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An exploratory investigation into Algerian English as foreign language learners' familiarity and engagement with online learning platforms:

The case of second year English phonetics' online scores at University of Biskra

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Dedication

This study is dedicated to the little me, finally you have graduated Girl!

To my beloved parents, I would thank my cherished Mother for all the efforts she made to make me more disciplined and committed when it comes to study.

To my father, thank you for everything you have done for us.

To my lovely sisters, namely Meriem, Hadjer, and Rayane. Thank you for being there whenever I needed you, thank you for the support and encouragement to finish this work.

To my little brothers, Yahia and Minou, I love you to the moon and back.

To my adorable nephew, Raid, may Allah protect and bless you!

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Abstract

During the Covid-19 pandemic, online learning and teaching were implemented in most educational institutions around the world in order to compensate for the lack of face-to-face instruction. Therefore, many studies focused on exploring students' experiences in online learning. Nevertheless, very few studies examined students' online engagement and their familiarity of using e-learning platforms. Thus, the current investigation sought to explore the extent to which Algerian EFL learners' engage with their online activities. The study also aimed at exploring the Algerian EFL learner's perceived difficulty of using online learning platforms. In the goal of achieving this, a qualitative approach with an exploratory research design has been used in this study. Accordingly, a semi-structured questionnaire was used as a data collection tool to generate insights about students' perceptions toward the use of e-learning platforms and their online engagement. Besides, the researcher has collected data about students' actual engagement based on the frequency with which they did their phonetics' online quizzes on Moodle platform. For the data analysis procedures, the researcher implemented inductive thematic coding to analyse the open-ended question. Additionally, the researcher relied on descriptive statistics to calculate frequencies, percentages, mean, and standard deviation of the likert scale questions. Lastly, the researcher depends on inferential statistics as a data analysis procedure in order to calculate the spearman Correlation test. The latter helped the investigator to test the relationship between students' perceived difficulty of using online platforms and their online engagement. The findings of this investigation revealed that the majority of students have positive attitudes toward the use of online platforms. This may go back to the ease of use and ease of access of online platforms, students' familiarity of using online platforms, and the platforms' structured way of presenting information. On the other hand, a minority of students have negative attitudes toward the use of these platforms due to their lack of experience in the field of e-learning, the

internet connection issues, and their preference of traditional learning. Additionally, the results indicated that most of Algerian EFL learners are engaged with the majority of their online learning activities. Finally, the results confirmed a weak positive relationship between students' perceived difficulty of using e-learning platforms and their engagement in online learning activities. The current investigation would contribute in providing the chance to EFL teachers and administrators to have an overall vision about the main issues that may occur or exist in online learning and teaching.

Key words: Online learning, Online engagement, e-learning platforms, Covid-19, English as a foreign language (EFL), English learners.

List of abbreviations and acronyms

EFL: English as a Foreign Language**.**

E-learning: Electronic Learning.

VLE: Virtual Learning Environment**.**

Covid-19: Corona Virus Pandemic Disease 19**.**

Moodle: Modular Object Oriented Dynamic Learning Environment.

RQ: Research questions.

S: Student.

L2: Second language.

SPSS: Statistical Package for the Social Sciences**.**

LMS: Learning Management System.

VARK: Visual, Auditory, Reading, Kinaesthetic.

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GENERAL INTRODUCTION

1. Background of the study

In 2020, the educational system faced some challenges because of the global widespread epidemic, the Covid-19. The latter obliged the universities all around the world to close their doors in order to prevent the spread of this pandemic. Accordingly, many universities implement online learning as a substitute to traditional face-to-face teaching and learning. In fact, the Coronavirus pandemic revives the use of e-learning in higher education. During this period, the teaching process was accomplished remotely over digital platforms because of many reasons. First of all, e-learning tools are considered as a vehicle that transmits knowledge from the instructor to the learner whenever and wherever they want. Second of all, they give the learner the chance to learn in an easy and comfortable way. Third of all, online digital learning systems are not locked up; they are free which indicates that students are able to continue their journey of online learning during this period of pandemic without paying. Lastly, online platforms authorize learners to acquire and share knowledge in an easy and convenient way.

Following this, online learning refers to a type of instruction that occurs through the internet. It can be a fully virtual class, a blended course, or a web facilitated class (Blake, 2011). This type of instruction, which is virtual learning, requires the students' interaction and their active participation in online learning activities like attending online classes, doing online quizzes...etc. Therefore, students' online engagement is defined by the frequency with which students achieve or engage with their online activities. In other words, how often students log in to their accounts on Moodle platform, how often they attend online sessions on Google Meet or Zoom, and how often they do their homework and quizzes online?

2. Statement of the problem

The Coronavirus affected all aspects of life including the field of language teaching and learning. This pandemic has changed the traditional process of teaching by including online

learning. At this time, online learning was presented as an alternative way to traditional learning because it was the only way that ensures the continuity of the learning process. Considering the fact that this type of instruction is still new for both teachers and learners, there are some learners who could get adapted to this situation. However, others could not get used to it; as a result they faced some challenges that affect their learning. For instance, Abuhassna et al. (2022) confirmed that learners' most significant challenges were the lack of communication and physical interaction, unfamiliarity with skills necessary for online learning. Moreover, Mulya Sari (2020) who sought to explore students' perceptions of their engagement in online learning found that students face difficulties with internet connection, content courses, and the number of compulsory task submission. Furthermore, Famularish (2020) who attempts to explore students' experiences in using online learning applications in English classroom highlighted that the students' obstacles were slow speed internet connection, lack of interaction between instructors and teachers. Finally, Coman et al. (2020) attempt to illustrate students' perception regarding exclusively online learning through e-learning platforms, who found that students face problems like technical issues, teachers' lack of technical skills, and lack of both communication and interaction between students and instructors.

As mentioned earlier, several studies put the emphasis on conducting research about students' perception and experiences in online learning and what challenges they face in e-learning. However, to the best of the researchers' knowledge, there is a lack of studies that focus on investigating Algerian EFL learners' familiarity and engagement with online learning platforms. Therefore, unlike the previous highlighted studies, this investigation seeks to explore the extent to which Algerian EFL learners engage with their online learning activities as well as to explore their perceived difficulty of using e-learning platforms during Covid-19 at the University of Mohamed Kheidher Biskra.

3. Research questions

RQ1. To what extent are Algerian EFL learners engaged with online learning platforms?

RQ2. To what extent are Algerian EFL learners familiar with online learning technologies?

RQ3. What is the relationship between Algerian EFL learners' familiarity with online learning technologies and their engagement in online learning?

4. Research aims

- To explore the extent to which Algerian EFL learners engage with their online learning activities during Covid-19.
- To discover the extent to which Algerian EFL learners faces difficulties when using online learning platforms.
- To find out the relationship between Algerian EFL learners' familiarity with online learning platforms and their online engagement.

5. Research methodology

The current investigation took place at the University of Biskra, in which the researcher dealt with second year Algerian EFL learners. This study is qualitative in nature which adopted an exploratory research design as a design for this study because it suited ideally the objective of the current investigation, which is primarily concerned with exploring personal attitudes, opinions, and perceptions. For the data collection tools, a semi-structured questionnaire was used in order to answer the projected research questions. Besides this, the researcher collected data about the Algerian second year EFL students' actual engagement based on the frequency with which they did the phonetics' online quizzes in the e-learning platform Moodle. This was achieved under the permission of the phonetics' module teacher, as well as the consent of the students. Finally, for the data analysis approach the researcher used both quantitative and qualitative procedures. In this respect, the investigator relied on the inductive thematic coding

approach as a tool for analysing the open-ended question. This method was implemented in the context of this research because it allowed the researcher to evolve new codes from the data set itself. On the other hand, the investigator used descriptive statistics to calculate the frequencies and percentages of the data gained from the close-ended questions. Also to calculate the mean and the standard deviation of the data gained from likert scale questions. Accordingly, the calculation of the descriptive statistics was through the use of Microsoft Excel. However, the researcher relied on inferential statistics to test the relationship between students' online engagement and their perceived difficulty of using e-learning platforms. This was achieved by calculating the Spearman correlation test via the use of the software SPSS.

6. Main results

The findings of the current study showed that students are engaged with most of their online learning activities. To be more specific, Algerian EFL learners are more engaged with doing their online quizzes and downloading new lectures from online platforms. However, they are less engaged with attending Google meet sessions and using external lesson materials from the internet. On the other hand, concerning students' technological literacy the results revealed that the majority of students find it easy to do most of online learning activities like attending online classes, doing online quizzes, and accessing lectures in electronic format or PDF. Subsequently, the results of this investigation revealed that the majority of participants have positive attitudes toward using online platforms i.e. they find it easy due to the following factors the ease of use of online platforms, the students' familiarity with online platforms, and the platforms' organised way of presenting information. Conversely, few students have negative attitudes toward using online platforms i.e. they found it difficult to use them because of the following reasons, students' lack of experience in the field of e-learning, students' preference of the direct teaching and learning, internet connection issues, and the lack of using online platforms. Lastly, this study indicates that there is a strong correlation

between students reported engagement and their actual engagement. Despite that it demonstrates a weak correlation between students' perceived difficulty and their reported engagement.

7. Implications

Many implications can be drawn from the findings of this study. First and foremost, the current investigation would provide the chance to EFL teachers and administrators to have an overall vision about the main issues that may occur or exist in online learning and teaching. Second of all, this study would make EFL teachers aware of the importance of including different learning styles when teaching in a virtual learning environment. In addition to this, EFL teachers will have an idea about increasing students' online engagement because this study offers some strategies that plays a role in enhancing the engagement of students in online learning. At the end, this research study would contribute in making administrators aware of the importance of organizing workshops for EFL learners to learn how to use e-learning platforms as well as to develop their technological skills.

8. Limitations of the study

During the course of the current research study, the researcher faced some difficulties and challenges. Firstly, there was a lack of prior studies related to this investigation in Algerian EFL context. Secondly, due to time restrictions it was not allowed to implement another data collection tool. This prevented the researcher from having a more detailed data. Lastly, it was hard to generalize the results for all Algerian EFL learners because the researcher dealt with a small sample size (30 participants).

CHAPTER ONE

LITERATURE REVIEW

Introduction

In 2020, the Covid-19 pandemic forced the universities all around the world to close traditional (face to face) learning activities and shift to online learning in order to prevent the spread of this virus. Consequently, the Algerian Ministry of Higher Education implement remote learning as a solution for the continuity of education. Online learning platforms like Moodle and other online services like Google Meet were offered and programmed for all academic levels and scientific fields to make students engage with their learning and not to miss any lecture or activity (Mazouz et al., 2020). However, Adebo (2018) view that it is necessary for students to have knowledge in the field of technology i.e. students should be familiar with how to use technological tools that are required in online learning environment. Therefore, the present chapter will discuss a theoretical foundation on several concepts related to the use of e-learning platforms and online learning engagement. To be more precise, this chapter will begin by introducing the concept of virtual learning environment, its features, and its role in higher education. Subsequently, it will present a learning theory that supports online engagement. This theory includes different learning styles also it provides some strategies that help instructors to support and encourage students' online engagement. Besides, the current chapter will highlight challenges faced by students in distance learning. More specifically, it will start by defining student online engagement and its types. Then it will mention some strategies to enhance students' online engagement. After that, it will move to introducing students' digital literacy and what challenges they encounter when using e-learning platforms. Finally, it will review previous studies related to students' online engagement and their perceived difficulty of using online learning platforms.

