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Teachers' Perceptions of E-Learning During Covid -19 Pandemic

The Case of EFL Teachers at the Department of English –University of Mohamed Kheider Biskra

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Dedications

This work is dedicated to my family, a unique feeling of gratitude to my loving parents, who have been our source of inspiration and gave us strength when we thought of giving up, which continually provide moral, spiritual, emotional, and financial support.

I dedicate this work to the soul of my aunt Ouda.

To the most precious, my dearest sisters Ikram and Rafif and My Brothers Abed Elghafour, Abed ElDjalil, Abdel Aziz, Imad, and AbdElmoula.

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List of Acronyms and Abbreviations

BL: blended learning.

E- learning: Electronic learning.

ICT: Information and Communication Technologies.

LMS: Learning Management Systems**.**

Moodle: Modular Object-Oriented Dynamic Learning Environment.

PDF: Portable document format.

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Abstract

COVID-19 pandemic had disrupted schooling globally affecting millions of students. The conventional face-to-face education system has been replaced by E-learning overnight. This study aims to analyze university teacher's experiences of E-learning practices during covid-19. Participants of the present study are 20 teachers at the department of English at Mohamed Khider University of Biskra. Answers are observed to gain deeper insights using a semi-structured questionnaire and data is analyzed through thematic Analysis. The results obtained reveals that despite the extensive use of e-learning even after the Corona epidemic and according to the outcomes obtained in this investigation most of the teachers have unfavorable experiences with E-learning. However, they still suffer from some problems such as logistic problems, lack of internet connections and the lack of training that prevent teachers and students from participating in sufficient knowledge. The overall finding of this study is intended to assist stakeholders in taking the necessary steps to address the above issues and ensure improved learning experiences, particularly in an E-learning environment.

Key terms: Online learning , Covid-19, Teacher’s perception.

General Introduction

Technology had few uses in the past due to the lack of necessary means such as computers, for example, as well as the lack of the Internet everywhere. The only reliable method was the traditional Method.

Until the beginning of the 21st century, education began to be affected by information and communication technology in order to support teaching, learning, and make it much easier than it was as a result this huge exploitation of ICT in higher education led to the switch from traditional to online learning easily.

It is worth mentioning that all the educational sectors were also affected by the COVID-19 and forced Algerian universities to take the online learning as a necessary measure in a way to avoid the epidemic. The spread of infection, and the change from the system of physical convergence to distancing.

Since it was the only way for the teachers to contact with their learners and continue to receive their lessons online, the Ministry of higher education called upon them to move to the use of online education by using online platforms such as Moodle during the quarantine period.

The aim of this study is to highlight the status of online learning in Biskra university during COVID -19 Using a qualitative study, depends on teachers' questionnaires to analyze the use of the online learning system.

1.1 Statement of the Problem

Since December 2019, the world has experienced a state of stopping in many fields such as health, economy and especially it faced several obstacles whose continuity has become almost impossible.

According to this situation, the state and the Ministry of Education had to take a decisive decision to ensure the continuity of Education; the decision came into effect starting from the holiday, which is distance education through platforms

adopted by Algerian universities such as the Moodle platform as the only solution to overcome the issue of stopping the learning process

Furthermore, the latter has been used by many teachers, also there are those who have relied on joining other sites to put lessons, for example, uploaded lessons in format pdf, and there are those who have relied on putting them on YouTube in the form of videos, and links, besides they have also published assignments

This study focused on the uses of online learning and to know the situation of teaching through E-learning during COVID pandemic.

1.2 Aims of the Study

From this research, we seek to define what is E-learning which has become a controller under the light of covid-19, which causes a great problem in the learning and teaching process although he did not enter into the application until this epidemic appeared and made it inevitable. The researcher aims in this study to investigate the teachers' perceptions towards the use and engagement in online learning and teaching during the covid-19 pandemic.

1.3 Significance of the Study

The particular significance of this study lies in the investigation of teachers' perceptions about the use of distance education in the time of Corona. One of the most important benefits of this study may benefit students and teachers alike. From this standpoint, we must know what is distance education and how does it work? He encourages students to support this system and encourages the teacher to strive to develop and agree on this system.

1.4 The Research Questions

The present research seeks to answer the following research questions:

1. How do EFL Teachers at the department of English at Biskra University perceive online teaching and learning during covid 19 pandemic?

2. How was the experience of distance teaching and learning during pandemic?

3. To what extent does online learning bring significance on students' achievement?

1.5 Research Methodology

This research will be a purely qualitative one. since it tries to investigate teachers' perceptions. This part focuses on the scientific steps that are used in this research. According to Somekh and Lewin (2005) a research methodology is both "the collection of methods or rules "you apply to your research as well as the "principles, theories, and values" that support the research approach. In addition, a research paper's methodology section must shed light on how it was able to collect or generate the research data and demonstrate how analyze them (SHU Library, 2020).

1.6 Research Method

Since the researcher aims in this study to investigate the teachers' perceptions towards the use and engagement in online learning and teaching during the COVID-19 pandemic, this research was born from the observations of teachers during distance learning in the two last years. For this reason, the method that will be used depends on the qualitative nature of the research. As a result, a semi-structured questionnaire is used as a qualitative data collection method with teachers of the University of Mohammed Khider Biskra in the English department in order to know their perceptions about e-learning.

1.7 Population and Sample

The English teachers at Biskra University are selected as a population for our research. It was considered the most suitable population to obtain the data under study because of their experiences in the use of distance learning.

Since a sample is a smaller set of data that a researcher chooses or selects from a larger population using a pre-defined selection method. These elements are known as sample points, sampling units, or observations. The sample chosen for this study was 20 teachers at the Department of English at Biskra University. In order to assess and know the impacts of the experience of online learning during the COVID-19 pandemic and the extent of its effectiveness after the end of the Corona epidemic and the return to the old system.

1.8 Structure of the dissertation

The current dissertation will consist of two parts theoretical and practical. The theoretical part will include two chapters that contains a literature review to complete this dissertation. The first chapter will include e-learning in EFL classroom, which dealt with, definition of E-learning, types of e-learning, its advantages and disadvantages, and the difference between it and the traditional Method in addition, we will know about Moodle platform. Besides, the second chapter will be also a theoretical one, which consists of effective online teaching during covid 19.

Finally, the last chapter will include recommendations, analyzing, and discussing the results obtained from the questionnaire and interview, and also the general conclusion.

Chapter One

E-learning in EFL classroom

Introduction

Almost 1.6 billion kids in more than 190 nations have been impacted by COVID-19 since many schools were told to close. Many students worldwide were affected. Hence, to maintain educational continuity and reduce the spread of the virus, every nation regardless of income level, has to embrace a new "normal" method of teaching via an online platform (UNESCO, 2020a).

However, it reserves a special place in the learning process and became accredited day after day, but it is still in a conflict between admission and rejection. In this paper, we will investigate deeply the concepts of distance learning, Furthermore, we aim to spotlight the Modals of E-learning and their importance, Moreover, the virtual learning environment represented in Moodle Platform.

1.1 Definition of E-learning

The letter “e” in E-learning stands for the word “electronic”, E-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline via networked or standalone computers and other electronic devices.

E-learning or electronic learning according to the definition of Rosenberg (2000) refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance. It is based on three fundamental criteria:

1- E-learning is networked, which makes it capable of instant updating, storage/retrieval, distribution, and sharing of instruction or information.

2-It is delivered to the end-user via a computer using standard Internet technology.

3- It focuses on the broadest view of learning solutions that go beyond the traditional paradigms of training.

As several researchers defined the term closely, Meanwhile, Koohang and Herman (2005) state: "E-learning is the delivery of education all activities relevant to instructing, teaching, and learning through various electronic media. Anderson (2008) on the other hand, describes online learning as a part of remote learning that has always offered access to a learning environment that is, at the very least, more flexible in time and geography than campus-based schooling.

Before going into details, we must know that when the World Wide Web was launched in 1991, there was a surge of interest in the possibilities of learning through the Web, or e-learning.

In addition, e-learning today may be associated with computers and the internet, but it has come a long way, with its history actually dating back to the 1920s, when radio was the dominant communications technology. One such radio station was WHA, whose "School of the Air" was broadcast from the University of Wisconsin at Madison (Roberts, 2004).

As expressed by Allen (2006), e-learning represents an extraordinary opportunity for individuals and institutions alike.

To summarize, we may conclude from the above concepts that e-learning is due to the use of the internet and technology are methods where teachers and students do not meet in the classroom but use the internet, email, mils, Also learners who do not have access to the internet will profit from software, documents, audio, and video stored on their computers; However, it connects students around the world and in different countries whether at home, office or in other places.

1.2 The History of E learning

Distance education is a long path, as its beginning dates back to the nineteenth century at the University of London, where electronic education-computer-based training (CBT)was born. This is considered the cornerstone of today's e-learning (Eger, 2005). This system was prepared for those who could not join the traditional university, and its forms multiplied beginning in

Forms of distance education appeared in England, and e-learning has evolved in wholly different ways in different sectors. In the school sector, e-learning refers to the use of both software-based and online learning. Education was marked by several stages and several developments: radio was used, then audio tapes, and then television, where they put educational lessons through several channels.

Then this developed with the passage of time until the second half of the twentieth century when interest in it increased to keep pace with technological progress and development in the field of communication as it reached developing countries, including Algeria in 1963, as it was developed in 1969.

In the late 1990s and early 2000s, interest in e-learning, both scholarly and commercial, increased substantially, particularly in the United States, Canada, and Australia. New programs were created not only to teach, but also to allow communication and interaction between teacher and student.

This new system actually corresponds to today's system, but it got its name in 1999 (Kopecky, 2006) Studies of American students in virtual programs at both the elementary and secondary level led researchers to tout e-learning’s many benefits, including but not limited to its flexibility in geography and scheduling, its ability to address various learning styles, and its overall expansion of educational access to people in remote communities.

