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Option: Linguistics

Learning from Home: Teachers' and Students' Attitudes towards

E-Learning.

The Case of Second Year Students at English department, University of 8Mai 1945; Guelma

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A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and culture

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Dedication

My words betray me and my expressions are unable to express my love and gratitude to

everyone who stood, even for a moment, and supported my academic trip.

But my devotion and dedication go first; To my mother, who stayed up for my comfort,

suffered and **struggled to make my dreams come true, and supported my broken moments.**

To my beloved father, the source of my happiness, love and strength,

May Allah reward them.

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"AdbRahim", "AbdRaouf", and my second father, "Mehdi",

To my lovely sister "Tefaha" and my sister-in-law "Chahra" who flavoured my life.

To my BAE Spada, who supported me and illuminated the darkness of the nights

when I collapsed.

To all my friends who believed in me, supported me, and encouraged me to

accomplish this work even with a sincere smile, especially my besttie chams.

To all those who believe in me and pray for my success,

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Dedication

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important people in my life, "My Father and Mother." for their unending love, support, and

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has shaped who I am today.

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Bouchemal Bouchra

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ABSTRACT

E-learning presents an innovative shift in the field of learning in which it contributes to pursuing the education system by helping both students and teachers to achieve their academic goals. It was emerging as a prominent way and method of learning and teaching in educational institutions and organisations, primarily in the Algerian universities. It received widespread with the national crisis and pandemic of covid-19 and the emergency cases of physical distancing ; As universities have been forced to adopt remote teaching methods that are in line with safety rules on the one hand, and ensure the conduct of lessons and the completion of the academic courses on the other hand. This study initially aims at exploring the attitudes of both teachers and students towards the e-learning process and its strategies. The research also investigates the effect of both positive and negative attitudes towards teaching content-based courses and language-based courses online. Besides, the present work aims at extracting the influence of both teachers' and students' attitudes toward e-learning on educational attainment and students' achievements. The research methodology adopted in the current study is based on a descriptive approach that depends on a quantitative investigation tools. The obtained data were collected through a printed questionnaire administered to second-year license students and an online questionnaire conducted to teachers of the English Department of 8 Mai 1945, Guelma University. In fact, the research findings have confirmed the research hypothesis, and it is clearly founded that there is a valuable relationship between teachers' and learners' attitudes and the e-learning process in which learners' achievements and the success of the e-learning approaches are based directly on teachers' and students' attitudes.

Keywords: E-learning, Attitudes, content-based courses, language-based courses

LIST OF ABBREVIATIONS

CAI: Computer-Assisted Instruction

CBI: Content-based instruction

CML: Computer-managed learning

EFL: English as a foreign language

ESL: English as a second language

ICT: Information and communications technology

IDC: International Data Corporation

IT: Information technology

L1: First language

L2: Second language

LBC: Language-based courses

TAM: The technology acceptance model

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General Introduction

The Coronavirus pandemic has brought about dramatic educational changes, evidenced most clearly by the increase in e-learning. The term "e-learning" encompasses a wide range of pedagogical techniques and methodologies that are always evolving to fulfil the needs of students and teachers. It was defined by several scholars, among them González-Videgaray (2007), who defined E-learning as "learning based on information and communication technologies with pedagogical interaction between students and the content, students and the instructors, or among students through the web ."With global communication and internet connection speeds, web content has grown richer and more interactive for users, in which e-learning systems provide an additional, more flexible means of communication that provides an atmosphere in which students and teachers can share their expertises. As a result, designing an effective e-learning platform for lecturing, learning, resources, and administration in higher education is critical. So, e-learning designers must be aware of the students' and teachers 'needs to create the most useful platforms with the maximum number of facilities. As a result, the effectiveness of those platforms influences both student achievement and teacher methods on the one hand and teacher and student attitudes toward e-learning on the other. Cetin (2013, p947) defined attitude as "a tendency which is attributed to individuals and creates ideas, feelings, and behaviours about a psychological object in an orderly manner. "Based on that, students' attitudes must be maintained in addition to teachers' attitudes to gain the maximum benefits of the e-learning process in order to achieve the goals of both content-based courses and language-based courses.

1. Statement of the Problem

The COVID-19 epidemic wreaked havoc on people's economic, social, and lifestyle choices around the world. The issue has a tremendous impact on the educational system and institutions, as classroom activities have been halted due to the statewide closure. The power of information and communication technology has been exploited by new and emerging pedagogies, and e-learning,

resulting in profound changes in the educational landscape, revolutionising the breadth, depth, and opportunities for learning. Although prestigious educational institutions recognize qualifications, legitimacy, and reliability are questioned because the format is new and students' progress is not monitored in person. Through the currently developed electronic curriculum, teachers use some different methods to enhance students' achievements, including Content-based Instruction (CBI), which revolves around the content or material that learners of a second foreign language will learn rather than linguistic or other sorts of curriculum, and Language-Based Courses (LBC), which is a type of interdisciplinary academic degree that combines courses from two related but different disciplines: Languages and Linguistics. Those methods used in the e-learning process receive different attitudes from the teachers themselves as well as from students. As a result, previous works looked into variances in students' attitudes regarding gender, locality, social category, and technological skills. However, no studies have ever investigated students' attitudes toward teachers' methods. Setting and selecting the objectives of methods according to students' needs and beliefs is a paramount action for effective e-learning since it is affected by professors' and learners' attitude.

2. Aims of the Study

This study gears towards exploring the attitudes of the Algerian students' and teachers' of English language towards e-learning. To this end, this research has a two-fold purpose:

• To identify the core of the e-learning process, its strategies and methods, and its impact on students' attitudes.

• To explore the differences between teachers' and students' attitudes towards e-learning

3. Research Questions

Three core questions are confronted in the inquiry of this subject:

• What are the different attitudes of both students and teachers towards e-learning sources?

• Which type of lessons do teachers and students prefer to learn through online sources?

• What is the effect of e-learning strategies on students' and teachers' attitudes?

4. Research Hypothesis

Accordingly, we hypothesise that :

(H_0): If e-learning had positive impact on students achievements and teachers methods they will adopt it and prefer it over classic learning .

(H_1): If students and teachers adopt negative attitudes towards E-learning approach they will avoid it because it decreases their motivation and leads to the deterioration of their academic achievemnets.

5. Research Methodology and Design

5.1. Research design

The current study employs quantitative research based on a descriptive approach method, to collect in-depth information about the theme under investigation from both teachers and students.

5.2. Participants

This research investigates the attitudes towards the e-learning process of (200) students of second-year licence in the English Department of Guelma University, 8 May 1945. In addition, an online questionnaire administered to (38) teachers at the same university to ascertain their perspectives, beliefs, and attitudes toward e-learning programs. The mentioned population has been chosen due to their experiences with the e-learning programs in their first year of study due to the emergence of covid-19, in addition to the developed English knowledge that they have acquired during their previous years.

5.3. Instruments

The tools used in this study include two types of questionnaires. The first was conducted to students, who were asked to provide background information about the e-learning programs as well as their satisfaction with them. In relation to the factors that impact their achievements either negatively or positively. The questionnaire took only 10 minutes to answer in just one day of study.

On the other hand, an online questionnaire has been sent to teachers via emails to analyse their attitudes towards e-learning in comparison to classic learning. Besides the effectiveness of e-learning according to the basics of courses, either content or language.

6. Structure of dissertation

The present research has been organised into two parts. The theoretical part includes two chapters. The first chapter, entitled ''Teachers' and students' attitudes'', presents attitudes, its types, functions, components, and the different attitudes of teachers and students towards e-learning. The second chapter, entitled ''E-learning'', involves an overview about E-learning, its strategies and types, and its significance and impact as an emerged academic process. The practical part entitled field investigation, provides a detailed description, administration, and results of the teachers' and students' questionnaires. Finally, conclusions, pedagogical implications, limitations, recommendations formulated based on the achieved results.

Chapter One:

Teachers' and Students' attitudes

Introduction

Students' attitudes toward e-learning are influenced by factors such as patience, self-discipline, ease of use of software, good technical capabilities, and time management ability. The level of language proficiency acquired by individual learners is influenced by learner attitudes. Also, a teacher's attitude has an impact on a student's motivation, attitude toward learning, self-confidence, and, as a result, personality development. Teaching entails a lot more than just speaking and explaining things. This present chapter dwells on the learners' and teachers' attitudes toward e-learning; it provides some definitions and discusses the types, the components, and the function of attitudes, in addition to the main factors affecting attitudes' formation and change, how they can affect the learning process, considering the different attitudes toward the methods of the learning-teaching process.

1.1. Definition of attitude

It is as difficult as it is indispensable to come up with definitions that satisfy all authors and readers. It's challenging because there are so many different definitions, and it is necessary because, to develop a handbook of attitudes, contributors must be aware of the range of phenomena they may cover and be able to precisely grasp the processes at stake.

The psychologist Herbert Spencer is credited with first using the term "attitude" in 1862. However, many scholars define the term in different but related ways. In the early twentieth century, Gordon Allport declared that the concept of attitude is "probably the most distinctive and indispensable concept" in psychology because it is a person's predisposed state of mind about a value that is triggered by a responding expression towards oneself, a person, a location, an item, or an event, which then influences the person's thoughts and actions. Psychologists argued its meaning for much of the twentieth century; previously, a wide range of notions was dubbed "attitude."

Garner et al. defined attitudes toward using evidence-based practice as "positive or negative evaluations of disfavour." In addition, Carrera and Lambooij define attitudes as "the sum of (positive

and negative) beliefs weighted by evaluations of those beliefs." Each of these descriptions reflects the seminal attitude research of social psychologists Martin Fishbein and IcekAjzen.

On the other hand, Allport (1935) defines "attitude" as a mental or neural state of readiness organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations to which it is related (as cited in Baker, 1992, p. 11). Attitude is a convenient and efficient way of explaining consistent patterns in disfavour. It often manages to

summarise, explain, and predict disfavour (Baker, 1992, p. 52). It means that the way people speakand act in relation to the attitude object might reveal someone's attitude toward something, and it can determine how much attention is paid to attitude objects, how categories are used to encode information, and how information is interpreted, judged, and remembered.

Also, Eagly and Chaiken (1993) provided what may be the most conventional contemporary definition; specifically, an "attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour." So, in simple words, attitude can be defined as our reactions to people, places, things, or events in life. This can be defined as a person's views, ways of thinking, beliefs, etc. Our relationship with people, places, things, or situations determines our decisions.

Attitude is one of Carl Jung's 57 definitions of attitude in Chapter XI of Psychological Types. Jung (2004) defines attitude as the "readiness of the psyche to act or react in a certain way ."So, according to him, attitudes are frequently found in pairs, one conscious and one unconscious.

1.2.Types of Attitude

Attitude is not a fixed concept; it changes with circumstances and needs. Moreover, several factors such as one's experience, social norms, and conditioning lead to the formation of the four types of attitude, which are positive, negative, neutral, and sikken.
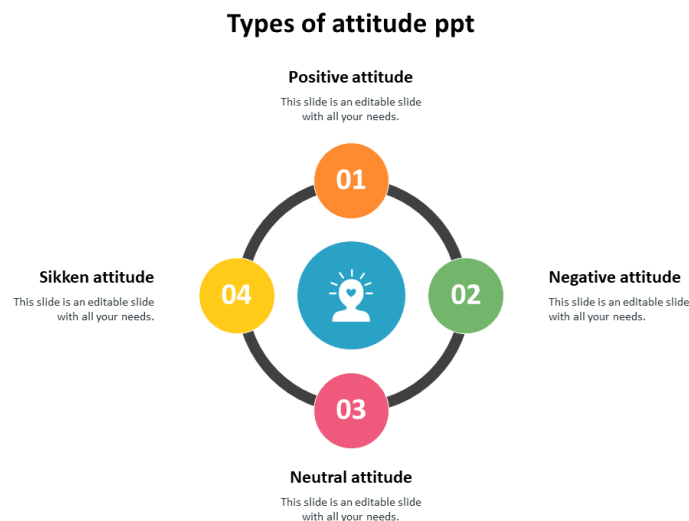
Figure (1): Types of attitudes

1.2.1 Positive Attitude

This is one form of organisational behavioural attitude. One must realise how important it is to maintain a positive mindset in order to keep the process moving forward. It requires keeping a positive attitude and considering the greater good regardless of the situation.A positive attitude has numerous advantages that positively influence our other behaviours. A person with a positive attitude and mindset, for example, will look for the good in others no matter how horrible they behave or how negative their attitude is. The former individual considers the greater good, which is why he is described as having an optimistic outlook. These people are generally unconcerned with life's difficulties. They practice on a daily basis to improve their abilities and overcome practically everything that stands in their way. The greatest method for novices to keep a happy attitude is to avoid detractors and believe in themselves. These individuals are aware of their previous mistakes and, rather than being embarrassed by them, have promised not to repeat them.

Positive attitudes can be summed up as follows:

• **Confidence**

Confidence is a positive attitude that is one of the most basic in the list of positive traits. People who have a plus or optimistic outlook are usually naturally rewarded with this. To approach life with zeal, you must have confidence. Looking things in the eyes with confidence and declaring, "I'm up for this," is enough to express your attitude toward life in general and your attitude in particular. Confidence in other aspects of the world will begin with self-confidence.

• **Happiness**

Happiness is the next type of attitude on the list of positive attitudes and behaviours. All of life's good things find a home in a cheerful mind. People who are confident are content because they are not concerned with outcomes or other aspects of life that are supposed to put us to the test.

• **Sincerity**

An individual with a positive attitude is frequently seen to be fairly earnest. He or she is mindful of the task at hand. That has to be done and understands that the only way out of a predicament is to work through it. Sincerity is a quality that should never be abandoned or compromised.

• **Determination**

One of the most rewarding aspects of having a positive attitude is determination. To get things

done the way you desire, you'll need a healthy dosage of hard work, effort, and drive. All

impossibilities will be overcome by someone who is focused and determined.

1.2.2. Negative Attitude

Everyone should try to prevent having a bad attitude. People with a pessimistic or negative

mindset and attitude tend to overlook the positive aspects of life and focus solely on whether or not

they will succeed. They typically retreat from tough situations as a means of escaping. They

frequently compare themselves to others and only see their flaws in them. In other words, he is the

polar opposite of someone who has a positive attitude. A person with negative thinking is subjected to a number of unpleasant consequences, which are presented in the following traits:

• **Anger**

A person who has a negative thinking is frequently observed to be furious. There may or may not be a specific explanation for their rage at times. Anger is the basis of all self-destructive behaviour. While some anger is healthy, extreme cases of anger only lead to destruction.

• **Doubt**

A person can question themselves, but he or she should never doubt themselves. Unfortunately, if you have a negative attitude, then you will often doubt yourself. Self-doubt stymies progress and frequently results in a lack of confidence.

• **Annoyance**

A frustrated person is a negative person. As previously stated, a person's attitude defines them, thus if you are frustrated, it will show on your face and you will be in big trouble. Frustration isn't going to help you advance in your work. It irritates you, and it will keep you from taking any positive steps forward.

1.2.3. Neutral Attitude

Another prevalent attitude is that of a cynic. That is a neutral attitude. There is no denying it. There isn't a ray of hope in sight. People have a tendency to turn a blind eye to difficulties in their lives. They are hoping that someone else will solve their problems for them. They are rarely emotional and live a sedentary lifestyle. It is as if they do not give a damn about anything and do not care about it either. They never feel the urge to alter themselves because they can live with themselves as they are. Individuals will frequently feel disconnected, which is why having a neutral attitude is detrimental and should be corrected as soon as possible.

A person with a neutral attitude, on the other hand, can only adopt a positive attitude if their circumstances alter. In the vast majority of cases, metal therapy for attitude adjustment has led

people along a path of exclusively pleasant feelings. People frequently overlook life problems and wait for someone else to solve them, leading to a lazy lifestyle and a lack of emotions. They never feel compelled to change since they can enjoy their lives as they are. Adjusting mental therapies that encourage people to have a positive attitude can help.

1.2.4. Sikken Attitude

The sikken attitude is one of the most hazardous and distinct sorts of attitudes. The sikken attitude is capable of destroying any picture that is associated with a positive image. This is a more negative attitude, and it is quite harmful. It frequently reflects the negativity of the mind. For the sake of your own well-being and that of those around you, it is vital to get rid of this mindset. Because the attitude is ingrained in one's psyche, it is generally difficult to change. It is, nevertheless, possible to modify the direction of this mindset over time.

1.3. Attitudes components

The tripartite theory or the notion that attitudes have three components~affect, cognition, and behaviour, has enjoyed a long history (e.g., Katz &Stotland, 1959; Rosenberg &Hovland, 1960; Smith, 1947).

An attitude object's overall appraisal (e.g., like-dislike) can be viewed as an attitude. A number of conceptual models of the attitude notion have emerged as a result of this definitional approach. The multi-component model has been one of the most important models of attitude throughout history (Eagly & Chaiken, 1993; Zanna & Rempel, 1988).

It is a generic inclination to think or act in a certain manner in response to a certain object or situation, which is frequently accompanied by sentiments. It is a taught proclivity to respond in a predictable manner to a specific thing. This method can be used to assess people, topics, items, and events. These evaluations are either good or negative, but they can also be unclear. These are ways of thinking, judgments, desires, and rejections, and they influence how people interact with the world

both at work and at home. Researchers also believe that attitudes are made up of various different components.

Attitudes structure can be described in terms of three components:

- Cognitive Component.
- Affective Component.
- Behavioural Component.
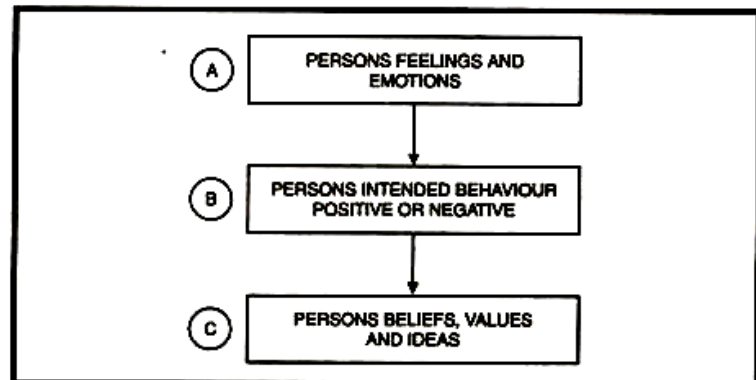
Figure (2):ABC model of attitudes

1.3.1. Cognitive component

Cognition has been used to refer to beliefs that one holds about the attitude object, and behaviour has been used to describe overt actions and responses to the attitude object. In its original form, the tripartite theory held that attitudes were composed of these three components, which subsequent researchers demonstrated are distinguishable from each other (Breckler, 1984; Kothandapani, 1971; Ostrom, 1969).

Attitudes' cognitive component relates to the beliefs, thoughts, and traits we identify with a specific object. In many circumstances, a person's attitude is essentially determined by weighing the positive and bad aspects of the attitude object. When one of us just purchased a new car, for example, he paid close attention to aspects such as vehicle safety records, gas mileage, resale value, and repair expenses. In this case, attitudes toward several cars were created by deliberate analysis of each car's favourable and negative aspects.

Many different forms of attitudes are influenced by cognitive processes. Stereotypes are commonly defined as beliefs about the characteristics of a particular social group in the study of intergroup attitudes. Furthermore, many studies have revealed that possessing negative stereotypes about a group of people is associated with having a prejudicial attitude towards the group (e.g.,

Esses, Haddock &Zanna, 1993; Kawakami, Dion &Dovidio, 1998). Cognitions in the form of beliefs are a critical component of one approach to attitudes, which contends that attitudes are generated from more basic cognitions concerning the attitude object.

1.3.2. Affective component

Traditionally, affect has been used to describe the positive and negative feelings that one holds toward an attitude object (Rosenberg &Hovland, 1960).

Affect can best be described as consisting of specific and distinct emotional states, in contrast to the more generally evaluative "approval or disapproval" (Smith, 1947, p. 509) or "attribution of good or bad qualities" (Katz &Stotland, 1959, p. 430).

Feelings or emotions linked with an attitude object are referred to as the affective component of attitudes. Affective responses have a variety of effects on attitudes. Affective reactions elicited in the individual after exposure to the attitude object are a fundamental way in which feelings influence attitudes. Many people, for example, say that spiders make them afraid. A negative attitude toward spiders is probable as a result of these negative emotional responses. Feelings can be linked-to attitude objects in a variety of ways.

A number of scholars have utilised classical conditioning techniques to investigate how emotional input combined with an attitude object can result in a positive or negative attitude. Krosnick, Betz, Jussim, and Lynn (1992), for example, conducted a study in which participants were shown a sequence of photographs of an unknown individual. Each image was preceded by an affect-arousing image that was shown at a subliminal level, that is, at a very brief exposure below the threshold required for conscious storage.

For some participants, these pictures were negative (e.g., a bucket of snakes, a bloody shark), whereas for others, they were positive (e.g., a bucket of snakes, a bleeding shark) (e.g., a pair of kittens, a couple getting married). After viewing the photographs of the unknown person, participants were asked to rate this person. Individuals who were subliminally supplied with positive images

 loved the individual more than participants who were subliminally presented with negative images,

according to Krosnick et al. The subliminal presentations influenced not just the participants' opinions but also their judgments of the target person's personality traits and physical attractiveness.

In addition to classical training and subliminal priming, Zajonc and colleagues discovered another manner in which influences attitudes (e.g., Kunst-Wilson & Zajonc, 1980; Murphy & Zajonc, 1993; Zajonc, 1968). According to these experts, attitudes are formed as a result of emotive responses that occur before conscious reasoning. To test this notion, researchers looked at how simply being exposed to stimuli might affect one's mood. Different sorts of foreign stimuli (for example, diverse Chinese characters) are presented to subjects a set number of times in this research. The familiar and unfamiliar characters are then shown to participants again, along with additional novel stimuli (e.g., new characters), and participants' views about the familiar and unfamiliar characters are assessed.

