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Dedication1

In the Name of Allah, the Most Gracious, Most Merciful, All the Praise is due to Him alone, The
Sustainer of the entire World.

I dedicate this work to

My dearest parents who are always supporting me

My dear husband

My “Jad” my handsome son

All my sisters and my darling brothers

All my teachers; particularly my supervisor: Henainia Hosna

My closest friends “Ghada Benyahia” and “Salma Saadna”

To myself

And to you reading this dissertation

Boutheyna.

Dedication 2

I dedicate this work to my parents, “my Allah bless them”, who gave me love and power that motivate me to carry my work.

This dissertation is dedicated also to my husband “Ommar” who was all the time by my side when I needed help.

Never forget all my teachers. This work is dedicated to all of them, big thank for their huge efforts and great encouragements. Without forgetting to thank my friend “Boutheyna Merzoug” who shared with me all the difficult and happy moments throughout the year at university.

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Abstract

Education is an integral part of peoples' lives; it is broadly diverse today compared with previous years because of COVID-19 pandemic. New teaching methods and other prominent inventions were implemented in different educational settings where teaching and learning processes moved from face to face mode to virtual one. This contribution is an assumption to evaluate distance learning in the Department of English at Guelma University. It aims at investigating the attitudes and perspectives of EFL students towards online learning, and to examine to which extent they are engaged in this experience. The study follows the exploratory approach through using a students' questionnaire and a teachers', head of the English Department, and the Media Engineer's interviews to collect their views and insights regarding the topic in question. The sample of the present research encompasses one hundred twenty (120) Second Year License students and five (5) teachers from English Department, one Arabic teacher from Arabic Department, the Head of the English Department, in addition to the Media Engineer of the Languages' Faculty. They all belong to the University of 8 Mai 1945-Guelma. The results of this research depend on the various perceptions that the participants expressed. The experience of online teaching/learning was described as successful for most of EFL students, because they found it flexible and easy. It was also described as alright by the head of the English Department who found it interesting. Whereas, teachers agreed on describing it as limited and insufficient. At the end there is a major optimism about the future, if all these contributors united their efforts to overcome the challenges they mentioned in their answers.

Key words: Online learning, Online English teaching and learning, EFL learners, Digital tools

List of Acronyms and Abbreviations

FL: Foreign Language

L2: Second Language

EFL: English as a Foreign Language

ELT: English Language Teaching

E-learning: Electronic Learning

LMS: Language Management System

CMS: Course Management System

ICT: Information and Communication Technology

TOFEL: Test of English as a Foreign Language

SMS: Short Message Service

WAP: Wireless Application Protocol

UNESCO: The United Nations Educational, Scientific and Cultural Organization

List of Figures

Figure 1.1. Moodle	27
Figure 1.2. Facebook	29
Figure 1.3. Tweeter	30
Figure 1.4. Chrome Browser	30
Figure 1.5. Duolingo	32
Figure 1.6. Blog	33
Figure 1.7. Wikis	34
Figure 1.8. Zoom	36
Figure 1.9. YouTube	37
Figure 1.10. Vocabulary Games	38
Figure 1.11. Classroom Games	40
Figure 1.12. Vocabulary Games and Activities	40
Figure 1.13. 6 of the best online Vocabularies	41
Figure 1.14. 6 of the best online Vocabularies	41

List of Tables

Table 1.1 Synchronous E-learning vs. Asynchronous E-learning	11
Table 1.2 Why and when and how Synchronous vs Asynchronous learning	12
Table 1.3 Online Instructor Roles	18
Table 3.1. Students' Age	47
Table 3.2. Years of English Language Experience	48
Table 3.3. Students' Description of their Level in English	48
Table 3.4. Learners' Choice to study English	49
Table 3.5. Learners' Opinion about Online Teaching and Learning	50
Table 3.6. Use of online learning Materials	50
Table 3.7. Online learning Tools' Availability	51
Table 3.8. Online Teaching and Learning' Types	52
Table 3.9. Learners' Preferable Type of Online Learning	53
Table 3.10. Learners' Participation in the Online Courses	54
Table 3.11. Students' Difficulties while Using Online Learning	55
Table 3.12. Students' Benefits from Online Teaching and Learning	56
Table 3.13. Students' Perceptions towards Online Learning	57
Table 3.14. Learners' Evaluation of Online Teaching and Learning	58
Table 3.15. Learners' Description to Themselves	59
Table 3.16. Suggestions for Enhancing Online Learning	60
Table 3.17. Students' Perceptions about Teachable Modules via Online Courses	61
Table 3.18. Learners' Beliefs about Online English Learning	61
Table 3.19. Learners' Preferences between Moodle Platform & Other Applications	62
Table 3.20. Students' Use of Applications/Websites	63
Table 3.21. Learners' Choices for Continuing their Studies	64
Table 4.1. Statistics about the Total Number of Lessons in the Third and Fourth Semesters	81

Contents

Dedication 1	I
Dedication 2	II
Acknowledgments	III
Abstract	IV
List of Acronyms and Abbreviations	V
List of Figures	VI
List of Tables	VII
Contents	VIII
General Introduction	1
1.Statement of the Problem	1
2. Aims of the Research	2
3.Research Questions	2
4. Research Methodology and Design	2
4.1. Research Method	2
4.2. Population of the Study	3
4.3 . Data Gathering Tools	4
5. Significance of the Study	4
6. Structure of the Research	
Chapter One: Online Teaching and Learning	
Introduction	
1. Online Teaching and Learning	5
1.1 Definition of Online Teaching and Learning	5
1.2 Definition of E-learning	7
1.3 Online Learning Today	8
1.4 Types of Online Teaching and Learning	9
1.4.1. Synchronous vs. Asynchronous E-learning	9
1.4.2. Blended Learning	13
1.5 Advantages and Disadvantages of online teaching and learning	13
1.6 Necessary Materials in E-learning	16
1.7 Roles of Teachers and learners in online Education.	17
1.8 Government roles“ during the COVID-19 Outbreak	20

1.9 Roles of the Algerian Universities during the pandemic.	21
Conclusion	22

Chapter Two: Online English Teaching and Learning

Introduction	
2.1 An Overview of Online Language Teaching	23
2.2 Online English Teaching and Learning during COVID-19	24
2.3 Students' Perceptions About the Use of Online Platforms for EFL Learning	25
2.4 Using E-Learning Tools to Enhance English Teaching and Learning	26
2.4.1 Moodle Platform	27
2.4.2 Facebook	29
2.4.3 Tweeter	30
2.4.4 Chrome Browser	30
2.4.5 Duolingo	32
2.4.6 Blogs	33
2.4.7 Wikis	34
2.4.8 Zoom	36
2.4.9 YouTube	37
2.4.10 Online Vocabulary Games	38
2.5 Challenges in Online Education	42
Conclusion	43

Chapter Three: Field Investigation

Introduction	
3.1. Setting.	45
3.2. Students' Questionnaire	45
3.2.1. Population of the Study	45
3.2.2. Description of the Students' Questionnaire	46
3.2.3. Administration of the Students' Questionnaire	47
3.3. Analysis of Students' Questionnaire	47
3.4. Summary of the findings.	67

Chapter Four: Field Investigation

Introduction	
3.3. Teachers', Head of English Department, and Faculty of Letters and Languages' Media	69

Engineer’s Interview	Contents	
3.3.1. Sample		69
3.3.2. Description of the Teachers’ Interviews		70
3.3.3. Description of Head of English Department Interview		70
3.3.4. Description of the Faculty of Letters and Languages’ Media Engineer Interview		71
3.3.5. Administration of the Teachers’, Head of Department’ and the Faculty of Letters and Languages’ Media Engineer Interviews		71
3.3.6. Data Analysis and Interpretation		72
3.3.6.1. Analysis of Teachers’ Interview		72
3.3.6.2. Summary of the Findings from the Teachers’ Interviews		77
3.3.6.3 Analysis of the Head of the English Departments’ Interview		77
3.3.6.4 Summary of Results from the Head of the English Department’ Interview		79
3.3.6.5 Analysis of Results from the Faculty of Letters and Languages’ Media Engineer Interview		79
3.3.6.6 Summary of Results from the Faculty of Letters and Languages’ Media Engineer Interview		82
3.3.6.7. Summary of Results and Findings from Teachers', Head of Departments', and the Faculty of Letters and Languages Media Engineer’ Interviews		82
Conclusion		83
Pedagogical Implication		83
General Conclusion		86
Limitations of the Study		86
Suggestions for Further Research		87
References		
Appendices		
Appendix A: Students’ Questionnaire		
Appendix B: Teachers’ Interview		
Appendix C: Teachers’ Interview Transcription		
Appendix D: Head of English Department’ Interview		
Appendix E: Head of English Department’ Transcription		

Appendix F: Faculty of Letters and Languages Media Engineer^{re} Interview

Appendix G: Faculty of Letters and Languages Media Engineer^{re} Transcription **Arabic**

Summary

French Summary

General Introduction

The COVID-19 outbreak brought new ways of learning in the entire world. Educational institutions intend to replace face to face learning by online learning. Today E-learning materials are immersed as necessary resources for teachers and learners. In the current academic year, the call for learning languages online augmented significantly. The use of technology and virtual learning existed already before the pandemic; however, it is crucial to note that the plague plays a vital role in fostering the use of distant education modes. This work attempts to describe and evaluate the online teaching and learning experience in English Department at Guelma University.

1. Statement of the Problem

Evidently, the pandemic poses an unprecedented global challenge influencing profoundly our daily life; it results in schools and colleges to shut down across the world. Globally, all children at schools or students at universities are out of their classrooms. Education is changing dramatically because it is turning into online teaching modes, i.e. a significant number of colleges all over the world are moving from the traditional face-to-face classes into fully online, web-based courses. Online education is often called „distance education“; it is presently an integral part of many university’s programs.

With the rise of the COVID-19 pandemic, Algeria also has to move quickly and implement the online teaching and learning mode. Among several universities in Algeria, Guelma University tends to support the classical way of teaching by virtual online teaching. The Department of English as part of this University is concerned by this shift; actually, it started to adopt it as an obligatory system since 2020. The beginning of the Academic year 2020-2021 witnessed the integration of Blended Learning as a procedure that guarantees the flow of education in a moderately adequate manner. This research is interested in this integration as it tries to describe the sufficiency of online education so far.

2. Aims of the Research

The general aim behind this research is the evaluation of online EFL teaching and learning between success and failure: this general aim is divided into two sub-aims:

1. Investigating both teachers and students' attitudes and perceptions towards online education.
2. Investigating the extent to which these two participants of the educational process are engaged in the online procedures.

3. Research Questions

In the light of the points discussed in the problematic, it is essential to ask the following questions:

1. To which extent are the EFL students at Guelma University engaged with online learning?
2. What are the problems that face EFL students and teachers at Guelma University?
3. What are the EFL students and teachers' attitudes towards online learning?
4. To which extent EFL online teaching and learning at Guelma University reached success or failure?

4. Research Methodology and Design

4.1 Research Method

The present research is approached through the exploratory method; providing both quantitative and qualitative data. This method was applied through a questionnaire that was administered to EFL Second Year students from English Department at Guelma University and a collection of interviews piloted with teachers from the same department, in addition to its head and the media engineer of the faculty. The choice of such a method is not random: it rather helps collecting opinions, perceptions, authentic statistics and concrete data about the whole experience.

4.2 Sample of the Study

The sample of the present research consists of Second Year License students and teachers from the Department of English, one Arabic teacher from the Department of Arabic, the head of the English Department, and the Faculty's Media Engineer; they all belong to 08 Mai 1945-Guelma University.

A questionnaire was distributed randomly to 250 Second Year License students. It was executed online using Students' Facebook groups and pages to gather 120 answerers in a week time. As for the interviews, five (05) teachers were chosen from the Department of English; the researchers made sure that they receive perceptions and data from one teacher from each speciality taught in the Department. Starting by Pr. El Agoune Abd Elhak, Vice Dean of the Faculty of Letters and Languages, specialized in **Civilization Studies**; Dr. Hamdi Houda specialized in **Literary Studies**; Dr. Mlili Amina specialized in **Political Sciences**; Mr. Chettibi Mohamed Walid specialized in **Linguistics' Studies**; Mrs. Cheribi Lamia specialized in **Translation Studies**. One (01) teacher from the Department of Arabic joined voluntarily the interviews; he is Pr. Boumahra Abd Elaziz, Dean of the Faculty of Letters and Languages.

To make sure the data collected for answering the research questions is authentic and precise, the researchers tried to vary their sample by addressing the administrative participant in the operation of Online Teaching and Learning, represented by the Head of the English Department Dr. Dekhakhena Abdelkrim, he is also a lecturer specialized in **Civilization Studies**. Also, the technical side was included in the data collection procedure by interviewing the Media Engineer Mr. Merzoug Lamine, responsible on the Faculty of Letters.

4.3 Data Gathering Tools

Data was collected using a questionnaire administered to Second Year License students, in addition to interviews piloted with a group of teachers, administrators and technicians from the target department (details about the sample are described in title number 4.2).

5. Significance of the Study

This research is important because it adds insights and opens a conversation about Distance Education since it is a new experience in Guelma University. It sheds light on how Online Education is currently executed and it highlights the challenges that this new system faces.

6. Structure of the Research

The present study is divided into four main chapters. The first two chapters are a theoretical overview of the two variables, online teaching & learning and online English Teaching and Learning respectively. Chapter One provides readers with a general view about online teaching and learning, e-learning, and how education is changed due to COVID-19. The chapter focuses on necessary materials in online education, also it tackles the different roles of learners, teachers, governments, and universities. In addition to role of the Algerian universities during the pandemic. The second chapter serves to provide a look at the concept of online EFL teaching during the pandemic. In addition, it includes an overview about students' perceptions towards e-learning. It also provides a description about the different technological tools, the challenges and the difficulties. Finally, it tend to highlight the importance of online English learning. The third chapter is the practical part of the study that deals with the data analysis and interpretation from the students' questionnaire. The fourth deals with the teachers' interviews. These chapters will finally conclude by a summary of the main findings, which would probably allow answering the research questions.

Chapter One

Online Teaching and Learning

Introduction

The pandemic of COVID-19 changed all aspects of our lives including the educational sector that leads to the adoption of a new era in learning method from face to face interaction towards online education. Internet, computers and other technological tools are almost found in all household, companies and universities. Approximately, all the generations are influenced by technology but the young learners are the most affected one. In present time, learners are supposed to master these technological devices without facing difficulties during online courses, with the distinctive rise of e- learning, teaching is undertaken remotely and on digital platforms, thus different universities and institutions are not restricted anymore with the traditional face to face learning.

This chapter attempts to cover this form of education starting with definitions of online teaching and learning, e-learning, in addition to an overview of online learning today. It tackles the different types of online teaching and learning (synchronous vs asynchronous e-learning, blended learning), then the advantages and disadvantages of these procedures. Also, it sheds light on the necessary materials for online education, roles of both teachers and learners in online classes, and Finally, the roles of Governments and Algerian Universities during the COVID-19 pandemic.

1. Online Teaching and Learning

1.1 Definition of Online Teaching and Learning

The term “Online teaching and learning” is widely used with a variety of meanings. Hence, it is explained by different writers and researchers. According to Wallace (2003) virtual teaching and learning are an extensive process that renders the educational sector for both levels, graduate and undergraduate (p. 241). It is form of educational system that makes use of a variety of technologies (Dağ and Geçer 2004, p. 8). Fathi Elloumi & Anderson (2004) states that:

Chapter One Online Teaching and learning

Different terminologies were used for online learning, a fact that makes it difficult to develop a generic definition. Terms that are commonly used include e-learning, Internet learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, Web-based learning, and distance learning. All of these terms imply that the learner is at a distance from the tutor or instructor, that the learner uses some form of technology (usually a computer) to access the learning materials, that the learner uses technology to interact with the tutor or instructor and other learners, and that some form of support is provided to learners (p. 3)

In light of this quote, it is hard to define online learning and it is not limited to a specific definition because of the vast variety of its terminologies, such as e-learning, distance learning, and web based learning. In the same sense, it is assumed that online learning is a kind of distance learning in which the learner is detached from the educator. They intercommunicate with technological tools like the computer while the educational process should be the central point of online learning, not only the availability of tools. Moreover, Mackay et al (2014, p. 11) claimed that e-learning is reflected as a type of online learning that comprises a combination of synchronous and asynchronous methods, and this combination results in what is called the blended learning or hybrid learning. It simplifies the process of interconnection between the instructor and learner every time and everywhere (Information Research Management Association 2018, p. 860).

The following years, online learning is no more an option, it is a necessity. Virtual learning transformed the education by switching it from face to face mod to online mod; in which the internet is the successful factor in it; furthermore, online learning takes small part under the umbrella term of “distance education” (Guemide and Maouche, 2020, p. 494). According to Chan (2020) Covid-19 pandemic has strongly influence the educational sector; universities tend to remove and annul the classes, this later leads to the worry, stress, and pressure towards the whole world .He adds that this

Chapter One Online Teaching and learning

pandemic derives the unexpected shift from face to face mod to online mod (pp. 2-3). In the same vein, Cahyadi (2020) claimed that the Corona-virus (COVID-19) resulted the sudden close of universities and schools in all over the world; this transform adopt what is namely online learning (p. 255). In fact, virtual learning includes all kinds of teaching and learning, only face to face method (Doyumgac et al. 2020, p. 167). The COVID-19 outbreak leads to acceleration in the teaching and learning methods which obtained the entire system to online process (Watermeyer et al., 2020, p.623). Nevertheless, education is moved from face to face method to virtual classes with the help of ICT; it is no more a distance learning, it is on emergency remote teaching and learning forced by the outbreak of COVID-19 (As cited in Rahiem, 2020, p. 6125). In other words, it is remarkable that the use of technology is not new in education; electronic learning become the core method of teaching the curriculum during the pandemic.

1.2 Definition of E-learning

Taking into consideration the previous definitions, it is made known that online teaching and learning has several terminologies in which E- learning is one of them. With that said, A larger discussion on the term „E- learning“ can be found in (Pollard & Hillage, 2001, p. 20), they claim that “While elements of e-learning have been around in some form or other for over 10 years, the development of information and communication technologies have meant that e-learning has now came to mean much more than just learning from a computer”. Simply put, the use of e-learning changes over time as it expands to be more than the use of some technology. Scholars like Naidu (2006) argued that e-learning is defined as the use of technology in education; he refers to technological devices that are used as tools for teaching and learning. Alternatively stating, it refers to education via internet or network (p.1). supporting the same idea and according to Craig et al (2008) it comprises intercommunication between both the learner and the instructor with the use of technological tools (p. 206). Electronic learning described as the use of technological tools like internet, computer, as well as the several online materials and means like mobile,

Chapter One Online Teaching and learning

platforms, SMS (short message service), video conferencing and WAP (wireless application protocol) (as cited in Uden, 2014, p .125) .

1.3 Online Learning Today

In the late 20th century e-learning developed with the integration of computers and internet, in the 1980^s computers started to invade houses and within the next few years, people began to gain access to the WWW information and e-learning opportunities. By the early 1990^s, different schools offered online courses and gave the opportunity to people who were not able to attend university due to geographical restrictions or time limitations. “In the 2000^s, business began using E-learning as a tool to educate their employees. New and experienced workers alike now had the opportunity to improve upon their industry knowledge base and expand their skill sets. At home individuals were granted access to programs that offered them the ability to learn online” (E-learning Concepts, Trends, Application, 2014, pp. 10-11). KorKmaz and Toraman (2017) claimed that Corona Virus pandemic had caused significant challenge in the various academic institutions, leading to the use of the variety of the technological devices; in which this later would obtained a major interest and significance, they add that the extensive and universal usage of those technical instruments had joined alternative terminologies for example: online learning, blended learning, and e-learning (p. 294).

