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

Submitted and Defended by:
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Title

Challenges facing Platform Moodle users at Biskra University:

The Case of English department at Biskra University

A Dissertation Submitted to the Department of Foreign Languages in Partial

Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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Academic Year

2020/2021

Declaration

I, Faiza MAAOUI, do hereby declare that the work presented in this dissertation is solely my own effort, and has not been submitted for any academic institution or university for any degree before.

This inquiry was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Certified

Miss. Faiza Maaoui

Dedication

All gratitude to Allah the Almighty who granted me the power to accomplish this work.

With a delicate heart filled with enormous love & appreciation, I dedicate this Dissertation first & foremost to my dear beloved mother for her love and support and caring thank you for everything you are doing for us. To my beloved father god blessed his sole, even when you are not here you are always with me, everything I have accomplished is because of you two.

I dedicate this work also to my brothers and my sister especially to my brothers Farid and adel who have showed me nothing but love, support and compassion.

And special dedication to my dear uncle who was always there in time of needs DJAMAL BEN SAHEL.

For my lifelong accompaniments whom without this adventure &work would not have been successful Romaissa, Nariman, Dalal, I am deeply thankful for your existence.

Lastly, to my best friend who has been the source of all the support & happiness in this journey, Mareim I was blessed to have you by me.

In memory of my precious father god blessed his sole.

Acknowledgements

Abstract

E-learning has become no trend anymore, it is already considered as essential part in many educational institutions and universities. As all the countries the Algerian authorities devoted respectful efforts in terms of adopting and facilitating the integration and the emergence of internet-based technologies. However, online leaning is still under development and research stage in the Algerian education in general and the higher education in particular. Similarly, the authorities have done a lot of work to provide and create online courses for the learners in order to complement the traditional approach of learning / teaching. Moreover, this study opted to explore and investigate the situation within the English Department at Biskra University, through exploring the obstacles and challenges of the open-source learning management system Moodle. The study seeks to highlight sources of answers to our research questions, the study pursued a qualitative approach within which a case study design was adopted. In addition to, semi-structured survey questionnaire served as the study's data collection tool, on which 10 teachers and 41 students from deferent levels provided invaluable feedback. After carefully analyzing and interpreting the data collected, findings suggested that impediments that exist due to the lack of the supportive ICT equipments to facilitate the integration and the usage of moodle at the EFL classrooms. Also, the lack of the administrative support and assistance in making the platform accessible, and easy to use by both teachers and students in terms of providing the training workshops. Findings also revealed that teachers prefer to depend on other online utilities in which they find it easy and accessible for them. In short, the application of moodle platform still faces major obstacles that need further development and study in order to benefit in appropriate term from its functions.

List of Acronyms and Abbreviations

AMS: Assessment Management System

CBT: computer-based training

CLS: Collaborative Learning system

EFL: English as a foreign language

ELT: English Language Teaching

ICT: Information Communication Technology

LCMS: Learning Content Management system

LMS: Learning Management system

Moodle: Modular object-oriented

WBT: web-based training

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General Introduction

Online education or electronic platforms are a form of modern distance learning, has expanded greatly in recent years due to advancing technologies and the prominence of the internet. For instance, the conventional wisdom about the online courses was different in the past years than it is today. We are in the 21th century where everything is possible and acceptable. For example, students are studying at home/work place using computer which is called online schooling or electronic learning platforms.

The online study or using electronic platform for study; is a developing process and it is being updated throughout many countries. Furthermore, this type of online education is recently taking place in Algeria, and struggling to provide its own system and design to live up to the same standards as other more developed countries. Algeria is taking a great step to keep up to the higher distance education and provide it for learners primarily for university students.

1- Statement of the Problem

Recently Algeria has tried to involve online learning/electronic platforms in its educational system especially with the college students; by creating new systems and using different course designs and tasks and providing it for learners such as the use of Moodle Platform. However; this new method is still facing major obstacles and problems in real life, which makes it hard for the users to benefit from it completely. In this research, we are going to spot a light on how the students and also teachers in the English division of

Biskra university, find the use of this platform and suggest some solutions or ideas to help them to adapt it and benefit from it in appropriate way .

2- Research Questions

This research seeks to answer the following research questions:

'RQ1: what are the major difficulties that face moodle platform users in the English department?

RQ2: To what extent the use of moodle platform is beneficial?

3- Aims of the Study
- **General aim**:

The general aim is to figure out the major challenges that face both teachers and learners during the use of Moodle platform. And to look for possible solution to those points, in order to facilitate both of learning, teaching process via this platform.

- **Specific aims**:
a. To point out the major obstacles that faces the learners when they use Moodle platform.
b. To find out why teachers find it hard to use Moodle platform.
c. Suggest some solutions for those obstacles to facilitate the adaptation of Moodle platform for the English faculty.

4- Research Methodology

- **Research Approach**

This study depends mainly on a qualitative approach (exploratory) because of the nature of the problem. In which we seek to study and explore the obstacles and the major challenges that face the Moodle platform users: teachers and students in the English division at Biskra University

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- **Data Collection Methods / Tools**

This research depends on the use of one basic tool which is questionnaire for both students and the LMD teachers in the English division. In order to, gather as much information as it is possible and to try to cover different points of view.

- **Data Collection Procedures**

This work will count on a questionnaire in which involves: open ended, close ended, multiple choices questions, mixed questions for the teachers and the students in the English division at Biskra University.

5- Population & Sample

The population involved in this study is the LMD Teachers of the English department in Biskra, In addition to, the students in different levels: 1st, 2nd, 3rd, and $1^{st\ year}$ master degree. Furthermore, the sample will be taken according to voluntary term.

6- Sampling Techniques

The samples will be voluntary for both teachers and students population, in order to cover multiple ideas about the major challenges and obstacles from different point of views.

7- Significance of the Study

This research is about the use of Moodle platform in Biskra University, the division of English. Its significance is to highlight and explore the main obstacles that face the EFL learners and teachers while using Moodle platform. This work will be a great contribution for the on line platforms users in the higher education in general and for the English department at Biskra university Moodle users in specific. This study will add some

important improvements to the use of ICT tools and methods, accordingly with learning and teaching English via the e- platforms (Moodle platform).

8- Limitation of the study

Our study was an exploratory investigation which included a questionnaire survey for EFL teachers and students, we had the intention to conduct an interview with the teachers; in addition to, some of Biskra University's IT responsible members. However, it was not possible because of the special conditions of covid-19, where the time table of the teachers was over crowded. As far as the number of the participants is concerned, we opted to have a large number of participants because the questionnaire was posted online to reach as much as it is possible but unfortunately we did not achieve that. Where we just got 10 teachers and 41 students from the aimed population. Hence, that dismissed the opportunity of teachers and students to be effective participants in our research. Moreover, In addition, findings of our study are not generalized since our research is a case study limited to the small number of the sample.

9- Structure of the Dissertation

This research paper consists of two main chapters in which the first chapter represents the theoretical framework. Where it presents the review of literature about the investigated problem and different relevant aspects such as: the ICTs and the electronic learning, higher education and learning management system Moodle platform. Moreover, the second chapter deals with the field work and the analysis of the data collected and methodological aspects.

Chapter one

Literature review

Introduction

In the last decades, the world have witness a huge revelation in the field of technology. With the rapid development of ICT materials and tools, the users have coincided with a rise in the use at the educational stream. As result, to that the education or the distance education specifically had effected and went through a new direction. The use of this new ICT tools and technologies played a great part in the higher educational system and considered as a good aid for the teacher and the learners. With the fast evolution of this materials and the existence of internet the learning process have changed the direction forward the electronic learning or online learning and teaching. For instance, the electronic or online learning became an essential or a necessity in the last years because of the human life style. Thus the education also has rid the electronic wave as well as everything else in the world. The implementation of this electronic learning came in a form of educational networks and electronic platforms in this chapter we are going to see one of these educational electronic platforms which is Moodle platform and through this research we are aiming to explore and learn about this platform in many sides. Furthermore, Moodle the free open-source learning management went through deferent development stages to be in the present status .in addition to its long journey of evolution it is considered a new to the Algerian educational system however, it start to play a great role lately especially during the covid-19 pandemic. In short, this chapter consider as a short journey to explore Moodle platform and some related concepts and visions.

I.1. ICT general overview

I .1.1. Definition of ICT

The term ICT stands for "information and communication technologies", (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange Information by electronic means. This broad definition include: radio, television, video, telephone… and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as e- mail and blog" UNESCO(2002).

In another words, we can say ICT tools is a supportive tools that play a great role in facilitating the teaching process for the teacher to deliver their information via multiple means to keep the learner interested in the subject matter and to attract their attention to the lesson though the use of the tools defer from a course into another and also depend on the teacher level of ICT information**.**

I .1.2. Internet

Samdhan Subhash mane (2016, p. 40), define internet as" Internet provides variety of language materials. It improves the student's level of literacy in conducting on-line communication. It enables the student to interact with native and nonnative speakers all the time. It makes the learning process lively, dynamic, and interesting. It gives both the student and the teacher the power to work efficiently".

In other words, subhash mane meant in his definition that the internet is an open atmosphere which contains multiple choices and options that if the learners use it appropriately, they will improve their level and it present to the learners a variety of sources and via internet they can reach natives and authentic people and materials. Finally,

the power of involving internet in the teaching/ learning process is not only helpful for the students but also it is a great aid for the teacher in order to make the learning process more interesting and attractive for the learners intention, furthermore, it will create an interaction between learners and teacher, or between the learners themselves.

I .1.3. Internet in Algeria

Internet considered as a recent term in Algeria in which start to develop to be an Important and needed fact in our reality. In 1994, Algeria 1st gained internet connectivity under the auspices of the CERIST, which by law remained the country's sole ISP until 1998. On August5, 1998, decree No.98-257 opened internet service provision to other providers, but private entry into the market proceeded slowly. Two years later, law No. 2000-03created the MPTIC, which included the internet regulatory agency Algeria Telecom. Algeria Telecom launched the ISP Djaweb in 2001 to extend service beyond universities and research centers.

Today, Algeria telecom lists twenty-six ISP partners operating in the country, including CERIST. CERST continues to develop the academic, non-commercial Internet under the influence of the state and has created nodes in Algiers, Oran, Constantine, and Ouargla. The MPTIC has expressed its desire to promote the Internet as a source of investment and job creation.18 Though Internet penetration has increased dramatically over the past few years, jumping from approximately 1,500 in 1999 to nearly 850,000 in 2006, this still represents only 2.6 percent of the population. The government has supported programs that allow users to access the Internet on a "pay-as-you-go" basis, without requiring a monthly Subscription. Although most ISPs offer broadband, ADSL, or satellite plans, the prices of these services remain prohibitively high for many Algerians. Consequently, most Algerian Internet users rely on dialup connections and Cybercafés for

access (Elabweb 2009 & World Bank, 2007). As a result, we say that Algeria still in the development stage in the matter of internet and still working to make it better.

I .1.4. ICT in Algeria

The integration of ICT in Algeria at the university level is still considered recent. As anything new the ICT emergence to the Algerian universities also faced some issues at the beginning. The government worked on that process, such as identifying the problems and trying to solve them as well as gaining some experience in this field .in addition to develop good ICT trainers to deal with the rising obstacles. Furthermore, the ICT in general still in the development stage in Algeria. In short, the progress that the Algerian higher education institutions mad in terms of ICTs usage in their educational system is increasing with time and start to take its place .ICT tools and materials are nowadays, more important and playing a major role in supporting the learning/teaching process.

I .1.5. ICT Policy in Algeria

The implementation and management of Algerian national ICT policy has been mandated to the Ministry of Posts, Information Technology and Communications (MPTIC). The first, important policy drafted was in 2000 with the creation of the regulatory authority for post and Telecommunications (ARPT) and the split of Algeria Posts and Telecommunications into two Companies, one of them become the incumbent telecom operator Algeria Telecom (AT).

The ARPT is in charge of regulating postal services and the telecommunications sector. This includes promoting competition in the latter. It is also responsible for the procedures for the allocation of operating licenses and defines the rules on pricing for the services provided to the public. It ensures that the license conditions are implemented and

that the Telecommunications infrastructure is shared. In 2005, at that the MPTIC was assisted by United State of America (USA)- funded project, the inter news Network Global Initiative (GIPI). This project aimed to assist policy and regulatory actions needed to address the identified constraints on access to and use of the internet in Algeria… MPTIC and ARPT had been focusing on important policy and regulatory decisions aimed at liberalizing the telecommunications sector in order to expand internet access.

In addition to the MPTIC and ARPT, the Ministry of Higher Education has also played an important role in the ICT field, especially through the Scientific and Technical Information Research Centre (CERIST), which functioned as the only internet service provider (ISP) before market liberalization (UNESCO, 2004),(world Bank, 2007).

As a conclusion, the ICT policy in Algeria went through different stages for example, the government control and management, the cooperation between the government and the national networks, and the collaboration with the international networks in order to provide and facilitate the exist and the use of internet and ICT materials in every part of the Algeria and to all the society and companies.

I.1.6. ICT tools usage in teaching / learning languages

Recently ICT tools start to have a big place and play a major role in teaching and learning process, in deferent fields and teaching languages and literature is no different of others. Mainly some of ICT tools have such important than other but almost the majority of those tools are used if not all. ICT tools are many and some of them will be presented in details in this paper. However, ICT tools, in this paper, are divided into two types which are non-web based and web based learning tools:

I.1.6.1. Non web based Learning

a. Radio and television

Radio and television both has played a great role in the past in the process of providing information and educating people and students, in which they were the basic means to present different educational programs and still a huge source of updating data in the language field. For instance, they exposure the learner's to the language is up-to-date and embedded in the real world of native speakers. Radio, it plays the part of learning language by listening to native speakers and learns from them and the teacher can use television also to present his lecture or a documentary film to teach the language to the students via an audiovisual medium. As a result, both radio and television are participating in a great deal in the language learning and teaching process.

b. Films

Films are the most interesting way that any language learner or teacher may use to trine their language and improve and learn it. Films are profitably used to showcase the facts, actions skills and background information. in which we find the novice learners use films to know the functioning of the speech organs and the pronunciation. Whereas, the advanced learners use films of higher level are acquainted with classical and newly released plays and novels which have been filmed.

c. Langage lab

Language lab, is one of the beneficial aids that the teacher use to improve his/hers learner's level in case of learning a language. It offers for both teacher and students the choice of using multiple technological aids such audios, visual or both in the process of delivering the information to the students , while listening to the audios the learners can

understand the different accent used, the students are able to speak and even, they can record their voices. The students' pronunciation level could be improvised by listening to the standardized materials. In addition to, audios the video and flash based games, internet is also included in the lab materials. Language lab creates an easy atmosphere than a traditional classroom.

d. Overhead projecture

The projector is considered as a highly beneficial and an alternative to chalk and talk. The OHP consumes time by preparing the materials in advance, but this sort of multimedia ensures the high- quality instruction. It is an important visual aid to display the context to the large class. OHP's allows the teachers to use images, diagrams and it reduces the work of the teacher by drawing it on the black board. And it facilitate for the students to take notes.

I .1.6.2. Web based learning

There are thousands of English web based classes that offer trainings for a variety of basic language skills such as Learning, Speaking, Reading and Writing and are made interactive in a variety of ways. Some of the common technologies available for promotion education are:

a) You Tube

Is one of the platforms that are used in web based learning, because, of the verity and the ease of access for both teacher and students to it. In which help the teachers to share and upload videos and ask the students to see them and get the information from it.

b) E-mail

It consider as a way of learning and communication. It is a good mean of communication with native speakers via writing e- mail and connecting with them it will improve their writing skills and developed it with time. In addition to, it used for delivering the home works and the assignments from the students to the teachers, with a possibility of responding from the teacher who give a feedback , suggestion, revision for the betterment of their work.

c) Blogs

A blog is a personal or professional journal frequently updated for public consumption. The blogs enable uploading and linking the files which is very much suited to serve as on line personal journals for students. Pinkman (2005) indicates blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers" posts, and as writers-readers who, returning to their own posts, react to criticism of their own posts.

d) Skype

It is considered as another tool of communication which depends mainly on the use of computer or a laptop with camera. In which help the learners to communicate with native speakers in other countries via their computers at home or anywhere, and also with their colleagues to exchange information through it.

e) Mobile phone or smart phone

Recently phones become as an essential part in our life we use our phone anywhere, anytime. The same thing with learning, phone play a big deal in this process in which learners use their phone to search for the new or the difficult word in the dictionary

in their phones. They may correct a spelling mistakes or looking for the word pronunciation. This way the students learn and develop their vocabulary and pronunciation easily

I.1.7. The impact of ICT on English teaching- learning

There is no doubt about the efficiency of ICT engagement in teaching English as a foreign language. The following are some obvious impacts of ICT use: ICT provides students with authentic information. In addition to, ICT individualizes learning, and thus the student becomes autonomous. Moreover, Student's listening skill improves better due to authentic audio materials. Since, ICT facilitates the selection of teaching materials according to learner's needs, Motivation of the learner's increases. Furthermore, it allows teachers to concentrate on one specific aspect of a lesson (vocabulary, pronunciation…). Hence, ICT enhances collaborative work.

I.1.8. Scope of ICT in English language teaching and learning

Information and communication technology and teaching ELT can: Cover all the four skills of English language: Grammar, Writing, Reading, speaking. In addition to, ICT plays a lion role in teaching and learning of English. Furthermore, the modern way of teaching-learning process depends on information and communication technology (ICT). In short, it becomes the need of the hour to improve the quality of education.