1.3.3. Behavioural component

The tendency of a person to behave in a certain way toward an item is the behaviour component of an attitude. The intention is the behavioural component of consumer attitude. It refers to the component of a person's attitude that represents his or her aim in the short or long term. Using the above example, the behavioural attitude may be something like, "I can't wait to kiss the baby," "we would best keep those smokers out of the library," "I will stay away from spiders and scream if I see one," and so on.

A lot of study has focused on attitudes that are primarily based on effect or cognition, but there has been less focus on attitudes that are entirely behavioural. Consistent with Bem's (1972) self-perception theory, social perceivers might sometimes directly infer an attitude from past behaviors.

According to Bem's theory: These previous activities may have altered beliefs or emotional responses, and it is possible that the effects of prior conduct are mediated by these types of

responses. Past behaviours in relation to an attitude object are referred to as the behavioural component of attitudes. People may infer that they have a negative attitude toward nuclear power plants if they recall signing a petition opposing the construction of a nuclear power plant in their community. Bem came up with the concept of people inferring their views based on their previous acts. According to Bem's (1972) self-perception theory, individuals do not always have access to their opinions about different objects (see also Nisbett & Wilson, 1977). Bem argued that this is especially likely when the person's attitude is particularly weak or ambiguous.

Festinger (1954) claimed that people could alter their attitudes in order to be more consistent with their actions. People may persuade themselves that they enjoy multiple tedious chores if they are only paid a tiny sum to tell others that the tasks are fantastic (Festinger & Carlsmith, 1959). Festinger's theory that this effect arises because counter attitudinal behaviour causes aversive arousal, which participants are motivated to reduce, is supported by numerous tests (Zanna & Cooper, 1974; Zanna, Higgins &Taves, 1976). According to additional data, this impact is more likely to occur when the behaviour is dangerous to one's self-concept. Attitudes are influenced by behaviour in a more direct way. According to research, engaging in behaviour with evaluative implications or connotations affects one's mood.

Component	Measured by
A Affect	Physiological indicators Verbal Statements about Feelings
B Behavioural intentions	Observed Behaviour Verbal Statements about Intentions
C Cognition	Attitude scales Verbal Statements about Beliefs

Figure (3): Attitudes components

1.4. Attitudes Function '' Daniel Katz.''

Two sets of scholars developed attitude theories in the 1950s, claiming that attitudes fulfill various functions (Katz, 1960; Smith, Bruner, & White, 1956). They proposed that people form attitudes in order to achieve their objectives and that while any given attitude may serve numerous

functions, it will usually serve one function more than the others. They hypothesized that, whereas two persons may have the same valence of attitude, that attitude may have completely distinct roles for each of them. Despite the fact that both Katz (1960) and Smith et al. (1956) worked independently, they came up with identical lists of functions. They used different languages in general, but there was a lot of conceptual commonality in their concepts.

Attitudes are categorized into four main groups; these functions are usually intended to improve and protect how people perceive themselves. In general, these functions of attitudes serve as motivating underpinnings for determining and strengthening positivity toward accomplishing fulfilling goals or negativity toward objects viewed as threatening or punitive.

- Utilitarian/Adjustment Function
- Knowledge Function
- Ego-defensive Function
- Value-expressive Function

1.4.1. Utilitarian /Adjustment Function

The utilitarian (or instrumental) function posits that attitudes help individuals achieve desired goals and avoid negative outcomes (as cited in Katz, 1960).

Attitudes often help people adjust to their work environment. The adjustment function steers people away from painful or unwanted objects and toward enjoyable or rewarding ones. It adheres to the utilitarian principle of maximization of benefit and minimization of punishment. As a result, attitudes are heavily influenced by beliefs about what is needed to be satisfied and what is punished.

1.4.2. Knowledge Function

The knowledge function posits that attitudes facilitate the management and simplification of information processing by providing a schema with which to integrate existing and new information (Katz, 1960).

That means humans desire consistency, stability, definition, and comprehension in order to live in an organized and orderly world. As a result of this need, attitudes toward knowledge acquisition emerge. Consistent and largely stable needs are referred to as the knowledge function. This offers a sense of control by allowing people to foresee what is going to happen. Some attitudes are beneficial because they aid in the understanding of the world. They assist people in assigning reasons to occurrences and directing attention to characteristics of people or circumstances that are likely to be useful in understanding them. As a result, they contribute to a more intelligible, predictable, and knowable environment. By knowing a person's attitude, we can forecast a person's behavior.

1.4.3. Ego-defensive Function

In 1960, Katz said, "The ego-defensive function, derived from psychoanalytic principles, pertains to the maintenance or promotion of self-esteem."

The ego-protective function is helped by attitudes that are firm to protect the ego or self-image from threats. In fact, many external manifestations of such attitudes represent the polar opposite of who the person thinks they are. People utilize defense mechanisms to protect themselves from psychological harm in this function, which is based on psychoanalytic ideas. Denial, suppression, projection, rationalization, and other mechanisms are examples.

1.4.4. Value-expressive Function

The value-expressive function states that individuals use attitudes to convey information about their values and self-concepts (Smith et al., 1956).

Value-expressive attitudes facilitate the expression of a person's centrally held values, whereas ego-protective attitudes are established to defend a person's self-image. Central values tend to develop our identity and obtain societal approval, revealing who we are and what we believe in. Some attitudes are significant because they represent ideals that are fundamental to a person's self-concept.

In the end, these roles assist people's desire to defend and improve their public image. These functions, in a broader sense, are the motivational foundations that create and maintain positive attitudes toward goal items that are viewed as need-satisfying and/or negative attitudes toward other objects that are perceived as punishing or threatening.

1.5. Factors influencing attitudes formation

Forms of social interaction include social learning. Individuals form diverse patterns of attitudes toward psychological objects as a result of social contact (Zajonc & Markus, 1982).

- The following are some of the factors that influence the formation of attitudes:

1.5.1. Personal experience

Personal experiences have left a lasting imprint in order to serve as a foundation for attitudes. As a result, when personal experience contains emotional aspects, the attitude will be easier to create. In settings involving emotions, appreciation will be a more in-depth experience and a lengthier challenge.

1.5.2. Culture

B.F. Skinner (in Azwar 2005) stressed the impact of one's surroundings (including culture) on one's personality. There was no other personality than a regular pattern of behaviour that showed the history of reinforcement (reinforcement, reward). Pattern of public reinforcement of one's own attitude and behaviour rather than other people's attitudes and behaviours.

1.5.3. Other people are considered important

In general, individual conformity or the direction of people's attitudes is considered crucial. The trend is fueled in part by a desire for affiliation and a desire to avoid disagreement with influential people.

1.5.4. Media

The mass media, such as television and radio, have a significant impact on molding people's attitudes and beliefs as a means of communication. There is new information about something, which

lays the groundwork for the establishment of new cognitive perspectives about it. If powerful enough, suggestive messages that carry information will give basic affective in evaluating something and creating attitudes toward particular things. Visual perception is the process of interpreting information and surroundings from the effects of the visible limit within the range of sight. The visual system in humans allows individuals to digest information from the environment (Solomon et al.)

1.5.5. Educational Institutions and Religion

Because they create the foundation of understanding and moral notions within the individual, educational and religious institutions have a great influence in forming attitudes as a system. Understanding the good and bad, the line dividing what is possible and what is not possible, comes from the center of educational and religious activities and teachings.

1.5.6. Emotional Factors

Environmental factors and personal experiences do not determine all types of attitudes. A statement based on emotion can sometimes be considered an attitude, and it acts as a way of challenging frustration or transferring ego defensive mechanisms. Such an attitude is fleeting and fleeting, so frustration is dissipated, but it might also be a more permanent and durable attitude. Prejudice is an example of an emotional-based attitude.

1.6. Why attitudes change?

Attitudes can be classified along a spectrum, ranging from memory-based summary judgments that are easily recalled to evaluative judgments based on currently available data. From a strictly constructionist perspective, all attitude changes must be understood as differences between repeated instances of attitude development from a strictly constructionist perspective, whereas a strictly memory-based model would have to propose that old attitudes are removed from their mental file drawers and replaced by new ones. Taking these perspectives into account, we believe that

attitude change entails, to variable degrees, the retrieval of stored evaluations as well as the examination of new evaluative information.

Therefore, it may not be useful to distinguish between attitude formation and attitude change; instead, we speak of attitude change whenever people process information with the result of forming an evaluation of an object of thought (cf. Crano&Prislin, 2006; Walther & Langer, 2008).

An intriguing idea in a memory-based conceptualization is that previous attitudes are retained in memory when new attitudes are created, resulting in dual (or many) attitude representations for the same object.

Several attitude change categorization schemes have been proposed in the literature (Eagly&Chaiken, 1993; O'Keefe, 1990), and most are similar.

1.6.1. Learning theory

Learning theories of attitude change received major emphasis by Hovland and his associates in the Yale Communication Research Program (Hovland, Janis & Kelley, 1953). They proposed that opinions tended to persist unless the individual underwent some new learning experience.

1.6.2. Elaboration likelihood theory

Richard Petty and John Cacioppo created the elaboration likelihood model in the 1970s and 1980s. Because previous persuasion research had shown mixed findings, Petty and Cacioppo developed their theory to better explain how and why people might be convinced to change their minds about a particular topic.

The concept of elaboration ,according to Petty and Cacioppo, is crucial to grasp. People are more likely to think about a topic carefully at greater levels of elaboration, but they may make less carefully considered decisions at lower levels.

Other dual processing models, such as the information processing heuristic-systematic model, are comparable in principle and share many ideas with the elaboration likelihood model. Cognitive processing is the major route in the elaboration likelihood model, while affective or emotional

processing is frequently connected with the peripheral route. The central route involves complex cognitive information processing, whereas the peripheral route relies on cues or feelings.

1.6.3. Cognitive dissonance theory

The core thesis of cognitive dissonance theory (Festinger, 1957) is that humans experience adversely stimulating cognitive conflict when two ideas are incompatible (called dissonance). Because dissonance is unpleasant, people strive to eliminate it by altering one or both of their beliefs, which means that people feel guilty or uncomfortable when two linked cognitions are inconsistent, such as when two contradictory opinions about a topic or inconsistencies between one's attitude and action on a given topic.

The underlying assumption behind the cognitive dissonance hypothesis is that people are driven to lessen discord, which can be accomplished by changing their attitudes and beliefs. Cooper and Fazio (1984) went on to say that cognitive dissonance isn't caused by a simple cognitive discrepancy but rather by freely selected conduct that has negative consequences. These negative repercussions could include risks to self-consistency, concept's stability, predictability, competence, moral goodness, or a breach of general self-integrity.

According to the cognitive dissonance theory, when an individual's actions contradict his or her opinions and beliefs, underlying psychological tension is formed. This underlying tension then leads a person to adjust their attitude in order to achieve consistency in their thoughts and behaviors.

According to research, cognitive dissonance can be addressed in a variety of ways. When several options are available, people prefer to eliminate dissonance by changing their attitudes and behaviors directly rather than by self-affirmation. People with high self-esteem, who are thought to be capable of reducing dissonance by focusing on positive parts of themselves, have also been found to prefer changing cognitions, such as attitudes and beliefs, over self-affirmation. When a heavy smoker hears that his sister died young from lung cancer as a result of excessive smoking, he

experiences competing cognitions: the want to smoke, the knowledge that smoking can lead to death, and the wish not to die. This smoker could reduce dissonance by changing his behavior (i.e., quitting smoking), changing his attitude toward smoking (i.e., smoking is harmful), or keeping his original attitude toward smoking and modifying his new cognition to be consistent with the first—"Because I also work out, smoking won't affect me."

1.7. How attitudes affect learning?

Improving students' attitudes toward learning is a major curricular goal for many countries (Mullis, Martin, Goh, & Cotter, 2016), and an abundance of research has documented the relationship between student achievement and student attitudes.

Learning is an individual action that exposes learners to the possibility of ending up in an unfamiliar area (Giordon, 2008:165). An excellent student, according to most teachers, is one who is eager to learn and has a positive attitude toward learning. Learning expectations that are too low will limit motivation and, as a result, success (AçkgözÜn, 2007:230). Burke and Williams discovered in a study that pupils who are highly motivated to learn are more successful and have a higher tendency to develop thinking skills (Burke and Williams, 2008:115). Furthermore, it is well recognized that students' good attitudes toward gaining knowledge help their attempts to master a subject (Kara, 2010:51). Learning is essentially a one-on-one performance. For that reason, positive or negative attitudes towards learning are valuable for the success of learning. An attitude is a tendency that is attributed to individuals and creates ideas, feelings, and behaviors about a psychological object in an orderly manner (etin, 2006:37).

According to Oncul (2000), attitudes that cause individuals to always behave in the same way towards people, objects, events, and foundations are constant and unchangeable beliefs, feelings, and tendencies (Kara, 2010:54). While the positive attitudes facilitate a better understanding of the nature of learning for the learners, they also make the students more open to learning, increase their expectations of the learning process and reduce their anxiety levels. For instance, students who have

positive attitudes towards reading take more advantage of the advance organizers. Achievements of the students developing negative attitudes go down (Güngör&Açıkgöz, 2006:502).

According to Buruner (1966), the desire of learning interpenetrates people. However, it is important that the intrinsic motivators of the learner, such as the learners' sense of wonder, high expectations, and desire for sufficiency, support this process (AçkgözÜn, 2007:7). So In order to succeed in this process, you must be willing to learn and in desperate need of it. To be effective, it is important to understand how to learn, set expectations, and have no fear of learning. Learning will follow such a procedure. Learning to learn is being able to produce new knowledge for the new situations by setting forth the available knowledge (Taşpınar, 2009:10). The effort students make for learning is the most important way for them to reach knowledge. Because there is desire, openness, expectation, curiosity towards knowledge and the meeting of needs in the nature of learners (imşek, 2007: 37). Learning entails change. Learners acquire information by organizing it in their minds rather than by memorizing it (Saban, 2000:126). As a result, being positive or negative about the way you take information, being open to learning or not, having high or low expectations, and having developed anxiety levels are all key components in the information structuring process. Extreme anxiety among students lowers motivation, lowers performance, and has a detrimental impact on individuals' self-confidence (Senemolu,2005).

Learning needs and expectations of learners can alter, according to Fink (2003). In this regard, students must understand what they must learn and how they will make the process easier. Learners' learning to learn, making an attempt to learn, and having a strong desire to learn are all essential emphasis points nowadays. One of the essential duties of teachers in this setting is to assist students in developing good attitudes about learning.

According to Brookfield (1985), a teacher's responsibility includes not just imparting knowledge but also making knowledge acquisition easier for students by instilling a desire to study. Students must be reminded of the importance of learning how to learn at university. Bringing in a

desire and ability for lifelong learning must be prioritized in order to encourage their openness to learning. Learning aims not to remember knowledge (superficial learning), but rather it aims to find out the knowledge, make an effort for learning, and most importantly, be able to use the knowledge (learning deeply) (Wirth&Perkins, 2008). Because the learner is the one who is accountable for creating understanding and information, it is critical to understand what kind of attitude he or she has toward learning.

1.8. Factors affecting students' attitudes towards e-learning

Student attitudes towards e-learning have been identified as critical to the success of e-learning (Zhang & Bhattacharyya, 2008). According to Bhuasiri, Xaymoungkhoun, Zo, Rho, and Ciganek (2012), the most important factors in developing countries were raising technology awareness and improving attitudes toward e-learning, improving basic technical knowledge and skills, improving learning content, requiring computer training, motivating users to use e-learning systems, and requiring a high level of university support. In addition, demographics (age and gender) and computer experience (training, years of using a computer, ownership of a computer, access to a computer, intensity of computer use) were used to assess students', teachers', and principals' attitudes toward ICT (Jimoy-iannis&Komis, 2007; Papaioannou&Charalambous, 2011; Wen & Shih, 2008).
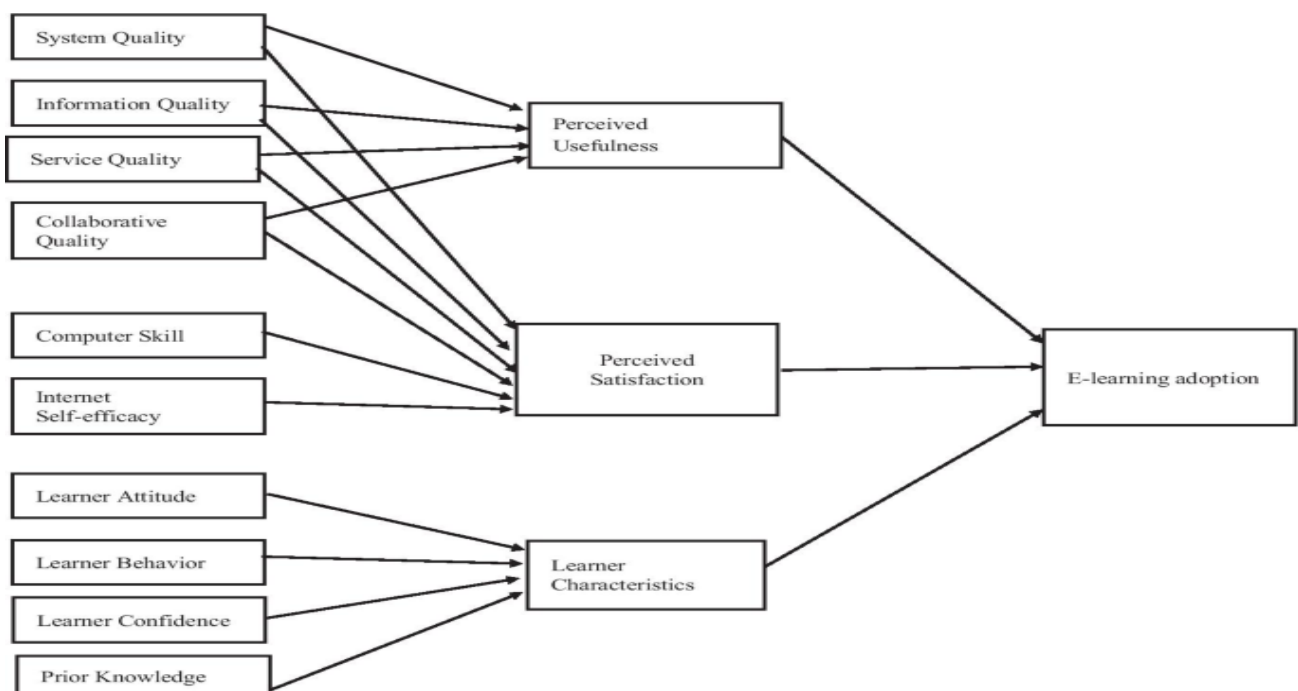
Figure (4):Factors influencing students' attitudes towards e-learning

1.8.1. Demographic Characteristics

Researchers said gender, as well as age and year of study, appears to play a key role in understanding differences in perceptions of the usefulness of technology and attitudes and perceptions of e-learning. Several studies have been conducted to investigate the effects of gender, as well as age and year of study, on student attitudes and perceptions of e-learning (Bertea, 2009; Cheng, 2006; Paris, 2004; Roca, Chiu, & Martinez, 2006). Male students exhibited more positive attitudes regarding e-learning than female students, according to several research (Liaw& Huang, 2011; Papaioannou&Charalambous, 2011; Whitley, 1996). In contrast to this, Egbo and colleagues (2011) concluded that female students tended to accept the use of ICT more than their male counterparts. Suri and Sharma (2013) found no gender differences in their attitudes towards e-learning. These results are in line with some recent research studies which revealed that the gap between men and women (gender divide) is narrow-ing (Bhattacharjee, 2008; Gillwald, Milek, & Stork, 2010; Imhof, Vollmeyer, &Beierlein, 2007; Teo, 2008; UNESCO, 2012).

1.8.2. Access to Technology

The availability of reliable ICTs and the ease of accessing these technologies reflect student attitudes toward e-learning and their readiness to use them. One of the most crucial challenges that come into focus when assessing how developing nations have developed in e-learning is access to the appropriate ICT infrastructure. In contrast to web-based and online learning methods, classic paper-based learning methods are still the most widely employed.

According to Gulati (2008), developing countries regard traditional learning methods as being more dependable and long-lasting. However, according to Omidinia, Masrom, and Selamat (2011), the use of ICT technology for learning is widespread in Iran's educational institutions. Obtaining the requisite e-learning content and delivering the necessary infrastructure, however, remained a huge problem, according to the authors.

Tekinarslan (2008) compared the computer anxiety and accessibility of two groups of Dutch and Turkish students. The study's findings revealed that Dutch students had lower levels of computer anxiety and higher levels of technology use than Turkish students. This was explained by the Dutch participants' comparatively high levels of computer access and usage. In general, student and teacher attitudes and competencies are influenced by technology accessibility, which is favorably correlated with the level of technology use (Agyei&Voogt, 2011).

According to Sweeney and Geer (2010), limited access to ICT limits student capacities, attitudes, and experiences; Hussain (2007) agreed. According to Hussain (2007), students recruited for an e-learning study in Pakistan reported several difficulties accessing ICT services, which hindered their capacity to use technology. A huge number of students had to rely on a small number of cafes to use the Internet for their learning needs.

1.8.3. Technology Use and Skills

Over the last few decades, there has been an increased use of computing devices in educational institutions in developing countries (Deb, 2011; Trucano, Hawkins & Iglesias, 2012). The usage of the web, computer, and mobile-based technologies has piqued the interest of students, who use them for both educational and social networking objectives. This indicates, at the very least some acquaintance with these technologies as well as the ability to use them (Trucano et al., 2012). As previously stated, the poor degree of technology availability in Pakistan severely limited students' ability to use ICTs (Hussain 2007).