1.3 E-Learning during COVID-19 Pandemic

At a time when the means of communication have developed, the shift from the old educational system to the new one, which is e-learning, has become inevitable as it becomes important in all countries of the world, including Algeria.

The authorities have made several attempts to implement it (Ghounane 2020, p. 22). Asserted that Algeria has introduced several pedagogical transformations to enhance the quality of education by offering training programs and incorporating e-learning.

Although Algerian universities were not familiar with the use of online platforms, some universities have been forced to suspend all free educational activities for students' benefit.

Unless the corona pandemic came and the application of the distance learning become more important than it was before then after World Health Organization announced an outbreak of the corona epidemic, and the number of the cases increased quickly, precautions were taken to avoid its further spread. However, the best solution was social distancing and completing studies and educational activities through E- learning.

During the period, governments generally relied on this system and the use of virtual platforms in learning and education, and they faced several challenges in dealing with it. Consequently, Algerian universities have developed Moodle platforms to launch online learning for achieving better results in terms of courses.

1.4 Advantages and Disadvantages of E-learning

We are going to discuss some advantages and disadvantages. Some studies attribute the advantage of e-learning to its ability to focus on the needs of individual learners. For example, Marc (2002) noted in his book review on e-

learning strategies for delivering knowledge in the digital age that one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the process of education. According to Almosa (2002), regardless of all the disadvantages of e-learning, there are many benefits that inspire its use and encourage the search for ways to reduce its disadvantages. These are some advantages of the adoption of E-learning in education obtained from a review of the literature:

Firstly, it is flexible when issues of time and place are taken into consideration. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility in the time and place of delivery or receipt of learning information. Secondly, E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information. Thirdly, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with others, as well as exchange and respect different points of view. E-learning eases communication and also improves the relationships that sustain learning. Wagner et al (2008) note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery.

Then, E-learning is cost-effective in the sense that there is no need for the students or learners to travel. It is also cost-effective in the sense that it offers opportunities for learning for the maximum number of learners with no need for many buildings.

Also, E-learning always takes into consideration the individual learners' differences. Some learners, for instance, prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.

Eventually, E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians, etc.

1.5 Disadvantages of E-learning

Although there are some advantages to distance education, there are also some disadvantages. For instance, despite claims that e-learning can improve the quality of Education Dowling et al. (2003) argue that making learning materials available online improves learning only for specific forms of collective assessment. Firstly, E-learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It, therefore, requires very strong motivation and time management skills in order to reduce such effects. Secondly, with respect to clarifications, explanations, and interpretations, the e-learning method may be less effective than traditional methods of learning. The learning process is much easier face-to-face with instructors or teachers. Thirdly, when it comes to the improvement of learners' communication skills, e-learning may have a negative effect. Though learners might have excellent academic knowledge, they may not possess the needed skills to deliver their acquired knowledge to others. Then, since tests and assessments in e-learning are frequently supervised by proxy, it may be difficult, if not impossible, to control or regulate activities such as cheating. Also, E-learning may also be subject to piracy, plagiarism, cheating, inadequate selection skills, and inappropriate use of copy and paste. Finally-learning may negatively impact socialization skills and limit the role of instructors as directors of the educational process (ibid).

1.6 Comparison between online and traditional classroom study

Thirunarayanan and Prado (2001) conducted a study to compare achievement between online and traditional classroom studies, in which the students did not know in which way the content would be delivered. The students were enrolled in a program to teach English to speakers of other languages.

The classroom content was composed of 31 students, while the online class was composed of 29 students. The students were assigned to the online and classroom-based courses after the course had begun.

However, when students enrolled in the course, they had no way of knowing whether they were registering for an online or traditional classroom course. There was a pretest for both groups, and the same test was administered as the best test at the end of the course. The same instructor taught the same content in both classes.

The same material was covered in both sections of the course, with the offline class receiving the content through lectures, activities, and cooperative exercises in the classroom. The online class received the same content through online modules, discussion forums, interactive chat sessions with the instructor and classmates, links to video clips, and links to relevant web pages. Both groups had the same hours of access for individual time with the instructor through office hours.

The results indicated that online students improved their scores from the pretest to the posttest by an average of 15.21 points, while the average scores of students in the traditional class improved by only 13.19 points. This indicates the students in the online group achieved numerically, but not significantly, higher scores than students in the classroom-based section of the course.

Thirunarayanan and Prado concluded that students in the online class achieved more than their classroom-based counterparts; however, the results do not support this conclusion. The difference in posttest scores between the two groups was only 1.31 points, not enough to draw a solid conclusion that one method is superior to the other (ibid).

1.7 E-learning Goals

As any other educational method, E-learning has many goals and objectives to achieve and to be a practical and an effective Method, the online learning seeks to relying on technological techniques in developing an interactive environment for teachers and students, gave the chance to the students and teacher to complete the learning process with no need for physical presence, and also to broaden student's horizons of thinking so not suffice with the teacher as the only source of information,

In the same context, Kristina Francis (2018) had mentioned some of the major goals, which are:

1. Meet the learning style or needs for students
2. Use E-learning to improve the Efficiency and Effectiveness
3. Enhance the quality of learning and teaching

Improve user accessibility and time flexibility to engage in the learning process

Moreover, all these goals Kristina had added that there are others that are important and interesting to the development of the e-learning system, and using them The S.M.A.R.T. goal technique, which is a popular Method used in goal setting as an effective way to collaborate and engage to lead to success, has the following characteristics: attainable, realistic, specific, measurable, and time-based. Those techniques are illustrated and summarized in the table below:

Table 1. 1: Criteria of E-learning Goals (Kristina Francis, 2018)

Criteria	Meaning
Specific	Focus on the primary intended outcome for E-Learning and have a specific goal for success (i.e. What is your goal? Focus on 1H5Ws
Measurable	Select E-Learning tools which can be measured but beware of the timing of the data to ensure the collection of feedback for further improvement
Attainable	It is a consensus to use common tools available to avoid any conflicts in opinions especially if it is a shared goal and always remember that all goals should be achievable.
Realistic	Set a goal that aligns with the potential unique inputs as the right goal will realistically challenge E-Learning circumstances. So, be realistic to set a timeline
Time-Based	Set a proper timeline for the accomplishment of the goal. Allow time for changes before the datelines as there is a presence of learning curves for both educators and students when implementing a new E-Learning tool.

Table 1.2 Shows us the criteria of e-learning goals, which are represented by (Kristina Francis 2018).

We can deduce that E-learning is like any other way of learning, it is characterized by its specific, measurable, attainable, realistic and time-based.

1.8 Tools of E-learning

To achieve success in any educational system, there are some means that both teachers and learners need to exchange information, and distance learning tools depend on a set of means that the educational institutions work with, such as emails, blogs, wikis, eportfolios, animation, audio and video links, podcasting, and specialized software.

However, Brown and Adler (2008) mention that the new e-learning focus is on social learning and the use of social software such as blogs, wikis, podcasts, and virtual worlds.

This phenomenon has also been referred to as "long-tail learning" and has seen an increase in the number of followers.

Spender (2001) has also mentioned that e-learning systems provide an additional, more flexible means of communicating that enables students to interact easily with others. Similar to Bhatia (2011), this system enables students to access diverse content at any time and from any location, giving them more control over their learning experience.

One of the most important methods of distance education is Wikipedia, which is a free online encyclopedia created by volunteers around the world to help us in finding any topic such as history, explanation of phenomena, or the developments in the field of psychology or education.

Accordingly, the requirements of E-learning are represented by comprehensive infrastructure, recent communication, and modern computers, training teachers to use technology, and building an effective program to manage the educational process by registering students, following them up, and evaluating them.

1.9 Blended Learning

We cannot mention distance learning and traditional education without addressing blended learning, which becomes a fusion of traditional and online learning according to the audience being taught (Garrison& Vaughan, 2008). However, it is receiving considerate attention, which would reduce the spread of COVID-19. It also aims to promote the gradual transformation towards online learning. In this part, we will first define the term «Blended learning":

Blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and here the online component becomes a natural extension of traditional classroom learning (Colis & Moonen 2001).

1.10 The Importance of Blended Learning during the Covid -19

Blended learning was significant in maintaining a good walk for the education and learning process during the Corona 19 outbreak, as most schools were closed due to the spread of the corona virus to reduce human communication (Mailizar et al., 2020, P.1).

Inevitably, this last played an essential role in minimizing the assembly and contributing to the non-accumulation of lessons, as it offered an opportunity for teachers to divide the curriculum into face-to-face lessons and online lessons.

Thus, jumping directly into this kind of education is, to some extent, a failing step. Instead, the ministry suggested blended learning that could help pass the pedagogical year at least acceptably.

1.11 The Advantages of Blended Learning

Recent research identifies the following key benefits of blended learning:

Firstly, one of the main benefits of BL is that it reduces time. Students are doing their tasks before they come to class, so they will spend their time discussing and communicating.

Secondly, create an independent education in which learners only depend on themselves. According to Alonso, Genoveva (2020) ideal blended learning focuses on the individual learner and is based on social constructionist theory, where students work cooperatively to readjust learning as an effective course. Also,increased flexibility: technology-enabled learning allows for learning anytime and anywhere, letting students learn without the barriers of time and location but with the possible support of in-person engagement.

Finally, increased interaction Blended learning offers a platform to facilitate greater interactivity between learners and educational materials in an electronic environment without a teacher, allowing students to develop self-learning skills that will improve the quality of education (Taylor, 2017).

Conclusion

Online education was the only way to continue learning throughout the COVID-19 pandemic. To accomplish the learning goals, switching from traditional learning to online environments was a crucial method. This provides some definitions of online learning, indicates its types, methods, some variations of online learning, and its advantages and disadvantages, down to blended learning, its definition, types, and so on. Also, it deals with a review of literature about the implementation of online learning in higher education.