1.1 The concept of virtual learning environment

Over the past years, virtual learning environment has been a subject of education research especially during the period of Covid-19 pandemic. According to Brajas & Owen (2000) virtual learning environment (VLE) refers to a technology that reinforces learning through both face-to-face and virtual learning. Another definition by Wilson (1996) in which he referred to VLE as a space which is based upon the internet use, computers, interaction between users, exchange of views, and access to users to obtain various useful materials. A similar definition of the latter is the definition provided by Piccoli et al. (2001) who view VLE as an environment which allows both teachers and students to communicate, discuss, and interact in online learning. However, for Trraford & Shirota (2011) see that in a virtual world, VLE is software that encourages the management of education and teaching. Lastly, Abdullah et al. (2013) consider virtual learning environment as a social place and an online classroom which encompasses shared workplace and online assessment. To sum up, as mentioned previously by many scholars, virtual learning environment is deemed as a vehicle that help both instructors and learners to communicate, interact, and engage in virtual learning.

According to Jain & Vishva Bharati (2015) virtual learning environment is a term that is well known in universities all around the world. It is an online learning platform that was made for the purpose of supporting teaching and learning over the internet. VLE plays a role in making the management of different educational courses through the internet an easy task for teachers. In addition to this, virtual learning environment confirmed that learning can happen everywhere at any time unlike traditional learning which is limited to specific time and place. There are many different online platforms that are offered by virtual learning environment to its users, which allow them to do various online activities that make them engaged in their education.

Therefore, the aforementioned definitions of virtual learning environment emphasize that having a standard definition of the term virtual learning environment is something difficult since each scholar has a view about VLE. However, in general sense virtual learning environment is an online platform that both teachers and students use to fulfil their educational purposes.

1.1.1 Virtual learning environment platforms

In the period of Covid-19 pandemic, the field of education witnesses a considerable change and development, where the mode of learning and teaching shift from traditional learning to online learning (Almahasees et al., 2021). Accordingly, online learning platforms are made for the sake of sharing and transmitting knowledge between learners and instructors. These e-learning platforms diminish students' loss due to their various tools which facilitate conducting interactive online classes (Martin-Blas& Serrano-Fernandez, 2009). Therefore, this subsection will present some common e-learning platforms like Moodle, Google classroom, Blackboard, and Canvas.

1.1.1.1 Moodle

According to Brandl (2005) the term Moodle is an acronym for Modular Object-Oriented Dynamic Learning environment. It is defined as an online platform that aims to assist educators to establish effective online learning communities. Moodle platform is a free course management system that has no licensing fees; it is under the provision of the General Public License.
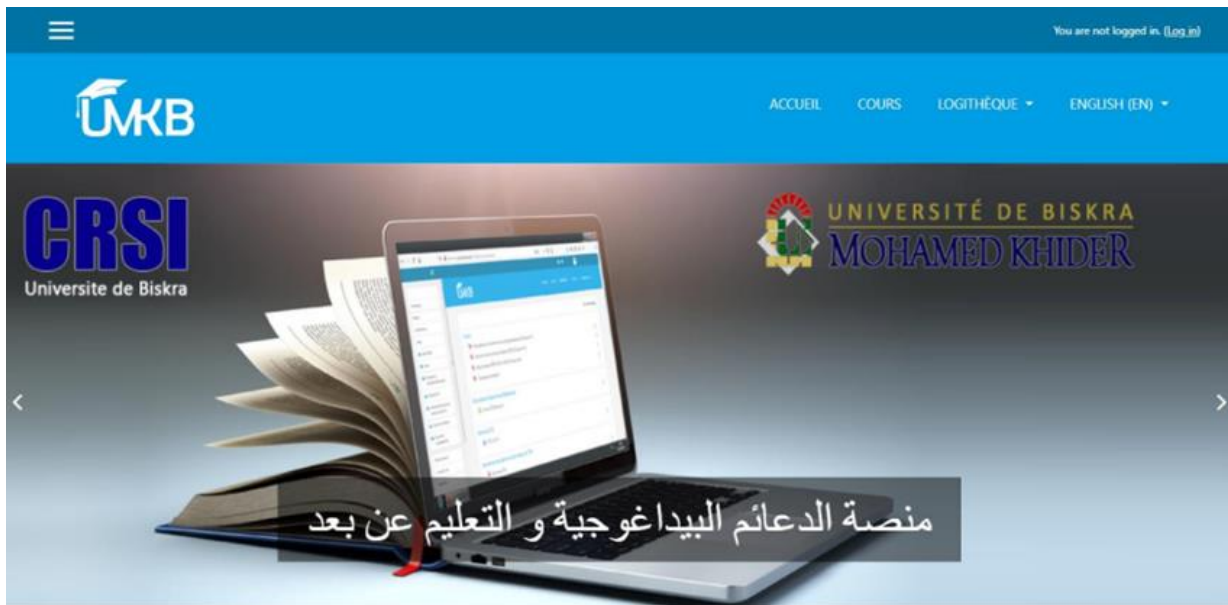
Figure 1.1. A screenshot of The Moodle platform of University of Biskra.

Moodle platform has many features which make online learning easier for both teachers and learners. One feature is that, Moodle permits teachers to see their students' engagement in online learning activities. For example, they are able to know the period of time that students took on an assigned task, they also can see when the students uploaded or completed a quiz. Another feature is that, it allows teachers to put a time limit for students to complete a given task. However, when the given date is passed Moodle enables teachers to restrict access to learning activities again. Besides that, Moodle platform offers students a central space to enter many different educational resources. It authorized them to log in and see their grades by themselves. In addition to this, Moodle facilitates for teachers the processes of publishing and sharing new items, collecting assignments, downloading students grades…etc. Thus, Moodle platform is an online application which contributes in facilitating learning over internet (Brandl, 2005).

1.1.1.2 Google classroom

Figure 1.2. A picture of Google classroom application**.**

According to Edwards (2022) Google classroom is an online application which provides the

space to teachers to do various online learning activities like setting quizzes, carrying out

presentations, and sharing materials with their students. The creation of Google classroom

contributes in making online learning possible. It is a free platform.

1.1.1.3 Blackboard
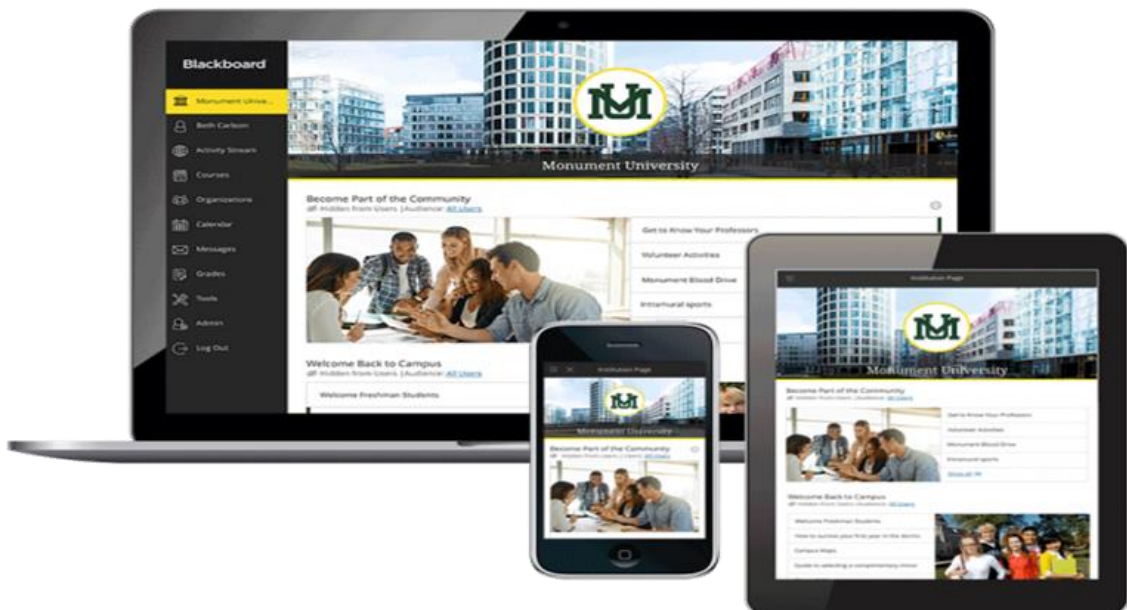
Figure 1.3. A picture of Blackboard learning management system.

According to Abdel Aziz(2014) Blackboard, like any other online platform, is a system that

provides educational institutions the chance to present e-courses online as it enables

universities to add online sources like Power point, video, audio, and other applications for the sake of enhancing and improving online learning and teaching. Therefore, Blackboard is a system that runs e-learning process over the internet.

Blackboard is an essential platform due to its various features that meet students and teachers needs in the context of e-learning. Frist, Blackboard system allows learners to have the course at any time and any place they want. Then, it permits them to be in touch with their teachers and mates, who are in the same course as they. In addition to this, this platform offers teachers a test sample which helps them to design many different forms of tests. Last but not least, it supplies its users with tools that assist them to do activities, implement tasks, and interact with their teacher and mates (Sawafta & Al-Garewai, 2016).

1.1.1.4 Canvas

According to Selleo (2020) Canvas is a learning management system that allows teachers to engage their students with video based learning and collaboration tool that are specially made for higher education. Canvas aims to make an engaging learning environment available for both teachers and learners.

Canvas platform has many characteristics which make online learning an easy task for teachers and learners. First and foremost, Canvas allows educators to set out prerequisites for modules in sequence so that students, firstly, unlock their prerequisite to be able to see their units. In addition to that, Canvas provides instructors a feature which helps them to make quizzes and plan exams for their students. Finally, this platform gives the chance to both teachers and learners to design their own learning experiences. To sum up, Canvas platform is considered as one of the most well-known learning management systems that has most of the advanced ways of teaching and learning (Selleo, 2020).

1.1.2 The role of Virtual Learning Environment in higher education

The Covid-19 pandemic has made radical change in the traditional process of teaching through which most educational institutions shift to virtual learning. In fact, the implementation of online learning in higher education results many advantages and benefits for both teachers and learners, as mentioned by several studies and authors (Klein et al., 2003; Algahtani,2011; Hameed et al., 2008; Marc,2002; Wentling et al.,2000, as cited in al Rawashdeh et al., 2021). Thus, this section will mention in details the role of virtual learning environment in education.

To begin with, according to Smedley (2010) e-learning offers the freedom to teachers and learners to access the information whenever and wherever they want. Thereafter, e-learning plays a role in making students overcome the fear of talking to other learners, as it motivates them to interact with each other. Also it teaches them to respect different point of views. As observed by Wagner et al. (2008) online learning supports interaction between students and teachers during content delivery. Moreover, e-learning is economical i.e. it doesn't oblige students to travel in order to learn; also it doesn't need many buildings to achieve educational purposes. Finally, online learning decreases students' stress and increases their satisfaction by allowing each one of them to study in the way that suits him/her most (Condone et al.,2001). To sum up, online learning centres on the students or learners and not on the teacher. For Holmes & Gardner (2006) this is considered as the most important advantage of online learning in education .Therefore, the summary of the aforementioned benefits of e-learning was conducted by Holmes &Gardner (2006).