Many research studies identified correlations between positive computer experience and positive attitudes, competence and comfort with computers (Schumacher &Morahan-Martin, 2001; Pa-paioannou&Charalambous, 2011; Paris, 2004) and an inverse relationship between computer experience and computer anxiety (Busch, 1995; Olatoye, 2011). Other studies disagreed with these findings and claimed that computer experience did not play a significant role in reducing computer anxiety or developing positive computer attitudes (Felton, 2006; Pelgrum, 1993; Ola-Toye, 2009).

1.8.4. Satisfaction with Technology

Several research looked into student satisfaction with e-learning environments (Santhanam, Sasidharan, & Webster, 2008; So & Brush, 2008; Wu, Tennyson, & Hsia, 2010; Zhu, 2012). Student happiness is influenced by a positive learning climate and performance expectations, with performance expectations having the biggest contribution (total effect) to learning satisfaction. Users (students and instructors) will have a good attitude toward e-learning if they see how technology can help them increase the efficacy of their learning and teaching (Rahamat et al., 2012; Wu, Tennyson, & Hsia, 2010). According to Chen and Huang (2012), understanding student attitudes can help expand e-learning system functionalities and match student needs, thus increasing the impact of learning and increasing satisfaction with the learning process. Aixia and Wang (2011) found that the vast majority of students who were satisfied with an e-learning environment held positive beliefs and attitudes towards it; perceived satisfaction was identified as one of four factors that helped explain 83.8% of the variance in student attitude.

1.9. The Measurement of Attitudes

Attitudes, like most psychological phenomena, are not readily observable. For instance, we cannot see that a person holds a positive attitude towards red sports cars. Rather, attitudes have to be inferred from an individual's responses to questions about these vehicles (Fazio & Olson, 2003). As a result, social psychologists have needed to develop different methods to measure attitudes. In introducing different types of attitude measures, we have differentiated them on the basis of whether they are explicit (i.e., direct) or implicit (i.e., indirect). At a basic level, explicit measures of attitude are those that directly ask respondents to think about and report their attitude, whereas implicit measures of attitude are those that assess attitudes without directly asking respondents for a verbal report of their attitude (Fazio & Olson, 2003).

1.9.1. Explicit measures of attitudes

The bulk of the attitude measures established so far can be thought of as explicit indicators. Participants are requested to fill out self-report questionnaires and reply to direct questions about their feelings about the object at issue, have been used most frequently. The semantic differential and Likert scales are two explicit measures of attitude described in the following section. Likert scales are a type of rating system. Likert (1932) proposed an attitude scale based on averaged assessments. Statements are framed in a way that elicits a positive or negative response to this strategy. Also, It was necessary to establish procedures that would allow researchers to measure attitudes toward a wide range of attitude objects in order to answer questions regarding people's attitudes toward a variety of attitude objects.

Moreover, it was required to establish procedures that would allow researchers to measure attitudes toward a variety of attitude objects on a common scale in order to answer questions regarding people's attitudes toward a variety of attitude objects. The semantic differential approach has been the most prominent among the efforts to design such a strategy (Osgood, Suci & Tannenbaum, 1957). In this technique, a set of bipolar adjective scales is presented to each participant, each of which is divided into a number of categories. Participants are asked to rate the attitude object by selecting the response that most accurately reflects their feelings. General evaluative phrases like "favourable-unfavourable," "good-bad," and "like-dislike" are common bipolar adjectives.

Similar to Likert scales, correlations among the items should be positive (to the extent that they measure the same attitude). The most common critique levelled towards direct measures of attitude is that they are influenced by people's desire to respond in socially desirable ways.

1.9.2. Implicit measures of attitudes

In an attempt to minimise problems associated with direct measures of attitude, social psychologists have developed a number of indirect or implicit response strategies, such as the

evaluative priming technique (Fazio et al., 1995) and the Implicit Association Test (IAT; Greenwald, McGhee & Schwartz, 1998).

Priming for evaluation, an attitude is defined by Fazio (1995) as a memory association between an attitude object and a summary evaluation. These links vary in strength, according to Fazio and colleagues, and the degree of the association determines the accessibility of an attitude. According to Fazio and colleagues, the strength of these linkages should influence how quickly an individual replies to an evaluative phrase after being briefly presented with the attitude object. This method has been utilised in investigations of a variety of attitude objects, including those that may generate social desirability issues when measured explicitly. The Test of Implicit Association, The Implicit Association Test, is another important indirect approach (IAT; Greenwald et al., 1998).

The implicit measurements of attitude have a lot to offer in terms of what they can tell you about yourself, and also, they have allowed social psychologists to generate important questions about the underlying causes of human behaviour.

To sum up, explicit measures of attitude directly ask respondents to think about and report an attitude, while implicit measures of attitude are those that assess attitudes without directly asking respondents for a verbal account of their feelings, explicit measures of attitude are those that ask respondents for a verbal report of their feelings. Explicit and implicit measures are both useful tools in attempts to understand and predict human behaviour.

1.10. Students' attitudes towards e-learning

Students learning in tertiary institutions all over the world have undergone a tremendous transformation, especially since the advent of information and communication technology (ICT) (Bassey et al., 2007). There is a movement from the traditional teacher-directed approach to modern ways that incorporate computer technology. ICT has promoted and made learning more meaningful by allowing students to attend lectures without having to leave their homes or classrooms. E-learning is the part of ICT that has brought about this change in students' learning (Bassey and colleagues,

2007). Several higher education institutions use web-based learning platforms for their e-learning courses. However, empirical research into the factors that influence the adoption of web-based learning systems is limited (Abbad, 2009). A thorough awareness of the processes and methods for gaining user acceptance to persuade students to engage with these technologies is required for successful system implementation and adoption by learners. Because it is well established that there is a strong link between attitude and behavior, measuring attitudes play a vital role in evaluating consumer behaviour. Experts have established that one's attitude can predict the likelihood of engaging in particular behaviours to some extent (Bertea, 2009). When it comes to e-learning, a positive attitude indicates that learners are more likely to accept the new system. Students' attitudes toward e-learning are influenced by factors such as patience, self-discipline, ease of use of software, good technical capabilities, and time management ability. Thus, the attitude might be positive if the new form of education meets the requirements and characteristics of the students or negative if the student is unable to adjust to the new system due to a lack of the required attributes (Bertea, 2009). Bad eLearning perception may be due to a lack of understanding, lack of communication, lack of trust, or conflicting agendas regarding the appropriate use of technology. Some goal coaching and awareness exercises are probably needed to strengthen people's perceptions. It is important to realise that learners are both emotional and intellectual, and emotions have a large effect on people's perceptions and what they do (Ndume, 2008).

Developers and deliverers of e-learning must have a better grasp of how students perceive and react to various aspects of e-learning, as well as how to best implement an e-learning strategy to improve learning (Park, 2009). Furthermore, knowing students' goals and understanding the factors that influence their perceptions of e-learning can assist academic administrators and managers in developing mechanisms to encourage more students to participate in this type of learning (Park, 2009).

In general, attitudes show the likelihood of engaging in various behaviours to some extent. Bertea is a character in the film Bertea (2010). When it comes to an e-learning system, pupils who have a favourable and positive attitude towards it are more likely to adopt it.

Chung (2005), in a study on applying the technology acceptance model and flow theory to online e-learning user acceptance behaviour, alluded to this as well. He discovered that perceived ease of usage influenced students' attitudes. He also came to the conclusion that perceived simplicity of use was a strong predictor of perceived utility and eventual desire to utilize the e-learning system. Wong and Teo (2009) showed that perceived ease of use is a key predictor of student teachers' acceptance of computer technology use in their study on the factors of the intention to use technology: a comparison between Malaysian and Singaporean female student teachers. This indicates that when students and teachers in both nations think that they can use computers with less effort, they are more likely to use them (easier). This research supports the Davies Technology Acceptance Model, which states that perceived ease of use affects attitudes and intentions to adopt an e-learning system. Perceived usefulness refers to the degree to which a person believes that utilising a certain system will improve his or her job performance. This means that a user believes there is a favourable user-performance link for an e-learning system with a high level of perceived usefulness. According to the findings of this study, there is a link between perceived utility and students' attitudes toward using an e-learning system.

Students agreed that utilising e-learning tools would improve their learning effectiveness and that using e-learning tools would increase their coursework productivity. This suggests that students' attitudes about using an e-learning system are positively influenced by perceived usefulness. This viewpoint is consistent with Davis' (1989) results, which claim that the most important belief behind an individual's attitude toward the behaviour of adopting new technology is the person's judgement of the technology's utility to that person. The findings of this study are consistent with other research findings, such as those of Masrom (2007), who discovered that perceived usefulness has a substantial

impact on students' attitudes and eventual intention to use an app. He explained that students might be eager to accept helpful e-learning apps, implying that students are more concerned with the technology's use. He also believes that in order to improve students' attitudes toward e-learning, e-learning training and information sessions should focus on how technology can help improve the efficiency, productivity, and effectiveness of students' learning processes rather than on how to use the technology itself. This study's findings align with those of Wong and Teo (2009), who discovered that perceived usefulness has a stronger impact on behavioural intention (intention to use).

This suggests that these tools may not be seen as useful by student instructors who are unaware of how computers might be integrated into the teaching-learning process. The findings of this study, as well as the findings of other studies evaluated, are consistent with the Technology Acceptance Model, which states that perceived usefulness influences attitude, behavioural intention, and actual system usage. Furthermore, the data revealed that students' attitudes toward using the e-learning system have a beneficial impact on their desire to use it. It discusses how having a positive attitude and intending to use the system has a beneficial effect. It also agrees with Davies' model, which states that technology utilization is governed by a person's behavioural purpose to use technology, which is determined by their attitude.

This could imply that students want to use the system more but don't have the choice because the teacher isn't fully utilising the system's capabilities or the system isn't readily available. In the other scenario, a student may not like the system yet continue to utilize it. This could be explained by the student believing that using the system is required or even forced during the semester. While rookie users or potential adopters without prior hands-on experience may have a favourable attitude toward system use, this favourable attitude is likely to be modest and not have a large or exclusive impact on actual use or behavioural intention. On the other hand, users or potential adopters confident in their attitude toward the system use (i.e., a strong attitude) because of prior hands-on experience would consistently engage in the behaviour directed by the attitude. In the technological

acceptance model, attitude is a key component. A good attitude can have a big impact on both the intention to use and the actual use of something.

1.11. Students' attitudes towards teachers' methods

In a study by Naaj, Nachouki, and Ankit (2012), student satisfaction was found to be an important factor in determining the quality of blended learning. According to their findings, students' satisfaction is influenced by a number of factors, including the teacher, technology, class management, interaction, and instruction.

Learning management systems (e.g., Blackboard, Moodle) that merely recreate instructor- and textbook-centred techniques in an online setting, according to McLoughlin and Lee (2008), are typically constraining eLearning pedagogies in tertiary education. That is, pedagogies must be established to enable teachers and students to fully utilise the capabilities of eLearning technologies. Unfortunately, some instructors who are excited about eLearning may adopt new digital tools regardless of whether or not they are pedagogically beneficial or in the absence of pedagogical concerns (Beetham and Sharpe, 2007).

Some students are dissatisfied with the way teachers instruct. One of the causes is that lecturers record themselves giving the lesson and submit it to Moodle. The bulk of professors, however, read it aloud from slides. That is, there is no additional description of the issue or samples provided to help understand the subject.

Due to a lack of expertise in e-learning methods, teachers are unable to effectively explain the subject, causing pupils to dislike e-learning and lose marks. The fourth reason is that, due to the vast number of assignments assigned to each student, teachers do not have enough time to read thoroughly and fix their mistakes. They just scan theirs and mark them at random, causing intelligent students to complain to professors about their low grades, despite the fact that they did not plagiarise like others.

Some other students have positive attitudes towards modern methods of communication, including the computer and its networks, various audio-visual materials, search engines, electronic libraries, and websites. Thus they are satisfied with the teachers' methods of online learning; they find themselves more engaged in online courses and have high grades in comparison to the learning in the classroom.

1.12. Teachers' attitudes toward E-learning

Teachers' attitudes towards technology development, adoption, and implementation define attitudes toward technology as an affective or evaluative judgement about the technology in question (Davis &Bagozzi&Warshaw, 1989).

Teachers' views regarding e-learning have a big role in its effectiveness in the classroom. Several studies have looked into the factors that influence teachers' attitudes toward e-learning. There are two types of factors that influence teachers' attitudes toward technology: internal and external factors.

Instructors' internal beliefs about technology are established by the degree to which they will regard the technology favourably or unfavourably, while external variables include subjective norms, organisational structure, technical factors such as the complexity of technology, and environmental factors such as information and communications technology (ICT) infrastructure, ICT features and support, and many more.

Teachers' views are also linked to personal traits (mediated variables) such as gender, years of teaching experience, computer exposure, and academic qualification.

Teachers must have a favourable attitude toward e-learning if the country's education system is to be transformed from its existing face-to-face techniques to e-learning. Teachers are major stakeholders in education, and their views on e-learning adoption have a substantial influence on students' attitudes about technology.
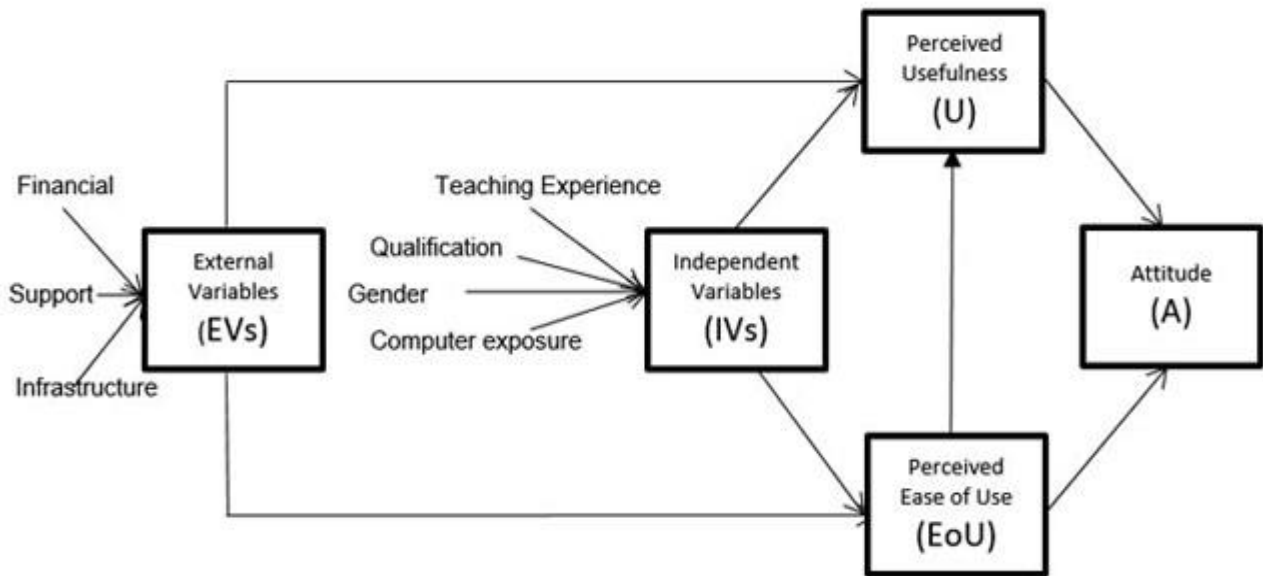
Figure(5):Factors affecting teachers' attitudes towards e-learning

Teachers' attitudes are considered a major predictor of the use of new technologies in educational settings (Albirini, 2006). Thus, their attitudes toward computers can play an important role in the acceptance and actual use of e-devices. The successful utilization of technologies in the classroom depends mainly on the teachers' attitudes toward these tools (Kluever, Lam, Hoffman, Green, &Swearinges, 1994).

A number of studies were conducted to determine teachers' attitudes toward the use of digital devices in the classroom. Harrison and Rainer (1992) used data from a 1990 survey of 776 knowledge and information workers from a prominent university in the southern United States to conduct their research. Participants with a negative attitude toward computers were found to be less adept at computer use and less inclined to accept and adapt to technology than those with a positive attitude.

Albirini (2004) used both quantitative and qualitative methods to collect data for a study on the attitudes of EFL teachers in Syrian high schools toward technology in education. He discovered that teachers' attitudes regarding the use of technology in education were favorable based on quantitative and qualitative data.

According to his research, Hoffman (1997) discovered that teachers' attitudes toward computers had separate affective and evaluative components. Sofranova (1993), a researcher who focused on teachers' attitudes toward computer technology, defines attitudes as a semi-conscious condition that can be disclosed "without thinking too hard" (1993:7). When it comes to teaching, Newman (1987) emphasizes the significance of revealing assumptions, meaning the subconscious belief systems once more. According to Lowther and Sullivan (1994), several elements, including instructors' needs, goals, beliefs, and practices, as well as educational contexts, are essential in establishing attitudes toward the use of technology in teaching. In a study of teacher attitudes toward innovative teaching methods in Hong Kong schools, researchers discovered that, despite positive attitudes toward innovation, contextual constraints, partly due to sociological and cultural prejudices, restricted implementation.

Some researchers (Abbot &Faris, 2000; Kumar, 2003) have suggested that teachers' attitudes toward technology could be improved by integrating technology into teacher education coursework. Furthermore, teacher preparedness contributes to teacher attitudes, and the research suggests that teachers' attitudes toward computers are very important to the integration of technology in the classroom (Russell, O'Dwyer, Bebell& O'Conner, 2003). However, the way teachers view using computers in their classes is an important issue, as a positive approach can help them be more effective while teaching in a computer lab.

There might be teachers who have negative attitudes toward using computers in their classes. Brikner (1995) claims that one of the barriers to integrating computers into schools is teachers' beliefs about teaching, beliefs about computers, established classroom practices, and unwillingness to change. Language teachers, according to MC Menimam (1998) and Rado and Foster (1992), do not change their attitudes by decree, but rather by practicing and being presented with proof that technology has positive effects on learning. Another reason for such attitudes could be that they lack confidence and believe they need to be instructed on how to handle computers in the classroom. In a

study done by Ertner, Addison, Lane, Ross, and Woods (1999), teachers claimed that in a number of instances, technology was regarded to be supplemental or supplementary to the existing curriculum. (p.8). Becker agreed (1999, p.362): "Computers have played a rather limited role in schools—primarily, they have been utilized as a supplementary activity after more traditional learning activities."

Another cluster of studies (Hannaford, 1988; Mitra, 1998; Moroz and Nash, 1997) suggests teachers see technology as important only if their teacher training institute has placed value on integrating technology. Yildirim (2000) points out that education majors who become teachers report that they hesitate to use technology and do not feel prepared to integrate technology into their instructions. Ropp (1999) further notes that even those pre-service teachers who demonstrate proficiency in integrating technology will not do so if they do not believe that technology has a use in their classroom (p.403). In addition, teachers' attitudes have also been referenced as an obstacle to the implementation of technology into the curriculum. If technology is something that teachers regard as important, they will be more likely to follow through with it (Owens, 2002, p.65). However, Kathleen King (2002) makes an important point that even teachers who recognize the value of technology may still feel uncomfortable using it.

Many barriers that affect teachers' attitudes towards e-learning were presented in the results of the research done by Berg &Muilenburg (1999) as cited in Simonson (2000:1). The following are the strongest obstacles to technology implementation:

1) Added time commitment

2) Inadequate funding to implement distance education programs organizational resistance to change

4) In the organization, there is a lack of a shared vision for distance education.

5) A lack of support personnel to assist with course development.

6) Lack of strategic planning and strategies for distance education

7) Implementation is moving at a snail's pace.

8) Compensation for faculty

9) Difficulties keeping up with technological advancements

10) Inadequate technologically enhanced classrooms, labs, or infrastructure.

Conclusion

When it comes to e-learning, a positive attitude indicates that learners are more likely to accept the new system. University students' attitudes toward learning are assessed using their genders and academic achievements. But some students like the social component of Zoom classrooms, while others found that working on their own was the best way for them to learn online. Teachers' views toward e-learning were found to be favourable, with computer exposure playing a statistically significant role in their opinions. In fact, prospective engineers and technical teachers have been seen to have a good attitude toward e-learning. Thus it is supportive for learners to have positive attitudes towards teachers' methods.

Chapter two: E-learning

Introduction

With the rise of information technology (IT), a new revolution has taken place in traditional methods of education, such as using paper, reading texts, and conducting exercises, can rarely attract the young people who reside in a world full of media. E-learning is a new way to improve existing educational approaches. It can take place both within and outside of the classroom. It can be self-paced, asynchronous learning, or synchronous learning with an instructor. Distance learning and flexible learning are ideal for e-learning, but it can also be utilized in conjunction with face-to-face instruction, in which case the phrase "blended learning" is usually employed. The use of technology to connect teachers and students who are physically separated is known as e-learning. This chapter focuses on the e-learning process to demystify its definition and types. It also deals with its history, characteristics, barriers and challenges, goals, benefits, and its impact on students and teachers. In the end, the present chapter deals with both content-based courses and language-based courses.

2.1. Definition of E-learning

The use of information and communication technologies (ICT) for educational purposes has increased in recent decades, and the development of network technologies has produced substantial changes in e-learning practices (Kahiigi et al., 2008). And any definition of e-learning must settle the issue of what is and what is not e-learning (Guri-Rosenbilt, 2005). However, closer examination reveals that these labels pertain to slightly different educational processes and thus cannot be used interchangeably with the word e-learning. Online learning, virtual learning, distributed learning, networked learning, and web-based learning are all terms used to describe e-learning. E-learning would encompass all educational activities carried out by individuals or groups working online or offline, synchronously or asynchronously using networked or stand-alone computers and other electronic devices, as the letter "e" in e-learning stands for the word "electronic."E-learning, also known as Electronic learning, is a type of education that uses modern communication technologies such as computers and networks, audiovisual materials, search engines, electronic libraries, and

websites. E-learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media" (Koohang& Harman, 2005). To say that the term "e-learning" refers to a method of gaining knowledge (via learning, teaching, or training) and the accessibility of resources. Also, learning and technology are brought together in e-learning. Learning is a cognitive process for acquiring knowledge, and technology facilitates the process.