Chapter Two

Effective online teaching during covid-19 Pandemic

Introduction

Since the "COVID -19" pandemic caused the interruption of education for more than 1.6 billion children and youth, educational institutions were at the forefront of the sectors most impacted by the pandemic in every country in the world. This prompted nations to look for alternative solutions to keep the educational process from coming to an end. In this regard, a number of initiatives were launched to convert a number of smart applications into platforms for remote learning. In a short amount of time, traditional education's characteristics altered to the point where it could no longer accommodate vast numbers of students at all levels or explore novel kinds of learning.

In the previous chapter, we identified what distance learning is, its goal, and so on. In this chapter, we will investigate deeply the learning methods during COVID-19.

2.1 Traditional Classroom

Traditional classrooms can be defined as two-way interactions between teachers and students. Researchers claims that the traditional classroom is a combination of relationships between teacher and students, relationships between students and both subjects and methods of learning, interpersonal relationships among students, as well as their perspectives on the design of the classroom Anderson (2008)

2.2. Advantages and Disadvantages of Traditional Learning

Traditional learning is the first approach to learning for all who consider teachers to save knowledge. Although it is a primary approach to learning in contemporary times, it has advantages and specific disadvantages that make it unique.

Table 2. 1**:** Advantages and disadvantages of traditional learning. (retrieved from Ramiez, 2011)

Advantages	Disadvantages
In-Person Learning: allows teachers and students to interact and build a rapport . Values and Discipline: ensures moral development of learners . Social Skills: encourages social interaction and inculcates social acceptance. Physical and Mental Health: strikes a balance between physical and mental well-being with help of an appropriate mix of activities. Experiential Learning: provides hands-on experience to the learners, thereby helping them apply their knowledge .	Time-Bound: involves a strict schedule, which is difficult to bend as per need High cost: involves a high infrastructure and maintenance cost . Generic Methodologies: use teaching methods that are not learner-specific but generic Theory-Based Lessons: majorly include theory-based lessons and less activity based due to lack of time. Physical presence of teacher and learner: requires the teacher and learners to be present under one roof .

2.3 Online Learning stages:

2.3.1. E-Learning during COVID-19 Pandemic

At a time when the means of communication have developed, the shift from the old educational system to the new one, which is E-learning, has become inevitable as it has become important in all countries of the world, including Algeria. Krishnapatria (2020) asserted, "This "lockdown"-like scenario has disrupted the traditional learning process nationwide and transformed it into an internet-based learning" (p. 1).

Unless the corona pandemic came and the application of distance learning became more important than it was before, and after the World Health Organization announced an outbreak of the corona pandemic and the number of cases increased very quickly, precautions were taken to avoid its further spread.

However, the best solution was social distancing and completing studies and educational activities through e-learning.

During this period, governments generally relied on this system and the use of virtual platforms in learning and education, and they faced several challenges to deal with those experiences:

2.4 Experiences of Stakeholders

The experiences of stakeholders during the pandemic, such as teachers, students, and parents, those experiences are taken from California's state university, Stanislaus, in partial fulfillment of the requirements for the degree of Master of Arts in education:

2.4.1 Teacher's Experience

Teachers were not only placed in a new situation but the way many educators have been teaching for years was also changed due to the pandemic. This pandemic put teachers, students, and their parents in a new situation.

In their study on teachers' use of technology to create high-quality instruction during the shift to distant learning, Trust and Whalen (2020) discovered that they lacked training and support. Numerous institutions of learning were forced to utilize various remote learning platforms and technologies, giving the use of digital technology in education at all level a newfound importance (Korkmaz & Toraman, 2020).

Research has looked at teacher well-being and work-related stress during the COVID-19 epidemic, in addition to technical and pedagogical preparation. Korkmaz & Toraman, 2020 discussed the tension instructors went through at the beginning of the school year. Loss of control over work, a blurring of home and work boundaries, and erratic work hours were all consequences of distant learning.

2.4.2 Students' Experience

During the COVID-19 pandemic, students had both bad and good experiences. Tümen (2020) discovered that the COVID-19 epidemic had both beneficial and harmful effects on students' lives. Some students revealed that the disadvantages of distance learning include the absence of face-to-face connection, difficulties with instructor communication, challenges with time management, the retention of traditional learning practices, and most importantly, the inability to ask instructors questions as frequently.

Students also mentioned the benefits of distance learning, including time and location flexibility and more responsibilities in learning. According to Tümen (2020 concluded that pupils were unprepared for an online learning environment at the start of the COVID-19 pandemic. In general, according to studies, the COVID-19 pandemic had a more detrimental than beneficial effect on kids' lives.

2.5 Differences between Face-to-Face and Online Learning

Traditional and online education exhibit varied characteristics, which are useful in elucidating their similarities and differences. Concisely, the characteristics of online education imply that learners assume full responsibility for the learning process. On the other hand, traditional education is characterized by shared responsibility between learners and instructors. There are numerous other ways that traditional learning and online learning are distinct, including: Firstly,

discussion in the classroom: whereas in traditional learning, the teacher speaks the most, with e-learning, students speak just as much as or even more, Secondly, learning processes: Unlike E-learning which occurs in small groups or at the individual level, traditional learning involves participation from the entire class. Learning procedure: In conventional instruction, the entire class participates in the learning procedure. Unlike e-learning, which is done individually or in groups, participation is required. Then, the lectures that are given in a typical class are based on the predetermined curriculum. But in e-learning, the lectures are chosen by the students, and the topic matter is acquired from many sources, like web data banks. And the student's suggested use of net experts. Finally, emphasis on the learning process: students in traditional learning are, with the teacher, focusing on completing the planned curriculum without getting into trouble in an inquiry-based education. In other words, they learn what, not how. Moreover, an experiment was run in the Faculty of Information Technology at Rangsit University in 2013 over the course of two ordinary semesters with two pairs of student groups: They concluded the differences between traditional and e-learning methods and gathered them in the following table:

Table2. 2: Comparison of e-learning and traditional satisfaction by Titthasiri (2013)

Traditional class	E-learning class
Students have stay in class all day long.	Students get more time to spend with and friends
Students have opportunity directly discuss with the instructors .	Student have to wait for instructor’s respond by email.

Group discussion and work is not problem .	Group discussion and work is difficult to do
The internet technology is not necessary	The internet technology is needed .
Students have no holidays during studying in the program	Students have opportunity to look for more money and improve their living standard
Learning requires students personally to attend classrooms	Students set his own learning schedule
Students need travel cost	Students do not need travel cost

2.6 E-Learning Adoption before COVID-19

The results below were taken from an analytical study that analyzes the changes in technology adoption of e-learning in pre-COVID-19.

2.6.1 Performance Expectancy

The expected performance indicates a group of perceptions based on technology utility (Venkates et al. 2016). The quality of systems and quality of information, including reliability, response, content and availability of information systems.

Easy-to-use and final support should also be considered as interest rates (Chen and Liu 2013). Because interest is difficult to measure in a standard way, many studies have provided different methods to determine the relationship between PE and test scores and the acceptance and dependence on e-learning. Insurance Security, privacy, fulfillment, and recovery in service affect the satisfaction of users with regard to EL Beltagi (2016).

2.6.2. Effort Expectancy

The expected voltage which indicates the amount of effort required for an individual's use of e-learning (Raza et al. 2020). There is a debate about if the effort expectancy positive or negative effects

Researcher has also explained that the social characteristics of compassionate people represent their membership in social, individual objectives, motives, and personal needs related to their education course and professional witness (Katherena et al, 2015).

2.6.3. Social Influence

The social impact contains external social environments related to the structure of individual behavior, such as their peers, trainers, and personal conditions (Venkatesesh et al. 2016), where there is a strong thread between social pressure and competition with electronic learning implementation (Law et al. 2010). Research shows that the employee's willingness to participate in e-learning can be increased through incentives (Rosenberg and Foshay 2002), and Delgado et al. (2010) also proved that the rewards cause a positive stimulus for daily behavior decisions.

2.7 E-Learning Adoption after COVID-19

2.7.1 Performance Expectancy and Effort Expectancy

Self-efficacy refers to belief in one's Ability individual to achieve the desired results, the belief affected the behavior of the individual and his motives and Efforts and intimately his failure or success, during the COVID-19 pandemic, self-efficacy Continuity is one of the factors affecting the use of e-learning systems in schools and some institutions of higher education (Almiah et al. 2020).

2.7.2 Performance Expectancy

It is the perspective of the individual in relation to the benefit of technology as well as the effort that is seen as the amount of effort that the individual wishes to invest in technology (Almiah et al, 2020). They are also psychological factors affecting an individual's adoption of technology.

2.8 The challenges encountered while learning online during the covid -19 lockdown

Numerous challenges towards learning quality were encountered as this teaching and learning mainly rely on reliable internet connections and the digital competency of teachers and students (e.g., Heng& Sol, 2020; Jalli, 2020; Muthuprasa et al., 2021).

Those challenges are taken from the online learning experiences of pre-service teachers at Ghanaian universities during the COVID-19 lockdown. The students were asked an open-ended question and identified some themes that are:

Firstly, internet connectivity: the study shows that around 105 respondents, their first challenge has been around internet connectivity, which ranges from slow internet network connections to internet network failure. Some participants confirmed that the unstable internet was their biggest problem, and others said that the internet wasn't stable. Other statements made by participants all confirm that the Internet is one of the biggest problems.

Secondly, the cost of data was also found to be another challenge. Although Vodafone has provided monthly data for each student for support, it was not enough, and they were forced to buy a lot. Only 50 students found the cost of data to be a challenge they encountered effectively in online learning.

Also called power or electricity, from this side, power has not only been a challenge for five participants facing e-learning during the Corona pandemic. Some scholars have confirmed that in most developing countries, including Ghana, the power is very erratic.

Another challenge was devices; just 9 respondents had challenges related to devices, and some students said that they had faced many challenges in terms of the digital device to use. Hence, some of them said that they use only their smart phones to access the internet for their online learning.

