



Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Réf. :

Submitted by:

Rima Berrached

The Impact of Online Learning on the Teaching-Learning Process at Tertiary Level during the Covid-19 Pandemic

Case Study: First Year Master Students of English at Mohamed Kheider

University of Biskra

Board of Examiners:

Dr. Turki Barkat	MCB	University of Biskra	Supervisor
Dr. Triki Manel	MCB	University of Biskra	Examiner
Ms. Meriam Ghennai	MAA	University of Biskra	President

Academic Year: 2020 -2021

Declaration

I, BERRACHED Rima, do hereby declare solemnly that this submitted work is solely my own effort, and has not previously been submitted for any institution or university for a degree.

Certified.

Miss. Berrached Rima

Abstract

Online learning has become one of the most important delivery tools in modern education in general and in higher education in particular. However, today's learning scenario has stepped into what is called e-learning where teachers and students are virtually connected. Accordingly, the present research study aims at investigating the impact of online learning on the teaching-learning process at tertiary level during the Covid-19 pandemic. Therefore, the study hypothesized that the implementation of e-learning during the Covid-19 pandemic would be beneficial for enhancing students and teachers learning experience. Additionally, shifting from traditional face-to-face classroom environment to e-learning environment is very challenging for both EFL learners and teachers, and consequently would affect learners' academic performance and achievements. To achieve the research aim, a descriptive qualitative approach was adopted and two semi structured questionnaires were conducted. The objective is to investigate EFL students' and teachers' attitudes, perceptions, and challenges toward e-learning during the Coronavirus outbreak at Mohamed Khider University of Biskra. The research findings revealed that both students and teachers agree upon the effectiveness of e-learning as an alternative during the Covid-19 pandemic. Yet, it was concluded that e-learners display less interest and willingness toward e-learning. Indeed, the lack of interaction with the teacher, lack of motivation and readiness for such type of learning were among some other issues highlighted by those students. At the end of our research, some recommendations and suggestions were proposed.

Key words: Online learning, the Covid-19 pandemic, EFL students and teachers, Mohamed Khider University of Biskra.

Dedication

I owe a debt of an immeasurable gratitude to My source of happiness, my parents, who constantly inspire me to be the person I am today, whose love and unwavering support have provided me with inspiration and energy along the precedent six years.

I would not forget to afford my warm appreciation and hearty thanks to my brothers and sisters

To all my friends

To all those who left a special trace on my life

Acknowledgment

First and foremost, I would like to express my deepest thank to Allah the Almighty without His mercy, grace, patience and ambition; this research could never be done.

I would like to express my profound gratitude and thanks to my supervisor **Dr. Turki Barkat** who accompanied me along the way with his guidance, advice, support and considerable patience. Without his valuable remarks, correction and suggestions, the accomplishment of this work would not be possible.

Furthermore, I would like to acknowledge the precious efforts and time that the board of examiners namely **Dr. Triki Manel** and **Ms. Meriem ghennai**, has devoted to analyse the work I would like to send my greatest love and gratitude to my parents who are my source of success.

Last but not least, I wish to extend my thanks and respect to the teachers and the students of the University of Biskra who shared their time, valuable data to make this work possible.

List of Abbreviations

ASTD: the American Society for training and Development

CMS: Course Management System

EFL: English as Foreign Language

HEI: Higher Education Institution

HES: Higher Education System

ICT: Information and Communication Technology

LCMS: Learning Content Management System

LMS: Learning Management system

LSS: Learning Support System

MERS: the Middle East Respiratory Syndrome

MHESR: Ministry of Higher Education and Scientific Research

MLE: Managed Learning Environment

NCSA: National Aeronautics and Space Administration

OECD: Organization for Economic Co-operation and Development

SARS: Severe Acute Respiratory Syndrome

TELE: Technology- Enhanced Learning Environment

VLE: Virtual Learning Environment

WHO: the World Health Organization

List of Figures

Figure 1.1 The Moodle Platform of Mohamed Khider University of Biskra.....	24
Figure 3.1 Type of Devices Being Used for Online Learning.....	57
Figure 3.2 Virtual Learning Tools and E-Learning Platforms Being Used during the Pandemic.....	59

List of Tables

Table 1.1 When, Why and How to Use Asynchronous vs. Synchronous E-learning.....	20
Table 2.1 Teacher’s Traditional and New Roles.....	48
Table 3.1 Students’ Gender.....	54
Table 3.2 Students’ ICT-Skill Level.....	55
Table 3.3 Students’ Involvement in Online Courses during the Covid-19 Pandemic.....	55
Table 3.4 Students’ Opinion about the Online Courses.....	56
Table 3.5 Availability of Electronic Devices for Online Learning during the Lockdown.....	56
Table 3.6 Number of Hours Spent in Online Learning during the Lockdown.....	58
Table 3.7 Students’ Attitude toward E-Learning as an Alternative to Traditional Learning during the Covid-19 Outbreak.....	60
Table 3.8 E-Learning Advantages and Disadvantages.....	61
Table 3.9 The Effect of E-Learning on Students’ Academic Performance and Outcomes during the Covid-19 pandemic.....	62
Table 3.10 Students’ Attitudes toward Their Overall E-Learning Experience.....	64
Table 3.11 Teachers’ Gender.....	65
Table 3.12 Years of Experience in Teaching English.....	65
Table 3.13 Teachers’ computer/ technology skills level.....	66
Table 3.14 Teachers’ experience in Teaching English via the Internet.....	66
Table 3.15 Teachers’ Attitudes toward Delivering Online Courses during the Covid-19 Pandemic.....	67
Question 3.16 Teacher’s Attitudes toward Their Online Courses’ Designs Regarding E-Learning Pedagogical Framework.....	67
Table 3.17 Teachers’ Experience with a Course Management Software before the Coronavirus Epidemic.....	68

Table 3.18 Teachers’ Training Experience on Using E-Learning Tools and Platforms during the Covid-19 Pandemic.....69

Table 3.19 Teachers’ perceptions toward the influence of e-learning technologies on teachers’ role and educational experience69

Table 3.20 Teachers’ attitudes toward online teaching and learning.....72

Contents

Declaration	Erreur ! Signet non défini.
Abstract	II
Dedication	III
Acknowledgment	IV
List of Abbreviations.....	V
List of Figures	VI
List of Tables.....	VII

General Introduction

Introduction	1
1. Statement of the Problem.....	2
2. Research Questions.....	2
3. Research Hypotheses	2
4. Aim of the Study.....	3
5. Significance of the Study.....	3
6. Research Methodology	4
6.1. Type of Research Method	4
6.2. Population and Sample.....	4
6.3. Data Collection Tools	4
6.4. Structure of the Study.....	4

Chapter One: Online Learning

Introduction	7
1.1. Definitions Of Online Learning	7
1.2. Advantages of Online Learning:	10
1.3. Disadvantages of Online Learning:.....	14
1.4. E-Learning Delivery Modes.....	17
1.4.1. Synchronous E-Learning	17
1.4.2. Asynchronous E-Learning.....	18
1.5. E-Learning Platforms	21
1.5.1. Learning Management Systems	22
1.5.2. Moodle E-learning Platform.....	22
1.6. Barriers to E-Learning Adoption	24
1.6.1. Classification Of E-Learning Barriers.....	25
1.6.1.1. Personal Barriers.....	25
1.6.1.2. Technological Barriers.....	26
1.6.1.3. Pedagogical Barriers	26
1.6.1.4. Institutional Barriers	27
Conclusion.....	27

Chapter Two: E-learning in Higher Education and EFL Classrooms

Introduction	30
2.1. E-Learning in Higher Education	30

2.1.1.	Reasons for Adopting E-Learning in Higher Education	31
2.1.2.	E-Learning in Algerian Universities	34
2.2.	Challenges with E-Learning Integration in Higher Education.....	35
2.3.	The Impact of Covid-19 on Education.....	40
2.3.1.	Coronavirus Disease (COVID-19)	40
2.3.2.	E-Learning during the Covid-19 Pandemic.....	41
2.4.	E-learning in EFL Classrooms	43
2.4.1.	The Use of Technology in EFL Context	43
2.4.2.	Importance of E-learning Technologies in EFL Context	44
2.4.3.	Changes in the Teaching Methods within E-learning Context.....	46
	Conclusion.....	46

Chapter Three: Field Work

	Introduction.....	50
	Section One: Description of the Study.....	50
3.1.	Research Method.....	50
3.2.	Population and Sample.....	51
3.3.	Data Collection Tools	51
3.4.	Data analysis procedure	52
3.5.	Students' Questionnaire.....	52
3.5.1.	Description of the Students' Questionnaire	52
3.6.	Teachers' Questionnaire.....	53

3.6.1. Description of Teachers' Questionnaire	53
Section Two: Data Interpretation and Findings	54
3.7. Students' Questionnaire	54
3.8. Teachers' Questionnaire.....	65
3.9. Discussion of the findings.....	76
Conclusion.....	76
General Conclusion.....	80
Pedagogical Recommendations.....	82
References	83
Appendices.....	96

General Introduction

Introduction

The coronavirus (COVID-19) disease was detected in December 2019 in China and was declared as a pandemic by the World Health Organization on 11th of March, 2020. Few months later, Life has dramatically changed for people all around the globe; all the aspects of life have been paralyzed including the world's educational systems. As a result, schools, universities and other forms of educational institutions, all across the world, were forced to shut down as a precaution for the Covid-19 outbreak, following the government instructions. Thus, new alternative to academic delivery had to be found, so online learning was the way forward.

As many Universities around the world, Algerian universities, including the University of Biskra, Mohamed khider, had to shift their academic programs and their educational activities onto online platforms. However, universities were not prepared for such a transition from classroom-based education to online education since it is very challenging to reshape teaching and learning over a short period of time.

It is undeniable that online learning is the newest and most popular form of distance education today, but the fact that most Algerian educators are not familiar with online learning as conducting online classes and delivering full-online courses, made the teaching learning process of the most pressing and challenging nature for many teachers and learners.

The present research paper attempts to provide some information about online education, its advantages and disadvantages, besides its impact on students' performance and achievement. Indeed, it attempts to shed light on the challenges of teaching and learning online during the COVID-19 outbreak in Algeria.

1. Statement of the Problem

Reshaping education by shifting from face-to-face learning to online learning is very challenging for both teachers and learners who found themselves obliged to adopt online platforms as the best solution to ensure the continuity of education during the novel coronavirus pandemic. The issue with online education transition is that most of the teachers are not literate enough with web-based learning whereby courses are designed and delivered online as they are not technologically competent to embrace the current situation since the use of technology in Algerian universities is at its early stages. So the eLearning mode is not enough practiced or more supported. Furthermore, most of them are not, to some extent, potentially fit to adjust with the sudden educational change especially because this situation is unprecedented and the time needed to adopt a new way of educational delivery was not enough.

2. Research Questions

Departing from what proceeds, we are undertaking to address the following questions:

1. Is online learning beneficial learning tool? Does the implementation of e-learning during the Covid-19 pandemic affected the learning outcomes and students performance?
2. What are the challenges and the obstacles encountered by university educators and their students when shifting to online education during this crisis?
3. What strategies could be implemented to overcome these challenges and to enhance eLearning adoption in Algerian universities?

3. Research Hypotheses

On the above research questions, we propose the following research hypotheses:

1. If EFL learners and teachers use online learning as an alternative to traditional learning during the coronavirus pandemic, their experience would be beneficial.
2. If EFL students and teachers shift their education to online learning environment during this crisis, they would encounter many challenges and obstacles.

4. Aim of the Study

There are several purposes of this research:

1. It aims at providing an overview of online learning and clarifying its effectiveness within EFL classrooms of higher education.
2. It aims at revealing the challenges and the obstacles faced by professors and students at Mohamed kheider university of Biskra during the novel coronavirus pandemic and consequently its influence on students' performance and achievement.
3. It tries to explain how these obstacles can be limited based upon teachers' and learners' attitudes and experiences by presenting some suggestions and solutions.

5. Significance of the Study

The concern of this study is to determine the various benefits of e-learning and its importance within the teaching and learning process by identifying its role as an effective tool for online learning delivery and education continuity during the covid-19 pandemic. It also tries to set the challenges and the difficulties faced by both teachers and Learners of Mohammad kheider University of Biskra. In this sense, this research would be of considerable interest for teachers and learners of English classes through making them aware of the significance use of online learning platforms and guide them to successful e-learning experiences. Besides, it attempts to make them consider this crisis as an opportunity to detect deficiencies and

weaknesses to be prepared for the future and to promote technology implementation in education in order to advance this section.

6. Research Methodology

6.1. Type of Research Method

Our research study seeks to gain insight about e-learning and to determine its effectiveness. It is designed to analyze the benefits, drawbacks, and strategies of online learning and to investigate the challenges faced by teachers and their learners with adopting online education. Therefore, we opt for a descriptive qualitative approach for this research through collecting qualitative data and interpreting it descriptively in order to set a fuller understanding of the study.

6.2. Population and Sample

The study population are EFL learners of first year Master level and EFL teachers from English Language Department at Mohamed kheider University of Biskra. The participants are going to be selected randomly.

6.3. Data Collection Tools

In order to achieve the outcomes of the present research, we decided on two data collection tools that are as follow: an interview with the teachers and a questionnaire to be submitted to the students.

6.4. Structure of the Study

This research is going to be divided into three chapters:

Chapter One

The first chapter displays a theoretical background of online learning where definitions of e-learning are provided by several writers and scholars. It reveals the various benefits and drawbacks of online learning besides its delivery modes and platforms. This chapter also deals with the different barriers to e-learning adoption.

Chapter Two

The second chapter attempts to deal with e-learning implementation higher education in general and EFL classrooms in specific during the Covid-19 pandemic. It discusses the importance of e-learning within these different contexts besides accounting for the impact of Covid-19 pandemic.

Chapter Three

The last chapter will be devoted to the practical part of this research where the students' and the teachers' questionnaires are described and analyzed.

Chapter One:

Online Learning

Introduction

Technology has made a significant impact not only on social life but also on education by paving the way for a new system of academic learning. In this sense, the growth of online learning has been remarkable, and online classes have become more popular during the last decade. Thus, e-learning, as a technology-mediated learning approach was integrated in many university programmes.

The concept of online education has emerged years ago, and its utility has increased dramatically with the development of educational technologies as a necessity to support traditional teaching and learning around the world. Despite the fact that online learning was not applied in all countries; however, it started to be more adopted and implemented in many universities' educational systems as they became aware of its effectiveness as a beneficial learning tool, which is reliable in providing easily accessible and efficiently lifelong education regardless of age, time, and place. Online learning then, has become an important mode of instruction delivery in higher education.

The present chapter is a review of literature that attempts to provide insights about online learning, its advantage and disadvantages. Moreover, it deals with its delivery modes and platforms. Finally, this chapter tries to shed light on the different barriers to e-learning adoption.

1.1. Definitions of Online Learning

Online learning, often known as e-learning, is the most recent type of remote education that takes place via the internet. The term eLearning is a general term that refers to electronic learning; it is currently used to describe the use of computer technology to reinforce the learning process especially in higher education since university students rely more on computers for learning.

E-learning is closely associated with ICT. Accordingly, Clarke (2004) asserts that “e-Learning is a general term covering many different approaches that have in common the use of information and communication technology” (p. 2), and Jones (2003) explains that whether saying “e-learning, digital learning, computer enhanced learning, no matter which tag is applied, all aim to exploit web-based technology to improve learning for students” (p. 66). Therefore, online learning is ICT-based system by nature that many higher education institutions are using Information and Communication Technology (ICT) to develop course materials, deliver and share the course content, lectures and presentations, facilitate communication among lecturers and students, conduct research and provide administrative and management services (Soong, 2012).

Many definitions of e-learning portray the utilization of ICT within educational programmes. The European e-Learning Action Plan defines eLearning as “the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration.”, so it can simply be viewed as “online access to learning resources, anywhere and anytime” (Holmes, 2006, p. 14).

There are also several synonyms which express the same concept of e-learning; these are: computer-based learning, computer-assisted instruction, electronic learning, technology-enhanced learning, technology based learning, Web based learning, Internet-based learning, Advanced distributed learning, Web based instruction, Online learning, Network learning, Distance learning. (Khan, 2005; Romiszowski, 2004).

According to Agarwal, Deo, & Das (2004), eLearning involves the use of a computer or an electronic device in a certain way to offer educational or learning materials, and e-manage data, information, and knowledge to improve the performance of the students. Generally, e-

learning is used to deliver electronically designed interactive learning opportunity to anyone, at any place and any time.

Alternative definition is given by the NCSA e-Learning group that e-learning is:

The acquisition and use of knowledge distributed and facilitated primarily by electronic means. This form of learning currently depends on networks and computers but will likely evolve into systems consisting of a variety of channels (e.g., wireless, satellite), and technologies (e.g., cellular phones, PDAs) as they are developed and adopted. E-learning can take the form of courses as well as modules and smaller learning objects. E-learning may incorporate synchronous or asynchronous access and may be distributed geographically with varied limits of time. (as cited in Alkharang, 2014, p. 22)

In addition, Wan, Wang, Haggerty (2008) define it as “a virtual learning environment in which a learner’s interactions with materials, peers and instructors are mediated through information and communication technologies”. While Elliot (2009) defines e-learning as the “rise of network technology to design, deliver, select, administer, and extend learning”.