I .2. Distance education

I .2.1. Definitions

Distance education; have been defined by many researchers, in various ways. Firstly, Distance education is defined as a method of teaching where the student and teacher are physically separated. It can utilize a combination of technologies, including correspondence, audio, video, computer, and the Internet (Roffe, 2004).

Secondly, Distance education or learning is defined by (Holmberg, 1977) as" a term that includes all methods of study and all levels of education that do not enjoy direct and continuous supervision by teachers attend with their students in traditional classrooms, but the education process is subject to planning, organization, and directed by an educational institution and teachers». In conclusion, distance learning or education, is a learning approach that is involves untypical classroom to study and exchange information between the teachers and learners via using internet and some ICT tools to facilitate the whole operation.

I .2.2. Characteristics of the distance learning system

There are many characteristics such as: Providing an academic atmosphere for different learners who come from different backgrounds. Furthermore, in distance learning system it does not matter the weak level that the learners start with, it gave important to the level that the learners aim to achieve. Moreover, it gave importance to the learner, learner-centered.

In addition to, distance learning allows the learners to use and access to multimedia and different sources and technologies. Besides, it is not restricted to time or place. To

conclude, it is independent instructional administrative system that manages the process of learning and teachers.

I .3. A take on higher education

In terms of explaining the concept of Higher education it is difficult to define the concept higher education or university. Higher education covers a wider range of higher learning institutions including the university. These higher learning institutions could be organized in different ways, commonly within a university and in a separate institution as university and other tertiary learning institutions. For instance, a university, from the British perspective, is an institution with its power to award its own degree and is preeminent in the field of research (Allen, 1988). Generally, higher education is a set that constitutes the university, which is a subset of higher education. However, in some contexts, higher education and university are used interchangeably (Assié-Lumumba, 2005).

In other words, the term higher education involves a combination of a large other concepts such as university, college, and institutions that serves the process of high level of education. In addition to other researcher who defined the higher education as the following: The concept of higher education also includes such post-secondary institutions like poly techniques, colleges of education, and "*grandes école."* Under the umbrella of higher education come all forms of professional institutions. Even this wide spectrum does not exhaust the possibilities of forms of higher education (Assié-Lumumba, 2005). In short, the word higher education is a general terminology that includes under it a verity of other terms that gathered to refer to one concept which is education in its elite's level of learning.

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I .3.1. ICT in Higher Education

Lately, in higher education institutions the use of information communication technologies (ICT) becomes a necessity and it takes a serious part in the educational classrooms. In addition to support that bates has presented the following reasons that courage and corroborate this utilization.

Bates (1997), believes there are four reasons for using technology in higher education: (1) Improving the quality of learning; (2) Improving access to education and training; (3) Reducing the costs of education; and (4) Improving the cost-effectiveness of education. In other words, Bates has classified the reasons of the usage of ICTs in higher education. In short, he has supported that combination with the points that previously listed above.

I .4. E- Learning origins

The origins of E-learning as currently practiced in Business, Higher Education and the Military stem from the insightful work of Patrick Suppes, at Stanford and Don Bitzer at the University of Illinois. While others such as Porter (1959) and Uttal (1962) were also active early in this field (Fletcher, 2002), only Suppes and Bitzer clearly situated the use of technology within a broader educational agenda (e.g., Suppes, 1964, 1966, 1986).retrived from: https://psychology.wikia.org//

I .4.1. Definitions of E-learning

E- learning: is also known as online learning, educational technology, computer-based training (CBT), and web-based training (WBT).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.

Many scholars have defined E-learning in many ways such as E- learning pioneer Bernard luskin (2001), explains that 'E' as exciting, energetic, enthusiastic, emotional, extended and educational. It is internet-enabled learning and a store house of education, information, communication, training, knowledge, and performance management.

E-learning or electronic learning according to the definition of Rosenberg it refers to the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance. It is based on three fondamental 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…"

In other words, E-learning refers to educational atmosphere supported by internet. It offers a multiple choices and options of didactic programs and provides for the learners an open and wide access to the instructional materials beyond school walls. In addition to, facilitate the interaction between teachers and learners.

I .4.2. Types of E-learning

According to the Broadbent Brooke (2002, p 10) there are 4 types of E-learning namely: firstly, informal e-learning, a learner could access a web site or join an online discussion group to find relevant information. Secondly, self-paced e-learning, refers to the process whereby learners' access computer based or web- based training materials at their

own pace. Furthermore, leader-lead e-learning, as the name suggests refers to an instructor, tutor or facilitator leading the process. This type of learning can further be divided into two categories: learner accessing real-time learning materials (synchronous).In addition to, learners accessing delayed learning materials (asynchronous). In conclusion, the use of performance support tools refers to materials that learners can use to help perform task (normally in software) such as using a wizard.

In other words, e-learning involves many types and some of them ware listed by Broadbent Brooke above, but the most important type is leader-lead e-learning which involves itself another major 2 categories that serves the electronic learning concept in the best way which are synchronous and asynchronous. Whereas, two of them referred to the learning process that accurse in a virtual environment that requires from the learners to use specific materials in order to exchange information with teachers or with each others.

I.4.3. The goals of E-learning

There are many goals to be achieved from e-learning involve: The transmission of educational experience through the creation of channels of communication and forms that enable teachers and all those interested in the educational affairs to exchange opinions and discussion through a specific site that brings them together in a virtual room despite the distance. In addition to, provide a rich and multi-source educational environment that serves the educational process in all its aspects. For instance, it help to spread technology in the society to become an electronic intellectual and keep up with is going on in the far reaches of the earth. Furthermore, providing the largest number of people in the community to access education and training, by overcoming the obstacles of space and time, also reduce the cost of education in the long term, and the provision of e-learning does not require huge budgets to create large buildings and classrooms, and the spread of

e-learning also due to the flexibility of learning, and the technical development and intense competition between the providers of study and training programs made these programs accessible to large segments of society, which led in turn to the spread of e-learning.

In other words, the major goal of e-learning is to create open, instructional environment that provides for the learners all over the world the ease of access to huge sources and different educational materials, in addition to, it support the interaction between the learners and teachers bound the classroom walls. Thus, e-learning began to play a great role in achieving the ultimate purpose which is learning anywhere, anytime, within a huge opportunity of data access.

I .4.4. E-learning means

E-learning involve the use of different electronic means in the education process, whether real formal education that takes place within the classroom or distance learning, and these electronic means are: computer, internet, television, radio, video, video conferencing.

1. **Computer** it is used as an instructional tool to help teacher and learner, and has many types or software methods to use the computer in formal or electronic education: first, training and practice software, secondly, special education software. In addition to, dialogue software, survey software and multimedia software. Finally, speech processing software.

2. **Internet** is the area of all services offered in all fields of life in general, and in the educational process and e-learning in particular, such as e-mail, information transfer protocol, web service, communication service to another computer, touch service for exploring, internet phone call service, and thus automated copying service.

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3. **E-book** is a novel way of showing information in the form of an integrated book with photos, movement, audio conferences, and film clips that can be perused through the computer and rapidly checked for any content.

4. **Video conference a visual audio communication** between several people who are located in geographical lye spaces where ideas, experiences and information elements are discussed and exchanged in an interactive atmosphere aimed at achieving cooperation and mutual understanding (Ahmed Mohamed, 2004).

5. **Satellite programs this technology** is distinguished by the efficiency by which it can transmit programs and activities to all regions of the globe, as well as the ability to send written and spoken messages, and it can be utilized in e-learning.

6. **Text and graphic images remotely Text and graphic pictures** are sent as part of a TV signal to be displayed in the future, and are in the form of text or charts after decode.

7. **Audio conferences** this framework facilitates using a conventional phone attached to numerous phone lines to connect a lecturer remotely to a group of students who are located outside of the classroom and are characterized by interaction amongst them.

8. **Interactive video Interactive video** is the integration of computer and video, with same video playing an active role in the integration process. Researchers have shown that interaction between both the learner and the educational program improves the learner's performance and helps them maintain information for long periods of time.

I .4.5. Virtual classroom

Is a range of processes conducted out through students and the instructor, distanced by physical barriers but functioning there at the same time regardless of where they are, where students communicate with one another online discussion and printing messages which that anyone who has contacted the network can review.

I .4.6. Virtual university concept

It is a university institution that provides telecommunications education through modern electronic media, the product of information technology and communication such as the internet, channels and satellites that publish lectures, programs, courses, design and production of educational information, evaluate students and implement successful goals for specific purposes (Abdel- Wakeel,2002).

In other words, it is an academic institution that work on providing the best and the highest quality of education for learners wherever they are through internet, and different networks. In order to, teach and evaluate the learner to promote their academic level. Guessar (2020, p.75-76)

I .4.7. The educational platforms in the Algerian universities

Lately, the Algerian higher or distance education began a new level in terms of using technology and social media platforms in the teaching / learning process. In which the ease of access to this platforms in a Daily life, facilitate the work of providing and updating the information and stay in connection with the learners and teachers, also the administration.

With the variety of this platforms and each one of them serves a different option this are the most used social media platform or learning platforms in the distance and higher education: face book, e-mail, Google meet/ zoom, Skype, and moodle platform…

- Facebook is considered as the most used platform from the Algerian students /learners especially because of the ease of its use and access and recently teachers and the administration also start to depend on it in announcing the important information to the

learners. It is also a way of communication between teachers- students and students – students   in order to share knowledge and exchange information or create interaction.

- E-mail is a way of communication in which used by the learners and teachers to receive and exchange the information or feedback about home works or assignment. E-mail has facilitated the distance learning for decades and was a supportive platform that played a great role in the teaching /learning process, and still considered as one of the most used platforms in the higher education system.

- Google meet/ zoom is one of the social platforms that are used in different field and also in education and have served the distance learning in great deal by facilitating the education via audio- visual system and providing for the learners an teachers the advantage of seeing each other and listening, which make the environment more face to face alike.

- Skype is one of the social media platforms that consider as a great platform in order of communicating with teachers and other learners, such as in case of learning a language it will provide for the learners a great opportunity to reach and communicate with natives in order to learn from authentic sources.

- Moodle platform is a free online learning management system, or LMS is an educational platform that the higher education starts to use recently because of the covid-19 pandemic and the Locke down of the universities. In which provide a lot of advantages for both learners and teachers and have a major role in facilitating the process of distance learning. In addition to, it involves many beneficial features that serves the ultimate goal of distance education, in which provides online courses and activities. In short, moodle platform is one of the widespread learning management systems in the world that is because of being an open source made it an excellent resource and learning platform for learners who opt for flexibility and it is easy to access into.

I .5. ICT and pedagogy

I .5.1. What is pedagogy?

Watkins and Mortimore define pedagogy as 'any conscious activity by one person designed to enhance learning in another' (1999, p.3). In other words, pedagogy is a conscious act or practice by one individual in which determined to improve learning in another.

According to Bernstein, pedagogy 'is a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator' (Bernstein, 2000, p.78).

I .5.2. The relationship between ICT and pedagogy

"ICT challenges current descriptions and practices of pedagogy in terms of the perceptions of time, place, authority and purpose of teaching." (Loveless & Ellis, 2001, p4).

According to, Loveless& Ellis, that ICT came to change the old concept of teaching and pedagogy in terms of the place, time and authority in which the old thinking stat that learning or teaching have certain condition as classroom and programs and everything is prepared and controlled .whereas, via ICT tools and materials learning /teaching idea has changed completely because of ICT the educational process can take place anywhere, anytime.

I .6. E- Learning and ELT

I .6.1. Blended learning

Lately, the teaching style that EFL classrooms are fallowing is mixing the traditional teaching methods with new learning strategies involving ICT tools and electronic devices, to profit time and facilitate the learning at distance for both teachers and learners. And this is called' blended learning'.

"Blended learning generally means the application of two or more methods or solutions to a learning need…Blended learning is the use of the most effective training solutions, applied in a coordinated manner, to achieve learning objectives that will attain the desired business goals." (Smilanich & Wilson, 2005, p. 1).

According to smilanich and Wilson, blended learning refers to the use of different methods and approaches and mixes them in order to find solutions to the students learning needs and applied it to achieve the ultimate learning goals and objectives that will facilitate

- The principal part of the blended learning is the model called "flipped classroom"

I .6.2. Flipped classroom

Flipped classroom, it developed by the American educators Jonathan Bergman and Aaron Sams in 2000 (Bergman & Sams, 2012, 99). The authors refer to their approach as "a frame work that ensures students receive a personalized education tailored to their individual needs" (Bergman & Sams, 2012, p.6). It is a new pedagogical model that gives a big attention to learner-based instruction, it take a real importance among the researchers and teachers. This approach helps the learners to manage and study their courses outside the classroom, and invest the class time for group works and interacting with each other

while doing their work and activities. In which, this approach helps students also in clearing any misconceptions during the debate or in discussion in the classroom. Hence, flipped classroom, considered as a supportive approach to the learner to think outside the box and improve their autonomous.

I .7. Learning management system (LMS)

I .7.1. What is an LMS?

LMS is an abbreviation for learning management system; it is a software application that helps with the management of digital training content. Its key characteristics can be recognized in the name itself. For instance, Learning refers to all the learning tools and materials, which learners can access to anytime. In addition to, management, LMS is not only some of training courses that are online, it is an organized system of managing training processes for example, users registrations, course assignments for both e-learning and in-class sessions. Hence, via using LMS the trainer can automate tasks as tracking and reporting learner activities and other options thus all of this refers to the word 'system'.

I.7.2. overview toward the history of the LMS

The first LMS was developed by Sidney L. Pressey in the 1920s, started with a teaching machine offered various types of practical exercises and multiple-choice questions (MCQS). Whereas, this machine depends on drawing drills as answers for the questions, if the learner's answer is not correct the machine would not persuade, it is notably, that this feature is still used in the most of modern LMSs. In addition to, the problem cylinder, a device which provided instruction without the need for an instructor's intervention, was created by Milton Ezra Le Zerte in 1929.one of the best features of the

problem cylinder was that not only tested learners' knowledge with MCQs, but also '
checked their responses- is correct or not', which save the instructor's time.

In 1953, the university of, USA, televised the 1st for- credit college course for
people to learn from their homes. Video-lectures /lessons were aired every evening for all
people, workers, to learn without compromising because of work commitments.
Furthermore, SAKI is a short for Self-Adaptive keyboard instructor, was pioneered by
Gordon Pask and McKinnon Wood in the year 1956. It offered personalized practice
questions based on the learner's performance, as much learners' level improved as the
SAKI increase the complexity of subsequent questions. The next big addition was the
invention of PLATO (Programmed Logic for Automatic Teaching Operation) by Dr.
Donald Bitzer in 1960.PLATO was a computer- based training program which facilitated
self-paced learning, allowing learners to monitor their own learning progress. However,
what made PLATO special from the previous was that it presented to the learning
community its first taste of social/ collaborative learning, in other words it facilitate the
interaction between the learners by using chat, messaging, email, and chat rooms. The HP-
9100A, Hewlett-Packard's 1st calculator, appeared in 1968, packed with never- before seen
computational abilities, it could process and solve engineering problems 10 times faster
than existing machines. The HP-9100A, paved the way for the internet and for everyday
use of LMS. Moreover, in attempted to extend the use of computer machines beyond the
fields of general science and engineering, almost a forerunner to the LMS, MIT's project
Athena in 1983.At its core, Project Athena made it possible for learners and instructors to
access their files from any workstation/desktop computer available on the MIT campus.

Finally, in 2000, the world was introduced to the 1st open-source LMS: moodle, an
abbreviation for Modular Object- Oriented Dynamic Learning Environment. With moodle,

learners could begin learning just after downloaded the application onto their desktop computers. The personalized learning, become possible by letting learners picks the content that they want to store or export. Model's plug- and-play functionality meant that training content could be delivered faster and at a lower price to the learners. The modern LMS still in the development process as all the technological and electronic materials and devices, in which, they aim to involve more options and advantages to facilitate the access and its use.

I .7.3. The general component of the learning management system (LMS)

There are a wide range of components and applications that fellow under the umbrella of the learning management system, or relate itself to LMS application. Namely, CMS, LMCS or MCS and Collaborative Learning System (CLS), in addition to, assessment management system are considered as general components that serves the functions and the desirable application of LMS in terms of delivering and administrating digital learning.

I .7.3.1. Learning content management system (LCMS)

Learning content management system (LMS): is the extension of the LMS main perspective, whereas, it servers the same original purpose which is to help in administering the related learning practices and focus on the course. Jones (2001, p. 21) stated that "Learning content management systems (LCMS) allow online content to be stored, managed, and reused through integrated database functionality. The LCMS is a "complex piece of software that labels learning objects … then organizes and delivers them in infinite combinations". Jones wanted to spot a light on the LMCS functions and the way it used to support the online learning.

I.7.3.2. Content management system (CMS)

Content management system (CMS): is mainly determined to support academic courses. Moreover, it is considered as the brain that related between the other systems. Furthermore, Content management systems are sometimes confused with course management systems. Course management systems are more sophisticated than CMS in that "Course -management systems… , Integrate content delivery, communication, learner activities, collaborative work, feedback, testing, portfolio development, groupware tools, and administrative tools for the instructor" (Collis & Strijker, 2003, p. 1).