Also, time management was a challenge that was faced by some of the individuals in this study; thirty-three respondents stated that they found it difficult to manage their time, while another said that online learning is time-consuming.

Finally, interruptions from family members were taken as a challenge faced by online learning students, as expressed by seven of them. One participant said that their parents don't even care; they still give us a heap of chores to do, and another said that interruptions from family members were a big problem for him in his online learning.

2.9 The Role of an Online Teacher

Online teachers are also expected to take on a number of roles in the online classroom. Some basic roles include Baran's (2011, pp. 26–28): Developing, organizing, and structuring course components;

Managing and organizing learning, as well as ensuring that learning objectives are met,

Implementing scheduled activities, handling channels of communication, and monitoring the online Learning process.

Establishing and enhancing student-teacher interactions in an OLE.

Sharing roles with other professionals such as instructional designers, program directors, and graphic designers.

2.10 The future of online learning methods in the post-Covid era

During the Corona lockdown, many studies can be developed to support online learning. From the Evaluation of E-Learning in the Pandemic Era to the Implementation of Online Learning in the Past COVID era, which is supported in around 76% of the article, some improvements must be made, namely:

The existence of supporting facilities such as software, Hardware, and an internet network and the development of a learning system virtual class and other supporting applications Preparing students' and educators' skills in mastering technology to support learning.

It has also received full support from the government and stakeholders to continue learning online and improve it as part of 21st-century skills. Also, engineering curricula and learning syllabuses include curriculum objectives, curriculum content, and educational methods that lead to online modalities.

2.11 Teachers and students' relationship during COVID-19

Corona virus has an important role in strengthening the relationship between the teacher and the student, according to the OECD 2019. This relationship makes students feel accepted, liked, and closer to others. In addition, this epidemic was a reason for using online learning, and research found that there is a greater likelihood to feel the loss between learners, with the loss of interaction, loss of contact, and feeling resulting from isolation (Pallof & Pratt, 2007) .

Miller also investigated some teachers' experiences as he was seeking to rebuild relations with students during the epidemic, which this study found the relationship between the student and the teacher needs more reform and

reinforcement to address the difficulties facing the construction of these relationships because of the digital divide. Because, as Zhu et al. (2021) added, the quality of teacher and student relations predicts several difficulties in mental health and protects them from hurting others.

The reason for the decrease in student-teacher interaction in online teaching, especially considering so many students keep their cameras off, makes it difficult for teachers to see their reactions and hinders the dynamics of learning and teaching. However, a university in India confirms our findings. Shows that both teachers and students felt the lack of interactive teaching, teachers struggle to use technology, students found it difficult. Focus and learning are compromised because of a lack of practical activities, especially in the field of health science.

2.12 Online interaction during COVID-19

Online interaction is communication over the Internet between one person and another through digital technology such as email. According to Evan 2020, interaction is what makes this learning effective and visible; therefore, interaction is an integral part of the learning process for both students and teachers. Shale and Garrison (1990) also state that "in its most fundamental form, education is an interaction among teacher, learner, and subject content."

The interaction is divided into three parts: learning-content interaction, learners instructor interaction, and learners-learner interaction. Learners and the course materials interaction

The first sort of interaction is known as learner-content interaction. Participants learn from the contents, and the process of receiving information in their cognitive thinking develops. Certain learning techniques only involve interactive content, making expert communication one-way. Independent learning frequently uses this

interaction. However, this kind of engagement, which Holmberg (1986) refers to as "internal didactic conversation," occurs when students "speak to themselves" about the facts and concepts they learn from a text, television show, lecture, or other sources. Elsewhere, Bernard and colleagues (2009) also claim that student-content interaction is more related to achievement in asynchronous distance education courses than asynchronous or face-to-face interaction.

The second type these type of interaction is Learner-Instructor Interaction which involves communication between students and the teacher who is responsible for the course materials. The teacher could get ask questions, of farceuse, encouragement, and motivation each student For that reason of regarded as essential by many educators The relevance of instructors increases in a web-based course since learner-instructor interaction is crucial for understanding the course material and affects course success (Thurmond & Wambach, 2004b).

The third type is learner-learner interaction, which is an interaction between a learner and another learner, individually or in a group, with an instructor. According to Moore (1989), learner-to-student interaction is "the interaction between one learner and other learners, alone or in group settings, with or without the real-time presence of an instructor" (p.4).

Conclusion

At the time of the pandemic, Algerian universities aimed to find a solution to ensure the continuity of education, as e-learning was the only solution. By collecting studies that examined the use of technology, the role of online teachers, performance expectancy, effort expectancy, and so on, we found that its importance has increased little by little, despite some difficulties.

Chapter Three

Data Analysis and Interpretation

Introduction

The following chapter is dedicated to presenting the analyses of data obtained from a study that aims at investigating the perceptions of Algerian teachers at the University of Biskra towards e-learning during-COVID-19 and how the experience was obtained through a semi-structured interview administered to teachers in order to obtain data about the phenomenon under study. Therefore, the following results obtained in the data analysis collected through questionnaires proceed with an overview of the case study, followed by an analysis of the questionnaire.

3.1Research Design

Since the aim of the study is to investigate the perceptions of the teachers towards the use of e-learning during -COVID-19, the researcher chose a semi-structured questionnaire as the most suitable research design for the current study. A qualitative research design was undertaken to gain a variety of data from the participants, which would allow for a more inclusive review of the phenomenon under study.

3.2 Method of Research

The current study is conducted following a qualitative study due to the topic; the exploratory part is used to investigate the teachers' perceptions towards e-learning COVID-19.

The researcher decided to choose one method for data collection. This tool seeks to enrich information while at the same time supporting results. The chosen data collection method is a questionnaire for teachers.

3.3 Description of the Questionnaire

The questionnaire is used as a tool for data collection in the current study. It consists of 17 questions that are arranged from general to specific. There are two sections in this questionnaire: the first one asks for background information, whereas the second one is devoted to finding out teachers' perceptions towards E-learning during -COVID-19.

This semi-structured interview contains several types of questions, which vary from short-answer questions, paragraph questions, and multiple-choice questions, Participants, who are teachers in the English Department, are asked to select the appropriate answer(s) based on their experiences, provide an explanation, or justify their answers if necessary.

3.4 Analysis of teachers' questionnaire

In response to the COVID-19 pandemic, schools shut down in-person learning in March 2020. In the fall of 2020, schools will reopen with either in-person or virtual learning or a combination of both. The researcher chose to study teachers' perceptions of The researcher's motivation for the study was to help determine the teachers' attitudes toward the use of distance education, the improvements, and the situation in which online education has become today.

Section one: Background information

Q 1: How long have you been teaching English?

Table 3. 1:Teaching Experience

	1-3 years	4-6 years	7-10 years	11-15 years	16-20 years	21 years and over
Number	5	4	6	3	2	
Percente	23,8%	19%	28,6%	14, 3%	9,5%	

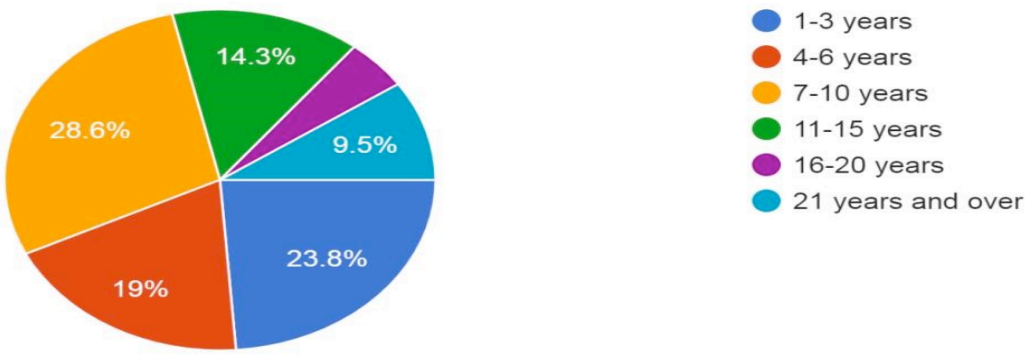

Figure 3. 1: Teaching Experience

Initially, the graphs above show that novice teachers with 1–3 years of experience represent 23,8 **%** of the sample, while experienced teachers with 4–6 years of experience represent 19 most of them are from 7-10 years of experience the others 21 years and over This indicates that the division of English language at Biskra University has teachers from different generations.

Section two; Perceptions of E-learning during COVID-19.

Q1. Do you have easy access to the internet?

Table 3. 2: The Internet Access

	YES	NO
NUMBER	12	8
Percentage %	60%	40 %

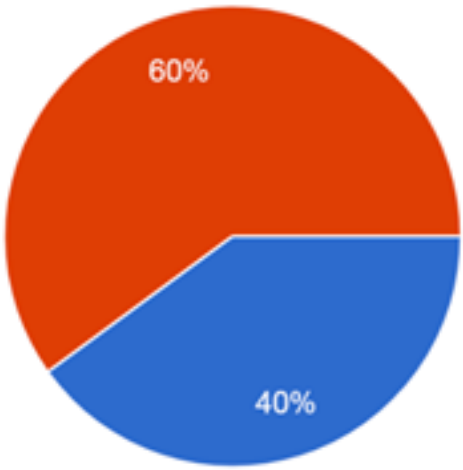

Figure 3. 2: Internet Access

From the pie charts indicated above, show that the majority of teachers have easy access to the Internet, which indicates the extensive use of the Internet in our university.

Q 2- Did you use technology when you are teaching?

