prevent researchers from undertaking on a large-scale study without sufficient knowledge of the methods proposed; In fact, a pilot study is carried out to avoid the occurrence of a major flaw in a time and money-consuming study (Polit& Beck, 2017). It aims to strengthen the instruments' validity and reliability. Hence,

practical pilot test necessitates selecting a sample of people who are similar to or part of the instruments' targeted population (Miller et al., 2011).

In the current investigation, the researchers consulted a research methodology teacher from the targeted department as well as three Master 1 students. They went over the FGD questions to see if there were any changes that could be made in terms of content, wording, or timing. The changes that occurred following the pilot test are shown in the table below:

**Table 3.1:** *Piloting the Focus Group Discussion*

Questions	
1	Do you think e learning was an effective learning method during Covid-19 pandemic?
2	Do you prefer e-learning or traditional face to face learning?
3	Do you possess the knowledge about the new information and communications technologies (ICTs) and the experience to use them?
4	How did e-learning help you during Covid-19 pandemic?

### 2.7.2 Questionnaires

Oxford advanced American Dictionary (2021) defined the questionnaire as a group of written questions made by a researcher and sent to a certain sample of population to be answered in order to collect information. The questionnaire is usually a

quantitative research instrument that consist of a mix of open-ended questions, close ended questions, multiple choice questions and scaling questions...etc. addressed to the respondents. Moreover, the collected data from the questions through the structured questionnaires are quantitative data, and the data collected through an unstructured questionnaire are qualitative data (Question Pro 2021).

The researcher uses the questionnaire in order to gather exploratory information, to collect demographic information or to validate a generated hypothesis. Moreover, the questionnaire can be administrated through online mediums such as emails, through telephone, or it can be administrated at home where the researcher goes to the respondents' houses (Question Pro 2021).

#### **2.7.2.1 Questionnaire Advantages**

The questionnaire has many advantages that are worth considering, for example; it gathers large amount of information in a short period. In addition, it is quick and cost-effective since it can be administrated online via emails and social media. Moreover, it is secure, for the respondent's identities are anonymous and cannot be revealed because no personal information are needed from the respondents. Furthermore, the collected data from the questionnaire are easy to analyse, and the questionnaire can cover all aspects of the topic through the different types of asked questions (Question Pro 2021).

#### **2.7.2.2 Questionnaire Disadvantages**

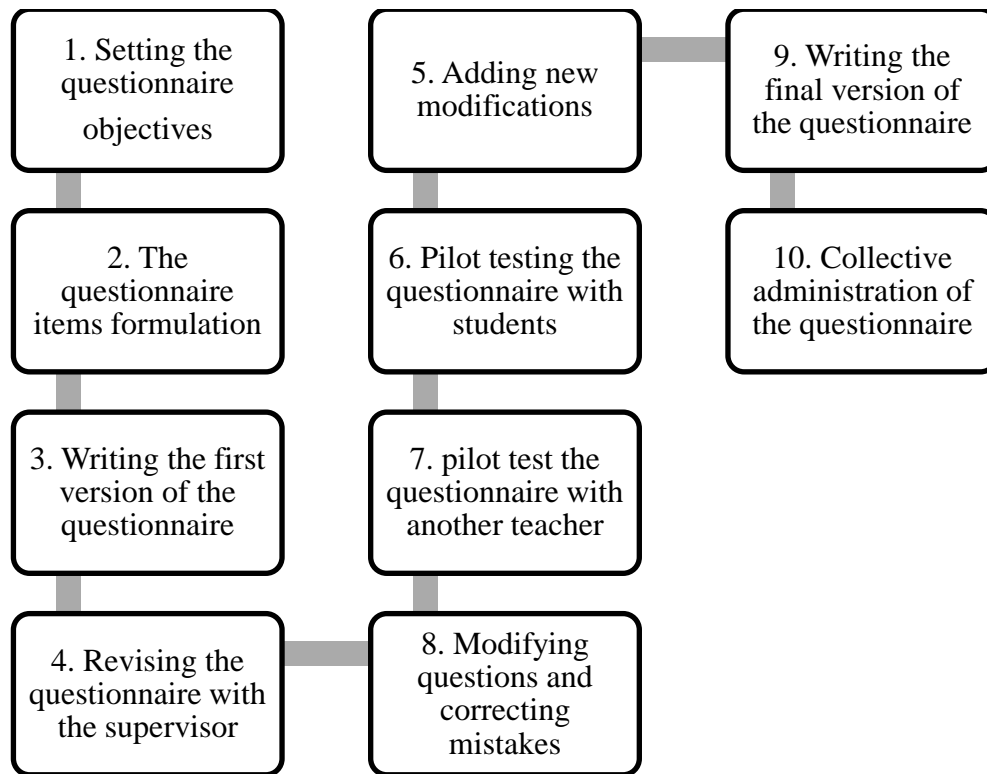
Questionnaires has also some limitations, for example, some respondents do not answer some of the questionnaire items due to unclear words, irrelevant questions or confusing questions. The researcher may find difficulty in answering open ended and

close ended questions, for they need a logical thinking to guess what the respondent is trying to say. In addition (Question Pro 2021).

The current study used a questionnaire for both teachers and students in order to cover a variety of relevant issues related to e-learning. The main reason for this choice is that questionnaires can be used with a large number of people in a limited amount of time. Similarly, (Cohen et al, 2018, “Research Methods in Education”) consider questionnaires to be one of the most useful data collection tools because they are less time consuming, less expensive, and simple to fill out and analyze. The questionnaires for both teachers and students are described in detail below.

## **2.8 Students’ Questionnaire (See Appendix A)**

The final version of the questionnaire took time to create. On the other hand, significant literature (sources) was also reviewed in order to develop the form and content of the students' questionnaire. The content is about e-learning, while the format is about methodological procedures. As a result, the students' questionnaire has evolved through several stages as shown below:



*Figure 3.3:* Steps of Students Questionnaire Development

### **2.8.1 Description of Students' Questionnaire and Aim**

The current study developed students' questionnaire in form of three types of questions including Likert scale questions, closed-ended questions and one open-ended question. According to Bhattacharjee (2012), the Likert scale, designed by Rensis Likert, is a very popular rating scale for measuring ordinal data in social science research. This scale contains Likert items, which are simply worded statements to which respondents can indicate their level of agreement or disagreement on a five or seven-point scale ranging from 1 to 5 from "strongly disagree" to "strongly agree". (p. 47). Closed-ended questions are similar to multiple-choice questions, which they are preferred for a set of advantages mainly speedy response, Easier to answer, Data quickly coded, entered and analyzed and less-skilled or no interviewer needed (Michael & Jeremy, 2016). The

rationale behind utilizing the tool of questionnaire is that it provides quantitative data that allows for statistical examination for the research problem.

### **Part One: Participants' Background Information**

This part includes three questions in which participants were asked about their gender, age, years of studying English. The aim behind this numerical question is to know the exact number of years spent in studying English.

### **Part Two: E-learning**

This part includes ten, open-ended and close ended questions, all of them about e-learning. The aim behind the first question is to know if students have ever participated in any online courses, and the aim behind the second open-ended question is to know students' impression about e-learning. The aim behind the third question is to know if students like online education or not, and the aim behind the fourth question is to know if students have access to any device for leaning online. Moreover, the aim behind the fifth question is to know how much time students spend each day on an average on online learning. The aim behind the sixth question is to know how effective has online learning been for students. The aim behind the seventh question is to know how helpful the university has been in offering them the resources to learn at home. The aim behind the eighth question is to know if students enjoy online learning or not. In addition, the aim behind the ninth question is to know how helpful were teachers to students while studying online. The aim behind the tenth question is to know what type of online learning platforms do teachers use in online learning.

### **Part Three: E-learning Advantages**

This part includes four Likert scale questions, participants were required to indicate the extent to which they agree or disagree with each statement (5 statements) by selecting one response out of five Likert scale options (from Strongly Agree to Strongly Disagree). It tackles the student's attitudes towards e-learning. The aim behind the first statement is to know if when students ask their teachers any questions, they receive quick responses during online activities or not, and the aim behind the second statement is to know whether students find face-to-face contact with their teachers is necessary to learn or not. The aim behind the third question is to know if students are highly motivated in online education or not, and the aim behind the fourth question is to know if students like to participate for online learning after COVID-19 pandemic over.

#### **2.9.2 Students' Questionnaire Pilot Test**

In social science research, the term "pilot study" is used in two different contexts. It may refer to feasibility studies, which are "small scale version[s] or trial run[s] done in preparation for the major study" (Polit et al., 2001: 467). A pilot study, on the other hand, can be the pre-testing or "trying out" of a specific research instrument (Baker 1994: 182-3). One advantage of conducting a pilot study is that it may provide early warning about areas where the main research project may fail (De Vaus, 1993).

In the current investigation, pilot testing is required for self-developed research tools to establish content validity. This procedure ensures that "the test is a good representation of the content that must be measured" (Seliger&Shohamy, 1989, p.188). A pilot test was conducted during the final stage of questionnaire development. It was also

essential to collect appropriate data for pilot testing while developing a final questionnaire. The goal of pilot testing is to identify items that are unclear to respondents. Consequently, before submitting the questionnaire to the selected sample, two teachers were asked for feedback, and two students from the population were also asked to review the questions for possible modifications concerning content, wording, and time. The arranged pilot testing with teachers and students has resulted in:

- Reducing the number of questions raised from 25 questions to 18 questions.
- Omitting the irrelevant items that does not serve the research question.
- Modifying certain items to be simple and comprehensible.
- Reducing the number of Likert scale statements raised from 10 statements to 4 statements.
- Reducing the number of open-ended questions to only one question.

The majority of the questions were structurally modified, but the content and purpose remained the same.

## **2.9 Teachers' Questionnaire (See Appendix C)**

One of the important data collection procedures that was also used in this study is a self-made questionnaire addressed to eleven (11) English language teachers at Mohamed Boudiaf University - Msila-. Teachers' questionnaire was designed in order to validate the research findings and to cross check them, to arrive at answers for the research questions and to investigate teachers' attitudes towards the effectiveness of E-language learning /teaching during Covid-19.

### **2.9.1 Types of Questions**

Teachers' questionnaire uses a mixture of eighteen (18) questions of open-ended and closed-ended, Likert scaling types that allow the study to gain both types of qualitative and quantitative data. The ten questions are important, and they were advanced in the review of literature; in addition, they are presented in three parts: the first part is titled "participants' background information", the second part is titled "e-learning", and the third part is titled "e-learning advantages".

### **2.9.2 Description of Teachers' Questionnaire and Aim**

The three parts are as follow:

#### **Part One: Participants' Background Information**

This part consists of five (3) questions; all of them are about e-learning. Participants were asked about their gender, age, years of teaching English. The aim behind this numerical question is to know the exact number of years spent in teaching English.

#### **Part Two: E-learning**

This part includes (4) questions; all of them about e-learning. The first question is a close-ended question aims to see how teachers how often used online teaching methods before the breakout of the COVID-19 crisis. The second question is also a close-ended question; it aims to seek how teachers often used online teaching in the first academic year (2019/ 2020) of the breakout of the COVID-19 crisis. The third question is also a close-ended question that concerns with whether the faculty provided teachers with the

necessary training to use online platforms or not. The fourth question is an open-ended question that seeks to know which platform teachers use in online teaching.

### **Part Three: E-learning Advantages**

This part includes eleven (11) questions. The aim behind the first question is to know if teachers use online teaching only because the Head of Department advised so or they use it always. The aim behind the second question is know if teachers agree that online teaching support their students' learning needs or not. The aim behind the third question is see if teachers are motivated to use online teaching or not. The aim behind the fourth question is to know if students have difficulty in understanding the course content through online teaching or not. The aim behind the fifth question is to know if teachers' evaluation for the students' performance using online methods is not accurate. The aim behind the sixth question is to know to know if there is any lack of technical support for online teaching by the faculty. The aim behind the seventh question is to know teachers agree that developing and teaching online courses helps to improve the way they teach in the classroom. The aim behind the eight question is to know teachers are satisfied with online teaching in general or not. The aim behind the ninth question is to know teachers think that their students are motivated during online lectures or not. The aim behind the tenth question is to know teachers agree that online teaching is more effective than face-to-face teaching. The aim behind the eleventh question is to seek teachers' impression about online learning/ teaching.

#### **2.9.2.1 Pilot Testing of Teachers' Questionnaire**

The pilot testing is important for it establishes the content validity of an instrument' scores, it evaluates the internal consistency of the items, and it improves the

questions of the conducted tool Creswell, W and Creswell, J. (2019). Therefore, after completing the questionnaire, it was administrated to a teacher at Mohamed Boudiaf University - Msila - to see if there were any ambiguous questions, or unclear statements or instructions. The teachers found some questions that need to be modified and some must be deleted.

- The teacher asked to drop the third question of the first part that was asked to see if teachers motivate their students to use e-learning or not, for he assumed that the teachers would obviously say yes.

*Q3. Do you motivate your students to use e-learning?*

## **2.10 Data Analysis Procedures**

Data analysis elucidates the findings of the present study, which are elaborately analyzed quantitatively and qualitatively, in order to gain a comprehensive understanding of the research. The former entails primarily the use of descriptive statistics such as percentages, frequencies, tabulations, and graphic representations. According to Selinger and Shohany: "In quantitative analysis: the data is in numerical form, or some form which can be converted into numbers and the analysis almost utilizes statistics, quantitative data analysis techniques deal with non-numerical data usually linguistics units in oral and written form."(Selinger and Shohany, 1989).

Qualitative data, on the other hand, denotes a realistic background of all required answers, as well as the content they provide. Reasonably, the two types are usually correlated in the process followed in any given research because "using more than one

type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement." (Hamzaoui, 2006).

In the current study, a descriptive analysis was used for the qualitative data gathered from FGD where data were written to generate the research problem and formulate the research questions. The quantitative data of two questionnaires was analyzed using statistical package for social sciences (SPSS) version 22.

### **2.11 Reliability**

Reliability is the internal consistency of item scores of an instrument (Creswell, W and Creswell, J. 2019). In the current study, reliability is considered as a major part in research, for the research tools used, students' questionnaire and teachers' questionnaire, are reliable because they measure what they are supposed to measure about the effectiveness of E-language learning /teaching during Covid-19. In addition, if the current study is repeated with the same conditions and the same context the results would be the same, and the approach of the current study is consistent across different studies.

### **2.12 Validity**

The term "validity" refers to "the extent to which a piece of research actually investigates what the researcher claims to investigate" (Nunan, p. 14). In other words, it is concerned with how the research findings and interpretations reflect the concept under study. In our case, there is a requirement to validate the relationship between the data instruments used and the variables. Following pilot testing of the students and teachers' questionnaires, the following results were obtained:

- **Item clarity and non-redundancy:** a post discussion with the students, as well as an analysis of their responses, demonstrated that the question items were sufficiently clear. There were just a few complaints about the questionnaire's length. As a result, the the questionnaire items were reviewed and redundant items that measure the same construct were removed.
- **New additions:** based on the teachers' comments and the students' responses, some items were added to the questionnaire.