E-learning is primarily used as a tool for communication, engagement, and cooperation, with its other qualities and characteristics taking on secondary roles as defined by the Ministry of Communication and Technology of New Zealand, 2008: E-learning facilitated by the use of digital tools and content that involves some form of interactivity, which may include online interaction between the learner and their teacher or peers.

To summarize, E-learning is an interactive educational system that allows students to use communication and information technologies. It is based on an integrated digital electronic environment that displays courses across electronic networks, provides guidance, organizes tests, and manages and evaluates resources and processes.

2.2. Brief History of e-learning

The first attempts at E-learning date back to 1924, when Ohio State University professor Sidney Pressey invented the Automatic Teacher, the world's first electronic learning machine. The PLATO is maybe the most important invention in the history of online learning technology. Donald L. Bitzer invented the PLATO computer system in 1960, and it was revolutionary at the time.

When addressing history and tradition, the concept of distance education growing over generations provides a useful framework. Nipper proposed three generations of remote education connected to manufacturing, distribution, and computer conferencing in 1989, the first to adopt a generational paradigm. These three generations were dubbed correspondence, broadcast, and computer-mediated as a result. The first two generations have a wide range of acceptance. However, other writers have built future generations in different ways based on Nipper's work. The third

generation was described by Moore and Kearsley (2005) as establishing a systems approach, whereas Taylor (2001) stated that it was built on telelearning (audio/video conferencing). Taylor goes on to propose a fourth generation related to flexible learning based on online education, as well as a fifth-generation that takes advantage of extra "intelligent" digital technology features.

The advancement of E-Learning is linked to technological advancements, as well as improved computer affordability. Long-distance education grew at an unparalleled rate. It took on a whole new meaning with the introduction of the internet and digital applications, as well as the shifting demographics of distance education students. These new technologies have provided and continue to provide non-traditional students with educational opportunities, as well as the pull of economic prosperity to higher education institutions. The knowledge society has evolved from a society defined by the living conditions of industrialism to one in which innovation and ingenuity excite and drive the society (Hargreaves, 2003). To say that knowledge societies maximize learning, develop the ability to initiate and cope with change, and foster innovation and invention by processing information and knowledge in ways that maximize learning, stimulate ingenuity and invention, and develop the capacity to initiate and cope with change.

The concept that has emerged during the last 15 to 20 years is "E-learning ."E-learning, as described by Laurillard (2004), is the interaction in which students employ various forms of ICTs in their learning process. Education is assigned a crucial role in a knowledge society context for generating new concepts in learning and teaching through e-learning (Kahiigi, Ekenberg, Danielson, & Hansson, 2007). Many studies show that ICTs and E-learning are beneficial to both teachers and students (Bhuasiri, Ciganek, Rho, Xaymoungkhoun, &Zo, 2012; Kirkwood, 2009); in other words, Increased flexibility is provided by ICT and e-learning, allowing universities around the world to enroll a larger number of students, which is beneficial to the university.

In regard to the end-user, e-learning can be characterized as self-paced or real-time online internet learning. During the global COVID-19 epidemic, for universities and other higher education

institutions, e-learning, often known as remote learning, has become the primary mode of instruction with one global survey stating that 85 percent of universities adopted e-learning as their teaching paradigm.

2.3. Types of E-learning

Some educational scientists have divided e-learning into categories based on learning technology, while others have chosen to emphasize on factors such as synchrony and content. On the other hand, some educational scientists have chosen to categorize e-learning types more simply. According to them, there are only two types of e-learning: computer-based e-learning and internet-based e-learning. Because it distinguishes e-learning from online learning, which is commonly used interchangeably, this classification approach could be deemed more accurate. Although some types of e-learning, such as CML and CAL, are not needed to be completed online, they are nevertheless classified as such.

2.3.1. Computer Managed Learning (CML)

CML, According to Hofmeister, is: " The systematic control of instruction by the computer, characterized by testing, diagnosis, learning prescriptions, and thorough record-keeping" In computer-managed learning (CML), also known as Computer Managed Instruction, computers are used to manage and assess learning processes (CMI). Computer-assisted learning systems make use of information databases. These databases contain bits of information that the student must learn, as well as a number of ranking factors that allow the system to be tailored to the preferences of each student. It is feasible to establish whether the student completed his or her learning objectives to a satisfactory degree because of the two-way link between the student and the computer. If the student does not meet his or her learning objectives, the procedures might be repeated. Furthermore, educational institutions use computer-assisted learning systems to store and retrieve data, which helps with educational management. This could include information like lecture notes, training materials, grades, curriculum details, and enrolment details, among other things.

2.3.2. Computer Assisted Instruction (CAI)

Computer-Assisted Instruction (CAI), often known as computer assisted learning (CAL), is a sort of e-learning that combines computers with traditional classroom instruction. This could be interactive software for the students or interactive software for the teachers. Patrick Suppes of Stanford University employed this type of training software in 1966. Computer-assisted training approaches use a combination of multimedia, such as text, graphics, sound, and video, to increase learning. Through the use of quizzes and other computer-assisted teaching and testing methods, CAI allows students to become active rather than passive learners, allowing them to become active rather than passive learners. Most schools, both online and traditional, today use various sorts of computer-assisted learning to improve their students' skill and knowledge growth.

2.3.3. Synchronous Online Learning

According to Terry Heick, Synchronous Learning occurs when students learn the same thing at the same time–online or offline. Synchronous online learning allows groups of students from all over the world to work on a project at the same time. Because these methods allow training participants and instructors to ask and answer questions in real-time while engaging with other participants, online chats and videoconferencing are commonly utilized in real-time synchronous online learning. This form of community-oriented online learning has been made possible by the rapid rise of online learning technologies. Prior to the introduction of computer networks in the 1960s, true synchronous e-learning was nearly impossible to execute. Many of the traditional drawbacks of e-learning, such as social isolation and poor teacher-to-student and student-to-student relationships, are now thought to be addressed through synchronous e-learning. Synchronous e-learning is a popular and fast growing technique of online education.

2.3.4. Asynchronous Online Learning

When groups of students study separately at different times and locations without the benefit of real-time communication, this is known as asynchronous online learning. Asynchronous e-

learning systems are often thought to be more student-centered than their synchronous counterparts since they give students greater flexibility. For these reasons, most students prefer asynchronous e-learning. Self-paced learning is an option for those who do not have flexible schedules. They are not required to learn at set times with other students, and they are free to set their own learning timetables. Before the invention of the PLATO computer system, there were no ways to connect computers, hence all e-learning was deemed asynchronous. However, as computers and the internet have become more widely available, the choice between synchronous and asynchronous e-learning has become more difficult.

2.3.5. Fixed E-Learning

Fixed e-learning is a specialized word for something you've most likely heard of. In this context, "fixed" means that the content used in the learning process does not change from its starting state, and all students involved receive the same information. The materials are chosen by the lecturers and do not take into account the students' preferences. This type of learning has been the standard in traditional classrooms for thousands of years, however it is not best in e-learning situations. This is the situation because fixed e-learning does not make use of the valuable real-time data gathered from student inputs. Analyzing each student's data and making improvements to the materials based on this analysis improves everyone's learning outcomes.

2.3.6 . Adaptive E-Learning

Adaptive e-learning is a learning process in which the content is taught or adapted based on the responses of the students' learning styles or preferences. (Normadhi et al., 2019; Oxman& Wong, 2014). Adaptive e-learning is a novel and innovative type of e-learning that allows students to personalize and adapt their learning materials. By taking into account a range of factors such as student performance, goals, abilities, skills, and qualities, adaptive e-learning solutions enable education to become more individualized and student-centered than ever before. We've reached a point where laboratory-based adaptive instructional techniques can be used to numerically sequence

student data. If done correctly, this might usher in a new era of educational science. While this type of e-learning is more difficult to organize and implement than traditional teaching methods, it is sometimes underestimated for its value and effectiveness.

2.3.7. Linear E-Learning

Linear communication refers to the notion that information always travels from source to receiver in a human-computer interaction. This is especially true in the case of e-learning, as it inhibits teachers and students from having a two-way conversation. Although this type of e-learning has a place in education, it is becoming less so with the passage of time. The distribution of training information to students via television and radio broadcasts is referred to as linear e-learning.

2.3.8. Interactive Online Learning

"E-learning is defined as learning facilitated by the use of digital tools and content that involves some form of interactivity, which may include online interaction between the learner and their teacher or peers" (Ministry of Communication and Technology of New Zealand, 2008). Based on the signals sent and received, teachers and students can adjust their teaching and learning approaches. As a result, interactive e-learning is significantly more popular than sequential e-learning since it allows teachers and students to speak freely.

2.3.9. Individual Online Learning

Individual learning, rather than the student-centeredness of the material, refers to the number of students who are actively involved in achieving the learning objectives. This method of instruction has been the norm in traditional schools for thousands of years. Individual learning necessitates pupils studying the learning resources (on their own) and completing their learning objectives on their own. This type of learning is not ideal for developing communicational skills and collaborative capacities in children because it focuses on students studying independently and without collaboration with other students. As a result, a more modern way to replace communicational skills and talents is required.

2.3.10. Collaborative Online Learning

Collaborative e-learning is a new form of learning approach in which a group of students works together to learn and achieve their goals. In order to reach their common learning objectives, students must collaborate and practice cooperation. This is accomplished through the development of effective groups, in which each student must consider the strengths and shortcomings of the others. The kids' communication skills and teamwork abilities are improved as a result of this.In the mid-1900s, Scardamalia and Bereiter were among the first to use networked computers as collaborative learning tools. Personal computers were primarily used as stand-alone machines until the early 1990s when they were connected for communication. Collaborative e-learning builds on the concept that knowledge is best developed in a group of people who can interact and learn from one another. While this style of learning is more common in traditional classrooms than in online courses, it is nonetheless a genuine form of e-learning that, when done correctly, may be quite effective. While this type of learning is more popular in traditional classrooms than in online courses, it is nevertheless a legitimate form of e-learning that may be extremely effective when done appropriately.

2.4. Barriers to e-learning

Every learner in an online learning environment has an unlimited attention span and an unconstrained schedule. Students normally anticipate each online learning activity and module, and their intrinsic drive will flourish. Unfortunately, online learning professionals must overcome numerous challenges. They can provide fantastic online learning experiences if they find the right blend and overcome the barriers. This blog focuses on important online learning hurdles that prevent online students from engaging with online learning resources, as well as strategies for overcoming them. The main barriers are identified in the following:

2.4.1. Inadequate Tech Experience

Because they have no prior familiarity with technology, online students may be hesitant to begin online study. They've heard that online learning is only for people who are tech-savvy, so they've avoided it up to this point. Many students are hesitant to enroll in online classes because of this perception. Online students frequently mislead themselves that they need significant technological skills in order to engage. However, by providing them with individual help and online lessons, you can alleviate their concerns. Create demonstrations to demonstrate how to utilize and access the Learning Management System to students. You should invite the students to an online learning webinar in which you will walk them through the process of online learning

2.4.2. Past Experience

Not everyone has had much experience with virtual learning in the past. This is why many are hesitant to enroll right now. This is a regular occurrence among students who have struggled to comply with virtual learning courses. You cannot change the past, but you can make sure they are enthusiastic about your present online learning program. Students who have had poor online encounters do not want to be surprised again. As a result, you should make it clear to the students why they should take their online learning course and how it would benefit them. In addition, use questionnaires and polls to identify issue areas that need to be addressed.

2.4.3. Absence of Motivation

The other barrier to virtual learning is motivation. This is among the challenges that teachers face. There are many things that lead to a lack of motivation. However, there are numerous ways of getting your online students actively engaged and involved in the learning process. Gamification offers online students the encouragement they require to accomplish desired results.

2.4.4. Personal Cognitions

Self-defeating thoughts and opinions are common among online students. They may believe, for example, that they lack the necessary competencies or skills to enroll in an online learning program. This prevents your pupils from taking advantage of the benefits of online learning. You should analyze and recognize them in order to cope with the issue of personal cognition. You can pose thought-provoking questions to online students, forcing them to reconsider their assumptions and ideas

2.4.5. Challenging Online Learning Resources

Another impediment to online learning is overly difficult course materials. If the materials are too simple, eLearning students may become bored or uninterested. Students may become disheartened and give up if the course materials are too difficult. To identify the ideal amount of barriers, you must thoroughly research your students and do pre-assessments. The idea is to make them feel good about themselves without making them struggle too much in their online learning course. Complex goals can also be divided into various milestones that can be managed to boost motivation. Students can keep track of their own development

2.4.6. Inadequate Support

Lack of adequate support is the other barrier that online students face. This makes online students breeze through their online learning program alone. They do not need any extra support and can complete their online learning course without difficulties. Additionally, some students want ongoing assistance throughout their online learning experience. They may have difficulty using a learning management system, or they may find online courses difficult. Regardless of the type of online students you have, make sure they receive assistance. Provide pupils with internet resource links and contact information that they can use to further their understanding

2.4.7. Absence of Community Involvement

Some people link online learning to feelings of loneliness and isolation. People like this want to learn more, but they don't want to do it on their own. As a result, you'll need to create a virtual education community for your online course. Create online discussion boards and social media groups for students to communicate with one another and ask questions. Create a website or blog for online learning that includes important multimedia links and content. Another option is to create online exercises that allow students to practice problem-solving with their peers. Online learning webinars are another approach to avoid feeling isolated while also encouraging community participation.

2.4.8. Online Boredom

Boredom is another issue with online learning. When boredom sets in, most online students check out. One of the key challenges for online professors is overcoming this barrier. There is no magic formula for creating an engaging and inspiring online learning course. To overcome this barrier, online instructors must first comprehend their online students. To determine their goals, needs, and expectations, they should undertake pre-assessments, interviews, and surveys. Use feedback from online learning to create meaningful and relevant online learning experiences that will help you solve problems. Create personalized education paths for online students so they can choose their own online learning activities. Keep these eight suggestions in mind if you want to overcome hurdles to online learning and get your pupils interested in it.

2.5. Principles and Goals of E-learning

2.5.1. Principles of e-learning

Professors John Anderson and Robert McCormick wrote 'A Common Framework for E-learning Quality' and 'Ten Pedagogic Principles of E-learning' for Becta, the British government body that promotes technology in education, in 2005 describing an approach to the development of effective e-learning programs. The Ten Principles, according to the two authors, can assist designers

in creating pedagogically sound e-learning products and activities. The principles may also assist teachers in selecting resources, designing teaching and learning activities based on such resources, and providing ongoing support for such activities. According to Anderson and McCormick, their approach assumes that the more of the ten principles are embodied, the higher the quality of the pedagogy and the fewer embodied principles, the lower the quality of the pedagogy.

2.5.1.1. Match to the Curriculum

Through defined objectives, the relevance of content covered, the suitability of student activities, and the nature of the assessment, the pedagogy should be matched with and connected to the proper curriculum. Learning objectives, also known as learning goals, are statements that explain what a learner should be able to perform after completing a course. Its learning allows you to import learning objectives from regional, district, or school standards, as well as teacher-defined course objectives. Learning objectives that have been imported can be changed and adapted as needed. The learning objectives can then be linked to the various learning activities and assessments in the course. Reports keep track of how well students did on assignments and how well they met their learning objectives.

2.5.1.2. Inclusion

The pedagogy should promote inclusive practice in terms of all types and levels of success; physical limitations, which can be aided by e-learning; various social and ethnic groups; and gender. Education is designed to put the learner in command of their own learning. Students have the ability to set and work toward their own objectives. It is learning platform includes blind and dyslexic users' aids such as Braille, magnification and audio displays, and serial navigation. The variety of communication methods available supports a wide range of social, ethnic, and gender preferences.

2.5.1.3. Learner Engagement

Learners should be engaged and motivated by the teaching. This involvement should be reflected in an instructive and motivational ethos. Learning gives you the tools to create high-quality

digital learning applications that can be seamlessly integrated into any course. Students learn through the creation of text and multimedia content, as well as the incorporation of Web content into assignments, conversations, and projects. Students and teachers will not be confused or discouraged by the user interface because it is welcoming and easy to use. Progress reports and task lists keep students informed about their progress toward their objectives at all times.

2.5.1.4. Innovative Approaches

It should be obvious why learning technologies are being employed instead of a non-technological strategy that achieves the same goal. E-learning should be appropriate for the task at hand. Learning delivers the technology, resources, and professional development that make it simple to establish a connected, personalized learning environment that encourages students to solve problems, collaborate, and utilize creativity to construct, share, and showcase their ideas, thinking, and learning.

2.5.1.5. Effective Learning

This idea can be exhibited in a variety of ways, such as by providing a variety of techniques in the learning platform, allowing the student to select one that best suits her or that can be tailored to her needs, or by meeting a number of the qualities of successful learning (learner agency; learner autonomy; enabling or encouraging collaboration). Students have various learning styles and requirements. Language, experience, interests, and ability all influence learning capacity and strategy. Its learning caters to the needs of individual students by giving an Individual Learning Plan for each student as well as data on student performance on each assignment as well as the outcomes of each curriculum and assessment aspect. Assessment portfolios organize student work and provide opportunities for reflection during the learning process. Students can readily collaborate with their peers, teachers, administrators, and parents in order to better support each student's educational requirements.

2.5.1.6. Formative Assessment

Formative assessments should be part of the teaching. Its formative evaluations for learning provide instant feedback on performance, allowing students to learn from the testing process. Peer assessment is supported by projects, talks, and a variety of other formats, and students are encouraged to reflect on their progress in their personal portfolios against their own goals. Its learning platform brings together a student's behavioral, social, and academic goals for action, reflection, and feedback. The Progress Reports give students and teachers a clear picture of how they are progressing in relation to their goals.

2.5.1.7. Summative Assessment

Summative assessments must be valid and reliable, as well as understandable by teachers, students, and parents, capable of dealing with a wide range of achievement levels, and free of negative emotional consequences for the learner. Its learning offers real-time assessment data reporting as well as tools for creating and delivering valid and reliable summative assessments. Users can also incorporate valid outside exams for delivery through its learning or just transfer the results into the Grade Book using the Application Program Interface (API).

2.5.1.8. Coherence, Consistency, and Transparency

The objectives, content, student activity, and all of the evaluations must come together in a logical and consistent manner on the inside. Its design must be open and accessible. Its learning is well-known for its user-friendly interface. When it comes to learning, technology never gets in the way. The course planner assists teachers in organizing courses for optimum impact, and it quickly arranges the learning activities for the period in question, as well as connecting resources, tasks, progress, work hours, and learning objectives in a single summary for students. The end result is a complicated but user-friendly course.

2.5.1.9. Ease of Use

The simplicity of use of e-learning should be transparent. Thousands of students and teachers have used it to study with very little training! Our focus on usability has resulted in a long list of schools, colleges, and universities with extraordinarily high adoption rates, which frequently surpass 80% in the first year of deployment. The system is accessible from practically any location and on almost every platform.

2.5.1.10. Cost-Effectiveness

Technology solutions must be justifiable, affordable, and cost-effective. Its education is reasonably priced to be affordable to any educational institution. Decreased special education service requirements, reduced administrative expenditures, and reduced instructional support costs are all possible savings from using its learning platform. Increased student engagement and the possibility for better academic achievement are common benefits.

2.5.2. Goals of e-learning

E-learning, like any other educational approach, has a long list of aims and objectives to meet in order to be practical and effective. Souad Guessar (2020), in her article Algerian University During the Corona Virus Pandemic: COVID-19 -Bechar University as a Sample, listed some more goals of elearning as follows:

• Creating incentives and encouraging communication within the scientific-educational system, such as between teachers and students, as well as between the university and the surrounding environment.

• The dissemination of educational experiences through the creation of communication channels and forums that allow teachers and others interested in educational matters to exchange opinions and discuss issues via a specific website that brings them together in a virtual room despite their geographical distance.

• Help to spread technology in the society to become an electronic intellectual and keep up with what is going on.

• Providing education that suits different age groups, taking into account the individual differences between them (Abdullah AlAziz,2002).

• Providing education and training to the greatest number of people in the community by overcoming barriers of space and time reduces the cost of education in the long run; additionally, the provision of e-learning does not necessitate large budgets to construct large buildings and classrooms, and the spread of e-learning is also due to the flexibility of learning and technical development, as well as intense competition between providers of study and training programs.

•Transform the traditional educational philosophy based on the group to the individual by time, curriculum, and exercises depending on the level and skills of the student and not on the average of the group.

2.6. Characteristics of E-learning

Traditionally, education consisted of a "push" technique of information transfer from the trainer to the student. However, nowadays, we are well into a new era of student self-empowerment, in which learners want to have information available to them anytime and whenever they want it, and that content must be relevant, relatable, and meet their requirements.

2.6.1. Uses inclusive language

The language you use in your training materials can have a big impact on how people hear and think about what you are saying. Instead of speaking to the learning audience as a whole, content in learner-centered eLearning talks directly to the learner as an individual. Inclusive language fosters an emotional connection to the subject and creates the impression of a personalized learning experience.

2.6.2. Provides self-reflection opportunities

The modern learner is interested in how information directly affects and benefits them. Learners can relate knowledge to their role or personal situation through thought-provoking self-reflective learning tests in learner-centered eLearning. These are especially effective when interspersed throughout a scenario at key points to prompt learners to consider how they would manage the circumstance.

2.6.3. Allows for simple, user-friendly navigation

Learner-centered eLearning is simple to use and allows students to take charge of their own learning and discover what they need quickly. Through course design that incorporates solid user experience concepts, learners should be able to navigate the course naturally.

2.6.4. Includes relevant, relatable, real-life scenarios

Learner-centered eLearning relies on meaningful content to captivate and retain students' attention. Immersive situations that put learners in a relatable situation and require them to problem-solve their way to a successful conclusion can be helpful.