According to Raba (2005) online learning allows us to fulfil objectives in a short period of time with least efforts. Then, e-learning offers its users an equal access regardless their locations, ethnic origins and ages. In addition to this, virtual learning environment help

teachers to be served as guides and advisors instead of being served as the only source of information, also it helps learners to learn how to be autonomous while they learn (Joshua et al., 2016).

From learners' point of view, other studies (Zhang et al., 2006; Judahil et al., 2007) highlighted some positive effects of online learning. To start with, online learning allows students to listen to their teachers as much as they can as well as to know everything happens in classroom. This can be achieved through using interactive video facility. Besides that, learners do not need to travel to attend their classes (Zhang et al., 2006). Additionally, e-learning, according to Brown et al. (2008), and Judahil et al. (2007), provides many ways of interaction between teachers and students as it urges teachers to provide learners with immediate feedback.

Thus, virtual learning environment refers to the use of information and communication technologies to improve learning in higher education (OECD, 2005). Therefore, the use of online learning becomes an essential part in the educational context due its features that facilitate the learning and teaching processes for the academic community.

1.1.3 Benefits of online learning tools in language teaching

The quick technological development causes many changes in all aspects of life including language teaching and learning. Accordingly, in language learning context, online learning is considered as an important motivator which helps both students and teachers inside the classroom (Miangah & Nezarat, 2012). According to Cakrawati (2017), online learning platforms are considered as beneficial learning tools since they facilitate learning for students. The use of e-learning platforms help students to practice their reading and listening skills, also it allows them to live new experience by breaking the traditional learning routine. Consequently, students will be motivated and not bored during learning. Besides, online

learning permits students to acquire new English vocabularies by reading materials provided by teachers in these platforms. Furthermore, Harasim et al. (1997) affirmed that the use of online platforms or applications allows students to engage in discussions, share their knowledge, and share their opinions. Thereafter, Licorish et al. (2017) stated that e-learning influences students' learning in a positive way since it contributes in making them engaged in the lesson which consequently leads them to retain more information. Moreover, according to Sharma (2018), online learning plays a role in improving students' basic skills and increasing participation in classroom activities. Lastly, online learning offers the ability to learners to practice the language they are learning due to its interactive possibilities and its varied visual aids (Gluchmanova, 2015). Thus, online learning is a learner-centred since it provides the freedom to learners to choose the learning style that fits them to study and learn. Besides that, learners have the ability to control and manage their learning process (Clarke & Hermens, 2001).

1.1.4   Language learning styles in online learning

There are many methods and ways in which EFL learners learn the English language. For instance, there is a category of students who prefers to learn through watching and listening, and other category prefers to learn by doing and engaging in physical activities. Correspondingly, in online learning, teachers are recommended to identify the learning styles and differences of their students because this would help them to have an effective teaching experience in online courses (Zapalska & Brozik, 2006). Therefore, according to Oxford (2003), when teachers are aware of students' learning styles they will be able to adopt a way of teaching that suits their learners' learning preferences. Hence, during the process of designing an online course, it is essential to know the three types of students' learning styles which are as follows, auditory learners, visual learners, and kinaesthetic learners in order to meet their needs.

1.2 The multimodal learning theory

The current section presents a leaning theory that is related to online learning engagement. It is called the multimodal learning theory which provides teachers some strategies and methods to encourage students' engagement in online learning.

According to Mirzoyan (2021) the multimodal learning is defined as a teaching method that depends on the use of several kinds of media and teaching tools in order to educate learners, through the use of Learning Management System (LMS). Multimodal learning allows teachers to provide a better opportunity to learners to learn because it helps them to combine elements given by teachers, like instructors' voice when giving a lecture, with external media or teaching tools like videos, pictures, audio files, and quizzes.

According to Lawless (2019) the multimodal learning has four main methods that play a role in creating a varied learning content to make students more engaged in the learning process. These four types are visual, auditory, reading and writing, and kinaesthetic (VARK). To begin with, visual learning is a learning style that integrates all kinds of visual information like graphs, videos, flowcharts, and artwork. However, auditory learning is a style that focuses on listening as a way to learn better. It includes podcasts, audiobooks, group discussion and debates. Thereafter, reading and writing is a learning style that implies the use of PDFs, documents, e-books…etc. Lastly, kinaesthetic learning is a method that relies on physical activities as way of learning i.e. the learner should act and move rather than watch and listen to learn. This method involves all types of learning together (visual, auditory, kinaesthetic).

Lawless (2019) provide four strategies for creating a multimodal approach to learning. First of all, add different media to the course i.e. when planning the course do not rely on this course as the only source of learning. Always try to add extra modes of learning and use

different formats like videos, slides, and audio. Secondly, use blended learning techniques i.e. combine face-to-face training sessions with online instructions via LMS. For example, you can have face-to-face training session with your learners. Then you post for them additional sources on LMS and put an assignment to test their understanding of the topic. This method would help you to know who participated in the training session as well as to know is effectiveness. Thirdly, urge learners to do multimodal assignments i.e. give them tasks to do like making a video or writing essay and ask them to post it on LMS. This would help learners to use their brains and become more creative. Finally, provide feedback through different media with LMS. For example, when giving feedback it is preferable to do it through recording a video and avoid sending emails so that students can understand you better.

1.3 Challenges facing students in virtual learning environment

During Covid-19 learners were required to engage in online learning activities through the use of e-learning platforms. Nevertheless, many students encountered some challenges during this experience of distance learning. For example, some learners find that being motivated to engage in online learning is something difficult to do (Habeahan et al., 2022). Hence, in this section, we aim to review literature about the previously discussed difficulties faced by students when using e-learning platforms as well as when engaging in online learning activities.

1.3.1 Students' online engagement

According to Newman et al. (1992, P.12) student engagement is defined as "the student's psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote". Another definition by Chapman (2003) in which he refers to student engagement as the preparedness of students to attend their classes, to follow their instructor guidance. In general it refers to the

contribution of learner in everyday school tasks. To sum up, student engagement can be simply defined as the frequency with which students interact with online learning activities such as attending online classes, doing online quizzes…etc.

1.3.1.1 types of students' online engagement

The authors Bolliger & Martin (2018) found that online learning requires the use of all three types of student engagement together, which are the following. The first type is learner-learner engagement, which refers to the interaction among students i.e. students discuss topics, share ideas and experiences between themselves. This would help students to learn from each other. The second type is learner-instructor engagement, in this type students interact and communicate with their instructor. This method allows the teacher to reinforce students' sense of belonging through forming and establishing both presence and positive behaviours. The third and last type is learner-content interaction, which permits learners to interact and engage with text books, video, audio, and interactive games. To sum up, the aforementioned engagement methods were designed in the sake of encouraging student engagement in virtual learning environment (Bernard et al., 2009). Thus, it is important to select and focus only on one method, to be included in online learning, based on the class goals and subjects (Brown, 2021).

1.3.1.2 Strategies to enhance students' online engagement

In virtual learning environment student engagement is considered as something important to ensure the effectiveness of e-learning. Thus, to keep students engaged, instructors have to follow some strategies that encourage student engagement (Brown, 2021). Therefore, this part will present in details some strategies, for learner-learner, learner-instructor, and learner-content engagement that would enhance student engagement and make it more entertaining.

Firstly, learner-learner interaction, according to Kelly &Clause (2015), can prevent students from feeling bored in an online class and raise their motivation to interact with each other. This could be achieved by involving different activities which allows them to feel that they are engaged and connected during e-learning. These activities could be icebreaker activity, collaborative activities, or class introductions. According to Brown (2021), the instructor must be active and supportive for students. This would inspire learners to be aware of how they should engage with one another. Then, the instructor should expand the duration of activities that reinforce engagement for the whole semester. This would help students to get knowledge on various subjects as it gives them the opportunity to learn from their peers. Besides that, the guidelines for evaluating students' work should emphasize the students' interaction with one another as well as their flexibility to enlarge ideas. Finally, for Denker et al. (2018), there should be a hosting discussion boards via Twitter since students are familiar with this platform. By doing so, students are expected to be more engaged with each other during e-learning.

Secondly, the learner-instructor interaction method of engagement, as stated by Bolliger & Martin (2018), incorporate items like email reminders, personalized emails, discussion board postings…etc. For Kelly & Fall (2011); Kelly & Westerman (2016), the most important item that contributes in the process of an online class is communication between student and instructor. On that account, one way that increases students' motivation to engage with the subject material is the use of personalized communication i.e. instructors call their students by their names which indirectly lesson or reduce their nervousness inside classroom. Lastly, during the process of giving feedback instructors should first throw the light on all the correct tasks that students did, after that they move to explaining and correcting their wrong answers. By doing so the instructor would avoid all negative impact that may affect students (Culpeper & Kan, 2020).

Thirdly, being intellectually engaged in e-learning, for Moore (1993), is a process that refers to learner-content engagement. In the sake of supporting student-content engagement teachers are recommended to dedicate time to look for interactive materials that would help students to be more engaged with content during e-learning (Abrami et al., 2011; Banna et al., 2015). Moreover, as noted by Britt (2015), another method which improves students' subject mastery as well as their critical thinking skills is that showing the course content through authentic examples i.e. through real-world applications of projects. Over and above that, instructors should select precisely the material also they should use appropriate technology in order to make the content alive so that students engage more in their courses. Last but not least, teachers should offer their students real-life activities, which enable them to inspect tasks from different perspectives, and avoid giving them list of resources (Revere & Kovach, 2011).

Thus, the above strategies aim to make engagement in online learning more interactive, effective, and entertaining for learners.

1.3.2   Students' perceived difficulty of using online platforms

According to Shopova (2014) the term digital literacy refers to a skill that involves the use of internet, applications, digital technology in the sake of searching and consuming the information in wise way. Besides that, digital literacy, as stated by Eshet (2004), requires the society's awareness and its participation in evaluating the information before sharing it with society. Therefore, the ability of integrating digital devices in order to make communication interesting when conveying new knowledge to the society is what we call digital literacy.

In a quantitative study, Abuhassna et al. (2022) used a focus group as a data collection tool in order to explore and understand learners' online learning engagement, their academic achievement, their satisfaction, and the challenges that they face during Covid-19 pandemic.

Thus, this study aims to explore learners' experiences related to their online learning platforms and understand this phenomenon from their standpoint. The results of this investigation showed that learners' most significant challenges mainly lack communications and physical interactions. Additionally, most learners were unfamiliar with the skills necessary for online learning. Finally, learners have thought that online learning is only a temporary choice since they were not passionate about online learning as a teaching technique.

A descriptive qualitative study by Famularish (2020) aims to explore students' experiences in using online learning applications in English classroom. The researcher used surveys and semi structured interviews to gather data. These research findings showed that, in such emergency situation, students found that the use of online learning applications in English learning is effective and efficient. However, the obstacles in using online learning applications in English classroom were slow speed internet connection, so many tasks, not all teaching material can be taught through online learning, and the lack of interaction between lecturer and student.

In a quantitative study, Mulia (2020) seeks to reveal the statistical results of EFL students' engagement in online learning platforms as well as the three classified engagement levels (high, moderate, low) across students' achievement. In order to achieve this goal, the researcher used a questionnaire and students' daily scores. Therefore, the results of this study indicated that there was a significant difference in students' achievement across students' engagement level.