	Always	Often	Rarely	Never
Number	4	13	3	1
Percentage	19%	61,9%	14,3%	4,8%

Table3. 3: Using technology when teaching

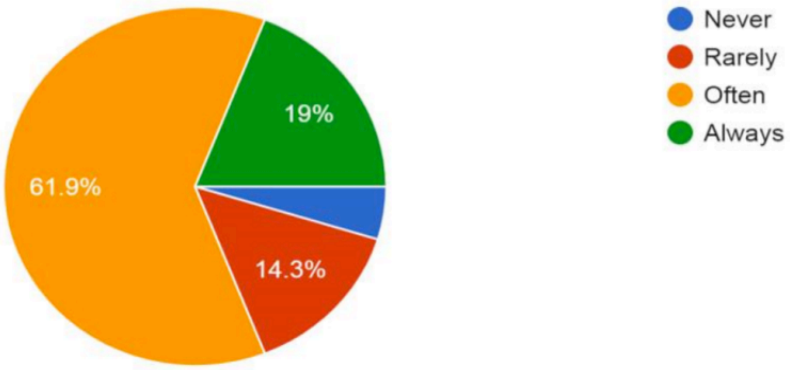

Figure 3. 3: Using technology when teaching

It is shown that around 95 **%** percent of teachers use technology when they are teaching and only 5 **%** percent have never used it. The software they use differs from data show, power point, zoom, and YouTube, and most of the participants use the Moodle platform, which was approved by the Ministry of Education and designated at the Corona Period.

Q 3-How do you feel when you teach through E-learning

Table 3. 4: Teachers feeling through E-learning

	Very happy	Happy	Moderate	Unhappy	No feeling
Number	3	6	9	1	0
Percentage %	14,3%	28,6	42,9	4,8	0%

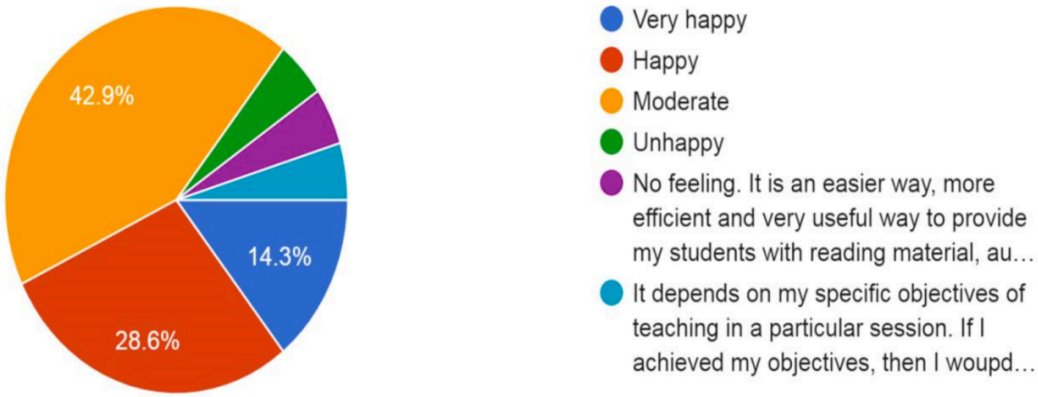

Figure 3. 4: Teachers feeling through E-learning.

Most of the teachers 42.9% are moderately happy when using e-learning, and around 42 also were happy. The others have no feeling; they claim that it is an

easier way, more efficient, and very useful, and others said that it depends on their objectives of teaching.

Q 4- For the Purpose of applauding courses easily

Table 3. 5: For the Purpose of applauding courses easily

	Always	Often	Rarely
Number	10**%**	10 **%**	2 **%**
Percentage	47,6%	47,6%	4,8%

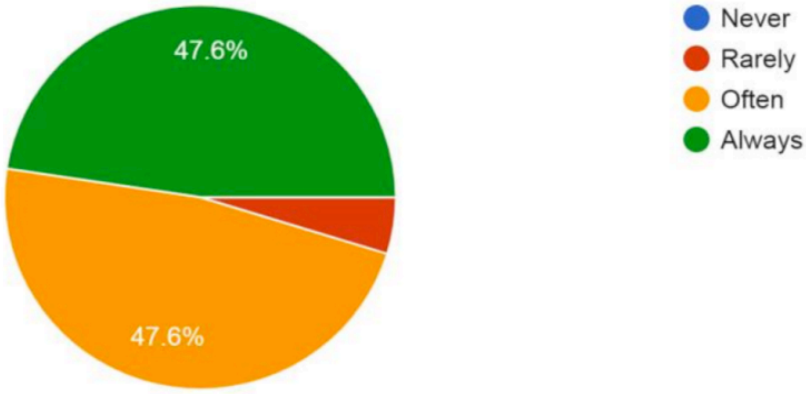

Figure 3.5: For the purpose of uploading coursers only

The above figure explains the purposes of teachers behind using e-learning. Most of them relied primarily on uploading courses, and around 47 **%** of them initiated online discussion about the course. The results above indicate that online learning cannot assign weekly tasks and quizzes for students easily, while some of the teachers claim that:

Q 5: For the purpose of assigning tasks and quizzes for students.

Table 3. 6: For the purpose of assigning tasks and quizzes for students.

	Always	Often	Rarely	Never
Number	0	10	8	4
Percentage	0%	47.6%	42.9%	9.5%

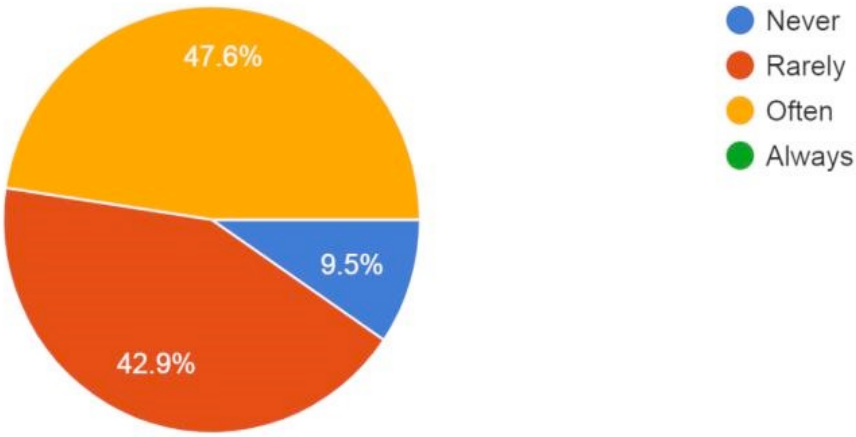

Figure 3. 6: For the purpose of assigning tasks and quizzes for students.

Concerning quizzes and tests, briefly, teachers tell their students that there are no examinations in the course they teach, yet every session is an exam which means assessment is an ongoing process in my sessions and everything is counted in the "final mark" (to the degree that the teachers are objectively able to do it). Teachers try to carry out such an ongoing assessment by assigning students regular work to do and working on it once in the classroom. For the sake of initiating online discussion with students about courses.

Table 3. 7: For the sake of initiating online discussion with students about courses.

	Always	Often	Rarely	Never
Number	2	7	8	4
Percentage	9.5%	33.3%	38.1%	19%

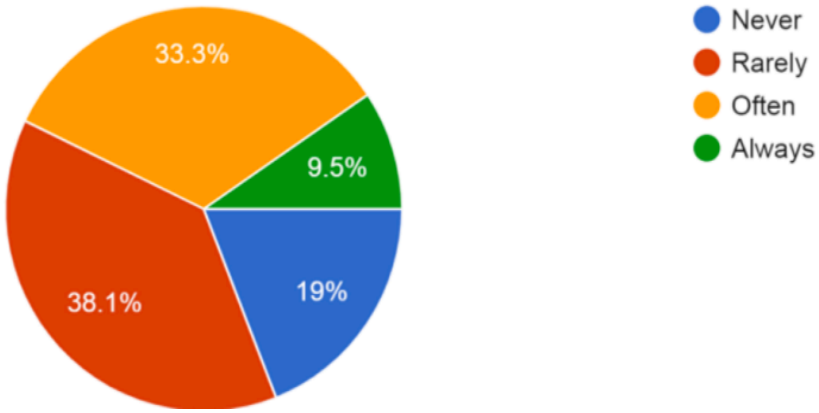

Figure 3. 7: For the sake of initiating online discussion with students about courses.

The above figure explains the purposes of teachers behind using e-learning. Most of them relied primarily on uploading courses, and around 47 of them initiated online discussion about the course. The results above indicate that online learning cannot assign weekly tasks and quizzes for students easily, while some of the teachers claim that:

Concerning quizzes and tests, briefly, I tell my students that there are no examinations in the course I teach, yet every session is an exam—which means assessment is an ongoing process in my sessions and everything is counted in the "final mark" (to the degree that I am objectively able to do it). I try to carry out such an ongoing assessment by assigning students regular work to do and working on it once in the classroom.

Q6-According to your experience, what are the problems that you encounter when you're adopting E-learning?

Teachers were asked if they faced any challenges when they adopted E-learning during the epidemic period. The majority of the teachers responded that they experienced logistical problems, including computer, internet, and so on, whereas only a very few reported that they did not experience any problems. This is what was reported by some of the teachers the answer to this question varied as follows;

Category	Codes	Quotes
The problems that the teachers encounter when they're adopting E-learning	In terms of the lack of internet connection and logistic problems	‘’Low internet connectivity Little awareness about the effectiveness and use of E- Learning on the part of students ‘’ '' The poor quality of internet connection, lack of human contact, students ‘reluctancy ,decreased motivation, infeasibility of timely feedback’’ ‘’ Some common problems involve lack of interest access, lack of online engagement, lack of readiness and motivation’’ ‘’ Technical problems: Internet issues, platform system problems (maintenance, updates, servers, etc.) Students limited digital skills or lack of resources ‘’
	In terms of availability	‘Student’s unavailability for e -learning. ‘’ Lack of students' motivation, availability of appropriate materials.
	In terms of the lack of training and interaction	‘’Personally, believe that E-learning doesn't allow you to interact with your students’’ ‘’Doesn't help them focus enough and sometimes the network isn't well. ‘’ Lack of training and students' demonization ‘’

Q7-Are there any improvements while using E -learning at the English language division?