### **2.13 Ethical Considerations and Issues of Trustworthiness**

Before submitting the questionnaire to the students, the researchers first requested permission from their teachers to distribute the questionnaire collectively. They were given a brief explanation of the current research's main goal and the fact that they are acting as a sample and they have the right to withdraw at any time. The researcher explained that filling out the questionnaire is very helpful in developing the practical part of the current research that is also mentioned in the questionnaire's introduction; this puts participants at ease and confirms that their responses will only be used to collect data and improve the situation under study. This was a positive ethical aspect of this work.

The trustworthiness of a research, on the other hand, is related to the validity and reliability of the study's findings. Internal validity was ensured by carefully piloting the required data collection instruments. Furthermore, research reliability is the consistency of results across different samples; thus, this study is a case study, and reliability was ensured purely by the consistency of results calculated by the Cronbach's Alpha

## **2.14 Limitations**

Limitations are the external influences that cannot be controlled by the researcher (Rothwell, M. 2006). Therefore, although the current study reached its aims, there were unavoidable limitations and difficulties. First, time constrains, since any research is limited to a specific period of time, the researchers were obliged to handle both processes of data collection and data analysis within a precise period of time. Moreover, this study focused on effectiveness of E-language learning /teaching during Covid-19 the case of EFL teachers and students at the English language Department of M'sila University, Algeria; thus, it was carried out with a larger sample to get more information that are reliable. Furthermore, only of eleven teachers answered the teachers' questionnaire because there were teachers that were unable to take part of the study, for they do not have time. In addition, some students were not interested in answering the questionnaire.

## **2.15 Delimitations**

Delimitations are the choices made by the researcher in order to describe the boundaries of the study. Thus, the central focus of the current study was only on effectiveness of E-language learning /teaching during Covid-19 pandemic in the English department at Mohamed Boudiaf University, it explored the attitudes of teachers and students towards the effectiveness of E-language learning /teaching during Covid-19 pandemic, and it examined the advantages and disadvantage of e-learning. Thus, there was no reference to the academic level of EFL students. The present study used specific tools, focus group discussion, students' questionnaire and teachers' questionnaire, targeted to generate data about the specific issue, the effectiveness of e-learning as an

alternative method of learning to face-to-face classrooms. Case of master one English language students that seems appropriate to the research purpose.

## **Conclusion**

The third chapter is all about research methods and methodology. Its primary goal is to explain the methodological approach and the tools that will be used to collect data. It thoroughly describes the various instruments and explains how each one is used to gather reliable, valuable, and in-depth information about the issue at hand. Furthermore, the remaining of the chapter described the study's design, including the research questions, population, sample, data collection instruments, description and aim of the tools used, research approaches, and data analysis procedures. Stated briefly, the present research uses one method of investigation; the exploration method is planned carefully to accommodate the objectives of this research. Through piloting, reliability and validity of research instruments.

# **Chapter Three: Data Analysis and Results Discussion**

## **Introduction**

After gathering the necessary data with the research tools described in the third chapter, this chapter is primarily concerned with presenting the participants' opinions and attitudes. The most delicate phase of research is converting raw data into comprehensible information, which should end with adequately answering the research questions. In this sense, this chapter is devoted to analyzing the qualitative and quantitative data gathered during the specific sections of the current investigation in relation to the review of the literature using descriptions, categorization, and statistics. The chapter begins with an analysis of the FGD questions; in addition to the analysis of the students and teachers' questionnaires, which allow the researchers to identify their attitudes toward the use of e-learning among EFL students and teachers at Mohamed Boudiaf University, Msila, and to examine the advantages and disadvantage of e-learning. Interpretations of the findings, recommendations for further research, and pedagogical implications will also be presented.

## **Section One**

The analysis and the interpretations of results gathered from the tools used are presented in the following section alongside with the discussion of results.

### **3.1 Students' Questionnaire Analysis**

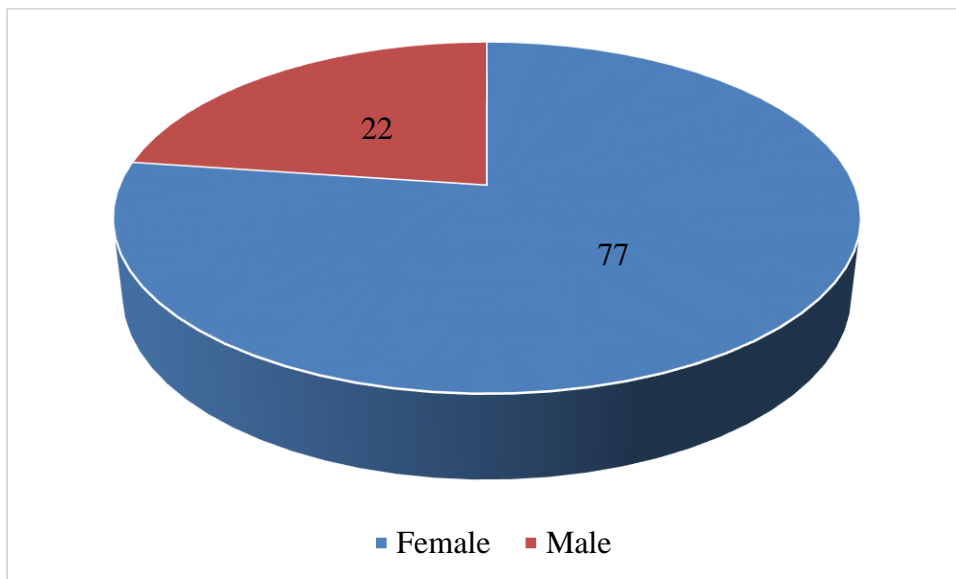
The first research tool used in the current study, students' questionnaire, is addressed to master one English language students at Mohamed Boudiaf University – Msila-. The frequencies and percentages of students' answers are in details in tables and

figures below. Moreover, each sequence would be analysed and interpreted alone then all together to make sense.

**Item 01:** *What is your gender?*

**Table 3.1:** *Students' Gender*

		Frequency	Percent	Valid Percent
Valid	Female	44	77,2	77,2
	Male	13	22,8	22,8
	Total	57	100	100



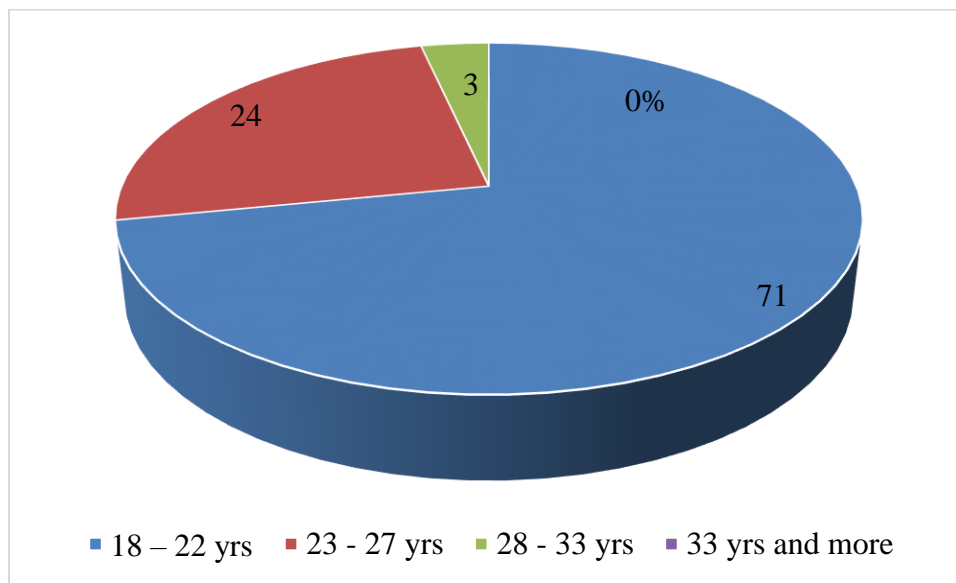
**Figure 3.1:** *Students' Gender*

According to table 3.1 and figure 3.1 above, most of the participants are females, making up (77, 2%) of the whole sample, and (22, 8%) of them are males.

**Item 02:** *How old are you?*

**Table 3.2:** *Students' Age*

		Frequency	Percent	Valid Percent
Valid	18 – 22 yrs	41	71,9	71,9
	23 - 27 yrs	14	24,6	24,6
	28 - 33 yrs	2	3,5	3,5
	33 yrs and more	0	0	0
	Total	57	100	100



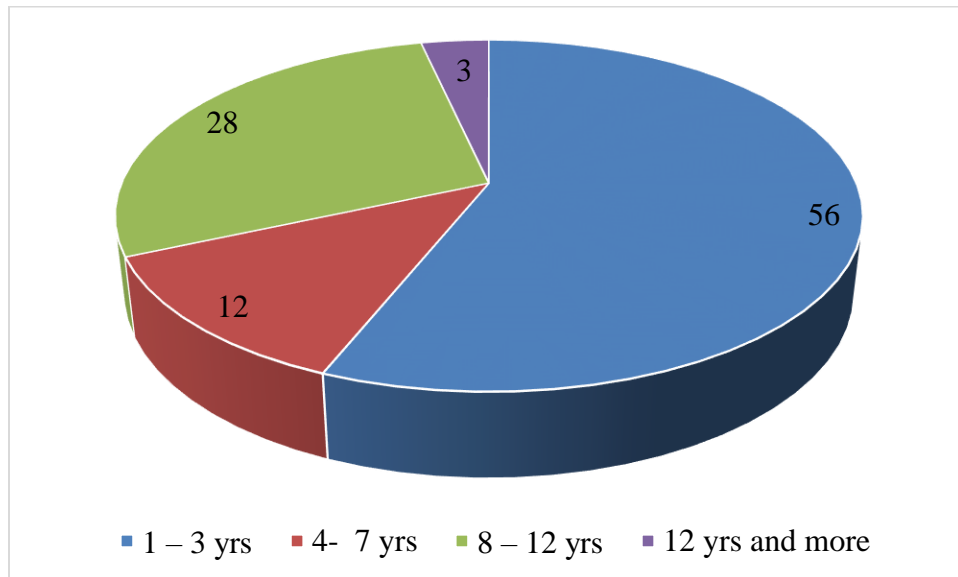
**Figure 3.2:** *Students' Age*

The obtained data from table 3.2 and figure 3.2 above show that the majority of the participants, making up (71, 9%) of the participants are between the age of 18 years old and 22 years old. While (24, 6%) of them are between the age of 23 years old and 27 years old. Moreover, (3, 5%) of them are between the age of 28 years old and 33 years old

*Item 03: How long have you been studying English?*

**Table 3.3:** *Years of Studying English*

		Frequency	Percent	Valid Percent
Valid	1 – 3 yrs	32	56,1	56,1
	4- 7 yrs	7	12,3	12,3
	8 – 12 yrs	16	28,1	28,1
	12 yrs and more	2	3,5	3,5
	Total	57	100	100



**Figure 3.3:** *Years of Studying English*

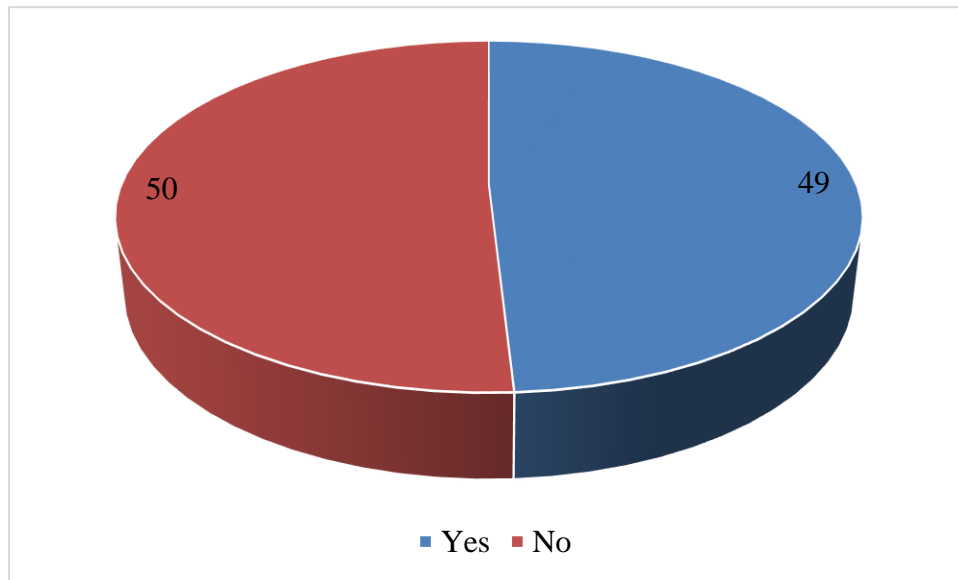
Students were asked about how long have they been studying English; thus, table 3.3 and figure 3.3 above show that more than half of the participants, making up (56, 1%), have been studying English for two or three years, and (28, 1%) of them have been

studying English for eight or twelve years. In addition, (12, 3%) of them have been studying English for four or seven years, and (3, 5%) of them have been studying English for more than twelve years.

**Item 04:** *Have you ever participated in any online courses?*

**Table 3.4:** *Students' Participation in Online Courses*

		Frequency	Percent	Valid Percent
Valid	Yes	28	49,1	49,1
	No	29	50,9	50,9
	Total	57	100	100



**Figure 3.4:** *Students' Participation in Online Courses*

Having a quick look at table 3.4 and figure 3.4 above shows that more than half of the participants, making up (50, 9%), participate in online courses, and (49, 1%) of them do not participate in online courses.

***Item 05: How was your impression?***

This open-ended question was asked to know students' impression about online courses; therefore, according to their answers, which are as follow, most of them find online learning interesting.

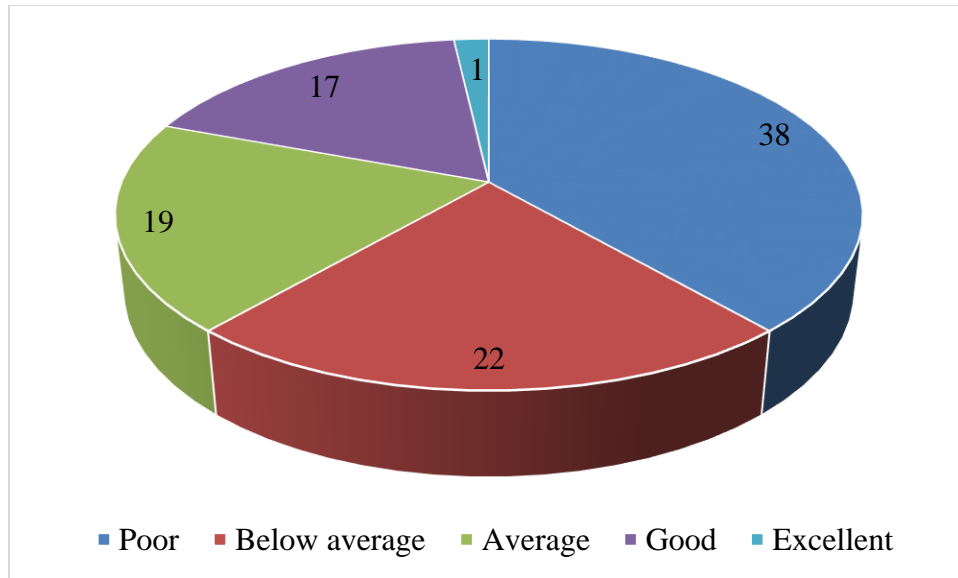
- I felt it is an acceptable experience
- It was well performed
- To say the truth, it was not good at all because I had not understand anything from that course
- I was good
- Quite impressed
- Good except when everyone was talking at the same time.
- It was not good actually.
- I did not like it at all, I appreciate the teacher effort but it was not beneficial at all
- It was good actually.
- I do not think that it was useful
- It was good it was a new experience for me, and I find it very useful.
- I did not like it ... It was good but we have faced problems with Internet connection when the participants are many.
- There was a lot during it, so it was horrible
- Good
- It feels interesting and exciting at the beginning, later on,
- I could not access to the platform at all.