Mulya Sari (2020), in her exploratory research, attempts to explore the students' perceptions of their engagement in online learning process; also she tries to investigate the prominent learners' roles in the online learning environment and the possible factors affecting

their engagement or participation in online learning process. The researcher used three data collection tools which are a questionnaire, an online interview, and an online observation. Lastly, the findings of this research revealed that most students conveyed positive responses toward their online engagement, there were, also, three prominent roles which covered active learning, problem solvers, and the knowledge seekers. Moreover, the majority of students report that some factors like unstable internet connection, the number of compulsory task submission, content courses, and limited internet data demotivate them to accomplish the online activities and complete the online course.

Werang & Leba (2022) conducted a qualitative study in which they aim to explore online lecturers' perceptions of factors affecting students' engagement in online learning and teaching at the Indonesian University of Musamus. The results showed that the significant factors that affect students' engagement were students' lack of access to personal devices as well as to internet, students' poor learning habits, lack of technology skills, and unfamiliarity with technology.

In an international, comparative, quantitative research project Cranefield et al (2021) investigated and explored higher education students' perception of emergency E-learning during Covide-19. This study revealed significant differences between the participating universities students' experiences. The most important differences were in the 'home learning environment', followed by 'engagement' and the perception of 'impact on learning skill'. Finally, different cultural backgrounds suggest a noticeable difference in student engagement, participation, and learning skills.

Cakrawati (2017), in his mixed methods study, seeks to investigate students' perceptions on the use of online learning platforms in English as a foreign language classroom. In the sake of collecting data, the investigator used questionnaire and interviews.

The results displayed that the majority of participants consider the use of Edmodo or Quipper in English teaching and learning is effective and efficient in terms of time. Even though slow speed internet is considered one of the challenges in using Edmodo and Quipper, most of participants agreed that the online platforms can help them in practicing language skills, acquiring new vocabulary, improving their understanding on the contents of the lesson.

Coman et al. (2020), in their study, try to explore and illustrate students' perception regarding exclusively online learning through E-learning platforms. They found that higher education institutions in Romania were not prepared for exclusively online learning. Therefore, participants face problems and challenges during online learning like technical issues, teachers' lack of technical skills, and lack of interaction with teachers or poor communication with them.

Khlaif et al. (2021), in their study, seek to explore the factors that influence student engagement in online learning during Covid-19. A semi structured interview as well as observation were used for data collection. The findings of the study imply that various factors influence student engagement in online learning during the crisis including infrastructure factors, cultural factors, digital inequality, and the threat of digital privacy. Cultural factors were the important factor that influences females because of parents' culture and their bias against females using online learning compared to male students. Teachers' presence and quality of content were the major factors that influence student engagement, where parental concerns, norms, and traditions emerged as the major factors in the crisis, influencing engagement. Most of the participants reported that teaching and learning online during the crisis has broadened the digital inequality and threatened their digital privacy which influenced negatively student engagement.

Another study conducted by Inan Karagul et al. (2021) found that the digital literacy levels among participants are either moderate or high, which signifies that the respondents have some knowledge in the field of technological literacy. However, it is also found that few students encountered some problems during online learning process, which were technology-related problems. For instance, the unstable internet connection also the lack of personal electronic devices as mentioned by one student that she did not have a personal computer. Another challenge is the difficulty of getting adapted to a new way of teaching and learning.

Finally, in another quantitative study, Oraif & Elyas (2021) try to explore learners' level of engagement in online courses using a designated school platform within the context of Saudi Arabia. They used survey in order to collect data. Therefore, the findings of this study showed a high level of engagement among EFL Saudi Arabia.

During Covid-19, online learning was the only way to ensure the continuity in learning when all universities closed their doors. Therefore, in higher education, the use of online learning platforms as well as engagement in online learning is essential for learners to achieve success in their education. For that reason, many studies focus on investigating and exploring learners' online engagement, learners' experiences in using online learning applications, as well as the factors and challenges they face in online learning during Covid-19.

On the other hand, little is known about the extent to which learners are engaged in online learning and the extent to which they are familiar with using online learning platforms. Thus, unlike the previous studies, the present investigation seeks to explore the extent to which Algerian EFL learners are engaged in their online learning activities. Also it aims to explore their familiarity with using online learning platforms during Covid-19.

1.4 Research questions

RQ1. To what extent are Algerian EFL learners engaged with online learning activities?

RQ2. To what extent are Algerian EFL learners familiar with online learning technologies?

RQ3. What is the relationship between Algerian EFL learners' familiarity with online learning technologies and their engagement in online learning?

1.5 Research hypothesis

The current study expected a positive relationship between students' familiarity with online learning technologies and their engagement in online learning.

CHAPTER TWO

RESEARCH METHODS

Introduction

The former chapter presented a theoretical background about the virtual learning environment and students' online engagement. However, the current chapter presents and identifies the research methodology that fits the current investigation. More precisely, this chapter discusses the methodological framework of this research; it identifies the research approach, design, context, sample, data collection tools, and data analysis procedures that will be implemented in this investigation.

2.1 research approach

In the sake of answering the research questions as well as achieving the research aims, which are exploring Algerian EFL learners' perceived difficulty of using e-learning platforms and exploring their engagement in online learning activities, the researcher opted for a qualitative approach.

According to Krathwohl (1998) '' Qualitative research is especially helpful when it provides us with someone's perceptions of a situation that permits us to understand his or her behaviour'' (p.230). In the light of this, the current investigation imposed qualitative approach since the researcher aimed to have an extensive understanding of personal perceptions and views about certain social phenomenon based on human direct experience.

2.2 research design

Considering the fact that this study is qualitative in nature, an exploratory case study design was adopted as a research design with the purpose of gaining an extended, extensive, and profound understanding of the phenomenon that the researcher sought to investigate. In support of this, Creswell (2014) illuminates that the researcher is able to extensively explore a program, event, activity, or process when using the case study design.

In support of the prior consideration, it can be deduced that exploratory case study design reflected the nature of the present research because of the following reasons. Primarily, in the current study, the investigator sought to obtain answers to the ''what'' and ''why'' type of questions. Besides, this investigation aimed to examine an under-researched problem within a real-life context. Lastly, this design suited this research study since it only focused on studying the case of second year Algerian EFL learners at the University of Biskra.

2.3 Context and participants

2.3.1 Context

The current research is conducted at the University of Mohamed Kheidher in the Faculty of Letters and Languages particularly at the English Department , in El Alia, Biskra; Algeria, where English is learned and taught as a Foreign language. The researcher chose this context because it contains the needed participants, who are adult undergraduate EFL learners. Besides, it serves the nature of our study.

2.3.2 Participants

The researcher selected as a sample second year EFL learners, whose first language is Arabic, in the view of the fact that it well served the nature of the study. The current study implemented convenience sampling through which the researcher administered the semi-structured questionnaire to students in classroom, and asked them to provide answers based on their availability.   Moreover, the number of students who responded to the survey questionnaire is 39 participants; despite that, the researcher selected only 30 participants due to the fact that they provide relevant data to this study. The participated respondents were 20 female students and 10 male students. Their age ranged from 18-26 years and the mean age is 19.83. Furthermore, most of participants have been studying English for at least nine years, their overall English language proficiency level ranges from low-intermediate level to

intermediate level. Additionally, all of the respondents have Licence as a degree in preparation. Finally, as the results show in table2.1, most of the recruited participants have experienced asynchronous online learning during covid-19.

Table 2.1. Participants' profile information.

Participants	Gender	Age	First language	Year of study	L2 learning experience	Types of activities
Student 1	Female	19	Arabic	L2	10	Synchronous
Student 2	Female	20	Arabic	L2	2	Asynchronous
Student 3	Female	19	Arabic	L2	9	Synchronous
Student 4	Female	19	Arabic	L2	9	Asynchronous
Student 5	Female	19	Arabic	L2	9	Synchronous
Student 6	Female	18	Arabic	L2	9	Asynchronous
Student 7	Female	20	Arabic	L2	9	Asynchronous
Student 8	Female	19	Arabic	L2	10	Asynchronous
Student 9	Male	26	Arabic	L2	2	Synchronous
Student 10	Female	19	Arabic	L2	11	Asynchronous
Student 11	Female	19	Arabic	L2	9	Asynchronous
Student 12	Male	20	Arabic	L2	10	Synchronous
Student 13	Female	19	Arabic	L2	2	Asynchronous
Student 14	Male	20	Arabic	L2	5	Asynchronous
Student 15	Female	19	Arabic	L2	2	Asynchronous
Student 16	Female	25	Arabic	L2	9	Asynchronous
Student 17	Male	19	Arabic	L2	9	Asynchronous
Student 18	Female	19	Arabic	L2	9	Asynchronous
Student 19	Male	19	Arabic	L2	12	Synchronous
Student 20	Female	20	Arabic	L2	2	Synchronous
Student 21	Male	20	Arabic	L2	9	Synchronous
Student 22	Male	21	Arabic	L2	5	Synchronous
Student 23	Female	20	Arabic	L2	9	Asynchronous
Student 24	Female	20	Arabic	L2	10	Asynchronous
Student 25	Female	19	Arabic	L2	10	Asynchronous
Student 26	Male	19	Arabic	L2	9	Synchronous
Student 27	Male	21	Arabic	L2	5	Asynchronous
Student 28	Male	20	Arabic	L2	6	Asynchronous
Student 29	Female	19	Arabic	L2	2	Synchronous
Student 30	Female	19	Arabic	L2	9	Asynchronous

Table2.1 displays the respondents' personal information classified on the basis of their age, gender, first language, year of study, L2 learning experience, and the type of learning activities. It shows that the majority of the respondents are females and the minority are male. Also, it reveals that Arabic is the first language of all the participated students. However their English language learning experience ranges from 2-11 years. Lastly, most of students experienced asynchronous online learning.

2.4 Data collection tools

For the data collection, a semi-structured questionnaire was used in order to gain data about Algerian EFL learners' perceived difficulty of using online learning platforms. Also, to discover the extent to which they engage with their online learning activities during Covid-19. Finally, in order to explore the relationship between students' familiarity with online learning platforms and their online engagement. This data collection tool was implemented in the context of this research because it allows the researcher to generate and gather a large amount of information in a short period of time.

The questionnaire was adopted from a study conducted by Bhaumik & Prujadarishini (2020). Considering the fact that, there were many items that are not related to our study like online load and others, the researcher selected only the relevant items to this study and modified them based on the context of the research questions. The chosen statements were from the following sections, online access, digital literacy, and delivery of online learning.

Therefore, the semi-structured questionnaire comprises 14 questions (multiple choice, open-ended question, and Likert scale questions) which covered the study objectives. These types of questions were chosen because of the following reasons. Firstly, the multiple choice questions provide clean data that allows the researcher to organize and analyse them easily. Secondly, the open-ended question gives the freedom to the respondents to answer and express their ideas in details this would help the researcher to have a better understanding of their personal view about the use of e-learning platforms. Lastly, the Likert scales questions allow the investigator to measure attitudes, opinions, and behaviours with a greater difference than a simple ''yes/ no'' question. Besides, Likert scale questions allow the researcher to formulate questions in a predetermined order to make the respondents have enough spaces to fill in their opinions in an easy way.