By asking this question the most of the participants expressed their opinion that there were improvements claims that

Category	Codes	Quotes
The improvements while using E -learning at the English language division	Yes ,there is improvements	'' to some extent, yes but still needs a well-structured vision and plan of action (amelioration is highly recommended) '' '' Yes, the use of technologies and online platforms Easy assessment Accessibility '' '' Yes, in the sense of following Algerian ministerial rules to make study possible during pandemic period. No in the sense of students' perspectives due to Covid-19 pandemic that hampered them from face- to- face instruction There were who said that there were no improvements ''
	No. there are no improvement.	''It is getting improved with time''

Q8- In your opinion, How positive the impact that the pandemic had on the development of online learning

Table3. 8: The extent of the positive impact on the development of E- learning

	Very positive	Positive	Moderate	Not positive
Number	6	4	9	2
Percent	28,6	19	42,9	9,5

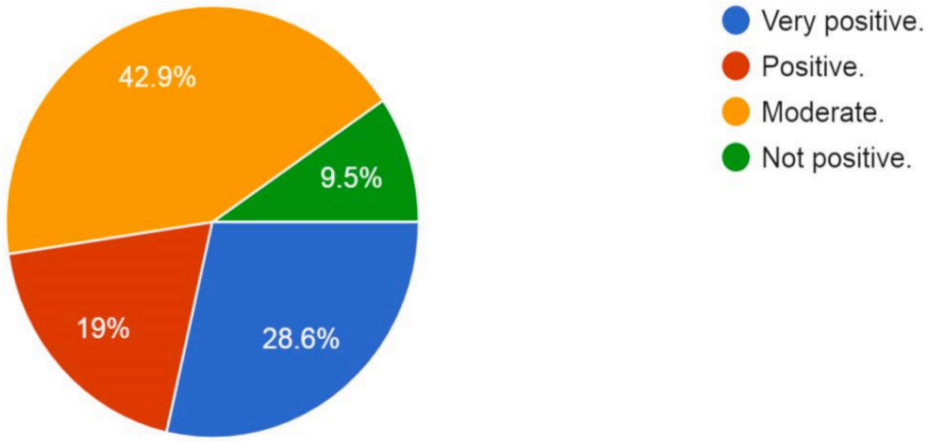

Figure 3. 8The extent of the positive impact on the development of E-learning

According to the chart, 28,6 % of the teachers said that the COVID had a very positive impact on the development of online learning; 42,9% said it was moderate; the others said it was between positive and negative; and a very small percentage of 9,5% said it was not positive. From this, we conclude that the corona epidemic had a positive impact on the online learning and that it was revival of it**.**

Q9- Based on your experience, Mention two negative and positive sides of distance Education in light of CoVid-19:

The participants were chosen, positive and negative sides and I put them in this next table.

Table3. 11: Negative and positive sides of distance Education in light of CoVid-19

Positive sides	Negative sides
Small groups to teach per session, More progress and assimilation of the contents. Distance learning saves time for practice 4.Flexible and Reduces social anxiety of student 5. Facilitated distant communication between the teachers and their students, and among both populations. By means of which, education was maintained when the whole world was put on hold--it is better to have distant education than no education at all. Cost effective. Convenience and accessibility. 9.Easy access to a large amount of data 10. and learning resources Development of E- assessment	Difficulty to assume students' follow-ups post courses. Decreasing students' motivation for the attendance. Little connection between the teacher and students. Internet related problems. Logistic issues (as said earlier), particularly for students. Again, inefficiency of the teaching-learning process, particularly in terms of interaction, 7. Lack of human contact. 8. Proficiency is not guaranteed. 9. Social isolation 10. Students' dependency and laziness.

10- Have you been satisfied with the use of the E-learning instead of traditional classroom?

Table 3. 12: Degree of Satisfaction to teach with the E-learning

	YES	NO
Number	13	8
Percentage%	61, 9 %	38 %

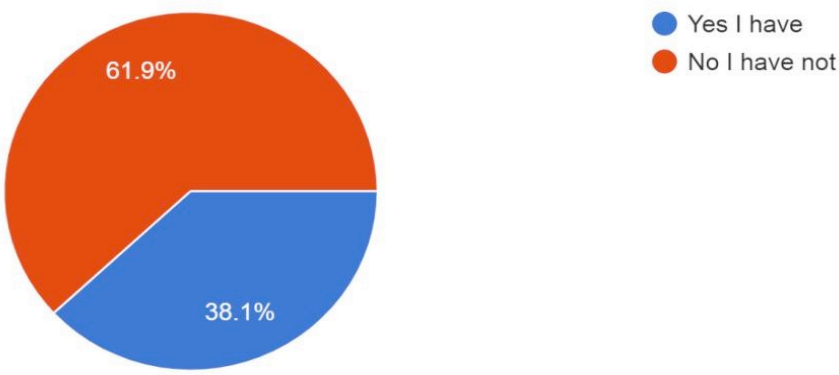

Figure 3. 9: Degree of Satisfaction to teach with the E-learning

The table and the graph above show that 61, 9 % of teachers are satisfied with the use of E-learning instead of traditional classroom while 38 % are not, the satisfaction with e-learning instead of traditional classroom learning can vary depending on individual preferences and circumstances. Some students and educators may find e-learning to be a satisfactory alternative, while others may prefer the traditional classroom setting, because of the following reasons.

Category	Codes	Quotes
Degree of Satisfaction to teach with the E-learning	Satisfied	"Because I feel that students are more comfortable when learning online" "Because my students like this way of teaching" "students are more receptive"
	Not satisfied	"Not yet ready because made in a haste "E-learning cannot replace traditional" "Classroom because the former provides less control over the learning process" "II answer no, because I already argued that e-learning is only a means, not the objective in and of

	Supported the hybrid learning	itself” “I feel satisfied and I enjoy the learning class because I try to incorporate new materials and techniques in my teaching classes” Not all students have digital devices or laptops so they have struggled to complete their study appropriately” “The teacher needs to interact with the students and the students needs to interact with their teacher, and E-learning doesn't allow to do so” “The specificity of the Algerian context requires more efforts to be put into an adequate integration of E-learning in mainstream education” “We opt for blended learning “ “Blended in better “ “It is only good in a hybrid way. The use of E-learning has some negative effects too. We cannot be sure that our students are the ones doing the quizzes. So, cheating cannot be controlled easily. However, using E-learning to support the traditional teaching methods is extremely advantageous “Hybrid learning and teaching is Better “

11. How can you evaluate the online courses that you have done?

Table 3.13: The evaluation of the online courses

	Poor content	Same as classic learning.	Better than classic learning
Number	4	5	11
Percentage%	20 %	25%	55%

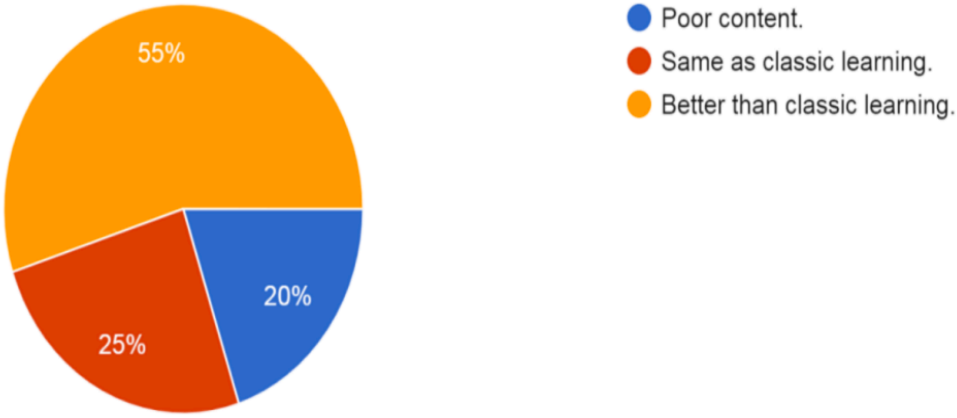

Figure 3. 10: The evaluation of the online courses

The majority of teachers around 55 indicated that the online courses are better than classic learning, and 25 said that is the same, as well as 20 of the participants who said that is poor content. One of the participants said I evaluate online courses as poor content because it is what is discussed between the teacher and students in the classroom that "enriches" a given course.

12. How did you find the platforms you used during Covid-19:

Table3. 9: The Evaluation of the platform they use

	Excellent	Good	Average
Number	2	1	6
Percentage%	9,5%	61,9%	28,6%

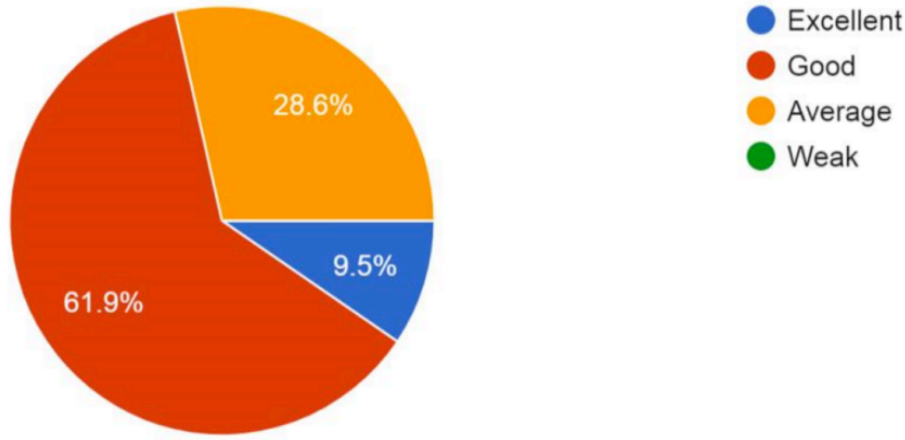

Figure 3. 11: The evaluation of the platform they use

The graph above revealed that 61,9 of the participants find it good, while 28,6 of them are average, and only 9,5 claim that the platforms are excellent, which shows that distance platforms are changing and improving day after day.