Cahaydi (2020) asserted that under the rise of COVID- 19 pandemic the educational sector tend to move to the virtual classes for the sake of mastering the different obstacles that encountered the instructors and the learners, Nevertheless, online education is appointed to facilitate the path of teaching and learning (p. 256). In the same regard, Dhawan (2020) confirmed that the pandemic has led to serious problem for many educational institutions by changing the system as a whole, that is to say moving from the old system to the new one “face to face to distance education” (p. 5).

Chapter One Online Teaching and learning

To conclude, online learning was excited since 1980's, with next few years it grows as much as it was before; "it is progressive process". However, with the global change of COVID-19 it becomes a necessity.

1.4 Types of Online Teaching and Learning

As it was explained early on in the chapter, that the whole system of education changed to online system, the different kinds of online teaching and learning might be explained as follows:

1.4.1 The Asynchronous vs. Synchronous E- learning

Interaction plays an important role in the success of distance learning, either by the asynchronous approach or the synchronous one. In the same regard and according to Oye, Salleh & Iahad (2012), the asynchronous approach relates to the environment of online learning, in which the intercommunication between teachers and learners occurs over an interval of time. In this sense, e- learning allows learners to discuss with instructors, as well as themselves online at different times. Furthermore, asynchronous mode is not necessarily based on interaction at the same moment but later, with the use of tools such as emails. (As cited in Mackay et al. 2014, pp. 75-76) online teaching and learning became a prevailing tool of instruction, because it does not necessitate parallel and provisional attendance of both teacher and learner; it only depends on „web page structure“. they add that a noticeable device for this process is Learning Management System (LMS) software which promotes services that any academic needs such as enrolment, evaluation and the ability of downloading the courses treated. This space functions as a virtual classroom dimension taking into consideration the facility of transferring the achieved data, in addition to the capacity of group conversations about those finished tasks. Alternatively stated, LMS is a multiple services software, which minimizes the overloaded stress put on the tutors. Furthermore, LMS won a wild range of acclaim amongst students which suggests on teachers using it; in view of the fact that it enhances group work and raises attention (ibid.).

Chapter One Online Teaching and learning

According to Shahabadi & Uplane (2015) asynchronous mode is almost like the synchronous one because in both cases the learner utilizes the e-learning sources in order to simplify information (p. 132).

However, opposing to the asynchronous online learning (2014, As cited in Mackay et al. pp. 76-77) the synchronous approach refers to the concurrent presence of both the learner and the teacher in the teaching process, where the information is promptly passed. This type of instructions includes „chat“ rooms, „audioconferencing“ and others. Synchronous learning is characterized by a strong flow of essential data. Nevertheless, the asynchronous dominates the other online-based instructions despite the urge for the synchronized presence of the teacher and the „materials“. Asynchronous online learning curbs some mandatory stimuli for the learning process, including the deficiency of engaging learners along with the lack of motivation they may experience, contrary to the synchronous online teaching where the presentation can take place allowing the ultimate success of the process.

The benefits of synchronous online learning can be demonstrated through the learners“ fruitful output and tasks fulfilled due to the “laborsaving” (for example the reduction of the time wasted on transportation). The facility of access to web pages wipes away the setback of large numbers of learners within the spot. Moreover, „videoconferencing“ allows the reception of the conventional learning techniques and strategies, so the teachers face no difficulty during the lesson presentation. This type (synchronous) allows the learners to interact online with the teachers simultaneously (ibid.). Moreover, Synchronous online learning is a tool that simplifies the directions of intercommunication during the learning process. It takes place during real time (Shahabadi & Uplane, 2015, p. 131). Following this idea, interactions and time are viewed as the key elements of this type of synchronous online learning (p. 132). Their definitions and differences between the synchronous and asynchronous approaches can be illustrated in the following table:

Table 1.1

Synchronous E-learning vs. Asynchronous E-learning

Chapter One Online Teaching and learning

Asynchronous e-learning	Synchronous e-learning
<ul style="list-style-type: none"> ✓ It offers several electronic applications like the e-mails that facilitates the intercommunication between the learner and the instructor. 	<ul style="list-style-type: none"> ✓ It simplifies the learning process via social networks such as videoconferencing and virtual chatrooms.
<ul style="list-style-type: none"> ✓ It is considered as an important element of a flexible online learning. 	<ul style="list-style-type: none"> ✓ It overcomes the frustration among tutors and the learners; since they are far from each other.
<ul style="list-style-type: none"> ✓ It enables learners to login to the online learning system every time and everywhere. 	<ul style="list-style-type: none"> ✓ It avoids the aloneness feeling of the learners, thus it gives them the impression that they are participants.
<ul style="list-style-type: none"> ✓ It provides students a chance to upload courses and intercommunicate with their classmates as well as their teachers throughout chats. 	<ul style="list-style-type: none"> ✓ It does not necessitate from the teacher and the student to be at the same place when communicating.

Adapted from: Harstanski, 2008,pp.51-52

This can mean that Asynchronous and Synchronous are two online learning approaches that assimilate electronic tools, in contrast with the traditional method of education. The proper use of particular approaches would double the gains for the instructor and the learner. The following table provides extra explanations:

Chapter One Online Teaching and learning

Table 1.2

The Why, When and How of Synchronous vs. Asynchronous E-learning

	Asynchronous e-learning	Synchronous e-learning
When	<ul style="list-style-type: none"> • When reflecting on complex issues. • When synchronous meetings cannot be scheduled because of work, family..etc 	<ul style="list-style-type: none"> • Discussing less complex issues. • Planning tasks.
Why	<ul style="list-style-type: none"> • Students have more time to reflect because the sender does not expect an immediate answer. 	<ul style="list-style-type: none"> • Students become more committed and motivated because a quick response is expected.
How	<ul style="list-style-type: none"> • Use asynchronous means such as e-mails, discussion boards and blogs. 	<ul style="list-style-type: none"> • Use synchronous means such as videoconferencing, instant messaging and chat complemented by face-to-face meetings.
Example	<ul style="list-style-type: none"> • When students are expected to reflect individually on the course topics, so they may be asked to make a blog. • When students are expected to share reflections regarding course topics and critically assess their peers' ideas, so they may be asked to participate in online discussions on a discussions board. 	<ul style="list-style-type: none"> • When students are expected to work in groups, so they may be advised to use instant messaging as support for getting to know each other, exchanging ideas, and planning tasks. • In the case of a teacher who wants to present concepts from the literature in a simplified way, so he may give an online lecture by video conferencing.

Adapted from Harstanski, 2008,p.54

Chapter One Online Teaching and learning

This table provides insight on the difference between the two modes (synchronous vs. asynchronous). Asynchronous learning allows students to access materials, ask questions, and practice their skills at any time that works for them. Whereas, the synchronous approach requires simultaneous attendance at scheduled meetings or lectures in real time.

1.4.2 Blended Learning

Additionally to the previous types, blended learning is an approach that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. More researches have been explained by the following scholars:

The meaning of the term blended learning does not have an obviously defined explanation, although it is considered as a basic term (Garrison & Vaughan, 2008, p. 6). It is no longer the traditional way of education; it makes the integration of internet necessary and reasonable. Garrison & Vaughan (2008) claim that Hybrid Learning is a combination between the two modes, the Asynchronous and the Synchronous ones. This fusion of mixed modes assimilates technology and digital media with traditional face to face learning. According to Lalima and Lata Dangwal (2017) blended learning is traditional education combined with the implementation of technological devices, especially internet launching inside or outside the classroom (p. 129).

To conclude online teaching and learning, involves delivered-instruction via the internet; Online instruction includes real-time (synchronous) and anytime, anywhere (asynchronous) interactions, in addition to the hybrid learning.

1.5 Advantages vs. Disadvantages of Online Teaching and Learning

As with most teaching methods, online learning also has its own set of positives and negatives. Decoding and understanding these positives and negatives will help institutes create materials for more efficient delivery of lessons and ensuring an uninterrupted learning journey for the students.

Chapter One Online Teaching and learning

Online learning becomes more frequently selected by learners all over the world because of its undeniable benefits especially for those unable to travel for studies (2014, As cited in Mackay et al. pp. 24-25). Numerous other advantages are listed here to emphasize the vitality of online learning:

- There is a dramatic reduction in costs in terms of travel and accommodation for learners.
- Online learning reduces the costly and exhausting travel for instructors and support personnel as well.
- Students can learn at their optimum pace as online courses facilitate this.
- Learning can be provided to the students flexibly in terms of time and place.
- Learners are independent and are therefore more likely to take ownership of and responsibility for their learning.
- The pre-packaging of materials and recording of sessions allows the instructor to move to higher levels of presentation.
- Recordings of all discussions and interactions are available for later review.
- The quality of the teaching content is more reliable.
- There is a single point for access for all course-materials—on the server, internet or specific internet sites.
- There is often broader peer-to-peer learning with interaction using chat or web and videoconferencing facilities.
- Professional relationships can be nurtured and learning can be sustained after a course is delivered using chatrooms, audio and video facilities.
- New materials can be uploaded from multiple sites quickly.
- Knowledge consistency is achievable to multiple sites and participants.
- It is adaptable to different learning styles and paces (ibid.).

Chapter One Online Teaching and learning

We cannot deny that online teaching and learning has a significant part in facilitating the process of learning as a whole; it is no more an option; however, it is a necessity. Despite the „life-saving“ facilities and assistances provided by online teaching, academics confront various difficulties while integrating this system of education. Online instruction has its drawbacks due to several reasons linked to both human and material issues, especially low communication between teachers and learners, shortage of technological tools, in addition to lack of motivation. The most significant hardship is the difficulty to assure interactive involvement in the lesson making (As sited in Mackay et al. pp. 28-29).

Other struggles should be named, such as:

- There is a minimal interactivity (especially with asynchronous courses) between the student and the instructor.
- Online learning can be lonely and requires one to thrive independently. Students often feel extraordinarily isolated.
- Students need to have increased self-discipline.
- Students often struggle to find the motivation to complete their courses.
- Written documentation is often the only direction a student will receive during a course.
- Instructor feedback is not immediate (it can be delayed sometimes by a few weeks).
- Online learning can be extremely time demanding—often more than classroom-based courses (e.g. due to lack of quick responses from an instructor and lack of spontaneity).
- The blended form of online learning requires regular visits to a residential.
- Technical problems with synchronous and asynchronous online systems.
- There are often gaps in technology like poor or intermittent access to computers and internet.

Chapter One Online Teaching and learning

- Administrative problems are often encountered like regular and complete management of the programs.
- Young learners often lack the motivation and initiative for online learning.
- The physical instructor presence is important for many learners (ibid.).

To sum up, while online programs have significant strengths and offer unprecedented accessibility to quality education, there are also a considerable number of weaknesses and obstacles that could be threats to the success of any online program.

1.6 Necessary Materials in E-learning

The use of technology has become an essential in education. Indeed, technology has turned into the unique factor that fasters learning by providing many platforms and applications to ease the teaching and learning process. These technologies are classified into hardware and software such as the internet, computers, smartphones, ICT, and platforms. (Mupinga et al., 2006, p. 187) argues that the hardware computers are an essential means for students in order to engage in course management platform. According to Habiburrahim (2016) internet is a successful factor that facilitates the online education, as well as flexible the intercommunication between the teachers and the learners. It enables the research teams to study online, hence it allows the instructors to perform their studies online (pp. 1-2). Information and Communication Technology (ICT) pervades into all university factors, in which all these technologies have a significance importance in the learners educational environments, as well as ICT considered as the basic activity of intercommunication between the tutors and the learners (Ac cited in Habiburrahim, 2016, pp. 2-3). Following the previous definitions, Vargo et al. (2020) assert that the different hardware and software technologies like the computers, smartphones, and platforms strongly influenced all aspects of our lives; and no exception for education, they say: “most of the educators and

Chapter One Online Teaching and learning

students choose to use video-based devices and platforms to continue their education”. This might be explained that the important factors that used during online learning is the platforms (pp. 15-19)

In addition to the previous hardware tools, software technologies are also a necessity materials in online teaching and learning. It exists a considerable number of (LMS) platforms in education, in which the MOODLE is the widespread and the most used one. In the same vein, Moodle is a learning platform or course management system (CMS) that delivered free open sources designed to help instructors to produce an efficient online teaching and learning; in which it comprises several characteristics such as modern, simply to use, free software, and it a facilitator process in the educational path (As cited in Uden, pp. 125-128). In the same regard, Ghounane (2020) described the Moodle platform as e secure system, flexible, and easy to share research through it, as well as it a facilitator system for the intercommunication between the instructors and the learners (pp. 28-29). Moving to another important factor in online learning which is Google Classroom, she adds that, Google classroom considered as a major material in the academic community; it designed to promote the contact between the teachers and their learners, for that reason it is one of the fundamental material in the online education (ibid.).

According to the definitions above, hardware and software materials has big part in our daily life, especially in education, they are necessary tools that facilitate the educational process; especially in the current one which is “online learning”.

1.7 Roles of Teachers and Learners in Online Education

The incorporation of E-learning into universities experiences huge changes; it is necessary to assess all these changes by clarifying the roles of both teachers and learners since they are the main actors in the virtual classroom. According to McMann (1994), the online teacher function is almost like his/her function with the ordinary education mode. It is necessary for the instructors to have knowledge about the synchronous and the asynchronous approaches (Collison et al., 2000 p. 464). Bawane

Chapter One Online Teaching and learning

&Spector (2009) declared that teachers who perform online, need to be aware about their multidimensional roles, thus they are supposed to incorporate several competencies. They highlight that instructors competencies need to be obtained from the context whereby the teaching is fulfilled (p. 383). Furthermore, Muñoz Carril et al (2013) stated that the functions and the capabilities of the virtual instructors are almost similar to the traditional instructors with just the involvement of technology and internet.

Along with Information Resources Management Association (2018) various other studies affirm that the online tutor bears many roles for the sake of aiding learners to be motivated and well informed. S/he takes into consideration that e-learners do not have direct communication neither with their colleagues, nor with him/herself. Consequently, the online teacher ought to create a sense of community in the E-classes to reduce the learner's sense of loneliness (p. 860).

Table 3 illustrates the vital roles of online teachers:

Table 1.3 Online Instructor Roles.

Researchers	Roles
Thach and Murphy (1995)	Instructor, instructional designer, technology expert, technician, administrator, site facilitator, editor, librarian, evaluation specialist, graphic designer.
Wiesenberg and Hutton (1996) Gold (2001) Goodyear et al. (2001)	Moderator, pedagogical, social, managerial, technical organizer, social, intellectual process facilitator, advisor/counselor, assessor, researcher, content facilitator, technologist, designer, manager/administrator.
Williams (2003)	Administrator manager, instructor/facilitator, instructional designer,

Chapter One Online Teaching and learning

	technology expert, site facilitator/proctor, support staff, librarian, technician, evaluation specialist, graphic designer, trainer, media publisher/editor, and leader/change agent.
Dennis et al. (2004)	Content facilitator, meta-cognition facilitator, process facilitator, advisor/counselor, assessor, technologist, resource provider, manager/administrator, designer, co-learner, researcher.
Aydin (2005)	Content expert, process facilitator, instructional designer, advisor/counselor, technologist, assessor, material producer, administrator.
Egan and Akdere (2005)	Administrative manager, instructor/facilitator, instructional designer, technology expert, site facilitator/proctor, support staff, librarian, technician, evaluation specialist, graphic designer, trainer, media publisher/editor, leader/change agent, systems expert/consultant.
Richey et al. (2005) Varvel (2007)	Analyst, evaluator, e-learning specialist, project manager Administrative, personal, technological, instructional design, pedagogical, assessment, social role.

Adapted from: Bawane & Spector, 2009, p.389

As shown in the table above, we noticed some teachers' comprehensive roles such as professional, pedagogical, researcher, and administrator, this might be explained that teachers collaborate with their students as well as motivating them towards learning; planning and preparation; facilitating the learning in addition to the implementation and the management of the courses. In the other hand, students also play a major role in e-learning. Several scholars tried to identify these functions; learners need to be active participants to assure the effectiveness of the whole procedure. In the same vein, other researchers represent their roles as follow: online learners have to systematize their education as well as organize

Chapter One Online Teaching and learning

themselves. they should be a self-directed learners in which they will be more motivated via the learning process. Successful learners are required to have clear idea about the distance learning program, for the sake of becoming more comfortable during the use of the technological tools that are available in E-learning (As cited in Craig et al., 2008 , p. 206). From another perspectives, online learners' roles described in terms of functions as detailed below, online students need to be an active learners; totally engaged through the online courses, as well as being responsible for developing personal plans. Creating specific goals and effective planning are important responsibilities and attitudes that the e-learner should take into consideration (2019, as cited in Saha, p. 6). From this explanations, we can deduce that both instructors and learners have a significant part in managing this electronic learning; thus they are responsible collaborative planners, and communicators in their distance education roles.

1.8 Government's Roles during COVID- 19 Outbreak

Following the teachers and learners' roles, governments play a significant functions as well. The pandemic has changed dramatically the whole world to remote world, in this regard, De Giusti (2020) says: "The COVID-19 pandemic has caused the largest disruption of education in history, having already had a near universal impact on learners and teachers around the world", which means that it is strongly affected the educational sector in the entire world, this leads from governments and universities in all over the world to take seriously the situation and make urgent decisions. (As cited in Zermane & aitouche, 2020. p. 161) "Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. These nationwide closures are impacting over 60% of the world's student population. Several other countries have implemented localized closures impacting millions of additional learners". That is to say, governments play an effective role in managing the hard situations during the unprecedented global challenge that the pandemic poses. It tends to shut all the schools and academic institutions for

Chapter One Online Teaching and learning

protecting them from the spread of the COVID-19. In the same context, they add that UNESCO, approved to the decision of the closer of the entire educational establishments; and support the online learning (ibid.).

Another governments' roles can be found in De Giusti (2020), he asserted that governments reacted rapidly to secure the continuation of the education by closing every single academic institution, for the sake of saving teachers and learners from the horrible virus, in this matter, they tend to provide financially every piece in the educational sector in order to offer all the necessary materials for an effective distance education (p. 12).

1.9 Roles of the Algerian Universities during the Pandemic

As all the universities functions and roles in the world, Algerian universities also has an important part in managing the situations during the outbreak of the pandemic. By 12 March 2021, Algerian Government closes all schools and universities because of the corona-virus consequences. However, the teaching process continue to take place on remote learning. „„On April 4th, 2020, the institutions have been then instructed by the Ministry of Higher Education and Scientific Research to switch to online teaching and to upload course materials on digital platforms designed specifically for this purpose“““(Hadjeris, 2021, p.161). In this way, the academic year is saved despite the circumstance, assuming that the majority of students activate a personal account on the platform „„students were instructed to provide their information that was required for the creation of personal accounts to facilitate access to the course materials“““ (Ahres, 2020, p.161 as cited in Hadjeris, 2021). „„the higher education ministry invites teachers to continue providing online courses and contribute as well as they can to keep the academic year runs smoothly. Considering all of these sudden upsets and without a clear endpoint, this presents an extreme challenge for students“““ (Benkhider, 2020, p.428). These challenges vary due to different factors including; network issues, lack of equipment such as smart phones and

Chapter One Online Teaching and learning

computers. Such challenges stand as barriers in front of the smoothness of the learning and teaching process. More explanation can be found in Djamila Khiar, the president of the *Fédération nationale des associations de parents d'élèves*, makes many investigation concerning this issue and comes up with a conclusion which states that, it is obvious that COVID-19 has shaped the educational system in various aspects. Despite the problems that have been encountered by students as well as teachers, in terms of keeping students engaged and motivated and providing direct and reinforcing feedback, in addition to the previously discussed problems, corona-virus has contributed in boosting the Algerian educational system to step further towards its development in term of adapting online and digital learning system.

In the same vein, Ghouname (2020) added that, the Ministry of higher education has an important role as well, it provides all the institutions with the required materials, arranging software for online classes, as well as trainings for both teachers and students about how this MOODLE platform work, for the sake of simplifying the process of e-learning (p. 22).