Furthermore, the American Society for Training and Development (ASTD) defines e-learning as a combination of processes and a set of applications that include computer-based learning, web-based learning, virtual classrooms, and digital collaboration; most of these elements are delivered via the internet, intranet (LAN/WAN), audio and video tapes, satellite broadcast, interactive TV, and CD-ROM (Bernthal, 2004). Also, Commission on Technology and Adult Learning (2001) defines e-learning as instructional content or learning experiences delivered or enabled by electronic technology where a variety of learning strategies and technologies, from CD-ROMs and computer-based instruction, to videoconferencing, satellite-delivered learning, and virtual educational networks are incorporated. Similarly, Islam and Selim (2006) clarify that e-learning include web-based learning, computer based leaning,

virtual class rooms, digital collaboration, internet, intranet, audio and video tape, internet or satellite TV, and CD-ROM.

Finally, Rodrigues, Almeida, Figueiredo, Lopes (2019) introduce e-learning as an innovative web-based system based on digital technologies, and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centered, open, enjoyable, and interactive learning environment supporting and enhancing the learning processes (p. 95).

1.2. Advantages of Online Learning:

Online learning is considered an important and beneficial learning system which contribute in the educational growth of any nation; it offers them opportunities to enhance their educational development by preparing a new generation of teachers and learners whose teaching and learning process is no longer limited to traditional classroom environment. Therefore, many scholars support the concept of online education at tertiary level for several reasons.

First, this type of educational delivery eliminates many of “the time-related and location-related barriers” that occur in a traditional face-to-face classroom (Serim, 2007). According to Clarke (2004), learners are free to choose the most favourable and suitable “place, pace and time” for them (p. 32). Similarly, Lipshitz & Parsons (2008) asserts that the “key advantages of e-learning are flexibility, convenience and the ability to study at one’s own pace at any time and any place where an internet connection is available” (p.64). Accordingly, online courses offer time and location flexibility since they enables the learners to decide when and where to study and learn; they simply provide the possibility for learning to occur in a variety of different places, both physical and virtual (OECD, 2001, p.22). Thus, convenience and flexibility are two of the main benefits of e-learning where users are not bound by time and

place, so they can learn at home, work, or on the road. Besides, the course is always available and does not require physical attendance as long as the needed equipment is accessible.

Also, the learning process is self-paced either for slow learners or quick; consequently, learners' stress is reduced and their satisfaction is increased. Furthermore, it is self-directed in a way that it allows users to choose the appropriate content, tools, and materials to their different interests, needs, and skill levels so they can use these tools in a way that suits their learning style (Hall, 1997)

Moreover, Agarwal, Deo, & Das (2004) claims that e-learning engages the use of a computer or an electronic device in a certain way in order to provide educational or learning materials, and e-manage data, information, and knowledge to improve the performance of the students; subsequently, using e-learning to improve their learning process and experience through interactive communication with their teachers.

Another benefit of learning online is that it opens the door for Greater collaboration and interactivity. Besides, Technology tools make the online environment far easier and often more comfortable to work in and collaboration among users is a lot easier as many learning projects involve collaborative learning. In addition, e-learning assist learners engagement, to make them more active in the learning process, and pushes them for better performance through training (Kruse, 2002).

Alismail (2015) believes that e-learning is a powerful tool that provides a direct access for learners to obtain information and acquire knowledge by themselves. Hence, e-learning encourages independent learning. While teachers have the responsibility to guide their students when researching for information in order to effectively develop these skills and their own learning strategies.

Correspondingly, Collis and Moonen (2001) append that e-Learning is an important technique that provides learners with the required information through many modern methods of technology like computers, internet, multimedia, sound, image, graphics, search mechanisms and electronic libraries by using internet portals in order to save time and effort for the learner. Yet, it should be accounted that traditional classroom learning will never be entirely replaced by e-learning since teachers and learners are more attached and accustomed to face-to-face classroom environment where direct communication and interaction take place. Besides, e-learning is of great help for teachers since it aids them to prepare educational applications and materials for students to make up for the lack of experience among some of them.

Additionally, E-learning enables learners to save conversations in order to listen to them later when they have time. Hence, it is a flexible system of education where time is unlimited. E-learning also makes it possible for learners to contact any teacher or institution from any part of the world as it is possible for them to communicate with each other from different places, so it is cost and time saving. They are also capable of watching relevant videos and of listening to audio lectures from any part of the globe. Therefore, many chances and opportunities are attainable to them for more knowledge enhancement. (Salamat. L, Ahmad. G, Bakht. I, Saifi. I. L, 2018).

That are many other important benefits of e-learning according to many scholars; it is a learner centered system which provides the needed instructions, that suits learners' different abilities, interests, and learning styles and guarantee an easy access to information and educational contents at any time and any place. It can also be available in areas where there is no school or college, so it can be reachable no matter how far anywhere can get. Moreover, the progress of e-learning courses is faster than traditional classroom courses simply because learners are able to skip any familiar learning material that they already know and understand to focus more on the parts they need to learn and comprehend.

In addition, it facilitates communication between teachers and their learners anytime, anywhere and even after official class hours; it gives them an ample opportunity to ask questions and receive feedback with respect to school courses. Also, it can strengthen privacy between student and teachers since there are some students who feel ashamed of their academic level in front of their peers. Hence, they are given a chance to share their ideas with their teachers in private in order to correct their errors and mistakes.

Online Learning can be updated easily and quickly to stay up to date because the updated materials are simply uploaded to a server which is better than reprinting manuals and retraining instructors. Furthermore, it may enhance learner's retention and understanding of the topic due to many combined elements in e-learning to reinforce the message such as videos, audios, quizzes, interactions, etc. Besides, E-learning is considered a better chance to make learning easily accessible for those handicapped individuals or with poor health conditions that may prevent them from undergoing and receiving any institutionalized education.

The other unique feature that e-learning has is the capability of arranging an access to unlimited number of students with the same quality of the content that a fulltime student has. Also, online learning promotes collaboration among students from different localities, cultures, regions, states and countries; it may make the students more interested and motivated towards learning as they may get a wide variety of learning experiences by having an access to multimedia. Thus, e-learning is flexible in terms of delivery media (such as CDs, DVDs, Laptops and Mobile Phones, type of courses and the way of access, and it can cater to different learning styles unlike traditional classroom education.

Another final beneficial point of learning online is that the opportunities of having an on-line, off-line and live interaction between the students and teachers and among the students themselves may make the task of learning joyful and pleasant, as it leads to self-learning and

for improving technical and vocational skills (Dargham, Saeed, Mcheik, 2012; BEHERA, 2013).

1.3. Disadvantages of Online Learning:

Based on what has been explained earlier, it is undeniable that e-learning is effectively beneficial and that is of great importance for both teachers and learners. Yet, there are a number of potential drawbacks of using e-learning.

Asaqli (2020) claims that e-learning may reduce social and cultural interaction, hinder communication mechanisms such as body language, eliminate peer-to-peer learning, and induce impersonality problems. Since learning through online platforms gives learners the privilege of not being physically present in the classroom to be able to learn, it may be highly difficult for these learners to create social contacts. In addition, the feeling of being isolated and separated from the social world intensifies the feelings of frustration. Indeed, the lack of human interaction and the lack of belonging contributes negatively to intellectual and social learning development and success.

Some researchers believe that while standard academic education facilitates dialogue between the teacher and the student, face-to-face learners' interaction with their lecturers are absent in the online learning environment. Additionally, the traditional academic interaction, whether with teachers or with other students in campus, and the time spent in the campus library create a unique learning experience, whose essence is diametrically opposed to the experience procreated at one's home through online learning.

Another disadvantage of e-learning is the limitation of students' assessment that is important in measuring their achievements. Due to the large number of online courses, the system of the students' assessment today is mainly based on "closed" exams (multiple choice

exams), assignments, and the use of various text analysis softwares which evaluates the quality of "open" questions. Yet the reliability of these tools is still under debate.

Furthermore, Asaqli (2020) explains that e-learning may result in learners having a “Cognitive load” or a cognitive burden, because when learners deal with the online environment comprising multimedia (animation), video clips and audio files, the rapid shifts between the different types of media during one lesson may create asides from elevated attention and interest.

Moreover, some teachers has not changed their pedagogical perception of online learning. In most cases, they remain dependable on traditional standards since these teachers do not have sufficient or rich enough experience with the active necessary teaching-learning methods for online courses. Besides, as it has been mentioned before, the methods of assessment are limited, and because tests are taken without students being totally supervised, it is easier for many of them to cheat.

According to Kruse (2004), few experts claim that inappropriate content of e-learning may exist and result in acquiring unfavourable skills and behaviours which incorporate complex physical, motor, or emotional components. In addition, there are some learners’ common issues with technology such as technophobia and unavailability of the required technologies. He also believes that the augmentation of network linking points, notebook computers, PDAs, and mobile phones that are of great support for e-learning, yet they still can not rival printed workbooks or reference materials.

Due to the fact that e-learning provides a virtual learning environment, learners can only receive online guidance and direction, and this “leads to the lack of teacher supervision which traditional teaching can provide” (Wang, 2007, p. 38).

Roberts (2004) asserts that e-Learning can not achieve the anticipated degree of success without having an effective and reliable Internet system installed. Also, technological problems might occur, “even students with extensive technology experience can become confused and lost on the Web” (p.77). Besides, web and software development can be expensive as institutions have to invest a great deal of money in order to have a sound e-learning system. (Catherall, 2005, p.18).

Moreover, e-learning requires a specific knowledge and skills for users to properly use multimedia, internet and web technology, and the lack of these skills in this regard prove futile in taking advantages from the valuable services of e-learning. Thus, as learners need to have access to resources such as computers, internet, and software, they also need to have computer skills with programs such as word processing, internet browsers, and e-mail.

Additionally, many teachers lack the motivation towards e-learning. Indeed, they can not provide guidance to their students in how to use it since there is a lack of provision for teacher training programme in equipping them with the necessary knowledge and getting them acquainted with the required skills to use of e-learning.

Other scholars see that e-learning may adversely affect the eyesight and some other parts of the body which make the learners physically inactive in a way that sometimes they become victims of physical diseases (BEHERA, 2013; Collins, Buhalis, peters, 2003).

Finally, the advance of technology in general and of communication technologies and software in specific will reduce, if not solve, most of these disadvantages and undesirable effects. Besides, it is undisputable that e-learning is rapidly growing as a reliable form of education delivery and indeed e-learning various benefits and advantages will guarantee its important role in the overall learning process (Pongpech, 2013).

1.4. E-Learning Delivery Modes

E-learning involves two modes of delivery or communication namely; synchronous and asynchronous modes. These two modes of e-learning are characterized by “the nature of learner-facilitator interaction” and offered via virtual learning environments that are normally facilitated by learning management systems (Piskurich, 2004). These learning management systems contain tools for uploading and sharing course material, downloading and reviewing students’ assignments, engaging in online chats and discussions, conducting surveys, among others (Rice, 2011).

1.4.1. Synchronous E-Learning

The synchronous mode (direct e-learning) is based on the premise that students and lecturers are able to engage in real-time online communication and discussions regardless of location. Thus, it is more similar in nature to traditional teaching as the teacher will be interacting directly with the students via presentations of verbal lecturing and sometimes via camera (Clark & Mayer, 2003; Snart, 2010). This type of e-learning often involves the use of a virtual classroom to aid course delivery; it is facilitated by the use of electronic tools such as; video conferencing, chat rooms, white boards and audio conferencing that are often offered via learning management systems such as Moodle (Rice, 2011).

Synchronous e-learning requires real-time online presence and high quality infrastructure. Therefore, it is a kind of learning that needs the learners to be in front of computers to conduct a debate or a conversation among themselves or between them and their teachers whether via the chat rooms (chatting) or receive lessons through virtual classrooms, which gives them the opportunity to address issues concerning course materials during the lesson delivery. Besides this environment eliminates the concept of school completely and offers the learning material directly by the network, so that the student could depend entirely

on the internet and technological means to gain access to modern information. A number of specialists believe that the synchronous e-learning may also occur in the classroom by using means of computer technology and the internet under the supervision and guidance of the teacher (Clark & Mayer, 2003; Snart, 2010).

There are many advantages for this kind of learning. It is beneficial to the students in that they have access to immediate feedback and live online interaction. Moreover, this real-time model enables students to watch their teachers' presentations and interact with them verbally during the learning sessions. Besides, this mode of communication is appropriate to use in large groups when the aim is to broadcast different types of sessions (Tiong & Sim, 2005). However, there are some disadvantages as well for this type of e-learning such as the need for modern devices and the need for good communications network. Also, it cancels the direct interaction between the teacher and the student which may negatively affect the learning process. Therefore, direct e-learning is considered the most developed and complicated e-learning type, because the learner and the teacher meet up on the internet concurrently (at the same time) (Bani Younes & Al Zoubi, 2016).

1.4.2. Asynchronous E-Learning

Asynchronous e-learning on the other hand is an indirect learning, which does not require the presence of the teacher and the learners at the same time. It refers to online learning situations where students work independently through a set of course objectives by accessing available sites on the network and interact with each other as well as with the instructor, over a time gap, via e-learning tools such as discussion forums, e-mail, and bulletin boards. The students are often given a time frame in which to perform given tasks. (Oye, Salleh & Iahad, 2012; Bani Younes & Al-Zoubi, 2016). Besides, this form of e-learning is self-paced and sporadic in that students are in control of their time and learning (Snart, 2010). Hrastinski

(2007) argues that “Asynchronous communication better supports cognitive participation because of increased reflection and ability to exchange complex information” (p. 102).

The positives of this type of learning is that the learners can study on the time that suit them regardless of their geographical location, as well as they are able to revise the courses and refer to them electronically whenever they need them (Bani Younes & Al-Zoubi, 2016). According to Hrastinski (2008), this non-real-time model is appealing for students since it makes it easy for them to both study and take care of other undertakings. Yet, there are some disadvantages for this method such as the inability of the learners to get immediate feedback from the teachers, furthermore, it may lead to frustration because the learners work in isolation (Bani Younes & Al-Zoubi, 2016).

Finally, Both of Asynchronous and synchronous e-learning are beneficial for students and teachers. The following table (Table 1) presents an overview of these two teaching modes according to Hrastinski (2008) where he explains “when”, “why” and “how” asynchronous and synchronous teaching are most suitable to be used in e-learning.

	Asynchronous E-Learning	Synchronous E-Learning
When?	<ul style="list-style-type: none"> • Reflecting on complex issues. • When synchronous meeting cannot be scheduled because of work, family and other commitments. 	<ul style="list-style-type: none"> • Discussing less complex issues. • Getting acquainted. • Planning tasks.
Why?	<ul style="list-style-type: none"> • Students have more time to reflect because the sender does not expect an immediate answer. 	<ul style="list-style-type: none"> • Students become more committed and motivated because a quick response is expected.
How?	<ul style="list-style-type: none"> • Use asynchronous means such as email, discussion boards, and blogs. 	<ul style="list-style-type: none"> • Use synchronous means such as videoconferencing, instant messaging and chat, and complement with face-to-face meetings.
Examples	<ul style="list-style-type: none"> • Students expected to reflect individually on course topics may be asked to maintain a blog. • Students expected to share reflections regarding course topics and critically assess their peers' ideas may be asked to participate in online discussions on a discussion board. 	<ul style="list-style-type: none"> • Students expected to work in groups may be advised to use instant messaging as support for getting to know each other, exchanging ideas, and planning tasks. • A teacher who wants to present concepts from the literature in a simplified way might give an online lecture by video conferencing.

Table 1.1 When, Why and How to Use Asynchronous vs. Synchronous E-learning

1.5. E-Learning Platforms

E-learning refers to learning materials obtained through the use of information and communication technologies within the educational environment; it is technology-dependent since it involves hardware, software, and network infrastructure (Kozaris, 2010). According to Kats (2010), there exist many types of software and network services which can be used for e-learning; examples incorporate e-mail, chats, discussion forums, wikis, blogs, collaboration tools, simulation software, testing and assessment software. As for what e-Learning platform means, there is as much terminological disagreement about how to name software systems facilitating or supporting e-learning as there is about the term e-learning itself. Therefore, many names are attributed to such systems, such as learning management system (LMS), learning content management system (LCMS), course management system (CMS), virtual learning environment (VLE), managed learning environment (MLE), technology-enhanced learning environment (TELE), or learning support system (LSS) (Kats, 201).

Stansfield and Conolly (2009), on the other hand, consider the terms as equivalent and state that a virtual learning environment is also called: learning management system (LMS); course management system (CMS); learning content management system (LCMS); managed learning environment (MLE); learning support system (LSS); and learning platform(LP)” (p. 31). While the U.K. Department for Education and Skills (2005) defines the term learning platform as follows:

“It is an umbrella term that describes a broad range of ICT systems used to deliver and support learning. As a minimum, we expect it to combine communication and collaboration tools, secure individual online working space, tools to enable teachers to manage and tailor content to user needs, pupil progress tracking and anytime/anywhere access. You might hear the term learning platform being applied to a virtual learning environment (VLE) or to the components of a managed learning environment (MLE) (p. 18).

The functionality of e-learning platforms typically includes access to learning content and tests, communication and collaboration tools for learners, and course management and assessment facilities for teachers. Besides, there are numerous e-learning platforms available; some of today’s most popular platforms are the commercial systems Blackboard, Clix, and Desire2Learn, and the open-source platforms, Moodle, OLAT, and Sakai (Kats, 2010).