Moreover, Robertson believes that "the most important part of a CMS is the content itself" (January 2002, Ideas Box Section).Since, content management system is one of the LMS components is still works almost in the same, way as the LMS and it is considered as software package itself .In which, involve a several process that serves one ultimate purpose which is controlling and managing and allow as well as facilitating the operation for the instructors and administrators to create the suitable content for the course. Al though, The CMS stores and manages the content, but does not analyze, organize, or distil content into knowledge. Those tasks are the function of a Learning Management System (LMS) and/or Learning Content Management System (LCMS).

whereas, there are whom support the role that content management system plays and see its advantages as a software package in the educational context, there are who sees that CMS do not fulfill the needed features that are required in the learning process. Such as Jones (2001, p. 24) who argued that:" CMSs do not work well for learning because they are designed for basic information transfer. They simply identify the user and deliver pieces of content associated with that user. E-learning, on the other hand, requires systems that account for such complexities as a course's level of difficulty, whether a learner has

completed the necessary prerequisites and whether that person learns best by reading, listening, or doing.

I .7.3.3. Collaborative learning system (CLS)

Collaborative learning system (CLS): it is one of the LMS components that is knowing as the fastest changing component, however, it does not exist in all of the LMSs. Moreover, CLS needs a 3rd element or apps to fulfill this system's functions. In addition to, it permit the usage of web.02 tools of interaction and communication. In short, collaborative learning system requires the developers to comprehend social learning approach to achieve the needed results. As it is stated by Babo & Azevedo (2011), "It is considered as the fastest changing component and the one not available to all LMS; it needs third party apps to accomplish this system's functions. It allows the use of web.02 tools of interaction and communication such as discussion groups, newsgroups, instant messaging, blogs, bookmarking, notice board, search tools and emails…etc. and it also manages mobile connections. This system requires the developers to grasp social learning theory to reach desired outcomes"

I .7.3.4. Assessment management system

The assessment management system: considered as one of the important LMS components, in which function as the assessment forms manager. Where, it supplies the developers with the appropriate tools to enable them to design these operations in flexible manner in order to assess performance. Where it is clarified in the following statement:

The system manages assessment forms to make sure that all assessment results are recorded and delivered properly. It must provide the developer with the required tools to

have an ability to design these operations in a flexible manner in order to assess performance (Babo & Azevedo, 2011).

I .7.4. Learning management system main categories

Learning management system has different categories in which the authors had classified them regarding their accessibility, applicability and purpose. Therefore, Dobre (2014) has summarized the LMS into three main categories as the following:

I .7.4.1. Proprietary LMS

Learning management systems have been exclusively licensed and copyrighted by the developers and the owners, under the legal rights. In addition to, the proprietary LMSs needs the installation and the existence of a developed server at the level of higher education institutions or organizations. Moreover, the need for the presence of infrastructures, the most incredible example for that is Black Board Learn.

I.7.4.2. Open-source LMS

Open-source LMSs, unlike the preceding category, are learning management systems that have made the source code accessible under an open free license, providing the client the rights to use, edit, consider, develop, and disseminate the results to anyone and for any cause. Typically refers to a developer's gift to the public for the common good.

I .7.4.3. Cloud- based LMS

Cloud-based learning management systems (LMS) have become commonplace in the specialist market. The cloud features offers the ability to access the platform immediately via the internet without the need for an LMS installation, as well as the ability

to modify and administer content directly through the web. It is a low-cost solution which needs no user maintenance.

I .7.5. LMS and the higher education

The requirement for higher education to reach out to students on and off campus was imposed by the revolution in educational paradigms therefore Learning management systems are now an unbreakable part of the higher educational system at the most of the world's universities. Learning management systems are most appropriate alternative for administering a traditional course online, according to the authors. Bonk and Graham (2006) evaluates the advantages which LMSs provide to higher education in terms of enhancing online education and resolving on three major points. First, the underlying pedagogical strategy that underpins the creation of the LMS itself; these theoretical approaches, whether consciously or unconsciously explored by the developers. Result in improved teaching and it is the objective that the developer aims to achieve, the moodle can be considered as an example.

Second, the LMS provides teachers with greater flexibility and access to information including the completion state, course material management and modification, participant history and status, and statistics output on grading and learning outcomes. Third, LMSs include a comprehensive role in terms of content management, assessment, and consistency (as described by Chaubey & Bhatta).

I .8. Moodle: the free open- source learning management system

There has been some confusion over which terminology to use to describe educational computer programs such as Moodle, because the researches uses a variety of terms such as e-learning systems, virtual learning environments (VLE), learning

management systems (LMS), and course management systems (CMS). The most known is that these education institutions offer controllable options to customize an on-demand learning environment. (Costa,et al., 2012).

The Moodle based on socio-constructionist learning represents a new framework for pedagogy. In addition to, Moodle is suitable for use in public or private education. Since Moodle, is based on socio-constructivist learning, and is a novel pedagogical concept that enables learners to do collaborative activities synchronously or non-synchronously, as well as create material for free because it is accessible over the internet. Moreover, it does not necessitate in-depth digital understanding for use because it is distinguished by a simple, possibly the best interface that enhances the value. (Oproiuo, 2014). Furthermore, Krouska et al. (2017, 2) described Moodle as follows:

> "Moodle is a LMS designed to provide educators, administrators and learners with a single, robust, secure and integrated system to create personalized learning environments. It has a wide range of standard and innovative features for supporting teaching and learning process. Moreover, it allows for extending system functionality using community sourced plugging".

In other words, Krouska et al, in their statement above define Moodle as a learning management system (LMS) that allows educators to share information and collaborate with one another. Providing administrators and students with a single, powerful, and easy-to-use platform to develop tailored content, you'll need a safe and well-integrated system. A condition for learning it offers a diverse selection of standard services. As well as unique instructional aides also the process of learning In addition, it permits using community to extend system functionality plugging that has been crowd-sourced.

According to Costello (2013), Dublin City University was the first university to embrace Moodle in 2003, and its evaluation committee determined that Moodle's open source, unconstrained technical access, and social constructivist philosophical curricula were appropriate for DCU educational approaches, and also that, despite some deficiencies, Moodle was classified on par with Web CT in terms of effectiveness as well as accessibility.

I.8.1. Moodle: free open -source origins and development

The word Moodle was originally an acronym for" **Modular Object-Oriented Dynamic Learning Environment**". Invented and developed by Martin Dougiamas. Where the 1st released was in 2002. Moodle is an online platform that is used in several organization and educational institutions in addition to that; it provides particularized learning environments for the students. Administrators and educators can utilize moodle in creating, managing and control lessons and courses. Moreover, it facilitates the interaction between the teachers and the students. Thus, moodle is counted as the most widely used learning platform around the world, because it is used by millions of various educational institutions.

Martin Dougiama , Moodle's Founder and Lead Developer, attended courses from School of the Air ,when he was still a young child in the Australian Outback in the late 1970s, that background give him an early vision and experience about distance education. Furthermore, as an adult, he studied for getting his PhD at Curtin University while he was working. Where his experience with Web CT inspired him to explore at a new online teaching method, He started his career in 1999.The year 1999 Martin Dougiamas starts to develop early prototypes for a novel learning platform. Thus Moodle was created out of this. In 2001, Curtin University developed the very

first Moodle site through extensive investigation. Martin produces the very first post on Moodle.com in November.

In addition to, Moodle v1.0 was published in August 2002; just a month after the Moodle Tracker was created. Next, in 2003, Moodle.org was established, which would eventually become Moodle's community arm. Moreover, in 2004The first ever Moodle Moot would be held in Oxford, including entry and cake charging £15. Moodle developed rapidly: in 2004, the first Moodle Moot was held in Oxford, and businesses began asking to become Moodle associates. Martin and four colleagues shifted to devoted premises in 2005; the contemporary HQ at Richardson St West Perth has 16 people, with 11 working remotely. The mojito has become the unofficial - and tastiest - drink at the Spanish Moodle Moot 2005 in Las Palmas de Gran Canaria. To add more, Moodle had established itself as a top and award-winning open source LMS by 2007 thanks to increased documentation and updated certification. Including over 50 Moodle partnerships, it expanded from 1000 authorized sites in 2004 to 1⁄2 a million active users in 2008 and over a million users in 2010. AMOS, the company's translation library, held over 100 languages. Moodle 2.0 was released in November 2010 after such a long delay.

Since, The Moodle Research conference, which launched in 2012, serves as a reminder that, regardless of how advanced the technology, Moodle designing is influenced by the social constructionist pedagogy. Learn Moodle, an official Moodle MOOC, introduced approximately 9000 learners to Moodle's functionality in September 2013. Instructors everywhere, the same as Mart, are invited to share their experiences. Furthermore, Moodle Cloud, a free, HQ-managed web host, was unveiled in July 2015, accompanied a major redesign of Moodle.com. HQ focused on

improving Moodle's User eXperience (UX) during 2016, founding the first UX team and introducing a brand new default theme, the Boost theme. In short, Moodle gained a large 'angel' financing in late 2017, which has fueled its innovation and development. As Martin stated in his Moodle Moot Australia 2017 keynote, the journey with the community, Partners, and global users will be thrilling.

In November 2019, Barcelona held the very first Global Moodle Moot. Moreover, in March 2020, the total number subscribers on over 145,000 sites exceeded 190 million. The Moodle Educator Certification system was developed in May 2020 to certify experienced Moodle-using teachers, and work on a new resource-sharing portal, Moodle Net, were preceded. Moodle had around 100 million members by 2017, according to Moodle.net data.

I .8.2. Inside Moodle

The primary structure of Moodle is centered on courses. These are primarily Moodle pages or sections where educators can display their learning material and exercises for learners. Which are available in a multitude of configurations, but most have a set of core areas in which contents are shown and side blocks with additional features or information. Furthermore, a year's worth of content could be found in a single course. Learners can self-enroll or be able to enroll remotely by the administration, relying on the institution. Courses are classified into various categories. Courses in physics, mathematics, and genetics, for instance, might come under the Science category.

I .8.3. The Main features of Moodle

Moodle learning platform has undergone through many changes since its first creation. In addition to, that it has developed with time to reach to the present statues, that

minor and major development lead to the recent version that released lately in March 2020. Thus, Moodle essentially characterized by three basic features had been explained by Warth-Sontheimer (2011), summarized below:

D. Roles

An individual has certain privileges or permissions which allow them to perform more or fewer processes. An administrator bears the responsibility of updates, backing up files and protecting the platform. Learners are granted a 'student role' they cannot create or edit Moodle activities.

E. Editing Mode

Course material resources and activities can be added, removed, moved, deleted, or hidden using the editing mode. By clicking on the icons for activities and resources inside a segment, the instructor can alter them.

F. 'LABEL'

Moodle's Label is regarded as a fantastic tool for creating Moodle courses. It provides the course structure by giving instruction or assignment descriptions to maintain Moodle activities, supplies, and labels separated. It moreover directs students through the course, inserts images, and embeds HTML codes, such as a YouTube video.

I.8.3. Moodle's New Front Page Categories

Moodle's official website can be configured to include up to 20 course subcategories, each with its own title, link, short outline, and icon image. Rather than exposing them on the default home page, these categories can be grouped in a list with

your top course categories and directed to appropriate Moodle courses category sites. As it

is presented in the figure.01 and figure. 02, below (3rd Wave Media, 2020).

Figure 01 A Moodle course category (3rd Wave Media, 2020)
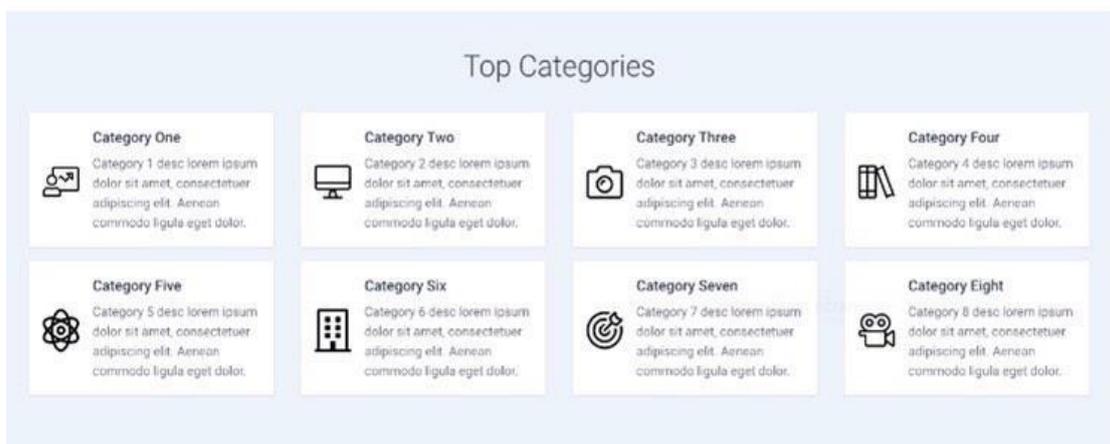
Figure 02 Moodle course categories with description and title (3rd Wave Media, 2020)

The figure 04 represents Moodle course categories in which each category involves a description and title provide general information to clarify what does each category involve and can do.

I.8.4. The integration of Moodle platform in to Mohammed Khieder- Biskra

Moodle platform have been introduced to the University of Mohammed Khieder at Biskra, just on May 2006-2007 based on the ministerial decision. Initial trials of the platform were initiated on the year of 2011-2012 and its actual application took place in 2012-2013 it can be log to through (http://elearning.univ-biskra.dz/moodle). Furthermore, Moodle remains in its trial phase, as the different applications of Moodle did not reach their full potentials. Moreover, Teachers at the level of the different faculties refrain from conducting tests or examinations on the platform.

 In addition to, some reasons such as the unfamiliarity of the available units and lack of awareness about the various types of activities they can perform on Moodle based on a study conducted by (Karim (2017). Thus, Moodle platform web sites page in Biskra University involved the following content such as, directed tasks, applied tasks, Exams and Lectures. The figure05 shows of Biskra's Moodle interface, and the figure 06 displays the Faculty of Languages and Letters' Moodle space.

Enter the settings for category 1.

Title
theme_maker | category1title

Category One

Default: Category One

Enter the title for this category.

Image
theme_maker |
category1image

Maximum file size: Unlimited, maximum number of files: 1

■ Files

user-chart-ligh...

Default: Empty

The figure 03 displays the Faculty of Languages and Letters' Moodle space.

Figure 04 Moodle Interface on Biskra's University E-learning Portal
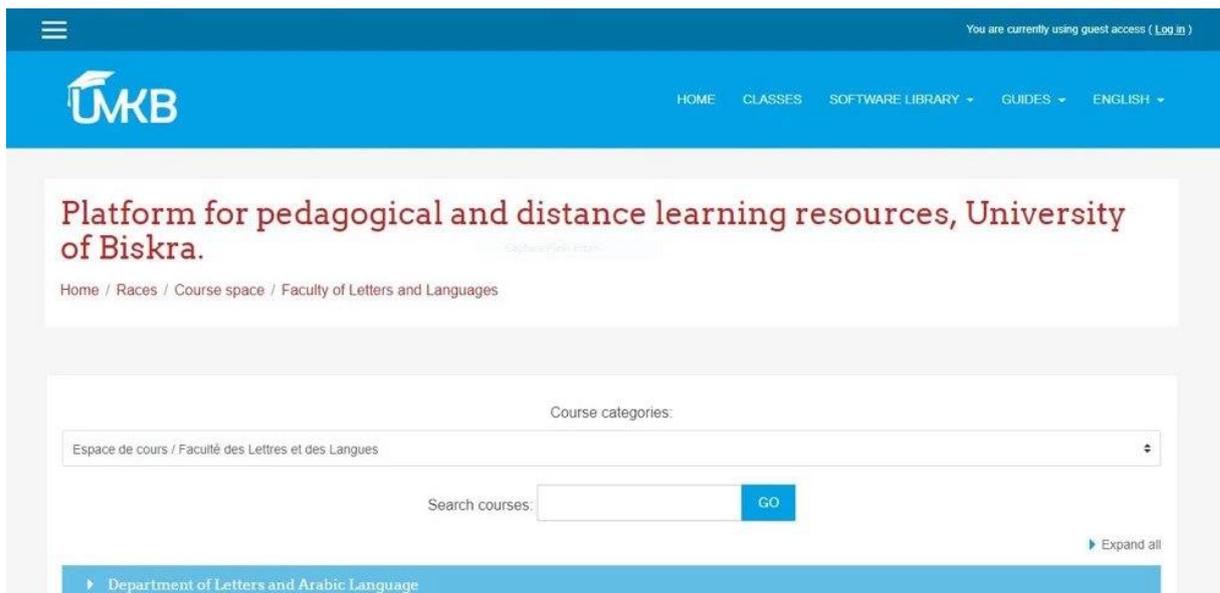
Figure 05Faculty of Letters and Languages Moodle Space

In short, On April 13, 2019, a three-day workshop headlined "Information and Communication Technologies: Distance Education Platform "Moodle" was conducted. Moodle was presented at the workshop by the supervision of the coordinator of the pedagogical escort cell Dr. Sonia Al-Eidi. Lecture and workshop content for trainee teachers were delivered by Professor Louisa Sultan and head of the distance education cell from the Networking Center and Automated Media and Communication Systems for Distance Education, Samira Guerfa. This discussed ICT-related themes such as: e-learning in assisting and finishing traditional education. The two instructors spoke about Moodle as a program, presenting the various roles and teaching aids offered on the online platform. The application provides guidance on how to use the platform, change a CV file, and create an ID card. Web site https://www.academia.edu/39129609/Atelier_de_TIC_et_Moodle), ("Université Mohamed Khider de Biskra," 2019).