Conclusion

The sudden changes that happened because of COVID-19 pandemic in the educational sector cannot be denied. Although electronic learning is existed before, however this shift from face to face mod to online mod is new experience for all faculty members, we can conclude that distance learning has a significant affect on both teachers and learners, since they are the most important participants in the educational path, thus the evolution of virtual teaching and learning process tends to replace traditional face to face learning. The next chapter will be devoted to the study of English online teaching and learning in specifically.

Chapter Two

Online English Teaching and Learning

Introduction

“One day people will learn through electronic circuits” Marshall McLuhan, 1964

This chapter endeavors to give a description of the status of online EFL teaching and learning that was adapted due to the severe conditions of Corona Pandemic. Nowadays, a large number of technologies give an opportunity for language tutors to adopt digital applications and tools in order to facilitate the learning process. EFL teachers tend to deliver lessons via virtual classes by combining many digital materials and platforms that most students tend to access with positive attitudes. However, being an online English learner presents different challenges; this chapter tries to shed light on these challenges. It starts with an overview about teaching languages online; it tackles a general idea about online English teaching and learning during the pandemic of covid-19; then the students’ perceptions about learning English online, in addition to the best digital tools that contribute for learning English.

2.1 An Overview of Online Language Teaching

The advancement of technology creates new methodologies in foreign language teaching and learning. It gives opportunities for language tutors to adopt new learning applications for the purpose of facilitating learning process. Many scholars discussed this subject. Pachler said: “Most language educators, particularly those working in higher education, will be faced with the question of how best to create online learning materials and experiences for their students” (2011, pp. 381-383). In other words, the online language instructors are given new chances to be more creative in designing efficient e- learning materials. In the same sense, Hockley (2015) clarified that via internet, the language learner is capable of using new digital methods during the learning process, he added that those digital tools play a big role in improving language skills (pp. 308-311).

Chapter Two Online English Teaching and learning

Lewis et al, stated that the: “the online intercultural exchanges” became a useful way for teaching languages in many European universities (2016, pp. 1-5). This means that many European universities start to use the online tools and materials as collaborative ways for cultural exchange. Zeng (2020) claimed that new technologies start to be used in the language education sector; the social webs play an important role in improving language learning skills and abilities (pp. 1-3). These further explanations emphasize the importance of using social webs in developing language proficiency.

In this regard, Atmojo & Nugroho (2020) asserted that the future of education have to include technologies in order to enhance learning languages because the call for technologies’ integration in language learning becomes vital recently (pp.49-76). So, technologies' integration in language education is a beneficial way for improving language skills and abilities.

All the previous views highlighted the need for adopting online learning in the educational context, mainly in the field of language teaching.

2.2 Online English Teaching and Learning during COVID-19

In the outbreak of Covid-19, English teaching and learning must be done online, whereby EFL teachers tend to carry out the teaching process online. In this concern, Yandell (2020) stated that teaching the English language under the lock down changes and moves online, thus EFL teachers start to publish their online courses, articles, and other documents in various web platforms (pp. 262-269). Atmojo & Nugroho (2020) said: “EFL teachers have carried out online learning through a series of activities ranging from checking the students' works synchronously or asynchronously depending on each school policy due to the Covid-19 pandemic” (pp. 49-76). So, with the beginning of COVID-19, the EFL tutors tend to introduce their courses and activities synchronous or asynchronous depending on each college instructions.

Chapter Two Online English Teaching and learning

Famularsih stated that virtual learning tools are broadly utilized by English learners & teachers (2020, pp. 112-121). The idea that we derive from all the previous views is that covid-19 pandemic plays a vital role in fostering the use of technology in the EFL educational processes.

2.3 Students' Perceptions about the Use of Online platforms for EFL Learning:

During the Covid-19 pandemic, EFL educators start to believe that having online classes instead of face-to-face ones is better than not having classes. In this regard, we can classify learners' insights into positive and negative ones:

a. Positive EFL learners' perceptions

Most EFL students are interested in using E-learning tools and they consider themselves competent in dealing with digital materials that could improve and enhance their learning. In this concern, Yip & Kwan (2006) claimed that students welcome the online English teaching and learning, they see that online lessons are easy, funny and enjoyable. In the same context, they made a comparison with face-to-face learning and found that students expressed a preference for virtual vocabulary websites (pp. 233- 249). In other words, EFL learners prefer having online classes than traditional ones; they regard online learning as a funny learning process. Students of English language prefer blended learning and they regarded it as a flexible method; their perceptions are generally positive towards virtual language learning (Istifci, 2016, pp. 113-121). Similarly, Famularsih asserted that EFL students generally tend to favor the use of distance learning application and they see them as significantly effective (2020, pp. 112-121). As far as reviewing literature is concerned, most of EFL learners tend to support learning English from home and they consider it as an efficient method.

b. Negative EFL learners' perceptions

However, there are many EFL students who tend to support face-to-face learning. Accordingly, Agung & Surtikanti (2020, pp. 29-36) stated that students prefer their teachers to adopt the traditional learning and they consider implementing face-to-learning means guiding and encouraging students

Chapter Two Online English Teaching and learning

immediately, thus creating effective learning. That is to say, the English Language learner tends to select traditional education as it enable teachers to guide, encourage, and correct learners' mistakes immediately because in traditional classrooms, the instructors can give learners'' instant response and feedback.

It has been widely assumed that the EFL students' reactions toward virtual education ranges between acceptance and rejection, but most of them tend to show some positive attitudes and optimism regarding online learning.

2.4 Using E-learning Tools to Enhance English Teaching and Learning

Teaching EFL can be enriched with the use of e-learning tools, they have a significance part in facilitating the educational environment. According to Terrell (2011, pp. 16-24), online tools like games, wikis, and interactive stories can enhance the English learners'' skills; they are motivated to practice the language outside the classroom if they are provided with various online tools. This means that if an EFL learner is provided with different digital tools, his/her language abilities and skills will be improved. Employing virtual materials requires reconsidering teaching management. In this matter, Vorobel & Kim (2012) clarified that online English language teaching requires multiple course management systems such as Moodle conferencing tools, Net Meetings and other web platforms (pp. 548-562).

Digital tools are becoming an important aspect in EFL learning, especially in the case of college students who are supposed to do their homeworks & assignments that require for instance the use of digital dictionaries (Dwaik, 2015, pp. 1-10). Advanced language technologies assist online teaching where students tend to perform as individuals or in collaborative teams to perform activities (Hampel & Stickler, 2015, pp. 63-77). A large number of online learning applications are funny and enjoyable like blogs and storytelling. As pointed out by Sawiji (2016) who argued that storytelling is the art of telling stories, it includes graphics, web publishing, videos, and audios that are used in the educational settings

Chapter Two Online English Teaching and learning

especially for learning languages (p. 8). Moreover, there are considerable applications for EFL teaching such as: blogs, wikis and other social networking (Reinhardt 2018, pp. 1-39). In other words, these social networks applications are already have considerable portion in the educational settings, however with the pandemic they turns as necessary and needed tools; Joshi (2020) argued that due to Covid-19 pandemic, many electronic materials are added to EFL teaching and learning (pp. 74-79). “Various applications and platforms ranging from learning management systems(LMS) to additional resources are employed to carry out the online education” (Atmojo & Nugroho 2020 pp. 49-76). In the light of this quote, software and hardware tools are turn out to implement and fulfill in the virtual teaching and learning. Famularsih (2020) described Tweeter and Skype as the most popular tools that used in the educational system during COVID-19 pandemic (pp. 112-121). Thus, the variety of social media sites such as Youtube, Twitter, Facebook, Wikis, Chrome Browser, WhatsApp, Edmodo, Douyin, Zoom, Instagram, Linkedin, and many other Applications are worldly wide known, as well as are playing important roles in the lives of “Net-Generation” learners, regarding to that integrating one of these social media sites to syllabus and program can be useful in language teaching, hence, besides to the mentioned applications and tools above; the most frequently used ones are listed in details as follows:

2.4.1 MOODLE Platform



Figure 1.1. Moodle Platform (Adapted from Redirect Notice, 2021)

Moodle platform is designed to simplify learning and empower students' engagement in order to carry on their studies virtually because of the covid-19 outbreak. (As cited in KC, 2017, p. 122) Moodle

Chapter Two Online English Teaching and learning

is unimpeded access and free source system for establishing personalized educational environments; “It has 80, 364 registered sites in over 235 countries, it hosts 12, 380, 436 courses and has 105, 100, 7222 users”, this can mean, it is one of the most widespread and most commonly used system in the entire world. More explanations can be found in Taylakov & Anarbaeva definition; The foundations of the Moodle platform is set down by some principles like “Vigotsky, Djon Dyui, Jean Piaje, Ernst Fon Glazerfeld” in which Martin Dujiamas who is (the author and head of the project of the creation of the Moodle education management system), developed five principles which leads to what is namely Social Constructivism, in this regard it is designed and created to allow multiple groups of learners to be learned and instructed simultaneously. It has two main features, the first one it transfers the teaching and learning into virtual and remote ones, whereas the second characteristic delivering education to learners and transmitted it as information, instructional materials and meta data (p. 105).

According to Prudnikova (2021) several institutions in higher education applied the teaching and learning process via Moodle platform, as well as this latter is formed as a helping system for “word out and edit the work with learning environments”, in addition to some other characteristics such as: allow the teacher to arrange and systemize the lessons based on the modular principle, collecting glossary and vocabulary, “ context clues exercises, direct and reverse translation , multiple choice test and grammar activities”. (p. 4). It includes intercommunication between the instructors and the trainee; it is a software that allows the tutors to monitor the learning materials and turn it to virtual instructions (2021, as cited in Prudnikova, p. 3-4). Moving to language teaching; the effectiveness and adequacy of ESP courses are based on the software Moodle platform both synchronously and asynchronously, i.e “Micro team, Skype and self-study” doing by students, in the same vein; every module involves some objects such as: “text comprehension, listening to the podcast, watching the videos, and finally post watching tasks” (ibid.).

To conclude the Moodle is a learning platform or course management system (CMS) designed to help educators to learn frequently through it.

2.4.2 Facebook



Figure 1.2. Facebook (Adapted from Redirect Notice, 2021)

Moving to more popular application that is considered as an informal way of education, however in the current time it becomes the ideal platform to boost collaboration and active learning. In accordance to this, Moody (2010) claimed that using Facebook inside the classes enables the synchronous and asynchronous approaches i.e the teacher could create Facebook groups for the sake of putting lessons or any additional information; this process can support the integration of student to engage within it; on the other hand, learners tend to create photographs and videos. Moreover, it enables students to be more involved by asking further questions precisely of those introverts ones, as well as, it can be an alternative tool for shy learners to be able to express themselves. Finally, Facebook is one of the helping applications that allows both the instructors and learners to use it in their education environment. (p. 2)

To sum up, Facebook along with other social media tools encourage students to interact online through it; yet it is one of the most popular applications used in the learning process as well.

2.4.3 Tweeter



Figure 1.3. Tweeter (Adapted from Redirect Notice, 2021)

Comparing with several Applications and Social Media networks, Tweeter is one of the less popular tools used in education, however it is applicable. Domiz (2013) assert that Tweeter is an application allows users to post “tweets” that contains only 140 character or less, it includes videos, websites and links to pictures. Concerning its use in education in the same context, Domiz adds that it is a useful tool that supported the learning process; it allows students to extend conversational classes, as well as it can enhance them to be involved in the courses; they found it “to be useful professionally and personally”. (p. 44)

2.4.4 Chrome Browser



Figure 1.4. (Adapted from Redirect Notice, 2021)

Chapter Two Online English Teaching and learning

Chrome Browser is a cross-platform browser officially released by Google in 2008, used for accessing web pages on the Internet, it provides the user with a new interesting topics, it has multiple applications, features, and services that allow the user to find the new content easily (Reis et al., 2009 pp. 3-8). i.e it has many features and services that make the work well with Google sites such as YouTube and Gmail.

Sankara (2012, pp.49-52) argued that Chrome Browser is a web that most of people use it in searching, shopping, emailing, and chatting, it provides the user with news and videos to read and watch.

More explanations can be found in O'Brien (2019) definition; "It is a system that is used to facilitate the process of asking and answering in English language where the user is provided with a program that is able to edit vocabularies and items then upload it to internet" (pp. 40-52). Based on this view, Browser system has multiple features and programs that help the English learner to perform well in English language. The user may ask or answer by speaking or typing in a form of texts where the permitted vocabulary and items may be limited or edited freely. According to Li & Qu (2019) creating an English language platform based on computer networking technology was built on the system of browser for helping users to enhance their English language proficiency (p. 171). So, implementing an English web platform based on the browser application means facilitating the learning process and improving the English skills. Thus, many universities tend to adopt Chrome browser on their English platforms for the purpose of providing media in virtual classes and promoting information-based English teaching in universities.

2.4.5. Duolingo



Figure 1.5. duolingo (Adapted from Redirect Notice, 2021)

Following the previous applications, duolingo is an amazing application; it is one of the best in the world, as well as it is used by millions of learners worldwide. In this concern, Garcia (2013) claimed that duolingo is an online language learning website that started in June 2012; it is characterized as a facilitating tool especially in language teaching, i.e. it assists its users to study and do multiple tasks in the same time. Moreover, it is considered as an efficient software that is used as an alternative of a translation machine, as well as it offers lessons for the user while learning a language. Wagner & Kunnan (2015) defined duolingo as an English test that is used to assess EFL learners' level in English as a foreign language; under secure testing policies, the test taker tends to be exposed to multiple videos, interviews, and writing samples, then responding to them in a form of written, oral, or even image. In the same context, he added "The duolingo English test is a computer adaptive test of English proficiency that is increasingly used for English-medium university admission purposes. During the Covid-19 pandemic of 2020, test centers were shut down in many countries" (pp. 320-331). This might be explained that, in the pandemic outbreak, the duolingo test starts to be used as a tool for assessing English language proficiency.

Smartphones, computers, and tablets are characterized by various applications that could improve English language learning, they increase students' motivation, participation, and engagement in

Chapter Two Online English Teaching and learning

learning English. EFL Teachers encourage their students to use different learning applications; they tend to raise their awareness about apps' importance such as in the case of duolingo (Hidayati & Diana, 2019, pp. 189-213). This indicates; it is a very motivating and enriching system, that is characterized by various features that may improve a large quantity of useful data in many languages.

duolingo application basically is used to enhance English learners vocabularies. For this matter, Ajisoko (2020, p. 149) stated that English learning requires many different technologies such as Duolingo application, it is regarded as a system of developing English learners' vocabularies through different learning practices. To sum up, it is a free language-learning, was created for helping millions of users to learn a foreign languages.

2.4.6. Blog



Figure 1.6. Blog (Adapted from Redirect Notice, 2021)

Besides all previous Apps, Blog also is created for educational purposes. The Blog application is started in 1999 in a hosting websites manner, it is similar to online journal; it is designed to storage lessons online, provide supplemental learning materials to students, and categorize data, “...It creates internet community to discuss topics, to make reviews and to provide online tests or surveys” that is to say, it is a simple device that reports the learning experience, both the learning content and the learning process. (As cited in Krasnokutskaja and Kovalchuk, 2017, p. 147).

Chapter Two Online English Teaching and learning

Moreover, Blog is one of the major devices that is specialized in dissemination data that is posted in every proper sequential order; it is useful tools for teachers and students as well; in this regard it classified into three types:

a. The Tutor Blog (teacher)

It is entitled the tutor when refers to the instructional; this formation of weblog comprises the simplicity of corrections with other tutors as well as with parents of learners, in addition to that, this bog is concerned with solving problems that usually takes long period of time to be resolved, it can be used by learners as well; they can easily register any lesson explained by the instructors, besides to some other features such as: tutors can publish data on the blog and supply links. It can also be used as plan for teachers, allow learners to compensates the missed tasks, and finally it can designed an electronic reviewof learners“ life.

b. The Class Blog

This Blog takes place when the teacher and learners interact with each other; it is about sharing reflections, also it is an area surrounded by students in order to make conversations and solve problems.

c. The Learner Blog

Concerning this one, is about students“ expressing their concerns, as well as they can post remarks on otherlearners“ blogs.

2.4.7. Wikis



Figure 1.7. Wiki (Adapted from Redirect Notice, 2021)

Chapter Two Online English Teaching and learning

Wiki or Wikipedia is a flexible software that is concerned with generating and combined websites, Grassilely & Bartoletti (2009) defined wiki as a tool that encourages and motivates EFL students to learn, participate and interact with the content of the course through many activities (pp. 209-213). Based on this definition, it is considered as a helping tool for learners, as well as making them involved and engaged in the learning process. Furthermore, it is a web used particularly for collaborative learning, it helps students through giving them opportunities to discuss and communicate with others. Hence, for the sake of improving English language skills, EFL teachers tend to be selective in organizing and designing the effective tasks (Zou et al., 2012). So, wikis allow EFL teachers to be facilitators through their organized activities.

Franco-Camargo & Camacho-Vásquez (2018) added that the effect of wiki' integration in EFL classrooms is represented in developing students writing skills process through self-correction of grammar and vocabulary mistakes (p. 166). This means that via the using of wiki, EFL students can share their presentations about what they perceive, but after others' comments, students tend to correct their committed mistakes, thus their writing skills will be improved. Moreover, Alharbi (2020) said: "Wikis has a positive impact when it comes to improving learners' knowledge of various aspects of language, enhancing their autonomy, learning perceptions, and motivation to learn. As a beneficial digital tool, wikis can effectively improve students' language learning that is achieved via critical thinking, negotiation of meaning, and collaborative meaning" (p. 79-88). According to this view, wikis can be used to get students engaged in collaborative learning languages in peer interaction, and facilitate sharing knowledge.

2.4.8. Zoom



Figure 1.8. Zoom (Adapted from Redirect Notice, 2021)

During Corona virus pandemic, the educational system turns on remote mod; Zoom is the famous online platform that was used during distance education. Souheyla (2020) claimed that Algerian EFL teachers tend to deal with virtual classes and motivate their students to access online educational platforms and applications such as Zooms' sessions, that is most of EFL students prepare to learn via zoom courses (p. 264). i.e, Algerian EFL tutors tend to adopt new virtual classes on various educational platforms like: Zoom; it is regarded as the most popular platform recently. It is an easy tool for learning English as a second language; it is characterized by many features that make the virtual classes interactive. one of those features is that zoom, it can offer unlimited meetings, thus there is no trial period, another feature is that Zooms' Webcams are recommended and not required (Kohnke & Moorhouse, 2020). This means that, it is an application that starts to be used as an easy tool in implementing virtual classes, it offers multiple services and options for the user. As pointed out by Risma (2021) Zoom is an application that helps EFL students to master their speaking proficiencies. Applying Zoom when learning English is considered as funny and enjoyable (p. 433). In other words, EFL teachers tend to develop their students' speaking skills and enhance their speaking performance through adopting Zoom, where students being provided with additional speaking performance outside the classroom. In this regard, Brennan (2021) described Zoom as a

platform that keeps virtual students engaged, participating, and interacting with others, it deliver several services on how to implement electronic learning materials and access online courses (p. 87)

2.4.9. YouTube



Figure 1.9. You Tube (Adapted from Redirect Notice, 2021)

Moving to more important and useful tool among other social networks and Apps; which is „YouTube“. Ebedy (2015) claimed that EFL students basically use YouTube channels in order to develop their oral production, hence they will speak with fluency and accuracy after listening to English documentaries (pp. 51-82). In other words, spoken English YouTube channels play a major role in making YouTube members speak perfect English. Furthermore, it is one of the most popular tools that is used among learners; the integration of online videos in the classroom is regarded as an educating means for learners, In accordance, Riley (2017) noted that, YouTube is a preferable option because of its beneficial features, i.e “Easy to use”; the numerous videos that tackles different topics” this lead and serve the total involvement of learners in it. Moreover, students can enrich their understandings to any topic with videos as well as it leads to simplify and facilitate the subject matter, in addition to some other aspects such as: watch videos, answer questions, and create videos and share them with other learner (pp. 81-83)

YouTube is a social media platform, introduced by Steve Chen, Chad Hurley, and Jawed Karem in February 2005, it is a web that provides visitors with a billion videos, also it offers its members a large of number of lessons of English grammar; In other words, wide range of English YouTube channels

Chapter Two Online English Teaching and learning

tend to explain the meaning of use and the form of grammar rules (Fay & Matias, 2019, p. 1). A large number of grammar lessons are organized in YouTube channels in the form of videos that provide the user with an efficient explanation and illustration of grammar rules (p. 1). This means that YouTube Channels provide its members with detailed lessons about the English grammar (ibid.)