1.5.1. Learning Management Systems

Learning management systems are information systems that administer instructor-led and e-learning courses (Brown & Johnson, 2007). LMSs provide an infrastructure platform through which learning content is delivered and managed (Kozaris, 2010). Due to the vast array of available e-learning platforms, it is difficult for institutions to select the platform that best suits the learners’ needs. Yet, LMSs are the preferred tools of e-learning implementation because they form a centralized learning environment from which all the other tools can be launched. Also, through LMS student progress including training, evaluating, and tracking of results can easily be established. Examples of LMS incorporate applications like Blackboard, Moodle, WebCT and Desire2Learn (Kingundu, 2014).

1.5.2. Moodle E-learning Platform

Moodle (Modular Object-Oriented Dynamic Learning Environment) is an internet-based portal that was designed by Martin Dougiamas at the Curtin University of Technology in

Australia in 2002 (Kurti, 2008, p. 3). According to Dharmendra, Chanchal, Abhishek and Anita (2011), “Moodle is a Course Management System (CMS) - a software package designed to help educators to create quality online courses” (p. 34). Likewise, Oproiu (2015) states that “Moodle is an open-source learning management software that creates a collaborative and virtual learning environment where learning is realised online” (p. 427).

Teachers may use this free e-learning application to construct internet-based courses and create an interactive learning environment with their students by utilizing communication tools like chat rooms and forums. Students, on the other hand, may utilize the platform to enroll in classes, have access to activities, assessments and tests uploaded by their lecturers, and collaborate with their peers on their different assignments through this website. Bouguebs (2019) asserts that since Moodle allows students to study at their own pace, their motivation to learn is boosted (p. 4). Furthermore, Moodle is designed and continue to improve to provide teachers, learners and administrators with a single robust, secure and integrated system to create personalised learning environments (Benta, Bloga & Dzitac, 2014).

After a succession of international internships, on-line classes, and platform configurations for enhancing teaching projects, the concept of e-learning and using Moodle in university courses has evolved (Benta et al, 2014). However, Moodle is being utilized in different sectors in nowadays, including education. Besides, as a result to the rapid technological developments, many higher education institutions all around the world are utilizing Moodle as the primary platform in order to establish an Internet-based learning system. Even in Algeria, several colleges have incorporated the Moodle platform to fully benefit modern technologies and to create an e-learning interface.

The University of Biskra, as one of the Algerian universities, has adopted the Moodle learning system as well, especially when the application of e-learning became required due to

COVID-19 pandemic lockdown; its platform can be accessed via the university web academic port: <http://elearning.univ-biskra.dz/moodle/>



Figure 1.1 The Moodle Platform of Mohamed Kheider University of Biskra

1.6. Barriers to E-Learning Adoption

The integration of e-learning into traditional teaching and learning systems is a complex process which may come across different types of complications and difficulties, these problems are called e-learning Barriers or obstacles. After reviewing the literature related to this concern, many researchers have presented different models and approaches to classify barriers towards integrating e-learning into higher education. For instance, Zolghadri and Mallahi (2013) divided the obstacles into executional, infrastructural, financial, personal, and human resources, while Mungania (2003) classified the barriers into personal, organisational, situational, instructional and technological categories. Similarly, Bernárdez (2003) explains

that many researches and studies asserts that the barriers to the implementation and adoption of e-learning can be related to personal issues, technical issues, or organizational issues.

1.6.1. Classification of E-Learning Barriers

With the increasing use of e-learning, it is not surprising that research has given heed to address potential barriers to successful implementation of such technologies.

1.6.1.1. Personal Barriers

The most common personal barriers mentioned are time management problems where finding time to study is interrupted by external distractions, language problems since materials are not always made available in the local language, “personological variables” of the teacher (e.g., age, gender attitude towards e-learning and beliefs or teaching philosophy), and learning styles or preferences where learners might prefer passive or active learning (Mungania, 2003; Rogers 2000).

Moreover, Agarwal (2000) has identified five influential factors that impact in general the individual acceptance of online learning: individual differences, beliefs and attitudes, social influences, situational influences and managerial interventions. Other researchers also highlighted several different factors such as lack of confidence, lack of time, resistance to change, where teachers accustomed to traditional modes of instruction are reluctant to put their courses into an electronic format despite having access to newer technologies (Nihuka & Voogt 2012), level of technological competency and the lack of internal skills (Jones, 2004; Rogers, 2000; Wong, 2008). Besides, the feeling of isolation and insecurity is another student barrier as

claimed by Galusha (1997). Finally the lack of institutional support concludes the list of personal barriers (Rogers, 2000)

1.6.1.2. Technological Barriers

Technological barriers include building and upgrading infrastructure, which means that this technological infrastructure needs to be systematically improved and up-dated on a regular basis, maintaining connectivity and bandwidth since lengthy downloading for course materials may lead to loss of interest in the course. Moreover, accessibility and usability where limited access to the course materials and learning websites will affect the learning process. Furthermore, this kind of barriers embrace the lack of technical support, where learners sometimes find it difficult to register for online courses as it is difficult for them to master a new set of skills like using online tools or communicating effectively along with dealing with specific procedures such as passwords and permissions, and the loss of data and the incapability to save or transfer it. (Baldwin-Evans, 2004; Mungania, 2003).

1.6.1.3. Pedagogical Barriers

The pedagogical dimension of e-learning refers to teaching and learning process. It addresses issues concerning content analysis, audience analysis, goal analysis, media analysis, design approach, organization and learning strategies (Khan, 2005). Keengwe, Onchwari, and Wachira (2008) explain that the content of effective professional development programs should be: a) pedagogically connected to students' learning, b) associated by adequate resources, c) built in evaluation system, d) continuously funded, e) allocated sufficient time, f) associated with technical and administrative support, g) sustained as anon-going process, h) oriented towards being practical hands-on technology sessions, I) tailored to all staff members including

newly appointed ones, and k) designed to offer curriculum specific support to integrate specific applications.

Other researchers such as Panda and Mishra (2007) and Al Gamdi and Samarji (2016) focused their analysis on the role model variable while Zolghadri and Mallahi (2013) pointed out to the lack of standard patterns for e-texts software and related legal terms and the lack of interest from students. Similarly, Lloyd, Byrne and McCoy (2012) advanced the inadequate pedagogical skills for online teaching as a major barrier to e-learning. They claim that barriers to teaching online at tertiary level also include: a lack of compensation for time and class sizes, additional responsibilities, inability to grasp visual cues from students, content quality, the ownership of developed courses, inadequate training and resources; increased workload, a lack of experience with online teaching. The lack of academic reading and writing skills constitutes another factor that can affect students' online learning (Muilenburg & Berge, 2005). The inadequacy between training and available software is also a variable that has been widely covered by various scholars. Other variables as the lack of course and program quality as well as the lack of social interactions are also to be considered as potential barriers (Muilenburg and Berge, 2001, 2005; Panda and Mishra, 2007; Lloyd et al., 2012).

1.6.1.4. Institutional Barriers

The successful implementation of e-learning depends on explicit institutional visions and goals along with well-established procedures and standards (Marshall, 2006). Khan (2005) has divided institutional issues into three categories, namely, administrative affairs, academic affairs and student services. Administrative affairs include budgeting, course information catalog, financial aid, course schedule, tuition fees, registration, information technology services and instructional design. While Academic affairs issues cover policies, instructional

quality, staff support and intellectual property rights. As for student support services, they provide support to create an effective e-learning environment.

Zolghadri and Mallahi (2013) states that the insufficient investment, the lack of funds and sustainable investment devoted to a program/project and budget squandering are the most critical financial barriers and as regards decision making, the insufficient number of University Board members demonstrating expertise in modern teaching technologies can also constitute a barrier to e-learning adoption. Other barriers were addressed as well to the Lack or the insufficiency of incentives to support teaching through e-learning and the lack of training on the use of e-learning platforms (Panda and Mishra, 2007; Zolghadri and Mallahi, 2013; Al Gamdi and Samarji, 2016).

Conclusion

This chapter is an attempt to review the literature about online learning. Indeed, e-learning has become one of the most important and efficient tools in education through enhancing the traditional teaching and learning process. Therefore, we presented multiple definitions of e-learning along with its various advantages and disadvantages. Moreover, the chapter presents the two types of e-learning delivery modes. Furthermore, it gives a brief account for e-learning platforms. Finally, the present chapter deals with analysis and classification of barriers affecting e-learning adoption.

Chapter Two:

E-learning in Higher Education and

EFL Classrooms

Introduction

The implementation of ICT in education sector has become very important and urgent for many countries. Accordingly, e-learning is being introduced as a fundamental part of the students' learning experience in higher education institutions. Moreover, online learning was the greatest option for continuing education, especially in tertiary level during the lockdown period of the novel coronavirus disease (COVID-19). Indeed, as a result of rapid virus proliferation, many teachers and learners all across the globe have directed their efforts towards online education as they seek to face the most pressing challenges of shifting from face-to-face traditional learning to online learning environment.

The present chapter is a review of literature that focuses on e-learning implementation at the level of tertiary education in general and in EFL classrooms in specific. It deals with the reasons for adopting e-learning in higher education, the challenges encountered within this sector. Then, it tries to shed light on the importance of e-learning within EFL classrooms.

2.1. E-Learning in Higher Education

In the age of Information and Communication Technology (ICT), there is a dramatic shift in teaching and learning in universities all around the world. Thus, many researchers agree on the fact that the increased use of information and communication technologies (ICTs) has altered the teaching and learning process at all levels of higher education systems (HES). It results in quality improvements since the traditional modes of teaching and learning are increasingly being adapted for use in online and virtual learning environments. In this sense, e-learning has become as necessity in most of the educational establishments throughout the globe, especially with the development of its varied tools “from using email to a digital portfolio and a virtual learning environment” (Boezeroorij, 2006).

According to Sife, Lwoga, and Sanga (2007), E-learning has the potential to provide new and alternative methods of teaching and learning, as well as to improve students' capacity to learn new skills. Therefore, many universities now offer online classes or classes that employ some sort of e-learning as an augmentation to face-to-face sessions; they also use e-learning as a method of presenting course information interactively (Fallows & Bhanot, 2005). Indeed, it is now rare for a course or a program not to be supported by one or more e-learning system as a consequence of the increased range of e-learning technologies.

Britain and Liber (2003) state that a large number of Higher Education Institutions (HEIs) in developed countries are actively involved in the use of e-learning technologies to support their teaching and learning. They claim that 97 percent of these universities in the industrialized world are using one or more forms of Virtual Learning Environments (VLEs), while universities in developing countries are gradually incorporating these e-learning technologies to achieve the same benefits that developed economies are gaining (Ssekakubo, Suleman & Marsden, 2011).

2.1.1. Reasons for Adopting E-Learning in Higher Education

E-learning technologies are not being fully utilized or incorporated in the teaching and learning process despite their great implementation within universities. Thus, many researchers in the field of higher education directed their efforts to explain the effectiveness of e-learning within this particular educational section.

Higher education is being transformed via the use of educational technology in combination with effective pedagogy and reflective teaching (Snart, 2010). Thus, e-learning has grown to supplement traditional classroom-based learning. In this regard, many academics claim that most of the universities are currently engaged in using e-learning technologies to enhance traditional classroom teaching combined with live e-learning and self-paced e-learning

facilitated by Virtual Learning Environments (VLEs) (Sharpe, Benfield, Roberts, & Francis, 2006; Driscoll, 2002). These environments, which empower collaborative learning amongst students and teachers and online discussions, include Learning Management Systems (LMS) such as Moodle (Rice, 2011) as well as Web 2.0 technologies (Anderson, 2007).

According to Snart (2010), e-learning is also being used as a resource to provide online student management, online support, and provision of formative and summative assessment feedback for students. Besides, technology-enhanced learning offers a combination of traditional learning and the use of e-learning technologies to improve student-centred learning (Motteram, 2005).

Further motivating reasons are addressed by Al-hawari (2010); he believes that e-learning develops universities' educational systems especially in Arab world, since universities have strong willingness to provide advanced facilities and resources for students (specifically for post graduates). Moreover, universities become able to exploit well their technology infrastructure, to integrate all their systems to work together, and to increase profit as they invest more in new technologies.

According to OECD (2015), e-learning can also have a significant influence on the productive system of higher education institutions. First, it prepares future workers to use the new technologies, as well as to engage in problem-solving. Second, it allows the educational system to respond to the changing demands of the productive sectors by facilitating workplace or lifelong training as an example. Third, it encourages the use of new learning methods, such as interactive and community learning, which fuel soft skills' development.

On the other hand, Bates (2001) argues that the important factors contribute in e-learning adoption in higher education institutions lies first in the urgent need for education and training at the right time and the right place. Such as providing time for learners where they are able to

choose the most suitable time for them to learn without a specific place. In addition, e-learning provide an opportunity for students to take advantage of the many important elements such as sounds, texts, color, and videos. Hence, the learner may use many senses in this educational process. Besides, e-learning would be the best solution for the problem of large numbers of students in the traditional classroom and it would provide multiplicity of sources of knowledge from having a contact with different sites on the Internet. Furthermore, flexibility and speed in updating and modifying the educational content without expensive additional costs is another reason for e-learning application (Bates, 2001).

Many other benefits of e-learning utilization at university level are discussed by several researchers. Salmon (2002) indicates that e-learning optimizes management methods by making examinations and assessment of learners, teachers, and training institutions' competence fair and transparent. Adkens (2016) adds that e-learning promotes the reputation of universities. Hence, many major universities around the world have become a symbol when their online courses or programs, infrastructure, policies, etc., are considered and applied by other universities. Moreover, the application of e-learning in teaching and setting up learning management systems have aided teachers in their teaching process, and have improved their planning and lesson preparation. Besides, it has stimulated teachers to maintain a positive attitude about their jobs (Rodrigues, Almeida, Figuredo & lopes, 2019).

In addition, E-learning adoption in higher education enables the teachers to improve their professional qualifications and their technical knowledge and skills, which means enhancing their teaching and knowledge delivery methods and innovating their courses' structure (Govindasamy, 2001).

Finally, e-learning has the potential to accelerate the learning process, and to enhance the effectiveness of communication among teachers, students, and staff (Cavus and Momani, 2009). Indeed, it should be mandatory for universities in particular to adopt e-learning

technologies properly not only to enhance the learning process but to keep pace with the other institutions of high standard education and the developed countries.

2.1.2. E-Learning in Algerian Universities

Higher education is of interest to governments, institutions and individuals due to its role in influencing nations' and societies' future. As a result, most universities are increasing their use of e-learning for its importance and distinguishable characteristics from traditional education, coinciding with the birth and growth of the information-communication revolution.

In higher education, information and communication technologies, , which are defined as anything that is employed in the field of education and learning, are used for the purpose of storing, processing, retrieving, and transmitting information from one location to another; these technologies work to develop and promote the educational process through all modern means such as computers and software, internet technologies such as e-books, databases, encyclopedias, periodicals, educational sites, e-mails, voicemails, written and audio communication, video conferences, virtual classes, e-learning, digital libraries, interactive television, and so on (Deif Allah, 2016-2017, p. 86).

Hence, Algeria, as one of the developing countries, has constantly pursued by seeking ways to enhance higher education and its institutions. Indeed, the Algerian higher education's sector has been updated both administratively and educationally. In terms of the educational level, Algerian universities have invested in this technological progress in order to establish an integrated education based on these technologies which is e-learning (elsaid attiah, 2017, p. 39); as the state has provided Algerian universities with internet lines, computerization centers and information in all college locations (Polfelaf, 2013).

In the light of the changes that the Algerian University has experienced, the Ministry of Higher Education and Scientific Research drew up three- years strategic goals (2007-2008-2009) around ten years ago . One of the objectives was "to establish a system of distance education to support education that requires presence". This means, distance education here is designed to employ information and communication technologies of all sorts to manage the learning process in universities without abandoning the presence training. So, the MHESR decided to merge the traditional system along with the modern system (E-learning) in what is called integrated education as a transitional stage in order to reduce the risks of radical transformations (Education, 2019).

In spite of what has been stated, the integration of e-learning at the level of the Algerian universities is still underway; communication is still weak among faculty members and students besides the lack of online courses presented constantly and in an encouraging way for studying. Therefore, many faculty members still rely on traditional teaching methods to provide lectures and lessons, and this necessitates understanding the reality of using this type of education in Algerian universities (Polfelaf, 2013).

2.2.Challenges with E-Learning Integration in Higher Education

The importance of online learning cannot be ignored; many researchers have profoundly dealt with the benefits of e-learning and its usefulness toward teaching and learning. However, there are certain challenges with online learning that have been highlighted and discussed in various studies, such as the lack of technical competence (Hijazi & Al Natour, 2021). Educators and students alike lack the necessary knowledge and skills to utilize the technological tools available to them in their educational practices. Therefore, many researchers are determined that training, through computer courses for instance, is essential and must be offered if e-learning is to be completely beneficial for both teachers and students in higher education (Bates,

2001; Cohen & Nycz, 2006; Galusha, 1997). According to Bates (2001), adapting to new work patterns and learning to use technology is time and cost consuming. However, he argues that such steps are required in order to reap the benefits of e-learning.

In relation to these claims, Lister (2014) explains that technological complexity is an essential component of the deployment and integration of information technology and e-learning in education. She demonstrates that, because everyone now utilizes electronic devices such as computers, iPads, and smartphones, their knowledge of electronic devices is defined as a comprehension of its features, capabilities, and ability to use them cleverly and effectively. Thus, confidence in one's ability to use e-learning training will greatly escalate one's utilization of technology. In other words, the more familiar users (teachers and students) are with the internet and computers, the more likely they are to embrace and use e-learning.