Moreover, the questionnaire consists of three parts, the first part urged students to provide their profile information. To achieve this, participants were asked to identify their names, gender, age, their first language, their University degree, their year of study, their L2 learning experience, and the type of activities they use during online learning.

However, the second part was about online learning technologies, in which students were requested to identify the online learning platform they are mostly familiar with. Also, they were questioned to state the frequency of using online learning platforms in a scale ranged from ''never'' to ''always''. Additionally, participants were asked to provide explanations for their perceived difficulty of using e-learning platforms. At the end of this part, respondents were required to specify the difficulty degree of doing different task in online learning platforms in scale ranged from (1) very difficult (2) difficult (3) neutral (4) easy (5) very easy. This part will give us a better picture about students' technological literacy with aspects related to online learning.

Unlikely, the remaining part is about students' engagement in online learning, in which students were asked to specify how often do they engage with online activities in a scale ranged from (1)never (2)rarely (3)sometimes (4)often (5)always. This section focuses on the extent to which students engage with the various online learning activities.

In addition to this, the researcher collected data about the Algerian second year EFL students' actual engagement based on the frequency with which they did the phonetics' online quizzes in the e-learning platform Moodle. This was achieved under the permission of the teacher of the phonetics' module, as well as the consent of the students. To be more specific, the semi-structured questionnaire was the first data collection tool that was designed in order to gather information about the students' personal profile, students' digital literacy, and students' frequency of engaging with their online learning activities. Then, we asked students

in the questionnaire to provide their names in order to collect data about their actual engagement in Moodle platform.

2.4.1 Reliability and validity

A pilot study was conducted to determine the feasibility of the research, also to see whether the respondents are able to understand the content of this test or not. The pilot test was done by administering the semi-structures questionnaire to three second year EFL students, one male and two females, from the sample. All the respondents answer the questionnaire in their classrooms in a period of time that does not exceed 20 minutes. However we have noticed that some students, while they were answering, were asking for the help of each other. Therefore, after getting the answers from the respondents we notice that there are some items should be modified and added, in the part of students' profile information, to improve their clarity. The results of the pilot test show that the questionnaire is ready and it can be administered to the sample.

2.5 Data analysis procedures

In the light of understanding the phenomenon under-researched and examining the data gained from the semi-structured questionnaire, the researcher relied on both quantitative and qualitative data procedures. That is, the descriptive and inferential statistics will be used for quantitative data. However, the inductive thematic coding will be used for qualitative data.

More specifically, the information got from the open-ended question that is about students' explanation for their perceived familiarity with online learning tools was treated qualitatively. To be more precise, the data was analysed by using inductive thematic coding approach. The reason behind choosing this type of analysis is because it allows the researcher to approach large data sets more easily by sorting them into broad themes. As explained by Braun & Clark (2006), the analytical process begins by reading and understanding the

transcripts, then identifying the main features or codes. After that, determining and identifying initial patterns or themes in the data. Thereafter, reviewing themes to make sure that all the aforementioned themes are appropriate and sufficient for the researcher objectives. Lastly, naming and defining the themes which enable the researcher to make distinction between the data. Moreover, the researcher used Excel as a program to calculate the frequencies and percentages of the gained data since this would allow us to summarise the results into bar graphs.

On the other hand, the data gained from the Likert scale questions that concern ''students' familiarity with online learning tools'' and ''students' online engagement in online activities'' were treated quantitatively. In other words, the investigator relied on descriptive statistics since it helps in describing and reducing large amount of data into a simpler summary. Accordingly, the researcher used Excel in order to calculate the mean and standard deviation of the two Likert scale questions that are about '' rating the difficulty level of doing tasks in online learning'' as well as '' stating the frequency of engaging with online activities''. By calculating the mean and standard deviation we would have an overall vision about both the students' difficulty level of doing online tasks and the extent to which they engage with e-learning activities. Furthermore, the investigator used Excel for the sake of calculating the frequencies and percentages about the close-ended questions that are related to ''identifying the online platforms that students are mostly familiar with, stating the frequency of using online platforms, and rating the difficulty level of using e-learning platforms''.

Nevertheless, inferential statistics was used by the researcher since it permits to make inferences from the gained data to more general conditions. Thus, in order to test the hypothesis about the relationship between students' perceived difficulty of using e-learning platforms and their engagement in online learning activities, the investigator calculated the inferential statistical test Spearman Correlation instead of Pearson correlation test because we

have ordinal data. The latter was calculated by using the Statistical Package for the Social

Sciences SPSS.

CHAPTER THREE

RESULTS

Introduction

The present chapter focuses on reporting the results of the current study. Thus, in the interest of answering the projected research questions, this chapter tends to analyse and summarize the data gained from the semi structured questionnaire, which contains numerical as well as verbal data. In order to achieve this, both quantitative and qualitative data procedures will be implemented (as mentioned earlier in the methodology chapter).Further, the researcher received almost 39 questionnaires from participants; in spite of that, we selected only 30 questionnaires which serve this study. In other words, the collected data were organised and sorted in order to reduce and discard all the unwanted and irrelevant data. Finally, the results were analysed through the use of Microsoft Excel (2010) in order to calculate frequencies, percentages, mean, and the standard deviation. This would help us to summarise the results into tables, bar graphs, and chart. Besides, the computer software SPSS was used by the researcher to calculate the inferential statistical test Spearman Correlation in order to test the hypothesis about the relationship between students' perceived difficulty of using e-learning platforms and their engagement in online learning activities. Finally, for the open-ended question the researcher used the inductive thematic coding approach to analyse it.

3.1 Participants' frequency of using online learning technologies

3.1.1   Participants' frequency of using online platforms.

This question allows us to know how often students use online learning platforms. Hence, based on the respondents' responses the researcher summarizes the results into bar graph as displayed below in Figure3.1:
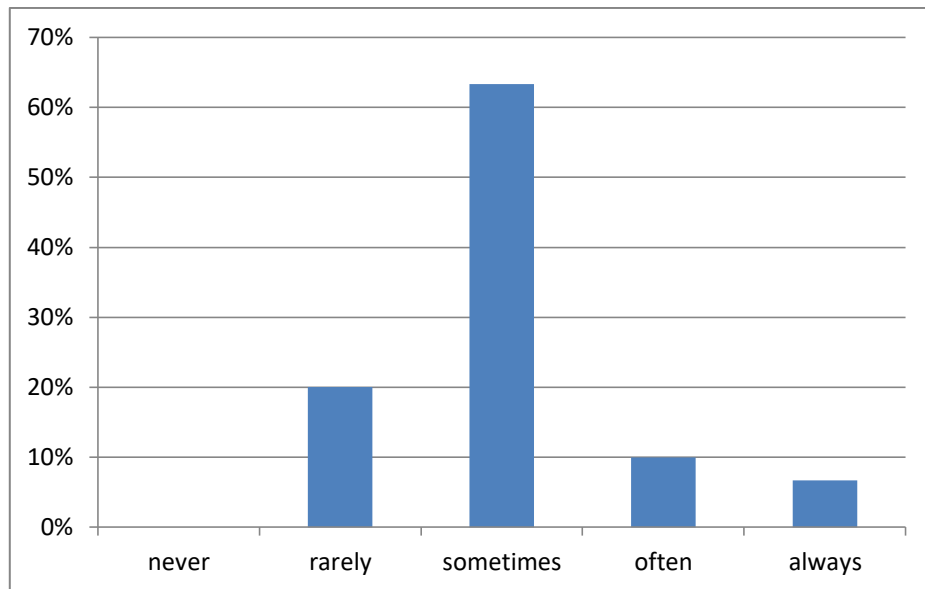
Figure 3.1. Participants' frequency of using online platforms.

The bar graph above displays the frequency with which students use online learning platforms. The analysis of this question shows that 63% of students sometimes use online platforms. Besides that, as it is demonstrated in (Figure3.1.) 20% of the respondents claimed that they rarely use these platforms. Furthermore, it is found that only 10% of students often use online platforms, whereas 7% of students always use them.

3.1.2 Participants' frequency of engaging with online learning activities

This question contains five statements answered on a five-point Likert scale ranging from ''never'' to ''always''. The respondents were asked to mention how often they engage with the online learning activities. The results are displayed in terms of Mean and standard deviation as shown in Table3.1.

Table3.1. Students' frequency of engaging with online learning activities.

	Items	Mean	SD
01	I attend Google Meet sessions	0.73	0.74
02	I log in to my account on Moodle platform to download any new lesson or activity	2.63	1.06
03	I do my homework and quizzes online	2.73	1.25
04	I use interactive video or film materials	1.50	1.13
05	I use external lesson related materials on the internet	2.00	0.90

Note. 0=never, 4= always

The objective of the present question is to focus on the extent to which students engage with the various online learning activities. Therefore, table (3.1) shows that students are sometimes engaged with the majority of their online learning activities. As it is mentioned in the table, item2 and 3 noticeably had high mean which reveals that students sometimes log in to their accounts on Moodle and do their online homework and quizzes. Conversely, other items like item1 ''attending Google Meet sessions'' got low mean which ensures that students rarely attend their Google Meet sessions, they rarely use interactive video and external lesson related materials on internet.

3.2 Participants' perceived difficulty of using online platforms

3.2.1 Participants' familiarity with online platforms

This question provides information about the online platform that students are most familiar with. Thus, from the participants' responses to this question the researcher organised the answers as shown below:
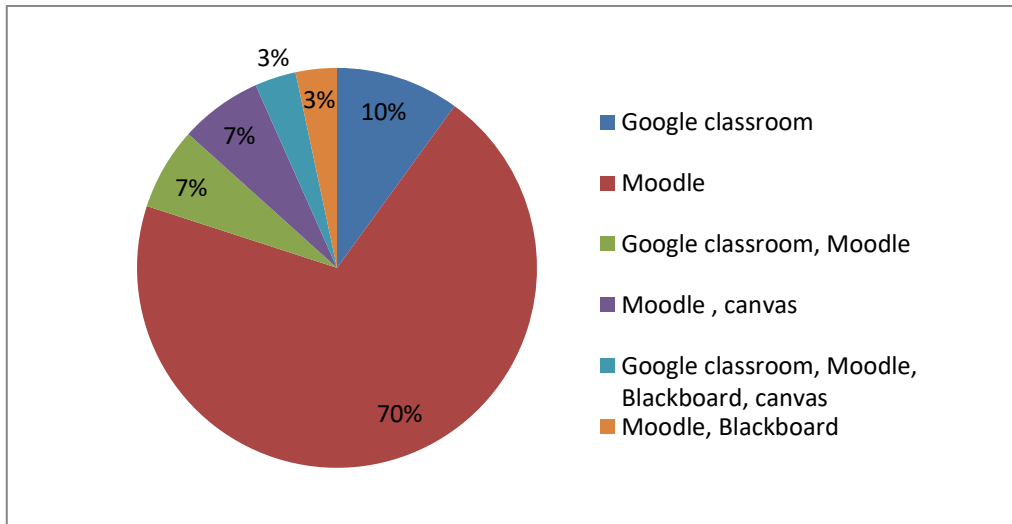
Figure 3.2. Students' familiarity with online platforms.