Furthermore, Ilyess and putri (2020) stated that executing YouTube channels in many universities becomes familiar recently, it is considered as an effective tool in encouraging, engaging, and motivating EFL students towards learning English, in which the students' skills could be improved (pp. 77-78). So, the implementation of YouTube channels in many schools becomes popular nowadays, because it plays an efficient role in encouraging and motivating EFL learners to learn better. Finally, adopting YouTube application in many educational settings makes learning interesting, and enjoyable for students of English as a foreign language (Meinawati, Harmoko, Rahmah, & Dewi 2020, p. 1). This means that learning English form YouTube channels is regarded as an interesting and enjoyable process. For example, acquiring English grammar via YouTube channels means learning English grammar in a funnyand easy way.

2.4.10 Online Vocabulary Games

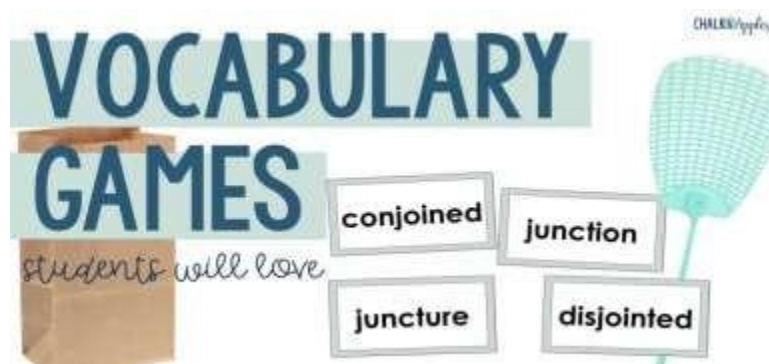


Figure 1.10. Vocabulary games (Adapted from Redirect Notice, 2021)

Vocabulary plays an important part in learning; many websites tend to include various vocabulary games that make learning effective, i.e they games have significant part in helping students to

Chapter Two Online English Teaching and learning

learn and acquire knowledge in a funny way. In this concern, Yip & Kwan (2006, pp. 233-249) stated that sometimes vocabulary learning is regarded as boring; students prefer to use digital games for better acquisition. In the same context, they added that in comparison with face-to-face learning, EFL students tend to favor using digital games and websites in learning English vocabularies because they found it easy, funny and enjoyable method. So, EFL students find learning English vocabularies via Vocabulary Games more flexible and makes learning process closer to the acquisition process. The efficacy of using vocabulary games in teaching EFL is represented in students' motivation to learn English vocabularies easily (Muhanna, 2012, p. 235). Bado (2014) argued that Students who play an online vocabulary games for learning English as a foreign language are effectively motivated and encouraged to learn and acquire much more English vocabulary, thus improving their EFL vocabulary and writing knowledge (p.3). Based on this view, EFL learners who play vocabulary games are effectively interacting to gain much more words, Moreover, Adisti (2018) described the use of vocabulary games as a tool to facilitate English learning, thus it is regarded as a medium in developing EFL students' learning.

Providing games with pictures is considered as a way of attracting English students to learn better. Therefore, Vocabulary games are designed to enhance and facilitate the acquisition of English vocabularies (Fadakarzadeh, 2019, pp. 1546-1555). Another feature of digital games is the fostering of students' motivation into more engagement in playing games because using vocabulary games in English learning means a lot of energies, fun, and enjoyment. In this concern, Gamlo (2019) stated that the integration of games in English learning has enhanced the students' motivation towards learning vocabularies (pp. 49-56). This indicates that by playing those fun educational games, EFL students tend to be motivated towards the process of learning vocabularies. Finally, Rahmah & Astutik (2020) added that using vocabulary games in teaching English as a foreign language is regarded as an important aspect in English educational system (pp. 75-83).

Chapter Two Online English Teaching and learning

Some vocabulary games are pictured as follow:



Figure 1.11. Classroom Games (Adapted from Redirect Notice, 2021)

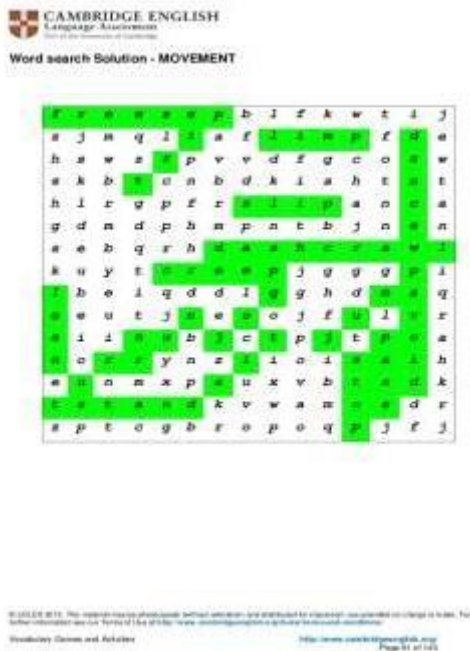


Figure 1.12. Vocabulary Games and Activities (Adapted from Redirect Notice, 2021)



Figure 1.13. 6 of the best Online Vocabulary Games (Adapted from Redirect Notice, 2021)



Figure 1.14. 6 of the best Online Vocabulary Games (Adapted from Redirect Notice, 2021)

Some links of online vocabulary games are illustrated as follow:

Chapter Two Online English Teaching and learning

1. <https://www.youtube.com/watch?v=-vjPzISfffQ>
2. <https://www.youtube.com/watch?v=CuZnwjdquJw>
3. <https://www.youtube.com/watch?v=pEI3gaG95sw>
4. <https://www.youtube.com/watch?v=oD-zCtJ8nMo>

To conclude, the variety of these technological applications are considered as an effective digital learning tools, in which they can increase students engagement, as well as helping teachers to improve their lesson plans. Finally, all the mentioned applications facilitate the teaching and learning process.

2.5. Challenges in Online Language Education

A major number of difficulties that the EFL educators are currently facing with the online classes have been discussed as follow:

a. Material and Financial challenges:

Familarsih (2020) argued that during online English classes, educators are suffering from slow- internet connection, thus many activities cannot be taught through online learning, as it requires a lot of lecturer-student interaction (pp. 112-121). Based on this view, slow-internet connection is regarded as an obstacle in implementing virtual materials. It has a major impact on users' ability to access online English classes, it reduces student-teacher interaction during online classes, and decreases the progress of syllabus.

Additionally, Atmojo & Nugroho said: “The students’ lack of facilities on smartphones, internet, quota, and stable internet connection are still critical due to financial conditions of the student's families” (2020, pp. 49-76). This can mean, poor families cannot afford their children to buy smartphones, Ipads, or computers, thus they lack digital materials to access online classes. In this concern, Rababah (2020, p. 28) added that the obstacles faced by EFL students during online classes

Chapter Two Online English Teaching and learning

were limited financial resources and low technical knowledge. Besides, Agung & Surtikanti (2020) claimed that there are three challenges in implementing platforms for learning English: the first is the slow internet connection, the second is the low accessibility of teaching tools, and the last is the limited availability of teaching media, especially students who are struggling with stable internet connection as they reside in rural villages so they cannot access many educational webs (pp. 225-235). Hamid (2020, pp. 328-339) added that slow internet connection is considered as a major obstacle in accessing educational platforms. Following this idea, Muslimin & Harintama (2020) argued that during virtual classes, most of students are suffering from limited internet connection (pp. 60-68). So, the problems that occur during the implementation of virtual lectures are poor materials, unstable internet connection, bad electricity, and unavailable modules of E-learning.

b. Formation and Training Challenges:

E-learning materials are proven to be highly effective at improving students' technical skills. However, developing those skills becomes necessary due to the lack of teachers' and students' experience. Teachers and students generally find that they are unable to work effectively in an online setting due to many reasons such as the lack of experience or the old age of virtual users.

Hample and stickler (2005, pp. 311-326) claimed that while the online teaching, the training of online tutors has largely been neglected, they need technical skills to teach in an online environment. Teachers lack skills for dealing with technology and using its advantages, and the administration should implement a training program, which includes skills to teach creatively and develop a personal teaching style during the online classes.

This means that developing technical skills for both teachers and students are often neglected due to the lack of communication with the administration that should put a training program for enhancing students' skills. Implementing E-learning training toward online EFL lecturers is necessary because

Chapter Two Online English Teaching and learning

the major problem that occurs during virtual classes was the lack of competence and experience, thus the trainer provided the assistant to help them in solving this issue (Apriani et al., 2021).

So, school should offer their virtual users a free training sessions that tend to provide them with tips on designing online classes and learning with technology.

Conclusion

After providing the different views linked to learning EFL online and highlighting its challenges, it becomes necessary to mention that learning English online cannot take place without materials" availability, which proved to be the most influential factor that enhances online teaching and learning. E-learning tools can be a fantastic ways to learn English better. Some of them will keep the user focused on learning with clever activities like Duolingo, the other will give visitors lessons filled with more visual materials like grammar YouTube channels, others will help the the player learn in a fun way by using games. Hence, they are regarded as a better means for acquiring vocabulary and developing the four English skills.

Chapter Three

Field Investigation

Introduction

This chapter is devoted to the field investigation of the current research. It aims at describing and analyzing the data collected through the instrument - students' questionnaire which provide insights on the views of EFL learners regarding the evaluation of EFL online teaching and learning. It also contains a descriptive quantitative exploratory method supported with the questionnaires. This chapter will finally provide a summary of the main findings.

3.1. The Setting

The present research takes place at 8 Mai 1945-Guelma University, exactly in the faculty of letters and foreign languages. This latter was established in 2010 while the university was restructured into 7 faculties. It includes 3 departments; Language and Arabic Letter, Letters and English Language, and Letters and French Language. It also includes 4 branches with 4 specialties in License degree and 5 ones in Master degree. More precisely, the department of English has adopted the LMD system since its opening. As for the English learners, there is a total of 910 students distributed over five levels among which 145 are expected to graduate and have their license degree while 138 are expected to obtain their Master degree. All of these students are under the charge of more than 50 teachers.

3.2. Students' Questionnaire

3.2.1. Population of the Study

The population of the present research consists of second year license (L2) students, teachers, the head of the English Department and the media engineer at the Faculty of Languages, 8 Mai 1945 University-Guelma registered for the academic year 2020-2021. The sample is a total of 120 students from a total number of about 250 students. The reason behind choosing second year License students is their familiarity with all the subjects including Oral Expression, Written Expression,

Chapter Three Field Investigation

Grammar, Phonetics, Literature, Civilization, and Linguistics, etc. They studied all these modules via Online Moodle Platform. They experienced the online education when the Covid-19 pandemic started in 2019-2020. This system continued to be applied in the university by the academic year 2020-2021. Thus we expect them to have formulated attitudes and opinions about the whole experience.

3.2.2. Description of Students' Questionnaire

A students' questionnaire is administered for the purpose of eliciting perspectives, opinions and attitudes of EFL learners' towards EFL online teaching and learning. Before getting to the questionnaire, the students read a brief explanation of the purpose of the study in order to avoid any confusion or ambiguity. The students' questionnaire (see Appendix A) consists of twenty-two (22) questions that are arranged from general to specific, and differing from multiple-choice to open-ended questions. The questionnaire is composed of three main sections which can be described as follows:

Section One: This section includes four (04) questions aiming at obtaining general information about students such as their age, their choice of English, in addition to their level.

Section Two: Online teaching and learning (Q5 to Q16). This section includes twelve (12) questions and the major aim behind it is to observe the students' opinions and perspectives towards what is namely online teaching and learning.

Section Three: Online English teaching and learning (Q17 to Q21). This last section seeks to reveal students' opinions on how studying English online has an impact on them, plus an additional question for free suggestions (Q22).

3.2.3. Administration of Students' Questionnaire

The questionnaire was administered online through Google form to second year students. The period of administration is one week; from 24 to 30 Mai 2021. The target respondents did not answer similar questionnaires before. Also this new experience of online teaching and learning seems original for them, that is why the researchers provided explanations to the questions in order to reach validity.

3.3. Analysis of Students' Questionnaire

Section One: General Information

Question 1: What is your Age?

Table 3.1

Students' Age

Option	Number	Percentage %
Under 20	44	37%
20-25	73	62%
Over 25	03	1.3%
Total	120	100%

According to the statistics of table 3.1, there are three categories of the selected sample. The first category under 20 years old includes (37.3%). While the second one (62.2%) represents the majority of students, whereas only three students represent the third category (over 25 years old). This indicates the current generation of students born before 1996 (currently over 25 years) is identified as the first generation of digital natives, while others those born after 1996 (currently between 18 and 25 years are considered as the second generation of digital natives.

Chapter Three Field Investigation

Question 2: How long have you been studying English (including this year)?

Table 3.2

Years of English Language Experience

Option	Number	Percentage %
Less than 9 years	00	00%
9 years	83	75.9
More than 9 years	37	30.1
Total	120	100%

In accordance with the table above, the majority of students study English for 9 years; in other words 75.9 % of the target sample passed successfully all their schooling years. Such a statistic reveals that those students were obliged by the educational system to study English and they were successful in their studies throughout all these years, they succeed because of their efforts in all the other matters like Arabic & math. This implies that they are serious in their studies. Whereas the other, 30.1% studied English for more than nine years, this is may be due to the fact that they work in the sametime, or they have other external factors so they do not restricted only with education. Thus, we highlighted that „nine years“ refers to those who did not repeat any schooling year.

Question 3: How could you describe your level in English?

Table 3.3

Students' Description of their Level in English

Option	Number	Percentage %
Good	71	59.2%
Average	45	38.3%
Bad	04	3.3%
Total	120	100%

Chapter Three Field Investigation

This question reflects their self-esteem and how they see their level. As it is shown in table 3.3, 59.2% of the participants assume that their level in English is good. This implies that they acquire the necessary knowledge about the English language. 38.3% of students stated that their level is average, which means that they have a modest level in English and are required to expend more efforts to improve their level. Only four students think that their level is bad. This indicates that their assumptions about their level reflect it accurately, maybe their assessment is based on their feeling, their marks, or their anxiety.

Question 4: Is studying English your first choice or it was imposed on you?

Table 3.4

Learners' Choice to Study English language

Option	Number	Percentage%
My first choice	91	75%
Imposed on me	29	24.2%
Total	120	100%

The aim behind this question is to show whether the EFL learners in the sample did actually choose to study English. Most students 75% confirmed choosing to study EFL. This indicates that they indeed appreciate the specialty as well as the language. So, we can say that this is something positive, because it indicates their motivation towards learning the English language, which is very important to achieve success. Only 24.2% of the participants said that they did not choose willingly to study English. This designates that it might be an administrative choice imposed on them or due to any other external factors like the strongly participation of their families in their choice of studying English.

Chapter Three Field Investigation

Section Two: Online Teaching and Learning

Question 5: For you, what does online teaching and learning mean?

Table 3.5

Learners' Opinions about Online Teaching and Learning

Option	Number	Percentage%
Digital learning platform	21	17.5%
Distance learning	30	25%
Both	69	56.7%
Total	120	100%

Looking at the data displayed in Table 3.5, we can deduce that online learning designates both digital learning platforms and distance learning 56.7%. This shows that students view Moodle Platform as a mode of delivering educational and instructional materials, while the one is far from the university. Whereas 25% consider online learning as distance learning; this might explain their understanding of the term and how they describe the whole process, they take it as a form of learning that takes place far from the traditional classroom. The remaining participants 17.5% opted for the first choice; it seems that they restrict online learning in the official space that the university imposes. So, they think that the online learning is regarded in implementing the e-learning platforms.

Question 6: For you, what are the required materials for successful online teaching and learning?

Table 3.6

Use of Online Learning Materials

Option	Number	Percentage %
Internet	65	54.2%
Computers	14	11.7%
Smartphones	21	17.5%
Handouts	14	11.7
Other	6	5%
Total	120	100%

Chapter Three Field Investigation

Table 3.6 displays a significant proportion of students 54.2% who believe that internet is the most useful technology that plays a vital role in e-learning. This indicates that, it is necessary and needed tool for accessing the Moodle platform. 17.5% of the participants see that smartphones are the main useful learning tool because they are similar to mini computers; providing users with advanced features as well as enabling them to rapidly connect to internet connection. So, implementing virtual classes via smartphones means accessing any web platform easily. Just 11.7% of the respondents selected computers, due to its storage capacity. This implies that computers has many features: it can store a large amounts of data. An another 11.7% of them consider handouts as a vital tool of learning; this is may be due to their familiarity with these ways of studying. Six students 5% believe that all the mentioned materials are necessarily in order to have an effective online learning. This means that there are other digital materials during implementing the virtual classes such as: Google Play Books, Duolingo, YouTube channels, and so on.

Question 7: Do you have these tools in your University/Personal environment?

Table 3.7

Online Learning Tools' Availability

Option	Number	Percentage%
Yes	101	84.2%
No	19	15.8%
Total	120	100%

Following question six, this question (7) aims to find out if students own the required materials for online learning. Based on the obtained answers, the majority of them 84.2% selected the first choice that is to say all the means are available in their personal environments; this is encouraging so far. Whereas 15.8% of the students mentioned that they lack the required materials, this might be due to some

Chapter Three Field Investigation

personal circumstances, they reside in rural places and suffer from slow-internet connection, in addition to their poor financial families that do not afford them smartphones or computers. or to the difficulty to reach university facilities like the cyber café (traveling to & from the university is restricted due to Covid-19).

Question 8: Which type(s) of online teaching and learning do your teacher(s) use?

Table 3.8

Types of Online Teaching and Learning

Option	Number	Percentage%
Synchronous learning (face to face learning)	26	21.7%
Asynchronous learning (distance learning)	15	12.5%
Blended learning (mixed learning)	79	64.5%
Total	120	100%

The objective of this question is to recognize the students' way of learning. As table 3.8 indicates, we can see that most of the students, precisely 64.5% selected blended learning, which means that most of the teachers shift from face to face mode to online mode. Whereas 21.7% of them opted for the synchronous learning, so, they are still studying with the traditional way of learning. 12.5% of the students mentioned the asynchronous learning as the regularly used mode of teaching. This indicates that each teacher has a method to deal with. For example, there are teachers who adopt only the distance learning because they think that no need to attend the face-to-face session during the pandemic of covid-19 and they are satisfied with the virtual classes. Others tend to adopt the blended learning for the sake of reaching the progress of syllabus and they take the online classes for sharing articles and courses but the traditional ones for further explanation and illustration especially for the courses that require body languages and gestures for making things clear as well in the lesson of non-verbal communication.

Chapter Three Field Investigation

Teachers who adopt only face-to-face method for their teaching process are considered as a traditional ones because they are not qualified in implementing and using educational platforms, as a result of their lack of competences and experiences. So, they prefer attending classes and introducing the lecture.

Question 9: Which type of online teaching and learning do you prefer?

Table 3.9

Learners' Preferable Type of Online Learning

Options	Number	Percentage%
Synchronous learning	33	27.5%
Asynchronous learning	26	21.7%
Blended learning	61	50.8%
Total	120	100%

By examining the table above, we recognize that there is dispersal in students' preferences, yet they are centered in the third option „blended learning“ 50.8%. The hybrid learning method is the mixture of more than one learning mode; blended courses allow students and teachers to take advantage of the flexibility of online sources while enjoying the benefits of the face to face, thus they need to attend their traditional classes for further explanation and contributions especially with the grammar modules. By contrast, 27.5% of them selected the synchronous learning and 21.7% prefer to use the asynchronous method. They are different individuals with diverse cognitive learning styles. Some students think of oneway of learning and the other on another way, it is due to their preferences. Students prefer online learning because it gives them more free time at home and they have a bunch of excuses for not performing their duties as students .However, students prefer face-to-face method because they are suffering from the slow internet connection especially those who reside in rural villages and lack

Chapter Three Field Investigation

technological knowledge, competence, and experience in addition to the lack of digital materials for accessing the educational platforms.