Accordingly, Palloff and Pratt (2000) add that the teacher must be trained to use technology as well as to change the way they arrange and present information in an e-learning setting. So, instructors must be capable of acting as both users and producers. Likewise, Valentine (2002) acknowledges that the incorrect use of technology may be a problem for the teacher; however, this problem could be caused by a lack of training, instructor attitudes, or hardware issues. Furthermore, instructors should be able to evaluate and understand the strengths and limitations of various technologies; as they should also be able to choose the best delivery strategy for their lectures (Gunawardena, 1992). This is especially true when using e-learning in teaching, since it needs teachers to have more abilities and skills than traditional classroom teaching.

According to Demetriadis and colleagues (2003), limited ICT knowledge and abilities results in poor performance in practice, and instructors who have not received ICT training may be hesitant to adopt these new technologies. Besides, the usage of ICT with a lack of technical assistance and training, which focuses on integrating technology in the classroom rather than

merely teaching fundamental ICT skills, hinders development in teaching and learning management (M, Cox, Preston, & C, Cox, 1999; Van Fossen, 1999; Preston, M, Cox & K, Cox, 2000). As a matter of fact, Pelgrum (2001) emphasizes that a lack of e-learning knowledge and skills leads to a negative attitude toward incorporating this innovation into teaching and learning activities among instructors, particularly those who have had unpleasant experiences with e-learning in the past (Snoeyink & Ertmer, 2001). As it might lead to a lack of trust in using eLearning (Pelgrum, 2001).

Additionally, Van Fossen (1999) also mentioned a lack of expertise needed for instructors to resolve technological difficulties, when they arise, causes them to feel embarrassed and concerned that their professional status will be devalued if they are unable to perform professional skills properly in front of students and colleagues. Moreover, lack of knowledge and abilities in utilizing e-learning apps leads to unfavorable and negative perceptions of these programs and poor performance in practice (M, Cox et al., 1999; Preston et al., 2000). As a result, some instructors are disappointed with the introduction of new technologies in the classroom, believing that they do not improve learning or that computer skills are sophisticated and difficult to master. Hence, resistance to using technology unquestionably leads to less successful and less beneficial practice (M, Cox et al., 1999; Preston et al., 2000).

Other obstacles are related to ICT equipment. Some scholars claim that the use of e-learning in higher education institutions is also unsatisfactory owing to insufficient, unreliable, and antiquated e-learning equipment, including software and hardware. Such issues are caused by a lack of organizational support and may impede teachers from incorporating eLearning into the teaching process (Preston et al., 2000). Similarly, Galusha (1997) clarified that institutions, in developing countries in particular, do not believe that highly developed technological tools (computers, etc.) are reliable enough to be used in education. The general consensus among

these institutions is that such technologies pose issues and may result in numerous needless expenses. This is cited as the primary reason why these institutions and teachers in developing countries continue to rely on technology means such as cassettes and printouts to provide educational material and information (Galusha, 1997). Nonetheless, Hiltz and Turoff (2005) believe that online learning might be viewed as a substitute for traditional teaching, and there will always be some sort of disturbance when such a replacement process happens. Therefore, a challenge for colleges that are still utilizing outdated types of technology is to adapt and incorporate newly created technologies into teaching processes. If universities are unable to adopt new technologies during such replacement processes, they risk falling behind in technical advancement or being negatively impacted in other ways (Hiltz & Turoff, 2005).

Furthermore, Workload concerns are also important challenges when there is a high teaching load (Dararat, 2012). In this regard, UNESCO (2006) recommends that instructors who seek to employ eLearning in the classroom must be given adequate and sufficient time for training and practice. However, some instructors claim that the training is time consuming and adds to their burden. DfES (2004), on the other hand, believes that successful integration of e-learning in classes saves time, and prefers to blame increasing burden on inadequate e-learning abilities and strategies in the classroom (as cited in Dararat, 2012). Thus, Stödberg and Orre (2010) states that there are several factors to consider before implementing e-learning in education. Weiger (1998) notes that teachers, in addition to the time necessary for course preparation, need time to learn about e-learning, and that teachers undoubtedly need extra time and ongoing training with regard to producing teaching materials.

Another challenge that has to be identified when it comes to apply e-learning for higher educational purposes, is that a substantial proportion of institutions in developing countries are lacking adequacy in the three important areas for success: access to a high-quality faculty, motivated and well-prepared students, and adequate resources (The World Bank, 2000).

According to Holmström and Pitkänen (2012), instructors in certain developing countries have insufficient understanding of the subject they teach. In addition, learners are not given the opportunity to employ innovative or adaptable digital learning tools. In certain developing nations, politicization has resulted in higher education being improved in terms of correcting different injustices and contributing in the advancement of democracy; however, this is not always the case. As mentioned in the quote below, there are significant indications that some developing countries are already struggling to deal with institutional difficulties. Such issues are likely to work against universities' willingness to integrate or expand e-learning in the educational system (Holmström & Pitkänen, 2012).

Higher education institutions rely on the commitment of their faculty. Their consistent presence and availability to students and colleagues have an enormous influence in creating an atmosphere that encourages learning. Yet few institutions in developing countries have strictures against moonlighting and excessive absenteeism. Many faculty work part time at several institutions, devote little attention to research or to improving their teaching, and play little or no role in the life of the institutions employing them. Faculty members are often more interested in teaching another course often at an unaccredited school than in increasing their presence and commitment to the main institution with which they are affiliated. With wages so low, it is difficult to condemn such behavior. (The World Bank, 2000, p. 24)

Apart from what is proceeded, nowadays, the challenges to access online learning are less since both learners and teachers have had the chance to learn about and interact with educational technology tools such as mobile-based learning, computer-based learning, and web-based learning (Byun, Sooyeon, & Slavin, 2020). Today's learners, according to Prensky (2001), are fundamentally different from their predecessors since they are “native speakers of the technical language”. Their contact with the virtual and digital worlds is increasingly extensive. Today's learners' contacts with various types of technology for diverse reasons

enables them to be active recipients of e-learning (Vai, Marjorie & Sosulski, 2015; Ko & Rossen, 2017).

2.3. The Impact of Covid-19 on Education

2.3.1. Coronavirus Disease (COVID-19)

The Coronaviruses are a group of viruses that can cause serious disorder in both animals and humans (World Health Organization, 2020). A number of coronaviruses are known to cause human respiratory diseases ranging in severity from ordinary colds to more serious diseases, like the Middle East Respiratory Syndrome (MERS), Severe Acute Respiratory Syndrome (SARS), and the newly discovered Covid-19 disease (WHO, 2020). According to the World Health Organization (WHO) (2021), Coronavirus disease (COVID-19) is an infectious illness caused by a recently discovered coronavirus. This disease has various effects on different people, the majority of infected persons will suffer from mild to moderate respiratory disease and will recover without the need for hospitalization or additional treatment. However, older people, as well as those with underlying medical conditions such as cardiovascular disease, diabetes, chronic respiratory disease, and cancer, are more prone to acquire serious illness (WHO, 2021).

The most common symptoms of this disease are fever, dry cough, and fatigue; while less frequent symptoms of this illness include aches and pains, sore throat, diarrhea, conjunctivitis, headache, taste or smell loss, skin rash, or discoloration of fingers or toes (WHO, 2021). Serious symptoms, on the other hand, may include difficulty in breathing or shortness of breath, chest discomfort or pressure, and speech or movement loss; however, it takes five(5) to six (6) days on average, after one being infected with the virus, for symptoms to appear, but it can take up to fourteen (14) days (WHO,2021).

The WHO (2021) also explains that the COVID-19 virus transmits largely through droplets of saliva or nasal discharge when an infected person coughs or sneezes. Thus, it is important for people to maintain respiratory etiquettes; for example, by coughing into a flexed elbow. Besides, the greatest way to prevent and reduce the spread of this virus is to be well educated about the virus, the sickness it causes, and the way it spreads. Indeed, protecting one's self and others from infection stipulate washing hands regularly with soap and water, or clean them with alcohol-based hand rub. Moreover, avoiding face touching, wearing facemask and covering the mouth and the nose when coughing or sneezing. In addition, people should practice physical distancing by maintaining, at least, one meter distance between each person, and avoiding unnecessary travel and large groups; they also should stay at home when they feel unwell. Finally, people should avoid smoking and other harmful activities that weaken the lungs (WHO, 2021).

The COVID-19 is referred to as a pandemic due to its severity and fierceness as it has become the greatest global health crisis in human civilization after centuries (Lokanath, Tushar, Abha, 2020).

2.3.2. E-Learning during the Covid-19 Pandemic

The advent of e-learning along with the unprecedented development in Information and Communication Technology (ICT) has taken the educational industry by storm. Therefore, higher education institutions have made substantial strides towards implementing e-learning in their educational programs. However, the COVID-19 outbreak affected not only the health sector, but also the field of education (Hoq, 2020, p. 458). As a matter of fact, this pandemic has generated the greatest disruption of education systems in history (Mailizar, Maulina & Bruce, 2020), and the rapid spread of the disease around the world results in the closure of all educational institutions. To adapt to the circumstances, the world has shifted to online education

to guarantee that students were not been left without education during this pandemic, and to avoid the proliferation of this dangerous disease (Hijazi & AlNatour, 2021). This innovative shift, where traditional face-to-face education is replaced by e-learning, requires improved technology and ready instructors to adjust their working environments (Hijazi & AlNatour, 2021). Indeed, the impact was not limited on the educational system, it has also affected the student's learning experience when it comes to accessing research and study materials. For example, students' ability to access textbooks and resources they need to review can be hampered by a lack of copyright limitations and exceptions (Alsoud & Harasis, 2021).

Radha et al. (2020) claims that in the time of COVID-19 epidemic, the education sector entered a digital age where teachers are virtually connected to their students (p. 1088). As a result, the integration of e-learning in education during the pandemic crisis of COVID-19 has become more important than it has ever been. Moreover, UNESCO (2020) adds that most of the academic officials are now applying online education as a solution to the Coronavirus crisis.

Notably, this shifting process was different from one country to another; none of them was perfectly prepared. Yet, the difficulty of shifting varies according to the technical side for each country; some universities during the past decade are gradually shifting their programs online and doing away with face to face delivery (Bao, 2020), and Algeria is no exception. Indeed, Algeria has introduced several pedagogical transformations to enhance the quality of education by offering training programmes and incorporating e-learning (Ghounane, 2020, p. 22).

In the Algerian higher educational context, in response to the measures taken by the Algerian President, the Ministry of Higher Education has resolved to online education in light of the Covid-19 crisis, as it has approved an educational plan for Algerian universities, this plan includes details of carrying on online courses and completing studies (Guemide & Maouche,

2020). Therefore, some universities started adopting distance education through the delivery of courses to students in the universities' websites along with MOODLE platform. As a matter of fact, universities started adopting online learning optionally as The Ministry of Higher Education left the practice at the universities' will (Guemide & Maouche, 2020).

Finally, this technological emergency step may be a message for all the educational institutions, especially those in the developing countries, to profoundly step into e-learning fields.

2.4.E-learning in EFL Classrooms

Language learning and teaching is currently recognized as an interesting subject all around the world. Indeed, the necessity of the day is to equip individuals with English language competency, which is only achievable with a proper combination of edification and e-learning tools (new technology) (Chhabra, 2012). In relation to this concept, English language curriculum has been dominantly adopting technology in recent years in order to improve learning and teaching context and solve potential difficulties (khatoony, 2020). As a result, many language courses have included cutting-edge technologies such as online applications and online presentations (Adnan et al., 2019)

2.4.1. The Use of Technology in EFL Context

ICTs (Information and Communication Technologies) have evolved into a worldwide facilitator of learning all over the world. It has provided a space for learners to study efficiently and effectively in order to take on responsibilities as future leaders in many fields of business; nevertheless, the use of ICT in the EFL classroom has become an integral component of the learning process for both instructors and students (Haque, 2016). It is a well-known truth that the use of ICT in education increases students' interest in participating in the teaching-learning

process; however, the hidden fact of ICT use is a lack of expertise to operate it in various ways. Likewise, an EFL teacher must have the necessary combination of technical skills and pedagogical understanding to effectively use ICT in today's EFL classroom, as well as to create and improve on the utilization of new technologies for future purposes (Haque, 2016).

According to Yadov, Gupta, and Khetrapal (2018), the education sector has seen major changes in the previous 20 years; the arrival of the digital era and the significance of adopting new technologies have also greatly altered the method of learning and communication. New technologies are rapidly being adopted in the educational sector to help the process of learning in a variety of areas, including English (Adnan et al., 2019). In this regard, technology has the potential to increase student involvement. Furthermore, technology is now evolving to the point where traditional methods of teaching and learning are not pushing students and instructors to their maximum potential, and by utilizing technology, teaching and learning are significantly enhanced and given an another dimension. Hence, it is the finest approach to promote language acquisition, particularly in emergency situations (Patil, 2020).

2.4.2. Importance of E-learning Technologies in EFL Context

The influence of the incorporation of technology instruments into educational processes has rocked traditional teaching and learning paradigms. In this regard, e-learning technologies used in English as a Foreign Language (EFL) programs have improved in several nations in tandem with technological advancement. In fact, many language teachers praise the use of ICT in English teaching, with some even arguing that e-learning is the least costly and most effective way for EFL students to learn English since they can learn on their own schedules and are not constrained by financial restrictions (Soong, 2012).

E-learning, as a wide set of technology tools and systems, may be used to improve teaching and learning circumstances by skilled and innovative teachers. These are used to make

students' learning more engaging, motivating, exciting, and meaningful. As they make significant inroads into the combination of digital technology and English language learning. These tools, indeed, have been hailed as potentially strong enabling instruments for educational transformation and reform (Chhabra, 2012).

According to Soong (2012), several institutions at all levels have lately been urged to invest in the development of e-learning technologies to aid English learning with the expectation that students' English proficiency will increase fast. Furthermore, Apriani (2019) highlights three advantages of utilizing ICT in EFL classes: assisting teachers in conducting engaging and enjoyable learning activities, fostering autonomous learning, and inspiring students to study by making them more engaged in the classroom. Similarly, Bonner and Reinders (2018) state that another advantage of modern technologies in language learning is that they encourage learners to actively participate in co-constructing their learning environment.

For example, Microsoft PowerPoint presentations have been shown to have an important role in improving the vocabulary of EFL learners (Mahmoudzadeh, 2014). However, Microsoft PowerPoint presentations are now considered outdated due to the advent of many new technologies into the educational realm over the last few decades; however, in the current situation, it is extremely useful in close collaboration with other software to teach students in this critical situation. Furthermore, text, video, and voice technologies have become very affordable and increasingly simple to use for schools, and teachers play a significant role in designing lessons and connecting with students.

Finally, Haque (2016) explains that using ICT into language teaching not only enhances students' excitement but also improves their performance via active participation in the task. It contributes to the development of cultural awareness and social identity in the target culture. ICT increases students' enthusiasm and attitude toward learning while also improving their

communication skills and self-confidence. Teachers are also motivated when they observe students participating in learning prerequisite skills for utilizing ICT-based activities in the classroom environment.

2.4.3. Changes in the Teaching Methods within E-learning Context

Today's manner of learning, digesting, and interacting with new knowledge differs significantly from how learners responded to the identical piece of information a decade ago. From the beginning to the present, changing new techniques in English language education have been a problem (Patil, 2020). Many theories regarding language learning and teaching have been presented, and many adjustments in language teaching techniques have been adopted based on the requirements of the learner. Changes have also happened in the context of learning materials, where printed resources, such as papers, do not convey information dynamically (Huang, Wu, & Chen, 2012), and many materials have been chosen such as videos with motion or continuous movement (Kuhl, Scheiter, Gerjets, & Gemballa, 2011). While these tactics are sometimes successful, a rising number of academics and educators are interested in supplementing them with other useful teaching strategies.

The adoption of e-learning in higher education has resulted in a shift in the responsibilities of students. Students are supposed to be active participants in the task of learning and processing knowledge, rather than passive recipients of knowledge given by the instructor (Cohen & Nycz, 2006). Furthermore, Cohen and Nycz (2006) state that this information is often gained through a variety of online platforms and sources that the instructor is accountable for providing to pupils.

According to Anderson (2005), ICT has altered the roles of teachers from "sages on stage" to "guides on the side" (p. 3). It is evident that instructors have shifted from being active transmitters of knowledge to functioning as tutors in an online-based teaching scenario, guiding,

supporting, motivating, and introducing the technical tools that students need to learn. Similarly, Cohen and Nycz (2006) argue, the principles of ICT and e-learning have contributed to the teacher being replaced as the primary aspect of learning, and as a result, the teacher does not have a monopoly on knowledge (Hrd af Segerstad, Klasson, & Tebelius, 2007).