2.6.5. Enables personalization

Another important characteristic of learner-centered eLearning is personalization. Allowing learners to tailor their learning experience by choosing a visual theme or accommodating individual comfort and accessibility by allowing learners to alter volume and screen text font sizes are examples of personalization. Personalization can be further enhanced by recording a learner's name during registration and using it throughout the course or by streaming specialized content to a single person.

2.6.6. Responds to individual needs

Pre-testing is an effective way for eLearning to respond to individual needs based on prior knowledge and skills. A series of questions related to course topics may be included in the pre-test assessment, with learners being able to skip through topics that have been answered successfully.

2.6.7. Connects through multi-sensory interaction

A multi-sensory experience is a truly learner-centered design. Immersing learners in educational content via visual, aural, and kinesthetic techniques at the same time ensures that learning is remembered. Throughout the course, challenging interactive tasks should be provided to encourage learners to think critically about how they use their skills and knowledge.

2.7. Benefits and drawbacks of E-learning

The development of multimedia and information technologies, as well as the use of the internet as a new technique of teaching, has made radical changes in the traditional process of teaching (Wang et al. 2007). It highlights that Online classes or courses with online aspects and face-to-face course delivery are being offered by educational institutions. Almost all university courses use web-based technology to facilitate the delivery of course content, assessments, and assignments. As a result, recognizing the benefits and drawbacks as seen by learners, as well as acting on improvement areas, is critical for a successful integration of online learning, given the growing relevance of online learning programs.

2.7.1. Benefits of E-learning

When compared to traditional face-to-face courses and lectures, online and computer-based learning offers numerous benefits. The use of e-learning in education has proven to be beneficial in a variety of situations. Previous research has identified a number of benefits related to the integration of e-learning technology into university education (Raspopovic et al., 2017). To say E-learning has been defined as the ability to tailor instruction to the needs of individual students. In the digital era, for example, concentrating on the requirements of individual learners can transmit knowledge more effectively than focusing on the needs of educational institutions or instructors. Through e-learning, objectives can be met in the shortest amount of time with the least amount of work. When it comes to managing the e-learning environment, its impact on educational learning may be seen in ensuring that all users have equal access to information regardless of their location, ethnic origins, race, or

age. Moreover, Joshua stated that: The e-learning environment also encourages students or learners to rely on themselves; thus, instructors are no longer the sole source of knowledge but rather function as guides and consultants. E-learning offers for more flexible learning methods to attend classes while reducing the need for travel. Learners will be able to obtain a better knowledge of the topic by participating in activities that are carried out in the classroom using an interactive video capability. E-learning technologies are also said to improve communication between students and teachers. Part-time and full-time students can actively participate in online degree courses from any area or place, providing a convenient resource for experience and learning for those who are traveling or relocating, as cited by Radu and Croitoru (2015).

2.7.2. Drawbacks of E-learning

Despite the numerous benefits of e-learning, students face a number of obstacles that eventually result in limited or unfavourable outcomes. In their study, Arkorful and Abaidoo (2015) found that e-learning is sometimes held through distance and reflection, resulting in a lack of student involvement. Because there is no face-to-face interaction with instructions or teachers, e-learning may be less successful than traditional schooling. When assessments in the e-learning approach are typically held online, it reduces the possibilities of regulating illegal actions such as cheating, plagiarism, and so on. Another significant disadvantage of adopting an online course is the cultural barrier. Aparicio, Bacao, and Oliveira (2016) looked at the impact of cultural factors such as individualism and collectivism on the perceived success of e-learning. That means individualism and collectivism have a major impact on organizational and individual impacts.

Technology is a platform that can be taken for granted when used in daily life, but it is not extensively used due to the lack of financial incentives for gaining access. The increase in the proportion of computers and other electronic devices among students is driving the worldwide knowledge available on the internet. Another problem that online learners face is sustaining motivation in an online course. Students who lack self-motivation and independence had reduced

success rates as compared to their counterparts (Sarkar, 2012). It means that students who succeed have higher self-confidence, better technology abilities, and access, higher self-responsibility, and better self-organization skills. Students who lack desire can easily lose sight of their original goal, become disoriented within the course, and eventually drop out. As a result, recognizing learning styles and self-behaviour is critical in determining an individual's success in taking an online course.

2.8. Challenges and Factors that influence the adoption of E-learning

The important elements and issue areas were categorized into four groups. The cost-related category, the time-related category, the technology-related category, and the attitude-related category are the four categories.

2.8.1. Cost

Cost is one of the most frequently mentioned barriers to e-learning deployment and uptake. Technology is vital in e-learning, but it is also unpredictable and expensive, resulting in high initial and ongoing installation and maintenance expenses (Murray, 2001; Simmons, 2003). To say even if the cost of constructing an e-learning system is not exactly the first time around, especially if the technology is new or sophisticated, it should be done to give the development team a target to shoot for. When further information is obtained, the project's cost can be updated.

Nonetheless, this is what the development plan is all about: doing evaluations at various phases and then adjusting the project to meet the desired goals based on the reviews and feedback. The importance of sponsoring technology projects, according to researchers like Eyob (2004) and Al-Fadhli (2011), cannot be overstated. Funding assists in the development of the infrastructure (such as buildings, technology, and human resources) required to execute e-learning, as well as the achievement of the associated targets and milestones in terms of e-learning deployment and adoption.

2.8.2. Time

The amount of time necessary to design and maintain e-learning systems is referred to as "time." It also refers to how much time learners are willing to devote to online learning. Traditional learning outlines all of the materials, and the instructor fills in many of the gaps, such as guiding or integrating the learning processes. With e-learning, on the other hand, all of the materials and procedures are set up, and the system takes care of the learning processes. As a result, e-learning is typically more expensive up front and takes longer to produce. In general, developing e-learning resources takes at least four times as long as developing classroom content (Kruse, 2002). Obviously, this is dependent on other aspects such as the tools utilized, the learning methods used, and the content types used. Outside disruptions and distractions, as well as maintaining appropriate attention for e-learning, are crucial considerations in the amount of time available for e-learning. Users either do not have the time to devote to e-learning, given all of the difficulties and disturbances, or companies do not have enough time to deploy and manage e-learning.

2.8.3. Technology

When it comes to implementing and integrating e-learning, technology is crucial. Institutions must guarantee that they have the necessary capacity to run e-learning systems and that hardware compatibilities and capacities are taken into account when implementing e-learning. Other issues include insufficient software, restricted bandwidth and connectivity, and system failures. Many e-learning courses, according to Horton (2011), are dead on arrival due to a failure to install the proper software, establish connectivity, or maintain security. If system security and privacy are not appropriately handled within the organization, e-learning adoption may be limited. This is possible with the help of security software and hardware. Technology standards are a must for the successful implementation of e-learning. Technical support is also a major concern, particularly when the suppliers do not give it.

2.8.4. Attitude

Accepting and utilizing e-learning requires a positive attitude toward the technology. Students must embrace e-learning, and teachers must support it in order to deliver on its promises. According to Layne and Lee (2001), once a new system gains traction in an organization, the organizational structure can be altered in two ways: internally and externally. These innovations may confront problems such as resistance to change, with students becoming cynical and apprehensive of the harm these new technologies pose to their learning process. If students believe that e-learning causes more issues than benefits, or if they simply do not understand how to utilize it or how to apply it to their studies, they will be hesitant to use it and will oppose it. So the main challenge here is overcoming learners' objections.

2.9. The impact of E-learning on students' achievements

During the adoption of the E-learning method in the COVID-19 program, there are substantial differences in students' Academic Achievements. The use of media such as e-learning in the learning process is expected to be an alternative to overcoming the problem of learning independence that is frequently encountered because it allows teaching a student to search for and learn knowledge more broadly in the internet world, allowing students' creativity to emerge in science learning.

There is a favorable correlation between student participation with online resources and their overall academic performance. In comparison to failed students, higher-achieving students spent much more time on each of the primary online activities examined, as declared by L. Wong (2013). Knowing the learning outcomes can be used to determine the position of students who are smart, moderate, or slow. Students' cognitive expectations of e-learning are geared toward learning outcomes that are simple to obtain. If student learning outcomes develop and improve, educational goals are said to have been met. Learning outcomes are the results of students' learning efforts,

which are always measured and assessed in informal education, as well as in the process of teaching and learning activities.

E-learning is fast gaining traction in both private and public higher education institutions around the world. Many colleges and universities are aware of the impact of E-learning on students' academic progress. In general, the well-recognized e-learning facilities use three components: ease of individual reporting, automated compliance, and conformance. In today's increasingly globalized environment, using and integrating ICT in learning has proven to be extremely effective in improving academic performance among students from a variety of academic fields and faculties. Because of the extensive use of the internet, a large number of students are making knowledge more accessible.

Dowling, Godfrey, and Gyles (2003) investigated whether a hybrid, flexible teaching technique enhanced learning results when compared to traditional face-to-face lectures. When the conventional strategy was combined with substantial use of multimedia resources, their findings revealed a beneficial impact on student grades. The use of ICT supports effective learner engagement, improved instruction, and simpler use of teaching methods and resources in order to adapt to students' interests and needs, as well as allowing students to monitor their learning schedule and pace of execution.

2.10. The effects of e-learning process on teacher's methods

Electronic learning, often known as e-learning, is education that uses modern techniques of communication such as computers and their networks, diverse audiovisual materials, search engines, electronic libraries, and websites, whether in the classroom or at a distance. The educational institution makes its programs and resources available on a special website so that students may readily access them and interact with them via closed or shared networks, the internet, and the use of e-mail and online discussion groups. So, e-learning only affect the way teachers send and deliver their information from face-to-face to online transformation.

2.11. E-learning in developing Countries

Competition among higher education institutions has intensified, as has the relevance of a degree, in the globalized world of the early twenty-first century — a world that is increasingly urbanized and linked, where knowledge and innovation are the drivers of development. It is feasible to enroll in and participate in classes at some of the greatest colleges in the world regardless of where one lives. The quality of the education and support provided becomes critical in these circumstances. This has altered the landscape of distant education, which is now seen as a competitive advantage among universities. Educational programs' quality, relevance, and adaptability are becoming more important than ever. In addition to traditional face-to-face education, many universities in developed countries offer distance learning. They seek to attract students from all around the world while also recouping their investment in traditional programs. Distance learning is punctuated and reinforced by discussions and interaction with a tutor and may also be supplemented by face-to-face learning sessions. Not only are course offerings and content less standardized in distance education, but distance learning is punctuated and reinforced by discussions and interaction with a tutor. The quality of learning materials and the variety of options available have also become critical. The teaching methods employed are more appropriate for a wide range of learners who can progress at their own pace through the knowledge provided. With rising proportions of women and rural inhabitants, the student population can become more diverse. They can raise remote education expenses, which, as Christian Depover and François Orivel point out in this monograph, can approach or even exceed traditional education expenditures in terms of degree and structure. However, the outcomes are also better than they were previously. Distance higher education is expanding in scope and quality, and this expansion can be attributed to traditional higher education delivered by institutions.

2.11.1. United States of America (USA)

E-Learning is unmistakably an American phenomenon, with multiple firms, colleges, and government organizations leading the way. Many industry innovators and businesses have been addressed in the United States, but the global e-Learning community is proven to be a crucial partner in refining and promoting the technology and approaches that accelerate learning across artificial or manmade borders. In higher education around the world, but particularly in the United States, e-Learning has seen rapid expansion. The University of Phoenix in the United States, which has grown to become the country's largest private university in terms of enrollments, is rapidly growing its online curriculum (Klor de Alva, 2000). According to Allen and Seaman (2003) of the Sloan Consortium, by 2006, 3.5 million students were enrolled in e-Learning courses at American colleges and universities. Currently, there is a growth in the use of e-Learning in the United States, a term coined during the advent of the Web. The United States is also going toward a national approach that is more structured to e-Learning and has established a Web-based Education Commission to maximize the educational promise of the internet across all levels of education.

2.11.2. United Kingdom (UK) and Europe

"The UK will continue to play a leadership role nationally and internationally," said Tony Blair, former Prime Minister of the United Kingdom (as stated in Leer, 1999, p. xi). Our mission is to ensure that every country, every business, and every individual can benefit from the new digital economy, allowing us to all be Wired World Masters. In the United Kingdom, e-Learning has been a major initiative in this area. According to International Data Corporation, corporate e-Learning in Scandinavia has the potential to become a significant part of the training and education sector (IDC). ESA Peltonen, an analyst at IDC Nordic Services, stated that "In the last few years, Sweden has seen a tremendous increase in this distribution technique. Norway and Denmark are soon catching up. Interest has been a bit slower to catch on in Finland" (Global E-Warming: Scandinavia) (Global E-Warming: Scandinavia). Esa Peltonen went on to say that Scandinavian countries have a unique

combination of characteristics that make them a natural hotspot for e-Learning activities. For one thing, Scandinavian countries have a high degree of internet and broadband penetration, making them natural e-Learning markets. Asia, Europe, and South America are all experimenting with e-Learning. It appears that eLearning is making its way into the corporate agenda across Europe.

2.11.3. Middle East

In the Middle East, King Abdulaziz University was the first to deploy e-Learning to benefit its distance education students as well as those attending traditional classes (Ashadawi, 2004). Saudi Arabia was among the first to place a wide range of initiatives to enable the country to become one of the most powerful e-Learning markets in the region. In the United Arab Emirates, the Emirates Academy of Hospitality Management was the first hospitality school in the region to provide e-Learning activities to its pupils to supplement their classroom instruction. All students at the academy are provided with laptop computers and Internet access to course materials and library resources (Godinho, 2004).

2.11.4. China

E-Learning, which first appeared in China in the mid-1990s, has recently experienced rapid expansion. Compared to traditional education, e-Learning is a new educational pattern in China, as it can overcome space and time constraints, allowing students to learn whenever and wherever they choose, according to Xiaoxing and Weitong (as cited in Cheung et al., 2004). According to Lin Yang, more schools are providing access to network resources and the internet than ever before (as cited in Cheung, Lau & Li, 2004). Yuanchun Shi (as reported in Cheung et al., 2004) described e-quick learning's expansion in China by saying, "Cyber-education is a whole new model of education in which instructional and management activities are carried out primarily through e-Learning technology." Since the late 1990s, China has seen a significant increase in cyber-education, particularly in the disciplines of higher education and basic education. "China has the world's largest educational system... only by achieving the highest efficiency in the world can we truly come to

grips with all the problems associated with education in this vast country of ours," said Vice Premier of the Chinese State Council from 1993 to 2003, referring to the large student population (Li 2004, p. 45). "China is in a phase of industrial, scientific, and commercial progress that will make it the world's greatest economy by the early years of the next century," writes Landowe (2008, p. 1).

2.12. E-learning in the Algerian universities during the Covid-19 pandemic

Universities all over the world are transitioning from traditional education to electronic education as a result of the global development of technology and various techniques in all fields, including education and the development of ICTs. Moreover, e-learning creates opportunities for learners to receive higher education or training from a distance (Guessar, 2020, p. 79). E-learning has become an important case in Algeria too; there was a national project for e-learning at the universities that started in 2007 (Salaa&Nechad, 2020, p. 1). Although the initiative is not yet complete, the authorities have made numerous efforts, including infrastructure preparation, human resource preparation, and materials such as internet connectivity in universities. These efforts, however, have little practical application or development. Furthermore, there is no usage of internet courses or instructor communication, and they continue to rely only on traditional teaching methods. But this necessitates discovering the real and correct use of this type of education, which is E-learning, in the Algerian universities to keep up with the world's development. Also, it is necessary to facilitate learning (Polfelaf, 2013).

There are some data that show how technology has progressed in recent years in dealing with some of the difficulties that have arisen. "Algerian Internet users have increased from 50,000 at the beginning of 2000 to 11,000,000 in November 2015, accounting for 27.8% of the total population" (Internet World Stats, 2017). Internet users, particularly students, continue to face numerous obstacles in obtaining higher-speed Internet access. The main problems which discourage students from accessing education websites are the cause of a limited reach of the fixed-line network and the inflation in the cost of Internet usage, the third generation (3G) has 43 been operating only since

December 2013, despite other countries (e.g., Saudi Arabia 2011) already launched their 4G (Chaabna& Wang, 2015)" (Benaida&Namoun, 2018, p. 1).

People in Algeria discovered that the teaching and learning procedures had changed during the Covid-19 outbreak. After the epidemic, it is hoped that the ministry of education will place a greater emphasis on electronic learning and academic platforms for the educational process. Although Algerian teachers are used to the traditional ways of teaching and instruction, there is a decent number that proves that there are teachers who are interested in using the electronic learning and platforms like Moodle and Edmodo, even though Edmodo is not widely known and used in Algeria like Moodle yet (Ghounane, 2020 p. 23). The Edmodo platform, which is an educational, social platform, is widely used in the world, and it is considered "Facebook for education" (Enriquez, 2014, p. 1, as quoted in Shinji, 2016, p. 39)

2.13. Content-based instruction

Richards and Rodgers (2001, p. 204) point out, " CBI is an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around linguistic or other types of the syllabus."

In language learning, the use of computer-based instruction is a method for making learning easier. CBI has been the subject of research studies analyzing its effectiveness. A computer-assisted, interactive platform for English language learning that focuses on language skills such as reading, writing, and grammar, utilizing a range of content-based materials from various areas such as science, history, and social sciences. According to Krahnke, although the content has a range of connotations in language instruction, it most usually refers to the substance or subject matter that we learn or expresses through language rather than the language used to transmit it. It highlights that Content Instruction (CBI) is a method of teaching a second language that revolves around the content or material that students will learn, rather than linguistic or other types of curriculum. It encourages

students to learn since the subject matter is engaging, and it lets them put their newly acquired language abilities to use in a fresh environment rather than memorizing vocabulary by rote.

2.13.1. Types of content based instruction

Met (1999) identifies three fundamental approaches to language and content integration: theme-based courses, adjunct courses, and sheltered courses. All of these methods are appropriate for academic programs.

2.13.1.1. The Sheltered Model

Sheltered courses have existed like adjunct courses in the middle of the continuum. Courses are subject-driven in a sheltered course-based curriculum, but linguistically sensitive teaching practices are used to make content accessible in the L2. The subject matter is taught in the second language at the students' level "...curriculum concepts are taught through the foreign language...appropriate to the grade level of students," said Curtain and Pescola (1994). Students are graded on their material mastery, with language development as an afterthought. The content instructors who teach the sheltered component of the course in most variants of this model receive specific training in strategies to help students access the subject material and to offer a nurturing environment for language and content learning.

2.13.1.2. The Adjunct Model

Adjunct courses are in the middle of the spectrum, with aims in both language and subject. Students of this type, of course, are expected to acquire both material and language at the same time. Students are graded on their ability to grasp both the content and the second language. Business English, Travel & Tourism, and English for Academic Purposes are examples of university-level courses that can be considered adjunct courses. In contrast to a theme-based course, where instruction is in the L2, adjunct courses can employ both the L1 and the L2 as a mode of instruction. The language course objectives are determined in relation to the linguistic needs of the students in the subject course, albeit revisions to the content course objectives may be necessary.

2.13.1.3. The Theme Based Model

Language is the driving force behind theme-based training. The goal of theme-based courses is for students to improve their L2 skills and proficiency by selecting functional topics that help them learn the language. "Any topic of intellectual substance which contributes to the understanding of language in general, and the target language in particular," Chaput (1993) defines the content of a content-based course. This is akin to the Met's definition, which is based on themes. Four-skill reading, writing, hearing, and speaking classes, for example, use topical themes like sports, cuisine, and directions as language learning vehicles. The learner's understanding and recall of the content are simply coincidental. Instruction is given in the target language. Language instructors evaluate L2 students based on their language growth rather than material competence. According to Brinton et al. (1989), theme-based courses are the most prevalent model in CBI since they are relatively simple to implement.

2.13.2. Approaches of CBI

The following two basic ideas underpin content-based instruction: (as we study how these principles are utilized in CBI, a variety of other topics will be considered):

1) - People learn a second language more effectively when they utilize it to acquire information rather than as a goal in and of itself. One of the objectives for CBI, as mentioned before, is that it leads to more successful language learning.

2) - Learners' needs for learning a second language are better met by content-based education. This principle reflects the fact that many content-based programs are designed to prepare ESL students for academic studies or mainstreaming; as a result, having quick access to academic learning and teaching content, as well as the processes that enable such learning and teaching, is a top priorit .

2.13.3. Advantages and disadvantages of content-based instruction

2.13.3.1. Advantages

• It helps students develop valuable study skills such as note-taking, summarizing, and extracting key information from texts.

•Developing collaborative skills, especially when using group work, which can have great social value.

• Learners explore interesting content and are engaged in appropriate language-dependent activities. Languages are acquired "naturally" or automatically, rather than through deliberate instruction.

• CBI supports contextualized learning; learners are taught useful language that is embedded within relevant discourse contexts rather than presented as isolated language fragments. Hence students make greater connections between the language and what they already know.

 • Complex information is delivered through real-life contexts for the students to grasp easily, thereby leading to intrinsic motivation.

• The curriculum can be more flexible and adaptable based on the interests of the students.

2.13.3.2. Disadvantages

 • CBI implicit language instruction can confuse learners and may give them the impression that they are not actually learning the language.

 • In some portions of the class, excessive usage of native language can be a concern.

 • It might be challenging to locate information sources and texts that are understandable to people with lower levels of education. In summary, while CBI is a difficult strategy for both teachers and students to adopt, the results can be rewarding and encouraging.

2.14. Language-based courses

From both a technological and semantic standpoint, the concept of language in e-Learning is still unclear. "Language in e-Learning" is a means of communication through the internet that allows

for the transfer of skills and knowledge to anyone at any time and place In education, electronic media, educational technology, and information and communication technologies (ICT) are all being used. The way you transfer information to a user, for example, through bold letters, eye-catching figurative components, colors, and so on, is part of an e-Learning language. In order for an e-Learning language to be effective, a simple process of encoding and decoding should be performed. The social nature of e-Learning activity can be celebrated and encouraged as a means of allowing a transition from face-to-face interactions to e-Learning interactions, as well as through a shared language, allowing us to "create and acknowledge meaning as we engage in discourse and fulfill social obligations that are characterized as moral activities" (Herda, 1999) or social action.