Question 10: How often do you participate in online courses?

Table 3.10

Learners' Participation in Online Courses

Option	Number	Percentage
Regularly	27	22.5%
Sometimes	39	32.5%
When obliged	46	38.3%
Rarely	8	6.7%
Total	120	100%

This question in particular was asked in an attempt to find out whether EFL students are successfully engaged in online learning. Most answers 38.3% show that they are not motivated rather they are obliged to engage and participate during online sessions because teachers are counting the online participation in TD marks. On the other hand, 6.7% reveals that they rarely take a look at online courses; they are surrounded by noisy where they cannot switch on the micro and participate most of time or maybe they are introvert students. 32.5% of the participants opted for the answer „sometimes“, it means that they do not participate all the time unless they have an assignment or some obligatory tasks to fulfill. 22.5% selected the first option; their consistent and systematic use of the platform familiarizes them with these new online tools and gives them wider chances in comparison to the students who do not. This means that they are “extrovert” students.

Question 11: What kind of difficulties do you face during the online teaching and learning? (more than one option)

Table 3.11

Students' Difficulties while Using Online Learning

Option	Number	Percentage%
Lack of internet	82	28.1%
Lack of digital tools	18	6.2%
Lack of teacher availability	30	10.3%
Difficult access to Moodle platform	74	25.3%
Lack of motivation	44	15.1%
Minimal interactivity between the teacher and the learner	38	13%
Other	6	5%
Total	120	100%

As shown in table 11.3., many students agreed that lack of internet is the main obstacle facing them while trying to implement online sources 28.1%. This indicates that they reside in rural villages where people generally suffer from the slow-internet connection, others 25.3% agreed that difficult access to Moodle platform, which means that online learning is not accessible among a good number of students. So, most of them lack the competence and experience in implementing digital materials. Eighteen learners 6.2% mentioned the lack of digital tools as the main complication. This means that due to their financial families that do not allow them to provide their students with the digital materials. whereas 15.1% of them selected lack of motivation, simply, they are not interested or excited about this new experience of learning. 10.3% of the target sample views that lack of teacher availability is what prevents them from benefitting from online teaching especially teachers who are not supporting the online teaching and they tend to adopt the traditional classes in introducing lectures. Six students 5%, opted for others they suggest that they cannot understand ideas online especially the courses that

Chapter Three Field Investigation

requires body languages and gestures for further explanation and they also suffer from distinguishing words' meaning and pronunciation especially with teachers who speak quickly with the British accent. and 13% of them claimed that the minimal interactivity between the teacher and the learner is the main hindrance that inhibits taking advantage from hybrid learning. This implies that when the whole students tend to participate at the same time and randomly this may caused a noisy contribution. However, in the traditional classes, the teacher can control the order of students' participation, they give the student who rise his/her hand the opportunity to answer and participate.

Question 12: What kind of benefits did you from online learning experience?

Table 3.12

Students' Benefits from Online Teaching and Learning

Option	Number	Percentage%
Improving digital skills	14	11.7%
Mastering new applications	9	7.5%
Experiencing new ways of learning	39	32.5%
All of them	50	41.7%
Other	8	6.2%
Total	120	100%

The reason behind this question is to identify the students' gains from this new experience of online teaching and learning. 41.7% of the respondents claimed that they acquired all the benefits suggested in Question 12. They said that this new experience is beneficial to some extent. So, it improves their digital skills and makes the user be familiar with new technologies and ways of learning.

A considerable number of them 32.5% agreed on experiencing new ways of teaching and learning; they are intentionally exposed to information and communication technology (ICT). Nine students 7.5% mentioned that they master new applications; this indicates that they become able to implement digital

Chapter Three Field Investigation

applications such as learning via Moodle platform. On the other hand, 11.7% of our participants believed that they improved their digital skills, which means this experience enriches their competencies towards accessing and implementing many educational platforms. So, they become competent, qualified and perfect in dealing with digital materials. As to students who opted for „others“ suggestion, their answers are represented as follows:

1. *“With online learning, we can access content anywhere and anytime”.*
2. *“E-learning tools enable us designers to make content interactive”.*
3. *“For me it is an interesting experience and it has advantages more than disadvantages, and I experienced new ways of learningit is easier than learning in the classroom”.*

Such claims might be explained that this new experience of e-learning creates new ways for better learning, acquiring, and gaining much more content.

Question 13: How do you feel towards this experience? Table 3.13

Students' Perceptions towards Online Learning

Option	Number	Percentage%
I feel optimist	80	66.7%
I feel pessimist	40	33.3%
Total	120	100%

The aim behind this question is to deduce students' opinions about online learning. It is no surprise that the majority of students would feel optimist with a percentage of 66.7%. With taking into consideration statistics in previous tables where students mentioned the major difficulties they face with hybrid learning, a big number of them has no access to internet, so how can they be optimist about

Chapter Three Field Investigation

something they cannot reach in the first place unless they are some lazy students who enjoy the experience because it gives them more free time at home and they have a bunch of excuses for not performing their duties as students. 33.3% of the participants feel pessimist about online learning. The former might be explained by the probability that they face problems concerning e-learning and those students find it demotivating especially, who suffer from luck of interest and contact with their teachers. Whereas the later might be justified by the probability that the traditional way of learning suits them better than online learning, because most of them are suffering from digital materials' availability during accessing platforms such as internet, smartphones, and computers.

Question 14: How do you evaluate this new experience of online teaching and learning?

Table 3.14

Learners' Evaluation of Online Teaching and Learning

Option	Number	Percentage%
Difficult	18	15%
Enriching	44	36.7%
Easy	19	15.8%
Promising	15	12.5%
Disappointing	10	8.3%
Unfamiliar	14	11.8%
Other	00	00%
Total	120	100%

Looking at the results represented in table 3.14., we notice that the majority of students 36.7% agree that it is an enriching experience; it enhances learners' reading, writing, listening, and speaking skills, as well as they become more competent in introducing ideas and performing well. 15% of the respondents selected the option „difficult because they cannot access the platform and cannot implement the digital tools as well due to the slow-internet connection or to the lack of experience and competence. while

Chapter Three Field Investigation

15.8% of them find it easy, this indicates that it is a flexible process, it has many features and programs that facilitate the process of accessing platforms. 12.5% of students chose the option „promising“. This means they are optimist about this new experience as most of students start to be motivated towards using digital tools. On the other hand only ten of them stated that it is „unfamiliar“, which means those students still not knowing how to perform and deal with the online classes due to lack of experience and knowledge. Yet, still 8.3% of students claimed that is disappointing. This implies that they are pessimist about this new experience, they are demotivated and may be got bad marks in the online activities, assessments, and quizzes.

Question 15: Do you describe yourself as?

Table 3.15

Learners' Description to Themselves

Option	Number	Percentage%
An active participant in online learning process	72	60%
A passive recipient in online learning process	42	40%
Total	120	100%

The objective behind this question is to recognize whether the students are active or passive in regard with the traditional way of learning. We observe from the table that the majority of students 60% describe themselves as „active learner, this might be explained by their accessing and implementing the online materials, they find themselves as active ones. So, they engage, participate, and interact during virtual classes. In the other hand, 40% of the participants consider themselves as passive learners. This means being passive during the online classes in order to supply themselves with all the necessary

Chapter Three Field Investigation

information that they need. Thus, they absorb information and knowledge without typically engaging with the learning experience.

Question 16: According to you, how can we enhance the online teaching and learning experience?

Table 3.16

Suggestions for Enhancing Online Learning

Option	Number	Percentage
Providing the online courses with visual tools	43	35.8%
Improving digital proficiency	39	32.3%
Designing a flexible lesson plan	27	12.3%
Other	8	5.9%
Total	120	100%

The aim behind this question is to gather learners' suggestions for enriching the experience of online learning. As table 3.16 displays, we can notice that 35.8% of students' answers agree on supporting the online courses with visual tools. This indicates that visual tools play a major role in illustrating new concepts and providing the learner with further comprehension. A considerable number of students 32.3% selected „improving digital proficiency“; this means that accessing platforms and implementing digital tools frequently makes the user become competent in dealing with virtual materials especially for those who lack an experience. So, they need to gain proficiency in order to master the appropriate use of e-learning materials. The Others 12.3% saw that designing a flexible lesson plan is the main solution for effective online courses. This might be explained that designing a lesson plan makes the way of learning more effective in instructing and lecturing ideas. So, the teacher will not waste time and go to the point directly. 08 students selected the option „other“ and they suggested that motivating and raising students'

Chapter Three Field Investigation

awareness about the importance of online learning are ways to enhance the using of electronic learning, as well as the proper management of the whole system can be seen as a way of enriching this new process, such as “solve the problem of slow internet connection”.

Section Three: Online English Teaching and Learning

Question 17: Which of the following modules, do you find teachable using online sources?

Table 3.17

Students Perceptions about Teachable Modules via Online Courses

Option	Number	Percentage%
Oral expression	79	65.8%
Written expression	21	17.5%
Grammar	11	9.2%
Other	9	7.5%
Total	120	100%

From the obtained results, we notice that 65.8% of the total percentage agreed about the first choice that Oral Expression is the easiest module to be taught online because it gives them the freedom to tackle any topic .17.5% of them selected Written Expression. This indicates that writing expression lessons are easy to deliver especially when it comes to the theoretical part of writing essays. 7.5% students opted for „others“; they find civilization and literature the most appropriate modules that can learn them via Moodle platform because introducing novels and stories of wars online is considered an enjoyable way for students 9.2% selected grammar because they find learning grammar online is better, of course with the help of pdf lessons that the teacher tend to explain with details through giving examples.

Question 18: Do you think that online learning can enhance your EFL learning?

Table 3.18

Learners' Beliefs about Online English learning

Chapter Three Field Investigation

Option	Number	percentage%
Learning EFL helped your online experience	66	54.5%
Your online experience helped your EFL learning	55	45.5%
Total	120	100%

As it is displayed in table 3.18., more than half the population 54.5% believe that learning English helped their online experience; their familiarity with the English language helps the user to recognize and follow the required steps that are concerned with accessing process. On the other hand a considerable number of students declared that the online experience supported their EFL learning. This means that this new mode of learning has an effect on their EFL learning because it helps the students to improve their speaking and listening skills, in addition to the observable development in English writing and reading skills.

Question 19: Do you prefer to use Moodle Platform, or other Websites/Applications?

Table 3.19

Learners' Preferences between Moodle Platform & other applications

Option	Number	Percentage%
I prefer to use Moodle Platform	71	58.3%
I prefer to use other applications	49	40.8
Total	120	100%

This question was proposed to seek students' preferences between using Moodle Platform or other applications. As stated in table 3.19, more than half of the sample 58.3% responded that they prefer to use the platform; they are comfortable with using it, they find it a practical and flexible method due to its features, steps, and programs that enable the user to access easily .40.8% selected „other Applications/Websites“, this denotes that those apps contain more useful options that do not require

Chapter Three Field Investigation

internet, as well as they are already familiar with them. This question was intended to serve as an introduction to Question 20.

Question 20: Which of the following Application/Websites do you use for learning English?

Table 3.20

Students' Use of Applications/Websites

Option	Number	Percentage%
Youtube	49	39%
Zoom	17	14%
Chrome Browser	12	9.9%
Corpora	3	1.5%
Duolingo	3	1.5%
TOEFL	3	1.5%
Facebook/Messenger	27	23.3%
Other	8	6.5%
Total	120	100%

Looking at the results shown in table 3.20., 39% of students find that YouTube as an appropriate option; simply because it has an effective role in enhancing the speaking skill because its channels can provide the students with videos that enrich them by new English vocabularies and most of universities offering free courses on YouTube channels for the sake of improving their students' skills. 23.3% selected Facebook/Messenger; nowadays, many teachers tend to communicate with their students through Facebook groups & pages. This implies that chatting and texting in English as a means to enhance speaking, writing, grammar and pronunciation. Others 14% opted for Zoom. This means that zoom is the preferable digital tool, it has many features and options that make the student interested in it. 6.5% of the respondents decided to mention „other“ tools of learning. They added that Instagram is the best application that they use it frequently. The Chrome Browser percentage is 9.9%. It means that some students tend to prefer using Chrome Browser than other applications due to its features and options.

Chapter Three Field Investigation

Whereas, Corpora, Duolingo and TOEFL scored 1.5%. This indicates that few of students are using those applications that are regarded as new ones. This indicates that those students are modernized.

Question 21: If you have the choice, which of the following methods do you prefer to continue your studies?

Table 3.21

learners' Choices for Continuing their Studies

Option	Number	Percentage%
The traditional way (face to face)	42	34.7%
Online learning (under appropriate circumstances)	22	18.2%
Blended learning	57	47.1%
Total	120	100%

As indicated in the table above (3.20). A large portion of students, 47.1% opted the blended learning; they prefer to move from face to face mode to online learning mode. This implies that they benefit from both methods of learning. From another viewpoint 34.7% of participants favor the traditional way, this indicates that those students are struggling from the slow-internet connection during implementing virtual classes. On the other hand, 18.2% selected online learning, this demonstrates that they are possibly motivated and excited about online learning especially for those who reside far from universities. They consider that learning from home is regarded as less costly.

Question 22: If you have any other suggestions, comments, we would be very grateful if you add them below.

Additional comments serve as feedback to the questionnaire; EFL students expressed their joy while answering the questions and volunteered to offer some constructive criticism. They are gathered as follows:

Chapter Three Field Investigation

Those which signal the problem:

- ❖ *Let's increase first the internet quality because we couldn't access to the most of online sessions.*
- ❖ *Online learning maybe it came suddenly that it could not help us or we could not help ourselves with it, but it is really not a useful way of teaching especially in our country, with all those problems of internet and new techniques that we did not know about before it became even more difficult for us to get used to it. It is a nice experience or an additional one but not the preferable of course.*
- ❖ *I have just one thing to add is that online learning in Algeria lacked a lot, we are not ready yet to use this technology yet.*
- ❖ *E-learning was not a good strategy to implement, especially in our department, it may be due to teachers' lack of motivation, and It does not provide an active learning environment.*
- ❖ *I personally enjoyed learning online. However, i think, in Algeria, it still lacks some experience from teachers as well as learners. Some teachers are unfamiliar about how to use the platform appropriately (e.g. time management...etc). And not all learners can afford a good internet connection to access the platform.*
- ❖ *In our university, there is slow internet connection. So, we can't access the platform webs.*
- ❖ *In my opinion, the face to face method is better than the online one. Because Algerian universities don't have the necessary tools*

Those which praise the experience:

- ❖ *A positive point of using synchronic or asynchronous classes is flexibility*
- ❖ *Learning English through TIC is a new method that would students more freedom and flexibility, i recommend it fortly Thank you*

Chapter Three Field Investigation

- ❖ *We are in 2021. So, online EFL teaching & learning is a flexible method for us and the new generation, interesting topic, I wish you all the best!*
- ❖ *Online EFL teaching can be really helpful sometimes especially during the pandemic.*
- ❖ *Such an interesting topic! Since the global pandemic imposed on us an alternative way of learning, the online courses offered a nonconventional learning style that the Algerian educational system should had integrated it earlier! BEST OF LUCK*

Those which evaluate the experience

- ❖ *E learning reduced the average capacity of college students: oral skills, additional information and practice + teachers follow a shitty system of evaluation.*
- ❖ *I prefer the traditional way of study even though the online one IS not that Bad, but it missed a lot of thing to be efficient and successful.*

Those which signal suggestions to enhance this new experience

- ❖ *Improve some new methods of distance learning and made it easier and more joyful*
- ❖ *It would be better if our university/government enhance the online teaching and learning methods in addition to the traditional way.*
- ❖ *I suggest to motivate the students to use the internet and many digital tools just for learning to overcome the negative of distance learning, and also face to face learning is essential so the teacher need to make the balance*
- ❖ *I recommend to dig deep in this topic and focus on the benefits and negatives of both e-learning and face to face learning. Good luck*
- ❖ *Requiring both face to face classes and online classes will absolutely be beneficial for students and teachers as well. Since this will keep both parts in a constant connections and helped students improve their self-motivation and other abilities.*

3.4. Summary of the Findings

From the analysis of the questionnaire's results, we deduce the following outcomes:

Section One reveals that the majority of second year students are young and they study 9 years. This means that they are personally interested towards Learning the English language. This result is very important because it indicates their motivation and their seriousness to learn. Moreover, this section also demonstrates that the majority of students have good level in English; they are aware about the importance of English as a foreign language (FL).

Concerning the second section, we can see that the majority of students' opinions about the online learning are represented in using implementing digital materials, they generally rely on internet during accessing platforms. Internet is a helpful finding for them to access platforms. Also, this section reveals that most of students are provided with the online learning tools' availability and the majority of them prefer the blended learning. When asking them about their participation in online learning, they said that they participate when they are obliged. Furthermore, the majority of second year students consider the internet as a major obstacle while learning. This section reveals also their awareness about the importance of online learning in improving digital skills, mastering new applications, and experiencing new ways of learning. Concerning students' perceptions towards online learning, the majority of them are optimist. So, this result shows the important role that online learning can play in reaching high level and improving academic success. When asking students whether they are active or passive in online Learning process, most of them answer that they are active participants. Concerning the way of enhancing online teaching and learning, most of them suggest that providing the online courses with visual tools is considered as an effective tool for enhancing this new experience.

In the third section, the majority of students find oral expression is the easiest module to be taught online. Furthermore, this section reveals that students generally believe that learning EFL helped their

Chapter Three Field Investigation

online experience. When asking students whether they prefer to use Moodle platform or other applications, most of them answer that they prefer using Moodle platform, in addition to the use of YouTube. For future learning, most of students tend to choose the blended learning for continuing their studies. Moreover, the students' suggestions and comments show that students are struggling from the slow-internet connection, and they suggest to improve new digital tools as a way of enhancing the distance education. They added that the online learning in Algeria lacked a lot, we are not ready to use this technology yet. So, they confirm that the E-learning was not a good strategy to implement especially in our department, it still lacks some experience from teachers, they are unfamiliar about how to use the platform appropriately for example, time management. They claim that the online learning is a timely method during the covid-19 pandemic and they prefer having classes instead of traditional ones is better than not having.

Conclusion

The analysis of students' questionnaire reveals that the majority of second year students are optimist towards the online learning, this is very important because online learning is the key determinant of students' success in their learning process. Moreover, the students' responses strongly advocate that this experience is satisfactory and successful to some extent. Consequently, students should be provided with digital e-learning materials to achieve success in their accessing process, and they need to be motivated towards implementing platforms because students who are highly motivated towards using digital materials, would respond with great efforts and willingness to achieve positive online learning results.

Chapter Four

Filed Investigation

Introduction

After discussing some views and aspects about online teaching and learning in the previous chapters, the current chapter aims at investigating teachers, Head of the English Department and the Faculty of Letters and Languages' Media Engineer perceptions and views about the Evaluation of EFL online teaching and learning. It also contains a descriptive qualitative exploratory method supported with the interviews. This chapter will finally provide a summary of the main findings.

3.3. Teachers', Head of English Department, and Faculty of Letters and Languages' Media Engineer' Interviews

3.3.1. Sample

The population of the present interviews consists of EFL teachers from the Department of English, and one Arabic Language teacher Professor BOUMAHRA ABDELAZIZ from the Department of Arabic Letters & Language. In addition to Dr. ABDELKRIM DEKHAKHENA the Head of English Department and LAMINE MERZOUG the Faculty of Letters and Languages' Media Engineer. They belong to 08 MAI 1945-Guelma University. Five EFL teachers were chosen based on their specialty: Dr. HOUDA HAMDI with Literature matter, Mr. MOHAMMED WALID CHETTIBI with Linguistics matter, Dr. AMINA M' LILI reader in the Department of English and in the Department of Political Science, Professor ELAGGOUNE ABDELHAK with Civilization matter, and Mrs. CHERIBI LAMIA with Translation matter. The aim behind choosing them was to collect perceptions and reports from different contributors in the Online Teaching process i.e. the administrative, the technical and the executive side represented by teachers.