Moreover, in a pedagogical gathering on December 2019 headed by the delegate of Higher Education and Scientific Research Minister and head of the University of Mohamed Khider, Biskra to discuss several project agendas. The head of the University Dr. Ahmed Boutarfaya raised a discussion regarding a framework for controlling the process of distance education through the Moodle platform, he suggested conducting a pedagogical supervision to the newly recruited teachers and employee professors within 2013 and 2015 (Talbi, 2019).

Most students were not aware about the existence of the Moodle platform. Students' registrations are through filling a Google form created by the university However, tutorial videos have been uploaded on the university's official YouTube channel https://www.youtube.com/channel/UCeKITWzuHpeA8JRHaj9nIZg, Teachers were provided a 22 page guide on Moodle bearing the detailed processes teachers can perform on the platform titled "Plate-form Pédagogique Moodle: Guide de l'Enseignant".

I .8.5. The effect of Covid-19 pandemic on the use of the electronic platforms:

Algeria as the entire globe went through the pandemic of covid-19 and has affected in many fields. For instance, the education also has faced many difficulties especially during the Locke down of the universities. The higher education as well as all the levels of education in Algeria, found themselves dealing with big challenges during the pandemic in which the students and the academic staff tried to adopt and find alternative solutions. In order to, continue their work and educational program via some social and educational platforms to avoid wasting time and the academic year for the learners. The special conditions of the covid-19 were a one of the major reasons that pushed some universities or higher education institutions to implement ICT tools and materials and to use the electronic platforms.

I .8.6. Moodle in education:

Moodle is used by many of educational institutions around the world to provide an organized and central interface for e- learning. Educators can use moodle for multiple things such as: To create lessons and lectures, to manage courses, and Create interaction between teachers and learners, in addition to the students, they can utilize Moodle to (review the class calendar, submit assignments, take quizzes, and interact with their classmates), teachers and class administrators can create and manage virtual classrooms, where the learners can easily access to videos, documents and tests, Course chat allows students to communicate with the teacher and other students in a secure environment, each Moodle classroom and course can be customized by the class administer. In the other hand, some teachers may use Moodle just to provide documents for the students.

I.8.7. The merits of Moodle platform

Moodle platform have many beneficial features that made it the most used learning platform around the world. Thus, the usage of these features considered as a big advantage for the administrators and the educational institutions. Some of these features are the following:

Extensibility Moodle is constructed in a modular manner. New features can be built and configured by removing them into the site's directory, which also includes all of the plug-in modules. In a similar way, additional languages can be added. On the Moodle.org site, there is a steady flow of guidance on how to alter the code to switch off a particular display component or add the new feature. It's new characters and adjustments.

Interface languages when a user logs in, he is given a choice of choosing an interface language from the menu bar. But if another language is chosen, the language choice is permanent. Nowadays most European languages, as well as significant non-European languages for example, Arabic, Chinese, Indonesian, Japanese, Korean, and Turkish, are now accessible. Each of these languages modules were produced by volunteers.

Record-keeping, Logs and tracking for navigational purposes, Moodle tracks all touch made by the students. Not only is scoring and actual outcome provided for activities including quizzes, but also a complete analysis of each student's answers as well as item analysis of the items too. Educators can quickly obtain detailed data on the activities of individual student or all students participating in a certain practice. . Thomas N.Robb(2017,para05).

I.8.7.1. Moodle's features useful for language learning

Through the use of Moodle platform the language learners are able to benefit from some features and advantages such as: they can create many of quizzes using Moodle's built-in quiz tool Text files in a variety of formats can be used to import quiz items. Moreover, quizzes can now be taken under restrictive time limitations due to this new timer." simple statistics" and " Detailed Statistics" are the two categories.

Hot-Potatoes are a popular authoring program that allows teachers to create browser-based activities. Hotpot activities can now be integrated into Moodle with full reporting. Teachers can view their students' scores, time started, and lapsed time.

Sound files in the.mp3 format can be uploaded and integrated into regular quizzes and Hot Potatoes files using a Flash-based player, yet they can be presented upon its main

page as an independent linked file. Check "Moodle for Language Teaching" for further information.

The Lecture Feedback Module from Sapporo Gakuin University is provided as an optional "plug-in module." Students log on to the course to register their attendance and provide feedback on the lecture. This permits the instructor to go through the requested items with the class at the starting of the next one.

The Lesson Module includes giving students short amounts of resources; ask them a comprehension question about what they've recently received, and then conditionally branch out performance relative. It is used for stepwise lessons or as a set of "flip cards" in which learners revisit items that have been answered wrong until they have all been answered right. They have the opportunity to retake the process. Thomas N.Robb(2017,para07).

Conclusion

In a time that considered an evolutionary period of ICTs the materials and tools, where in everyday, the world witness a new invention that automatically became a part in our life. Furthermore, the existence of the ICTs material is involved also in the educational institutions and organizations, where it serves and fulfills the learning needs and supports the education in many ways. In addition to its existence, the role that it takes in promoting the efficiency of distance learning lead to the integration of online learning through the usage of ICT tools and materials. In addition to, the environments that distance education provides. In short, it caused the present situation in terms of educational process. Where, the online learning or distance learning in the higher education became part of our daily life. The purpose was to present the learning management system in general.

Additionally to, go in depth till receiving into the highlight point that actually this research is concerned with which is Moodle the learning platform. Moreover, the free open-source learning management system (Moodle) has many sides that are important to investigate and study. In short, Moodle platform usage and definition also it's relation to education and its features and advantages were taken in consideration during this work to achieve the principle goal which is exploring Moodle in educational concept during that we highlighted related fields and points that serves in the end the learning / teaching process or the usage of Moodle in educational system.

II

Chapter Two

Data Analysis and Discussion of

Results

Introduction

A good research depends mainly on the quality of gathering data and information in which the methodology followed reflects directly the implementation of both the appropriate methodology within the appropriate data collection instrument(s). In this research the aim is to explore the challenges and the obstacles of the open-source e-learning platform Moodle. This chapter presents rudimentarily a rationale of the selected methodology elements such as: the research approach, the chosen sampling techniques, the adapted data collection methods and analysis procedures.

This chapter is concerned with describing, discussing, and interpreting data. Hence, it presents the collected data to find out the needed outcomes. At the end, we aimed to answer the research question through the findings analyses in order to fulfill the requirements of the study in hand.

II.1. **Research Methodology: Rationale and choices**

This part represents the methodological items involved in the research at hand. Furthermore, it clarifies the research approach, research design and the sampling techniques that are applied. In addition to, the data collection tools and data analyses procedures.

II .1.1. Research approach

This study depends on a qualitative approach because of the nature of the research. In which aimed to explore and investigates the obstacles and the challenges that face the English teachers/students in the literature and foreign languages faculty at Biskra University while using moodle learning platform. In addition to, the choice of qualitative approach came along with the requirements of exploratory research in terms of having a good understanding to the problem that being investigated.

II.1.2. population and sampling

The population in our study involved both of the teachers and the students of Sciences of the Language in the English faculty at Biskra's University. The choice of this certain population was not taken randomly; it was a result of preceding the problem at hand and identifying the necessary in order to provide the needed perspective from both.

Furthermore, the sample was selected from both teachers and students in lights of two conditions. Firstly, Teacher's willingness to cooperate secondly, accessibility easiness based on their perception of appropriateness in terms of timing. In addition to, the students it was voluntary participation.

II.1.3. Data collection Tools

The data collection tool that was used in this research paper was a survey questionnaire and that's because of the given current circumstances. Moreover, the researcher used two questionnaires one for the teachers which was semi- structured that consist of 19 question (open-ended, closed-ended and multiple choices).similarly, for the students it was a semi- structured questionnaire involves 15 question (open-ended, closed-ended and multiple choices). Furthermore, these questionnaires were delivered online via

e-mails for the teachers and on facebook platform for the learners. The aim from using this tool was to investigate the students and teachers perception towered the use of ICT tools and usage of electronic platform especially Moodle platform in language learning and teaching. As well as, it is highlighting the difficulties and the obstacles that face them while using it. Which this choice supports working with a large numbers.

II.1.6. Analysis and Interpretation of Data

In this section we aim to analyze and interpret the data generated by the questionnaires, which has been submitted to teachers and students in fulfillment of the current study. The analysis of data went through a content analysis; in addition, we have

resorted to basic descriptive statistics, in order to present the data in an orderly and clear manner to easily interpret it and present it for readers and backup the results of our analysis

II .1.6.1.Analysis of EFL Teachers' Questionnaire

Item 1. Would you specify the years of your experience in teaching English at university?

-The question 1 represents the years of experience that the teachers whom participated in this questionnaire have, the percentages are conducted in the graph below:
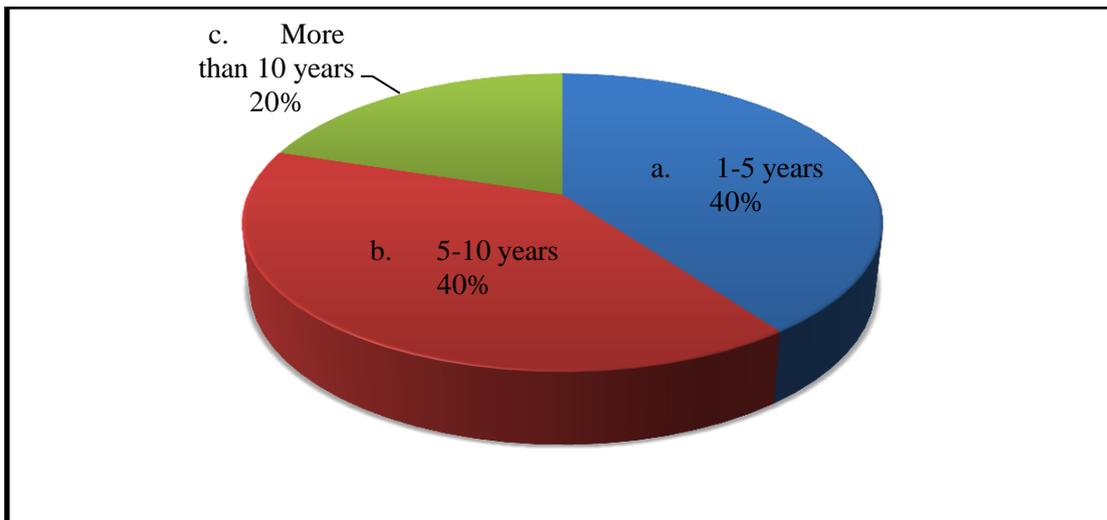
Figure .2. 1. English teachers' teaching experience in years.

As the findings shows the majority of the EFL teachers who answered on this question was dividing into three categories in which, the teachers who worked from 1-5 years and teachers worked from 5-10 years were sharing the same percentage which is 40% as it appears in the pie chart, while the rest whom have an experience more than 10 years are 20%.we conducted this question to have a general knowledge about the teachers years of experience. Because it is a common belief that the years of experience play a great role in terms of finding the appropriate teaching strategy and method to provide and deliver information into the learners in a suitable way; however, it is still depends on the teachers themselves and their way of teaching whether the experience helps them to develop or the opposite.

Item 2. Do you use ICT tools in EFL classroom?

-Question 2 was referring to the teacher' usage of ICT tools in EFL classroom, we opted to know if the teachers supports their teaching approaches with technology or depend on the traditional way only as it is illustrated in the table below:

Table2.1: The teacher's usage of ICT tools in EFL classroom

Gender	Respondents	Percentage
a. Yes	9	90%
b. No	1	10%
Total	10	100%

After asking the EFL teachers about the use of ICT tools in their classrooms to deliver the lessons the majority of the respondents (90%) answered yes while just one answers' no .in short, we may say that the majority of the teachers are involving ICT tools and materials with their teaching methods. This question set the ground for the next

Item 3. How often do you use it?

-In this item we aimed to discover how frequent the teachers utilize the ICT tools,

as it is visible in the figure (3.3) bellow:
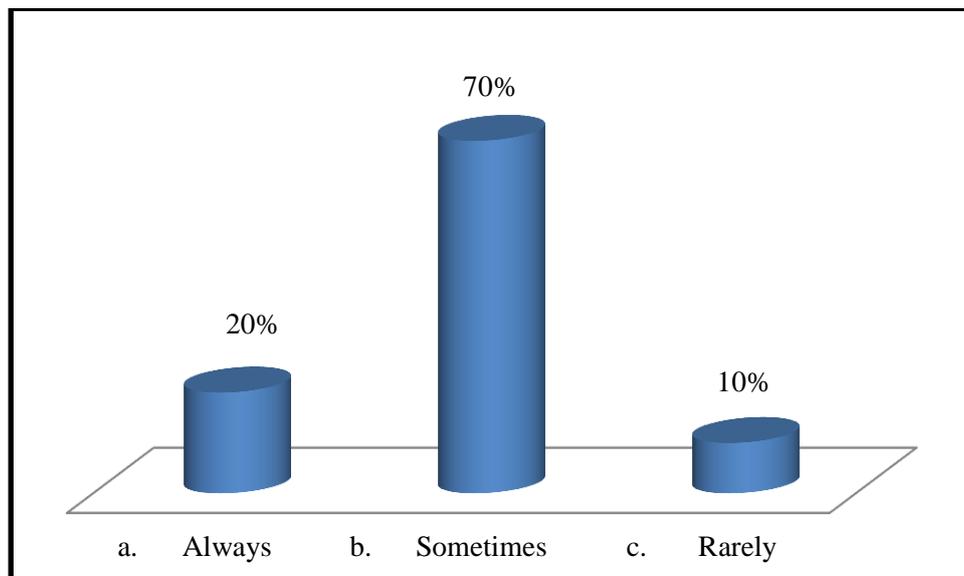
Figure2.2. Teacher' frequently used ICT tools

As the outcomes indicate that 70% of the teachers are sometimes use ICT tools and 20% stated that they always use them unlike 10% who said that rarely using ICT tools in their classroom. In conclusion, the usage of ICT tools in the EFL classrooms is taking a great part.

Item 4. To what extent you agree that the use of ICT tools facilitate teaching process in EFL classroom?

- Bellow the figure (3.4) represents the perceptions about the utilization of information communication technologies tools by the EFL teachers, showcase the extent to which they agree/disagree that it facilitate teaching process in EFL classroom.
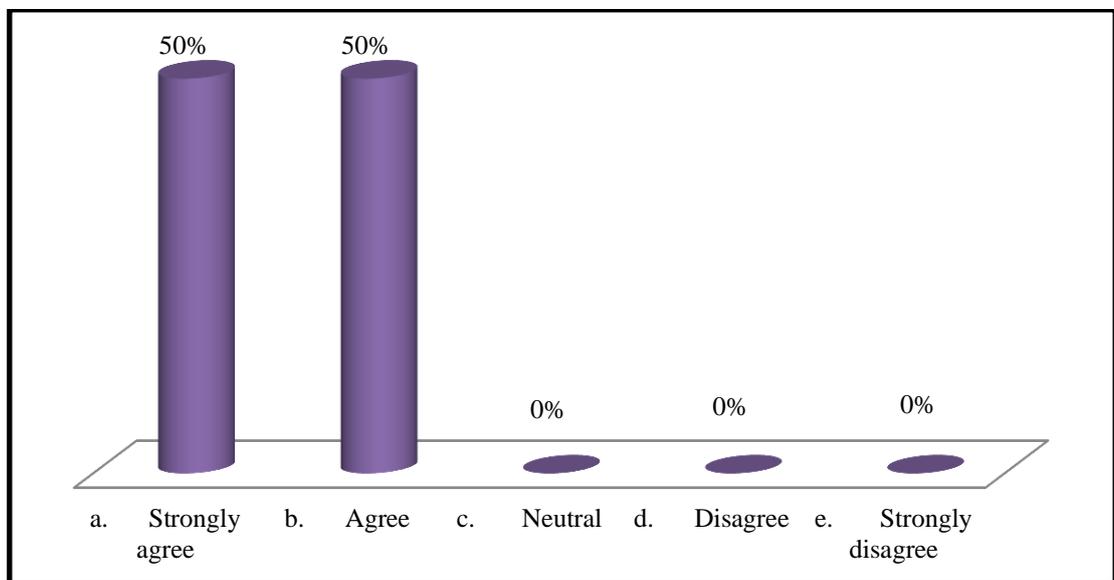
Figure 2.3. The teacher' perceptions about the utilization of ICT tools

According to the results, all the teachers agreed or strongly agreed on that ICT tools are facilitating the teaching process. Therefore, we can state that, utilizing the ICTs is considered as beneficial as well as important, in which helps and aids the EFL teachers.

Item 5. Which one of the following platforms do you use more in communicating with your students? You may choose more than one option.

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-Through this question we refer to the kind of online platform the teachers use to communicate with their learners as the table below shows:

Table 3.2: The teacher 'frequently use of online platforms.

Option	Respondents	Percentage
a. E-mail	0	0%
b. Facebook	1	10%
c. Learning management system (Moodle platform)	0	0%
d. Google meet/ Google zoom	0	0%
e. I do not use any of the above	0	0%
f. More than one platform	9	90%

We asked the teachers to choose from list of multiple choices of learning platforms; in addition to, mention if they use other platforms that are not included within choices. Moreover, we noticed from the table above that the majority of the teachers have chosen more than one platform (90%) while just one teacher choose face book (10%) as a platform of communication. Furthermore, according to the sample whom choose more than one platform, they added the following answers as an explanation to their choice:'1 you tube' and' my own blog' as the additional platforms that they use to communicate with their students. To resume, from the previous feedback (table 3.5) we found that teachers depends mostly on various learning platforms not only on one option such as they justified, they have used YouTube and others use their own blogs.