- For my first online course, which is separated from university, it was quite impressive. However, the university courses were not that effective.
- Very interesting but I did not like it a lot because I find face-to-face education is better
- I found it a negative experience, I could not pay attention to the course for more than 5 minutes, it was somewhat boring and not interesting at all I did not like it at all.
- It was literally useless
- Quite good

**Item 06:** *How do you feel overall about online education?*

**Table 3.5:** *Students' Feeling about Online Education*

		Frequency	Percent	Valid Percent
Valid	Poor	22	38,6	38,6
	Below average	13	22,8	22,8
	Average	11	19,3	19,3
	Good	10	17,5	17,5
	Excellent	1	1,8	1,8
	Total	57	100	100



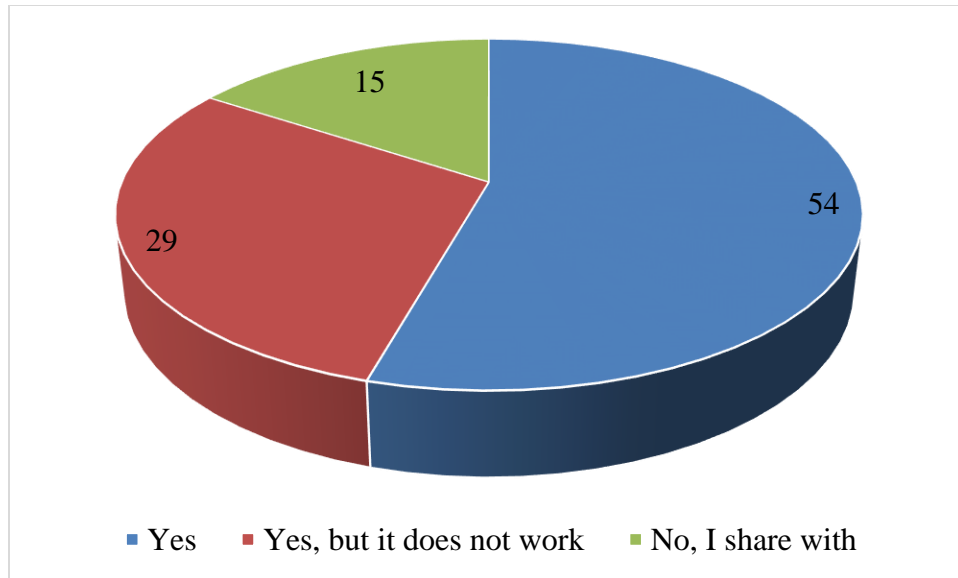
**Figure 3.5:** Students' Feeling about Online Education

The obtained data from table 3.5 and figure 3.5 show that (38, 6%) of the students feel online education is poor, (22, 8%) of them feel it is below average, (19, 3%) of them feel it is average, (17, 5%) of them feel it is good, and (1, 8%) feel it is excellent.

**Item 07:** Do you have access to a device for leaning online?

**Table 3.6:** Students' Access to Learning Online Devices

		Frequency	Percent	Valid Percent
Valid	Yes	31	54,4	54,4
	Yes, but it does not work	17	29,8	29,8
	No,	9	15,8	15,8
	Total	57	100	100



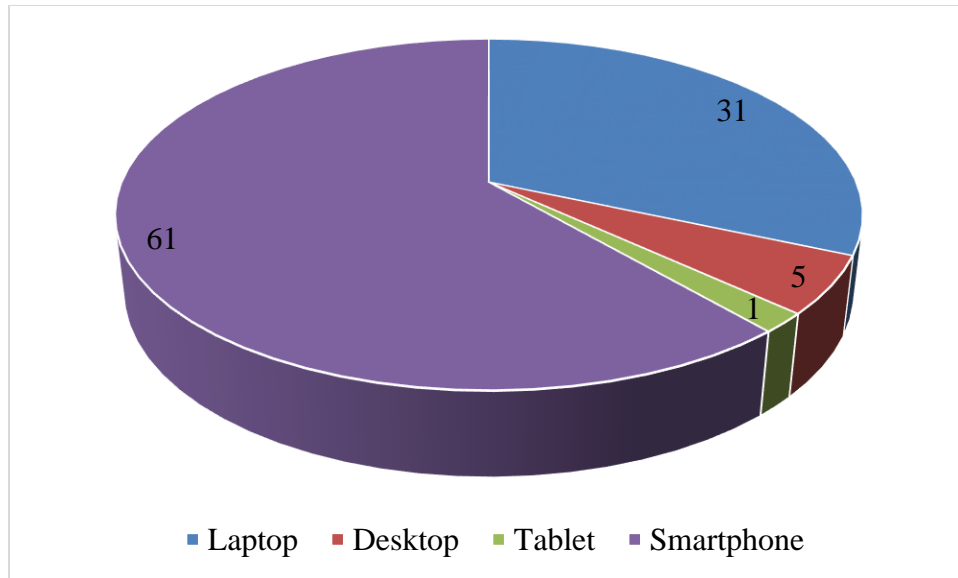
**Figure 3.6:** Students' Access to Learning Online Devices

According to table 3.6 and figure 3.6 above, more than half of the participants, making up (54, 5%) have access to a device for leaning online, and (29, 8%) of them have access to a device for leaning online, yet it does not work. While (15, 8%) of them do not have access to a device for leaning online.

**Item 08:** *What device do you use for online learning?*

**Table 3.7:** *Type of Devices Students use for Online Learning*

		Frequency	Percent	Valid Percent
Valid	Laptop	18	31,6	31,6
	Desktop	3	5,3	5,3
	Tablet	1	1,8	1,8
	Smartphone	35	61,4	61,4
	Total	57	100	100



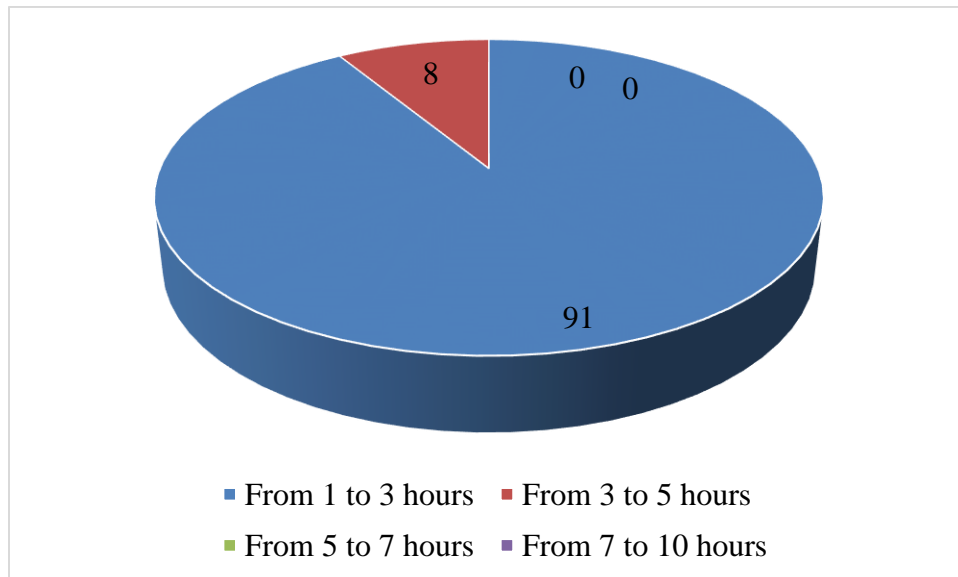
**Figure 3.7:** Type of Devices Students use for Online Learning

Students were asked about what device they use for online learning; thus, the majority of them, making up (61, 4%), use their smartphones for online learning, and (31, 6%) of them use their laptop. While (5, 3%) of them use their desktop, and (1, 8%) of them use their tablet.

**Item 09:** *How much time do you spend each day on an average on online learning?*

**Table 3.8:** *Time spent by Students on Online Learning*

		Frequency	Percent	Valid Percent
Valid	From 1 to 3 hours	52	91,2	91,2
	From 3 to 5 hours	5	8,8	8,8
	From 5 to 7 hours	0	0	0
	From 7 to 10 hours	0	0	0
	Total	57	100	100



**Figure 3.8:** Time spent by Students on Online Learning

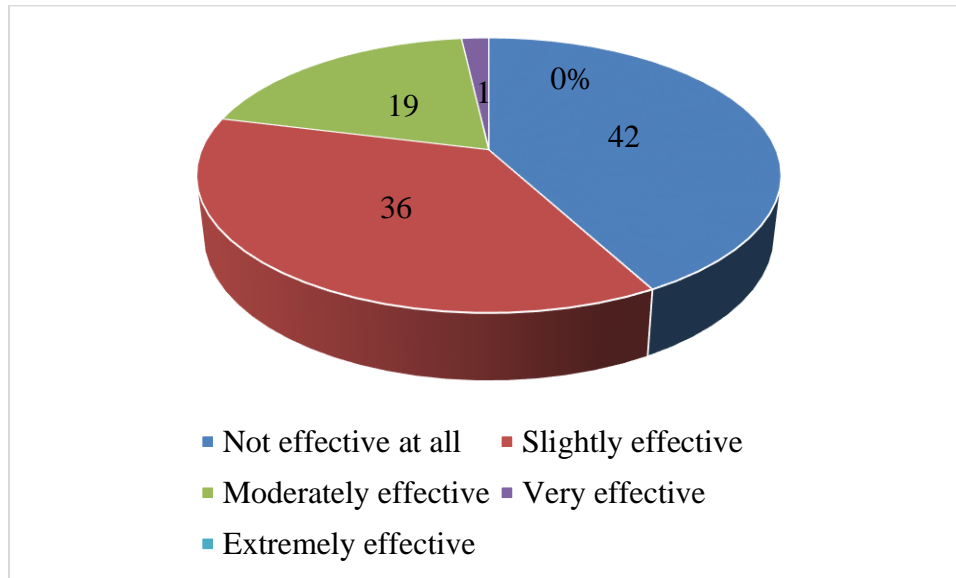
The obtained data from table 3.8 and figure 3.8 above the majority of the participants, making up (91, 2%), spend from to one hour to three hours per day on online learning platforms, while only (8, 8%) of them spend from to three hours to five hours per day on online learning platforms.

**Item 10:** *How effective has online learning been for you?*

**Table 3.9:** *The Effectiveness of Online Learning for Students*

		Frequency	Percent	Valid Percent
Valid	Not effective at all	24	42,1	42,1
	Slightly effective	21	36,8	36,8
	Moderately effective	11	19,3	19,3
	Very effective	1	1,8	1,8

	Extremely effective	0	0	0
	Total	57	100	100



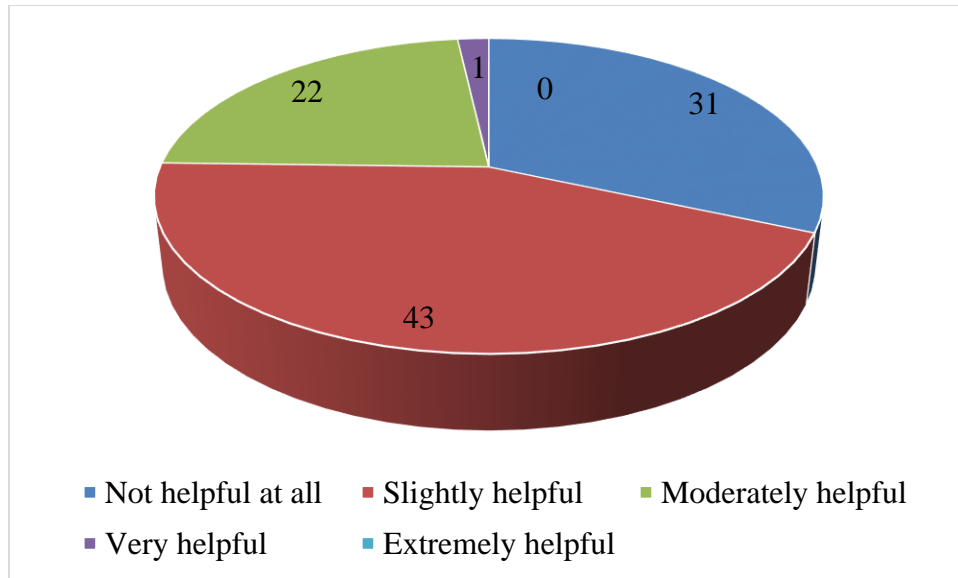
**Table 3.9:** *The Effectiveness of Online Learning for Students*

A quick look at table 3.9 and figure 3.9 above shows that (42, 1%) of the participants find online learning not effective at all, and (36, 8%) of them find online learning not slightly effective. In addition, (19, 3%) of them find online learning not moderately effective, and (1, 8%) of them find online learning not very effective.

*Item 11: How helpful your university has been in offering you the resources to learn from home?*

**Table 3.10:** *Helpfulness of University in Offering the Resources to Learn From Home*

		Frequency	Percent	Valid Percent
Valid	Not helpful at all	18	31,6	31,6
	Slightly helpful	25	43,9	43,9
	Moderately helpful	13	22,8	22,8
	Very helpful	1	1,8	1,8
	Extremely helpful	0	0	0
	Total	57	100	100



**Figure 3.10:**Helpfulness of University in Offering the Resources to Learn From Home

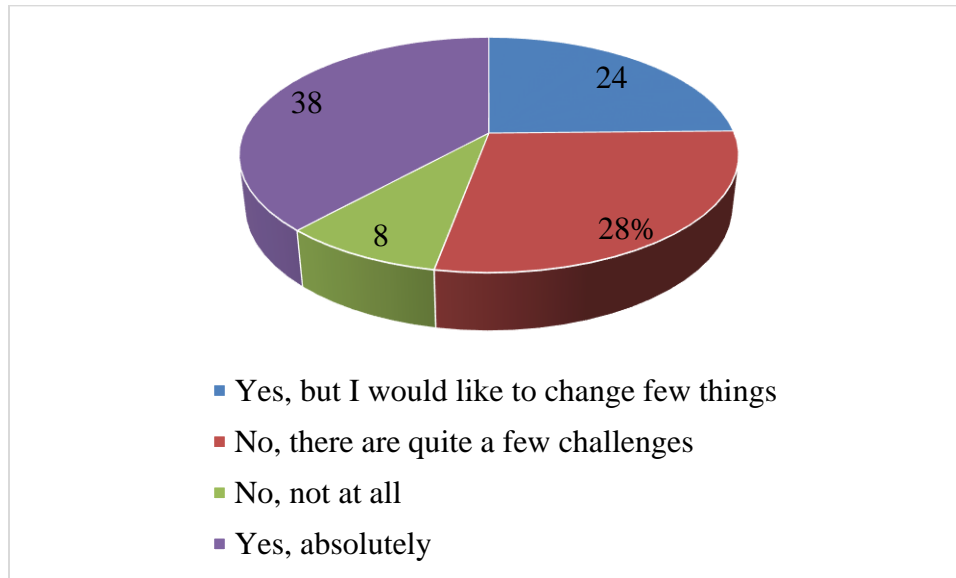
The obtained data from table 3.10 and figure 3.10 show that the majority of the participants, making up (43, 9%), find their university slightly helpful in offering the resources to learn from home, and (31, 6%) of them find their university not helpful in offering the resources to learn from home. Moreover, (22, 8%) of them find their university moderately helpful in offering the resources to learn from home, and (1, 8%) of them find their university very helpful in offering the resources to learn from home.