3.3.2. Description of the Teachers' Interviews

This interview is composed of eight questions directed to the teachers. For the sake of gathering qualitative data that provides a deep description to the experience of Online Teaching that started to take place because of COVID-19. All questions are open-ended and based on aspects already discussed in the theoretical part of the research.

The first question aims at identifying the teachers' position in the educational sector. The second question seeks to investigate teachers' perceptions about their experience with online teaching. The third question endeavors to know if teachers tend to apply other teaching applications or they rely only on Moodle platform. The fourth is directed to teachers' attitudes towards online teaching. Regarding the fifth question, it inspects teachers' opinion about their learners' interests towards online teaching and learning. The sixth one is devoted to teachers' evaluation to the new experience of teaching. Whereas, the seventh question seeks to view teachers' preferable or favorite method of teaching, the last question aims at requesting solutions or suggestions to enhance the whole process.

3.3.3. Description of Head of English Department Interview

This interview is composed of six (06) questions directed to Dr. ABDELKRIM DEKHAKHENA, Head of English Department. For the sake of gathering qualitative data that provides a deep description to the experience of Online Teaching that started to take place because of COVID-19. All questions are open-ended and based on aspects already discussed in the theoretical part of the research.

The first question aims at showing the administration supervision and how it manage between the instructors and the learners during the online courses. The second question is devoted in order to have an opinion about the acquirement of this new method of learning. The third question grasp on the extent to which this new experience of teaching and learning succeeded or failed. The fourth one is asked to

demonstrate the learners previous results. The fifth question is set to determine the obstacles that faced the administration. The last question is about having further solutions or suggestions for the sake of enriching this new method of teaching and learning.

3.3.4. Description of the Faculty of Letters and Languages' Media Engineer Interview

This interview is composed of five (05) questions directed to LAMINE MERZOUG the Faculty of Letters and Languages' Media Engineer. For the sake of gathering qualitative data that provides a deep description to the experience of Online Teaching that started to take place because of COVID-19. All questions are open-ended and based on aspects already discussed in the theoretical part of the research.

The purpose behind the first question is to determine the university's responsibilities and roles during the virtual learning. the second one aims at demonstrating the problems behind this new mod of teaching and learning. The third one is set to determine the teachers' and students' engagement through this new process. The fourth question aims at showing the number of the lessons that provided by the teachers. The last one is a kind of suggestions and recommendations in order to enhance this new mod of learning.

3.3.5. Administration of the Teachers', Head of Department' and the Faculty of Letters and Languages' Media Engineer Interviews

The interviewers and the interviewees agreed on an appropriate timing that suits both parts to meet for recording. Dr. ABDELKRIM DEKHAKHENA, Professor ELAGGOUNE ABDELHAK, Professor BOUMAHRA ABDELAZIZ and LAMINE MERZOUG Interviews took place on June 6th. 2021, while Dr. HOUDA HAMDI, Mrs. LAMIA CHERIBI and Mr. MOHAMMED WALID CHETTIBI were made in the following day, i.e. June 7th, 2021. The interviewees were informed about being recorded and that

the information provided will be used for research purposes and they all approved that. However, Dr. AMINA M“LILI send her answers about the interview“ questions via email.

3.3.6. Data Analysis and Interpretation

3.3.6.1. Analysis of Teachers’ Interviews

Question 1: How long have you been teaching English?

Almost all the teachers except one have been teaching in the Department of English for more than ten years. Professor ELAGGOUNE ABDELHAK and Professor BOUMAHRA ABDELAZIZ for example were considered as one of the pillars in the university; they have a considerable experience in the teaching sector; „more than 30 years in teaching“. On the other hand, Dr. HOUDA HAMDI have been teaching almost twenty years (20), Mrs. CHERIBI LAMIA “18 years”, while Mr. MOHAMMED WALID CHETTIBI have been teaching almost twelve (12) years. Yet the last teacher Dr. AMINA M“LILI is a new one since she has only five months and eighteen days in the Hybrid learning. This indicates that our sample is homogeneous.

Question 2: Is this your first experience of working with Moodle platform or you are already familiar with that?

Three participants claimed that they were familiar with Moodle platform, while two of them declared that they were not. The former have been using the platform in a basic manner; they only upload lessons as PDF files without any audio visual interactions or conferences. The last two participants stated that they did not use it before the pandemic of covid-19.

In brief, e-learning is an ancient system however with the rise of the pandemic; it becomes an obligatory medium for both teachers and students.

Question 3: What other online teaching Websites/Applications you used to use before having to deal with Moodle platform?

Moving to more context-related situation, the participants, except one, stated that Google Classroom was the only application they used in order to communicate with their students. However, teaching via Moodle platform is considered as a new experience for most of them. One teacher stated that: “Well to communicate with students we used a kind of informal way like Facebook, I usually create groups specific to my students for instance to share documents”; this explains that teachers tend to use informal ways to intercommunicate with their students.

Question 4: Do you feel comfortable, when using Moodle Platform?

This question aims at showing if the instructors were in a convenient position during the online teaching. Based on the interviewees’ answers, it seems that all teachers except one are comfortable with using it; they like this way of introducing lessons and they consider it as a flexible way in teaching. One participant says: “it is just a piece of cake”, which means it is super easy to use it. In that same regard another participant elaborated: “Of course I feel comfortable because I learn new methods and techniques of teaching and I discover that it is very helpful and very rich”. This implies that most of teachers' perspectives are positive towards this new experience due to its efficacy and flexibility. However, a participant has a different viewpoint: “...Personally, I’m more tired of it... because we supply even more efforts than what we usually do; we have been working without stop; we have been working from Saturday to Thursday no stop, virtually, in the class and everything, but still the results are not good”. This indicated that e-learning is very exhaustive process and it takes more time to be managed, especially when the teacher tries to create balance between the virtual and face to face sessions. To sum up, we say that distance education is a flexible process for most of the teachers.

Question 5: What do you think about the students' interests and performance during online teaching?

The sudden and unexpected shift from face to face mode to online mode of teaching, may have an impact on EFL learners in a way or another. Teachers were asked whether their students are motivated about this new method of learning or they were not interested in it. Three of the participants believe that EFL learners do not have any problem to access into the platform and study from the sources uploaded there; they are highly motivated to learn via Moodle platform. A teacher for example believes that these students are aware enough to learn online. S/he believes that: "... I personally think that students here, I personally speak about second and third year students they are really motivated, yes they interact, I personally have many ways to interact with students via platform: that's okay of course we are speaking about e-learning in the university and students are really motivated and they ask questions". The other three teachers assert that EFL learners are somehow detached from online learning, hence they are uninvolved at all; they even do not make any effort to log and access into the platform, illustrating this idea a teacher says: "Normally, technically I am using the platform but practically I am not teaching there, simply why? Because they never log there, they do after my teaching hours, they ask me questions and send extra messages". The last teacher describes the whole process as a difficult experience for both instructors and learners, also teachers' performance may affect their learners in a way or another, s/he claimed that: "...I personally believed that the performance of students is also closely related to the performance of the teachers, I personally was not able to invest 100% on the platform because I was elsewhere so how can I expect my students follow me to be honest. So, it is difficult for me to assess this experience".

Such claims might be interpreted that this new mode of teaching may affect the EFL learners either positively or negatively. In one hand, most of EFL students interest in using E-learning tools, they consider themselves as competent in dealing with digital materials that could improve and enhance their learning, as well as they tend to support learning English from home and they considered it as an efficient method. On the other hand, others favor the use of the traditional methods during learning because they lack the use of digital tools, or due to other external factors such as; slow internet connection.

Question 6: Practically speaking, how do you evaluate this experience of online education?

This question is set to identify teachers' assessment to e-learning. Looking to the answers, all participants agree that online learning is not a successful process due to many reasons such as the lack experience for both teachers and students. A teacher stated that: "...Teachers are not formed, and I consider it as a personal effort to know how to work with the platform, there was no training that's what I want to say. So, practically speaking I am going to say in Algeria it does not work, and it is not successful". This process was quite challenging especially in Algeria due to poor internet connection and mainly to unqualified teachers and students. A teacher for example portrayed online learning as a big catastrophe: "...Practically speaking, personally my evaluation that it was just a kind of a big catastrophe, as I see the extent of teachers and students aaa like we see the outcome, the results, it is depressive when we see the amount of energy we gave". This may indicate that the experience of online teaching and learning witnesses some major failures.

As it was described through the participants' answers, it seems that they are not satisfied with online learning.

Question 7: Do you prefer online learning, face to face learning, or blended learning?

This question is designed to demonstrate the instructors' preferable mode of teaching. Three teachers agreed on blended learning. This means that face to face learning and the online one complete each other. Blended learning increases collaboration between the instructor and the students, increases students' satisfaction, and allows teaching in digital environments with virtual tools. In the same context a teacher confirms: "I personally prefer blended learning of course we used face-to-face learning to teach lessons that need more explanation, illustration, and clarification, of course each method has its benefits and negatives do you understand? but working with the two methods blended is going to work better than just focusing on one method". The flexibility of the learning is the major benefit of the hybrid learning. On the other side, two participants declared that they prefer the traditional learning.

Actually, online learning or blended learning is no longer a matter of choice due to the actual circumstances of COVID-19.

Question 8: If you have anything to add, you are welcome.

Concerning the last question, the purpose is to have further recommendations or suggestions about the „Evaluation of EFL online teaching and learning“. Almost all the participants agreed that it is an interesting topic, and a recent one. One teacher claimed that: "Concerning the benefits, I personally see teachers prefer online classes because they are not limited with time, because with online classes, you can have extra lessons, students can ask questions and teachers can add further illustrations at any time". The flexibility of the teaching process is vital for instructors. Another teacher suggested that: "To enhance this experience which is the online teaching, I think that training is very important for both sides" teachers and students". To accomplish, online teaching and learning is a broad topic and it is not that easy to evaluate the whole process and make a final judgement about its failure or success.

3.3.6.2. Summary of the Findings from the Teachers' Interviews

According to the data derived from the teachers' interview, it can be assumed that these teachers have a decent amount of experience in EFL teaching in addition to a respectful awareness towards the topic being investigated in this research. According to their replies and perceptions, it is exhibited that the unexpected shift from face to face mode to online learning mode affected their performance as teachers in way or another, despite its flexibility. According to most of the teachers' answers, this process of online teaching and learning is limited and unsatisfactory, but there is optimism for a better managed in the future if necessary conditions were provided.

3.3.6.3. Analysis of the Head of the English Departments' Interview

Question 1: As an administrator, how do you manage to coordinate between teachers and students online?

Dr. DEKHAKHENA claimed that the first work of the administration is to develop contact and communication between teachers and students, in addition to making sure the University provides the necessary technological tools and services. It has also to establish connections with the tutors and inform them about any new instructions, however, the administration cannot oblige them to do anything related to their work on the platform, but most importantly it tries to simplify the whole process for them. To sum up, the Department of English at Guelma University has a major concern which is assuring contact between teachers and the administration.

Question 2: As an administrator, do you think that this way of teaching and learning enables the attainment of the whole syllabus?

Dr. DEKHAKHENA believes that it is difficult to assure the completion of the syllabus by online learning alone. The administration tends to implement blended learning in order to guarantee full

Chapter Four Filed Investigation

covering of the syllabi of different subject matters. So, online courses play a major role in finishing the syllabi to a certain extent.

Question 3: How do you evaluate the online teaching/learning experience?

Dr. DEKHAKHENA pointed out that the Department of English benefits from online teaching and learning; it is as an interesting experience, besides, the Department of English was already familiar with online learning years ago, however the pandemic plays a role in refreshing the practice. Covid-19 made distance education inevitable. The administration regards e-learning as an appropriate way of teaching.

Question 4: How do you compare the students' results between the classical system and the blended system?

Based on the answer of Dr. DEKHAKHENA, it seems that there is a decrease in the results. In other words, the learning process is deteriorated compared with the old system. This can mean that learners find this sudden shift somehow new for them; suffering from the slow internet connection especially those who reside in rural villages and maybe the lack of technological knowledge, competence, and experience can have part in the learners' results, in addition to the lack of digital materials for accessing educational platforms, or simply they are not interested or excited about this new experience of learning.

Question 5: What kind of difficulties did you face during this new experience?

This question is set to determine the obstacles that faced the administration. Looking at the answer, lack of teachers' availability is considered as the major problem, precisely female teachers who are busy with their personal issues, they are somehow restricted with their job as teachers "no more, no less". However comparing this with the teachers interpretation; they are moving in the right path with this distance learning. He adds that, the lack of the pedagogical staff. That is to say the entire burden was

only on the head of the Department, yet this latter concluded his talk by expressing his satisfaction with online teaching and describing it as “alright”.

Question 6: What do you suggest to enhance this experience as sort of solutions?

The last question is about having further solutions or suggestions for the sake of enriching this new method of teaching and learning. The given reply was as follows: “... Doing the work at the Department of English in not a matter of instructions or directions but it is a matter of will”, He adds that the best solution is to help each other; teachers and administrators. Dr. DEKHAKHENA thinks that teachers have to motivate themselves in order to accomplish their work on time without creating problems. Lack of communication between teachers and the administrator is another major obstacle; hence changing the mentality is one of the basic solutions.

3.3.6.4. Summary of Results from the Head of English Departments’ Interview

According to the answers above, we deduce that e- learning was practiced voluntarily before the Pandemic of Covid-19, however with the rise of the plague it was refreshed and implemented within the University system in a compulsory manner. Online learning comprises new methods, approaches and ways of instructing which created numerous difficulties for the administration, teachers and students. It affects the whole educational sector.

3.3.6.5. Analysis of Results from the Faculty of Letters and Languages’ Media Engineer’ Interview

Question 1: What are the technical materials provided by the university to facilitate studying via Moodle Platform?

According to the obtained answer, we see that the exceptional circumstances that Covid-19 pandemic inclined on the educational sector, universities and educational institutions tended to provide equipment

Chapter Four Filed Investigation

and technological tools that make studying online doable. For example Guelma University provided all the necessary means and services to facilitate e-learning by enriching the University website by software programs and facilities. In other words, the online learning go in harmony with the head of the Department according to his answers; however some teachers are claimed about the lack of some necessary facilities such as the lack of trainings, that is considered as one of the universities' role.

Question 2: What are the difficulties that you faced when dealing with both teachers and students?

Mr. Merzoug thinks that: "... Most of the teachers and students are suffering from lack of using and accessing to Moodle platform, that is to say they have somehow lack of technological knowledge, besides to that, some teachers tend to prefer the traditional method of teaching especially the Arabic Language ones. The slow internet connection is regarded as a major issue among all the universities". This might explain that this new experience of teaching and learning influenced both teachers and students despite of the several trainings that both of them received about how to deal with the Moodle platform. However some teachers claimed that they did not receive any training on using the platform; and they consider it as their personal efforts.

Question 3: What are the approximate percentages of teachers and students' access to Moodle Platform?

Mr. Merzoug, the Media engineer gave us fairly accurate statistics that show that teachers' percentage points between 80% to 90%. In which this considered as a positive sign; it is promising percentage as well as it depicted that teachers do their work in the exact and appropriate way. On the other hand, the students' percentage ranges from 50% to 60%. This means that, they are suffering from the slow internet connection especially those who reside in rural villages, also the lack of technological

Chapter Four Filed Investigation

knowledge which make the use of the platform somehow difficult for them. As well as it seems that they log in Moodle platform only when exams start.

Question 4: What is the total number of lessons and lectures provided by teachers on Moodle platform?

This question aims at showing the total number of lessons that the students receive via the platform during the academic year 2020_2021. The statistics are as follows:

Table 4.1. *Statistics about the Total Number of Lessons in the Third and Fourth Semesters*

Levels	First semester	Second semester
First year students	31 lectures	11 lectures
Second year students	21 lectures	4 lectures
Third year students	14 lectures	3 lectures
Master one students	20 lectures	6 lectures
Master two students	14	/

As displayed in the table 1.1. the statistics between the lectures provided in the first and the second semester indicates that in the first semester, students tend to receive a largest number of lectures than the second semester because of the long period of time in the first semester that allow the process of instructing lectures become larger.

Question 5: What do you suggest for enhancing online teaching and learning?

Mr. Merzoug claims that the intensive trainings and tutorial videos that he delivered for both teachers and students played a major role in enhancing the online experience. According to him, more trainings and practices are vital to ameliorate and familiarize everyone with this system. He added that the

administration has to monitor the whole operation and harmonize communication in real classrooms and on Moodle platform.

According to his answer, we notice that the media engineer is aware of his role as a technician and generously offers the essential help and consultations to the needy students and teachers. He also shows consciousness about the necessity of collaboration between all the participants (teachers, students & administrators) to assure the success of online learning.

3.3.6.6. Summary of Results from the Media Engineer's Interview

The interview with Mr. Merzoug exposed the intentional efforts that the administration (at level of Guelma University in general and at the level of the Faculty of Languages in particular) offered to guarantee the success of blended learning. Still the operation witnesses many imperfections and limitations, some of them related to human factors and others related to material factors. Statistics displayed the commitment of both teachers and students to learning via Moodle, yet they denied receiving any training or formation to study how to use the platform. On the other hand, the engineer claimed that he delivered trainings and tutorials many times to groups and individuals (both teachers and students) whenever they ask for that!

3.3.6.7. Summary of Results and Findings from Teachers', Head of Departments', and the Faculty of Letters and Languages Media Engineer' Interviews:

According to the results derived from Teachers', Head of Department', and the Faculty of Letters and Languages'' Media Engineer interviews, it can be understood that they have a decent experience in Online EFL education in addition to a respectful awareness towards the topic being investigated in this research. According to their responses, most of the teachers find that this new mod of learning is limited and unsuccessful to some extent, however there is an optimism to be better managed in the future time.

Chapter Four Filed Investigation

Comparatively with the teachers findings and results, the administration side, find that the online education process is satisfactory as well as it has reached successful outcome to a certain degree. Moving to the technical staff, we noticed that the Media Engineer agree with the administration side i.e, the whole process is satisfactory and going all right in a certain extent.

Conclusion

This chapter discussed the data collected from the instrument of data collection, namely Teachers“, Head of English Department“, and the Faculty of Letters and Languages“ Media Engineer“ Interviews. The purpose is to evaluate this new mode of e-learning. In view of the obtained findings it seems that on one hand, the Administration and the Media Engineer“ views and perceptions, online teaching and learning experience is satisfactory and successful to some extent, in which the Head of English Department describes it as “An interesting experience, an appropriate way of learning, and it is going alright”. On the other hand, Teachers“ perceptions and insights oppose to the administration“ and Media Engineer“ opinions; they find the whole experience limited and imperfect.

Pedagogical Implications

1. It is compulsory to establish a study about online teaching and learning to assess English distance education.
2. This research seeks to shed light on the position of online learning in the English Department at Guelma University.
3. Conversations on this new experience, questionnaires, and interviews need to be held dedicated to this subject.
4. EFL learners tend to show their attitudes and perspectives towards e- learning, some of them reacted positively; they participate, interact and perform well during the online engagement,

while others reacted negatively; they were complete out and motiveless towards this new experience because of many reasons.

5. After conducting this research, analyzing, and interpreting the participants' views, it is advisable for teachers to motivate their students for using Moodle platform.
6. From teachers and students' opinions, we assume that most of them faced major challenges during accessing the Moodle platform. Hence, face-to-face learning is still the preferable method by the majority.
7. Learning English online is regarded as the golden key of modernization; it requires the availability of technical materials and digital tools that are concerned with the process of logging and accessing to the web platforms. For this reason:
 - ❖ Universities should be equipped by the necessary technological materials and software programs. In addition, the administrative staff should facilitate, manage and control the whole operation and connect its partners to assure harmony and collaboration.
 - ❖ Universities should organize trainings, study days and workshops about the use of online sources and platforms such as Moodle for teachers, students and if necessary informatics technicians.
 - ❖ Universities must organize study days and conferences that raise the students and teachers awareness about the unavailability of the shift towards hybrid learning. They must acknowledge that this sort of learning will continue after the pandemic and they must acquire the required materials and skills.
8. Advices for teachers: Motivate students, raise students' awareness, Take the responsibility Training themselves to perform well while using digital materials.