Traditional Roles	Newer Roles with ICT
<ul style="list-style-type: none"> • Teacher-transmission to passive learners who obey and receive 	<ul style="list-style-type: none"> • Process-based curricula with learners who question and analyse
<ul style="list-style-type: none"> • Teacher oriented 	<ul style="list-style-type: none"> • Learner oriented
<ul style="list-style-type: none"> • Teacher as task setters for individual learning 	<ul style="list-style-type: none"> • Teachers as managers of collaborative learning
<ul style="list-style-type: none"> • An organiser of learning activities 	<ul style="list-style-type: none"> • An enabler of quality learning experiences
<ul style="list-style-type: none"> • Technology as a tutor 	<ul style="list-style-type: none"> • Technology to support creativity
<ul style="list-style-type: none"> • Didactic teaching 	<ul style="list-style-type: none"> • Active learning
<ul style="list-style-type: none"> • Low order retention and recall 	<ul style="list-style-type: none"> • High order thinking
<ul style="list-style-type: none"> • Teachers as providers of information and experts in all knowledge 	<ul style="list-style-type: none"> • Teachers as advisors, managers and facilitators of learning
<ul style="list-style-type: none"> • Teachers as suppliers of knowledge 	<ul style="list-style-type: none"> • Teachers as developers of skills
<ul style="list-style-type: none"> • Teacher as a distant authority 	<ul style="list-style-type: none"> • Developed student–teacher relationships
<ul style="list-style-type: none"> • Teacher control of learning – its timing, pacing and contents 	<ul style="list-style-type: none"> • Teachers standing back to let learning happen and children to solve problems

<ul style="list-style-type: none">• Prescriptions for what, when and how students will be taught	<ul style="list-style-type: none">• Responsiveness to students' cognitive needs and development
<ul style="list-style-type: none">• Teacher in narrow and unchanging range of roles	<ul style="list-style-type: none">• Teacher in many roles as required: designer, director–actor, facilitator, manager

Tables 2.1 Teacher's Traditional and New Roles (Cohen, Manion & Morrison, 2004).

Conclusion

This chapter was an attempt to discuss the importance of e-learning within higher education institutions. It tries to shed light on the motivating reasons for adopting such learning tool. It also accounted for e-learning within Algerian universities besides the challenges in integrating e-learning in higher education. However, the current chapter dealt with e-learning during the Covid-19 pandemic and within EFL classrooms. Finally, this chapter accounted for the changes of teacher's role within e-learning context.

Chapter Three:

Field Work

Introduction

The current study investigates the impact of online learning on the teaching-learning process at tertiary level during the Covid-19 pandemic. The study, indeed, focuses on investigating the challenges encountered by both EFL teachers and students with e-learning, and its impact on students' academic performance and outcomes, during this crisis.

Based on the previous chapters, that presented relevant literature review about e-learning, the present chapter (3) aims at providing an answer to our research questions and hypothesis. It identifies the setting in which the study was conducted and the methodological approaches used in conducting this research. Hence, we divided it into three sections. The first section represents a detailed description of our study. The second one deals with data interpretation and findings. The third section is devoted to the discussion of findings.

Section One: Description of the Study

This section is a review of the research methodology where information about our research method, population and sample, data collection tools and data analysis procedure are presented.

3.1. Research Method

A descriptive qualitative approach was considered as an appropriate method to delineate EFL teachers and learners' challenges, insights, and needs in response to shifting to online education during the Covid-19 pandemic. The reason behind choosing the qualitative method for this field study, is because qualitative methods enable a rich amount of detailed and valuable information (Kvale, 1997) about people's conceptions, thoughts, and experiences regarding certain topics or circumstances of life.

Moreover, this research method offers a complete description and analysis of a research subject, without limiting the scope of the research and the nature of participant's responses (Collis & Hussey, 2003). Likewise, Merriam (1995), identified a similar argument that qualitative research is ideal for clarifying and understanding phenomena and situations.

3.2. Population and Sample

The population of our study is first year Master students of English as a foreign language and EFL teachers enrolled at Mohamed Kheider University of Biskra, Algeria. The whole population of Master one students is one hundred seventy-two (172) students of applied language studies. However, the number of students and teachers who have volunteered are thirty-five (35) students and ten (10) teachers who teach different subjects.

Our sample selection is based on random sampling. The use of random sampling is known to protect against bias being introduced in the sampling process. Kumar Singh (2006) argues that random selection is an objective method of sampling that maintains accuracy in the analysis of the results. Similarly, Marczyk, DeMatteo and Festinger (2005) add that it helps to control the external variables that may influence the results and it increases the external validity of the study.

3.3. Data Collection Tools

The research tool used in this study is the questionnaire. The first questionnaire was elaborated to collect data from EFL first year Master students of the University of Biskra. While the Second questionnaire was designed for teachers of different courses of both branches (Science of the Language and Civilization and Literature) affiliated in the English Language Department at Biskra University, during the academic year 2020/2021.

The choice of the questionnaire was due to the nature of our research. Whereas, the main objective is to collect data about students' and teachers' opinions, attitudes, and experiences about the topic under research. Both of these questionnaires were submitted online due to the current circumstances and physical isolation triggered by the virus of COVID-19.

3.4.Data analysis procedure

A descriptive analysis procedure is used to describe and interpret the data gathered from the students' questionnaire and the teachers' questionnaire. According to Calderon (2007), the process of descriptive research goes beyond mere gathering and tabulation of data. It involves the elements or interpretation of the meaning or significance of what is described.

3.5.Students' Questionnaire

The students' questionnaire is required to collect different students' views, perceptions, challenges and obstacles about their online learning experience. Additionally, we sought their suggestions with regard to dealing, overcoming and reducing these problems.

3.5.1 Description of the Students' Questionnaire

The questionnaire is constituted of seventeen (17) items. These items are either closed-ended questions requiring from participants to pick up the suitable answer(s) from a number of choices; or open-ended questions that require full answers and justifications of their choices.

The students' questionnaire is divided into three sections. The first section was designed to gather background information about the respondents; it consists of two (2) general questions regarding students' gender and their Information and Communication Technologies (ICTs) skill level.

The second section includes eight (8) questions addressed to the students in order to explore their experience, attitudes, and choices in relation to online education during the Covid-19 pandemic.

The third and last section intended to investigate the challenges learners have confronted in relationship to online learning and the impact of this type of learning on their academic performance and outcomes during this crisis. This section involved students to answer seven (7) questions in which they had to generate their opinions and judgments; and individualize their problems and suggestions with regard to e-learning personal experience.

3.6. Teachers' Questionnaire

Teachers' questionnaire was designed to gather data about teachers' perceptions, attitudes, and willingness with reference to their online teaching experience. In addition, this questionnaire is an attempt to recognize teachers' common deficiencies regarding e-learning practice during the Covid-19 pandemic.

3.6.1. Description of Teachers' Questionnaire

The present questionnaire consists of fifteen (15) questions. These questions are either closed-ended items in which teachers have to select the appropriate answer(s) from a given options; or open-ended questions in which they have to provide full free responses and justifications.

Teachers' questionnaire as well is divided into three parts. The first one, consists of three (3) questions designed to offer background information on the instructors' gender, years of teaching experience, and their level of computer/technology skills.

Chapter Three: Field Work

The second section, includes nine (9) questions designed to elicit EFL teachers' experience, views, and agreements in relation to online teaching and learning during the Covid-19 pandemic.

The final section constitutes of only three (3) open- ended questions regarding typical challenges and problems faced by educators concerning e-learning during The coronavirus pandemic. The two last questions in this section were devoted for the possible solutions and suggestions to overcome the stated obstacles, and to enhance e-learning adoption in Mohamed kheider University of Biskra.

Section Two: Data Interpretation and Findings

3.7. Students' Questionnaire

Section A: Background Information

Question 1. Students' Gender

Gender	Number of students	Percentage
Male	5	14%
Female	30	86%
Total	35	100%

Table 3.1 Students' Gender

The results in Table 1 indicate that 30 (86%) of the participants are females; whereas, only 5 (14%) of them are males.

Question 2. Students' ICT- Skill Level

Level	Number of students	Percentage
High	6	17%
Moderate	29	83%
Low	0	0%
Total	35	100%

Table 3.2 Students’ ICT-Skill Level

The second question addressed the students’ skill level in using Information and Communication Technologies (ICTs). The answers illustrated in Table 3.2 point out that the majority of the participants (83%) have a moderate skill level in using ICTs while (17%) of them claim to have a high level in utilizing these technologies. However, none of the respondents (0%) choose the low rate; this, indeed, denote that all of the students have considerable motivation and readiness to use computer technologies and applications.

Section B: E-learning Practice

Question 3. Students’ Involvement in Online Courses during the Covid-19 Pandemic

Option	Number of students	Percentage
Yes	35	100%
No	0	0%
Total	35	100%

Table 3.3 Students’ Involvement in Online Courses during the Covid-19 Pandemic

The respondents were questioned whether they were taking online courses. According to the results shown in Table 3.3, all of the respondents (100%) were taking online courses during the Covid-19 pandemic.

Question 4. Students' Opinion about Online Courses

Rate	Number of students	Percentage
Extremely unenjoyable	3	9%
Very unenjoyable	17	49%
Somewhat enjoyable	13	37%
Very enjoyable	2	6%
Extremely enjoyable	0	0%
Total	35	100%

Table 3.4 Students' Opinion about Online Courses

Table 3.4 illustrates learners' opinions regarding the online courses they have been taking due to the coronavirus outbreak. Results show that (9%) of the students rated the courses as extremely unenjoyable, but most of them (49%) rated it as very unenjoyable. On the other hand, thirteen (37%) of the respondents found these online courses somewhat enjoyable, while only (6%) of the learners described these courses as very enjoyable.

These results indicate that the learners are not satisfied or pleased with these online courses and the reason could be related to the quality of e-courses and its contents, or simply related to the students' incentives to study online.

Question 5. Availability of Electronic Devices Online Learning during the Lockdown

Option	Number of students	percentage
yes	27	77%
Yes, but it is barely useful for learning	6	17%
No, I share with others	2	6%

Total	35	100%
--------------	----	------

Table 3.5 Availability of Electronic Devices for Online Learning during the Lockdown

Students were questioned whether they have had an access to an electronic device during the lockdown. The majority (77%) answered yes; while (17%) confirmed that they have had an access to an electronic device that is barely useful for learning. However, the rest of the student's (6%) were sharing with people for not having an electronic device. These results denote that only few students struggle to continue to learn online.

Question 6. Type of Devices Being Used for Online Learning

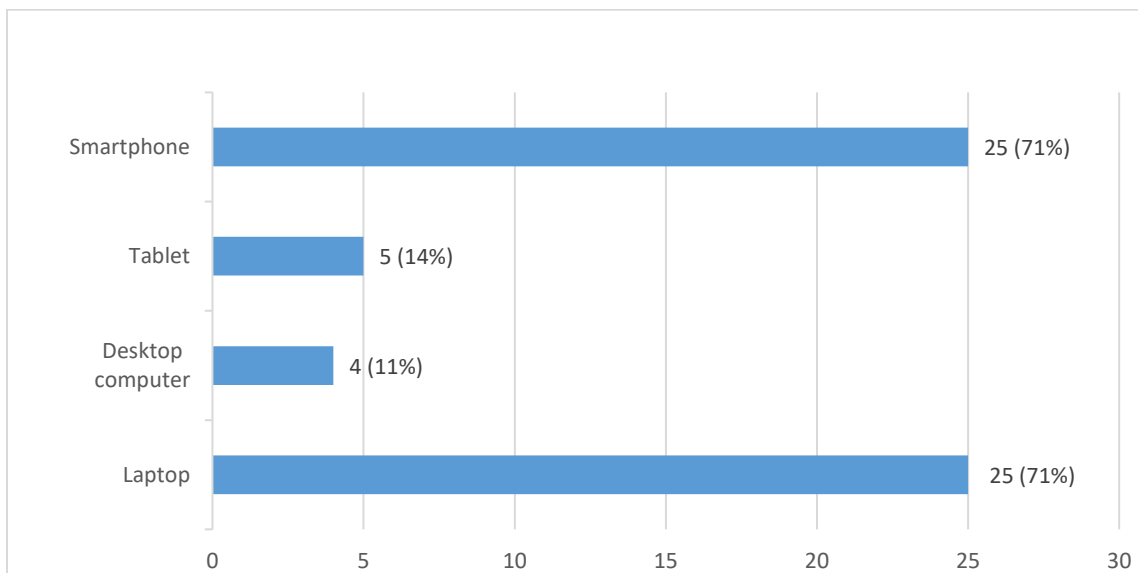


Figure 3.1 Type of Devices Being Used for Online Learning

Figure 3.1 illustrates the type of devices used by the learners for online studies; each bar represents a type of device that the participants were asked to choose either one or more devices. Results reported that two of the listed choices recorded significant number of counts. Smartphone and laptop counted the highest number of choices with same count of 25 counts. Whereas, Tablet and Desktop computer received the lowest number of counts; Tablet of 5 counts and Desktop computer of only 4 counts.

Question 7.Number of Hours Spent In Online Learning during the Lockdown

Hours	Number of students	Percentage
One to three hours/ day	28	80%
Three to five hours/ day	4	11%
Five to seven hours/day	0	0%
Others	2	6%
Total	35	100%

Table 3.6 Number of Hours Spent in Online Learning during the Lockdown

Students were asked to indicate the number of hours they were spending in studying online during the lockdown. The results in Table 3.6 indicate that (80%) of the respondents were spending one to three hours per day and (11%) of them needed three to five hours per day to study. Indeed, some students (6%) gave another answer; they stated that the hours spent in online learning are not more than one hour a week and it could be more or less depending on the circumstances. Accordingly, it is clearly understood that the majority were interested in studying online.

Question 8. Virtual Learning Tools and E-Learning Platforms Being Used during the Pandemic

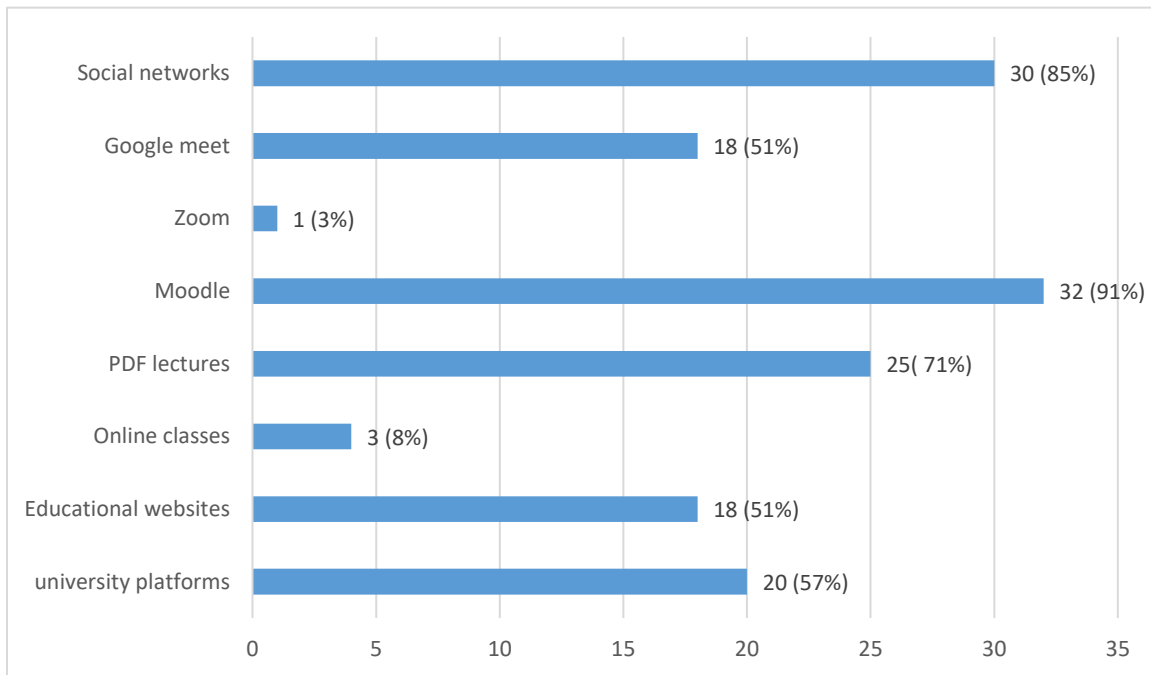


Figure 3.2 Virtual Learning Tools and E-Learning Platforms Being Used during the Pandemic

The last question in this section required the students to allocate the virtual learning tools and e-learning platforms they have been using during the pandemic. The presented figure 3.2 illustrates the main virtual learning tools and e-Learning platforms; each bar represents a different choice and its number of counts. Clearly illustrated, social networks and Moodle platform received the highest number of counts; they counted 30 and 32 counts respectively. Then we have PDF lectures for 25 counts. Whereas, Google meet, educational websites and university platforms counted closely the same; their counts are successively of 18, 18 and 20. However, Zoom and online classes received less attention as they counted 1 for Zoom and 3 for online classes.

Question 9. Students' Perceptions about the Usefulness of the Chosen E-Learning Tools and Platforms

Question 9 is the second part of the previous question. Students were asked to explain how the mentioned e-learning tools and platforms are useful for their online learning process.

Students' responses:

- Enable me to join social-media groups.
- All of the courses are available at any time.
- Not very useful for learning.
- They are too boring.
- They are only used for uploading and downloading the course.
- They are often used for other purposes (checking announcements, assignments...)

Based on the student's answers, most of these tools and platforms are used to download the courses uploaded by their teachers in a form of PDF lectures. This, in fact explain their choices in the last question. Their answers also indicate that they are neither active enough nor motivated since the benefits of these e-learning tools and platforms, according to them, lay on the availability of the courses and joining social-media groups.

Section C: E-Learning Impact and Challenges

Question 10. Students' Attitude toward E-Learning as an Alternative to Traditional Learning during the Covid-19 Outbreak

Choice	Number of students	percentage
Strongly agree	10	29%
Agree	20	57%
Neutral	5	14%
Disagree	0	0%
Strongly disagree	0	0%
Total	35	100%

Table 3.7 Students' Attitude toward E-Learning as an Alternative to Traditional Learning during the Covid-19 Outbreak

Chapter Three: Field Work

The respondents were asked to indicate the extent to which they agree or disagree with e-learning being an effective solution and alternative to traditional face-to-face learning during the Covid-19 outbreak. The answers on this question are generated in Table 7. The results report that (29%) of the learners ‘strongly agree’ on the statement. While (57%) responded with ‘agree’. However, (14%) of the students remain ‘neutral’.