Item 6. How often do you use these platforms?

-In this question we opted to observe how often the teachers use these platforms to communicate with their learners as it is presented in the graph bellow:
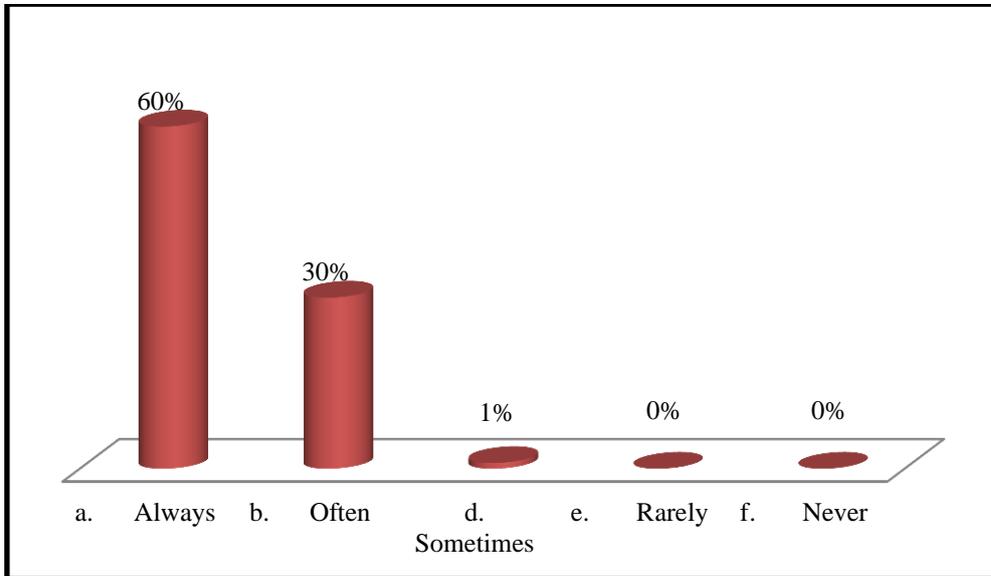
Figure.2.4. the teachers frequent use of the online platforms

As it appears in the figure (3.6) above, the most of the teachers have responds always (60%), whereas (30%) answered often, and the remaining answered sometimes. Therefore, we can say the most of the teachers are counting on the online platforms to communicate with their students.

Item7. Below are perceptions about the utilization of computer-based materials, showcase the extent to which you agree/disagree

-We have added this question in order to closely assess how the teachers perceive some approaches to ICT use, and the extent to which they relate to some of these approaches.
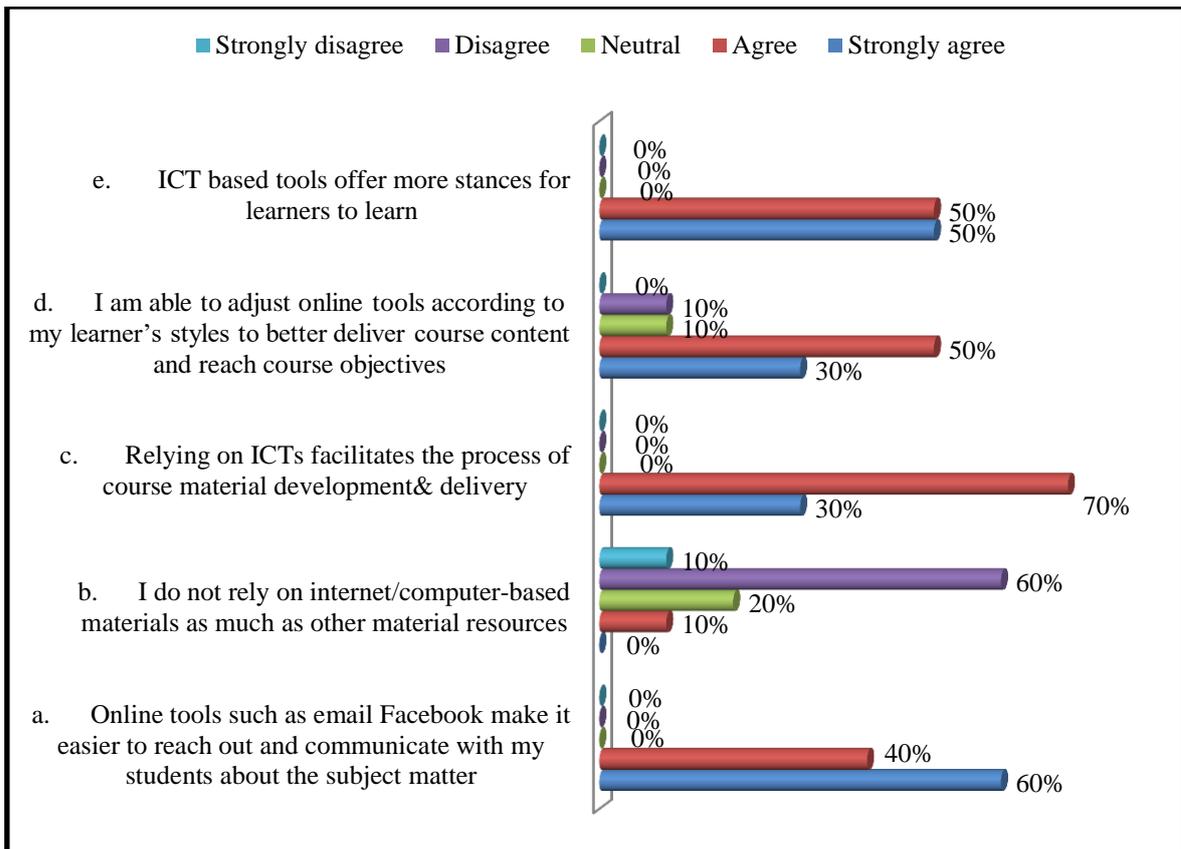
Figur2.5. Teachers' perceptions of some approaches to ICT use

Teachers seem to agree that online tools facilitate the way they communicate with their students about the subject matter, (60%) were to strongly agree and (40%) agreed. However, (60%) have disagreed on relying on internet/ computer based materials as much as other material resources; whereas, (20%) of the respondents were neutral but rest of them (10%) for each of agreed and strongly agreed. moreover, the majority of the teachers agreed (70%) and strongly agreed (30%) on relying on ICT facilitates the process of course material development and delivery. In addition to , the teachers ability of adjusting on line tools according to their learner's style to ensure better deliver course content and reach course objectives, the statistics shows that (50%) of the respondents agreed and (30%) strongly agreed on their ability of doing that but a small group (10%) disagreed, while the rest stayed neutral. Besides, a general agreement on the ICT based tools offer

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more stances for learners to learn in which the opinions were (50%) agreed and (50%) strongly agree on that. To conclude, from the previous data we recognized a global acceptation and support to ICT tools usage and benefits in EFL classroom and by teachers.

Item 8 . Your choice of the computer/ online based tool is often dependent on? If others, please specify.

-The purpose of this item is to investigate the teacher' rationale in choosing the online tool as it is conducted in the table below:

Table 2.3: Teachers' rationale in choosing the online tool

Option	Respondents	Percentage
a. The course objectives	0	0%
b. The students' needs	3	30%
c. Your own experience in terms of using computer based-tools	1	10%
d. All of the above	06	60%
Total	10	100%

This question was conducted to investigate which points the teachers take in consideration when they choose the computer/ online based tool in the teaching process. Therefore, the answers were as the following: the most of them (60%) have chosen all of the above and they justified their answer by: they are all taken in account while (30%) of the sample claimed that their choice belied on the students' needs. Besides, (10%) stated

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that their choice is affected by their own experience in terms of using computer based-tools.

Item 9. What is your general perception of Moodle as an educational platform in terms of adaptability and use?

Through this question, we opted to explore the teachers' general perception of moodle as an educational platform in terms of adaptability and use. Moreover, the general perception of them was positive and encouraging the adoptability according to their respondents bellows: "It is a very helpful educational tool which helps both learners and teachers to communicate knowledge although it is a bit complicated in use comparing to social media ", Very useful if appropriately used» and "Quite adaptable and useful", "It is a very useful tool that would ease the job for both teachers and students". Therefore, from the previous answers we found that teachers are up to use, integrate and adopt the usage of Moodle platform in the teaching / learning process.

Item 10. What is the extent of your familiarity with the Moodle platform?

-The item10 presents the teachers familiarity with Moodle platform, as it is shown in the table below:

Table 2.4: teachers' familiarity with Moodle platform

Option	Respondents	Percentage
a. I have only viewed the platform through Biskra's University website	0	0%
b. I have only viewed the platform of a different foreign university	2	20%
c. I have accessed/ viewed the platform of a different local university	0	0%
d. I have accessed the university respective platform but did not perform tasks on it	1	10%
e. I have both accessed the university's respective platform task on it	7	70%
f. I only know about the existence of the platform	0	0%
g. Not familiar at all	0	0%
Total	10	100%

The results show that the majority of the respondents (70%) have been introduced and accessed to Moodle and have applied some tasks on it. In addition to, few respondents (20%) have only vied the platform of different foreign university, and the rest (10%) just accessed into the university platform without doing any tasks in it. In general, the most of the participants acknowledge Moodle platform and even some of them had done tasks.

Item 11. Have you received/joined formal training on the use of Moodle?

-This question aimed to discover if the teachers have joined or received formal training on the use of Moodle as the pie charts bellow:
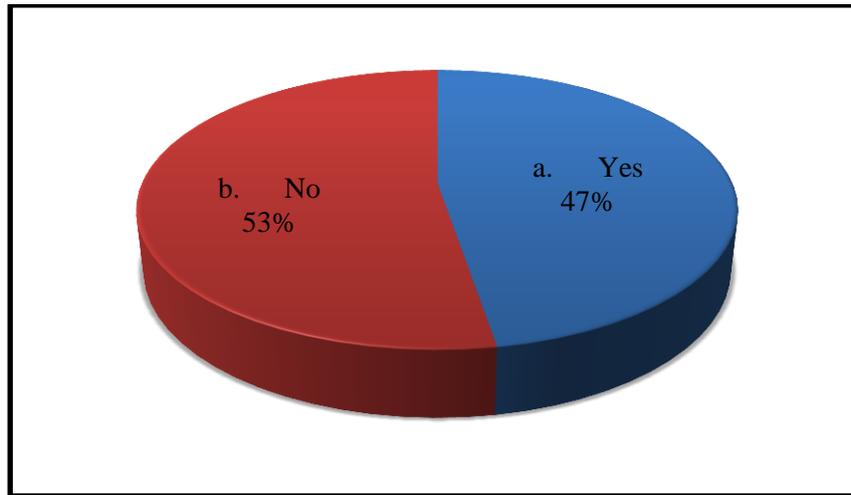
Figure 2.6. Teachers training on the use of Moodle

According to statistics a respective number of teachers (53%) answered no, they did not receive have any formal training. However, (47%) participants have said yes. As a result, we assumed that not all of the teachers had the appropriate formal training to use Moodle platform. To elaborate further we asked them to state how they get that training as it showing in the next table:

Table 2.4.1: types of training

Option	Respondents	Percentage
a. Self-directed training	4	44%
b. Administrative training	3	33%
c. The ministerial formal recruitment training	2	23%
Total	10	100%

Moreover, the ones who have got training were requested to state what types of training they went through. Where the majority of respondents (44%) are self- directed training and (33%) respondents answered that they got their training through the administrative training also (23%) respondents have get the training through the ministerial formal recruitment training. To add more we asked them to mention the other places or ways of training that they had and they specified it through the following points: firstly," at the level of our faculty". Secondly," I counted on myself to use the platform". Whereas, another answer was they have training through "Project-related training".

Item 12. How do you describe overall attainments from the received training?

-The aim from this question was to have a simple insight into Moodle training that the teachers received to know to what extent was beneficial.
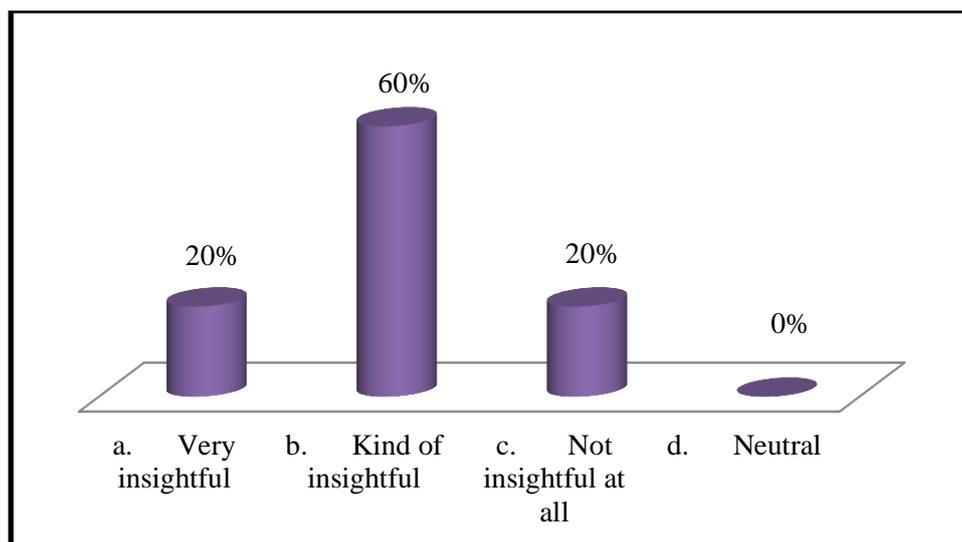
Figure 2.7: the description of overall attainments from Moodle training

As the outcomes describes (60%) of teachers saw the training kind of insightful and their explanation was "It was carried out online, the tutors were not present with us", ". And (20%) of teachers find it very insightful and justified their answer as the following "It has helped learners to learn well", "It was limited to only how to upload pdf or word files while model is a multi-option platform". While (20%) of the respondents have an opposite opinion which is not insightful at all. In short most of the opinions shared a remarkable idea which is the training was helpful and beneficial for whom attended and they also confirm on the need for another chances and training workshops about the present matter.

Item 13. What obstacles have you faced/facing while using Moodle platforms as an EFL teacher?

-This question consider as the core of our research and it explore the obstacles that faced or facing the EFL teachers

Table 2.5: the obstacles that faced/ facing teachers while using Moodle platform

Option	Respondents	Percentage
a. Inability/difficulty to access the Moodle platform	2	20%
b. Inadequate knowledge of Moodle utilities	0	0%
c. Inadequate knowledge on how to add/edit a course on Moodle	0	0%
d. Students' inability to enroll on the platform	2	20%
e. Students' inability to access courses do due to their lack of knowledge about Moodle	0	0%
f. Administrative complications (support, assistance..etc)	0	0%
g. More than one obstacle	6	60%
Total	10	100%

We conducted this question in order to explore and investigate the obstacles that the EFL teachers at Biskra University faced or still facing during using Moodle platform. Furthermore, we found that (60%) of teachers faced more than one obstacle; additionally, (20%) of them faced inability /difficulty to access to Moodle platform. Moreover, there were (20%) shared the same problem which is students' inability to enroll on the platform.

Item 14. During the COVID-19 pandemic, have you relied on the Moodle platform to carry on with the teaching/learning process?

-In this item we opted to know more about the teachers' usage of Moodle platform during the covid-19 pandemic.
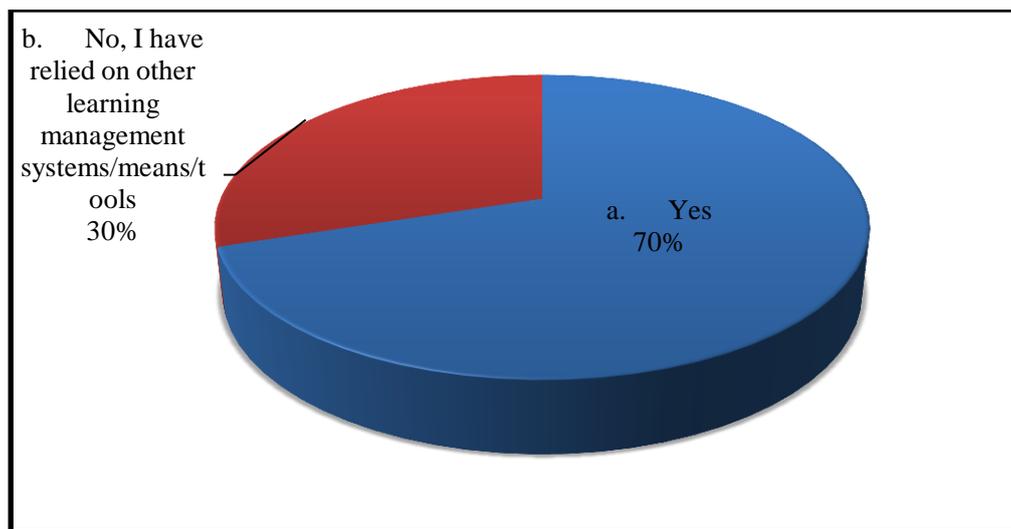
Figure 2.8: the teachers 'usage of Moodle during covid-19

To study the EFL teacher's usage of Moodle and to spot a light on the role that Moodle played during covid-19 we asked them to tell us if they relied on Moodle or on another learning management system and they replied as it is shown in the pie chart above the majority of them (70%) yes. However, (30%) of the teacher stated that' No, I have relied on other learning management systems/means/ tools'. Furthermore, we asked the teacher who answered" No" to mention the other learning management /systems/ tools that they have relied on and they stated that they depended mostly on You tube and facebook groups.