Chapter Four Filed Investigation

9. Advices for administration: Enhance internet connection, Provide students with digital materials and tools, Impose and organize a program that is concerned with training EFL users to implement educational platforms and webs.
10. Advice for students: Be serious and stop wasting time.

General Conclusion

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The COVID-19 pandemic poses an unprecedented global challenge, impacting profoundly the educational sector; it leads to the sudden shift from face to face learning to online teaching and learning. For that, EFL learners and teachers from English Department at Guelma University find themselves in an exceptional situation where blended learning becomes a regular practice.

The present contribution is an attempt to evaluate this experience of online learning. This dissertation is prepared to explore to which extent online EFL teaching and learning reached success or failure. It attempts to investigate teachers and Second Year License students' engagement in the operation. To this end the research is composed of two main parts; the theoretical part, chapter one and two. They consist of a general overview of online teaching and learning, the difficulties, the benefits, and online English teaching and learning. The practical part, chapter three and chapter four are concerned with the analysis and interpretation of the data collected through students' questionnaire and teachers', Head of English Department and the Faculty of Letters and Languages Media Engineer' interviews. The obtained results conclude that students agreed that this new experience of online/blended learning is a successful process in a certain degree. For teachers, it was a limited unsatisfactory operation. Most of them emphasized the difficulties and imperfection more than the accomplishments and achievements.

Limitations of the Study

A number of obstacles faced the researchers while making this research and prevented its adequate realization. Some of those obstacles are as follows:

- The EFL learners' perspectives towards online education differ from one category to another. So, this makes it difficult to generalize the results of the different levels and categories.
- Furthermore, our sample includes second year license students who dealt with the Moodle platform for a short period of time. Guelma University implemented the blended mode of

General Conclusion

teaching recently (2020-2021) that is why evaluating this experience in its early execution is indispensable, but relatively reliable.

- The submission of the research was very early, since we have finished our exam and our training report on May; two months are not enough for conducting a Master research.
- Some students and teachers were hesitant to answer the questionnaire and the interview.
- For the previously mentioned reasons, the research tools (questionnaire and interviews) were used to describe and explore the blended learning experiment confessing that it is too early to make an accurate judgment about it. However, this assumption is inevitable because it serves as a compass for all the partners of this process.

Suggestions for Further Research

The current research is an endeavor to assess EFL online education. Based on the above mentioned limitations and taking into consideration the novelty of the procedure of implementing hybrid learning, the following suggestions are a trial to pave the way for future researchers in order to help them fill the gaps of our contribution:

- In order to be able to generalize the evaluation of EFL online teaching and learning, one might take into account a larger population.
- Become familiar with digital materials and tools.
- Ensure that educational platforms have a coherent structure and that materials are well organized.
- Put extra efforts into ensuring that teachers are motivators and facilitators towards implementing digital materials.
- Provide educators with a variety of technology options.
- Create accessible websites and platforms.

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Appendices

Appendices

Appendix A: Students' Questionnaire

Students' Questionnaire

Dear student,

You are kindly requested to answer this questionnaire, which is administered to gather information in order to accomplish our Master Dissertation. The questionnaire attempts to evaluate the experience of EFL Online Teaching and Learning. In addition, it aims at showing to which extent students are engaged and openhearted to online learning. As well as, identify teacher's attitudes towards online teaching. The questionnaire is anonymous and your answers remain confidential. Hence, you are politely invited to answer the following questions either by ticking the option(s) that seem appropriate for you, or by making full and complete statements.

Mrs. Merzoug Boutheyna

Ms. Saadna Salma

Department of English

University 8 Mai 1945-Guelma

Section One: General Information

1. What is your age?..... Years.
2. How long have you been studying English? (Including this year) Years.
3. How would you describe your level in English?

Appendices

Good	
Average	
Bad	

4. Is studying English your first choice, or it was imposed on you?

My first choice	
Imposed on me	

Section Two: Online Teaching and Learning

5. For you, what does Online Teaching and Learning mean?

Digital learning platform	
Distance learning	
Both	
Other	

6. For you, what are the required materials for a successful online teaching and learning?

Internet	
Computers	
Smart phones	
Handouts	
Others	

7. Do you have these tools in your University/personal environment?

Appendices

Yes	
No	

8. Which type(s) of online teaching and learning do your teacher(s) use?

Synchronous learning (face to face learning)	
Asynchronous learning (distance learning)	
Blended learning (mixed learning)	

9. Which type of online teaching and learning do you prefer?

Synchronous learning	
Asynchronous learning	
Blended learning	

10. How often do you participate in online courses?

Regularly	
Sometimes	
When obliged	
Rarely	

Appendices

11. What kind of difficulties do you face during online teaching and learning? (more than one option)

Lack of Internet	
Lack of digital tools (computers, smartphones ...)	
Lack of teacher availability	
Difficult Access of the platform	
Lack of motivation	
Lack of interactivity between the learner and the teacher	
Other	

12. What are the benefits that you gained from this new experience?

Improving digital skills	
Mastering new applications	
Experiencing new ways of learning	
All of them	
Other	

13. Do you feel optimist or pessimist towards this experience?

I feel optimist	
I feel pessimist	

Appendices

14. How do you evaluate this new experience of online teaching and learning?

Difficult	
Enriching	
Easy	
Promising	
Disappointing	
Unfamiliar	

15. Do you describe yourself as?

An active participate in the online learning process	
A passive recipient in the online learning process	

16. According to you, how can we enhance the online teaching and learning experience?

Providing online courses with visual tools	
Improving digital proficiency	
Designing flexible lesson plans	
Others	

Appendices

Section Three: Online English teaching and learning

17. Which of the following modules, do you find teachable using online sources?

Oral expression	
Written expression	
Grammar	
Others	

18. Do you think that?

Learning English helped your online experience	
Your online experience helped your learning of English	

19. Do you prefer to use Moodle Platform, or other Websites / Applications?

I prefer to use the platform	
I prefer to use other applications	

20. Which of the following applications/websites, do you use for learning English?

Youtube	
Zoom	
Chrom Browser	
Corpora	
Duolingo	
TOEFL	
Facebook/messenger	
Other	

Appendices

21. If you have the choice, which of the following methods do you prefer to continue your studies?

The traditional way (face to face leaning)	
Online learning (under appropriate circumstances)	
Blended learning	

22. If you have any other suggestions, recommendations or comments, we would be very grateful if you add them below.

.....

.....

.....

.....

Thank you for your time and cooperation, they are highly appreciated.

Appendices

Appendix B: Teachers' Interview

Dear teacher,

Our research is an attempt to evaluate EFL online teaching and learning. This interview will be of great importance to our research as it will provide us with insightful answers about the topic in question. You are kindly requested to take part in this interview which will be recorded or cited with your consent.

Msr. Merzoug Boutheyna

Ms. Saadna Salma

Department of English

University 8 Mai 1945-Guelma

Question 1: How long have you been teaching English?

Question 2: Is this your first experience of working with Moodle platform or you are already familiar with that?

Question 3: What other online teaching Websites/Applications you used to use before having to deal with Moodle platform?

Question 4: Do you feel comfortable when using platform Moodle? (Would you please justify your answer)?

Question 5: What do you think about the students' interests and performance during online teaching?

Appendices

Question 6: Practically speaking, how do you evaluate this experience of online education?

Question 7: Do you prefer online learning, face to face learning, or blended learning?

Question 8: If you have anything to add, you are welcome.

Thank you for your time and cooperation

Appendix C: Teachers' Interview Transcription

Question 1: How long have you been teaching English?

Professor ELAGGOUNE ABDELHAK: "I have been teaching English for more than 30 years"

Dr. HOUDA HAMDI: "Almost twenty (20) years".

Dr. AMINA M'LILI: "Five months and Eighteen days".

Professor BOUMAHRA ABDELAZIZ: "تقريبا اكثر من 30 سنة في مجال التعليم"

Mrs. CHERIBI LAMIA: "Eighteen years (18)".

Mr. MOHAMMED WALID CHETTIBI: "Well normally I have been teaching English since 2006 as a part time teacher till 2013 where after that I become I teacher 2014 aaaa and till present any way. So, I don't know how many years exactly okay, it may be 12 or eleven years".

Question 2: Is this your first experience of working with Moodle platform or you are already familiar with that?

Professor ELAGGOUNE ABDELHAK: "I am already familiar with this experience, it started from 14 or 13 years ago"

Dr. HOUDA HAMDI: "We received training I no longer remember exactly, but I think it was like 7 years ago something like that, but it was something two to three hours training.... I'm sorry because it was really remote okay I think that it was like three hours training, years ago that was the only experience when it comes to Moodle.

Dr. AMINA M'lili: "My first experience".

Appendices

Professor BOUMAHRA ABDALAZIZ: “تعتبر تجربة التعليم عن بعد اول تجربة بالنسبة لي لأنني لم اعتمد عليها ولم اتعامل
بيها من قبل

Mrs. CHERIBI LAMIA: “I was not already familiar with it, it is my first experience”.

Mr. MOHAMMED WALID CHETTIBI: “Well normally I have been using Moodle platform when it was in a very primitive stage. I mean just put lessons there PDF files but no audio, I mean upload PDF files but could not do audio very contrast okay. So I have been using it from 2014 from the day I became a prominent teacher. So, aaaa I was already familiar with the platform and I am also familiar with the new platforms when they add new options and so on”.

Question 3: What other online teaching Websites/Applications you used to use before having to deal with Moodle platform?

Professor ELAGGOUNE ABDELHAK: “To be honest I never used another platform and I just have dealt with google classes and zoom”.

Dr. HOUDA HAMDI: “Well to communicate with students ehh we used in a kind of informal way Facebook; I usually create groups ehh specific to my students for instance to share documents. So ehh we have the email but it was not really eh a kind of platform but I think that's so to be honest”.

Dr. AMINA M'lili: “None”.

Professor BOUMAHRA ABDALAZIZ: “الحقيقة لم اكن اعتمد على التكنولوجيا بتاتا في مجال التعليم ولهذا لم الجأ إلى اي من
المواقع الالكترونية او التطبيقات التعليمية اثناء اداء مهنة التعليم”.

Mrs. CHERIBI LAMIA: “Only the google classroom for master students and also I used the power point applications, concerning the sites there are many sites, me as a teacher of translation I used for universal google translation we used it to translate it is okay. Personally, me as a teacher of

Appendices

translation I have used certain applications and for translation texts from one language to another, I also used certain tools like machine translation and this tools and machine of translation are of course applications used from students and teachers in translation”.

Mr. MOHAMMED WALID CHETTIBI: “Well, actually the Moodle platform was the first; I mean the ancient or the primitive stage okay? It was used already by the aaaa the university but in harmful with the use of primitive stage. I used Google classroom as well. So, it could be used as a website and at the same time it is an app yes that was it remained also state I do not know..... messenger why not and as a kind of introducing lessons in messenger as well so it used as a kind of means for explaining aaaa extra information for students”.

Question 4: Do you feel comfortable, when using platform Moodle?

Professor ELAGGOUNE ABDELHAK: “Of course I feel comfortable because I learn new methods and techniques of teaching and I discover that it is very helpful and very rich”.

Dr. HOUDA HAMDI: “As I have told you, I guess it has some positive things if it was used properly and if we did have a kind of real time and if it was better managed. I think that there are things which can be positive, okay sharing documents, sharing videos and even for some lectures. What I have noticed as a teacher is that globally I think impression that the results were not that good even in terms of evaluation at the end, you know having the same modules for years, teaching the same time of content, the results they decreased in all the levels. Now I definitely not saying that it is because the level of student because of students... not it is not this, it is the whole context ok... I witnessed this at the personal level I mean in terms of the groups I teach. Personally I teach master one students and L1 students, so there is a decrease and when I talk with my colleagues they all gave the same comments that there is a decrease. Now again, we need I guess it is not only because I guess

Appendices

most of us I believe personally I'm more tired than what I am used to, because we supplied even more efforts that we usually do we have been working without stop we have been working from Saturday to Thursday no stop, online and inside the class and everything, but still the results are not good. I am not saying that because... I'm not satisfied with my own performance because, when we no longer have energy. Physically speaking it is impossible to handle the face to face classes in the same day you are supposed to teach online. You cannot have one morning session from eight to one or twelve without stop and then do another online. There are limits”.

Dr. AMINA M'lili: “Reflecting back, I was definitely uncomfortable using the platform as I was not well-prepared and trained to use it confidently. However, through time, experience and research, I mastered it and got used to it. It has become an important instrument or tool in creating my own personalized learning environment”.

Professor BOUMAHRA ABDALAZIZ: “ نعم فالواقع انها تجربة جاءت في الوقت المناسب تكيفا مع ظروف كورونا التي ارغمتنا على التباعد الجسدي واللجوء الى التعليم عن بعد من أجل مواصلة الدراسة بشكل عادي من خلال نشر المستندات، المقالات والمحاضرات على المنصات التعليمية. فمثلا انا طريقتي في التعليم عن بعد تتلخص في نشر المستندات والمقالات في المنصة والتي تمكن الطلبة من تحميلها والاطلاع عليها. ولكن هناك دروس او مفاهيم تتطلب الدراسة التقليدية والتي تعتمد على الشرح المبسط للدروس المدعم بشروحات وتفسيرات مبسطة التي تستعمل فيها لغة الجسد ولغة الاشارات التي تسهل كيفية إلقاء الدروس على عكس التعليم عن بعد”.

Mrs. CHERIBI LAMIA: “ Of course me as a teacher of translation we used to use this methodology of teaching which is the online of teaching method I personally think that students here I personally speak about second and third year students they are really motivated, they interact aaa I personally have aaa have many aaa ways to interact with students via platform that's okay of course we are speaking about the e-learning and students are really motivated and they ask questions, me as a teacher of translation I used to give them texts before being at the platform that's okay, they prepared the text and after that we are going to discuss different question how they translated, and I personally

Appendices

I found and I still say it students are aware and they interacted with me and with their colleagues via this platform”.

Mr. MOHAMMED WALID CHETTIBI: “Yes of course, at the beginning when they created it I said it was super primitive since 2014. Later on, due to Corona Virus pandemic they ordered this state; I mean it is really up to date and a lot of options and extra so they send normally you can say it was just like a piece of cake to deal with. I mean not really something that requires.... I mean it's super easy”.

Question 5: What do you think about the students’ interests and performance during online teaching?

Professor ELAGGOUNE ABDELHAK: “What I discover from the use of the platform is that most of students are very motivated, they prefer online classes and they are always ready to attend their online classes”.

Dr. HOUDA HAMDI: “Well I think that it is a kind of difficult experience to assess for different reasons aaa because me myself I found difficulties accessing the platform. We faced several problems aaa when it comes to technical staff, not having really great technical staff, I am sorry for saying this. aaaa Besides, when it comes to certain modules it is very difficult for instance we take Oral Expression, it is good for certain things for instance like listening activities and so on, so it was more or less because I was able to share videos because listening is more or less good; but when it comes to speaking aaa much more complicated to do the work to be honest. So, aaa I think if we contextualize a little bit the situation the whole situation was stressful for all of us students and teachers for different reasons. The fact that we are obliged to shift from one week in the classes and then the next week it is gonna be online actually it is a new experience also aa difficult because as teachers for instance if I take the first semester I was personally okay.... because it can change from

Appendices

one teacher to the other. I was teaching one level in the class and then we are supposed to shift to the virtual but actually the second week I was teaching another level in the class mode. So it was impossible physically speaking it is impossible to cope with teaching a level on the class, yes it is impossible like humanly speaking it is impossible. So, this is why I think it is very difficult to assess, for me it is a kind of negative experience it is very tiring, to be honest, it was a very tiring year. I think it was counted as productive because too much pressure on every one, we have the physical pressure, the physical tiredness, you know starting the year early, starting from August and then no stop, no vacations so it was, emm. Yes I know you started asking about the students' performance but I personally believed that the performance of students is also closely related to the performance of the teachers, I'm personally not able to invest 100% on the platform because I was elsewhere, so how can I expect my students follow me? To be honest, it is difficult for me to assess this experience. I am not against the virtual mode teaching as such, but the context, the way it was implemented, it was not good. Actually no one asked us, even the administration they do not have any kind of evaluation no one asked teachers what was their view about what was happening, okay, so we were just receiving instructions do this and do that and no one is asking us whether it is really working or not. So it is just the progress did you reach 80%, you know even mentally speaking, intellectually speaking; it was very difficult to keep shifting from one thing to another because you know teaching normally is implementing lectures that they are supposed to be uploaded to the online teaching. We did not have time to do this, it is like giving the same lectures that used in class, remote but normally it does not happen with that way because its mode has specificity, but we did not have time to do it exactly so it was a negative experience".

Appendices

Dr. AMINA M'lili: “Some students were not well prepared for this sudden and unexpected shift from Face to face mode to Online mode of teaching, especially that they were not trained at all to use ICT for educational purposes for a decent period of time”.

Professor BOUMAHRA ABDALAZIZ: “صراحة لم اعتمد على تقديم المحاضرات والدروس عبر المنصة واكتفيت فقط بنشر المستندات والمقالات عبر المنصة ولهذا لا استطيع التنبأ بتفاعل الطلبة او تقييم آداءهم على المنصة”.

Mrs. CHERIBI LAMIA: “Yes, I feel comfortable and I like this way of introducing lessons; it's okay but sometimes I faced many technical problems and difficulties, especially the slow internet connection, it is one of the problems that is most of us have faced, and in this case we can judge that it is considered as an obstacle in interacting teachers in introducing their lessons”.

Mr. MOHAMMED WALID CHETTIBI: “Well as I have already stated before we start the interview, normally technically I am using the platform but practically I am not teaching there simply why? Because they never log there, they do after my teaching hours, they ask me questions and sending messages etc. So, I don't think my second year students, I do not think that they are really happy with this kind of learning, I mean they prefer the face-to-face or the traditional teaching, they do not like it ...I mean they did not like the live somehow teaching may be if you give them recordings because I kept my recording there on teaching and at the same time I record my delve, pictures, I mean the class sessions, I mean preparing myself and outing pictures from the table they log them ,but when they do it teaching live I mean they dislike this kind of blended teaching. So, they do not really like this blended teaching they like it but it not really I mean aaa obligatory for them to come or to assist that session at that practical timing they prefer already saw let's say the audio record”.

Question 6: Practically speaking, how do you evaluate this experience of online education?

Appendices

Professor ELAGGOUNE ABDELHAK: “It is too early to evaluate this experience, yet it is a new experience, and I think it is an interesting and flexible process”.

Dr. HOUDA HAMDI: “Well as I have told you, aaaa personally I like going into new experiences. So, this is the positive thing that I now I can say that now I have trained like really at the personal level I have learned something new because we having working with platform which offers many possibilities in terms of evaluation, in terms of activities and so on. But theoretically speaking I think it is good to have this kind of the blended mode but now practically speaking, personally my evaluation is that it was just a kind of big catastrophe, because when I see the extent of teachers and students like we see the outcome, the results, it is depressing, when we see the amount of energy we gave as teachers and we see the results... because when you do a lot of efforts you expect to have at least descent results but ...,we have a kind of decrease. So, there is something going wrong, which means that the evaluation of the experience globally, the whole not only the platform, the experience as a whole, platform, the way it is managed, aaa all this , it was not good we definitely need many things handled during the year if ever we adopt this kind of blended learning. I mean to make it normal, you know because there are thinking to make the blended learning as a kind of part of teaching and learning process even outside, now it is done because of covid pandemic, I mean beyond the post pandemic”.