**Item 12:** *Do you enjoy online learning*

**Table 3.11:** *Students Enjoy Online Learning*

		Frequency	Percent	Valid Percent
Valid	Yes, absolutely	22	38,1	38,1
	Yes, but I would like to change few things	14	24,6	24,6
	No, there are quite a few challenges	16	28,1	28,1

	No, not at all	5	8,8	8,8
	Total	57	100	100



**Figure 3.11:** Students Enjoy Online Learning

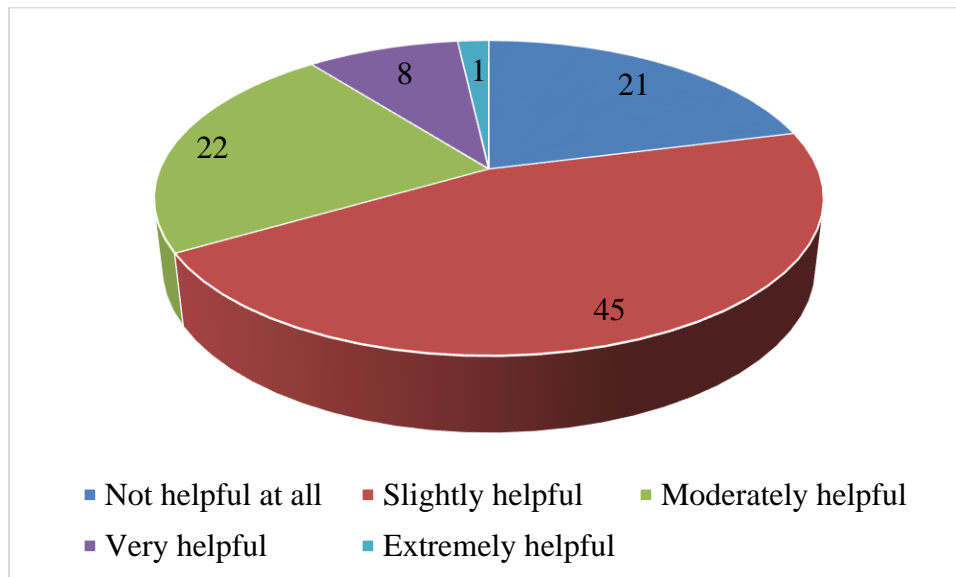
The above analyzed data show that the majority of the students, making up (38, 8%) enjoy online learning, and (24, 6%) of them enjoy online learning but they would like to change few things. Whereas (28%) of them do not enjoy online learning because they face some challenges, and (8, 8%) do not enjoy it at all.

**Item 13:** How helpful are your teachers while studying online?

**Table 3.12:** Helpfulness of Teachers while Studying Online

		Frequency	Percent	Valid Percent
Valid	Not helpful at all	12	21,1	21,1
	Slightly helpful	26	45,6	45,6

Moderately helpful	13	22,8	22,8
Very helpful	5	8,8	8,8
Extremely helpful	1	1,8	1,8
Total	57	100	100



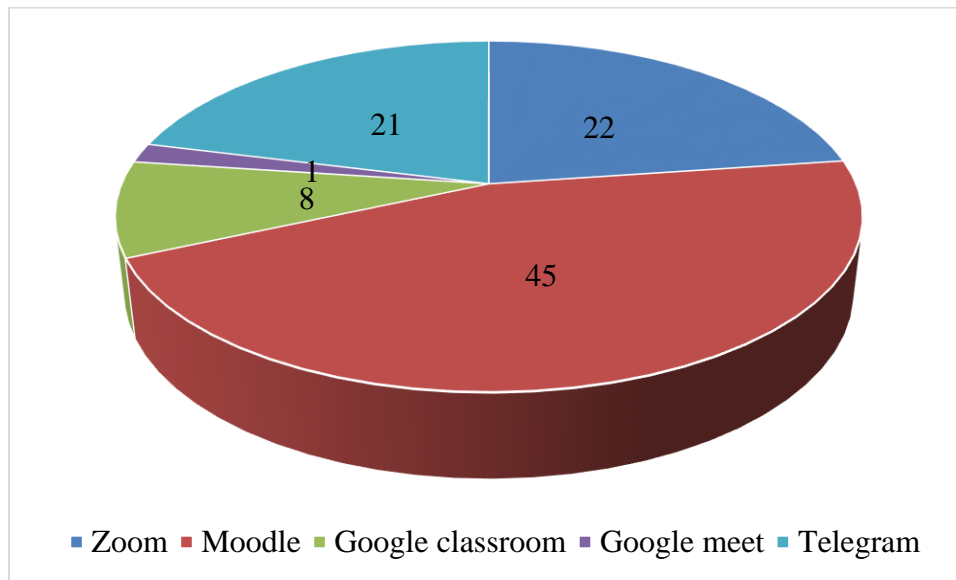
**Figure 3.12:**Helpfulness of Teachers while Studying Online

The above-analyzed data show that the majority of the participants, making up (45, 6%), suggest that their teachers are slightly helpful in online teaching, (1, 8%) of them suggest that their teachers are extremely helpful in online teaching, (8, 8%) of them suggest that their teachers are very helpful in online teaching, and (22, 8%) of them suggest that their teachers are moderately helpful in online teaching. While (21, 1%) of them suggest that their teachers are not helpful in online teaching.

**Item 14:** What type of online learning platforms do your teachers use in online learning?

**Table 3.13:** Type of Online Learning Platforms Teachers Use in Online Learning

		Frequency	Percent	Valid Percent
Valid	Zoom	13	22,8	22,8
	Moodle	26	45,6	45,6
	Google classroom	5	8,8	8,8
	Google meet	1	1,8	1,8
	Telegram	12	21,1	21,1
	Total	57	100	100



**Figure 3.13:** Type of Online Learning Platforms Teachers Use in Online Learning

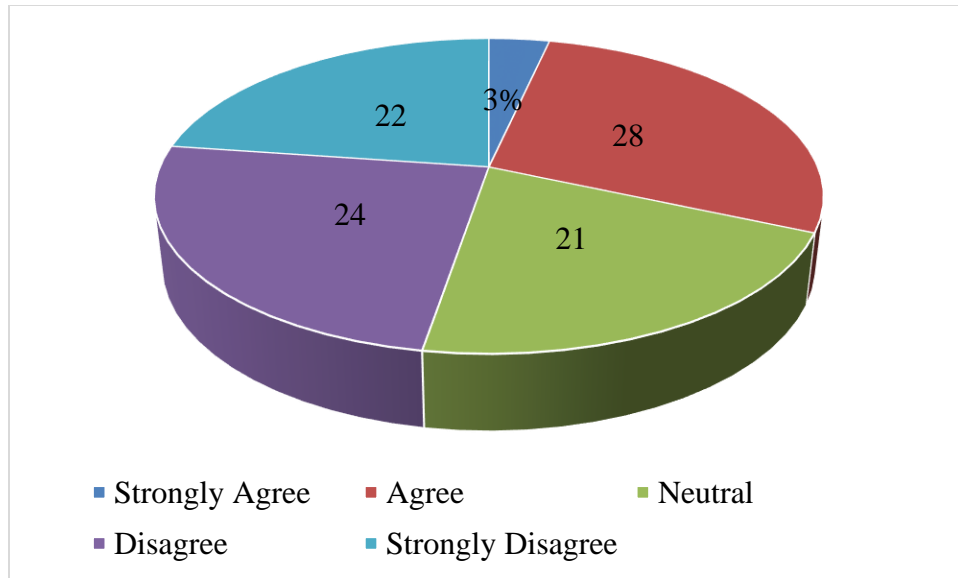
According to the table and the figure above the majority of the participants, making up (45, 6%) use Moodle in online learning, and (22, 8%) of them use zoom in online learning; in addition, (21, 1%) of them use telegram in online learning. Moreover,

(8, 8%) of them use google classroom, and (1, 8%) of them use google meet in online learning.

*Item 15: I can ask my teachers questions and receive quick response during online activities*

**Table 3.14:** *Students Can Ask Teachers Questions and Receive Quick Response During Online Activities*

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	2	3,5	3,5
	Agree	16	28,1	28,1
	Neutral	12	21,1	21,1
	Disagree	14	24,6	24,6
	Strongly Disagree	13	22,8	22,8
	Total	57	100	100



**Table 3.14:** Students Can Ask Teachers Questions and Receive Quick Response During Online Activities

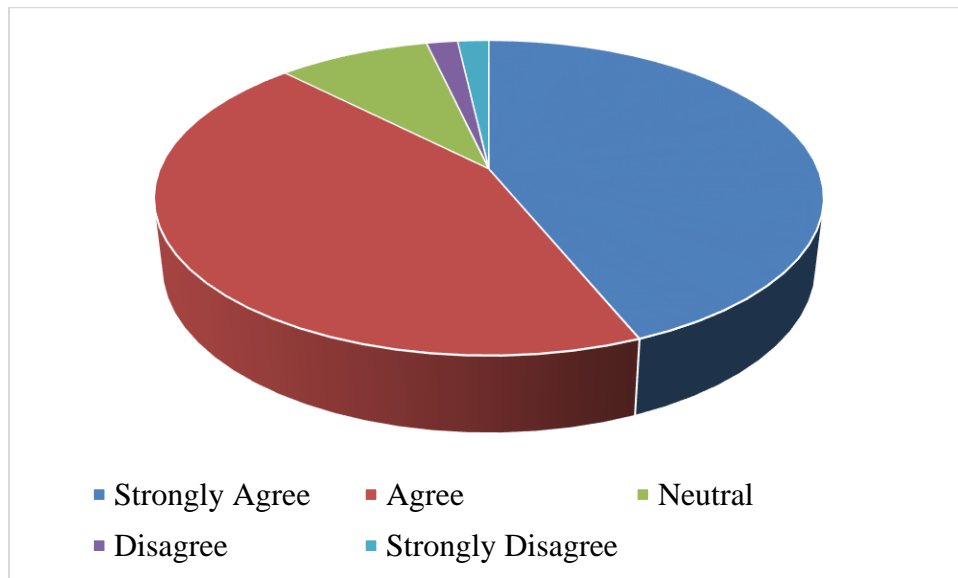
Having a quick look at table 3.15 and figure 3.15 show that (28, 46%) of the participants agree that they can ask teachers questions and receive quick response during online activities, (3, 5%) of them strongly agree that they can ask teachers questions and receive quick response during online activities. In addition, (21, 34%) of them were neutral, (24, 39%) of them disagree that they can ask teachers questions and receive quick response during online activities, and (22, 36%) strongly disagree.

**Item 16:** *I feel that face-to-face contact with my tutors is necessary to learn*

**Table 3.15:** Students Feel Face-to-Face Contact with My Tutors Is Necessary to Learn

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	25	43,9	43,9
	Agree	25	43,9	43,9

	Neutral	5	8,8	8,8
	Disagree	1	1,8	1,8
	Strongly Disagree	1	1,8	1,8
	Total	57	100	100



**Figure 3.15:** Students Feel Face-to-Face Contact with My Tutors Is Necessary to Learn

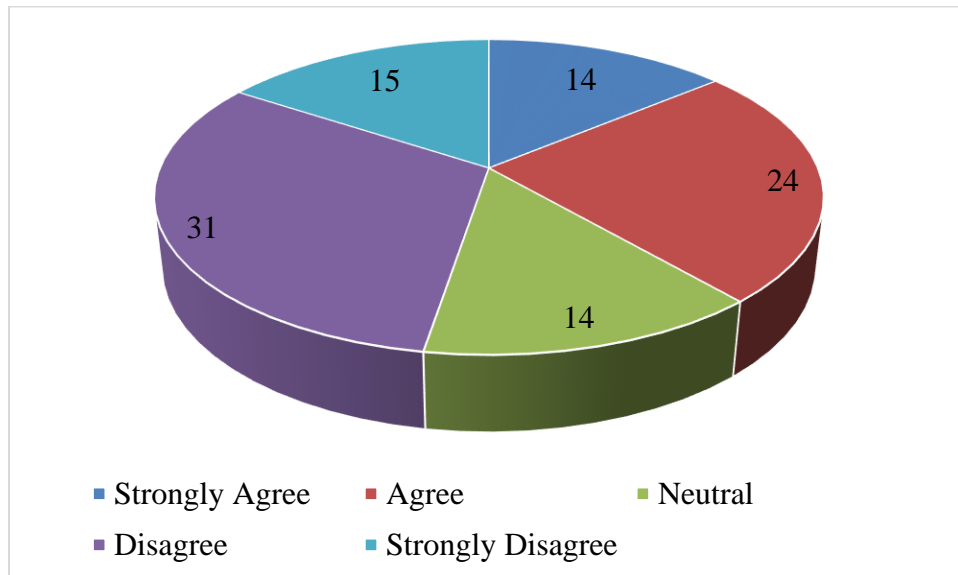
According to table 3.15 and figure 3.15 above, the majority of the participants, making up (43, 9%) of them agree that they feel that face-to-face contact with tutors is necessary to learn, and (43, 9%) of them strongly agree that they feel that face-to-face contact with tutors is necessary to learn. Moreover, (8, 8%) were neutral, (1, 8%) of them disagree that they feel that face-to-face contact with tutors is necessary to learn, and (1,

8%) of them strongly disagree that they feel that face-to-face contact with tutors is necessary to learn.