Question 11. Students’ Perception about E-Learning Benefits and Drawbacks

This question aims at collecting students’ visions concerning the advantages and the disadvantages of e-learning. Accordingly, they provided us with the following answers:

Advantages	Disadvantages
<ul style="list-style-type: none">• Makes the learning process easier.• Time flexibility.• Availability of the courses at any time and place.• Being able to study at home.• Ensures the continuity of education during the Covid-19 pandemic.	<ul style="list-style-type: none">• Lack of interaction whether with students or teachers.• Being interrupted while studying.• Absence of understanding (the need for teacher assistance).• Unclear course content that is difficult to understand.• Lack of motivation.• Isolation.• Wrong utility of e-learning technologies.• Lack of feedback

Table 3.8 E-Learning Advantages and Disadvantages

Most of the students’ answers are in co-relation with advantages and disadvantages of e-learning discussed in ‘Chapter One’.

Question 12. The Effect of E-Learning on Students' Academic Performance and Outcomes during the Covid-19 pandemic

Choice	Number of students	percentage
Yes	27	77%
No	8	23%
Total	35	100%

Table 3.9 The Effect of E-Learning on Students' Academic Performance and Outcomes during the Covid-19 pandemic

The results in Table 3.9 indicate that (77%) of the students answered with 'yes' whereas (23%) of them answered with 'No'. These results report that the majority of the students believe that the sudden shift from traditional learning to e-learning due the Covid-19 pandemic has affected their academic performance and outcomes. Therefore, the reason could be related to how much they are ready for this type of learning and how much they are ready to be self-directed learners.

Question 13. Students' Explanations about the Effect of E-Learning

Students were asked to justify their answer in case the learning process has been positively or negatively affected.

Positively:

- E-learning is a flexible learning environment.
- Offers many opportunities for better learning experience.
- Being able to check many resources rather than relying only on the teacher.

Negatively:

- Lack of course understanding.
- Lack of teacher guidance.

Chapter Three: Field Work

- Absence of contact with the teachers.
- The stated objectives were not achieved.
- E-learning lessens my activity and contribution (students have become passive).
- Providing PDF courses without explanation.
- I have become very lazy.
- Lack of encouragement to study alone.
- Uninterested to take online classes.

The answers provided by the students, indeed, were mainly negative explanations. Most of the students addressed e-learning as being unfavorable way of learning since it has a negative impact on their learning experience. Nevertheless, some students display a positive disposition for taking their learning process into another level which is e-learning. Besides, they exhibit readiness to be active learners as they refuse to be spoon-fed by their teachers.

Question 14. Student's Challenges With E-Learning

The students were questioned about the challenges and the obstacles they have encountered with e-learning during the Covid-19 pandemic; their answers are stated bellow.

- Unstable network connection;
- Lack of communication;
- Bad signals or electricity blackout;
- Remaining active to learn and to revise my lessons;
- Maintaining the same or a better level while being demotivated;
- Maintaining self- confidence when being exposed to new information (lack of self-reliance fact);
- Anxiety;
- A large amount of lessons to be understood and grasped;
- Lack of enjoyment;

Chapter Three: Field Work

- Poor quality of Algerian e-learning systems;
- Staying focused and concentrated (external barriers);
- Memorizing my lessons (the teacher makes the learning process easier).

Question 15. Students' suggested solutions

- Providing the course content beforehand;
- Video conferencing learning sessions;
- Teachers should be available to respond to students questions and to provide feedback;
- More stable internet connection;
- Using The Zoom platform rather than Moodle;
- Online group work;
- Frequent online classes;
- Frequent homework;
- Providing more powerful internet line in all country regions.

Question 16. Students' Attitudes toward Their Overall E-Learning Experience

Choice	Number of students	percentage
Poor	11	31%
Average	14	40%
Good	10	29%
Very good	0	0%
Total	35	100%

Table 3.10 Students' Attitudes toward Their Overall E-Learning Experience

In the last question, students were asked to describe their overall experience with e-learning as EFL students. They were given some choice as Table 10 illustrate.

The results indicate that (40%) of the students answered with ‘average’, while (29%) of them described it as ‘good’. Whereas (31%) of the learners rated it as ‘poor’ learning experience. These attitudes however, justify their previous answers regarding their negative disposition toward e-learning technologies.

3.8. Teachers’ Questionnaire

Section A: Background Information

Question 1. Teachers’ Gender

Gender	Number of teachers	Percentage
Male	7	70%
Female	3	30%
Total	10	100%

Table 3.11 Teachers’ Gender

The results in Table 1 indicate that (70%) of the participants are males; whereas, (30%) of them are females.

Question 2. Teachers’ Years of Experience in Teaching English

Years	Number of teachers	Percentage
1-3 years	2	20%
4-6 years	0	0%
7-10 years	3	30%
11-15 years	2	20%
Over 20 years	3	30%
Total	10	100%

Table 3.12 Teachers’ Years of Experience in Teaching English

Chapter Three: Field Work

The results point out that (20%) of the teachers have been teaching English from (1-3 years). Other teachers have been teaching English from a period of (7-15 years); (30%) have (7-10 years) and (20%) have (11-15 years) of experience. While the last (30%) of the teachers have been teaching English for over 20 years. These results indicate that the majority of English teachers at the University of Biskra are experienced and well involved in the field of teaching English.

Question 3. Teachers' Computer/ Technology Skills Level

Level	Number of teachers	Percentage
High	6	60%
Moderate	4	40%
Low	0	0%
Total	10	100%

Table 3.13. Teachers' Computer/ Technology Skills Level

According to the results shown in Table 3.13, (60%) of the respondents claim to have a 'high' level concerning computer-technology skills. Whereas (40%) have described their level as 'Moderate'. Consequently, it is clear that the majority of teachers are well acquainted with using computers and modern technologies.

Section B: E-learning Experience

Question 4. Teachers' Experience in Teaching English via the Internet

Choice	Number of teachers	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table 3.14 Teachers' Experience in Teaching English via the Internet

Chapter Three: Field Work

Table 3.14 illustrates teachers' answers regarding their experience in teaching English via the internet. (80%) answered with 'Yes' while (20%) answered with 'No'. These results indicate that the majority of teachers are well accustomed to e-teaching and only few of them are not.

Question 5. Teachers' Justifications for not Having Experienced Teaching English via Internet.

In this question, teachers were asked to justify their answer in case they answered with 'No'. The (20%) who said 'No' have justified their answer with the lack of time and the nature of the courses being taught as it is the case with literature and civilization.

Question 6. Teachers' Attitudes toward Delivering Online Courses during the Covid-19 Pandemic

Choice	Number of teachers	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 3.15 Teachers' Attitudes toward Delivering Online Courses during the Covid-19 Pandemic

The result illustrated in Table 3.15 report that all of the teachers (100%) have been delivering online courses during the Covid-19 pandemic.

Choice	Number of teachers	Percentage
Yes	1	10%
Somewhat	9	90%
No	0	0%

Total	10	100%
--------------	----	------

Question 7. Teacher’s Attitudes toward Their Online Courses’ Designs Regarding E-Learning Pedagogical Framework.

Table 3.16 Teacher’s Attitudes toward Their Online Courses’ Designs Regarding E-Learning Pedagogical Framework

Teachers were questioned whether they were designing their online courses according to e-learning pedagogical framework. The results illustrated in Table 3.16 indicate that the majority of teachers (90%) answered with ‘somewhat’ while (10%) answered with ‘Yes’. These results, indeed, question the quality of the courses’ contents being delivered. However, the reason could be related to the lack of knowledge on how to design an e-course or simply to the lack of time needed for designing such type of courses. Besides, teachers’ answers would also justify the students’ former attitudes regarding the online courses they have been taking during the pandemic (lack of understanding and lack of enthusiasm).

Question 8. Teachers’ Experience with a Course Management Software before the Coronavirus Epidemic.

Choice	Number of teachers	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

Table 3.17 Teachers’ Experience with a Course Management Software before the Coronavirus Epidemic.

In this question, teachers were asked whether they have used a course management software such as Moodle before the Covid-19 pandemic or not. (70%) answered with ‘yes’ while (30%)

said ‘No’. the results report that most of the teachers have considerable knowledge about how to utilize CMSs (Course Management Softwares).

Question 9. Teachers’ Training Experience on Using E-Learning Tools and Platforms during the Covid-19 Pandemic

Choice	Number of teachers	Percentage
No training	0	0%
Self-training	3	30%
Online training provided by the university	7	70%
Total	10	100%

Table 3.18 Teachers’ Training Experience on Using E-Learning Tools and Platforms during the Covid-19 Pandemic

Teachers were questioned whether they have received any training on how to use e-learning tools and platforms. The majority (70%) replied that they have received online training provided by the University of Biskra. Yet, (30%) answered that they had self-training. Whereas, none of them answered with ‘No training’. These results indicate that all of the teachers were, to some extent, ready and prepared to embrace the sudden shift from traditional classroom teaching to online learning due to the Covid-19 outbreak.

Question 10. Teachers' Perceptions toward the Influence of E-Learning Technologies on Teachers' Roles and Educational Experiences

Choice	Number of teachers	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table 3.19 Teachers' perceptions toward the influence of e-learning technologies on teachers' role and educational experiences

In this question, teachers were asked whether e-learning technologies change EFL teachers' roles and educational experiences. The results denote that (80%) of the teachers, who answered with 'Yes', believe that e-learning technologies change teachers' role and their educational experience. While (20%) of the teachers answered with 'No'.

Question 11. Teachers' justifications

In the second part of Question 10, teachers were questioned to justify their answers and their justifications are given bellow.

For 'Yes' answer:

- In terms of using new methods of teaching and more creative ways to provide course contents.
- E-learning technologies helps teachers and learners to quick and effective knowledge transmission and inferences
- E-learning adds a different role to the teaching profession, as to be a conceiver and producer of contents.

Chapter Three: Field Work

- E-learning is more about learner- centered teaching.
- It does, because its online platforms allow you to deliver your lessons through a variety of modes (This helps me explain the lesson to students with different learning styles).

For 'No' answer:

- I utterly against e learning because it's not efficient.
- Today's students are not interested in online lessons.

Question 12. Teachers' attitudes toward the following statements:

1. E-learning is an effective solution and alternative to traditional learning during the Covid-19 outbreak.
2. The university has a clear vision and commitment to integrate e-learning as an essential delivery tool.
3. I feel confident using e-learning systems.
4. Using e-learning helps me improve my teaching experience and my job performance.
5. I am interested in lecturing full online courses in the future.
6. Teachers are given all necessary support to use e-learning.
7. The use of e-learning technologies in EFL classrooms would make the lesson more exciting and facilitates English learning.
8. I am not interested in participating in online discussions.
9. Training is essential for empowering our e-learning skills and knowledge
10. Online tests, quizzes, and exercises are not very beneficial for students

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Statement	Number of teachers + Percentage				
1	3 (30%)	5 (50%)	1 (10%)	0 (0%)	1 (10%)
2	0 (0%)	0 (0%)	7 (70%)	3 (30%)	0 (0%)
3	2 (20%)	6 (60%)	0 (0%)	1 (10%)	1 (10%)
4	3 (30%)	5 (50%)	0 (0%)	1 (10%)	1 (10%)
5	0 (0%)	6 (60%)	3 (30%)	0 (0%)	1 (10%)
6	0 (0%)	0 (0%)	3 (30%)	7 (70%)	0 (0%)
7	0 (0%)	6 (60%)	3 (30%)	1 (10%)	0 (0%)
8	1 (10%)	1 (10%)	2 (20%)	6 (60%)	0 (0%)
9	6 (60%)	2 (20%)	2 (20%)	0 (0%)	0 (0%)
10	0 (0%)	0 (0%)	6(60%)	0 (0%)	4 (40%)

Table 3.20 Teachers' attitudes toward online teaching and learning.

Statement 1: E-learning is an effective solution and alternative to traditional learning during the Covid-19 outbreak.

The results indicate that the majority of teachers agreed on this statement; (50%) chose 'Agree' and (30%) chose 'Strongly agree'. However, (10%) answered with 'strongly disagree' and another (10%) remained 'neutral'. This (10%) of teachers who selected 'strongly disagree' and those who remained 'neutral' confirm their claim in the previous answer that e-learning is not efficient. The reason, however, could be related to their acceptance to e-learning being an alternative to traditional learning.

Statement 2: The University has a clear vision and commitment to integrate e-learning as an essential delivery tool.

Chapter Three: Field Work

This statement attempts to evaluate teachers' relations with the university regarding making decisions and sharing visions. Most of the teachers' opinions (70%) were 'neutral'. Yet, (30%) of them disagreed.

Statement 3: I feel confident using e-learning systems

The present statement attempts to assess teachers' confidence in using e-learning systems. Based on the results illustrated in Table 3. 20; (60%) of the respondents agreed, (20%) chose 'strongly agree', while (20%) disagreed on this statement. These answers denote that the majority of teachers have positive attitudes toward e-learning technologies and assure that they are familiar, experienced, and trained on using these technologies. While, few of them lack self-confidence in utilizing such technologies; however, it could be due to the lack of training, unpleasant experience, or the lack of knowledge and skills.

Statement 4: Using e-learning helps me improve my teaching experience and my job performance.

The objective of this statement is to assess e-learning usefulness within teachers' teaching experience. The obtained data report that (50%) answered with 'agree' while (30%) chose 'strongly agree'. Interpretively, teachers tend to have positive attitudes toward e-learning being effective and beneficial for their teaching experience and job performance.

Statement 5: I am interested in lecturing full online courses in the future.

This statements attempts to measure teachers' willingness and interest in incorporating e-learning and presenting full online courses in the future. The answers, indeed, were mainly positive; (60%) answered with 'agree' while the rest (30%) remain neutral.

Statement 6: Teachers are given all necessary support to use e-learning.

Chapter Three: Field Work

According to teachers' answers, most of them (70%) disagree that they are given all necessary support to use e-learning. While (30%) remained 'neutral'. Their answers report that they lack support and motivation.

Statement 7: The use of e-learning technologies in EFL classrooms would make the lesson more exciting and facilitates English learning.

The aim of this statement is to examine the influence of e-learning technologies within EFL learning context.

Based on the results in Table 3.20; (60%) of the participants agreed that e-learning technologies would make the lesson more exciting and facilitates English learning. These answers indicate that the majority of them could be incorporating these technologies for better learning outcomes. On the other hand, (30%) remained undecided.

Statement 8: I am not interested in participating in online discussions.

This statement attempts to scrutinize teachers' attitude toward participating in online discussions. (20%) agreed that they are not interested in online discussions which would, to some extent, justify student's complaints about the lack of communication with their teachers. Nevertheless, (60%) of teachers disagreed on this statement which means that they are interested in having online discussions. Yet, the rest (20%) remained 'neutral'.

Statement 9: Training is essential for empowering our e-learning skills and knowledge

Regarding this statement, (60%) answered with 'strongly agree', (20%) with 'agree', while the last (20%) were undecided. These results report that most of the teachers are in favor with training and might be considered as an important phase before using e-learning. However, the reason for those who remained 'neutral' could be related to the concept of training being not efficient without having enough time to practice.

Statement 10: Online tests, quizzes, and exercises are not very beneficial for students

The last statement sought to investigate the usefulness of online tests, quizzes and exercises for students. Most of the teachers remained ‘neutral’. While (40%) strongly disagreed on this statement. These answers indicate that the majority were undecided; this, in fact, would question their tendency to use these online tests, quizzes, and exercises. Contrarily, many of them agree that online tests, quizzes, and exercises are very beneficial for students.

Section C: E-learning Challenges

Question 13. Teachers’ Challenges with Online Teaching during the Pandemic

Teachers were questioned about the most significant challenges and obstacles they have encountered when teaching online during the Covid-19 pandemic; their answers are stated below.

- The quality of the internet;
- The availability of electronic devices (PCs) for students;
- Lack of time for scheduling;
- Lack of equal access to computers and internet for students;
- Technical problems in using the Moodle platform for both teachers and students;
- Poor and incomplete process of students’ evaluation;
- Lack of training for both teachers and students due to the sudden shift to online environment.

Question 14. Teachers’ Suggested Solutions

Teachers were also asked to provide some solutions to the identified obstacles; their answers are listed below.

- Better internet connection.

Chapter Three: Field Work

- Providing enough time for training.
- Training should be held before the actual use of e-learning technologies.
- Students' should be held accountable for their absence.
- Development of students' access to Moodle accounts.

Question 15. Teachers' Suggestions Regarding E-Learning Adoption at Mohamed Khider University of Biskra

- Overcoming the common technical problems.
- Providing more support in using e-learning technologies.
- Simplification of the learning platforms.
- Enhancing students-teachers exchanging tools.
- More preparation and training.

Section Three: Discussion of the Findings

3.9. Discussion of the findings

After the description and the analysis of both students' and teachers' questionnaires and based on the obtained results, further interpretations were deduced in order to highlight students' and teachers attitudes and perceptions, as well as the main challenges and obstacles encountered with e-learning in regard to its implementation during the Covid-19 pandemic.

Initially, the data gathered from students' questionnaire revealed that EFL learners at Mohammed Khider University of Biskra have a moderate to high skill level in using Information and Communication Technologies (ICTs). Besides, these results reported that the availability of electronic devices, which can be used for an online learning process, was not considered as a problem for the majority of the students. However, students' responses revealed many problems and challenges.