When considering online educational courses in the Information Technology era, it is becoming increasingly vital to unify the rules of the language used and its semantic meaning to be more simple and accurate. And to create a meaningful learning environment, teachers aim to integrate the internet with their instructional materials and teaching techniques. E-mails and online chat rooms are vital for communication between students and professors, as well as for improving students' writing abilities in language acquisition. Learners can improve their accuracy and fluency by using the internet. It may be difficult to maintain control of perception difficulties when constructing an e-Learning course; however, some of the ambiguity can be resolved. Specifically, good comprehension of the ideas presented by an e-Learning course is dependent on its design characteristics and the structure of its language in all aspects, in addition to good communication channels and clear goals. The medium category (computers) is already chosen in e-Learning projects, but media kinds, including text, image, audio, video, and animation, are still variables.

According to the 2011 analytical report "User language preferences online," English was by far the most commonly used language, other than respondents' own when going online: 48 percent of EU Internet users said they used English for reading or watching content on the internet, and 29 percent said the same for writing on the internet. When it came to how often people used English on

the internet, it was discovered that those who used it very occasionally outnumbered those who used it regularly or all the time. It also applies to e-Learning courses, as we can see. The majority of e-Learning systems are in English.

2.14.1. Factors make the language used in e-Learning courses effective

2.14.1.1. Clear and concise

Because the meaning of words varies depending on context, using suitable language can be difficult. To put it another way, words can be perceived in a variety of ways by various students in a variety of settings. The utilization of increased interaction, animation, and video is critical. This can be a jumble of data, lists, and statistics tossed together in a blender and rendered on the screen with overt and simple-to-understand learning objectives (ideally, no more than five learning objectives per course). The assessments must be entertaining and interactive, with a clear focus on the goal.

2.14.1.2. Free of grammatical or spelling errors

An e-learning course's content should be devoid of grammar and spelling problems, as well as proper capitalization and punctuation. In the mind of a viewer, the accuracy and quality of information offered online promote confidence and credibility. When a grammatical or spelling error occurs, whether in the content of an article published online or in the headlines of an e-Learning course, the receiver of this content will naturally question the source's reliability. The graphic content will appear amateurish in this circumstance. Most learners form an overall opinion about the quality of an e-learning course based on their first impressions, and these early impressions may influence the course's fate. As a result, even if the content of an e-learning course is of high quality, a little spelling error can detract from its overall design.

2.14.1 .3. The appropriate tone of the language

The language utilized should have a consistent and suitable tone. Words and syntax are employed in certain languages to indicate various levels of politeness. The use of informal language in an online learning environment can make non-native English speakers feel uneasy (Edmundson

A., 2007). Furthermore, the language used in e-Learning should be understandable to individuals from various cultural backgrounds. Culture and language are inextricably linked. Simple words should be utilized, and slang should be avoided when creating an online learning environment for students from various cultural backgrounds. If an online course has a possibility for students to exchange their ideas, it is important to establish a chat environment and discussion forums that discourage idioms and slang, as mentioned by Edmundson.

2.14.1.4. Well designed

Every use of language on the internet will have characteristics that are different from those that identify that usage in traditional speech or writing. The content of written language must be graphically translated so that it may be easily accessible and browsed on-screen (Crystal D., 2011). It is critical to figure out how the contents will be arranged so that the learner can make sense of them (encoding) and what barriers might be in the way of good comprehension (decoding).

Before a teacher can create e-Learning content for students, he needs to understand them well enough to select the types of learning experiences that will best teach them (Horton W., 2012). This also relates to the language utilized in a particular course. In terms of this component of e-Learning, two capacities and attributes that William Horton (2012) considers to be among the most significant are:

Communication skills: How well can they read, listen, speak and write in the planned language for the course?

Background knowledge and experience: What do potential learners already know about the subject? Do they understand the field's fundamental ideas, terminology, and taxonomy?

Conclusion

E-learning is a type of education that combines technology, communication, efficiency, and self-motivation. Because there is a limited connection between the teacher and the students, they must maintain their own motivation. It allows learners to fit learning into their busy schedules,

allowing them to advance in their careers and gain new skills. Modern learners seek bite-sized, engaging content when it comes to e-learning. They had rather watch a video or listen to a podcast than read through the pages of a guidebook. E-learning tools can be used by instructional designers to make content more interactive. The more interesting the subject, the more likely students are to remember it. They will be able to recall and apply concepts at work if they enjoy learning. In addition, in face-to-face meetings, each instructor has his or her own teaching style. Each takes a unique approach and has a distinct personality and is prone to making blunders. With e-learning, you have the ability to resolve these issues. Every time, learning gives regular and standardized teaching. Each student takes their turn. Regardless of when and where he or she takes the course, he or she will have the same experience.

CHAPTER THREE: FIELD INVESTIGATION

Introduction

Since the two previous chapters go through e-learning and attitudes with a fine-tooth comb, it is now possible to explore learners' and teachers' views and attitudes regarding e-learning and the relationship between these two variables. With this in mind, the current chapter is dedicated to analyzing data from teacher and student surveys; nevertheless, it is divided into two parts. The first is for assessing student questionnaires, while the second is for teachers' questionnaires. As a result, it is vital to interpret their comments, which are based on the real-life experiences of teachers who offer unique solutions, viewpoints, and suggestions based on what they have observed in their teaching domain. They are aware of their students' attitudes in order to take them into account and form a final conclusion. Similarly, in the e-learning system, we were able to discover students' attitudes and the challenges they faced when learning a language. So, the chapter at hand presents the description, examination, and interpretation of each question in both the teachers' and learners' questionnaires, and it is concluded with a general summary of the whole results and findings, which would probably allow us to confirm or reject the main hypotheses along with answering the research questions.

3.1. Students' Questionnaire

The students' questionnaire is designed to provide information about learners' attitudes and beliefs about e-learning. The survey was given to second-year license students who are familiar with this new process of learning.

3.1.1. Population and Sampling

The present research targets second-year license students at the Department of Letters and English, May 8th, 1945 University, Guelma, who are enrolled for the academic year 2021/2022. The selection of this promotion, in particular, is related to the fact that second-year students have been learning English for two years and have experienced the e-learning system due to COVID-19. Second-year students are thus an ideal sample for this study, as they are presumed to have a good understanding of the topic and to be able to deliver useful information; second-year students are thus

an ideal sample for this study. The questionnaire was administered to one hundred forty (140) students among one hundred eighty (180) total.

3.1.2. Aims of the Students' Questionnaire

The questionnaire aims are :

1) To determine students' attitudes towards e-learning.

2) To identify the impact of e-learning on students' achievements.

3) To find out if students' attitudes are important in determining e-learning.

4) To figure out the difference between content-based courses and language-based courses in an e-learning system.

3.1.3. Administration of the Questionnaire

This questionnaire was administered at the Department of English, University of 8 Mai 1945, Guelma, for second-year license students on May 22nd, 2022. The students were very cooperative in answering all the questions and handed back the questionnaire immediately. The questionnaire has been distributed to six groups. However, the students were quite serious and open in their comments and suggestions for the research's completion and success. The administration of the questionnaire was well received by both teachers and students, who eagerly participated. Because the questionnaire had been corrected and re-corrected three times to verify its validity and avoid any ambiguity, the process went easily, and students had no trouble or uncertainty. The entire procedure took about 20–25 minutes.

3.1.4. Description of Students' Questionnaire

The design of this questionnaire is grounded in the theoretical part of the present research. It encompasses twenty-five (25) questions structured under three main sections. Almost all questions are close-ended since they include an already specified set of options, which makes the findings obtained mainly quantitative. Simultaneously, some of the questions provide the ability to share further insights or different ideas as they include a space for students to opt for the options that they

do not find within the pre-specified list. The last question is an open-ended one, and it aims at giving students an opportunity to provide further comments and suggestions (please see Appendix A.)

Furthermore, the survey is separated into three sections: Three questions about the students' backgrounds are included in section one in order to gather data concerning general information about the students, such as their level in English (Q1, Q2, and Q3). The second section, "Students' Attitudes," encompasses nine questions (from Q4 to Q12) aimed at eliciting students' understanding of the concept of attitudes. Section three, "E-learning and Students' Attitudes," comprises thirteen questions (from Q13 to Q25) designed to investigate students' attitudes regarding e-learning as well as their perspectives on content and language-based courses.

3.1.5. Data Analysis and Interpretation of students' questionnaire

3.1.5.1. Analysis of Results and Findings from Students' Questionnaire

Section One: General Information

Question 1: What is your gender?

Table 3.1. Students' Gender

Gender	Number of respondents (N)	Percentage (%)
Male	41	30.60
Female	93	69.40
Total	134	100

As shown in Table 3.1, female respondents outnumber male respondents, as shown in 3.1. It features 93 females (69.4%). The other contestants (41) are all male (30.6%). As a result, females make up the vast majority of the population under scrutiny. This suggests that girls are more interested in learning English as a second language than boys. Also, girls are more likely to complete their higher studies than males who go for conscription in most cases.

Question 2: How long have you been studying English?   ….Years

Table 3.2. Period of English Instruction

Years	Number of respondents (N)	Percentage (%)
9	122	91.03
10	6	4.47
11	6	4.47
Total	134	100

The vast majority of students (91.03%) claim that they have been studying English for nine (9) years. This implies that they have been relatively successful in the course of their academic career. Whereas six students (4.47%) declared that they have been studying English for (10) and (11) years, which means they have dropped one or two years in their educational career or they were studying something else before transferring to English (Table 3.2).

Question 3: How do you describe your level in English language?

Table 3.3. Appreciation of English Level

Level	Number (N)	Percentage (%)
Excellent	21	15.67
Good	82	61.19
Average	31	23.13
Bad	00	00
Total	134	100

According to the results obtained from Table 3.3, the majority of students (61.19%) demonstrate that their level of English is good. This hints that they have acquired the basic commands of the language, which will enable them to go further in their educational careers. While (23.13%) of them are average, this could be related to students' confidence and self-esteem. This suggests that they have internalized the basic knowledge of English, but they are still required to improve their mastery level to meet the requirements of their degree. Moreover, 15.67% of them indicate that their level is excellent. This hints that they have a high degree of self-confidence, which

is related to their hard work. However, no one (0%) claimed to have a bad level of English. This shows that they have generally developed a good command of the language, which can help them to pursue their academic career. All in all, students' reading level is average to good.

Section two: Students' attitudes

Question 4: Which definition do you think is the term attitude?

Table 3.4. Students' Definition of the Term Attitude

Definition	Number (N)	Percentage (%)
Point of view	15	11.19
Way of thinking	39	29.10
Behaviour	77	57.46
Other	3	2.23
Total	134	100

Table 3.4. shows that the closest meaning to the term "attitude" is found in Regarding students' responses, the overwhelming majority of the sample students (57.46%) chose behavior as a definition for the term attitude, which indicates that the majority of learners are aware of the definition of the term Attitudes that are mentioned in the theoretical part ("Attitude" is a positive or negative evaluation of behavior (Garner et al.). In contrast, others state that the way of thinking for them is the closest meaning to that term with a percentage (29.10%). The third group (11.19%) declared that point of view is the closet meaning for the chosen term, which can be interpreted as being unconscious about attitude as a concept and its significance in education. Three other students (2.23%) preferred to justify and add their own definitions. Their answers are summed up as follows:

• The belief we had within and the way we should show up.

• Determination and will.

• It is more like a mixture of the way of thinking and the person's behavior.

The comments of students are the most similar and accurate. The majority replied that it is about their own thoughts, behavior, and thinking.

Question 5: Do you think that students' attitudes are important in determining learning?

Table 3.5. The importance of students' attitudes

Options	Number of respondents (N)	Percentage (%)
Yes	122	91.04
No	12	8.96
Total	134	100

According to (table 3.5.), nearly the whole population (91.04%) of the respondents claimed that students' attitudes are important in determining to learn. Only 8.96% of them reported the opposite. However, it can be assumed that the attitudes of students play an effective role during the process of learning, which helps them to focus and understand better during EFL lessons.

Question 6: Do you think that attitude is a: Fixed concept/Changeable concept

Table 3.6. Nature of the concept of attitude

Options	Number of respondents (N)	Percentage (%)
Fixed concept	56	41.79
Changeable concept	78	58.20
Total	134	100

As indicated in (Table 3.6.), more than half of the students (58.20%) report that attitude is a changeable concept, which means that they can actually change their attitudes towards anything through time and in different ways. Yet, 5.88% claim that they cannot. This shows that their initial beliefs, ideas, and attitudes could never be affected by any factor. This implies the impact of English on EFL learners, which affects their way of thinking. Furthermore, it demonstrates learners' efforts to improve their level, which has an impact on their learning and mental abilities.

Question 7: Do you think that there is a difference in your attitudes between distance learning and presence learning?

Table 3.7. The difference between distance and presence learning

Options	Number of respondents (N)	Percentage (%)
Yes	117	87.31
No	17	12.68
Total	134	100

Through this question, it is assumed that the majority of learners (87.31%) believe in the difference between distance and presence learning. This is probably due to the difference in their achievement before and after using e-learning in our university. Whereas only 17 students have said that there is no difference between the two processes. This indicates that those students are not relying only on what teachers are present inside the classroom (Table 3.7.).

Question 8: What are your attitudes toward online English language sessions?

Table 3.8. Students' attitudes towards online English sessions

Option	Number (N)	Percentage (%)
Positive	63	47.01
Negative	71	52.98
Total	134	100

As it is displayed in table 3.8, less than half of students (52.98%) agree that they have negative attitudes toward e-learning. This implies that they do not feel comfortable when studying through e-sources and that they could not achieve the course goals. Less than half of respondents (47.01%) have a positive attitude towards online sessions. This might suggest that e-learning helps them to develop their levels.

Question 9: In your online sessions, how eager are you to participate?

Table 3.9. Students' participation in online sessions

Students' participation	Number of respondents (N)	Percentage (%)
Always	10	7.46
Sometimes	67	50
Rarely	37	27.61
Never	20	14.92
Total	134	100

With regard to the results tabulated in (Table 3.9.), one can easily notice that half of the students (67) stated that they sometimes participate with their teachers in online sections. This indicates that they are interested in their lessons and achieving success, regardless of whether they are attending or studying online. Others (37) claimed that participation is uncommon. While (14.92%) of respondents admit that they do not participate even once, this indicates that they do not even care about e-learning lessons. However, just 7.46 percent are really active during online courses; they are more aware of its significance for their future, as well. They gave it their attention.

Question 10: Do you think that students' attitudes could be measured: Explicitly/ Implicitly

Table 3.10. Students' attitudes measurement

Options	Number of respondents (N)	Percentage (%)
Explicitly	64	47.76
Implicitly	70	52.23
Total	134	100

As it is indicated in table 3.10., more than half of students (52.23%) declared that attitudes could be measured implicitly; this means that they are aware of self-evaluation through indirect response strategies. However, 47.76% of them said that they reflect their attitudes explicitly, which means that they believe in the effectiveness of direct questions and strategies.

Question 11: What are the causes affecting students' attitudes towards online learning?

Table 3.11. Causes affecting students' attitude

Options	Number of respondents (N)	Percentage (%)
Demographic factors	24	17.91
Computer skills	40	29.85
Availability of technical tools	67	50
Others	3	2.23
Total	134	100

According to (Table 3.10.), half of the respondents (50%) claimed that the main factors that affect learners' attitudes are the availability of technical tools; not all of them have the main capabilities as some of them suffer from poor connection quality and may not even have technological tools to connect with their teachers due to the difficult conditions in our country. While 29.85% of the population think that computer skills affect students' behavior, this is due to the fact that some of them did not study the computerized media, and others did not have the opportunity to apply their technological information and knowledge due to the lack of computers in their schools and homes. However, few of them (17.91%) assumed that the demographic factors are the reason, like the gender, age, and occupation which, have an impact on their learning attitudes because, as all

we know, females have more patience and learnability than males.

In addition to the other three students who gave their own causes, which are:

• Lack of exposure to technology

• Connection issues

• Internet problems

Those (2.23%) of the informants have that poor connection truly affects their attitudes towards e-learning.

Question 12: Do you feel that you can actually learn a foreign language at a distance?

Table 3.12. Learning English outside the Classroom

Options	Number of respondents (N)	Percentage (%)
Yes	101	75.37
No	33	24.62
Total	134	100

Through this question, it is assumed that the majority of learners (75.37%) have the ability to learn English outside the classroom. This implies that they are interested in learning EFL at a distance. At the same time, only 33% of students said that they could not learn it outside of class. This indicates that those students prefer to have direct contact with their teachers to develop their language level (Table 3.12.).

Section three: E-learning and students' attitudes

Question 13: What are the modules that you can learn it through online resources?

Table 3.13. English modules

Options	Number (N)	Percentage (%)
Linguistics	40	29.85
Literature	44	32.83
Oral expression	62	46.26
Phonetics	30	22.38

Concerning the English modules stated in the previous table (table 3.13.), the first two modules are considered content-based courses, and the last two modules are considered language-based courses. 46.26% of learners state that they prefer the oral expression module. This implies that they do appreciate the oral expression online sessions due to their simple topics and methods, and they do utilize educational technology to improve their communicative competence. However, only

thirty students opt for the module of phonetics because the nature of the module, the science of sounds, makes them feel and believe in the importance of the direct study to learn the rules of pronunciation and stress rules, and the other phonetics topics. Surprisingly, 32.83% of participants

admit that they were taught Literature online. Also, 29.85% of students declare that they had access to linguistics sessions, and it is possible to learn the science of language and its structure through e-learning.

Question 14: What are the difficulties that you face while learning the English language online?

Table3.14. Difficulties of learning English online

Options	Number of respondents (N)	Percentage (%)
Lack of clarity	41	30.59
Lack of motivation	58	43.28
Decreased knowledge retention	18	13.4
Weakened logical and intellectual abilities	30	22.38

Table 3.14. demonstrates the difficulties behind learning English online. The majority of the sample (43.28%) think that the main difficulty is the lack of motivation because some students can't really focus behind the screen and without teachers' control. Then, (30.59%) of respondents said that online learning lacks clarity due to the lack of explanation of teachers in online sessions because of the limit of time. (22.38%) of the students claimed that the weakened logical and intellectual abilities are among the struggles that face learners. However, only 13.43% of the sampled population opted for decreased knowledge retention. Thus, the students are mostly affected by motivation to engage during online sessions.

Question 15: What are the factors that affect the students in online learning?

Table3.15. factors affecting students' in online learning

Options	Number of respondents (N)	Percentage (%)
Learner characteristics	37	25.37
Perceived usefulness	17	12.68
Course content	49	36.56
Course design	38	28.35
Ease of use	27	20.14
Faculty capacity	34	25.37

According to the findings displayed in the previous table, (39.56%) of students assert that the course content is an essential factor that influences them in online learning because even in presence learning, it could be difficult for some students to learn stress rules of engagement than learn an oral topic. However, (28.35%) of them said that it is related to course design, so the more the course is well designed, organized, and summarised, the more students appreciate it. Also (25.37%) see that learner characteristics have a role in affecting online courses. So, motivated and serious students who have good access to the internet connection on their good computers will benefit more from the advantages of distance education. (25.37%) who chose the faculty capacity because they already see that students at higher university levels achieve and succeed more than those who study in law-level faculties. The ease of use is considered by (20.14%) of students. However, only a few students (12.68%) agree on perceived usefulness. This might suggest that they are affected by multiple factors which would not enable them to access online lectures.

Question 16: What is your biggest challenge with online learning?

Table3.16. Online learning challenges

Options	Number of respondents (N)	Percentage (%)
Staying motivated	52	38.80
Ineffective time management	38	28.35
Lack of instant communication	40	29.85
Not receiving timely feedback	11	8.20
Not receiving clear instructions or expectations	12	8.95
Share time management apps and resources for students	14	10.44
Utilize educational technology	9	6.71
Lack of interaction with teachers	25	18.65

When we asked university students about the challenges that they faced with online learning (table 3.16.), (38.80 %) of students indicated that staying motivated is a very big challenge. The latter implies that there is a direct relationship between the utilization of technological tools and learners' motivation, which stimulates students to engage more in learning. A very significant percentage of the respondents (29.85%) opted for the lack of instant communication, in which students could not receive instant responses and explanations from their teachers during online courses, which affected their degree of understanding. Many students (28.35%) choose ineffective time management, and (18.65%) said that it is the lack of interaction with teachers. The other students opt for not receiving timely feedback and clear instructions or expectations. Only a few participants (6.71%) indicate the option of utilizing educational technology. This suggests that students' motivation plays an effective role during the process of e-learning in particular and in raising students' attention, which helps them to focus and understand better during EFL lessons.

Question 17: What is the effect of online English learning through the Moodle on students' academic achievements?

Table3.17. The effect of online English learning on Students' academic achievements

Options	Number of respondents (N)	Percentage (%)
Positive	48	35.82
Negative	86	64.14
Total	134	100

Through this question, it is assumed that the majority of learners (64.14%) state that learning English through online sources has a negative effect on their achievements as they have not yet mastered the new strategies of distance learning. Whereas 35.82%) of students have said that their achievements have increased, which means that online learning helps them to develop themselves and get rid of the negative sides of face-to-face learning, such as their fear of expressing their thoughts. This indicates that most of the students have positive achievements through classroom learning, which helps them to show themselves and their real abilities.

Question 18: Do you have the same attitudes towards content-based courses (such as Literature) and language-based courses (such as oral expression) in e-learning?

Table3.18. Students' attitudes towards content-based courses and language-based courses

Options	Number of respondents (N)	Percentage (%)
Yes	45	33.58
No	89	66.41
Total	134	100

The results in Table 3.18. explain more clearly the results of the thirteenth question. It revealed that 66.41% of students argued that there is a difference between content and language-based courses in online learning, which means that there is a difference in their degree of

understanding while learning language-based courses and content-based courses, and also they could not achieve the lesson's goals for one of them. In comparison, 33.58% of them declare that there is no difference between the two. This means that those students have the same attitudes towards those courses.