*Item 17: Motivation is high in participating online lectures.*

**Table 3.16:** *Motivation Is High in Participating Online Lectures*

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	8	14,0	14,0
	Agree	14	24,6	24,6
	Neutral	8	14,0	14,0
	Disagree	18	31,6	31,6
	Strongly Disagree	9	15,8	15,8
	Total	57	100	100



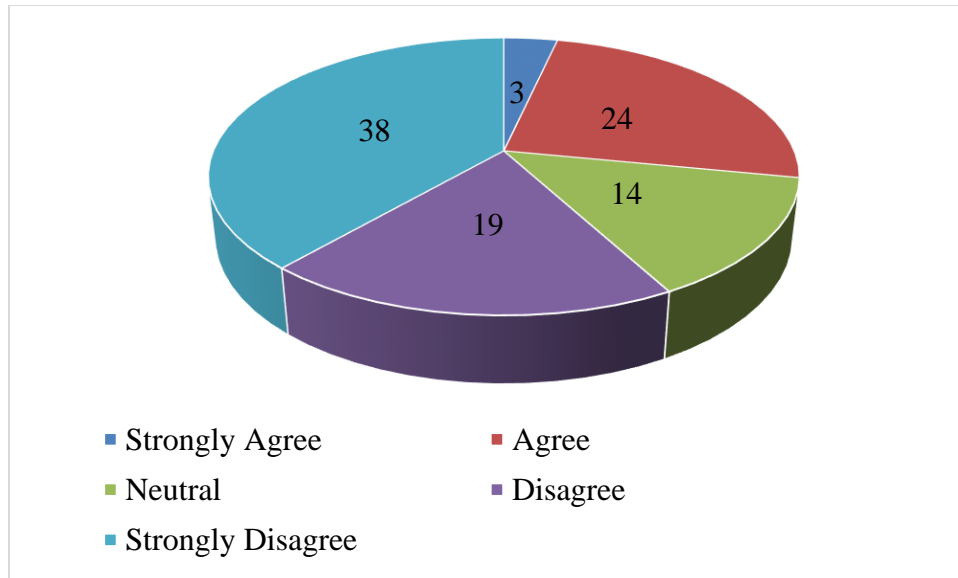
**Figure 3.16:** *Motivation Is High in Participating Online Lectures*

After analyzing Table 3, 16 and figure 3, 16 above, it was clear that (15, 8%) of the participants strongly agree that motivation is high when they participate in online lectures, (24, 6%) of them agree that motivation is high when they participate in online lectures. Yet (14%) of them were neutral, (36, 6%) of the participants disagree that motivation is high when they participate in online lectures, and (15, 8%) of them strongly disagree.

**Item 18:** *Do you like to participate for online learning after COVID-19 pandemic over?*

**Table 3.17:** *Students Like To Participate for Online Learning after COVID-19 Pandemic Over*

		Frequency	Percent	Valid Percent
Valid	Strongly Agree	2	3,5	3,5
	Agree	14	24,6	24,6
	Neutral	8	14,0	14,0
	Disagree	11	19,3	19,3
	Strongly Disagree	22	38,6	38,6
	Total	57	100	100



**Figure 3.17:** Students Like To Participate for Online Learning after COVID-19 Pandemic Over

Many participants, making up (36, 6%) strongly agree that they like to participate for online learning after COVID-19 pandemic over, (24, 6%) of them agree that they like to participate for online learning after COVID-19 pandemic over, and (19, 3%) of them disagree. Moreover, (3, 5%) of them strongly disagree, and (14%) of them were neutral.

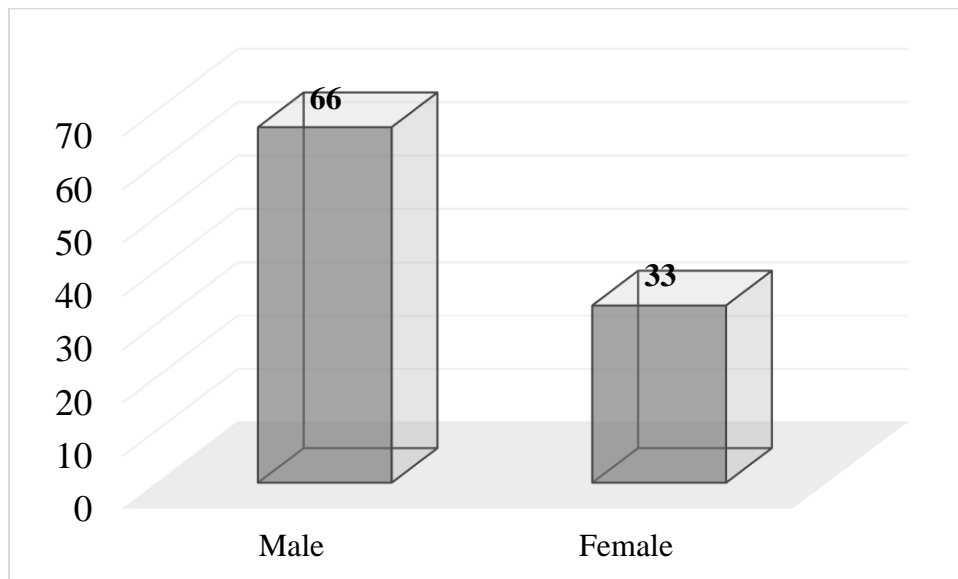
### 3.2 Teachers' Questionnaire Analysis

The second research tool used in the current study, teachers' questionnaire, is addressed 12 teachers at Mohamed Boudiaf University –Msila-. The frequencies and percentages of teachers' answers are in details in tables and figures below, and each sequence would be analysed and interpreted alone then all together to make sense.

*Item 1: What is your gender?*

**Table 3.18:** *Teachers' Gender.*

		Frequency	Percent	Valid Percent
Valid	Male	8	66,7	66,7
	Female	4	33,3	33,3
	Total	9	100	100



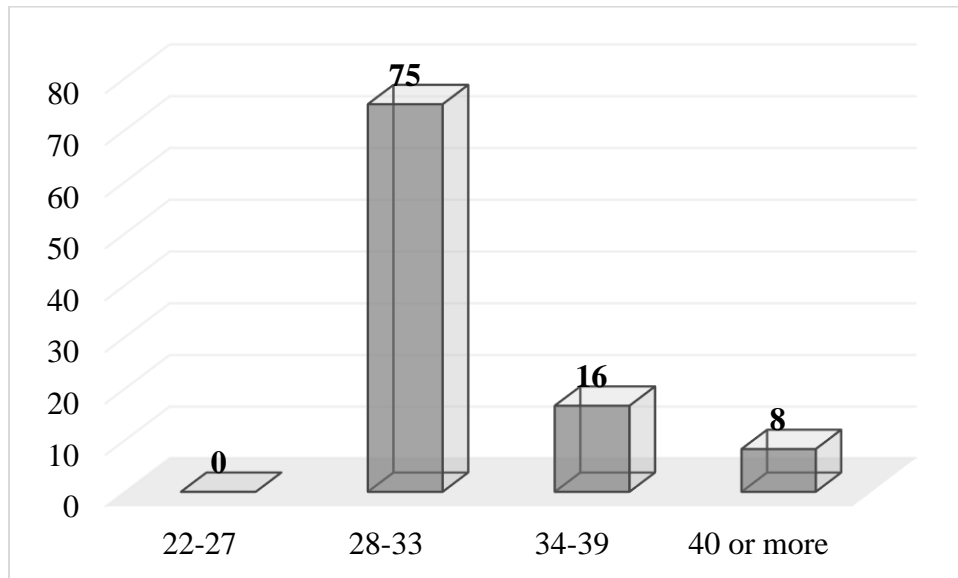
**Figure 3.18:** *Teachers' Gender.*

The above table and figure show that the majority of the participants are males, making up (66,7%) of the whole sample, while (33,3%) of them are females.

**Item 2:**How old are you?

**Table 3.19:** Teachers' Age.

		Frequency	Percent	Valid Percent
Valid	22-27	0	0	0
	28-33	9	75,0	75,0
	34-39	2	16,7	16,7
	40 or more	1	8,3	8,3
	Total	12	100	100



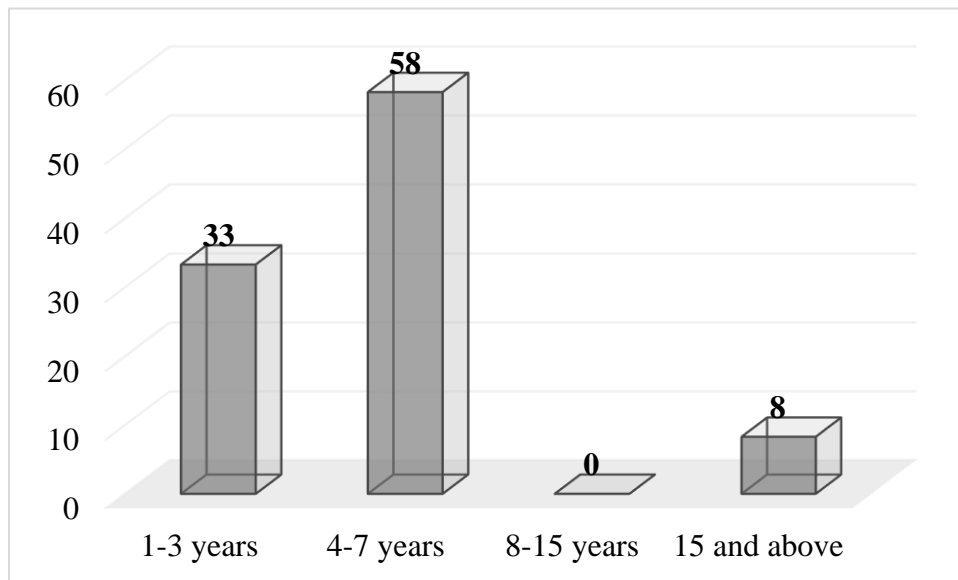
**Figure 3.19:**Teachers' Age.

The obtained data show that most of the participants, making up (57%), are between the age of 28 years old and 33 years old, and (16, 7%) of them are between the age of 34 years old and 39 years old. While (8, 3%) of them are above the age of 40.

**Item 3:** *How long have you been teaching at university?*

**Table 3.20:** *Teachers' Years of Teaching.*

		Frequency	Percent	Valid Percent
Valid	1-3 years	4	33,3	33,3
	4-7 years	7	58,3	58,3
	8-15 years	0	00,0	00,0
	15 and above	1	8,3	8,3
	Total	12	100	100



**Figure 3.20:** *Teachers' Years of Teaching.*

The above table and figure show teachers' responses towards the third question about years of experience they got, which is recapitulated in four categories, (Between 1-3), (Between 4 - 7), (Between 8 - 15) and (15 year and above). Therefore, it is clear that

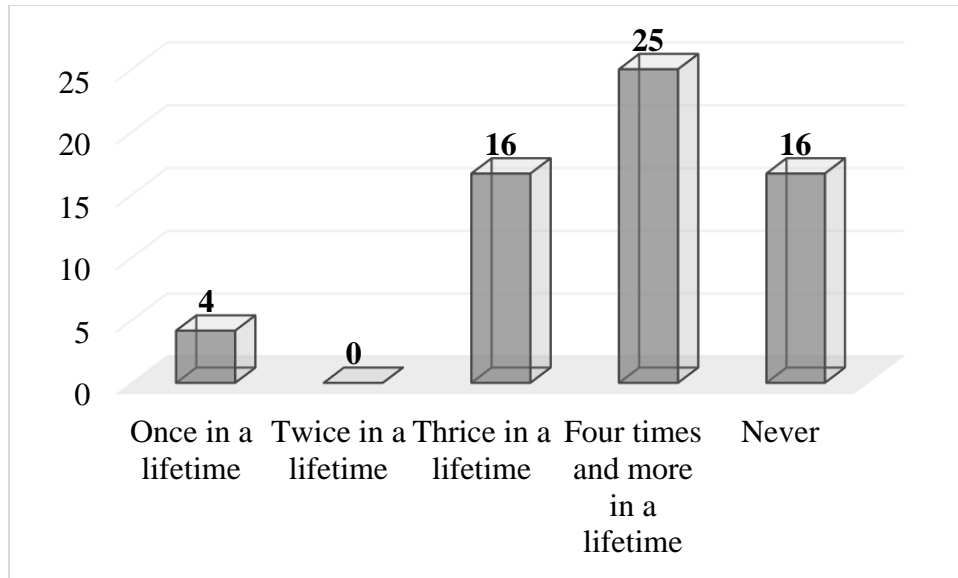
the majority of them, making up (58, 3%), worked from four to seven years, (33, 3%) of them worked from one year to three years, and (8, 3%) of them worked from 15 years and more.

*Item 4: How often have you used online teaching methods before the breakout of the COVID-19 crisis?*

**Table 3.21:** *Teachers' Frequency Online Teaching Methods before the Breakout*

*Of The Covid-19 Crisis.*

		Frequency	Percent	Valid Percent
Valid	Once in a lifetime	5	4,17	4,17
	Twice in a lifetime	0	00,0	00,0
	Thrice in a lifetime	2	16,7	16,7
	Four times and more in a lifetime	3	25,0	25,0
	Never	2	16,7	16,7
	Total	12	100	100



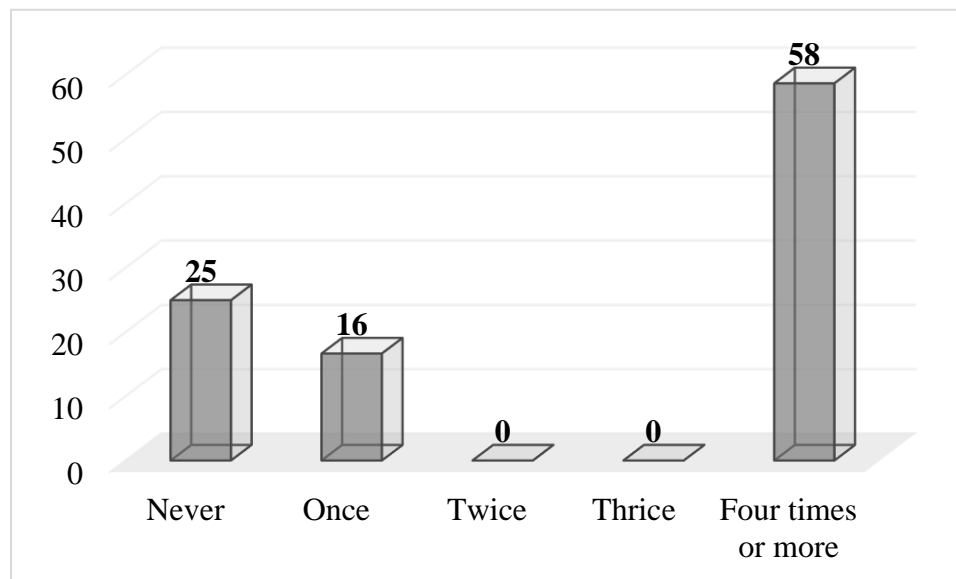
**Figure 3.21:** *Teachers' Frequency Online Teaching Methods before the Breakout of the COVID-19 Crisis.*

According to table 3.21 and figure 3.21 above, most of the participants, making up (25%), used online teaching methods before the breakout of the covid-19 crisis four times and more in a lifetime, and (16, 7%) of them used online teaching methods before the breakout of the covid-19 crisis thrice. Moreover, (4, 17%) of them used online teaching methods before the breakout of the covid-19 crisis once in a lifetime, and (16, 7%) of them never used online teaching methods before the breakout of the covid-19 crisis.

**Item 5:** *How often did you use online teaching in the first academic year (2019/ 2020) of the breakout of the COVID-19 crisis?*

**Table 3.22:** Teachers' frequency Use of Online Teaching in the First Academic Year (2019/ 2020) of the Breakout of the COVID-19 Crisis.

		Frequency	Percent	Valid Percent
Valid	Never	3	25,0	25,0
	Once	2	16,7	16,7
	Twice	0	00,0	00,0
	Thrice	0	00,0	00,0
	Four times or more	7	58,7	58,7
	Total	12	100	100



**Figure 3.22:** Teachers' frequency Use of Online Teaching in the First Academic Year (2019/ 2020) of the Breakout of the COVID-19 Crisis.