Dr. AMINA M’lili: “Honestly on one hand, Online education uses advanced much-needed skills for the learners, such as autonomy, community learning and self-paced learning. However, and on the other hand, this process was quite challenging and draining especially in Algeria due to the poor internet connectivity, the inability of some students to log in and use effectively the platform and some of its features, no trained teacher and learners”.

Appendices

Professor BOUMAHRA ABDALAZIZ: “ في ظل تفشي وباء كورونا نستطيع القول ان التعليم عن بعد كان تجربة “ جيدة في مواصلة الدراسة والسير المحكم للبرنامج السنوي ولكن هذا لا يعني اننا نستطيع القول انها تجربة فعالة الى حد ما او ناجحة لأن التقييم لازال مبكر لأنه يتطلب سنوات من المقارنة بين نتائج الطلبة وبهذا لا نستطيع تقييم مدى فعالية التعليم عن بعد لأنها أول مرة تعتمد عليها الجامعات الجزائرية”.

Mrs. CHERIBI LAMIA: “I personally say that it is a new way of teaching for us that's okay and we need to be formed in this way of teaching, teachers are not formed and I consider it as a personal effort to know how to work with it. So after this personal effort, there was no training that's what I want to say. So, practically speaking I am going to say in Algeria it does not work, and it is not successful”.

Mr. MOHAMMED WALID CHETTIBI: “Well technically speaking it is great but practically speaking ... let's say five stars for the options available and zero star for the students” motivation or teaching really practically zero star because I never taught there. Well I would give also aaa let's say two stars for the availability of the platform because sometimes we cannot log the platform at all, and aaa I would give four for the initiative of trying to blend between these two kinds of teaching.

Question 7: Do you prefer online learning, face to face learning, or blended learning?

Professor ELAGGOUNE ABDELHAK: “I prefer blended learning, 50% of online interaction and 50% of explaining lessons in classes. I adopt this method of learning and I tend to learn a lot about it through making trainings.

Dr. HOUDA HAMDI: “Well, as I have told you, I really like to do something new, but in this way... now I prefer face to face learning, not the online one, and this is because of some reasons that I have already told you about....So, yes yes face to face learning”.

Appendices

Dr. AMINA M'lili: “I personally prefer both; they simply complete each other. The era of high-tech and its widespread in almost every aspect of life makes it necessary to keep pace with the rapid changes in education”.

Professor BOUMAHRA ABDALAZIZ: “: بالنسبة لي انا افضل الدراسة التقليدية لسببين :

السبب الاول ويتمثل في طبيعة المحاضرات المفترض تقديمها وتدعيمها بشرح مبسط ومفصل معتمدا من خلالها على لغة الجسد

والإشارات التي تسهل توصيل الأفكار الى أذهان الطلبة.

والسبب الثاني يتمثل في نقص الوسائل والكفاءات التقنية اللازمة للتولوج إلى المنصة.

Mrs. CHERIBI LAMIA: “I personally prefer blended learning of course we used face-to-face learning to teach lessons that need more explanation, illustration, and clarification. Of course each method has its benefits and negatives, do you understand? But working with the two methods blended, it is going to work better than just focusing on one method”.

Mr. MOHAMMED WALID CHETTIBI: “Well, normally I prefer face to face learning since no one of my students log to the platformSo, yes face to face learning”.

Question 8: If you have anything to add, you are welcome!

Professor ELAGGOUNE ABDELHAK: “Online education is a very interesting topic, the majority of teachers prefer that because it really enhances student- teacher interaction. It requires more efforts to make this experience succeed, and instead of the flexibility of techniques, resources, directions, and instructions, teachers should develop themselves in order to facilitate the online teaching and learning. Thus, concerning to its benefits, I personally see scholars prefer online classes because they are not limited with time, because with online classes, you can have extra lessons, students can ask questions and teachers can add further illustrations at any time. So to benefit students, the teachers

Appendices

should work and prepare well in order to motivate students for an engagement with their teachers.

Another important benefit I which is the flexibility of learning I think it an interesting topic, but it is too early to evaluate the online education. Thank you and best of luck”.

Dr. HOUDA HAMDI: “Well, this is a very good topic and may be you will help us with your research to see where the wrong things in this new mode of teaching are? So yes, Best of Luck”.

Dr. AMINA M’lili: “it is an interesting topic, and up to date”.

Professor BOUMAHRA ABDALAZIZ: “على الكليات تحفيز وتشجيع الطلبة على التفاعل مع المنصة من خلال توفير الوسائل التكنولوجية او هواتف ذكية. التنقي الازيمة للطلبة لأن معظمهم لا يملك وسائل تكنولوجية او هواتف ذكية. على الكليات تزويد المنصة ببرامج تسهل تسريع تدفق الانترنت وضع برامج خاص ومكثف للتكوين الاساتذة والطلبة تكويننا خاص بكيفية التعامل مع المنصة والولوج إليها

Mrs. CHERIBI LAMIA: “okay, first of all it is a good topic that”s okay, and good luck for both of youI suggest enhancing this experience which is the online teaching; I think training is very important for both sides teachers and students”.

Mr. MOHAMMED WALID CHETTIBI: “It is an interesting topic, thank you so much and good luck”.

Appendix D: Head of English Department’ Interview

Dear Dr. ABDELKRIM DEKHAKHENA

Appendices

Our research is an attempt to evaluate online EFL teaching and learning. This interview will be of great importance to our research as it will provide us with insightful answers about the topic in question. You are kindly requested to take part in this interview which will be recorded or cited with your consent.

Msr. Merzoug Boutheyna

Ms. Saadna Salma

Department of English

University 8 Mai 1945-Guelma

1. As an administrator, how do you manage to coordinate between teachers and students?
2. As an administrator, do you think that this way of teaching and learning enables the attainment of the whole syllabus?
3. How do you evaluate this new experience?
4. How do compare the students results between the classical system and this system?
5. What kind of difficulties did you face during this experience?
6. What do you suggest as solutions to enhance this experience?

Appendix E: Head of English Department' Interview Transcription

Question 1: As an administrator, how do you manage to coordinate between teachers and students?

Dr. ABDELKRIM DEKHAKHENA: “Okay so normally the administrations” job is to coordinate the work between teachers themselves and students which is not about managing the platform and teachers. Generally, we are responsible for managing technically the platform to allow teachers to introduce their lessons, lectures or whatever their work; that means activities they need to give to their students. Well, the problem is that coordination is based on contact, communication with teachers is not that easy. So, we need to contact them from time to time again to inform them about readiness or the availability of the platform but we are not in charge of obliging the teachers to do their work on the platform. So, generally we try to convince them that it is easy to do the work on the platform but of course with some help of techniques that means providing them with specialized services in network communication. For the results, we generally received feedback from teachers. Almost the majority of teachers take responsibility to do the work and they provide feedback to the administration. Unfortunately there are a few of them who are not at all responsible; yes there are some teachers who do not even answer our emails because most of the time we use email to contact them okay! So, during the pandemic, it was not easy for the administration to communicate with the teachers even online alone, which means living the idea of doing the work. Generally, the platform is ready and it is the job of the teachers to log in and do the activities that means to get in contact with their students via the platform. So, me as the head of Department, I can't check whether the teachers have already logged in or not. I cannot do their job okay! So, it was in a way aaaaaaa I received acceptable feedback generally okay that's still a lot of problems of contact mmm”.

Question 2: As an administrator, do you think that this way of teaching and learning enables the acquisition of the whole syllabus?

Appendices

Dr. ABDELKRIM DEKHAKHENA: “When we talk about the syllabus, it is really hard that means because we are moving from one approach, one way of teaching into another which is a bit new to the teachers. We are also using a mixed branch of teaching that means doing face-to-face teaching in combination with online teaching. So, we already prepare for something for help to support the face-to-face teaching. So, to cover the whole syllabus aaa it is not really because some teachers do not even log in. Some others have already in a way put their lectures on the platform but they don't communicate with their students. So, the process here is not complete. So, we cannot rely on online lectures to aaaaaa that means to evaluate the progress of the syllabus okay! So, generally we can say that online teaching helps us okay, helps us proceed with the syllabus to a certain extent but not the whole”.

Question 3: How do you evaluate this new experience?

Dr. ABDELKRIM DEKHAKHENA: “Well I think it is an interesting experience; it is interesting in a way that it is a new experience, mainly to those teachers who are not used to the idea of online teaching. Yeah, the second thing is that even the students are also in a way aaaaa involved in the process. So, it is also a new experience for students, but for the administration, it is already familiar with that means we have already aaaamm prepared this beforehand, but it was that means the University of Guelma used this platform since I think 2010 that means in the beginning even though that it was not used completely that means by teachers but it means it existed okay! So, in fact the pandemic obliged us to start a new that means to refresh this idea of online teaching and I congratulate many of the colleagues who use it perfectly. Yeah some of them have already in a way acquired a good experience in online teaching. I myself used it; yeah it was an experience as a teacher and it is very interesting. For the administration, I think it is going alright, not saying perfect not say good but it's alright that means it is still acceptable; it is still an ongoing process that means teachers

Appendices

are still learning and the students also are learning and I hope inshallah in a certain time we will just acquire the perfect way to use it”.

Question 4: How do you compare the students’ results between the classical system and this system?

Dr. ABDELKRIM DEKHAKHENA: “Well this has to do with I get judgment yet. So, it needs in a way a survey. From the results I received from the administration, I think that there is a decrease in the acquisition of aaa well it is not just the acquisition of language but it is about the learning process okay! So, it still that we have three years of problems. Yeah that means compared with the old system it is not easy to judge that; that means there was a certain aaa program to be followed in classical way aamm for the students; there was almost a complementary job to be done by the teachers to help the students. It was kind of.....the student were a certain way of teaching and for this new system which is new system, it is something different although it is better than the old one, but it has new procedures, tools. New that means kind of conditions of the same teaching maybe but there are a new environments okay environments for teaching and learning that means the students are facing the new system do not attend as much classes as they used to be in the past; that means the whole work in a way the burden of the student; it is student based okay! So here it means that the student aaam is obliged to do more work which is not the case; that means students are not in a way the environment which makes them provide more efforts, more activities, more aaaaa I do not know yeah that means the environment is not really adequate with the approaches which are new. So, here that's why so I think for my opinion I said the evaluation, the judgment cannot be done like that; that means I just estimate, that means I just provide my opinion so I think that from the results I get there is a decrease in acquisition okay.

Appendices

Question 5: What kind of difficulties did you face during this experience?

Dr. ABDELKRIM DEKHAKHENA: “Well the problem is that the lack of teachers, teachers availability, that means most of the time we are constrained with time to find a supply teacher, in which they are not in a way available whenever we need them. The second thing is that aaa the teaching itself, that means we don't have qualified aaa teachers to the point that we can rely on them okay! The third thing is that most of the teachers are women are ladies, I am sorry to tell that.....ladies that have their own personal problems they have private issues that make the job here difficult for the administration, because they are always on a leave whether on health or personal, that means there are a lot of issues that related to aaa the states of women; so that's why most of the time we find difficulties to develop, to communicate in a perfect way; that means work as a group okay! So, generally the difficulties are related to personal not to the work itself okay! So, since there is a lack of staff here that means the administration Department of English because they are always on a leave in a way healthy or personally so that's why most of the time. So generally the difficulties are related to the personal not to the work itself okay! So, since there is a lack of staff here that means the administration of the Department of English especially it has a great lack of staff there are no those who are that means pedagogy staff is nonexistence there is no one responsible for aaa that means pedagogy aaaa they emm the vice of the head of the Department does not exist the one in charge of specialty does not exist; yes all the job is done by me. I do all the job of maybe six of teachers. Okay it is going on, that means it is working, but still difficulty in the lack of staff okay! I hope it will be solved in the future inchallah”.

Question 6: What are the solutions that you suggest to enhance this experience?

Dr. ABDELKRIM DEKHAKHENA: “Well since it is a matter of the will of people, that means it is not an obligation; the administration cannot oblige teachers, that means all of them are ladies and they

Appendices

have their own personal issues that they do not accept the work here; to stay here in the administration to be locked in office okay! So, that's the idea for Algerians okay! The Algerian not all of them, but in a way that's the case or they just do their work alone okay! So what I suggest is that we try to help each other, that means to provide assistance to the administration through doing our work, that means if the teachers do their work on time at reasonable in a way, we will not create problems. So they help. The second thing is that aaa we are to communicate with the other, that means we don't communicate much of the time, we are just aa in a way sending and receiving instructions or orders so most of the time we don't have the space to communicate because we don't share the same mentality, that means to share the same mentality okay! So, it is not easy to solve the problems, so it needs a change in mentality.

Appendix F: The Faculty of Letters and Languages' Media Engineer Interview

Dear Mr. MERZOUG LAMINE

Our research is an attempt to evaluate online EFL teaching and learning. This interview will be of great importance to our research as it will provide us with insightful answers about the topic in question. You are kindly requested to take part in this interview which will be recorded or cited with your consent.

Msr. Merzoug Boutheyna

Ms. Saadna Salma

Department of English

University of Guelma 8 Mai 1945-Guelma

1. ما هي التسهيلات المادية والتقنية التي وفرتها الجامعة لتسهيل عليكم مهمة تسجيل الاساتذة والطلبة في المنصة؟
2. ماهي الصعوبات التي واجهتموها اثناء التعامل مع اساتذة وطلبة الكلية؟
3. ما هي نسبة مشاركة الطلبة في الولوج الى المنصة؟
4. ما هو العدد الإجمالي للدروس والمحاضرات التي وفرها الاساتذة للطلاب علي المنصة؟
5. ماذا تقترح للتحسين من هذه التجربة؟

Appendix G: The Faculty of Letters and Languages' Media Engineer Interview Transcription

1. ما هي التسهيلات المادية والتقنية التي وفرتها الجامعة لتسهيل عليكم مهمة تسجيل الاساتذة والطلبة في المنصة؟
وفرت الجامعة خدمات عديدة منها خدمات تقنية كتوفير عدة برامج التي تسهل تدفق شبكة الانترنت بالإضافة الى خدمات تكنولوجية من خلال تكثيف الوسائل الخاصة بالولوج الى المنصة وكذا توفير الطاقم العملي حيث أصبح لكل كلية شخص مسؤول على المنصة.
2. ماهي الصعوبات التي واجهتموها اثناء التعامل مع أساتذة وطلبة الكلية؟
من بين الصعوبات التي واجهناها هي قلة المعرفة التكنولوجية والتي دفعت الكثير من الطلبة والأساتذة، خاصة أساتذة وطلبة اللغة العربية الى التوافد اليها بكثرة من أجل طلب المساعدة التي كانت عموماً تتمحور حول كيفية كتابة الرقم السري بطريقة صحيحة ولكن على غرار ذلك، كثير من الطلبة كان تفاعلهم اتجاه التعليم عن بعد تفاعل سلبي حيث أبدوا الكثير من التجاهل واللامبالاة، إذ أن معظمهم صرح بأنه يفضل الطريقة التقليدية في طلب العلم والمعرفة وهذا ما دفعهم الى ابداء نوع من التراخي في الولوج الى المنصة مدعين عدم توفير الوسائل اللازمة لهم للولوج الى المنصة مثلاً توفير هواتف ذكية وحواسيب.
- ومن اهم المعوقات التي اشتكى منها الكثير من الطلبة والاساتذة وفقدنا السيطرة عليها هي ضعف تدفق الانترنت خاصة في الاماكن المعزولة والتي سببت ضغط كبير فالمنصة وبالتالي ضعف خدماتها.
3. ما هي نسبة مشاركة الطلبة في الولوج الى المنصة؟
كانت نسبة الطلبة نسبة ضئيلة جداً ولكن بعد اقتراب مواعيد اجراء الامتحانات دفعت الطلبة الى التفاعل مع المنصة، حضور 60% المحاضرات عن بعد وتحميل الدروس الموجودة فيها وبالتالي ارتفعت النسبة ارتفاع ملحوظ الى حوالي 50%.
- و سجلنا نسبة معتبرة من الاساتذة الذين ساهموا في التفاعل مع المنصة إذ ان معظم الاساتذة اعتمدوا على شرح الدروس عن بعد ووضع دروس وتسجيلات خاصة بتلك المحاضرات ولكن بعد اصدار الادارة بتعليمات اجبارية التعليم عن بعد ارتفعت نسبة التفاعل مع المنصة ارتفاع ملحوظ.
4. ما هو العدد الإجمالي للدروس و المحاضرات التي وفرها الاساتذة للطلاب علي المنصة؟

المستويات	الفصل الاول	الفصل الثاني
سنة أولى ليسانس	31	11
سنة ثانية ليسانس	21	4
سنة ثالثة ليسانس	14	3
سنة أولى ماستر	20	6
سنة ثانية ماستر	14	/

5. ماذا تقترح للتحسين من هذه التجربة؟

أقترح تكثيف التكوين التكنولوجي لكل من الطرفين أساتذة وطلبة حيث يتمكن كلا منهما من التفاعل مع المنصة تفاعل صحيح، اذا تمكن الاساتذة من وضع محاضراتهم في الاماكن الخاصة بكل تخصص وكذا تحسين تدفق الانترنت.

ينجم عن تفشي وباء كوفيد 19 طرق جديدة للتعلم في جميع انحاء العالم، حيث اصبحت المؤسسات التعليمية تتحرك ازاء التعليم الحضوري معتمدة على الانترنت، اذ ظهرت اليوم مواد التعلم الالكتروني كمصدر اساسي في سيرورة العملية التعليمية، ولاسيما فيما يخص التواصل بين المعلم والمتعلم. تزايدت الدعوة لتعلم اللغات عبر الانترنت في الفترة الاخيرة بشكل كبير، وكذلك تعلم اللغة الانجليزية، فهو ليس بمنأى عن التطورات الحاصلة في مجال التعليم، اذ ان تعلمها أصبح قابلاً للتطبيق عن بعد. وبهذا الصدد يمكن القول ان التعلم عن بعد تجربة جديدة على الرغم من استخدام التكنولوجيا والتعلم الافتراضي من قبل. والملاحظ ان هذا الوباء ادى دوراً فعالاً في تعزيز استخدام التكنولوجيا واستثمارها في عملية التعلم عن طريق الانترنت. تهدف هذه الرسالة الى تقييم التعلم عن بعد ومعرفة ما إذا كان الامر ناجحاً او فاشلاً عن طريق استبيان للطلبة، ومقابلة لكل من اساتذة رئيس قسم اللغة الإنجليزية، ومهندس الاعلام. ولأجل الحصول على بيانات كمية ونوعية تم اختيار 120 طالب من أصل 250 مجموع طلاب السنة الثانية جامعي نظام ل م د، ستة اساتذة، رئيس قسم اللغة الانجليزية ومهندس الاعلام كعينة للبحث بقسم اللغة الانجليزية، جامعة 08 ماي 1945، قائمة الى جانب ذلك فإن النتائج المتحصل عليها اكدت الارتباط الايجابي بين الفعالية الايجابية لأعضاء الجامعة والتعليم عن بعد، وبالتالي يمكن القول أن التعليم عن بعد ناجح الى حد ما.

Résumé

L'épidémie de COVID-19 a conduit à de nouvelles façons d'apprentissage dans le monde entier. Les Établissements d'enseignement aujourd'hui se déplacent et adoptent l'apprentissage en ligne. Les matériels d'apprentissage en ligne sont apparus comme une ressource nécessaire pour tous les membres du corps professoral, précisément pour les instructeurs et les apprenants. Au cours des derniers mois, l'appel à l'apprentissage des langues en ligne a considérablement augmenté et l'apprentissage de l'anglais en ligne est désormais applicable non seulement pour apprendre de manière académique, mais pour de nombreuses autres raisons. À cet égard, le passage soudain à l'apprentissage à distance est considéré comme une nouvelle expérience, bien que l'utilisation de la technologie et de l'apprentissage virtuel soient déjà enthousiasmés auparavant, mais il est crucial de noter que la pandémie joue un rôle essentiel dans la promotion de l'utilisation de la technologie dans le processus d'éducation en ligne. Cette thèse évaluera l'enseignement et l'apprentissage en ligne et évaluera s'il a atteint l'échec ou le succès.