Chapter Three: Field Work

First, most of the students' attitudes and perceptions toward e-learning were attractively negative. Indeed, most of them were unsatisfied with neither online courses nor e-learning tools and platforms. This, however, resulted in students having a lack of understanding, a lack of motivation and a lack of willingness toward studying online and benefiting from the wide open portal of knowledge provided by the different e-learning tools and platforms. With this regard, it should be mentioned that students' attitudes have strong impacts on their use of e-learning. In fact, attitudes are said to be a key factor in the overall success or failure of e-learning adoption and this was also discussed within the personal barriers to e-learning adoption in the first chapter of our research.

Apart from the poor and unstable network connection, students' answers accounted for other major problems that are lack of communication with the teacher, isolation, retention, etc. in this sense, it should be explained that interaction between teachers and students is a vital component in e-learning environment that guide students towards successfully negotiating and exploring all paths for interactivity (Sims, et al., 2002). Moreover, interaction between learners and teachers, and among students within the learning environments is at the core of learning.

In addition, throughout the analysis of students' questionnaire, students' responses reported that their e-learning experience during the pandemic has, to some extent, negatively affected their academic performance and outcomes. The reason behind their negativity, depending on their answers, is mainly related to the courses' contents being delivered by their teachers. To this end, it is worth to mention that the quality of e-courses is very important. Indeed, the course' content and materials used should be designed to a certain quality standards in accordance with students' styles and needs as, for instance, to include animations, pictures, and sounds. Finally, most of students overall experience with e-learning was described to be average.

Chapter Three: Field Work

On the other hand, the results obtained from teachers' questionnaire reported more positive attitudes toward E-learning. It has been found that teachers of English at the University of Biskra are well experienced and highly qualified in teaching English and in using computer technologies; accordingly, utilizing Course Management Systems (CMSs).

In addition, it was noticed that teachers displays a certain level of readiness toward e-learning utility. However, few of them were against online learning as they confirmed students disinterest toward this type of learning that requires a considerable effort and tendency from both teachers and learners.

According to the findings, it is deduced that many teachers have clear positive perceptions toward the influence of e-learning on their roles and educational experience. In As a matter of fact, teachers have explained that e-learning has enabled them to use new teaching methods and creative ways. Consequently, their teaching experience and job performance has been improved. Moreover, teachers tended to exhibit considerable interest in using e-learning technologies in the future. Yet, teachers' responses reported that teachers have insufficient strategies in e-courses designs that should fit the pedagogical framework of e-learning.

Nevertheless, teachers' questionnaire responses as well highlighted the most significant challenges encountered by teachers concerning e-teaching during the Covid-19 pandemic. Indeed, most of their problems, are proximately similar to all of them; these include lack of reliable internet connection, evaluating students , lack of equal access to the internet by teachers and learners, lack of time needed for better e-learning experience and scheduling, and the lack of support to use e-learning.

At last, the challenges encountered by both EFL students and teachers at the University of Biskra were mainly personal, technical and pedagogical problems that should be taken into consideration for better online teaching-learning experience. Henceforth, teachers and

Chapter Three: Field Work

students alike provided some solutions and suggestions to overcome these challenges and improve their e-learning practice.

Finally, after analyzing the results of students' and teachers' questionnaires, we dare to conclude that online learning is an effective learning tool especially in critical situation like the Covid-19 pandemic. E-learning, indeed, was praised by most of EFL teachers; however, e-learning effectiveness is still questioned by EFL students. Yet, the results of our research achieved the intended objectives and answered the research questions.

Conclusion

The present chapter outlined the fieldwork of the present study. At the outset, it starts by setting a theoretical background concerning the research methodology used for this study. Then the results obtained were analyzed and interpreted descriptively. This chapter, however, is an attempt to answer the research questions and to confirm the suggested hypotheses. Accordingly, the results obtained, partly matched the initial predictions of the research and mainly answered the research questions.

General Conclusion

Our study was based on a problem that has aroused due to the Covid-19 outbreak. Education has shifted from traditional face-to-face learning environment to online learning platforms. However, teachers and learners were obliged to undertake this sudden transition in order to ensure the continuity of the teaching- learning process. Therefore, the present study sought to investigate the usefulness and the effectiveness of e-learning during the Covid-19 pandemic along with the encountered challenges by EFL students and teachers alike.

The current research consists of three chapters. The first two chapters are dedicated to the theoretical part, while the last chapter is allocated to the practical part. The first chapter displays a theoretical background of online learning where definitions of e-learning are provided. Besides, e-learning various benefits and drawbacks, its delivery modes and platforms. In addition to the different barriers to e-learning adoption. Meanwhile, the second chapter attempts to deal with e-learning integration in higher education in general and EFL classrooms in specific. It discusses the importance of e-learning within these different contexts as well as accounting for the impact of the Covid-19 pandemic.

As for the third chapter, it deals with the practical part of the study. It spotlighted the methodology of this research, the description and analysis of two semi-structured questionnaires that were administered to EFL students and Teachers at Mohammed Khider University of Biskra. The objective of these questionnaires, however, is to gather descriptive qualitative data concerning students' and teachers' attitude and perceptions toward e-learning utility during the Covid-19 pandemic.

After a careful analysis of the data obtained, it was concluded that e-learning is an effective educational delivery tool that is very also very challenging to use. These findings,

accordingly, offered a positive answer to the research questions and partly confirmed the research hypothesis.

Pedagogical Recommendations

In light of the results of the current study, further recommendations and suggestions are highlighted for later proceeding studies:

- ✓ Teachers should provide feedback for their students when learning online.
- ✓ Teachers should be given technological and pedagogical support when teaching e-learning courses.
- ✓ Teachers should be able to evaluate their students' needs and identify their learning preferences.
- ✓ Teachers should guide their students through their online learning process.
- ✓ Teachers should be contacted easily.
- ✓ The learning environment should be developed in a way that facilitates and motivate students to gain new competencies and construct their knowledge.
- ✓ Students should be engaged in an authentic learning activities and tasks.
- ✓ Students should be involved in various training courses to empower their e-learning environment.
- ✓ Students should be more active and responsible for their learning process.
- ✓ Student-centered learning should be more focused on.
- ✓ Peer tutoring, peer feedback and group learning should be encouraged within e-learning environment.
- ✓ E-courses designs should meet students' needs, skills, knowledge.
- ✓ Learning outcomes should be regularly reviewed to ensure aptness and usefulness of e-learning
- ✓ The functionality of the technological platforms should be regularly assessed

References

- Adeoye, B. & Wentling, R. M. (2007). *The relationship between national culture and the usability of an e-learning system*. International Journal on E-learning, 6, 119-146.
- Adnan, A., Ahmad, M., Yusof, A., Mohd Kamal, M., & Mustafa Kamal, N. (2019). *English Language Simulations Augmented with 360-degrees spherical videos (ELSA 360°-Videos): 'Virtual Reality' Real Life Learning!* International Invention, Innovative & Creative Conference.
- Agarwal, R. (2000) '*Individual acceptance of information technologies*', Educational Technology Research and Development.
- Agarwal, R., Deo, A. & Das, S. (2004): *Intelligent Agents in E-Learning*, Software Engineering.
- Al Gamdi, M.A. and Samarji, A. (2016) '*Perceived barriers towards e-learning by faculty members at a recently established university in Saudi Arabia*', International Journal of Information and Education Technology, Vol. 6, No. 1.
- Al-hawari, M., & Al-halabi, S. (2010). *The Preliminary Investigation of the Factors that Influence the E-Learning Adoption in Higher Education Institutes*. International Journal of Distance Education Technologies, 8(4), 1-11.
- Alismail, H. A. (2015). *21st Century Standards and Curriculum: Current Research and Practice*. Journal of Education and Practice, 6(6), 150-155.
- Alsoud, A.R.; Harasis, A.A. (2021). *The Impact of COVID-19 Pandemic on Student's E-Learning Experience in Jordan*. J. Theor. Appl. Electron. Commer. Res. 16, 1404–1414.
- Anderson, P. (2007). *What is Web 2.0? Ideas, technologies and implications for education*. JISC. Technology & Standards Watch.

- Apriani, E., Supardan, D., Sartika, E., Suparjo, S., & Hakim, I. N. (2019). *UTILIZING ICT TO DEVELOP STUDENT'S LANGUAGE ETHIC AT ISLAMIC UNIVERSITY*. POTENSIA: Jurnal Kependidikan Islam, 5(1), 1-14.
- Asaqli, E. (2020). *Online Education: A Change or an Alternative?* Creative Education, 11, 2384-2403. <https://doi.org/10.4236/ce.2020.1111175>
- Collis. B., & Moonen, J. (2001). *Flexible learning in a digital world: experiences and expectations* Kogan Page, London, 23-48.
- Baldwin-Evans, K. 2004. Employees and e-learning: what do the end-users think? *Industrial and Commercial Training*, 36, 269-274.
- Bao, W. (2020). *COVID-19 and online teaching in higher education: A case study of Peking University*. *Human Behavior and Emerging Technologies*, 2(2), 113-115. <https://doi.org/10.1002/hbe2.191>
- Benta, D., Bologna, G., & Dzitac, I. (2014). *E-learning Platforms in Higher Education. Case Study*. *Procedia Computer Science*, 31, 1170-1176.
- Bernárdez, M. 2003. *From E-Training to E-Performance: Putting Online Learning To Work*. *Educational Technology*, 43, 6-11.
- Berenthal, P. R. 2004. *ASTD 2004 competency study: Mapping the future: New workplace learning and performance competencies*, American Society for Training and Development.
- Bjork, E. (2008). *E-Learning for All*. In A. Lipshitz & S. Parsons (Eds.), *E-Learning: 21st Century Issues and Challenges*. New York: Nova Science Publishers, Inc.
- Boezerooij, P. (2006). *E-learning strategies of higher education institutions*. Enschede: CHEPS/UT.

- Bonner, E., & Reinders, H. (2018). *Augmented and virtual reality in the language classroom: Practical ideas*. *Teaching English with Technology*, 18(3), 33-53.
- Bouguebs, R. (2019). Approaching a reading course via Moodle-based blended learning: EFL learners' insights. *Modern Journal of Language Teaching Methods (MJLTM)*, 9(11), 1-12. <https://doi.org/10.26655/mjltm.2019.11.11>.
- Britain, S. & Liber, O. (2003). *A Framework for the Pedagogical Evaluation of Virtual Learning Environments*. Final Report. United Kingdom: JISC.
- Catherall, P. (2005). *Delivering E-learning for Information Services in Higher Education*. Oxford: Chandos Publishing.
- Cavus, N. and Momani, A. M. (2009), "Computer Aided Evaluation of Learning Management Systems". *Procedia Social and Behavioral Sciences*. (1), pp. 426-430.
- Clark, R. C. & Mayer, R. E. (2003). *e-learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*., San Francisco, CA, John Wiley & Sons, Inc.
- Clarke, A. (2004). *E-Learning Skills*. New York: MacMillan
- Cohen, E. B., & Nycz, M. (2006). Learning objects and e-learning: An Informing science perspective. *Interdisciplinary Journal of Knowledge and Learning Objects*, (2).
- COLLINS, C., BUHALIS, D. & PETERS, M. 2003. Enhancing SMTEs' business performance through the Internet and e-learning platforms. *Education+ Training*, 45, 483-494.
- Commission on Technology and Adult Learning (2001). "A Vision of E-learning for America's Workforce: Report of the Commission on Technology and Adult Learning". ADSL/NGA, Washington, DC, p. 7.

- Cox, M., Preston, C., & Cox, C. (1999). What factors support or prevent teachers from using ICT in the primary classroom? Paper presented at the British Educational Research Association.
- D f E S (2004), —Removing Barriers to Achievement – The Government’s Strategy for SENI. (Ref. DfES 0117 2004). London: DfES.
- Deif Allah, n. (2016-2017). Using information and communication technology improve the quality of the process of an education study of algerian universities. algeria: college of management sciences organized managment -university of batna.
- Demetriadis, S., Barbas, A., Molohides, A., Palaigeorgiou, G., Psillos, D., Vlahavas, I., Tsoukalas, I., & Pombortsis, A. (2003). —Cultures in NegotiationI: Teachers’ Acceptance/Resistance Attitudes Considering the Infusion of Technology into Schools. *Computers and Education*, 41, 19-37.
- Dharmendra, C., Chanchal, K. B., Abhishek, C., & Anita, S. (2011). Effective e-learning through Moodle. *International Journal of Advance Technology & Engineering Research*, 1(1), 34-38.
- Education, M. o.-D. (2019). Ministry of Higher Education and Scientific Research- Distance Education. Retrieved 2019, from Ministry of Higher Education and Scientific Research- Distance Education: <http://www.services.mesrs.dz/elearning>
- Elsaid Attiah, R. A. (2017). A proposed vision for e-learning applications in Arab higher education in the light of global trends *Journal of social sciences*, pp. 38-64.
- Fallows, S., & Bhanot, R. (2005). *Quality issues in ICT-based higher education*. London: Routledge.

- Galusha, J.M. (1997) *Barriers to Learning in Distance Education*, University of Southern Mississippi.
- Garrison, D.R. *E-learning in the 21st Century: A Community of Inquiry Framework for Research and Practice*, 3rd ed.; Routledge: New York, NY, USA, 2017; ISBN 978-1-138-95355-0.
- Ghounane, N. (2020). Moodle or social networks: What alternative refuge is appropriate to Algerian EFL students to learn during Covid-19 pandemic. *Arab World English Journal (AWEJ)*, 11(3), 21-41. <https://dx.doi.org/10.24093/awej/vol11no3.22>.
- Gunawardena, C. (1992). Changing faculty roles for audio graphics and online teaching. *American Journal of Distance Education*, 6(3) 58-71.
- Hall, B. (1997). *The Web-Based Training Cookbook with Cdrom*, John Wiley & Sons, Inc.
- Hijazi, D., & AlNatour, A. (2021). Online Learning Challenges Affecting Students of English in an EFL Context During Covid-19 Pandemic. *International Journal Of Education And Practice*, 9(2), 379-395.
- Hitz, S. R., & Turoff, M. (2005). Education goes digital: The evolution of online learning and the revolution in higher education. *Communications of the ACM*, 48(10), 59–64.
- Holmes, B., & Gardner, J. (2006). *E-Learning: Concepts and Practice*. London: SAGE Publications.
- Holmström, T., & Pitkänen, J. (2012). *E-learning in higher education* (Bachelor Thesis in Pedagogy). Department of Education, Umeå University.
- Hoq, M. Z. (2020). E-learning during the period of pandemic (COVID-19) in the kingdom of Saudi Arabia: An empirical study. *American Journal of Educational Research*, 8(7), 457-464. <https://doi.org/10.12691/education-8-7-22>.

- Hrastinski, S. (2007). *Participating in synchronous online education*. Lund: Lund University.
- Hrastinski, S. (2008). *Asynchronous & synchronous: A study of asynchronous and synchronous e-learning methods discovered that each supports different purposes*. *Educause quarterly*, 4.
- Polfelaf, I., Sheheb, A. (2013). The reality of e-learning at the Algerian University - a field study - Introduction to the third international conference on: “E-learning and distance education”, Riyadh, Saudi Arabia.
- Islam M. T., Selim A.S.M., (2006): Current Status and Prospects for E-Learning in the Promotion of Distance Education in Bangladesh, *Turkish online Journal of Distance Education (TOJDE)*, January 2006, Vol. 7, No.1.
- Dargham, J., Saeed, D., & H. Mcheik, H. (2012). E-learning at school level: challenges and benefits, the 13th International Arab Conference on Information Technology ACIT2012 Dec. 10-13, ISSN: 1812-0857.
- Jones, A. (2003). ICT and Future Teachers: Are We Preparing for E-Learning? In D. Carolyn & K.W. Lai (Eds), *Information and Communication Technology and the Teacher of the Future* (pp.65-83). Boston: Kluwer Academic Publishers.
- Jones, A. (2004) A Review of the Research Literature on Barriers to the Uptake of ICT by Teachers, Becta.
- Kats, Y. (2010). *Learning management system technologies and software solutions for online teaching*. Hershey, PA: Information Science Reference.
- Keengwe, J., Onchwari, G. and Wachira, P. (2008) ‘Computer technology integration and student learning: barriers and promise’, *Journal of Science Education and Technology*, Vol. 17, pp.560–565.

- Khan, B. (2005) *Managing E-learning Strategies: Design, Delivery, Implementation and Evolution*, Information Science Publishing.
- Khan, B. H. (2005): *E-Learning quick checklist*. Hershey, PA: Information Science Pub.
- Kozaris, I., 2010. Platforms for e-learning. *Analytical and Bioanalytical Chemistry*, 397(3), pp.893-898.
- Kruse, K (2004). “The Benefits and Drawbacks of e-Learning”
<http://74.125.155.132/scholar?q=cache:DJhiHmX0drMJ:scholar.google.com/&hl=tr&assdt=2000>
- Kruse, K. 2002. The benefits and drawbacks of e-learning. Online, [http://www. E learning guru.com](http://www.Elearningguru.com).
- Kurti, E. (2008). Students’ experiences on eMesimi: An e-learning system in University of Prishtina, Kosova. Unpublished thesis. School of Mathematics and Systems Engineering, University of Prishtina, Prishtina. <http://www.diva-portal.org/smash/get/diva2:205989/FULLTEXT01.pdf>.
- Lloyd, S.A., Byrne, M.M. and McCoy, T.S. (2012) ‘Faculty-perceived barriers of online education’, *MERLOT Journal of Online Learning and Teaching*, Vol. 8, No. 1.
- Long, H. B. (2004). *E-Learning—An Introduction*. In G. M. Piskurich (Ed), *Getting the Most from Online Learning*(pp. 82-97). San Francisco, CA: John Wiley & Sons, Inc.
- M. Lister, "Trends in the design of e-learning and online learning," *Journal of Online Learning and Teaching*, vol. 10, no. 4, p. 671, 2014.
- Mahmoudzadeh, S. (2014). The Effect of Using PowerPoint on Iranian EFL Learners’ Knowledge of Abstract Vocabulary. *International Conference on Current Trends in ELT*.