Item 15. In case of relying on Moodle platforms, which Moodle utility have you opted for most?

-The purpose from this question was to highlight the Moodle most used utility or function by the teachers.
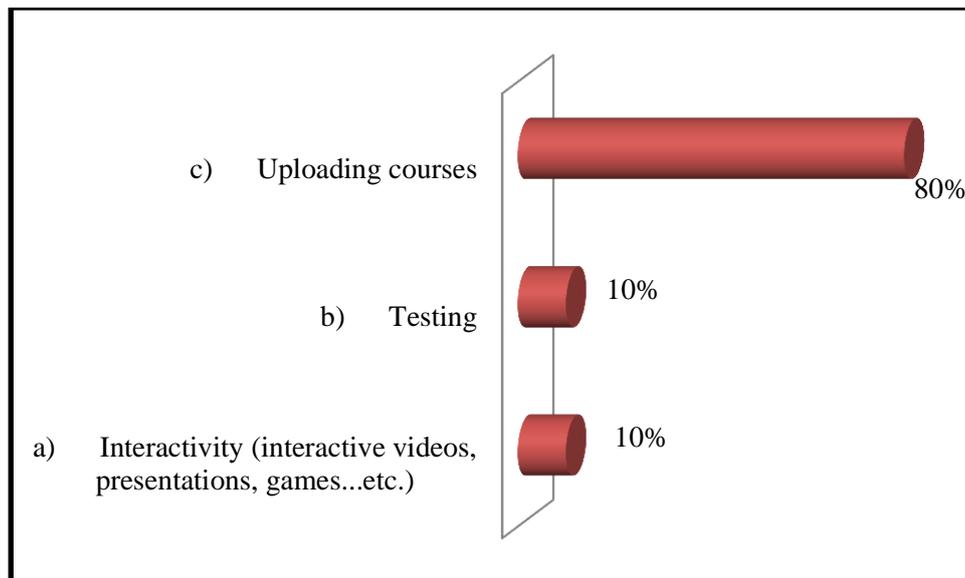
Figure 2.9: the Moodle most used utility

As the statistics presented in the above graph appears the majority (80%) of teachers who relied on Moodle just utilized it to upload courses and (10%) used it for testing. Moreover,(10%) of teachers depend on it in interactivity(interactive videos, presentations, and games).

Item 16. What aspects of the Moodle platform have you used before/ during the pandemic? You may choose more than one option

-The aim from this item was to dive in depth in Moodle functions and see which of its aspects were used by the teachers more than the other through ticking multiple choices.

Table 2.6: the aspects of Moodle platform

Option	Respondents	Percentage
a. Adding/ editing course content	2	20%
b. Enrolling students to the platform	0	0%
c. Adding resources to the course (Youtube videos, PowerPoint presentations…etc)	1	10%
d. Adding activities (quizzes/assignments/forms/glossaries)	0	0%
e. Setting time frames or reminders for assignments submission	0	0%
f. Setting up a grade book	0	0%
g. Communicating with students through the Moodle "Message" icon	0	0%
h. None of the above	1	10%
i. More than one aspect	6	60%
Total	10	100%

In this part we opted to spot a light on the aspects that were mostly used and known for the EFL teachers. Which we noticed (60%) of respondents have used more than one aspect. In addition to, (20%) used Moodle for adding/ editing course content; furthermore, (10%) of the teachers used it to in adding resources to the course (YouTube videos, PowerPoint presentations…etc). whereas, (10%) answered none of the above.

Item 17. Did you find Moodle platform beneficial as an educational management system for distance learning in EFL classroom during the covid-19 pandemic?

-This question main objective was to see the perception of the EFL teachers towards Moodle platform as an educational management system.
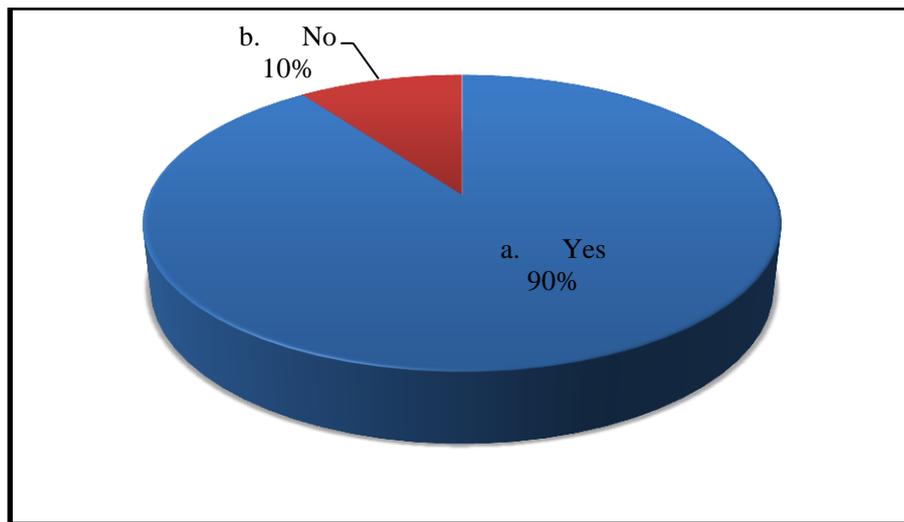
Figure 2.10: the teachers' perception on Moodle as an educational management system for distance learning

We aimed in this step to discover the perception of EFL teachers towards moodle platform as learning management system in which is used to support the distance education and we find that a huge percentage (90%) of teachers are supporting the idea while small percentage (10%) of them do not accept the idea.

Item 18. As an EFL teacher, do you believe that our educational system is ready to develop and adopt the use of Moodle platform as an essential tool in the teaching/learning process?

-In this stage we wanted to see the teachers' point of view about the ruddiness of our educational system to develop and adopting the use of Moodle platform as an essential tool in the teaching / learning process.

Table 2.7: the EFL teachers' opinion about developing and adopting Moodle platform as an essential tool in teaching/ learning process

Option	Respondents	Percentage
a. Yes	7	70%
b. No	3	30%
Total	10	100%

The table above represents the number of teachers who divided into two groups: firstly, the group of respondents who are supporting and adopting the idea of using Moodle and develop it to be an important part in EFL teaching /learning process which represents 7 teachers , secondly, 3 was the number of teachers who refused the idea.

Item 19. In your opinion how can we develop the use of Moodle platform, to serve and support EFL course and learners needs?

This question was opted to precede the previous element we meant to discover and see the teachers' suggestions to modify and develop Moodle platform to be more supportive and serve the EFL course and learners needs. Therefore, we asked the teacher to give us their opinion and they suggested the following: "Make it quicker, easier and more reciprocal"," Development of the infrastructure (wider, speedier, and cheaper internet

connexion), training of students and teacher be familiar with all the potentialities and options/ uses of the Moodle platform". In addition to, "More training is needed". In short, the above suggestion if are taken in consideration Moodle would be more easy to use and will fulfill the preferable objectives.

II.6.2. Analysis of Students' Questionnaire

Item 1. Are you familiar with E-learning?

-This question aimed to investigate the EFL students' familiarity with e-learning.
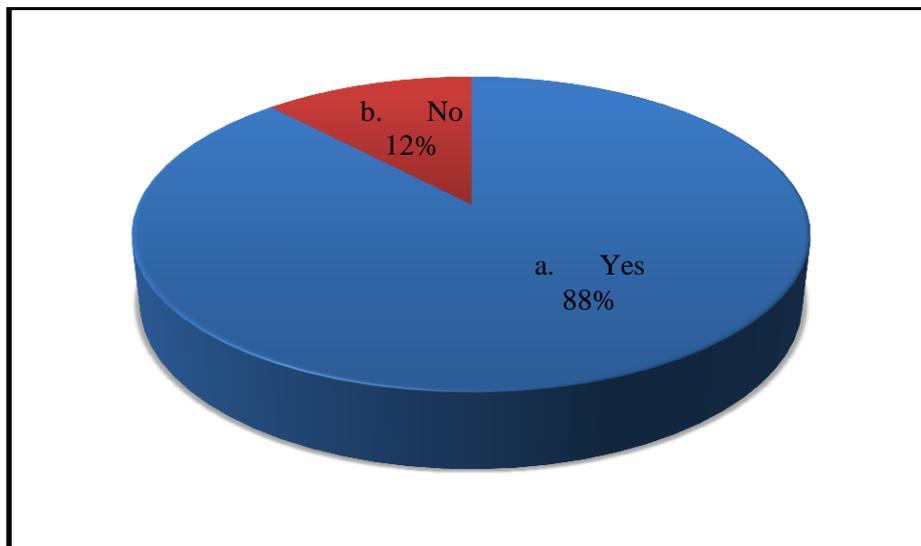
Figure 2.11. Students Familiarity with E- learning.

Moreover, the answers are presented by the pie chart above contains founding of a sample involves 41students. Whereas, there are29 participants (88%) who answered yes, while 5 participants (12%) said No, they are not familiar to it. We can conclude that the majority of the respondents are familiar with e- learning.

Item 2. Do your teachers use ICT tools to present their lessons? If yes, please say how often?

-This item was conducted to explore the usage of ICT tools in the EFL classrooms by the teachers. The students answer is illustrated in the table below:

Table 2.8: the usage of ICT tools by the EFL teachers in presenting lessons

Option	Respondents	Percentage
a) Yes	29	71%
b) No	12	29%
Total	41	100%

This table shows the EFL students responses about the usage of ICT tools by their teachers in presenting lessons in classroom. Furthermore, the majority of respondents (71%) answered "yes"; however, the percentage (29%) refers to whom answered "No" . where the students who answered yes were required to say how often their teachers use ICT tools in classroom and they stated as it is showed in the pie chart below:
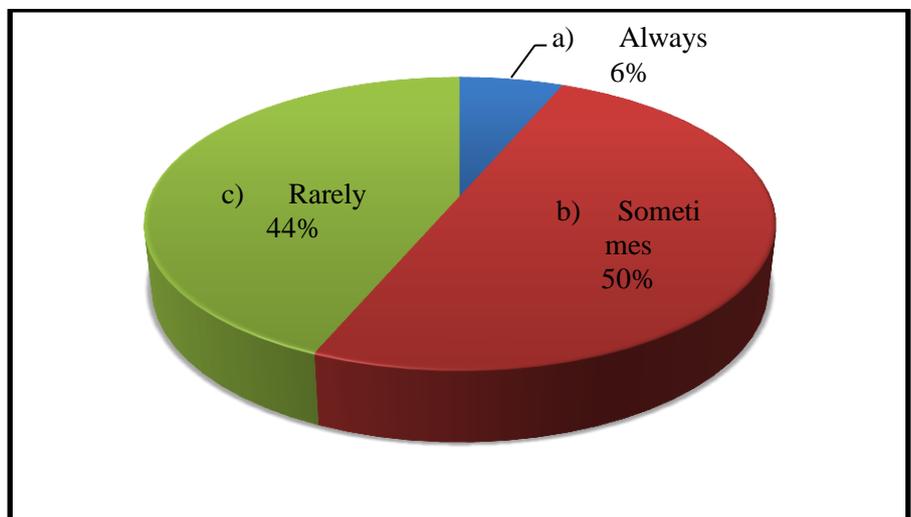
Figure 2.12. Teachers' frequently use of ICT tools in EFL classrooms

Moreover, the most of the students (50%) answered sometimes and a small percentage (6%) said always. However, there are (44%) of respondents stated" rarely". In short, the ICT tools are known and applying by the majority of the EFL classrooms.

Item 3. How did you feel when covid-19 spread and universities was locked down?

The aim from this question was to test the effect of the pandemic on university students, as well as to know their feelings toward that period and how they faced the lock down of collage. Where the most of responses involved a mixture of complex feeling they in general shared at the bingeing of the pandemic they mostly felt happy because of the sudden , open vacation but as soon as the situation changed into frustration and depressing after the students realized the real fact that nothing is clear about going back to continue their academic year and finish their study and follow that a sense of worry and confusion as well as stress as it is clearly stated by their answers:" I felt worried not to be able to finish my diploma", "Stressed", "Happy at first but then I realized that I am wasting my time"," It was confusing, and definitely stressful", "It was like a disaster. Most of students faced a lot of problems because of it." Moreover, some expressed their contradicting opinion on how the learning process was accruing at that time where some find it easy such as "It was easy in term of study", where others said that "I felt lost because there was no teacher to really guide me in person; but at the same time I was happy to have a chance at attempting self-study using my own methods", in addition to, It was scary about university wasn't clear how they will manage to complete the year effectively".

Item 4. How often do you use the following types of social media platforms to study online during the covid-19 pandemic lock down?

-The purpose of this question was to investigate the types of social media platforms was the learners using to study during covi-19.
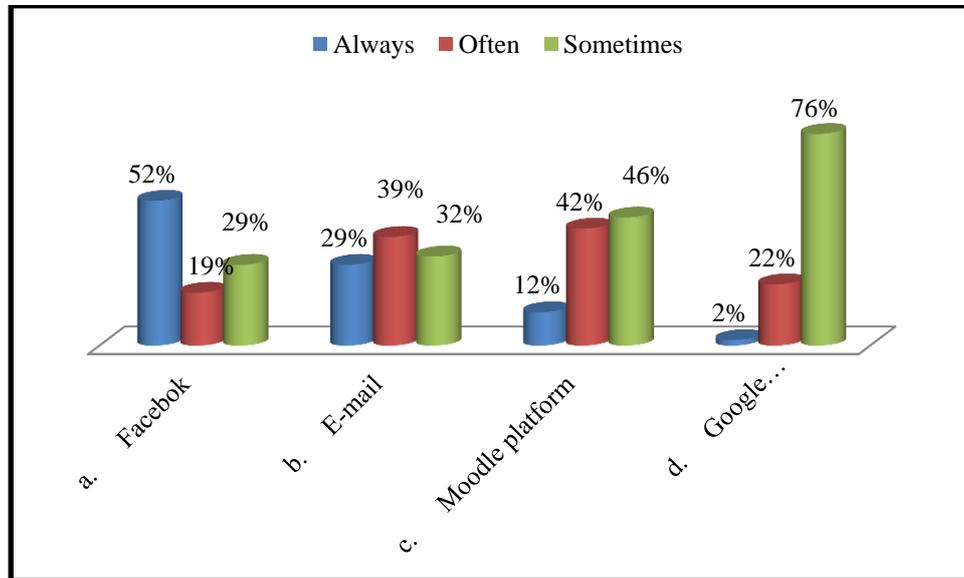
Figure 2.13. : The types of social platforms that students use during covid-19

In order to investigate which one of the social media platforms were used from the EFL students in the covid-19 pandemic, we set this question. In which the responses varied where the most of learners (76%) stated that they sometimes used Google meet/zoom also (22%) choose often and few participant (2%) said always used Google. While facebook have took the lion share (52%) by using it always by the students; in addition to, (29%) sometimes used it, other group (19%) have often utilized it. Moreover, we noticed that (46%) said sometimes they use Moodle platform and (42%) declare they often use it whereas (12%) said they always. Furthermore, we recognized (29%) of the students went for always use E-mail; to add more, (32%) choose sometimes they use it. Besides (29%) who utilize e-mail.

Item 5. Do you agree that electronic learning is more useful than traditional learning during the pandemic? Justify your answer, please.

-The item 5 represents the students' opinion about the usefulness of the electronic learning vs. the traditional learning during the pandemic.

Table 2.9: the learners' opinion about the usefulness of the electronic learning vs. traditional learning

Option	Respondents	Percentage
a. Yes	20	49%
b. No	21	51%
Total	41	100%

As it appears in the table above the student who agreed (49%) on the usefulness of the electronic learning on the traditional learning were less than the students who disagreed (51%). For further information we asked the student to justify their answers as it is stated: the students who replied 'Yes' justified their answer as the following:" A lot of sources and information"," It is flexible and innovative unlike traditional one, which is rigid", "It is a good way if only my teachers managed meetings online. As a visual person I cannot grasp the information unless I see the teacher", in addition to, "It prevents interaction ".However, the students who went For 'No' claimed these:" For it to be useful teacher and administrative staff should have a level of computer literacy, a level that is yet to be reached in UMKB", while a large number of learners shared the same idea which is they prefer the traditional way in learning as well as the face –to – face learning / teaching as this students declare" For me I prefer traditional learning because I understand well when the teacher is in front of me", "I think that the traditional way of learning is more effective".

Besides , other justified their opinion by that the electronic learning or online learning considered as a difficult for them or for others because of the lack of technological resources or even because they are financially disable to provide the needed atmosphere or elements of e- learning as it shows in this statements : "The lack of technological resources", "No I don't, Because E-learning does not replace traditional learning at all, because not all students have the Internet, and the teacher cannot answer all students' questions while teaching in distance . So the only effective way to learn is at the classrooms with your classmates". Furthermore, it was another reason that most of the students insisted on which was the" bad internet "in which is the essential part for distance learning or e- learning.

Item 6. How much time do you spend daily in studying using Moodle platform during the lock down?

-Through this item we wanted to investigate the period of time that the learners spent in a day to study during the lock down of the university.

Table 2.10: the time that students invest in studying via Moodle platform

Option	Respondents	Percentage
a. 1 hour	26	64%
b. 2 hours	7	17%
c. 3 hours	4	10%
d. 4 hours	3	7%
e. More than 4 hours	1	2%
Total	41	100%

As we recognized through the data provided by the table the most of the respondents (64%) stated that they spent 1 hour daily using Moodle platform to study during the lock down of universities. Whereas, (17%) of the respondents take 2 hours, as well as there some students who claim that they spend 4 hours a day studying via Moodle. While the remaining (2%) said that they used Moodle for study more than 4 hours.