13. What is your contribution to make E -learning successful during Covid-19?

Teachers were further asked in this research about their contributions to making Elearning more successful, the most of teachers were facilitator, supporters, managers and evaluators , trainers and so on as they stated .

Categories	Codes	Quotes
Contribution to make E-learning	Teacher as evaluator	"Evaluate the pros and cons and design a sound and suitable strategy for its implementation''

successful during Covid-19?		
	Teacher as trainer	‘’Self-training Well structured and designed course Good content selection Source variation Students' assistance during and after the course ‘’
	Teacher as supporter and manager	‘’Provides the necessary support, motivation and sharing experience and provides accurate and helpful information, guidance, and support to students. I can assist by answering questions, providing explanations, suggesting resources, and offering insights on various topics related to E-learning”
		“I would probably try to make it more durable and more interesting to study online “
		“Making students aware of the importance of E-learning “

14. Through the challenges that you faced during the Corona virus, what are the suggestions that you might add to obtain an effective distance education?

To obtain an effective distance Education, each teacher has his own opinion in which the most of teachers suggest: the Addition of more interaction options to platforms .Moreover student would be able to have a platform of their own, only for students.

Secondly, to provide teachers and learners with the necessary resources (free internet access, audiovisual rooms designed for online education, etc.) Trainings to use Platform effectively as teacher claims “Having a high quality of the internet

and being trained on how to use online platforms like MOODLE by both teachers and students" and other said Provide Universities with high and quality digital tools and devices .However, according to what we noticed since the beginning of the study, training was the biggest problem that the teacher suffered from where this teacher claims "Training more dedication and instruction on how to use these platforms including Intensive training + solid ICT infrastructure

15- Please choose the right column that describes your feeling about each statement:

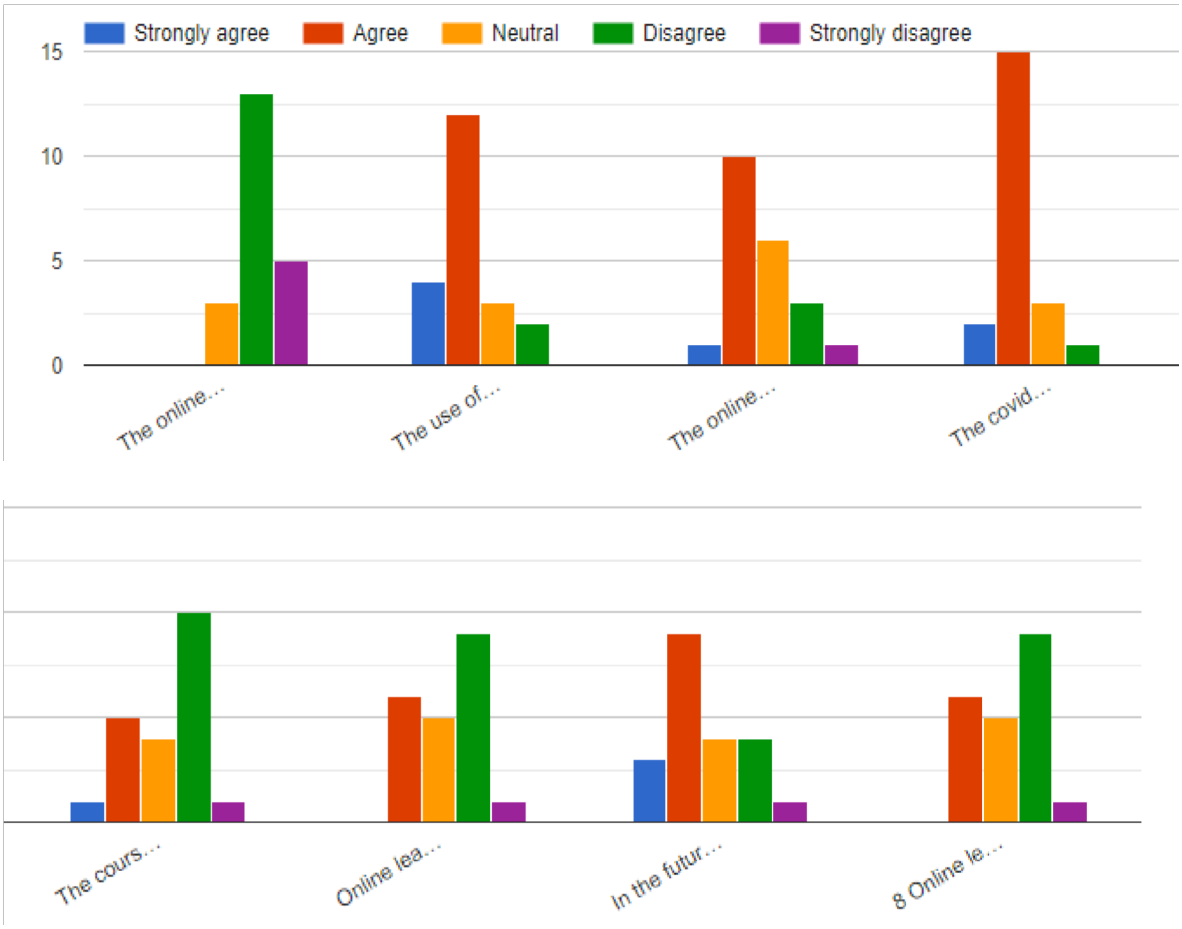

Figure 3. 12: Agreement and disagreement with statement concerning e learning

It is obvious from the figure that, according to the participants, access to online learning systems has become easier with time, and interaction between teachers and students has become possible. In addition, most participants agree

that courses are delivered more easily through e-learning than face-to-face teaching, but online learning cannot replace face -to-face learning, even though it is efficient during COVID-19. However, teachers claim that it is difficult for them to test student's competence because, in this case, teachers may not know their true level compared to face-to-face learning. Online learning allows me to test students' competence.

3.5 The interpretations of the results

After presenting a detailed view of the findings from the teachers' questionnaire, this section is devoted to discussing the results and key findings of the research study in an attempt to reach the objectives of our study and answer the research question.

Based on the above results, we conclude that it is necessary to review some of the problems that teachers faced while using distance education in order to improve it. We also need to assess its development during the COVID-19 period and provide suggestions that may help in its further development, which we will take into consideration over time.

Regarding the experience of students and teachers with online language teaching and learning, the majority of our participants had prior engagement with online learning during the COVID-19 pandemic. Teachers at Biskra University had a positive attitude towards the use and engagement of online environments. They believed that it would facilitate the understanding of lessons, optimize learning productivity, and make access to course materials more accessible. They utilized various online platforms such as Email, YouTube, Google Meet, and Zoom to share lessons, conduct online discussions with their students, assign homework, quizzes, and tests, as well as provide reading and audiovisual materials.

However, the experience of the pandemic, when everything shifted online, including schooling, has changed attitudes towards technology use. Teachers now strongly believe in the usefulness of the online environment as a tool in the classroom and for learning, recognizing the opportunities it provides for creativity. They have faced numerous challenges during online learning, particularly due to slow internet connections, especially when joining online classrooms or taking time-limited tests.

Poor network connectivity hindered their engagement in electronic education, and they emphasized the overall problem of internet stability. These results align with the findings of previous studies (Berbar, 2020; Guessabi, 2021; Raymond, 2019). Since the problem of the internet has become general, several studies have dealt with this problem like the study of (AnnaMckie 2020) in Africa and the Middle East.

Additionally, the inability of students to communicate with their instructors negatively influenced their utilization and understanding of course materials. Several studies, such as those by Monna Azmat (2022) and Ayecha Ahmad (2022), have explored the impact of social interaction in online learning.

When it comes to online learning, training is a crucial component. However, cooperation may always be used to offset a lack of training. Tekouk (2018) refers to teacher training as the professional preparation of teachers including all aspects of teacher development. It should focus its attention on classroom practice and have it as its main goal the improvement of the teacher's practical efforts to provide effective learning on the students

Furthermore, teachers also encountered challenges when using online platforms for lesson delivery and assessments. Internet connection issues posed a significant

challenge for them as well. The finding also was similar to the study of (Heng& Sol, 2020; Jalli, 2020; Muthuprasa et al., 2021).

Moreover, the transition to online teaching was not without difficulties for teachers who had to adapt to using online platforms. Additionally, teachers at Biskra University consider cheating as one of the biggest challenges when assessing students via online platforms.

Despite the various difficulties encountered during the epidemic, such as sluggish internet connections and unmotivated students, online learning increased the flexibility of courses and simplified understanding for students. EFL teachers believed that the shift to online learning improved students' ICT skills and their understanding of the importance of online learning. EFL teachers at Biskra University expressed positive predictions about the future use of online learning, as evidenced by the integration of technologies and online platforms, ease of assessments, and improved accessibility.

Therefore, online education is continuously improving over time, and potential solutions include providing the university with high-quality digital tools and devices, as well as implementing new platforms that work better. Additionally, EFL teachers believe that the online environment will be an important and essential part of future higher education.

When it comes to online learning, training is a crucial component; cooperation may always be used to offset a lack of training. Tekouk (2018) refers to teacher training as the professional preparation of teachers including all aspects of teacher development. It should focus its attention on classroom practice and have it as its main goal the improvement of the teacher's practical efforts to provide effective learning on the students

In conclusion, EFL teachers at Mohamed Khider University of Biskra have embraced this new method of education amidst the emerging COVID-19 situation. The majority of teachers found that online education facilitated their work. While it is considered slightly better than traditional education, it cannot replace it entirely.

3.6 Recommendations

Based on the findings, the following recommendations are made to improve university teachers' e-learning experiences:

Teachers and students may engage in training, more dedication, and instruction on how to use these distance education platforms like Moodle.

The government should supply universities by providing material and adopt medium term strategies with sporadic evaluation.