With an overall proportion of 70%, the researcher is able to infer that the majority of students are mostly familiar with Moodle platform. On the other hand, only 10% of students are familiar with Google classroom. Additionally, 7% of students are familiar with both Moodle and Google classroom. Then, another 7% of students are familiar with both Moodle and Canvas. However, a small minority, that is 3% precisely, are familiar with Moodle and blackboard. Lastly, only few students (3%) are familiar with all online platforms.

3.2.2 Participants' difficulty level of doing different online tasks

This question contains five statements answered on a five-point Likert scale ranging from ''very difficult'' to ''very easy''. The respondents were asked to rate the difficulty degree of the different aspects in online learning. The results are displayed in terms of Mean and standard deviation as shown in Table3.2.

Table3.2. Students' perceived difficulty of doing online learning activities.

	Items	Mean	SD
01	Attending online classes using Google Meet, Zoom…etc.	2.86	0.89
02	Accessing lesson and lecture notes in electronic or PDF formats.	3.63	1.18
03	Doing online activities and quizzes.	3.66	0.88
04	Using video or film materials.	3.63	0.80
05	Using external lesson related material on the internet.	3.83	0.79

Note. 1=very difficult, 5= very easy

Including this question, the researcher aimed to have a better picture about students' technological literacy with different aspects related to online learning. As the above table (3.2) shows, the majority of items got high means, this ensures that students find it easy to do online learning activities. Item5 ''using external lesson related material on the internet'' got the highest mean which signifies that it is the easiest online task for students. On the other hand, item1 ''attending online classes using Google meet'' got the lowest mean which indicates that students find it difficult to attend online classes.

3.2.3 Participants' perceived difficulty of using online platforms

According to students' answers to this question, the researcher organised and summarized the responses in bar graph as follows:
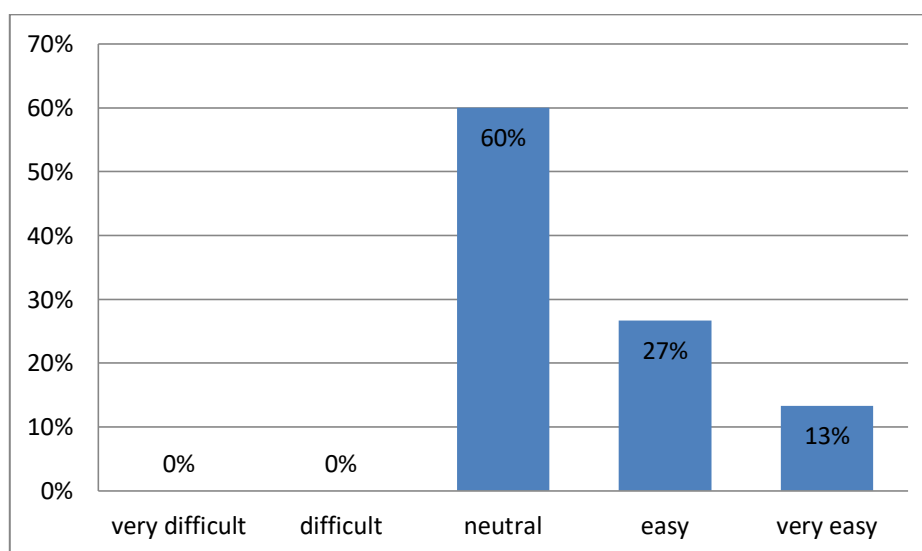

Figure 3.3. Students' perceived difficulty of using online platforms.

Asking this question, the investigator aimed to discover the difficulty level of using online platforms among EFL learners. Accordingly, the researcher noted that most of students (60%) are undecided about whether they found these platforms difficult or easy. Nevertheless, 27% of students find it easy to use online platforms, whereas only 13% of students find using online platforms very easy. Last but not least, it is observed that no student found using these platforms difficult or very difficult.

3.2.4 Participants' explanation of their perceived difficulty of using online platforms

This open-ended question helps the researcher to learn more about students' perceived difficulty of using online platforms. Thus, based on the students' responses, the researcher grouped the answers into two categories:
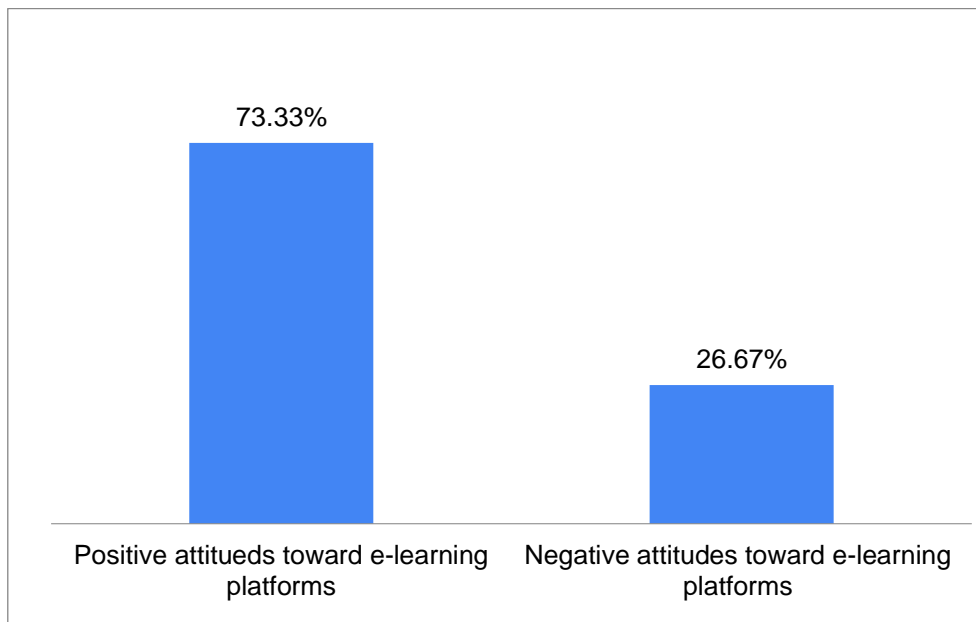
Figure 3.4. Participants explanation of their perceived difficulty of using online platforms.

Including this open-ended question, the researcher aimed to learn more about students' perceived difficulty of using online platforms. The figure 3.4 displays participants' explanation of their perceived difficulty of using online learning platforms. In actual fact, this question revealed many different answers that could be classified into two categories

depending on students' answers. Correspondingly, it is found that almost 73.33% of the

sample finds using online learning platforms easy. However, out of 30 informants, 26.67%

find it difficult to use online platforms.

Table3.3. participants' explanation of their perceived difficulty of using online platforms

Category	Codes	Quotes
Positive attitudes towards online platforms.	**17 Participants:** ease of use of online learning platforms.	**S16** '' i log in easily ''. **S14** '' there is not complexity in using these platforms ''. **S19** '' It is obvious thing and easy to do it ''.
	2 Participants: familiarity of using online platforms.	**S12** '' I am used to deal with such internet based platforms''. **S20** '' It's so easy for me, I used to do online classes and activities from a long time, so i found no problem using it''.
	2 Participants: structured way of presenting information.	**S6** '' I can access easily, I just enter the code, also the information and lessons are well organized, structured and easily understood ''.
Negative attitudes toward online platforms.	**4 Participants:** lack of use of online platforms.	**S1**''I don't use it all the time''. **S17** '' I didn't often deal with such platforms ''.
	2 Participants: lack of experience of using online platforms.	**S7** '' I don't know how to deal with distance learning ". **S13** '' Sometimes i don't understand and cannot enter to these platforms ''.
	2 Participants: internet connection issues.	**S28** '' It's hard sometimes to access lessons or anything because of the internet speed connection or related problems like platform's bug that get a lot of time to get fixed ''.
	1 Participant: preference of direct teaching and learning.	**S4** ''Sometimes you can't find the lectures especially when you have bad internet,

	also you can't take it seriously sometimes, i prefer the direct teaching and learning''.

The table above (table3.3) summarizes the participants' answers of the open-ended question that is about participants' explanation of their perceived difficulty of using online platforms. As mentioned earlier, the majority of participants (73.33%) find the use of online learning platform an easy task due to different factors. In the first place, the ease of use and access of online platforms as stated by S14 ' *'there is not complexity in using these platforms''*, also S16 asserted that ' *'I log in easily''*. Besides that, there are some participants who are familiar with online platforms and get used to deal with them. For instance, S12 reported that ' *'I am used to deal with such internet based platforms''*. Similarly, S20 points out that *''it's so easy for me, I used to do online classes and activities from a long time, so I found no problem using it''*. Finally, these online platforms present the information in a clear, organised, and structured way, as S6 claimed '' *I can access easily, I just enter the code, also the information and lessons are well organised, structured and easily understood''*.

On the other hand, a minority of participants (26.67%) find using online platforms something difficult because of various reasons. To begin with, some students lack experience in the field of online learning. For instance, S7 reported that ' *'I don't know how to deal with distance learning''*. In addition, other participants do not use online platforms at all, as asserted by S17 ' *'I didn't often deal with such platforms''*. Moreover, there are participants who prefer direct or face-to-face learning like S4 who stated that ' *'sometimes you can't find the lectures especially when you have bad internet, also you can't take it seriously sometimes, I prefer the direct teaching and learning''.* Last but not least, internet connection issues make it hard for students to study online. S28 maintained that ' *'it's hard sometimes to access*

lessons or everything because of the internet speed connection or related problems like

platform's bug that get a lot of time to get fixed''.

3.3 The correlation between frequency of using online platforms and perceived difficulty of online platforms

Table 3.4. The relationship between students' perceived digital literacy and engagement with online learning platforms.

	Reported engagement	Actual engagement	Perceived difficulty of online platforms
Reported engagement	1.000	.596*	.246 (weak correlation)
Actual engagement		1.000	.191 (weak correlation)
Perceived difficulty of online platforms			1.000

Notes. * = significant correlation

The table3.4 demonstrates the relationship between perceived digital literacy and engagement with online learning platforms. The results reveal that there is a significant positive correlation (p= 0.60) between participants' reported online engagement and their actual engagement, which signifies that students are really engaged with online learning activities. However, the results confirmed a weak correlation (p=0.24) between participants' reported engagement and their perceived difficulty of using online platforms, whereas participants' actual engagement and their perceived difficulty with online platforms demonstrated a slightly weak correlation (p=0.19) than the previous one. This indicates that, even though students find engaging with online learning platforms difficult, they still use them and they still engage with their online learning activities as displayed by the frequency of their engagement with Moodle activities or their reported engagement in the.