Item 7. Has the spread of covid-19 changed the way you use social media in studying? Explain how, please

-Question 7 opted to discover whether covid-19 affected the way the student use the social media platforms to be more than entertaining and communicating tool and use it in other track which studying .
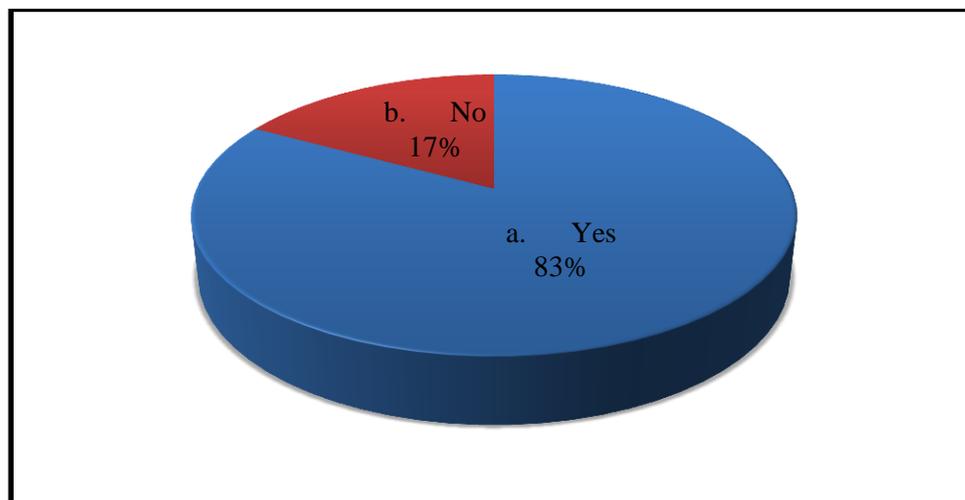
Figure 2.14: the effect of covid-19 on the use of social media platforms

In this stage we asked the learners to tell us their opinion about if the spread of covid-19 affected the way they use social media platforms or not and we asked them to justify their answers. Where the majority of them (83%) answered yes and justified their answers as the following statements shows some of their responses:" We learn to use new apps and discover new techniques which could be effective", "Yes, teachers start making online test

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and lessons and that new things to me",," It became a must to get the lesson from online sources as Moodle, Google, YouTube or contact teachers via face book or email."

In addition to, "I used facebook to exchange lessons with my colleagues and used Moodle to download the lessons", "I had more time to navigate social media and to discover many platforms online that exhibit very useful academic content; which I had an interesting experience in applying some methods and techniques from that content in my routine" and "I've learnt that using social media academically has a lot of information gathering and even understanding a few gabs in the lectures». In the other hand students who answered no (17%) justified their answer by the following statement: "Before covid-19 used social media to get lessons I had missed, same thing during it", "To me, nothing has changed" and "Because I will spend the amount of time on social media in the same way", well for the respondents who answered 'no ' they claimed that nothing changed and the same platform were used before the pandemic and they were utilizing them to study too which means nothing changed according to them.

Item 8. How did you perceive the idea of studying via Moodle platform during covid-19?

In this question we opted to explore the students' reaction towards the first time they heard about utilizing Moodle platform to study during covid-19 and how they perceived the idea. Moreover, their opinions were divided into 3 major categories in which the majority perceived the idea positively and they find it a good solution for the present situation and the supported its use as an alternative of face to face learning because of the circumstances of the pandemic these are some of the participants opinions and answers as the following:" I supported the idea because it was the only way we can carry on our study, "I absolutely loved the idea!", in addition to "It makes students autonomous

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learners". In the other hand, there were a negative perception to it also and represented in the following statements: "It is not a helping way at all especially in Algeria due to the bad internet", "It is not effective at all", and "For me it's not a good idea specially we have never dealt with that kind of studying before, so I prefer the old way". And the third category is representing the students who choose to be" neutral".

Item 9. Do you agree that Moodle platform facilitate the task of studying in Algeria after the spread of covid-19 and the lock down of universities?

- This item represents the learners' opinions about the role of Moodle platform in facilitating the task of studying in Algeria after the spread of covid-19 and the lock down of universities.

Table 2.11: the role of Moodle as facilitator of the learning process during covid-19

Option	Respondents	Percentage
• Yes	**21**	**51%**
• No	**20**	**49%**
Total	41	100%

In order to figure out the role that Moodle platform has played to facilitate tasks and learning process for the students during the pandemic and the lock down of the university we asked the students about that. Moreover, a percentage of respondents (51%) replied yes and they explain that by "Because the lessons were available on the Moodle platform and everyone can check and download them unless they don't have their password, teacher's code, or poor internet", "More direct..., Easy... Accessible ", and "We were eligible to study and look up for courses easily, I guess we shouldn't let off of the

Moodle platform even after the pandemic". However the other respondent were having an opposite opinion they went for no and they explain their choice in the following statements: "No it does not, information transmission is one way there is no interaction", "I do not think so because of the low speed of internet in our country", "It's a new way of studying and we didn't get familiar with it"; in addition to," Cause they put only hardcopies without any online lessons for better understanding".

Item 10. To what extent do you agree that covid-19 urge students to use Moodle platform in studying?

Through this question we opted to navigate the effect of covid-19 on speeding and speed up the universities of Algeria to use Moodle as an educational platform from the students' opinion.

Table 2.12: students' opinion about the effect of the covid-19 on urging the usage of Moodle in studying

Option	Respondents	Percentage
a. Strongly agree	10	24%
b. Agree	12	29%
c. Neutral	15	37%
d. Disagree	4	10%
e. Strongly disagree	0	0%
Total	41	100%

As it is shown in the table above some of respondents (37%) were neutral. However, the majority of them were either agreed (29%) or strongly agreed (24%) on that

the covid-19 urges the use of Moodle in the Algerian universities as an educational platform. In the other hand a few respondents (10%) disagreed on that idea.

Item11. To what extent do you benefit from the lessons or lectures provided in Moodle platform?

The purpose from the question 10 was to explore if the lessons and lecture provided via Moodle platform were beneficial for the learners or not.
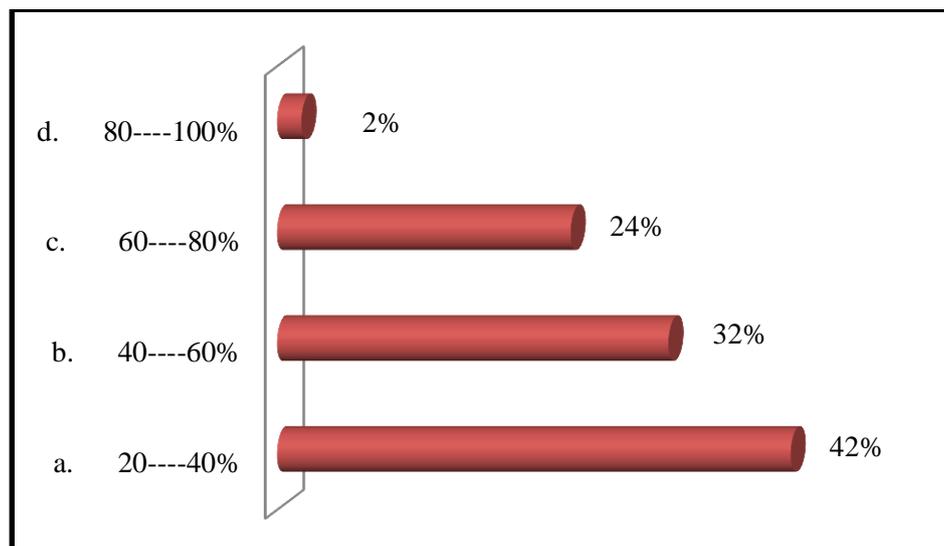
Figure 2.15: learners' opinion about the lessons and lectures provided by Moodle

We noticed that the majority of respondents (42%) find the lessons beneficial in (20-40%) in addition to (32%) of respondents saw it beneficial (40-60%). Moreover, (24%) find it beneficial in (60-80%) and (2%) percentages of respondents see Moodle highly beneficial (80-100%). In which all of them agreed on the fact that the lessons and lectures that are provided via Moodle platform are beneficial in a deferent degrees.

Item 12. Do you agree or disagree with the following statements?

In this question we opted to investigate the students' opinion about certain thing about Moodle platform.

Table 2.13: the learners' opinion in terms of agree/ disagree on some statements

Option	Agree	Disagree
a) I find it easy to get access to the lessons on Moodle platform	73%	27%
b) I find all the lessons I need on Moodle platform	39%	61%
c) The lessons are organized	73%	27%
d) I understand the lessons presented online	34%	66%
e) I downloaded all the lessons in my computer/ smart phone	88%	12%
f) The lessons presented follow the outline of the course	66%	34%
g) I can interact and communicate with students and teachers while presenting the lesson online	32%	68%
h) I can receive and send my tests, homework via Moodle platform	49%	51%

As it appears in the table above we asked learners about certain things about Moodle to see if they agree or disagree and the responses were as the following: firstly, a majority of students (73%) have agreed on that they find it easy to get access to the lessons on Moodle platform where (27%) disagree on that. Secondly, the most of the respondents (61%) disagreed on that they find all the lessons that they need on Moodle platform whereas, (39%) of them agreed. Thirdly, a huge number of students (73%) agreed on that the lessons are organized in the other hand (27%) answered that they disagree on that statement. Moreover, the students who agreed on that they understand the lessons presented online were less (34%) than the students whom disagree (66%) on that statement .In addition to, the most of participants (88%) agreed on that they downloaded all the lessons in their computers/smart phones while small group (12%) disagreed on that.

Furthermore, (66%) of students agreed on that the lessons presented follow the outline of the course unlike (34%) who disagreed on the previous statement. Besides, whom disagreed on "I can interact and communicate with students and teachers while presenting the lesson online" represented (68%) of the respondents, and (32%) who agreed on the last statement. Finally, (51%) of learners were disagreed on that' they can receive and send their tests, homework via Moodle platform' while (49%) agreed on they can do that.

Item 13. What obstacles did you find in the use of Moodle platform while studying during the pandemic of covid-19? You May chose more than one option.

This multiple choices question opted to explore and investigate the obstacles that the learners find during the usage of Moodle platform.

Table 2.14: the obstacles facing the learners during using Moodle platform

Option	Respondents	Percentage
a. I do not have computer	**3**	**7%**
b. I do no have smart phone	**0**	**0%**
c. I do not have premium internet	**13**	**30%**
d. I do not have a count nor code of Moodle platform	**2**	**4%**
e. I do not know how to use computer	**1**	**2%**
f. I do not know how to use Moodle platform	**13**	**30%**
g. More than one obstacle	**11**	**27%**
Total	41	100%

In order to answer the research question we assigned this question to gather the required data in which the results appeared that the majority of the respondents (30%) faced this two obstacles during the usage of Moodle platform: they do not have premium internet as well as they do not know how to use Moodle platform. Moreover, (7%) of the respondents do not have a computer, and (4%) of them do not have account nor a code of Moodle platform. In addition to, (2%) who do not know how to use a computer. Furthermore, the rest of the respondents (27%) stated that they have more than one obstacle. For further information we asked the students to state if there are other obstacles and they claimed that mostly they faced a problem with the speed of internet as well as some stated that they do not have any obstacles in the other hand other students had a an obstacle of the absence of the teacher' guidance through the learning process via Moodle platform.

Item 14. Did you stop using Moodle platform in studying?

-This question aim to complete the previous question in terms of result in which whether the obstacles led to stop using Moodle platform by the students or it have no effect on it.
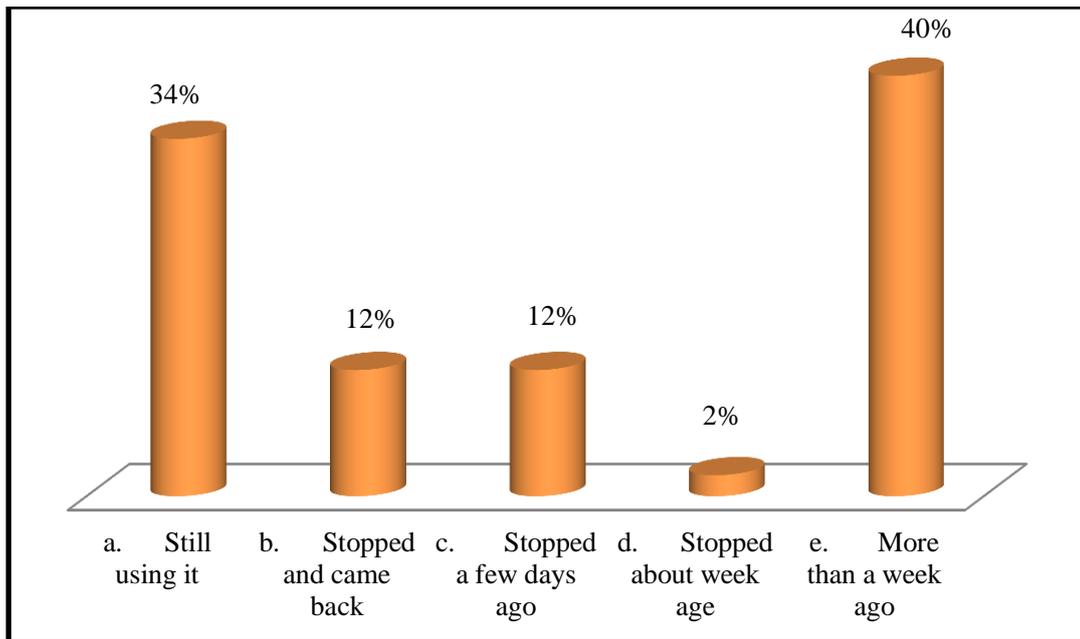
Figure 2. 16: learners' feedback about stopping the usage of Moodle platform

As it is illustrated in the graph above the majority of the learners (40%) stopped using Moodle platform more than a week ago from the data of publishing this questionnaire. In addition to, (12%) of the respondents stopped a few days ago as similar as to (12%) of respondents whom stooped and came back to use Moodle platform again. whereas, a few students (2%) who stopped a week ago. In the other hand (34%) of respondents are still using Moodle platform.

Item 15. After the covid-19 pandemic finished and life go back as it was before do you prefer:

-In this question we wanted to see the learners' preferences about going back to the traditional way of learning or they are ready to adopt Moodle as a part in their learning process.

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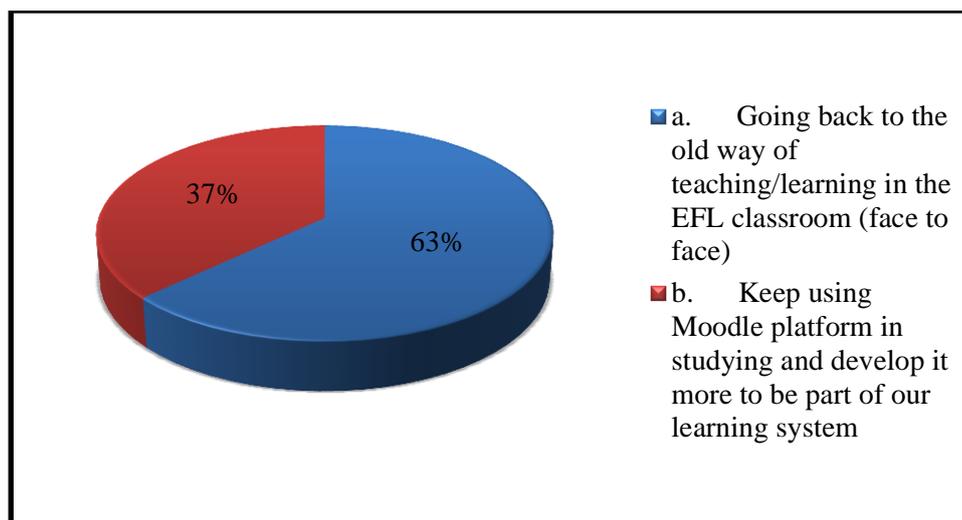
Figure 2.17.The learner's perspective about continuing study via Moodle platform.

As the results shows, the majority of the students (63%) prefer to go back into the traditional away in teaching/ learning in the EFL classroom (face to face). In the other hand , (37%) of students prefers keep using Moodle platform in studying and develop it more to be part of our learning system.

II .7. Discussion and Synthesis

Compendiously, in this research we opted to explore and investigate in depth in order to spot a light on the impeding factors and the general obstacles that make it difficult to integrate the free open source , e- learning platform Moodle as supporting tool to the traditional teaching/ learning process or face to face. Hence , through this study we sought to highlight the kinds and the sources of those difficulties that make using Moodle platform challenging and hard for both teachers and students in the English depertment.via adopting a qualitative research approach and a case study design we were honored by the participation of 10 teachers ; in addition to 41 students from different levels in answering our data collection tool the survey questionnaires, to find a suitable answers for the main questions of the research at hand.

Moreover, through our analyses of collected data, we have reached an interesting conclusion that had confirmed and add into what we have already figured out in the proposed literature. The results mainly indicates that teachers adopted the traditional teaching method because of the teaching environment that they work in within the department of English as well as , the general lacking of ICT conditions in the Algerian universities. Furthermore, according to the finding we recognized that most of the teachers have a good perception towered the use of ICT tools and materials to strengthen the communication with learners, and benefit from the various sources and information that are provided online, in order to develop and conduct effective course content to their learners.