Question 19: Do you think your academic achievement is better when you learn:

Through e-learning sources / In classroom

Table3.19. Students' academic achievements between presence learning and distance learning

Options	Number of respondents (N)	Percentage (%)
Through e-learning sources	16	11.94
In classroom	118	88.05
Total	134	100

According to Table 3.19., the highest percentage in this question (88.05%) indicates that the majority of the respondents considered better achievements in the classroom; however, only (11.94%) of the participants responded through e-learning sources. This shows the important role that teachers play inside the class.

Question 20: What is the best teaching method for online learning?

Table3.20. The best teaching method for online learning

Options	Number of respondents (N)	Percentage (%)
Content-based courses	72	53.73
Language-based courses	62	46.26
Total	134	100

Concerning the best methods of teaching for online learning, more than half of the population (53.73%) indicates that they prefer content-based courses. However, (46.26%) of them chose language-based courses. This means that learning content-based modules such as linguistics is easier than learning language-based modules such as phonetics, and students could easily understand the online teachers' explanation of language-based courses.

Question 21: In your opinion, is the e-learning system beneficial?

Table3.21. Students' opinions about e-learning effectiveness

Options	Number of respondents (N)	Percentage (%)
Yes	67	50
No	67	50
Total	134	100

In relation to the results in (table 3.21.), half of the informants (50%) opted for 'yes,' which indicates that e-learning is beneficial, while the other half (50%) of them assert that it is not beneficial. This means that the benefits of the e-learning system are based on the students themselves, their abilities, and the way they face online challenges. In the case of "Yes," the students choose the following advantages:

Table.3.21.1.Advantages of e-learning

Options	Number of respondents (N)	Percentage (%)
Accessibility of time and place	46	34.32
Less intensity	12	8.95
Easier attendance	30	22.38
Increase confidence	19	14.17
Others	00	00

Among the respondents who agreed on the effectiveness of e-learning, there were (34.32%) chose the accessibility of time and place, and then (22.38%) respondents opted for easier attendance, which shows the availability of technological tools for them. In addition, a few respondents (14.17%) claim that it increases confidence because many students have an extreme fear of facing their teachers or of presenting or even asking questions in front of their peers. Last but not least, 8.95% of the respondents indicate less intensity as an advantage of e-learning. This suggests that the time and the place are the most influential factors in students learning process.

In the case of "No,": the students choose the following disadvantages:

Table.3.21.2. Disadvantages of e-learning

Options	Number (N)	Percentage (%)
Excess exposure to screen time	20	14.92
Requires self-discipline and time management skills	90	67.16
Diminished social interaction	37	27.61
Lack of trust between teacher and students	20	14.92

The results show that 67.16%) saw that it requires self-discipline and time management skills. Some of them, especially males, could not manage their time and sat for long periods of time to follow the online sessions. Females also have other responsibilities which can't be ignored if they are at home. (27.561%) said that e-learning diminished social interaction. But only (14.92%) indicated the excess exposure to screen time and a lack of trust between teachers and students. These results mean that the students are affected by time and their discipline towards e-learning.

Question 22: What is the impact of online learning on students?

Table.3.22. The impact of online learning on students

Options	Number of respondents (N)	Percentage (%)
Lack of efficiency of technology	45	33.58
The difficulty for pupils to understand the concepts taught	72	53.73
Social isolation	28	20.89
Others	00	00

From the data collected in (Table 3.22), it is clearly shown that the majority of the respondents (53.73%) mentioned that the main impact is the difficulty for pupils to understand the concept taught, which could be related to the nature of the lesson and the skills and strategies used by their teachers to transfer the information. While 33.58% of the participants indicated the lack of efficiency of technology due to their social situations, The other (20.89%) chose social isolation. This means that most students suffer from a poor understanding of the lessons through online learning.

Question 23: Which of the following e-learning goals you feel that your teachers achieve?

Table.3.23. Goals achieved by teachers

Options	Number of respondents (N)	Percentage (%)
Create rich online communication environment	34	25.37
Decrease students' anxiety and fear	35	26.11
Share an effective amount of information	32	23.88
Develop students' technological skills	41	30.59
Achieve learning goals	25	18.65
Others	02	1.49

It is noticed that students' opinions about the goals of e-learning are different. Less than one-third (30.59%) indicate that it develops students' technological skills because they spend long hours in front of their smartphones and computers. Whereas (26.11%) declare that it decreases students' anxiety and fear because they feel free to provide their ideas and ask for a further explanation behind the screen. The other students opt for the creation of a rich online communication environment and the sharing of an effective amount of information. The rest (18.65%) of students see that it achieves the learning goals. This means that the use of online learning can highly maintain students' technological abilities. And honestly, two students declared that teachers could not be able to achieve any of the previous online goals.

Question 24: Do you feel that the Algerian online educational level could be better than the developing countries' educational level?

Table.3.24. The educational level in Algeria

Options	Number of respondents (N)	Percentage (%)
Yes	28	20.89
No	106	79.10
Total	134	100

From the data collected in Table 3.24, it is clearly shown that the majority of the respondents (79.10%) agreed that the Algerian educational level could not be better than the developing countries' level due to the financial and technological situation of our country, which makes it impossible to be even the same as the other countries' situation which works daily to develop their educational level. In comparison, (20.89%) of the participants had positive responses and believed that one day our county would be developed more than the developed countries such as the USA.

Question 25: If you are able to change something in the Algerian online system to improve it, what could it be?

Table .3.25. Changes within the Algerian online system

Options	Number of respondents (N)	Percentage (%)
Students and teachers' communication tools	65	48.50
Teachers' explanation skills	67	50
Others	7	5.22

As it is shown in Table 3.25, students were asked which option could be an effective change in the online system of Algeria. Most participants (50%) reported that teachers' explanation skills could be changed. This shows the important role that teachers play in introducing lessons and transferring information. While 48.5% , stated that they want to change students' and teachers'

communication tools. However, others (5.22%) gave other options, and those are summaries of what they have said:

• The content of the whole system

• Make courses about how we can use it.

• Providing a good quality of connection

If you have any comments, please feel free to provide them:

This is an open question regarding providing additional information about the topic. Only 15 students (11.19%) out of 134 have made suggestions; some have simply stated that the issue is fascinating, while others have stated that they appreciated the questionnaire. Furthermore, some students stated that they did not have anything to offer because they enjoyed the questions. Furthermore, several of them decided to simply wish us luck.

Learners' suggestions can be summarized as follows:

• Not all students have the same capacities. There are many who do not have all-day access to the internet to manage their studies online.

• Online learning can be beneficial if we have the critical resources to apply it.

• E-learning can be effective if students are encouraged to use it.

• Actually, I can't understand anything from the online sessions. Online learning is not a good thing for me.

3.1.6. Summary of Results and Findings from Students' Questionnaire

The collected data in the first section covers students' general information. It revealed that the whole population is composed of girls because girls are more interested in learning foreign languages as it is a sign of development. Also, all students received at least nine years of English instruction, which implies that they are familiar with foreign language learning. Additionally, all students' levels vary from average to good, which makes this sample suitable for the topic under investigation. This also refers to their success in accomplishing their denoted goals in learning.

Section two, which is about "Students' Attitudes," shows that most of the students succeeded in providing the appropriate definition of the term "attitude." The majority of students believe that the closest meaning to the term "attitude" is the behavior and way of thinking that we hold in our

mind toward something. Moreover, nearly the whole population agreed on the importance of students' attitudes in determining to learn. Additionally, more than half of the students claimed that attitude is a changeable concept that could be affected by different factors, which will be explained in the next questions. Also, the majority of learners believe in the difference between distance and presence learning due to their experiences with both processes. However, more than half have negative attitudes towards e-learning. In addition, half of the students stated that they sometimes participate with their teachers in online sessions, which could be an effective factor in their academic achievement. Considering their opinions about the measurement method for attitudes, more than half believe in the importance of self-evaluation and the effectiveness of implicit strategies. In relation to the causes affecting students' attitudes (table3.11), half of the respondents claimed that the main factors that affect learners' attitudes are the availability of technical tools, which are related to their social situation. However, the beliefs of the rest of the population differ from computer skills to demographic factors. A considerable percentage of students agree that it is possible and comfortable to learn foreign languages outside the classroom, such as English.

The third section covers questions in relation to e-learning as an emergent learning process. A great number of students prefer to learn the oral expression module through online sources due to its simple topics and methods. However, 61% of them prefer to learn content-based courses such as Literature and linguistics. Considering the difficulties that face students while learning English online, the majority of the sample think that the main difficulties are the lack of motivation and lack of clarity, which affect their language development. Moreover, the vast majority of students assert that the course content and course design are essential factors that influence them in online learning, in addition to learners' characteristics. Similarly, a great number of students agreed that staying motivated, ineffective time management, and a lack of instant communication between them and their teachers was among the biggest challenges that they faced during their online sessions. The section also reveals that the majority of learners state that learning English through online sources

has a negative effect on their achievements and that it does not help them to develop their levels and skills. Also, the majority of students argued that there is a difference between content-based courses and language-based courses in online learning. In addition, almost the whole population asserts that their achievement is better when they learn English in the classroom, which explains the ineffectiveness of the e-learning process. Also, more than half of the population indicates that they prefer to learn content-based courses online more than language-based courses. Similarly, in the present section, half of the informants (50%) agree that e-learning is beneficial and helps them to increase their achievement due to its huge number of advantages such as accessibility of time and place, ease of attendance, and its role in increasing confidence, while the other half (50%) of them assert that it is not because it has many disadvantages such as lack of students and teachers' communication tools, requires self-discipline and time management skills, diminishes social interaction, and also creates a lack of trust between teacher and students. Moreover, the majority of the respondents indicate that during online sessions, the main impact that affects the lessons is the difficulty for pupils to understand the concept taught, which is related to the course design and content. Considering the e-learning goals that teachers could achieve, most students admit that their teachers develop their technological skills and could successfully increase their fear and anxiety, which appear most in the classroom sessions. However, approximately all students declare that the Algerian educational level cannot be better than the developing countries' level. Finally, students were asked to change something in the Algerian online system if they could, and half of them reported that teachers' explanation skills would be an effective change in this system. However, the others believe that in addition to students' and teachers' communication tools, the whole system must be changed, and students must receive lessons about its use.

3.2. Teachers' Questionnaire

The questionnaire serves as a data-gathering tool for this research. It is submitted to English teachers at the department of English and letters at the 08 Mai 1945 university of Guelma.

3.2.1. Methodological Approach

The current study, which is based on descriptive research, a quantitative research approach, aims to examine the collected data and conduct a statistical analysis of the instructors' attitudes regarding e-learning.

3.2.2. Population of the Study

It is important to note that this sample was chosen randomly. That is to say; there are no prior considerations or standards in regard to the selection of teachers. As the department hires around 38 teachers, it is very difficult to give the questionnaire to all of them due to their work and also because it is the period of the last test, taking into account the fact that the MA dissertation is limited by a deadline. So, we sent the questionnaire through online sources such as emails, and we shared it on their Facebook group with 35 teachers, but we, unfortunately, received only 22 replies.

3.2.3. Aims of Teachers' Questionnaire

The teachers' questionnaire was designed to gather information about teachers' attitudes regarding e-learning as well as how their students direct their attitudes toward e-learning. Their perspectives on the distinctions between distance learning and classroom learning are also discussed. Taking into consideration the difference between content-based and language-based courses.

3.2.4. Administration of Teachers' Questionnaire

The administration of this questionnaire was held from May 26th to June 1st, 2022, at the Department of English, University of 8 Mai 1945, Guelma. Some of the teachers were so collaborative and kindly answered the questionnaire, providing valuable and helpful information for this research.

3.2.5. Description of Teachers' Questionnaire

The questionnaire contains (21) questions as follows (See appendix B).

The questionnaire has been divided into three parts; section one (Q1-Q2) sought general information about the teachers' English teaching experience. Section two was (Q3–Q6) about teachers' attitudes in general. Section three (Q7–Q21), aims at investigating teachers' attitudes toward e-learning, taking into consideration various types of courses in a specific manner.

3.2.6. Data Analysis and Interpretation of teachers' questionnaire

Section One: General Information

Question 1: Are you: Male/ Female

Table 3.26: Teachers' gender

Gender	Number of respondents (N)	Percentage (%)
Male	03	13.6
Female	19	86.4
Total	22	100

The results of Table 3.26 shows that the percentage of female teachers (86.4%) is higher than male teachers' percentage (13.6%), for the reason that women are more interested in studying English than men.

Question 2: How long have you been teaching English at the university?

Table 3.27: Teachers' period of Teaching English at University

Options	Number of respondents (N)	Percentage (%)
Less than five years	1	4.5
Between 5 to10 years	7	31.8
More than 10 years	14	63.6
Total	22	100

The aforementioned question aims at exploring the subjects' experience as English teachers. Only one teacher (out of twenty-two) claims that he/she has been teaching English for less than five

years. This implies that he/she does not really have a good amount of experience. Seven teachers say that they have taught English for more than five years but less than ten. This implies that they have an acceptable amount of experience as they have, at least, taught two generations of learners (taking

into account that one generation usually passes through three years at the university). 63.6% of the whole population said that they have been teaching for more than ten years, which shows their vast experience in this field. That is to say, they have lived through different generations and eventually encountered all types of learners. In sum, those teachers seem to belong to different categories, which ameliorates the findings of the present investigation as teachers with different teaching backgrounds would probably provide different points of view.

Section two: Teachers' attitudes

Question 3: How would you define attitudes?

Table 3.28: Attitude definition

Options	Number of respondents (N)	Percentage (%)
A mood or way of thinking that influences one's actions	11	50
A means of putting the body or its parts in an upright position	00	00
A set of feelings, ideas, and actions directed at a certain object, person, thing, or event	11	50
Total	22	100

When it comes to the definition of the term "attitude," (50%) of them said that the closest meaning is "A mood or way of thinking that influences one's actions." However, the rest believe that attitude is a set of feelings, ideas, and actions directed at a certain object, person, thing, or event, which means that all of them are aware of the true meaning of the concept.

Question 4: Do you think that attitudes are important? (please explain)

Table 3.29: The importance of attitudes

Options	Number of respondents (N)	Percentage (%)
Yes	22	100
No	00	00
Total	22	100

The question involves the importance of attitudes in all aspects. Based on this statement, the total agreement of teachers (100%) is on the need for attitudes for the learning process, as Table 3.29% shows the outcome. Additionally, none of them (0%) said no. The overall responses (22) are yes, as the finding indicates the teachers' recognition of the importance of attitudes that are directed at a certain thing. Teachers were asked to explain. These are a few of their views:

• Attitude is important because it is the cornerstone of everything in our lives. since it will decide our dealings with everything.

• They determine one's decisions and view of the world. The more positive attitude you have about something, the more efficient your actions are.

• Yes, of course, because a positive attitude better influences students' performance.

• It is the key to evaluating students' achievements.

Question 5: On what basis are teachers' attitudes formed?

Table 3.30: The formation of attitudes

Options	Number of respondents (N)	Percentage (%)
Students' motivation	6	27.3
Students' interaction	10	45.5
Students' academic achievements	4	18.2
Other	2	9.1
Total	22	100

The question refers to the essentiality of the formation of attitudes. In relation to the result in Table 3.30, it can be said that the percentage (45.5%) is the majority of teachers who estimate that their attitudes are formed on the basis of students' interaction. In contrast, others (27.3%) of teachers indicate that they are affected by students' motivation. And just (9.1%) of them choose students' academic achievements, which means that they are concerned about their students' levels. However, two others claim that their attitudes are formed depending on their own experiences, their way of thinking, and also classroom behavior.

Question 6: Which type of attitude from the following is more necessary in learning EFL?

(Please, choose only one option)

Table 3.31: Types of attitude

Options	Number of respondents (N)	Percentage (%)
Behavioral attitude	2	9.1
Emotional attitude	2	9.1
Cognitive attitude	18	81.8
Total	22	100

From (Table 3.31), most teachers (81.8%) choose a cognitive attitude that obtains a great majority of votes. This indicates that it has a close sense of the term attitude. (9.1%) of them select behavioral attitude, which determines the reaction of learners optimistically or negatively towards learning EFL. The same (9.1%) of the teachers react towards emotional attitude positively, which allows learners to express their internal desire by favor or disfavor.

Section three: E-learning and teachers' attitudes

Question 7: Have you had online courses during the covid-19?

Table 3.32: Online courses during covid-19

Options	Number of respondents (N)	Percentage (%)
Yes	21	95.5
No	1	4.5
Total	22	100

The question seeks to know if teachers have had online sessions during COVID-19. It can be noticed that (95.5%) of the teachers did many online sessions in learning English, whereas (4.5%) of the teachers assumed that they did not use it, as it is shown in table (3.32). Thus, it is obvious that it was the first solution for all of them.

Question 8: Do you think that classic learning could be substituted by e-learning?

Table 3.33: Replacement of classic learning by e-learning

Options	Number of respondents (N)	Percentage (%)
Yes	5	22.7
No	17	77.3
Total	22	100

As it is shown in table (3.33), the majority of teachers (77.3%) agree that classic learning could never be substituted by e-learning due to the effectiveness of classroom and face-to-face learning in developing students' skills and language. However, 22.7 percent believe that e-learning will eventually replace traditional learning.

Question 9: Based on your experience, do you prefer: E-learning course/ Classic course/ Both

(Please explain)

Table 3.34: E-learning course or classic course

Options	Number of respondents (N)	Percentage (%)
E-learning course	4	18.1
Classic course	16	72.7
Both	2	9.09
Total	22	100

The results in the above table revealed that 18.1% of the teachers prefer e-learning while a huge percentage (72.7%) prefer more classic courses. Two teachers, however, prefer to combine the two processes. They have justified their answers by claiming that they prefer the classic course because it is more effective, especially when they make eye contact with their students, which shows their abilities with the motivation of their teachers and the immediate feedback. For those who prefer e-learning, they justify their answers by saying that recent research has proved the effectiveness of e-learning. E-learning has also become one of the significant components of long-term educational strategies in most developed societies. Furthermore, those teachers highlight some of the benefits of e-learning, such as the ability for students to study at their own pace, accessibility, and autonomy. Those who prefer to mix the use of the two courses believe that the classic courses with the advantages of e-learning courses will achieve more educational goals.

Question 10: Do you use the university e-learning platform?

Table 3.35: The use of the E-learning platform

Options	Number of respondents (N)	Percentage (%)
Never	00	00
Sometimes	16	72.7
Always	5	22.7
Other	1	4.5
Total	22	100

When asking teachers about their use of e-learning platforms, no one says that they never use them. The majority of them (72.7%) declare that they sometimes use those platforms. They say that it depends on the situation and learning requirements. However, five teachers say that they are always active in using e-learning platforms, which means that they do their best to create a successful online environment for their students to develop.

Question 11: Do you think it can be used with all courses (content-based and language-based courses)?

Table 3.36: Courses in the platform

Options	Number of respondents (N)	Percentage (%)
Yes	11	50
No	11	50
Total	22	100

Table(3.36)shows that half of the teachers (50%) choose that all types of courses can be learned through online sources. The following half (50%) of those who pick "no" think that it cannot be used with all course content and language-based courses. The results show the difference between teachers' attitudes towards the appropriate lessons that can be learned through the platform.

Question 12: Is it as easy to teach phonetics as it is for linguistics? (If no, would you please explain the difference)

Table 3.37: The difference between content and language-based courses

Options	Number of respondents (N)	Percentage (%)
Yes	12	54.5
No	10	45.4
Total	22	100

It is noticed that approximately more than half of teachers (54.5%) affirm that there is no difference in teaching phonetics or linguistics. At the same time, ten teachers (45.4%) do not agree

with the question, as in Table 3.37. This means they make no distinction between content-based and language-based courses. Those teachers who said "no" declared the following reasons:

• There is a difference between the contents of each module, and each module has its own way of explaining it, such as phonetics, translation, and oral expression, which need face-to-face interaction to clarify every part of the lesson.

• I think that teaching phonetics requires more physical presence. It is possible in linguistics, especially as far as theory is concerned. Phonetics, on the other hand, necessitates more practice.

Question 13: Does the method of providing summarized lectures work with all courses (e.g., civilization Vs. oral expression)?

Table 3.38: Summarized courses

Options	Number of respondents (N)	Percentage (%)
Yes	10	45.4
No	12	54.5
Total	22	100

According to the findings in Table 3.37%, less than half of teachers (45.4%) agreed that providing summaries of lectures is a workable method with all courses, while more than half disagreed with this method with all courses, such as civilization and oral expression, which have specific nature of knowledge, different teaching materials, aids, and special practice.

Question 14: Do you find it useful to use the e-learning platform?

Table 3.39: Usefulness of the e-learning platform

Options	Number of respondents (N)	Percentage (%)
Yes	16	72.7
No	6	27.3
Total	22	100

According to the results shown in table 3.39, the majority of the population (72.7%) agree that e-learning platforms are useful since they can easily and successfully achieve their goals and

share their information with their students through those platforms. However, 27.3% of the participants declare that e-learning platforms are really useful. This is due to the problem they face when they use them in teaching.

Question 15: How many of your students regularly participate in your virtual classes?

Table 3.40: The online participation of students

Options	Number of respondents (N)	Percentage (%)
All of them	2	9.1
Half of them	19	86.4
No one	1	4.5
Total	22	100

When teachers were asked about the participation of their students in online classes, the majority (86.4%) said that half of the students are active and participate with them. However, only 9.1% of the teachers say that all of their students participate with them, which means that their lessons are well-designed and the content motivates them to show their abilities.

Question 16: What are the challenges that you face with students in the online sessions?