➢ **The correlation between actual and reported engagement with online platforms**
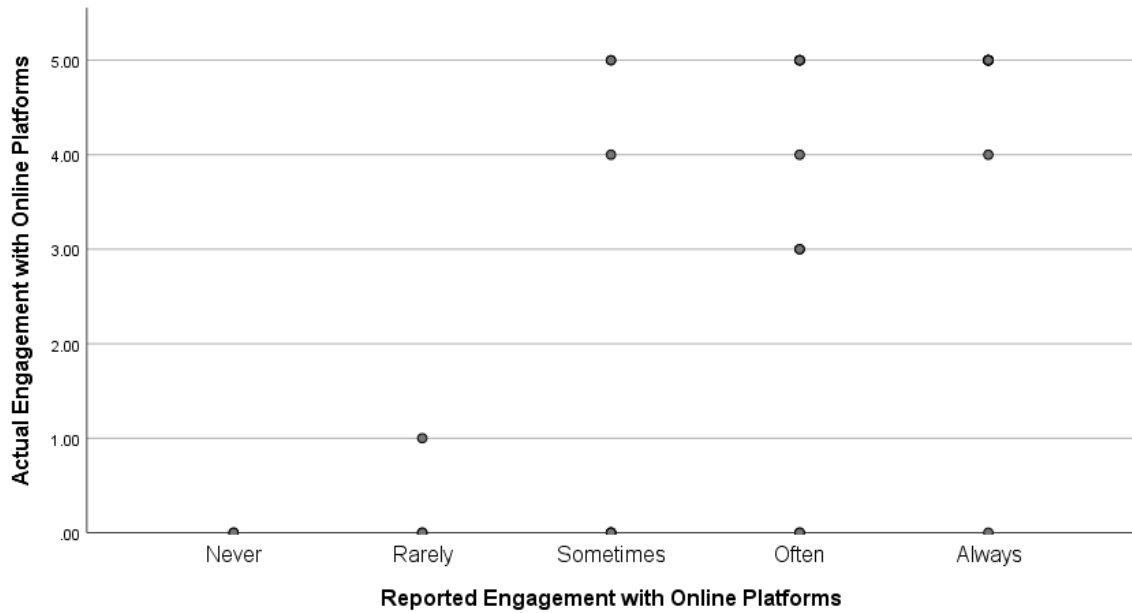
Figure 3.5. The correlation between students' actual and reported engagement with online platforms.

The figure above (3.5) displays the relationship between students' actual and reported engagement in online learning platforms. The finding shows that there is a significant correlation between students' actual and reported engagement.

The results above validate the research hypothesis which expected that there is a positive relationship between students' perceived difficulty of digital literacy and their online engagement.

CHAPTER FOUR

DISCUSSION

Introduction

As the previous chapter (chapter four) described and summarised the results using tables and graphs, the present chapter will interpret and discuss the results of this study in relation to the findings of the previous studies i.e. the researcher will indicate whether the findings of this study are similar to the previous studies or different from them. Correspondingly, the first section of this chapter will discuss the results of the first question that covers the extent to which Algerian EFL learners are engaged in online learning activities. These results will be interpreted and compared to previous studies to see if there are any similarities and differences between the present and the other studies. Thereafter, the second section will identify the results of the second question that is related to Algerian EFL learners' perceived difficulty of using online platforms. Besides, it will elucidate and explain these results, as it will state the similarities or differences between our study and previous studies. Finally, similarly the third section will interpret and compare the results of the last research question that concerns the relationship between Algerian EFL learners' engagement in online learning and their perceived difficulty of using e-learning platforms.

4.1 Students' frequency of engaging in online learning activities

In the light of the findings, the e-learning process reveals that all participants in this study are engaged with all online activities. More specifically, they are more engaged with doing online quizzes and downloading new lessons from Moodle. However, they are less engaged with attending online class, using interactive video, and using external lesson related material on the internet. These achievements in online learning activities confirm students' participation in e-learning in order to get more scores and fulfil high learning outcomes. These results are in line with Mulia (2020) study who found that Indonesian students were engaged positively in online learning activities. She revealed that students are more engaged in listening and

reading the English material. However, they are less engaged in activities like getting good scores in English lessons and doing well in English tests. Furthermore, these findings are also similar to Mulya Sari (2020) study who found that students join most of their online activities like being active in online discussion, reading the course materials, watching the lecture videos. Besides, another study by Oraif & Elyas (2021) has similar results to this study. They found that Saudi EFL learners are highly engaged with their online English classes i.e. they are engaged in classroom participation, interacting with their instructors and peers, practicing their skills, involving with class material. Thus, based on the previous findings it can be deduced that there is similarity between Algerian, Indonesian, and Saudi EFL learners' engagement in online learning activities. This may be attributed to the students' need for participating in online learning in order to achieve success in their education.

On the other hand, Werang & Leba (2022) study have different results than this study. They revealed that Indonesian learners at Musamus University encountered some difficulties that affect their online engagement. They highlighted that the main factors were students' lack of access to personal devices, students' poor learning habits, and unfamiliarity with technology. Besides, they mentioned that some students view online engagement as a source of frustration because they are not familiar with using technology. Therefore, this difference may be attributed to students' way of thinking or students' readiness and motivation to engage in online learning. More specifically, the student discipline in e-learning plays an important role in having better learning outcomes.

4.2 Students' perceived difficulty of using online learning platforms

4.2.1   Students' familiarity with online learning platforms

The results of the current investigation showed that the majority of Algerian EFL learners in the current investigation are mostly familiar with Moodle platforms and Google classroom than the other online learning platforms (like Canvas and Blackboard). This is may be due to the fact that their University provides Moodle as the only learning platform for them. Unlike our finding, Cakrawati (2017) study showed that Indonesian EFL students are mostly familiar with Edmodo and Quipper as online learning platforms. This difference between Algerian and Indonesian EFL learners has to do with the type of online learning platform that each educational institution offers to its learners.

4.2.2   Students' difficulty level of doing e-learning activities

Concerning the students' difficulty level of doing online learning activities, the results mentioned that the easiest task for students was using external lesson related material on the internet as well as doing online quizzes. This may be because the search for external material on the internet does not take much effort because sometimes only with a click of a mouse we can get what we need. On the contrary, as the results showed, students find attending online class is something difficult to do. This may be due to the internet connection problems, or they may feel uncomfortable when they study at home because of the noise that their family members can make. These results are different from Coman et al. (2020) findings. They showed that most of Romanian learners find processing information and presenting seminar projects online are more difficult in the online learning environment. The reason for this difference is that students did not get used to e-learning and teaching, they are still new to this type of learning.

4.2.3   Students' perceived difficulty of using online learning platforms

With regarding to the students' perceived difficulty of using online platforms, the results revealed that most of students are undecided about whether they found it difficult or easy. In spite of that, it is found that there is no student who reported that the use of these platforms is difficult or very difficult. This could be attributed to the fact that students have a little knowledge on how to use these platforms. This finding is similar to Coman et al. (2020) who revealed that there is no Romanian EFL student who declared that the use of online learning platform is difficult. This similarity has something to do with the fact that Algerian and Romanian EFL learners have used e-learning platforms before. That is to say, they have previous experience in the field of e-learning technologies.

4.2.4   Students' explanation for their perceived difficulty of using online learning platforms

Other finding indicates that the majority of Algerian EFL learners in the present study have positive attitudes towards the use of e-learning platforms because they find it easy due to the following reasons. The platforms' ease of access and use, the platforms' organised way of presenting information, and the students' familiarity with the use of e-learning platforms. This positive response could be due to students' prior knowledge and experience in using e-learning platforms. This finding is supported by Cakrawati (2017) study who found that students showed positive attitudes towards the use of online learning platforms such as Edmodo and Quipper. They believe that online learning platforms can help them in practicing language skills, acquiring new vocabulary, improving their understanding on the contents of the lesson. The results of this investigation are similar to Famularish (2020) study who confirmed that students find the use of online learning effective and efficient during the

period of Covid-19. Hence, based on these similarities, we can infer that the features of online learning platforms played a role in facilitating the learning process for students.

Nevertheless, the results displayed that few Algerian EFL students have negative attitudes towards the use of online platforms because of the following factors.

Firstly, students' lack of experience in the field of e-learning i.e. students are not familiar with the how to deal with such platforms. One of the main reasons behind this issue is that students do not have enough practice and training on how to use online learning technologies. This finding is in line with the study of Abuhassna et al. (2022) who mentioned that most learners were unfamiliar with the skills necessary for online learning. Moreover, Werang & Leba (2020) also revealed that one of the factors that affected Indonesian students' online learning is the students' unfamiliarity with using technology. Therefore, we are able to deduce that there is a similarity among the aforementioned studies. This may indicate that these students suffer from the lack or the limited training in the field of technology, particularly online learning and teaching.

Secondly, students' preference of traditional learning .That is to say, Algerian EFL students prefer face-to-face learning over online learning. We think that this could be due to many reasons. Primarily, maybe students could not get adapted to online learning because it is something completely new for them. Next, may be they do not have enough knowledge in the technological world. Then, students may not feel at ease when they are having online lectures. Lastly, students may have problems with the absence of continuous and direct interaction between students and instructors. Coman et al. (2020) asserted that Romanian students prefer the use of e-learning platforms in combination to traditional, face-to-face learning. The researcher believes that this similarity is due to the lack of high levels of students' engagement in their education. Also, it could be due to the lack of direct communication

between learners and their teacher. On the other hand, Famularish (2020) found that Indonesian students prefer online learning over face-to face learning during the pandemic situation. This result is different from our findings may be because Indonesian EFL learners would avoid to be at universities in order to prevent the spread of Covid-19.

Thirdly, the students' lack of use of e-learning platforms i.e. some Algerian EFL learners reported that they do not use online learning platforms. The investigator believes that one of the causes that may lead students to not to use these platforms is that they do not have access to personal devices. Besides, some students suffer from internet connection issues, they reported that sometimes slow speed connection influence their online learning process. This finding is in line with many studies (Mulia Sari, 2020; Cakrawati, 2017; Famularish, 2020; Abuhassna et al., 2022) who indicated that some students suffer from the unstable and slow speed internet connection which consequently demotivate them to accomplish their activities and courses. This problem may be attributed to the place where these students reside. They are probably resided in rural locations which lack high-quality of internet coverage.

Accordingly, our results revealed that Algerian EFL learners have similar responses to Romanian, Indonesian, and Saudi EFL learners (Coman et al., 2020; Werang & Leba, 2020; Oraif & Elyas, 2021). This may be as a consequence of several reasons. For instance, the limited training in using e-learning technologies makes students unfamiliar with how to use online technologies. Then, the limited access to technological devices prevents students from using these platforms. Also the lack of interaction between students and teachers probably make students prefer the traditional way of education over e-learning.

4.3 The relationship between students' perceived difficulty of using online platforms and their engagement in online learning activities

From the results of this study the investigator discovered that there is a positive weak relationship between students' perceived difficulty of using online learning platforms and their engagement in online learning activities. On the other hand, the results confirmed a strong correlation between students' reported engagement and their actual engagement in online learning activities. Consequently, the researcher is able to assume that students are obliged to use online platforms and engage in online learning activities to succeed in their course. That is why they are still using e-learning platforms despite the fact that they find it difficult to engage in online learning activities. This interpretation is based on the Algerian EFL students' reported engagement with online activities on Moodle platform. Oraif & Elyas (2021) in their study found a positive correlation between Saudi EFL learners' engagement and their satisfaction with receiving instruction through online environment. This finding is different from our result because our study focuses on testing whether there is a relationship between Algerian EFL students' perceived difficulty of using online platforms and their engagement. Conversely, the aforementioned study centres its attention on testing the relationship between Saudi EFL learners' engagement and their satisfaction with e-learning.