- Mailizar, A. A., Maulina, S., & Bruce, S. (2020). Secondary school mathematics teachers' views on e-learning implementation barriers during the COVID-19 pandemic: The case of Indonesia. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(7), 1–9.
- Marshall, S. (2006): eMM Version two process assessment workbook. Report to the New Zealand Ministry of Education, Wellington: Victoria University of Wellington.
- Motteram, G. (2005). Blended Education and the Transformation of teachers: a long-term case study in postgraduate UK Higher Education. *British Journal of Educational Technology*, 37: 1, 17-30.
- Muilenburg, L.Y. and Berge, Z.L. (2005) 'Student barriers to online learning: a factor analytic study', *Distance Education*, Vol. 26, pp.29–48.
- Mungania, P. (2003) *The Seven E-learning Barriers Facing Employees*, Report University of Louisville.
- Nihuka, K. A. & Voogt, J. 2011. "Instructors and Students Competences, Perceptions, and Access to E-Learning Technologies: Implications for Implementation at the Open University of Tanzania", *International Journal on E-Learning*, vol. 10, no. 1, pp. 63-85.
- OECD (2015), *E-Learning in Higher Education in Latin America*, Development Centre Studies, OECD Publishing, Paris.
- Oproiu, G. C. (2015). A study about using e-learning platform (Moodle) in university teaching process. *Procedia-Social and Behavioral Sciences*, 180, 426-432. <https://doi.org/10.1016/j.sbspro.2015.02.1400>.
- Organization for Economic Cooperation and Development (OECD) (2001). *E-Learning: The Partnership Challenge*. Paris: Centre for Educational Research and Innovation.

- Oye, N. D., Salleh, M., & Iahad, N. A. (2012). E-learning methodologies and tools. *International Journal of Advanced Computer Science and Applications*, 3(2).
- Panda, S. and Mishra, S. (2007) 'E-learning in a mega open university: faculty attitude, barriers and motivators', *Educational Media International*, Vol. 44, pp.323–338.
- Patil, D. P. (2020). Trends and Challenges in English Language Teaching. *Studies in Indian Place Names*, 40(39), 158-164.
- Pelgrum, W. J. (2001). Obstacles to the integration of ICT in education: results from a worldwide educational assessment. *Computers and Education*, 37, 163-178.
- PONGPECH, J. 2013. E-learning as a supportive learning tool for a traditional class. *KKU Engineering Journal*, 32, 727-732.
- Preston, C., Cox, M., & Cox, K. (2000). Teachers as innovators: an evaluation of the motivation of teachers to use Information and Communications Technology. *MirandaNet*.
- Radha, R., Mahalakshmi, K., Sathish Kumar, V., & Saravanakumar, A. R. (2020). E-learning during lockdown of Covid-19 pandemic: A global perspective. *International Journal of Control and Automation*, 13(4), 1088-1099.
- Rice, W. (2011). *Moodle 2.0 E-Learning Course Development: A complete guide to successful learning using Moodle*, USA, PACKT PUBLISHING.
- Rice, W. (2011). *Moodle 2.0 E-Learning Course Development: A complete guide to successful learning using Moodle*, USA, PACKT PUBLISHING.
- Roberts, T. S. (2004). *Online Collaborative Learning: Theory and Practice*. London: Information Science Publishing.

- Roberts, T. S. (2004). *Online Collaborative Learning: Theory and Practice*. London: Information Science Publishing.
- Rodrigues, H.; Almeida, F.; Figueiredo, V.; Lopes, S.L. (2019). Tracking e-learning through published papers: A systematic review. *Comput. Educ.* 2019, 136, 87–98.
- Rogers, P. (2000) 'Barriers to adopting emerging technologies in education', *Journal of Educational Computing Research*, Vol. 22, pp.455–472.
- Romiszowaki, A. J. (2004): "How's the E-Learning Baby?" Factors Leading Success or Failure of an Educational Technology Innovation" *Educational Technology* 44(1)": 5-27
- S. Kigundu (2014) *Engaging e-Learning in Higher Education: Issues and Challenges*, *International Journal of Educational Sciences*, 6:1, 125-132, DOI: 10.1080/09751122.2014.11890125
- S. S. Adkins, "The 2016-2021 worldwide self-paced eLearning market: The global eLearning market is in steep decline," *Ambient Insight*, 2016.
- Salamat, L., Ahmad, G., Bakht, I., & Saifi, I. L. (2018). Effects of E–Learning on Students' Academic learning at university Level. *Asian Innovative Journal of Social Sciences and Humanities*, 2(2), 1-12.
- Salmon G. *E-Tivities*. Routledge; 2004 Aug 2; Available from: <http://dx.doi.org/10.4324/9780203646380>
- Serim, F. (2007, September). The New Gold Rush. *Learning & Leading with Technology*, 35(2), 12-16.
- Sharpe, R., Benfield, G., Roberts, G. & Francis, R. (2006). *The undergraduate experience of blended e-learning: a review of UK literature and practice*. Oxford, United Kingdom: The Higher Education Academy.

- Sife, A., Lwoga, E., & Sanga, C. (2007). New technologies for teaching and learning: Challenges for higher learning institutions in developing countries. *International Journal of Education and Development using ICT*, 3(2), 57-67.
- Snart, J. A. (2010). *Hybrid Learning: The Perils and Promise of Blended Online and Face-to-face Instruction in Higher Education*, USA, Praeger.
- Snoeyink, R. & Ertmer, P. (2001). Thrust into technology: how veteran teachers respond. *Journal of Educational Technology Systems*, 30(1), 85-111.
- Soong, D. (2012). A Study on EFL Students' Use of E-Learning Programs for Learning English —Taking a Taiwanese University as an Example. *English Language Teaching*, 5(4).
doi: 10.5539/elt.v5n4p87
- Ssekakubo, G., Suleman, H. & Marsden, G. (2011). Issues of Adoption: Have E-Learning Management Systems Fulfilled their Potential in Developing Countries? SAICSIT '11, 2011. Cape Town, South Africa. ACM.
- Stansfield, M., & Connolly, T. (2009). *Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies*. Hershey, PA: IGI.
- Stödberg, U., & Orre, C. J. (2010). It's not all about video-conferencing. *Campus-Wide Information Systems*, 27(3), 109–117.
- Bates. T. (2001). National strategies for e-learning in post-secondary education and training, Published by UNESCO.
- Dietinger. T (2003), Aspects of e-learning environments, Dissertation, Graz University of Technology,
- The World Bank: The Task Force on Higher Education and Society. (2000). Higher education in developing countries. Peril & Promise. Retrieved from

[http://siteresources.worldbank.org/INTAFRREGTOPTEIA/Resources/Peril and Pro
mise.pdf](http://siteresources.worldbank.org/INTAFRREGTOPTEIA/Resources/Peril_and_Pro
mise.pdf)

Tiong, K. M., & Sim, K. S. (2005). *Asynchronous vs. synchronous interaction*. In C. Howard (Ed.). *Encyclopedia of distance learning*. Hershey, PA: Idea Group Reference.

UNESCO (2006). *Teachers and educational quality: Monitoring Global Needs for 2015*, UNESCO Institute for Statistics, Montreal.

UNESCO. (2020, March 13). *COVID-19 educational disruption and response*. Retrieved from <https://en.unesco.org/covid19/educationresponse>

United Kingdom Department for Education and Skills. (2005). *Learning platforms (Secondary)*. Ref. 2102-2005DBW-E.

Valentine, D. (2002, 9 October). *Distance learning: Promises, problems, and possibilities*. *Online Journal of Distance Learning Administration*, 5(3).

Van Fossen, P. (1999). *Teachers would have to be crazy not to use the Internet!: secondary social studies teachers in Indiana*. Paper presented at the Annual Meeting of the National Council for the Social Studies, Orlando, FL, 19-21 November 1999.

Wan, Z., Wang, Y., and Haggerty, N. (2008). "Why people benefit from e-learning differently: The effects of psychological processes on e-learning outcomes". *Information & Management*. 45(8), pp. 513–521.

Wang, T. H. (2007). What Strategies Are Effective for Formative Assessment in an e-Learning Environment? *Journal of Computer Assisted Learning*, 23(3), 21-39.
<http://dx.doi.org/10.1111/j.1365-2729.2006.00211.x>

- Wang, T. H. (2007). What Strategies Are Effective for Formative Assessment in an e-Learning Environment? *Journal of Computer Assisted Learning*, 23(3), 21-39.
<http://dx.doi.org/10.1111/j.1365-2729.2006.00211.x>
- Weiger, P. R. (1998). What a tangled (world wide) web we weave. *Community College Week*, 10(22), 11-13.
- Wong, D. (2008) A Critical Literature Review on e-Learning Limitations, School of Management & Information Technology, UCSI.
- World Health Organization. Corona Virus Disease (COVID-19): Question and Answer. 2020.
<https://www.who.int/ar/emergencies/diseases/novel-coronavirus-2019/advice-for-public/qa-coronaviruses> (accessed on 17 May 2020).
- World Health Organization. Coronavirus. (2021). Retrieved 5 May 2021, from <https://www.who.int/health-topics/coronavirus>
- Yadav, N., Gupta, K., & Khetrapal, V. (2018). Next Education: Technology Transforming Education. *South Asian Journal of Business and Management Cases*, 68-77.
- Zolghadri, S. and Mallahi, K. (2013) 'A study on barriers of e-learning from viewpoint of university staff and students; Iranian case study, Islamic Azad University's branches', *Research Journal of Applied Sciences, Engineering and Technology*, Vol. 6, No. 10, pp.1768–1773.

Appendices

Student's Questionnaire

Dear students,

You are kindly requested to answer the following questionnaire that is designed to investigate the challenges encountered by EFL learners with E-learning in Algerian universities during the novel Covid-19 and the impact of online learning on learner's performance and outcomes during this crisis. This study will help us to enhance E-learning implementation and students' learning experience with online learning so your contribution will be useful for the success of this research.

Be sure that your identity would remain anonymous, so please try to select the appropriate answers according to your experience, and to give a clear justification when it is required.

Thank you for your collaboration.

Section A: Background Information

1. Please indicate your gender

- a) Male
- b) Female

2. How would you describe your Information and Communication (IT) skills?

- a) High
- b) Moderate
- c) Low

Section B: E-learning Practice

3. Have you been taking online courses during the Covid-19 pandemic?
 - a) Yes
 - b) No
4. If yes, how would you rate these courses?
 - a) Extremely unenjoyable
 - b) Very unenjoyable
 - c) Somewhat enjoyable
 - d) Very enjoyable
 - e) Extremely enjoyable
5. Have you had an access to an electronic device to study online during the lockdown?
 - a) Yes
 - b) Yes, But it is barely useful for studying
 - c) No, I share with others
6. If yes, which one of the following devices do you use for your online learning?

(You may choose multiple answers from the suggestions bellow)

- a) Laptop
 - b) Desktop computer
 - c) Tablet
 - d) Smartphone
7. How many hours do you spend in online learning during the lockdown?
 - a) One to Three hours/ day
 - b) Three to Five hours / day
 - c) Five to Seven hours/ day
 - d) Others

.....

8. Which virtual learning tools and e-learning platforms do you use during the pandemic? (you may choose multiple choices of the following)

- a) University platforms
- b) Educational websites
- c) Online classes
- d) PDF lectures
- e) Moodle
- f) Zoom
- g) Google meet
- h) Social networks
- i) Others

.....

9. Please explain how are these tools and platforms beneficial for your learning process?

.....

Section C: E-learning Impact and Challenges

10. Do you agree that e-learning is an effective solution and alternative to traditional face-to-face learning during the Covid-19 outbreak?

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

11. What are the advantages (benefits) and the disadvantages (drawbacks) of e-learning during this crisis according to your experience?

Advantages:

Disadvantages:

.....

.....

12. Did the Covid-19 pandemic and e-learning affect your academic performance and outcomes?

a) Yes

b) No

13. If yes, please explain why? (whether positively or negatively)

.....

What are the different challenges and obstacles that you have faced with e-learning during the pandemic?

.....

.....

Please suggest some solutions to these problems

.....

.....

14. How would you describe then your overall experience with e-learning as an EFL student?

a) Poor

b) Average

c) Good

d) Very good

e) Excellent

Thank You So Much for Your Time

Teachers' Questionnaire

Dear teachers,

I am a second year Master student at Mohammed Khider University of Biskra. I am undergoing a research work on the impact of online learning on the teaching- learning process at tertiary level during the Covid-19 pandemic. You are kindly requested to answer the following questionnaire that is designed to gather data regarding EFL teachers' experience and the challenges they have encountered with e-learning during this crisis. Be sure that your identity would remain anonymous.

Your answers are very important for the completion of this work so please try to select the appropriate answers and to give a clear justification when it is required. Thank you in advance for your precious time and collaboration.

Section A: Background Information

1. Please indicate your gender

- a) Male
- b) Female

3. How long have you been teaching English?

- a) 1-3 Years
- b) 4-6 Years
- c) 7-10 Years
- d) 11-15 Years
- e) 16-20 Years
- f) Over 20 years

4. How would you describe your level of computer/technology skills?

- a) High
- b) Moderate
- c) Low

Section B: E-learning Experience

5. Did you ever experienced teaching English via the internet?

- a) Yes
- b) No

6. If the answer is 'no', please justify your answer

.....

7. Have you been delivering online courses during the Covid- 19 pandemic?

- a) Yes
- b) No

8. Are these courses designed according to e-learning pedagogical framework?

- a) Yes
- b) Somewhat
- c) No

9. Have you ever used course management software such as Moodle before the Covid-19 outbreak?

- a) Yes
- b) No

10. Have you received any training on how to use e-learning tools and platforms during the pandemic?

- a) No training
- b) Self-training

c) Online training provided by the university

11. Does e-learning technologies changes EFL teachers' role and promotes their educational experiences?

a) Yes

b) NO

12. Please justify your answer

.....

13. To what extent do you agree or disagree with the following statements?

- 1) E-learning is an effective solution and alternative to traditional face-to-face learning during the Covid-19 outbreak.
- 2) The university has a clear vision and commitment to integrate e-learning as an essential delivery tool.
- 3) I feel confident using e-learning systems.
- 4) Using e-learning helps me improve my teaching experience and my job performance.
- 5) I am interested in lecturing full online courses in the future.
- 6) Online tests, quizzes, and exercises are not very beneficial for students.
- 7) Teachers are given all necessary support to use e-learning.
- 8) The use of e-learning technologies in EFL classrooms would make the lesson more exciting and facilitates English learning.
- 9) I am not interested in participating in online discussions.
- 10) Training is essential for empowering our e-learning skills and knowledge.

Section C: E-learning challenges

13. What are the most significant challenges and obstacles of teaching online during the Corona virus pandemic?

.....
.....

14. Please suggest some solutions to these problems

.....
.....

15. Please provide some suggestions on how e-learning adoption could be enhanced in Mohammed Khider University.

.....
.....

Résumé

L'apprentissage en ligne est devenu l'un des outils de prestation les plus importants dans l'éducation moderne en général et dans l'enseignement supérieur en particulier. Cependant, le scénario d'apprentissage d'aujourd'hui est entré dans ce qu'on appelle l'apprentissage en ligne où les enseignants et les étudiants sont virtuellement connectés. En conséquence, la présente étude de recherche vise à étudier l'impact de l'apprentissage en ligne sur le processus d'enseignement-apprentissage au niveau supérieur pendant la pandémie de Covid-19. Par conséquent, l'étude a émis l'hypothèse que la mise en œuvre de l'apprentissage en ligne pendant la pandémie de Covid-19 serait bénéfique pour améliorer l'expérience d'apprentissage des étudiants et des enseignants. De plus, le passage d'un environnement de classe traditionnel en face-à-face à un environnement d'apprentissage en ligne est très difficile pour les apprenants et les enseignants de l'EFL et, par conséquent, affecterait les performances et les résultats scolaires des apprenants. Pour atteindre l'objectif de la recherche, une approche qualitative descriptive a été adoptée et deux questionnaires semi-structurés ont été menés. L'objectif est d'enquêter sur les attitudes, les perceptions et les défis des étudiants et des enseignants EFL vis-à-vis de l'apprentissage en ligne pendant l'épidémie de coronavirus à l'Université Mohamed Khider de Biskra. Les résultats de la recherche ont révélé que les étudiants et les enseignants s'accordent sur l'efficacité de l'apprentissage en ligne comme alternative pendant la pandémie de Covid-19. Pourtant, il a été conclu que les apprenants en ligne affichent moins d'intérêt et de volonté envers l'apprentissage en ligne. En effet, le manque d'interaction avec l'enseignant, le manque de motivation et de préparation pour ce type d'apprentissage étaient parmi d'autres problèmes soulignés par ces étudiants. Au terme de notre recherche, quelques recommandations et suggestions ont été proposées.

Mots Clés : L'apprentissage en ligne, la pandémie de Covid-19, l'Université Mohamed Khider de Biskra, les apprenants et les enseignants de l'EFL.