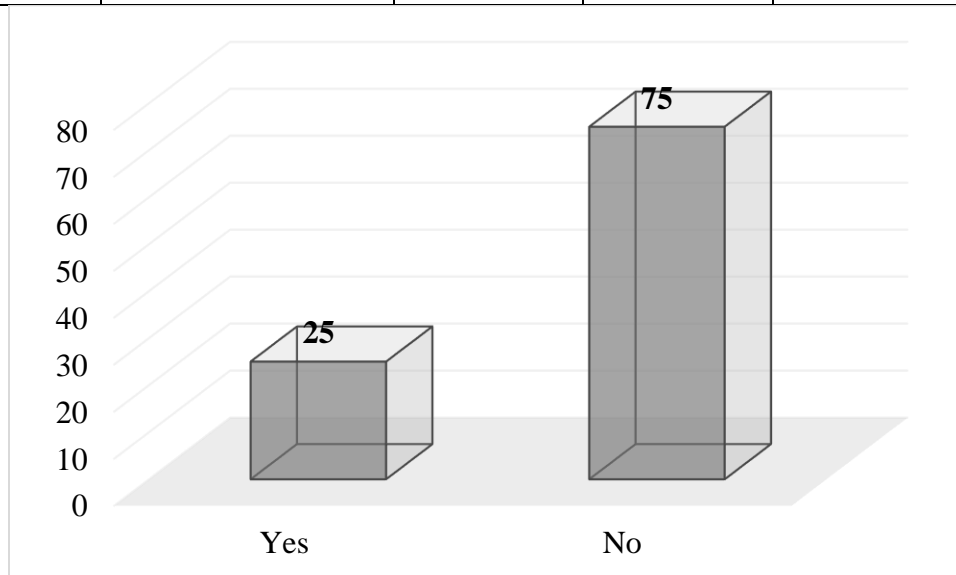
According to table 3.22 and figure 3.22 above, most of the participants, making up (58, 7%), used online teaching methods in the first academic year (2019/ 2020) of the

breakout of the covid-19 crisis four times, and (16, 7%) of them used online teaching methods in the first academic year (2019/ 2020) of the breakout of the covid-19 crisis once. Moreover, (25 %) of them never used online teaching methods in the first academic year (2019/ 2020) of the breakout of the covid-19 crisis.

**Item 06:** *Did your faculty provide you with the necessary training to use online platforms?*

**Table 3.23:** *The Faculty Provides the Necessary Training to Use Online Platforms.*

		Frequency	Percent	Valid Percent
Valid	Yes	3	25,0	25,0
	No	9	75,0	75,0
	Total	12	100	100



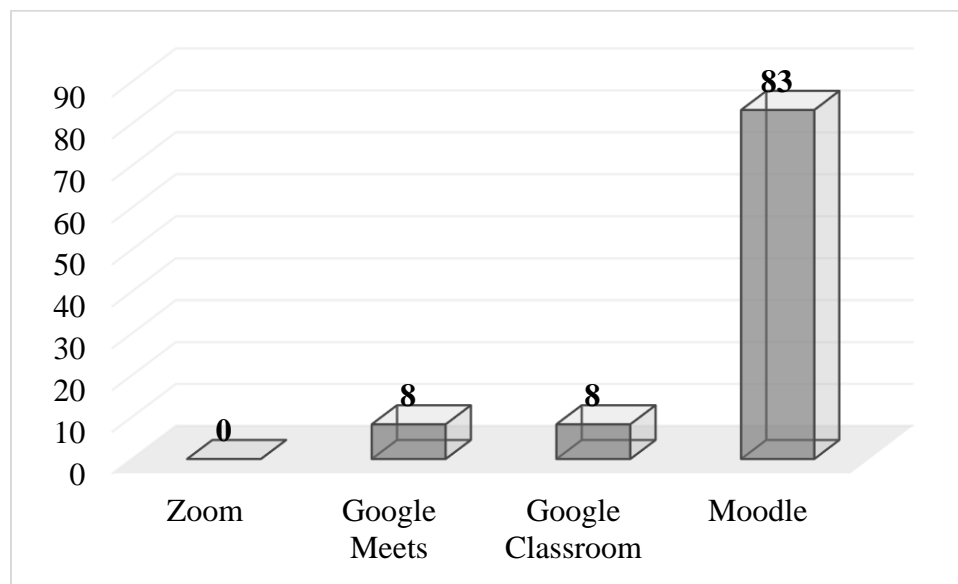
**Table 3.23:** *The Faculty Provides the Necessary Training to Use Online Platforms.*

The obtained data from table 3.23 and figure 3.23 show that almost all the participants, making up (75%), were provided by the necessary training to use online platforms by the faculty. While (25%) of them were not provided by the necessary training to use online platforms by the faculty.

*Item 07: Which platform(s) do you use for online teaching?*

**Table 3.24:** *The Platform(S) Used for Online Teaching.*

		Frequency	Percent	Valid Percent
Valid	Zoom	0	00	00
	Google Meets	1	8,3	8,3
	Google Classroom	1	8,3	8,3
	Moodle	10	83,3	83,3
	Total	12	100	100



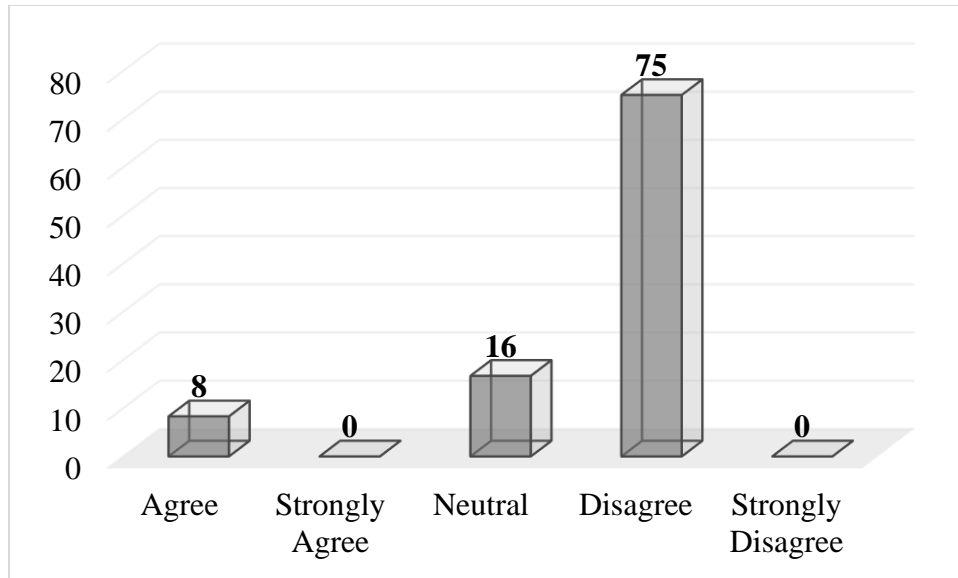
**Figure 3.24:** *The Platform(S) Used for Online Teaching.*

Having a quick look at table 3.24 and figure 3.24 show that the majority of the participants, making up (83, 3%), use Moodle for online teaching, (8, 3%) of them use google classroom, and (8, 3%) of them use google classroom.

*Item 8: I use online teaching only because the Head of Department advised so.*

**Table 3.26:** *TeachersUse Online Teaching Only Because the Head of Department Advised So.*

		Frequency	Percent	Valid Percent
Valid	Agree	1	8,3	8,3
	Strongly Agree	0	00,0	00,0
	Neutral	2	16,7	16,7
	Disagree	9	75,0	75,0
	Strongly Disagree	0	00,0	00,0
	Total	12	100	100



**Figure 3.26:** Teachers Use Online Teaching Only Because the Head of Department Advised So.

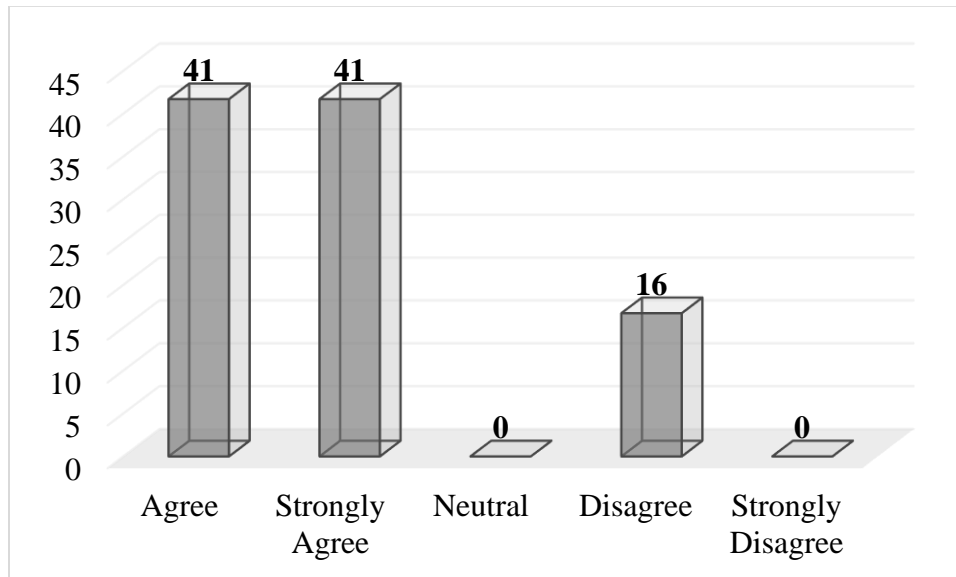
The majority of the participants, making up (75%) disagree that they use online teaching only because the head of department advised so, (16, 7%) of them were neutral, and (8, 3%) of them agree that they use online teaching only because the head of department advised so.

**Item 9:** *I use online teaching to support my students' learning needs.*

**Table 3.27:** Teachers Use Online Teaching to Support Their Students' Learning Needs.

		Frequency	Percent	Valid Percent
Valid	Agree	5	41,7	41,7
	Strongly Agree	5	41,7	41,7
	Neutral	0	00,0	00,0
	Disagree	2	16,7	16,7

	Strongly Disagree	0	00,0	00,0
	Total	12	100	100



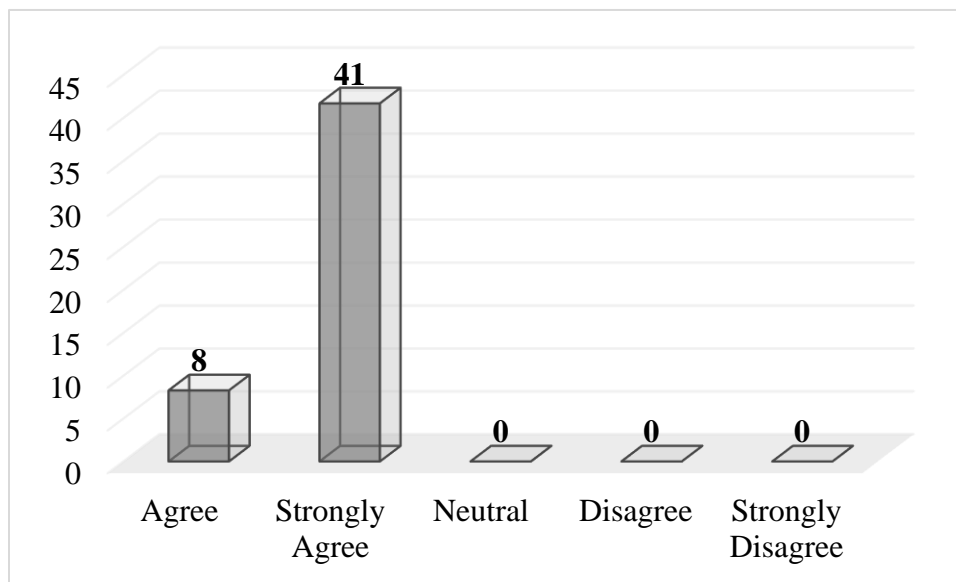
**Table 3.27:** Teachers Use Online Teaching to Support Their Students' Learning Needs.

The majority of the participants, making up (41, 5%) agree that they use online teaching to support their students learning needs, and with the same percentage (41, 5%) of them strongly agree that they use online teaching to support their students learning needs. (16, 7%) of them disagree that they use online teaching to support their students learning needs.

**Item 10:** *My students' highly positive attitude about online teaching motivated me to use it.*

**Table 3.28:** *Students' Highly Positive Attitude about Online Teaching Motivated Teachers to Use It.*

		Frequency	Percent	Valid Percent
Valid	Agree	7	8,3	8,3
	Strongly Agree	5	41,7	41,7
	Neutral	0	00	00
	Disagree	0	00	00
	Strongly Disagree	0	00	00
	Total	12	100	100



**Figure 3.28:** *Students' Highly Positive Attitude about Online Teaching Motivated Teachers to Use It.*

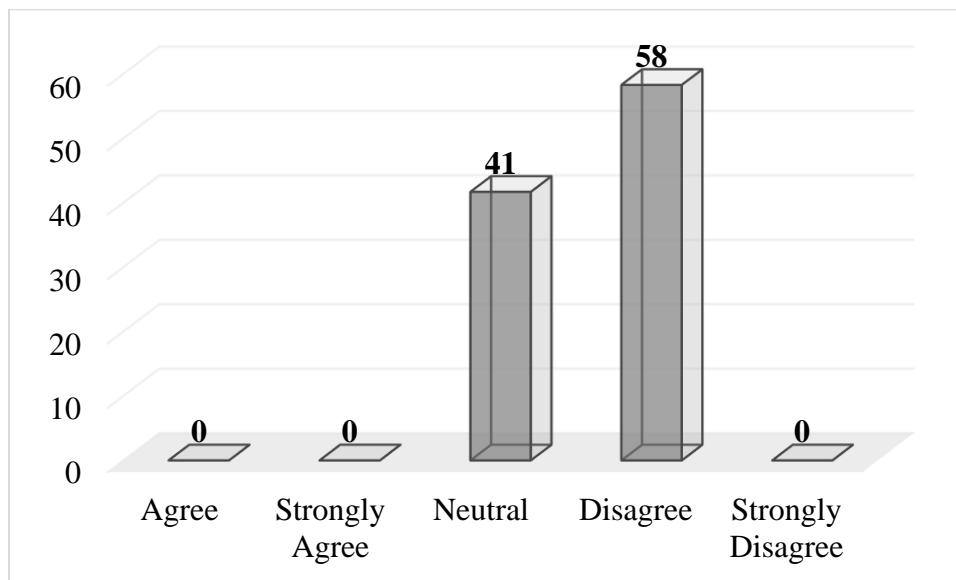
The majority of the participants, making up (41, 7%) strongly agree that students' highly positive attitude about online teaching motivated them to use it, and (8, 3%) of

them agree that students' highly positive attitude about online teaching motivated teachers to use it.