To provide teachers and students with the necessary resources and high-quality digital tools, like free internet access and audiovisual rooms for online education, would make e-learning feasible and accessible.

To increase student-teacher interaction in both synchronous and asynchronous modes,

3.7 Limitation of the study

This study has some potential limitations. Firstly, this study was conducted at one university in Algeria. Therefore, it may not be a generalized study for all universities and a further longitudinal study is required to enhance the understanding of tertiary-level students' e-learning experiences, including those at other universities. Secondly, the lack of prior research studies was another constraint in identifying research gaps. Thirdly, this study used a small sample

size, which is due to the limited time of this study. Also, some teachers did not answer all the questions.

Conclusion

In this section we tried to describe the sample studied, the way we gathered data, and the methods used to analyze them. We discussed each separately and then compared its results to previous studies. The results gained from this study showed that teachers had a positive perception of E-learning during covid-19, they agreed unavailability of technological devices and instability of the internet are the Common factors that affected The use of this approach negatively, which must be taken into consideration.

General Conclusion

The COVID- 19 pandemic has disrupted Education in many countries, affecting billions students and prompting adaptations to E-learning in nearly every country. However, due to the sudden shift, both teachers and students encountered many challenges in dealing with this new normal. The current exploratory study explored university teachers' experiences of E-learning practices during the COVID-19 crisis. Therefore, the preceding research objective is to dispose to answer the research inquiries.

By the qualitative nature of the research we use Semi-structured questionnaire as data collection tool which tend to collect data from teachers, Moreover, to analyze and interpret these data ,we employ thematic analysis approach as an appropriate way to analyze, however, the results shows that unregulated use of E-learning without relying on a basic rule, the use of unsupported platforms leads to several problems and the lack of students' training, motivation, and availability of appropriate materials, results in unsuccessful E-learning, which prevents its development and progress.

This exploratory study aims to investigate the Teachers' Perceptions of E-Learning in the Algerian University during COVID-19 Learning: and to shed light on those issues at Biskra University and the systematic ways to improve their application.

Hence, improving the quality of the internet and facilitating access to learning platforms, as well as working on all logistical problems, would be of great importance so that each university would be able to offer courses without any problems.

To conclude, this study was not a longitudinal study; it was not representative of all the teachers but exclusive to the same setting and context. Hence, the attempt to follow instructions and recommendations may mitigate these problems and factors.

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Appendix

Appendix A:

teachers questionnaire (the piloting version)

Dear teacher,

First, thank you so much for your willingness to fill this questionnaire which is intended exclusively for research purpose , This master dissertation entitled the teacher perceptions toward the E-learning post covid -19 the case study teachers of English at Biskra university, this exploratory study aims to gather data to assess the perceptions and the experience of the teachers about the use of E learning post COVID-19, we respectfully ask you to answer this Questionnaire, so we can get verified data to fulfill the study objectives.

- How long have you been teaching English?

1-3 years

4-6 years

7-10 years

11-15 years

16-20 years

21 years and over

Perceptions with E –learning during COVID-19.

1- Have you an easy access to the internet?

Yes I have. No I have not.

2_Did you use technology when you are teaching?

a. Never b. Rarely c. Often d. Always

2-1- if yes? Please name the software or the application do you use?

.....

.....

3. Have you been using the e-learning platform before the COVID-19?

o Yes i do . o No i don't

3-1 if yes , How was your first experience?

.....

.....

4.How do you feel when teaching through E -learning?

Very happy . Happy . Moderate. Unhappy.

.....

.....

For which purpose do you use online learning?

Upload your course easily?

a. Never b. Rarely c. Often d. Always

Initiate online discussion with your students about the courses?

a. Never b. Rarely c. Often d. Always Quiz and test for students.

A .Never b. Rarely c. Often d. Always

Other, please specify.

.....

6.According to your experience, what are the problems that you encounter when you adopting E-learning?

.....,.....

7.Are there any improvements while using E -learning at the English language division?

.....

.....,.....

8.In your opinion, How positive the impact that the pandemic had on the development of online learning.

-very positive. -Positive. -Moderate. -Not positive.

9.Based on your experience, Mention two negative and positive sides of distance education in light of Corona.

.....

10.Have you been satisfied with the use of the E-learning instead of traditional classroom?

Yes I have. No i have not.

10.1Why.....

.....

11 -How can you evaluate the online courses that you have done?

— Poor content. — Same as classic learning. — Better than classic learning.

12- How did you find the platforms you used during covid -19.

a .Excellent □ b. Good□ c. Average□ d. Weak □

13.What is your contribution to make E -learning seccseeful during and post COVID-19 .

.....

14.Through the challenges that you faced during the Corona virus , what are the suggestions that you Might add to obtain an effective distance education?

.....

.....

15.Please choose the right column that describes your feelings about each statement.

Items		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The online learning replace the traditional classroom.					
2	The use of the online learning during the pandemic is useful and workable.					
3	The online learning facilitates the interaction					

	between its users.					
4	The covid _19 enhanced and developed the online learning					
5	The courses are delivered easily through E - learning than face- to- face teaching					
6	Online learning allow me to test students competence .					
7	In the future, the university should be able to depend more on the online learning.e					
8	Online learning gives the teachers the chance to interact better with their students.					

Piloting stage

The researcher sends out questionnaire to smaller sample size contains of 4 Teachers to test it including the questions , survey structure and so on , this stage is based on ;

Quality; In order to ensure the questionnaire is of high quality, the researcher needs to assess if the questions are understandable and accurately capture the intended information. Based on this evaluation, teachers provided feedback. They noted that question number one needs to be clearer and that the methodology of the study should be mentioned. Additionally, questions 3, 6, 7, 8, were found to be unclear and should be reformulated. The same applies to questions 9, 10, 11, 13, 14, and 15, which need to be clear and easy to understand to ensure reliable answers that measure their intended aspects accurately.

Quantity; Regarding quantity, the teachers did not have any comments.

Relevance; In terms of relevance, teachers noted that questions 2 and 17 are irrelevant and should be reformulated or deleted. Asking irrelevant or unnecessary questions can confuse participants and waste their time. Therefore, it is important to carefully choose questions that align with the research objectives.

Appendix B:

Teachers questionnaire (the final version)

Dear teachers

Dear Teachers, you are kindly requested to fill in this form below, which is a requirement for a master's degree in linguistics. Our research is about teachers' perceptions and experience about the use of E-learning post Covid-19 at Biskra University. Feel free to take part in this research and thank you for your collaboration.

Section one; Background information

1 - How long have you been teaching English?

1-3 years

4-6 years

7-10 years

11-15 years

16-20 years

21 years and over

Section two; Perceptions with E -learning during COVID-19.

1- Have you an easy access to the internet?

Yes I have No I have not.

2_Did you use technology when you are teaching?

a. Never B. Rarely c. Often. D.Always

2-1 - if yes? Please name the software or the application do you use?

.....

3- Have you been using the e-learning platform before the COVID-19?

o Yes i do o No i don't.

-1 if yes , How was your first experience?

.....

.....,.....

How do you feel when teaching through E –learning?

Very happy.

Happy .

Moderate.

Unhappy .

.....

.....

For which purpose do you use online learning?

1Upload your course easily?

a. Never b. Rarely c. Often d. Always

2Initiate online discussion with your students about the courses?

a. Never b.Rarely c.Often d.Always

Quiz and test for students.

a.Never b.Rarely c.Oftend d.Always

Other, please specify.

.....

.....

6- According to your experience, what are the problems that you encounter when you're adopting E-learning ?

.....

7 - Are there any improvements while using E -learning at the English language division?

.....

8- In your opinion, How positive the impact that the pandemic had on the development of online learning.

-very positive. –Positive .-Moderate. -Not positive.

9 - Based on your experience, Mention two negative and positive sides of distance education in light of Corona.

.....

10- Have you been satisfied with the use of the E-learning instead of traditional classroom?

Yes I have .No I have not.

Why.....

.....

11 -How can you evaluate the online courses that you have done ?

— Poor content — Same as classic learning.— Better than classic learning.

12- How did you find the platforms you used during covid -19 .

a .Excellent □b. Good □c. Average□d. Weak □

13- What is your contribution to make E -learning successful during and post COVID-19.

.....

14- Through the challenges that you faced during the Corona virus, what are the suggestions that you might add to obtain an effective distance education? .....

15- Please choose the right column that describes your feelings about each statement.

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The online learning replace the traditional classroom .					

The use of the online learning uring the pandemic is useful and workable.					
The online learning facilitates the interaction between its users.					
The covid _19 enhanced and developed the online learning					
The courses are delivered easily through E -learning than face- to-face teaching					
Online learning allow me to test students competence .					
In the future, the university should be able to depend more on the online learning.e					
Online learning gives the teachers the chance to interact better with their students.					

Thank you for your time and collaboration

الملخص

يهدف هذا البحث إلي استكشاف نظرة أساتذة اللغة الانجليزية كلغة أجنبية حول استخدام التعليم الالكتروني أثناء تفشي وباء كورونا والحال الذي أصبح عليه التعليم اليوم، قام 21 أستاذا بالمشاركة في الإجابة على الاستبيان. تم إجراء هذا البحث من خلال مقارنة البيانات وجمعها من خلال الفصل الأول والفصل الثاني ونتائج الاستبيانات التي حصل عليها الأساتذة بشعبة اللغة الإنجليزية لجامعة محمد خيضر بسكرة قسم اللغة الانجليزية، ووفقا للنتائج التي تم الحصول عليها في هذا البحث وبالرغم من التحديات التي واجهها القطاع وبعض النقائص التي تتعرض إليها المنصات إلا أن نظرة الأساتذة لهذا الأخير كانت إيجابية نوعا ما، مع تسطير بعض المشاكل التي يجب أن تحل مثل جودة الانترنت ونقص التفاعل والتحفيز وكذلك نقص التدريب.