GENERAL CONCLUSION

Introduction

The outbreak of Covid-19 epidemic obliged educational institutions to include and implement online learning as a solution for the continuity of education. During this period, learners needed to adapt to this new way of distant learning, as they were enforced to use e-learning platforms and engage with their online learning activities in the sake of achieving high level of learning outcomes. Therefore, the aforementioned considerations urged the researcher to undertake an investigation in which she aimed to find out information about the extent to which Algerian EFL learners engage with their online learning activities, to discover their perceived difficulty of using online learning platforms, and to explore the relationship between Algerian EFL learners' engagement with online activities and their perceived difficulty of using online platforms.

Furthermore, for the purpose of investigating the abovementioned research problem and for answering the projected research questions, a qualitative research approach was implemented since it fits the objective of our study which was having a better understanding of personal views, perceptions, and attitudes. Moreover, based on the nature of this study, an exploratory research design was adopted as it provides a more comprehensive, profound, and deep understanding of the phenomenon under research. With regard to the questions and aims that administered the present research study, a semi-structured questionnaire was used as a data collection tool. Besides this, the researcher collected data about the Algerian second year EFL students' actual engagement based on the frequency with which they did the phonetics' online quizzes in the e-learning platform Moodle. This was achieved under the permission of the phonetics' module teacher as well as the consent of the students. To be more specific, the semi-structured questionnaire was the first data collection tool that was designed in order to gather information about the students' personal profile, students' digital literacy, and students' frequency of engaging with their online learning activities. Then, we asked students in the

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questionnaire to provide their names in order to collect data about their actual engagement in Moodle platform.

In the interest of analysing the data, we used both quantitative and qualitative procedures i.e. the researcher used Microsoft Excel in order to analyse and summarise the close-ended questions. This was achieved by calculating the mean and standard deviation of the likert scale questions. However, for testing the hypothesis the investigator used the software Statistical Package for Social Science (SPSS) to calculate the inferential statistical test Spearman correlation. On the other side, for the qualitative data a thematic coding was used to analyse the open-ended question.

Therefore, the current investigation aimed to answer the following research questions.

5.1 To what extent are Algerian EFL learners engaged with their online learning activities?

According to the results, it was revealed that all the participants in the present investigation use e-learning platforms despite the fact that the frequency of using varied from a student to another. As it is displayed in the results the majority of learners sometimes use online platforms. However, the minority of EFL students rarely use these platforms. Also, it is noted that only few students always use them. Additionally, it is found that Algerian EFL learners are engaged with the majority of their online activities. More specifically, students sometimes engage with doing online quizzes and downloading new lessons from Moodle. Nevertheless, they rarely engage with attending online classes, using interactive video and external related material on the internet.

5.2 To what extent are Algerian EFL learners familiar with the use of online learning platforms?

The results of this question showed that the majority of Algerian EFL learners are mostly familiar with Moodle platform. Further, it was figured out that these students found doing the majority of online tasks something easy. More precisely, for EFL learners ''using external related material on the internet'' is the easiest task among the other online activities. However, they found that ''attending online classes'' something difficult to do. Apart from this, it was revealed that most of students are undecided about whether the use of theses platforms is easy or difficult. Despite that, it is noted that no student found the use of these platforms difficult or very difficult.

Likewise, it was found the majority of EFL learners have positive responses when it comes to the use of e-learning platforms. This is due to the following reasons. As reported by Algerian EFL students, e-learning platforms offer an easy access since most of them could log in easily. Besides that, students are familiar with how to use such online platforms may be because they have used to deal with them. Additionally, students find it easy to use these platforms since they present the information in an organised and structured way.

Conversely, it was revealed that few students have negative attitudes towards the use of online learning technologies because of the following factors. Firstly, some students lack experience in the field of online learning i.e. they do not have prior knowledge on how to use e-learning technologies. Then, some students prefer traditional learning over online learning. After that, the internet connection issues may prevent students from using online learning platforms. At the end, some students do not use these platforms at all.

5.3 What is the relationship between Algerian EFL learners perceived difficulty of using online learning platforms and their engagement in online learning activities?

Based on the results, it was found that there is a weak positive correlation between Algerian EFL students' reported engagement in online learning activities and their perceived difficulty of using e-learning platforms. However, it was revealed that there is a strong positive correlation between students' reported engagement and their actual engagement on Moodle platform. The results of this question confirmed our expected hypothesis which indicated that there is a relationship between Algerian EFL learners' perceived difficulty of using e-learning platforms and their engagement in online activities.

5.4 Implications of the study

The results of the current investigation would help EFL teachers as it will help educational institutions and their administrators to highlight the major difficulties that may exist in online language teaching and learning. As a consequence, this identification would help them to diminish the level of difficulties that exist in online learning by offering suitable solutions for learners. For example, providing more training sessions to EFL learners will make them familiar with the field of online learning.   Also, these findings will make instructors aware of the extent of the Algerian EFL learners' engagement in their online learning activities. As it will benefit Algerian EFL instructors to increase students online engagement since this research provides some strategies and learning theories that encourages the engagement of students in e-learning.

5.5 Limitations of the study

Due to time restrictions, the researcher investigated an exploratory study in which she relied only on one data collection tool that is the semi-structured questionnaire. Thus, relying only on a semi-structured questionnaire did not allow the researcher to have more detailed data. Besides, the results cannot be generalised on all Algerian EFL learners since the researcher dealt with a small sample size (30participants).

5.6 Recommendations for future research

Throughout this section, a set of recommendation will be allotted in order to avoid any difficulties when conducting a research similar to this study. Also to provide some suggestions to undertake a research study on issues that worth investigating in the area of online learning. To start with, the current study relied only on one data collection tool which is a semi-structured questionnaire. Hence, further studies are recommended to deal with larger sample size as well as to rely on random sampling technique to have more generalizable results. Then, this study focused only on investigating students' perspectives. Thus, it is suggested that future research conduct studies in which they include all members that took a part in the online teaching and learning (i.e. both teachers and learners). Lastly, it is proposed to conduct an investigation about the effect of using online learning platforms on developing language skills (vocabulary, pronunciation, writing...etc.).

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APPENDICES

Appendix: students' questionnaire

Summary of the study
This questionnaire is part of a study that is aiming to explore the Algerian EFL learners' familiarity with online learning technologies and their engagement in online learning during Covid-19.

Consent form

Dear student,

You are kindly being invited to participate in this research study which aims to explore the relationship between Algerian EFL learners' familiarity with online learning technologies and their engagement in online learning during Covid-19. Your contribution will be useful for the success of this research.

Your participation in the study is voluntary and all your answers will be anonymous. Therefore, try to provide answers that reflect your own experience.

Thank you

The researcher's email: saoufatima99@gmail.com

The supervisor's email: moustafa.amrate@univ-biskra.dz

1. **PROFILE INFORMATION**
Please fill out the following information and then proceed to answering the questionnaire.

First Name: **Last Name**	
Gender:	Male ☐ Female ☐
Age:	
Place of birth (Wilaya/ province)	
First language:	
University degree in preparation:	License ☐ Master☐
Year of study:	L1☐ L2☐ L3☐ M1☐ M2☐
Number of years you've been learning English:	
Which of these technological devices do you have at home? **N.B: Tick all that applies.**	Smartphone ☐ Tablet ☐ Laptop ☐ Desktop computer ☐
Do you have access to internet at home?	Yes ☐ No ☐
Does your university provide access to an online learning platform (e.g., Moodle)	Yes ☐ No ☐
What type of activities you use during online learning?	☐ **Synchronous online learning** (In this type students learn from instructors at same time, but not in same place. For instance, they use chat-based online discussions, interactive webinars…)

	□ **Asynchronous online learning** (In this type students learn from instructions such as prerecorded video lessons, email exchanges between teachers … etc. In other words, learning doesn't occur in the same place or at the same time.)

2. QUESTIONS ABOUT ONLINE LEARNING TECHNOLOGIES

1. What online learning platform are you familiar with?

     Google Classroom □
     Moodle Platform □
     Blackboard □
     Canvas □
     N.B. Tick all that applies.

- How often do you use these platforms?

Never □	Rarely □	Sometimes □	Often □	Always □

- Have you found it difficult to use these platforms?

Very difficult □	Difficult □	Neutral □	Easy □	Very easy □

Why?

_____
_____
_____
_____
_____

2. Rate the difficulty of each aspect in online learning.

	Very difficult	**Difficult**	**Neutral**	**Easy**	**Very easy**
Attending online classes using Google Meet, Zoom …etc.	□	□	□	□	□
Accessing lesson and lecture notes in electronic or pdf formats	□	□	□	□	□
Doing online activities or quizzes	□	□	□	□	□

Using video or film materials	☐	☐	☐	☐	☐
Using external lesson related materials on the internet	☐	☐	☐	☐	☐

3. QUESTIONS ABOUT STUDENTS' ONLINE ENGAGEMENT.

Read the following statements and tick the appropriate answer.

How often do you engage with the following activities in online learning?

Items description	*Never*	*Rarely*	*Sometimes*	*Often*	*Always*
I attend Google Meet sessions	☐	☐	☐	☐	☐
I log in to my account on Moodle platform to download any new lesson or activity	☐	☐	☐	☐	☐
I do my homework and quizzes online	☐	☐	☐	☐	☐
I use video interactive or film materials	☐	☐	☐	☐	☐
I use external lesson related materials on the internet	☐	☐	☐	☐	☐

الملخص

خلال جائحة كورونا، تم تنفيذ التعليم عبر الانترنيت في معظم المؤسسات التعليمية حول العالم من أجل التعويض عن نقص التعليم وجها لوجه. لذلك، الدراسة الحالية تهدف إلى استكشاف مدى مشاركة طلاب اللغة الإنجليزية في جامعة بسكرة في أنشطتهم عبر الانترنيت، كما تسعى لاكتشاف مدى صعوبة استعمال منصات التعلم عبر الانترنيت ما بين طلاب اللغة الإنجليزية في جامعة بسكرة. بهدف تحقيق ذلك، تم استخدام نهج نوعي بغية دراسة حالة العينة التي تشمل خصيصا طلاب السنة الثانية ليسانس بجامعة بسكرة. فيما يخص البيانات المتحصل عليها، فقد تم جمعها عن طريق تقديم استبيان للطلبة (39 طالب). كشفت النتائج أن غالبية الطلاب لديهم مواقف إيجابية اتجاه استخدام منصات التعلم عبر الانترنيت. وهذا يعود للأسباب التالية: أولا سهولة الاستخدام و سهولة الوصول إلى منصات التعلم عن بعد، ثانيا معرفة الطلاب باستخدام هاته المنصات، ثالثا الطريقة عرض المعلومات المنظمة للمنصات. من جهة أخرى، لدى الأقلية من الطلاب مواقف سلبية اتجاه استخدام هاته المنصات التعليمية بسبب افتقارهم للخبرة في مجال التعلم الإلكتروني، معاناة الطلبة مع مشاكل الانترنيت و تفضيل التعليم التقليدي عن التعليم عبر الإنترنت من قبل الطلبة. بالإضافة إلى ذلك، أشارت النتائج أن معظم طلاب اللغة الإنجليزية بجامعة بسكرة يشاركون في أغلبية الأنشطة التعليمية عبر الإنترنت. أخيرا، نتائج هاته الدراسة أكدت وجود علاقة إيجابية ضعيفة بين الصعوبة التي يواجهها الطلاب في استخدام منصات التعليم الالكتروني و مشاركتهم في أنشطة التعلم عبر الانترنت.