*Item 11: Students have difficulty in understanding the course content through online teaching.*

**Table 3.29:** *Students Have Difficulty in Understanding the Course Content through Online Teaching.*

		Frequency	Percent	Valid Percent
Valid	Agree	0	00	00
	Strongly Agree	0	00	00
	Neutral	5	41,7	41,7
	Disagree	7	58,3	58,3
	Strongly Disagree	0	00	00
	Total	12	100	100



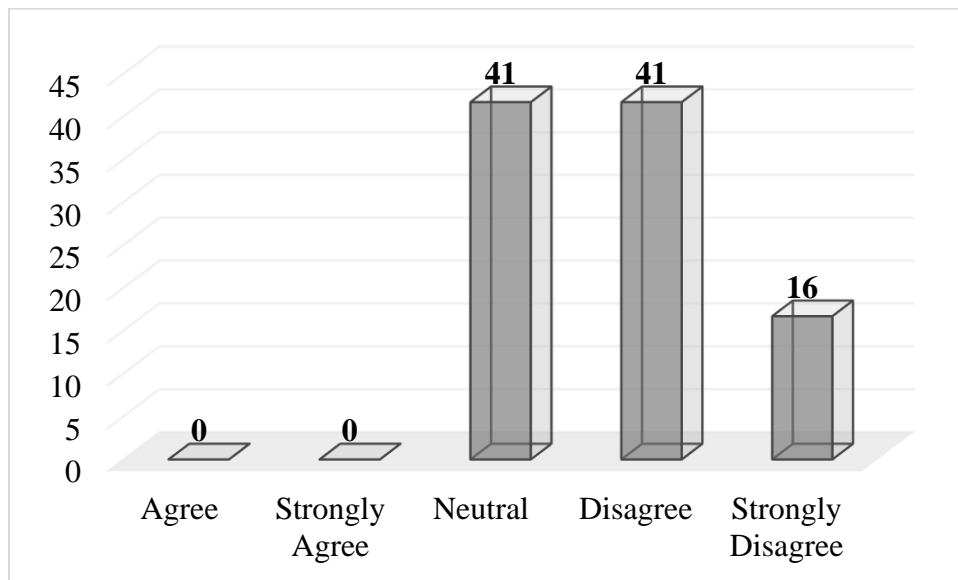
**Figure 3.29:** *Students Have Difficulty in Understanding the Course Content through Online Teaching.*

The majority of the participants, making up (58, 3%) disagree that students have difficulty in understanding the course content through online teaching, and (41, 7%) of them were neutral.

*Item 12: I believe that evaluating the students' performance using online methods is not accurate.*

**Table 3.30:** *Teachers Believe That Evaluating the Students' Performance Using Online Methods Is Not Accurate.*

		Frequency	Percent	Valid Percent
Valid	Agree	0	00	00
	Strongly Agree	0	00	00
	Neutral	5	41,7	41,7
	Disagree	5	41,7	41,7
	Strongly Disagree	2	16,7	16,7
	Total	12	100	100



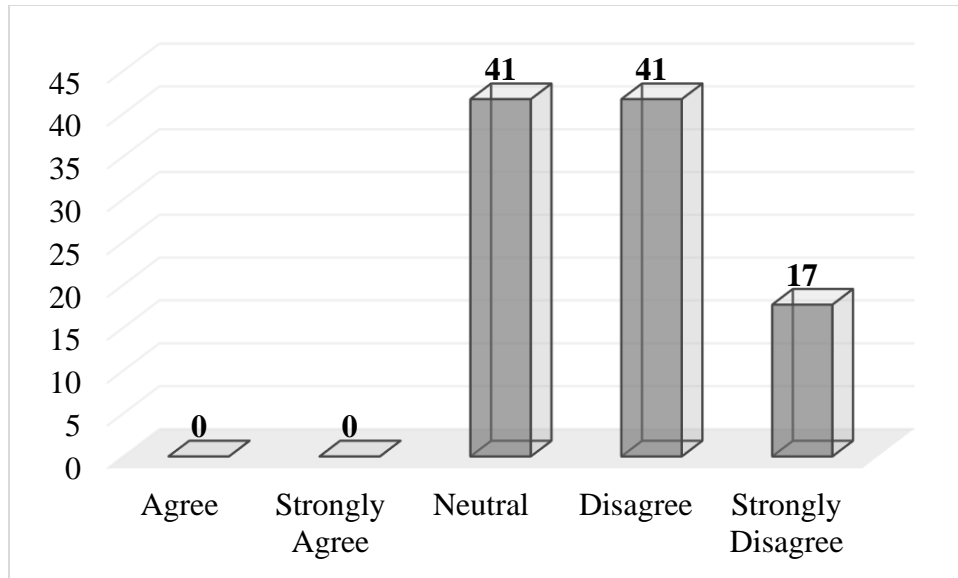
**Figure 3.30:** Teachers Believe That Evaluating the Students' Performance Using Online Methods Is Not Accurate.

The majority of the participants, making up (41, 5%) disagree that evaluating the students' performance using online methods is not accurate,(16, 7%) of them strongly disagree that that evaluating the students' performance using online methods is not accurate, and (41, 7%) of them were neutral.

**Item 13:** *There is lack of technical support for online teaching by the faculty.*

**Table 3.31:** *There Is Lack of Technical Support for Online Teaching by the Faculty.*

		Frequency	Percent	Valid Percent
Valid	Agree	0	00	00
	Strongly Agree	0	00	00
	Neutral	5	41,7	41,7
	Disagree	5	41,7	41,7
	Strongly Disagree	2	17,7	17,7
	Total	12	100	100



**Figure 3.31:** *There Is Lack of Technical Support for Online Teaching by the Faculty.*

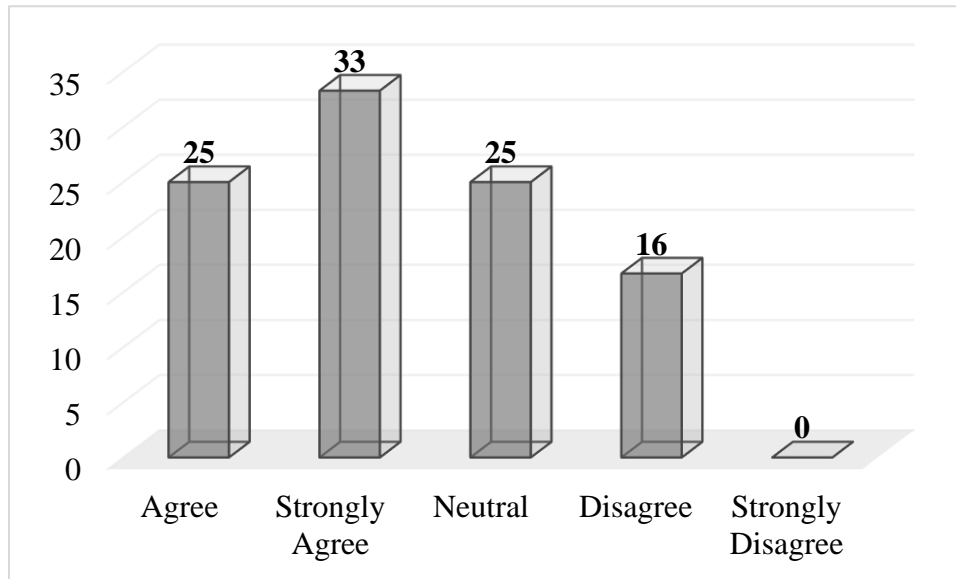
The majority of the participants, making up (41, 7%) disagree that there is lack of technical support for online teaching by the faculty, (17, 7%) of them strongly disagree that there is lack of technical support for online teaching by the faculty, and (41, 7%) of them were neutral.

**Item 14:** *I believe that developing and teaching online courses have helped me improve the way I teach in the classroom*

**Table 3.32:** *Teachers Believe That Developing and Teaching Online Courses Have Helped Them Improve the Way They Teach in the Classroom.*

		Frequency	Percent	Valid Percent
Valid	Agree	3	25,0	25,0
	Strongly Agree	4	33,3	33,3
	Neutral	3	25,0	25,0
	Disagree	2	16,7	16,7

	Strongly Disagree	0	00	00
	Total	12	100	100



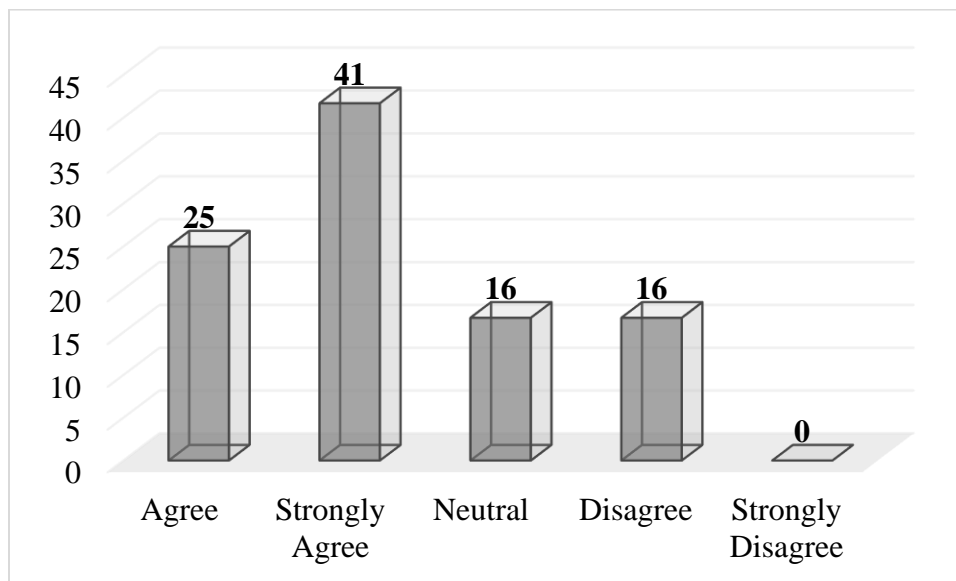
**Figure 3.32:** Teachers Believe That Developing and Teaching Online Courses Have Helped Them Improve the Way They Teach in the Classroom.

According to table 3.32 and figure 3.32 above, the majority of the participants, making up (33, 33%) strongly agree that developing and teaching online courses have helped them improve the way they teach in the classroom, (25%) of them agree that developing and teaching online courses have helped them improve the way they teach in the classroom, and (25%) of them were neutral. Whereas (16, 16%) of them strongly disagree that developing and teaching online courses have helped them improve the way they teach in the classroom.

**Item 15: I am very satisfied with online teaching in general**

**Table 3.33: Teachers Are Very Satisfied with Online Teaching in General.**

		Frequency	Percent	Valid Percent
Valid	Agree	3	25,0	25,0
	Strongly Agree	5	41,7	41,7
	Neutral	2	16,7	16,7
	Disagree	2	16,7	16,7
	Strongly Disagree	0	00	00
	Total	12	100	100



**Figure 3.33: Teachers Are Very Satisfied with Online Teaching in General.**

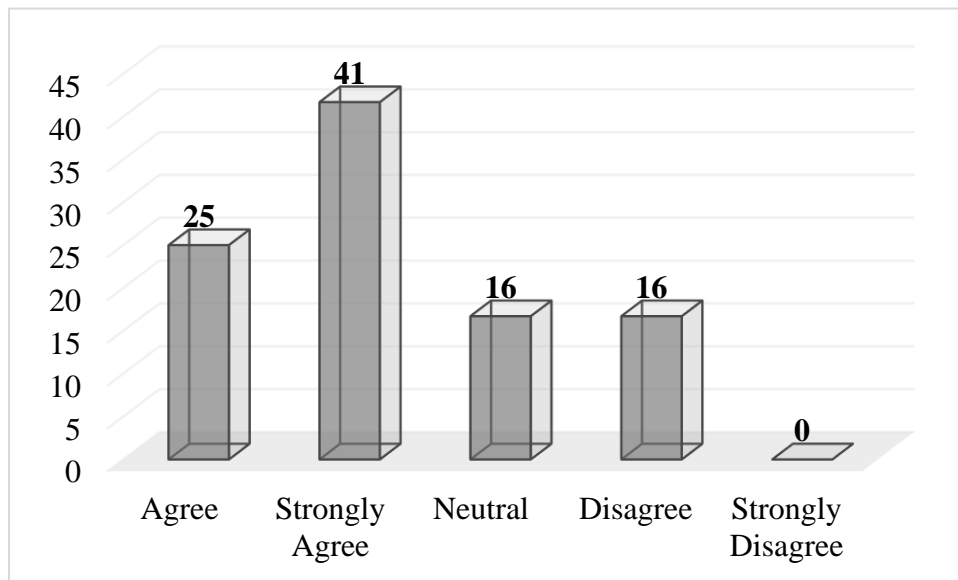
According to table 3.33 and figure 3.33 above, the majority of the participants, making up (41, 7%) strongly agree that they are very satisfied with online teaching in general, (25%) of them agree that they are very satisfied with online teaching in general,

and (16, 7%) of them were neutral. Whereas (16, 7%) of them strongly disagree that they are very satisfied with online teaching in general.

*Item 16: Students are motivated during online lectures.*

**Table 3.34:** *Students Are Motivated During Online Lectures.*

		Frequency	Percent	Valid Percent
Valid	Agree	3	25,0	25,0
	Strongly Agree	5	41,7	41,7
	Neutral	2	16,7	16,7
	Disagree	2	16,7	16,7
	Strongly Disagree	0	00	00
	Total	12	100	100



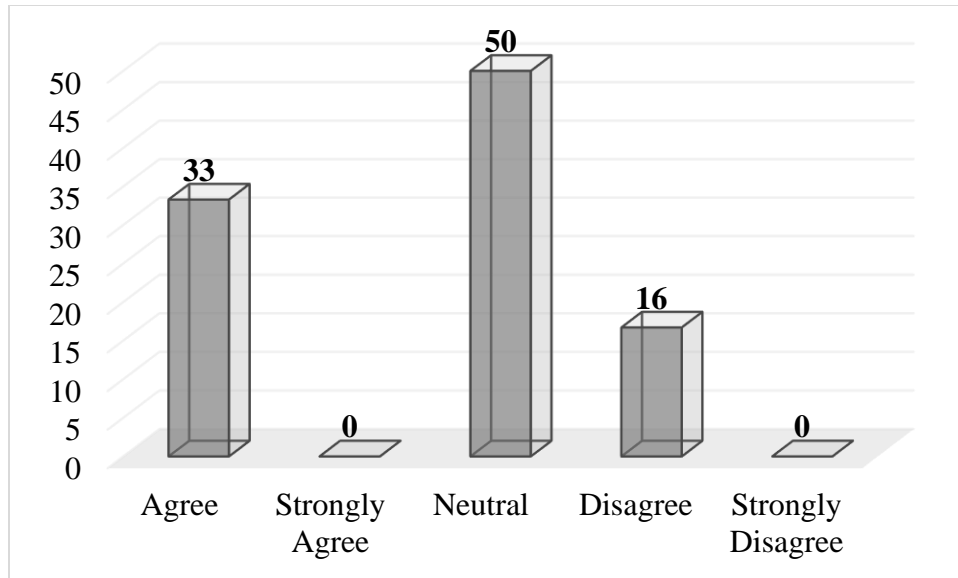
**Figure 3.34:** *Students Are Motivated During Online Lectures.*

According to table 3.34 and figure 3.34 above, the majority of the participants, making up (41, 7%) strongly agree that they are motivated during online lectures, (25%) of them agree that they are motivated during online lectures, and (16, 7%) of them were neutral. Whereas (16, 7%) of them strongly disagree that they are motivated during online lectures.