 Besides, they not only aim to use the online tools and the ICTs but also they opted for investigating and figure out which electronic tool or platform is upgrade into their students' needs and abilities. Likewise, the students also are extremely interested in the use of ICT tools and the online education in the EFL classrooms. At the same time, both of teachers and students perceived the idea of using Moodle in education positively and there were a certain acceptability whereas, it involves multiple features and functions that are mostly needed and can be more than beneficial if it is used appropriately. But in terms of adaptation both of teachers and students have a different opinion about the subject matter.

In which the majority of them supports the integration of Moodle platform into the EFL learning system and adopted as supporting tool for the face to face teaching / learning approach within some changes and development to make it more accessible and easy to use. While, the others claimed that moodle platform is considered as a permanent solution for the present crease of covid-19 pandemic and it still needs a lot of developments; in addition to, the Algerian universities in general still in the development stage in term of

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ICT tools application. Henceforth, the electronic learning needs a good speed flow of internet as the first step to build a solid ground for the online learning and this point were the biggest problem within the use of moodle platform. As well as, there are some other obstacles that faced moodle platform users such as the technical problems and the poor administration of the platform lead into several complication that make it hard for the teachers and the students to use it easily and access into it.

In the other hand the students stated that moodle is considered as a good learning platform but not all the students are able to use it due to some general or personal circumstances as, not all of the learners have their own ICT materials that are required to use moodle; for example, computers, smart phones besides, the law speed of the internet consider as another impediment ; moreover, the type of the content provided via moodle which is generally represented by pdfs and there are no variety in terms of activities. Hence, some of students stated that they are novice in terms of ICT knowledge where they either know how to use computer nor they know how to access into moodle platform. those some of the obstacles above represents the side of the students and expresses the points that make it difficult for them to keep using it accept for downloading the courses .in the other side teachers explained their position about moodle platform as a primarily adaptation for it and see it as a good step in the right direction forward the online learning and teaching and supporting its usage in the EFL classroom.

However, they faced and still facing some challenges and they referred that to the lack of continuous training and workshops even the teachers who had attended one they claimed that the workshop was not that sufficient and it was just for the basics as how to conduct a pdf document and put it in moodle or put an announcements in which it did not involved further details to develop and train teachers to use the other features of moodle or

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in other context. As the findings shows in the research; in addition to, the workshops the university provided educational videos about how to use moodle at its official You Tube in terms of the same aspects that the workshops provided but both of the sources were limited to certain activities and it had a lack of variety.

In brief , from the collected data we can say that moodle platform would be a successful online project in the Algerian universities in general and in the EFL department in specific if it is well managed and controlled to be up to date and the teachers and the administration had the needed training to discover and know moodle in detailed .as for the weak flow of the internet an which is considered the major hindered element in terms of adopting moodle platform or even making its use as a supportive tool within the traditional teaching / learning tool possible is a in fact a serious matter should be taken in consideration by the minister to give it a great attention to improve it because if we want to think about online leaning seriously we need to start from that point. Hence, provide more training and workshops about online learning and moodle in details to facilitate its use and clarify any ambiguity about it for teachers, learners and even the administration staff.

Conclusion

This chapter planed to discuss the used research approaches that employed in different stages of inquiry. Moreover, with taken in consideration the nature of our exploratory study, we have adopted a qualitative approach along with a case study design; therefore, we have opted for appropriate sampling technique through which we had 10 teachers and 41 students from deferent levels participation in this study. In analyzing data that we have collected through research, we depended on descriptive statistics and content-based analysis. Furthermore, after analyzing the data, we have presented a general

discussion and synthesis of the study outcomes in order to draw sufficient answers to the

research questions.

II .Pedagogical Recommendations

According to what the study has established as findings, we offer few humble recommendations for the future of the moodle platform use in particular and e-learning in general at the university:

❖ We recommend the teachers of our faculty to investigate more about the online learning especially moodle platform and to explore the available features that would be very helpful in teaching EFL classrooms.

❖ In digital age the teachers and students both advised to be open into the new learning application

❖ The teachers and students should take in consideration the digital literacy as a serious issue in order to advance into adopting the e-learning in the EFL classrooms.

❖ Teachers should recognize the advantages of multiple functions that moodle platform offers to improve the teaching approaches.

❖ As students in the university you should develop your skills in terms of using the ICT tools and have certain knowledge about the e-learning; furthermore, about moodle platform as it required in the present situation.

❖ Policy makers in the higher education at different levels should allocate special founds to target the deficiencies that face e-learning in general and moodle platform in specific.

❖ Authorities should consider developing pre-tertiary education curricula that incorporates modern teaching approaches to prepare students scientifically and technically to deal the approved new technologies.

❖ The administration should encourage the teachers and students to involve and utilize the ICT tools and materials and such utilities.

❖ Future researchers should draw on our study's findings to undertake a research which suggests remedies or solutions for the effective integration of the platform as an extension to formal education.

General Conclusion

Although online learning or using learning platforms such as moodle is already taking place in the educational system all over the world especially in the higher education and distance learning. However, it is still slowly progressing in the Algerian universities where the electronic learning is used cautiously and its application in teaching is limited to precise functions and activities. This study is dedicated a special focus to explore the fact the efforts to adapt the e-learning platform Moodle, teachers and learners at Biskra University continue to face several issues impeding its use and integration.

The first chapter reviled on the framework of the review of literature in which we dealt with some essential elements in ICT and we discussed relevant concepts such as; an overview about ICTs. And we tackled about the higher education and the distance learning. In addition to, other concepts as: ICT and pedagogy, a general overview about leaning management systems. Furthermore, the main part in this chapter was devoted to the learning management system moodle, where we tried to navigate in depth through the free open- source moodle; its origins and development, some of the educational features and its main categories.

The second chapter involved the analysis of work field, in seeking to answer our research questions we opted for a survey questionnaire for EFL teachers and students in order to get a further insight and perceptions about the problem. The findings established that teachers and students have two main perceptions about moodle; moreover, the first is they are up to learn and teach via using ICT tools in the EFL classrooms if it available and they are positively perceived the idea of utilizing moodle because they believe it is useful and effective learning / teaching tool but still involves some complications and troublesome given difficulties as the imperfections in of the kind of training on moodle for

the teachers and no training at all in case of learners and the lack of essential equipments. The majority of teachers and students share the same opinion which moodle platform would be an excellent supportive tool for the EFL teaching / learning approaches.

In general, this research has explored the obstacles that faced/ facing the integration and the use of e- learning moodle platform within EFL teachers and learners. These impediments are the consequence of the poor administrative support and assistance in facilitating the access and its use for both teachers and students. Hence, moodle platform would be more supportive and appropriate for enhancing the EFL teaching and learning process if it used within better flow of internet and intensive training.

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Appendices

Questionnaire for the teachers of English department:

The questionnaire at hand is data tool for the dissertation on "exploring the challenges facing moodle platform users at Biskra University". This study aims to point out those challenges that English teacher at Mohammed kheider- Biskra university face while using moodle platform in teaching/ learning process. You are kindly requested to provide us with precise and clear feedback which would be of a great help to accomplish the study at hand.

Thank you in advance for your time, effort and cooperation.

1. The years of experience?

☐ -1-5

☐ -5-10

☐ -more than 10

2. Do you use ICT tools in your EFL classroom?

☐ Yes

☐ No

3. How often do you use it?

☐ Always

☐ Sometimes

☐ Rarely

4. To what extent you agree that the use of ICT tools facilitate teaching process in EFL classroom?

☐ Agree
☐ Strongly agree
☐ Disagree
☐ Strongly disagree
☐ None of the above

5. **Which one of the following platforms do you use more in communicating with your students? You may choose more than one:**

    ☐ E mail

    ☐ Face book

    ☐ Learning management system(Moodle platform)

    ☐ Google meet/ Google zoom

    ☐ I do not use any of the above

    ☐ Others **:**

 - **…………………………………………………………………………………….**

6. **How often do you use these platforms?**

    ☐ Always

    ☐ Often

    ☐ Sometimes

    ☐ Rarely

    ☐ Never

7. **Below are some perceptions about the utilization of computer-based materials, showcase the extent to which you agree/disagree.**

	Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
Online tools such as email face book make it easier to reach out and communicate with my students about the subject matter					
I do not rely on internet/ computer based					

materials as much as other material resources				
Relying on ICTs facilitates the process the process of course material development& delivery				
I am able to adjust online tools according to my learner's styles to better deliver course content and reach course objectives				
ICT based tools offer more stances for learners to learn				

8. Your choice of the computer/online based tool is often dependent on:

- ☐ The course objectives
- ☐ The students' needs
- ☐ Your own experience in terms of using computer based- tools
- ☐ All of the above
- ☐ Other:

- ………………………………………………………………………………………
   …

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9. **What is your general perception of moodle as an educational platform in terms of adaptability and use?**

………………………………………………………………………………….

10. **What is the extent of your familiarity with the Moodle platform?**

☐ I have only viewed the platform through Biskra's University website

☐ I have only viewed the platform of a different foreigner university

☐ I have accessed/viewed the platform of a different local university

☐ I have accessed the university's respective platform but did not perform tasks on it

☐ I have both accessed the university's respective platform and performed tasks on it

☐ I only know about the existence of the platform

☐ Not familier at all

11. **Have you received/joined a formal training on the use of Moodle?**

☐ Yes

☐ No

- **If yes, please state if it was through:**

☐ Self-directe training

☐ Administrative training

☐ The Ministerial formal recruitment training

☐ Other :

……………………………………………………………………………………
…

12. **How do you describe overall attainments from the received training?**

☐ Very insightful

☐ Kind of insightful

☐ Not insightful at all

☐ Neutral

-Please, elaborate:

………………………………………………………………………………….

13. **What obstacles have you faced/ facing while using moodle platform as an EFL teacher?**

    ☐ Inability/difficulty to access the Moodle platform

    ☐ Inadequate knowledge on Moodle utilities

    ☐ Inadequate knowledge on how to add/edit a course on Moodle

    ☐ Students' inability to enroll on the platform

    ☐ Students inability to access courses do due to their lack of knowledge about Moodle

    ☐ Administrative complications (support, assistance…etc.)

14. **During the COVID-19 pandemic, have you relied on the Moodle platform to carry on with the teaching/learning process?**

    ☐ Yes

    ☐ No, I have relied on other learning management systems/means/tools

You are kindly requested to mention what other learning management/ system / tools have you relied on :

   - …………………………………………………………………………………

15. **In case of relying on Moodle platform, which moodle utility have you opted most?**

    ☐ Interactivity (interactive videos, presentations, games...etc.)

    ☐ Testing

    ☐ Uploading courses

    ☐ Other

16. **What aspects of the Moodle platform have you used before/during the pandemic?**

    ☐ Adding/editing course content

☐ Enrolling students to the platform

☐ Adding resources to the course (YouTube videos, PowerPoint presentations...etc.)

☐ Adding activities (quizzes/assignments/forums/glossaries)

☐ Setting time frames or reminders for assignments submission

☐ Setting up a grade book

☐ Communicating with students through the Moodle "Messaging" icon

☐ None of the above

☐ Other :

- …………………………………………………………………………….

17. Did you find moodle platform beneficial as an educational system for distance learning in EFL class room during covid-19 pandemic?

☐ Yes

☐ No

18. As an EFL teacher, do you believe that our educational system is ready to develop and adopt the use of moodle platform as an essential tool in the teaching / learning process?

☐ Yes

☐ No

19. In your opinion how can we develop the use of moodle platform, to serve and support EFL course and learners needs?

……………………………………………………………………………………
…..

Students' questionnaire

The questionnaire at hand is data tool for the dissertation on "exploring the challenges facing moodle platform users at Biskra University". This study aims to point out those challenges that English students at Mohemmed Khaider- Biskra University, face while using moodle platform in the learning process. You are kindly requested to provide us with precise and clear feedback which would be of a great help to accomplish the study at hand.

Thank you in advance for your time, effort and cooperation.

1. **Are you familiar with E- learning?**

   ☐ Yes

   ☐ No

2. **Do your teachers use ICT tools to present their lessons?**

   ☐ Yes

   ☐ No

   ☐ **If yes, please say how often :**

   ☐ Always

   ☐ Sometimes

   ☐ Rarely

3. **How did you feel when covid-19 spread and universities was locked down?**

   …………………………………………………………………………

4. **How often do you use the following types of social media and electronic platforms to study online during the covid-19 pandemic lock down?**

	Always	Often	Sometimes
Face book			
E mail			
Moodle platform			
Google classroom/ zoom			

5. **Do you agree that electronic learning is more useful than traditional learning during the pandemic?**

   ☐ Yes

   ☐ No

-**Justify your answer, please?**

………………………………………………………………………………………

6. **How much time do you spend daily in studying using moodle platform during the lock down?**

   ☐ 1 hour

   ☐ 2 hours

   ☐ 3 hours

   ☐ 4 hours

   ☐ More than 4 hours

7. **Has the spread of covid-19 changed the way you use social media in studying?**

   ☐ Yes

   ☐ No

   - **Explain how, please**

   ………………………………………………………………………………………
   …

8. **Do you agree that moodle platform facilitate the task of studying in Algeria after the spread of covid-19 and the lock down of universities?**

   ☐ Yes

   ☐ No

   - **Please, explain.**

9. **To what extent do you agree that covid-19 urge students to use moodle platform in studying?**

   ☐ Strongly agree

   ☐ Agree

   ☐ Neutral

   ☐ Disagree

   ☐ Strongly disagree

10. **To what extent do you benefit from the lessons or lectures provided in moodle platform?**

    ☐ 20------ 40

    ☐ 40------60

    ☐ 60------80

    ☐ 80------100

11. **Do you agree or disagree with the following statements:**

	Agree	Disagree
I find it easy to get access to the lessons on moodle platform.		
I find all the lessons I need on moodle platform		

The lessons are organized		
I understand the lessons presented online		
I download all the lessons in my computer / smart phone		
The lessons presented flow the outline of the course . I can interact and communicate with students and teachers while presenting the lesson online.		
I can receive and send my tests, homework via moodle platform.		

12. **What obstacles did you find in the use of moodle platform while studying during the pandemic covid-19? You may choose more than one option:**

☐ I do not have computer

☐ I do not have smart phone

☐ I do not have premium internet

☐ I do not have a count nor code of moodle platform

☐ I do not know how to use computer

☐ I do not know how to use moodle platform

- **Other obstacles:**

……………………………………………………………………… .

13. **Did you stop using moodle platform in studying?**

☐ Still using it

☐ Stopped and came back

☐ Stopped a few days ago

☐ Stopped about week ago

☐ More than a week ago

**14. After the covid-19 pandemic finished and life go back as it was before do you prefer:**

☐ Going back to the old way of teaching/ learning in the EFL classroom(face to face)

☐ Keep using moodle platform in studying and develop it more to be part of our learning system

15. How did you perceive the idea of studying via moodle platform during covid-19?

……………………………………………………………………………
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الملخص

لم يعد التعلم الإلكتروني اتجاهًا بعد الآن، فهو يعتبر بالفعل جزءًا أساسيًا في العديد من المؤسسات التعليمية والجامعات. كرست السلطات الجزائرية، مثل جميع الدول، جهودًا محترمة فيما يتعلق بتبني وتسهيل التكامل وظهور التقنيات القائمة على الإنترنت. ومع ذلك، لا يزال التعلم عبر الإنترنت قيد التطوير ومرحلة البحث في التعليم الجزائري بشكل عام والتعليم العالي بشكل خاص. وبالمثل، قامت السلطات بالكثير من العمل لتوفير وإنشاء دورات عبر الإنترنت للمتعلمين من أجل استكمال النهج التقليدي للتعلم / التدريس. علاوة على ذلك ، اختارت هذه الدراسة استكشاف واستكشاف الموقع داخل قسم اللغة الإنجليزية بجامعة بسكرة ، من خلال استكشاف العقبات والتحديات التي تواجه نظام إدارة التعلم مفتوح المصدر موودل. تسعى الدراسة إلى تسليط الضوء على مصادر الإجابات على أسئلتنا البحثية ، وقد اتبعت الدراسة نهجًا نوعيًا تم من خلاله اعتماد تصميم دراسة الحالة. بالإضافة إلى ذلك، كان استبيان الاستبيان شبه المنظم بمثابة أداة لجمع بيانات الدراسة، حيث قدم 10 مدرسين و 41 طالبًا من مستويات مختلفة تعليقات لا تقدر بثمن. بعد تحليل البيانات التي تم جمعها وتفسيرها بعناية ، أشارت النتائج إلى وجود عوائق بسبب الافتقار إلى معدات تكنولوجيا المعلومات والاتصالات الداعمة لتسهيل التكامل واستخدام موودل في الفصول الدراسية للغة الإنجليزية كلغة أجنبية. كما أن عدم وجود دعم إداري ومساعدة في جعل المنصة متاحة وسهلة الاستخدام من قبل المعلمين والطلاب على حد سواء. من حيث تقديم الورش التدريبية. كشفت النتائج أيضًا أن المعلمين يفضلون الاعتماد على المرافق الأخرى عبر الإنترنت التي يجدونها سهلة ويمكن الوصول إليها بالنسبة لهم. باختصار ، لا يزال تطبيق منصة موودل يواجه عقبات كبيرة تحتاج إلى مزيد من التطوير والدراسة من أجل الاستفادة في المدى المناسب من وظائفها

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