**Item 17:** *Online teaching is more effective than face-to-face teaching*

**Table 3.35:** *Online Teaching Is More Effective Than Face-To-Face Teaching.*

		Frequency	Percent	Valid Percent
Valid	Agree	4	33,3	33,3
	Strongly Agree	00	00	00
	Neutral	6	50	50
	Disagree	2	16,7	16,7
	Strongly Disagree	0	00	00
	Total	12	100	100



**Figure 3.35:** Online Teaching Is More Effective Than Face-To-Face Teaching.

According to table 3.35 and figure 3.35 above, half of the participants, making up (41, 50%) were neutral about online teaching being more effective than face-to-face teaching. In addition, (33, 3%) of them agree that online teaching is more effective than face-to-face teaching, and (16, 7%) of them disagree that online teaching is more effective than face-to-face teaching.

**Item 18:** *what is your impression about online learning/ teaching?*

This open-ended question was asked to know teachers' impression about online learning/ teaching; thus, some of their answers were as follow:

- We need to prepare students to that kind of learning because the resultants of the actual situations are a big disaster.
- Not as effective as fact-to-face teaching.
- Somehow challenging, yet it is interesting.
- It is a good method of teaching.

- It is good, but I think it should be used as an aid.

### 3.3 Discussion of the Findings

After analysing the collected data through teachers' questionnaire addressed to eleven (12) English language teachers, and students' questionnaire addressed to fifty-seven (57) master one English language students at Mohamed Boudiaf University – M'sila-, the study arrived at the following results in relation to the research problem, and research questions developed in this exploratory study.

The findings revealed that first year English language students at Boudiaf University have positive attitudes towards the use of online teaching. The obtained data from both teachers and students' questionnaires showed that most of students enjoy online learning, and they feel highly motivated when they participate in online lectures; furthermore, they are eager to participate for online learning after COVID-19 pandemic over.

Furthermore, the results also revealed that half of the students, making up (50, 9%), participate in online courses, for this method of learning is very helpful to them. Most of them stated that they felt it is an acceptable experience, and (38, 6%) of the students feel online education is very good method of learning; thus, (60%) of them agree that motivation is high when they participate in online lecture. These results support the claim of Gabriel. J and Rhonda.D, (2020) who suggest that students may feel more at ease in online courses, making it easier for them to learn in a regular classroom setting and gaining access to more materials (p. 488).

In addition, that almost all the teachers, making up (75%), were provided by the necessary training to use online platforms by the faculty, and The majority of them, making up (80%) agree that they use online teaching to support their students learning needs. Moreover, the majority of teachers, making up (88, 9%), agree that teaching online courses have helped them improve the way they teach in the classroom, and they are very satisfied with online teaching in general. Moreover, the findings also revealed that teachers suggest that online teaching is somehow challenging, and it should be used as an aid.

## **Section Two**

### **3.4 Pedagogical Implications and Suggestions**

The second section within the last chapter would deal with the following elements pedagogical recommendations, and suggestions resulted from the data gathered from the two tools, in addition to further research.

#### **3.4.1 Pedagogical Implications**

This study sought at exploring the situation of e-learning among EFL students and teachers at Mohamed Boudiaf University. The study findings gave rise to pedagogical implications related to online learning. Therefore, this study suggests a number of pedagogical implications which are as follow:

- In the first place, stakeholders must be a part of the development of the system-wide understanding about the e-learning in efforts to support all students,

especially those who face difficulties to access the e-learning platforms. This includes providing the students with the necessary materials.

- Teachers are kindly asked to provide books on tape, CDs, or on electronic reader or textbook, create opportunities for all the student to learn effectively.
- Teachers should also vary their teaching techniques according to student's styles and differences.
- Students are entitled to having access to educators who are knowledgeable about how one learns online.

### **3.4.2 Suggestions for Further Research**

On the basis of the results of this study, some recommendations can be suggested for future research.

- The present research follows an exploratory design, yet further research could use an experimental one in order to generate more reliable data.
- Although the study was conducted with master one English language students, it provided evidence for the necessity to find possible solutions and strategies to help students in online education. Nonetheless, if replicated with other level such as first and third year English language students, similar future studies can disclose results which can be more satisfying and more representative of the whole population.
- This study focused on the situation of e-learning among EFL students and teachers at Mohamed Boudiaf University, yet further research can focus on the effectiveness of online learning in promoting students' autonomy.

- This study used only one two tools; a students' questionnaire and teachers' questionnaire, yet Further research can use more than two and different tools.
- The present study is a case study and results cannot be generalized, yet further research could use a large number of participants.
- The present study was done in a limited span of time; thus, the results of this study would have been much representative if they were conducted in more than a number of months.

## **Conclusion**

This chapter was devoted for the analysis of the data collected by the two instruments. Thus, the data obtained from both questionnaires were analyzed to answer the research questions and test the hypotheses. Moreover, the results presented in this chapter were based mainly on the analyses of quantitative and qualitative data, which was comprised of teachers' questionnaire, obtained from the students' questionnaire analysis. The present findings were accompanied with a list of implications for teachers and learners. Finally, the research suggested some recommendations for future research.

# **General Conclusion**

This study was conducted to shed light on the effectiveness of e-teaching and e-learning during COVID-19 pandemic. The study followed an exploratory research design, and the latter aimed at exploring EFL teachers' and students' perceptions about e-learning/teaching case of master one students at Mohamed Boudiaf University Mslia. The participants of the study were 57 of master one English language students and 12 teachers at the department of English language and Literature at Mohamed Boudiaf University. Focus group discussion, students' questionnaire and teachers' questionnaire were the research instruments used to collect quantitative and qualitative data in the current research. To analyse the questionnaires answers, the SPSS and Excel programs were used to generate frequencies and percentages of the results. Therefore, the students and teachers' questionnaires items analysis brought about illuminating results which provided answers to the research questions. Therefore, it revealed that master one English language students at Mohamed Boudiaf University have positive attitudes towards the use of online learning during COVID-19 pandemic, and they most of them find online learning not very effective. In addition, most of them stated that they felt it is an acceptable experience, and (38, 6%) of them feel online education is very good method of learning; thus, (60%) of them agree that motivation is high when they participate in online lecture. The results of the teachers' questionnaire revealed that teachers also have positive attitudes toward online learning because for them online teaching support the students' learning needs. Therefore, the study findings gave rise to pedagogical implications related to online learning first to stakeholders who must be a part of the development of the system-wide understanding about the e-learning in efforts to support all students through providing the students with the necessary materials. Second, teachers are asked to provide books on tape,

CDs, or on electronic reader or textbook, create opportunities for all the student to learn effectively. Finally, students are entitled to having access to educators who are knowledgeable about how one learns online. Finally, Based on the results of this study, some recommendations can be suggested for future research, for the present research follows an exploratory design; thus, further research could use an experimental one in order to generate more reliable data. Furthermore, although the study was conducted with master one English language students, it provided evidence for the necessity to find possible solutions and strategies to help students in online education. Nonetheless, if replicated with other level such as first and third year English language students, similar future studies can disclose results which can be more satisfying and more representative of the whole population. To put it in a nutshell, review of literature, methodology, and data analysis and interpretations of the results are the main components discussing the theme of the current study.

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## **Appendices**

### **Appendix A: Students' Questionnaire**

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HICHER EDUCATION AND SCIENTIFIC RESEARCH

INIVERSITY OF MOHAMED BOUDIAF

Faculty of letters and languages

Department of English

Option: Linguistics

## Students' Questionnaire

We would be grateful if you kindly respond to the following questionnaire which is a part of Master dissertation research. This questionnaire is designed in order to investigate your perceptions of e-learning during COVID-19 crisis. Thank you in advance for your time.

1) What is your gender?

Male  Female

2) How old are you?

18-22

23-27

28-32

33 or more

3) How long have you been studying English?

1-3

4-7

8-12

12 or more

4) Have you ever participated in any online courses? (If "yes", please proceed to (5)).

If "no", please proceed to (6)

Y

No

5) How was your impression?

.....  
.....  
.....

6) How do you feel overall about online education?

- Poor
- Below average
- Average
- Good
- Excellent

7) Do you have access to a device for leaning online?

- Yes.
- Yes, but it doesn't work.
- No, I share with others.

8) What device do you use for online learning?

- Laptop
- Desktop
- Tablet
- Smartphone

9) How much time do you spend each day on an average on online learning?

- 1-3
- 3-5

- 5-7
- 7-10

10) How effective has online learning been for you?

- Not effective at all
- Slightly effective
- Moderately effective
- Very effective
- Extremely effective

11) How helpful your university has been in offering you the resources to learn from home?

- Not helpful at all
- Slightly helpful
- Moderately helpful
- Very helpful
- Extremely helpful

12) Do you enjoy online learning?

- Yes, absolutely
- Yes, but I would like to change few things
- No, there are quite a few challenges
- No, not at all

13) How helpful are your teachers while studying online?

Not helpful at all

- Slightly helpful
- Moderately helpful
- Very helpful
- Extremely helpful

14) What type of online learning platforms do your teachers use in online learning?

- Zoom
- Moodle
- Google classroom
- Google meet
- Telegram

**Scoring scale:**

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

15) I can ask my teachers questions and receive quick response during online activities

1      2      3      4      5

Strongly Disagree                  Strongly Agree

16) I feel that face-to-face contact with my tutors is necessary to learn

1      2      3      4      5

Strongly Disagree                  Strongly Agree

17) Motivation is high in participating online lectures.

1      2      3      4      5

Strongly Disagree                  Strongly Agree

18) Do you like to participate for online learning after COVID-19 pandemic over?

1      2      3      4      5

Strongly Disagree                  Strongly Agree

## **Appendix B**

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HICHER EDUCATION AND SCIENTIFIC RESEARCH

INIVERSITY OF MOHAMED BOUDIAF

Faculty of letters and languages

Department of English

Option: Linguistics

### Teachers' Questionnaire

We would be grateful if you kindly respond to the following questionnaire which is a part of Master dissertation research. This questionnaire is designed in order to investigate your perceptions of e-learning during COVID-19 crisis. Thank you in advance for your time.

1) What is your gender?

Female

Male

2) How old are you?

22-27

28-33

34-39

40 or more

3) How long have you been teaching at university?

1-3 years

4-7 years

8-15 years

15 and above

4) How often have you used online teaching methods before the breakout of the COVID-19 crisis?

Never

Once in a lifetime

Twice in a lifetime

Three times in a lifetime

four times and more in a lifetime

5) How often did you use online teaching in the first academic year (2019/ 2020) of the breakout of the COVID-19 crisis?

Never

Once

Twice

Three times

Four times or more

6) Did your faculty provide you with the necessary training to use online platforms?

Yes

No

7) Which platform(s) do you use for online teaching?

Zoom

Google Meets

Google Classroom

Moodle

(Choose one or more)

Any other preferred tools: .....

**Scoring Scale:**

1 Strongly disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

**8) I use online teaching only because the Head of Department advised so.**

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly
Disagree						

**9) I use online teaching to support my students' learning needs.**

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly
Agree						

**10) My students' highly positive attitude about online teaching motivated me to use it.**

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly
Agree						

**11) Students have difficulty in understanding the course content through online teaching.**

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly
Agree						

**12) I believe that evaluating the students' performance using online methods is not accurate.**

	1	2	3	4	5	
--	---	---	---	---	---	--

Strongly Disagree                        Strongly Agree

**13) There is lack of technical support for online teaching by the faculty.**

1            2            3            4            5  
Strongly Disagree                        Strongly Agree

**14) I believe that developing and teaching online courses have helped me improve the way I teach in the classroom.**

1            2            3            4            5  
Strongly Disagree                        Strongly Agree

**15) I am very satisfied with online teaching in general**

1            2            3            4            5  
Strongly Disagree                        Strongly Agree

**16) students are motivated during online lectures.**

1            2            3            4            5

Strongly Disagree

Strongly

Agree

**17)**online teaching is more effective than face-to-face teaching

1            2            3            4            5

Strongly Disagree

Strongly

Agree

**18)**what is your impression about online learning/ teaching?

.....

.....

.....

.....

## الملخص

تبنّت الدراسة الحالية تصميم بحث توضيحي لأنه يهتم باستكشاف فاعلية التدريس الإلكتروني والتعلم الإلكتروني في تعلم اللغة الإنجليزية كلغة أجنبية وسط جائحة كوفيد 19 . حالة ماستر 1 لطلاب اللغة الإنجليزية بجامعة محمد بوضياف -مسيلة-، الهدف من الدراسة الحالية هو استكشاف مواقف المعلمين والطلاب تجاه التعلم الإلكتروني والتعليم الإلكتروني ، وقياس فعالية استخدام التعلم الإلكتروني كبديل للأقسام الدراسية وجهاً لوجه . بالإضافة إلى التحقيق في استخدام التعلم الإلكتروني ، واستكشاف الوضع الحالي لطريقة التعلم الإلكتروني في قسم اللغة الإنجليزية بجامعة محمد بوضياف -المسيلة-، يتم جمع البيانات من خلال استخدام استبيانين ، تم إجراؤهما على 57 طالب سنة أولى ماستر انجليزية و 12 مدرسا . أظهرت النتائج الرئيسية أن طلاب السنة أولى ماستر إنجليزية لديهم مواقف إيجابية تجاه استخدام التعلم الإلكتروني أثناء جائحة كوفيد 19 ، كما أنهم حريصون على استخدامه بعد انتهاء الوباء .بالإضافة لذلك ، يستخدم الأساتذة التعليم الإلكتروني ويعتبرونه طريقة تعلم / تدريس فعالة في جميع جوانب تعلم اللغة .بناءً على النتائج ، يتم اقتراح توصيات تربوية لكل من المعلمين والطلاب وصناع السياسات .

**الكلمات المفتاحية:** التعلم الإلكتروني ، التدريس الإلكتروني ، معلمي اللغة الإنجليزية كلغة أجنبية ، متعلمي اللغة الإنجليزية كلغة أجنبية ، كوفيد 19

## Resumé

La présente étude a adopté une conception de recherche explicative car elle vise à explorer l'efficacité de l'enseignement en ligne et l'apprentissage en ligne dans le processus d'apprentissage de l'anglais comme une langue étrangère en pleine pandémie de Covid-19. Le cas des étudiants en Master 01 d'anglais à l'université Mohamed Boudiaf -M'sila-. L'objectif de cette étude consiste à explorer les attitudes des enseignants et des étudiants envers l'apprentissage et l'enseignement en ligne, et de mesurer l'efficacité de l'utilisation de l'apprentissage en ligne comme alternative aux cours en présentiel. En outre, pour étudier l'utilisation de l'apprentissage en ligne et explorer l'état actuel de la méthode d'apprentissage en ligne dans le département d'anglais à l'université Mohamed Boudiaf -M'sila-. Les données ont été recueillies à l'aide de deux questionnaires menés auprès de 57 étudiants en Master 01 d'anglais et 12 enseignants. Les résultats principaux ont montré que les étudiants en Master 01 d'anglais ont une attitude positive envers l'utilisation de l'apprentissage en ligne durant la pandémie du Covid-19, et qu'ils sont aussi impatients de l'utiliser après la fin de la pandémie. De plus, les enseignants sont pour l'utilisation de l'enseignement en ligne et le considèrent comme une méthode d'apprentissage/ d'enseignement efficace dans tous les aspects d'apprentissage des langues. En se basant sur les résultats des recommandations pédagogiques sont proposés aux enseignants, aux étudiants et aux décideurs politiques.

**Mots-clés:** l'apprentissage en ligne, l'enseignement en ligne, enseignants d'anglais comme langue étrangère, étudiants d'anglais comme langue étrangère, Covid-19.