Table 3.41: Students' online challenges

Options	Number of respondents (N)	Percentage (%)
Lack of motivation	3	13.6
Lack of participation	7	31.8
Disability to enter the lesson on time	7	31.8
Other	5	22.7
Total	22	100

The previous results (Table 3.41) show the challenges that most teachers face with their students in the online sessions. Seven teachers said that the big problem is the inability of the students to enter the lesson on time, which is due to some technical and connection problems, while

the other seven declared that the lack of participation is the reason behind the failure of the online lessons. However, 13.6% of the volunteered population reported that their students were unmotivated. Other challenges are also presented by the five teachers, such as connection issues and internet outages.

Question 17: Attitude involves someone's reaction towards a certain action or situation. Do you believe that attitude could be an influential factor in students' achievements?

Table 3.42: The influence of attitude on students' achievements

Options	Number of respondents (N)	Percentage (%)
Yes	22	100
No	00	00
Total	22	100

Teachers were asked if they believed that attitude could have an impact on student achievement in this question. All of them believe that attitude affects students' achievement directly and leads either to their success or failure.

Question 18: What is the teacher's role during online lessons?

Table 3.43: Teachers' role in online learning

Options	Number of respondents (N)	Percentage (%)
Guide the students	12	54.5
Develop students' technological skills	2	9.1
Improve students' interaction with each other	3	13.6
Other	5	22.7

The findings in (Table 3.43) prove that half of the teachers guide their students during the online sessions, which means that they guide their students to benefit from the whole information delivered. However, three teachers said that their role is based on improving students' interaction with each other, which means that they motivated their students to participate and share their

questions and ideas. And only two declared that they try to develop students' technological skills. However, five teachers gave other suggestions and said that they either play all the previous roles, improve students' proficiency and academic achievement, or explain the courses and boost students' motivation and interaction. While one of the teachers said that the same role he/she played in face-to-face lessons he/she played during online lessons.

Question 19: Do you really believe in the effectiveness of the Algerian online educational system?

Table 3.44: The effectiveness of the Algerian online educational system

Options	Number of respondents (N)	Percentage (%)
Yes	6	27.3
No	16	72.7
Total	22	100

The majority of the teachers (72.7%) agreed that the Algerian online education system is not effective due to many challenges and problems, which lead to their bad experiences during online sessions. However, 27.3%) believe in the effectiveness of the Algerian online educational system and its role in creating a positive environment for students to achieve their goals.

Question 20: Attitudes could affect the e-learning process, in your point of view: Positively/ Negatively / Both

Table 3.45: The affection of attitudes toward the e-learning process

Options	Number of respondents (N)	Percentage (%)
Positively	8	36.4
Negatively	1	4.5
Both	13	59.1
Total	22	100

The finding of the question in (Table 3.45) suggests that attitudes can affect the e-learning process differently. It is noticed that the great majority of teachers (59.1%) agree that it can affect the e-learning process both positively and negatively at the same time, but few of them (36.4%) indicate that it can affect it positively, while only 4.5%) of the teachers see that it affects it negatively. As a result, attitudes can have an impact on online learning both positively and negatively, depending on the circumstances of each individual.

Question 21: What are the struggles that face teachers in online learning?

Table 3.46: Online learning struggles

Options	Number of respondents (N)	Percentage (%)
Lack of motivation of students	00	00
Lack of in-person interaction	3	13.6
Lack of EdTech and online learning options	4	18.2
Infrastructural problems	6	27.3
Digital literacy and technical issues	9	40.9
Total	22	10

The result in Table 3.46, shows that (40.9%) of the teachers report that digital literacy and technical issues are the most common struggles in online learning. Then (27.3%) of them choose infrastructure issues. And (18.3%) chose the lack of EdTech and online learning options. Other teachers (13.6%) prefer the option of the lack of in-person interaction. But no one chooses the lack of motivation of students. The results show that the ability to use technology like internet platforms is highly recommended in online teaching.

If you have any comments, please feel free to provide them.

This is an open question to add information about the topic. From 22 teachers, only ten added comments. The majority wished us good luck. The other comments and suggestions were summarized as the following:

• Some questions are general, and some of the options are limited, like the above struggles, where one cannot tick them all.

• An interesting topic. I hope after analyzing your data, you will provide some useful pedagogical implications for both teachers and learners to improve their online learning.

3.2.7. Summary of Results and Findings from Teachers' Questionnaire

The findings are based on the information gathered from teachers' responses to a questionnaire regarding their attitudes toward e-learning (EFL), which appear to be positive. The survey covers all facets of the topic of using the platform to teach online courses. The majority of instructors have reacted positively to the issue, which has been attempting to address real-life experiences and scenarios that all teachers have encountered. It's important to note that the vast majority of teachers feel that attitudes are critical to a successful learning process.

Beginning with gender, the majority of teachers are women. Approximately more than half have had more than ten years in their career. Attitude is defined as "a collection of feelings, thoughts, and actions directed toward a specific object, person, thing, or event," as is well known. Furthermore, 50% of them thought the closest definition was "a mood or style of thinking that influences one's actions." The findings show that examining instructors' attitudes toward learning EFL is a fascinating topic that drew the attention of all teachers when data was collected from their responses. It's worth noting that all teachers (100%) agree that attitude plays a crucial role in online learning, particularly when students' behaviours are good, as this will help them learn EFL more effectively. According to the findings in (Table 3.30) above, the majority of teachers (45.5%) believe that their attitudes are formed as a result of their interactions with students. In a similar vein, most teachers (81.8 percent) prefer the cognitive aspect of attitude because they believe that attitudes and cognitive aspects are both based on the ability to perceive knowledge and understand it, whereas the other two types, behavioural and emotional, aid in identifying learners' attitudes by liking or disliking them.

In section three, which covered teachers' attitudes towards e-learning, it was found that another key topic raised in the survey was the usage of online learning during COVID 19, which revealed that all teachers did so. However, the majority (77.3%) disagree with e-replacement learning of traditional learning and prefer traditional learning because it is more effective, especially when they make eye contact with their students, who show more ability with their teachers' motivation and immediate feedback. Teachers use the online platform as needed to provide their students with a successful online environment. Table 3.36, reveals that half of the professors believe

that all sorts of courses can be learned using online resources, while the other half disagree. Due to the differences in the contents of each module, they distinguish between content-based and language-based courses. Also, even if only half of the population participates in virtual classes, the majority feels that e-learning platforms are valuable because they can simply and successfully achieve their goals and share their information with their pupils using those platforms. Another point in the survey was the difficulties they experience with students, such as their inability to be on time for class and a lack of involvement and motivation due to internet troubles. As a result, this will have an impact on students' grades. In general, most professors assist their students in gaining the most advantage from the knowledge provided. According to 72.7 percent, the Algerian online education system is ineffective due to numerous issues and problems that lead to negative experiences during online sessions, while others are satisfied. Attitudes can have a favourable or negative impact on the e-learning process depending on the circumstances of each individual. Aside from the challenges that teachers experience in online learning, such as digital literacy and technological concerns (40.9%), there are also infrastructure issues.

Finally, the majority of teachers find the questionnaire intriguing. On the one hand, there is the importance of attitudes toward e-learning that contribute to an increase in the motivation to reach learning goals. They are satisfied, on the other hand, with the issues and elements addressed in the questionnaire because the questions shine light on real situations and/or difficulties that all teachers are aware of, in other words, based on what they have been experiencing or teaching.

Conclusion

To conclude, this chapter reveals a direct and strong relationship between students' and teachers' attitudes and the e-learning process. It also proves that a huge percentage of both students and teachers have negative attitudes due to some difficulties that they faced during the online courses that stand as an obstacle between them and the achievement of educational goals. However, some students and teachers have a positive attitude towards e-learning strategies that help them develop their level. That means some students are motivated to overcome those difficulties. Regarding the analysis of the teacher's questionnaire, it is convenient that teachers confirm that students have to deal with the e-learning system as a prominent solution. Also, teachers attempt to help their students overcome the difficulties they encounter by encouraging them to be motivated more and more in order to decrease their fear and anxiety. Taking into consideration the importance of their attitudes towards content and language-based courses, they also differ.

General conclusion

The current study is based on a study of teachers' and learners' views about e-learning, specifically English as a Foreign Language (EFL). Learners' attitudes, motivation and self-efficacy variables that stimulate learners' willingness to study through an online platform, and challenging factors that are the most difficult problems all EFL learners confront in content and language-based courses, all play a role in improving their learning process.

On the one hand, it addressed all aspects of the topic that, sounding like a succession of items, complete each other, such as the meaning of the term attitude, its components, types, formation, and other consciousness dimensions that measure learners' attitudes. On the other hand, the study attempted to show the link between e-learning and attitudes, as well as the contrasts and similarities between the two notions of content-based and language-based courses. However, it merely concentrated on the most significant aspects in common. Similarly, the study emphasized the role of attitude in determining learners' behaviors toward e-learning, whether cognitively, behaviorally, or emotionally. Of course, each type differs from the others in its own functions and features, all of which have a significant impact on the language learning process, whether positively or negatively. This study shed light on the need for enhancing learning methods as tactics to be used by EFL learners during their online learning process, as well as the functions and features of attitudes. Furthermore, the research looked into the significance of e-learning as well as its main goals. In addition to students' and teachers' attitudes towards using the two types of modules, which are content-based and language-based courses, and the difference between them, The purpose of this study was to determine the importance of attitude and to investigate the relationship between e-learning and attitude. However, the collected data from teachers' and students' questionnaires revealed that both are required. Other influential factors include motivation and the use of technology, which aids learners in creatively achieving their goals and gathering strength in order to cleverly overcome obstacles, particularly in the context of online education.

Finally, the findings generally supported the validity of the research hypothesis, which is that attitudes regarding e-learning are important. Additionally, the good results of both the teachers' and students' questionnaires are based on a descriptive quantitative design, which attempted to gather and evaluate the replies of the participants as well as the correlation between attitude and motivating variables. Both teachers and students agree that attitudes regarding e-learning are important, and that having a good attitude can help students obtain higher academic results. And the opposite: if students' attitudes are negative towards e-learning, their academic achievements will decrease. Also, to compare between e-learning and classic learning, teachers and learners prefer classic learning due to the effectiveness of in-person interaction, and it is better to mix between the two processes.

1.Pedagogical Implications

The purpose of this research is to look into the role of teachers' and students' attitudes in supporting language learning through the internet. The critical point is then to look into the theoretical research hypothesis.

Firstly, the findings of this study demonstrated that students' opinions towards the utilisation of an e-learning system are significant. It is essential that students have a clear understanding of their learning circumstances and choose appropriate approaches and techniques to promote successful outcomes. Learners who are obliged to take various courses through e-learning sources, including content and language-based courses, must utilise the effective methods to achieve the course goals. Furthermore, learners must concentrate on strengthening their motivation, which is critical in guiding them toward their learning responsibilities. Besides, learners must overcome the challenges of e-learning by utilising practical technology tools and seeking new efficient methods for achieving good learning results.

Secondly, teachers must consider incorporating numerous online methods to increase students' learning motivation. They must also encourage their students and provide opportunities for

them to participate in online sessions. To mean that teachers must change their students' perceptions of advanced materials outside the classroom. Furthermore, course content must be prepared in order to implement innovative teaching methods that emphasise learners' creative roles because students have different attitudes towards content and language-based courses. Finally, the e-learning environment must be appropriate and relevant in order to achieve effective learning and encourage learners' success.

2. Limitations of the study

The present investigation faced a number of ethical, contextual, and methodological constraints which prevented its appropriate realization. These obstacles are listed as follows:

• The refusal of certain students and teachers to comply and complete the printed questionnaire.

• Time constraints prevented the researcher from doing a thorough examination of the teachers' questionnaire because e-versions of teachers' questionnaires were not as effective as printed papers.

• The unavailability of authentic resources (books, articles, etc.) emerges as one of the major barriers that many Algerian students are currently facing. Because of the severe lack of materials, the researcher is unable to expand his background knowledge and is sometimes forced to infringe on copyrights without his knowledge. This is in direct opposition to universal academic norms and standards.

• Also, the study had a limited reach; it was exclusively for second-year license students. In fact, since the goal was to explore students' views regarding e-learning, it would be preferable if it contained samples from various levels.

3.Recommendation

In light of the broad scope of this study, we may suggest specific strategies and e-learning solutions that can assist teachers in achieving learning objectives via an online system, as well as students in attaining favourable academic outcomes. As a result, there are a few recommendations that must be addressed:

• It will be helpful if everyone has a good and positive attitude towards e-learning because it will be an effective strategy if both teachers and students work on developing their beneficial attitudes.

• It will be a very effective strategy if both teachers and students work together to create academic sites to encourage learning outside of the classroom.

• It is preferable if teachers provide a variety of teaching methods through the platform from which students can choose the one that best suits them regarding content and language-based courses.

• Teachers must also help students stay motivated by delivering positive online comments and providing instant feedback to help them develop their skills.

• It would be beneficial if the country developed the connection speed and provided all students with good technological tools to reduce the challenges that teachers and students have been facing during their online sessions.

• It is also proposed that a combination of traditional learning and e-learning can be used to meet all demands and achieve good results for both teachers and students.

• Teachers have to train their students on the application and the use of different types of e-learning programs before dealing with the lessons.

• In terms of ethics, it is impossible to ignore the reality that some teachers and pupils look uninterested in responding to researchers' questionnaires or participating in their interviews. As a

result of this phenomenon, an exploratory study into the reasons behind teachers' and students' apathy about self-reporting their thoughts and perceptions is strongly advised.

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APPENDICES

Appendix One Students' Questionnaire

Dear second year license students

This study is carried out to investigate your opinion about students' Attitudes towards E-learning. You are kindly invited to answer this questionnaire by saying yes or no, putting a tick in the appropriate box, or by making complete answers. Would you please devote some of your valuable time to fill it out. Make sure that your responses are confidential and the information you provide will contribute a lot to the successful completion of this dissertation, so please feel free and answer honestly.

Thank you in advance for your cooperation and participation

<div align="center">

Master two students:

Ms. BOUCHEMAL Bouchra

Ms. BOUGUETTAYA Safia

</div>

Department of English Language and Letters
University of Guelma

Academic year: 2021/2022

Section One: General Information

Question 1: What is your gender?

Male ☐

Female ☐

Question 2: How long have you been studying English?

..........Years.

Question 3: How do you describe your level in English language?

Excellent ☐

Good ☐

Average   ☐

Bad   ☐

Section two: Students attitudes

Question 4: Which definition you think is the term attitude?

Point of view   ☐

Way of thinking   ☐

Behavior   ☐

Other…………………………………………………………………………………...

Question 5: Do you think that students' attitudes areimportant in determining learning?

 Yes   ☐

 No   ☐

Question 6: Do you think that attitude is a:

Fixed concept   ☐

Changeable concept   ☐

Question 7: Do you think that there is a difference in your attitudes between distance learning and presence learning?

Yes   ☐

No   ☐

Question 8: What are your attitudes toward online English language sessions?

Positive   ☐

Negative   ☐

Question 9: In your online sessions, how eager are you to participate?

Always   ☐

Sometimes   ☐

Rarely   ☐

Never

Question 10: Do you think that students' attitudes could be measured:

Explicitly (direct questions about their feelings)

Implicitly (through indirect response strategies)

Question 11: What are the causes affecting students' attitudes towards online learning?

Demographic factors (gender, age and occupation)

Computer skills

Availability of technical tools

Others …………………………………………………………………………….

Question 12: Do you feel that you can actually learn the foreign language at distance?

Yes

No

Section three: E-learning and students attitudes

Question 13: What are the modules that you can learn it through online resources?

Linguistics

Literature

Oral expression

Phonetics

Question 14: What are the difficulties that you face while learning English language online?

Lack of Clarity

Lack of Motivation

Decreased Knowledge Retention

Weakened Logical and Intellectual Abilities

Question 15: What are the factors that affect the students in online learning?

Learner characteristics

Perceived usefulness

Course content

Course design

Ease of use

Faculty capacity

Question 16: What is your biggest challenge with online learning**?**

Staying Motivated

Ineffective Time Management.

Lack of Instant Communication.

Not Receiving Timely Feedback

 Not Receiving Clear Instructions or Expectations

Share Time Management Apps and Resources for Students

 Utilize Educational Technology

 Lack of interaction with teachers

Question 17: What is the effect of online English learning through the Moodle on students' academic achievements?

Positive

Negative

Question 18: Do you have the same attitudes towards content based courses (such as Literature) and language based courses (such as oral expression) in e-learning?

Yes

No

Question 19: Do you think your academic achievement is better when you learn:

Through e-learning sources

In classroom

Question 20: What is the best teaching method for online learning?

Content based courses ☐

Language based courses ☐

Question 21: In your opinion is the e-learning system beneficial?

Yes ☐

No ☐

If yes what are the advantages of e-learning?

Accessibility of Time and Place ☐

Less Intensity ☐

Easier Attendance ☐

Increase confidence ☐

Others   …………………………………………………………………………….

If no what are the disadvantages of e-learning?

Excess exposure to screen time ☐

Requires self-discipline and time management skills and Diminished social interaction ☐

Lack of trust between teacher and students ☐

Question 22: What is the impact of online learning on students?

Lack of efficiency of technology ☐

The difficulty for pupils to understand the concepts taught ☐

Social isolation ☐

Others ……………………………………………………………………………..

Question 23: Which of the following e-learning goals you feel that your teachers achieve?

Create rich online communication environment ☐

decrease students' anxiety and fear ☐

Share an effective amount of information ☐

Developstudents' technologicalskills

Achieve learning goals faster and easier

Others ………………………………………………………………………………………….

Question 24: Do you feel that the Algerian online educational level could be better than the developing countries' educational level?

Yes

No

Question 25: If you are able to change something in the Algerian online system to improve it, what it could be?

Students and teachers communication tools

Teachers' explanation skills

Others …………………………………………………………………………………………

- If you have any comment please feel free to provide it

……

…………………………………………………………………………………………………

Appendix Two Teachers' Questionnaire

Dear Teachers

You are kindly requested to answer the questionnaire by ticking the appropriate box or giving full answers, etc. This questionnaire constitutes an essential part of a Master dissertation carried at the department of English, University 8 may 1945 of Guelma. The aim behind is to investigate teachers' attitudes towards E-learning. Your responses are confidential and the information you provide will contribute a lot to the successful completion of this dissertation.

Thank you in advance for your significant collaboration and for your voluntary participation which is highly appreciated.

<div align="center">

Master two students:

Ms. BOUCHEMAL bouchra

Ms. BOUGUETTAYA safia

</div>

Academic year: 2021/2022

Section One: General Information

Question 1: Are you:

Male ☐

Female ☐

Question 2: How long have you been teaching English at the university?

Less than 5 years ☐

Between 5 to 10 ☐

More than 10 years ☐

Section two: Teachers' attitudes

Question 3: How would you define attitudes?

A mood or way of thinking that influences one's actions ☐

A means of putting the body or its parts in an upright position ☐

A set of feelings, ideas, and actions directed at a certain object, person, thing, or event [ ]

Question 4: Do you think that attitudes are important? (please explain)

Yes [ ]

No [ ]

Explain please…………………………………………………………………………

Question 5: On what basis are teachers' attitudes formed?

Students' motivation [ ]

Students' interaction [ ]

Students' academic achievement [ ]

Others……………………………………………………………………………….

Question 6: Which type of attitude from the following is more necessary in learning EFL?

(Please, choose only one option)

Behavioral Attitude [ ]

Emotional Attitude [ ]

Cognitive Attitude [ ]

Section three: E-learning and teachers attitudes

Question 7: Have you had online courses during the covid-19?

Yes [ ]

No [ ]

Question 8: Do you think that classic learning could be substituted by e-learning?

Yes [ ]

No [ ]

Question 9: Based on your experience, do you prefer:

E-learning course [ ]

Classic course [ ]

Both ☐

Explain please…………………………………………………………………………..

Question 10: Do you use the university e-learning platform?

Never ☐

Sometimes ☐

Always ☐

Other ………………………………………………………………………………

Question 11: Do you think it can be used with all courses (content based and language based courses)?

Yes ☐

No ☐

Question 12: Is it as easy to teach phonetics as it is for linguistics?

Yes ☐

No ☐

   If no would you please explain the difference ……………………………………………….

Question 13: Does the method of providing summarized lectures work with all courses (e.g: civilization Vs oral expression)?

Yes ☐

No ☐

Question 14: Do you find it useful to use the e-learning platform?

Yes ☐

No ☐

Question 15: How many of your students regularly participate in your virtual classes?

All of them ☐

Half of them ☐

No one ☐

Question 16: What are the challenges that you face with students in the online sessions?

Lack of motivation ☐

Lack of participation ☐

Disability to enter the lessons on time ☐

Others……………………………………………………………………………………..

Question 17: attitude involves someone's reaction towards a certain action or situation, do you believe that attitude could be an influential factor on students achievements?

Yes ☐

No ☐

Question 18: What is the teacher's role during online lessons?

Guide the students ☐

Develop students' technological skills ☐

Improve students' interaction with each other ☐

Others……………………………………………………………………………………..

Question19: Do you really believe in the effectiveness of the Algerian online educational system?

Yes ☐

No ☐

Question 20: Attitudes could affect the e-learning process, in your point of view:

Positively ☐

Negatively ☐

Both ☐

Question 21: What are the struggles that face teachers in online learning?

Lack of Motivation of students

Infrastructural Problems

Digital Literacy and Technical Issues

Lack of In-person Interaction

Lack of EdTech and Online Learning Options

•If you have any comments please feel free to provide them

………
……………………………………………………

Résumé

L'apprentissage en ligne présente un virage novateur dans le domaine de l'apprentissage dans lequel il contribue à poursuivre le système éducatif en aidant à la fois les étudiants et les enseignants à atteindre leurs objectifs académiques. Il émergeait comme un moyen et une méthode d'apprentissage et d'enseignement de premier plan dans les établissements et organisations d'enseignement, principalement dans les universités algériennes. Elle s'est généralisée avec la crise nationale et la pandémie de covid-19 et les cas d'urgence de distanciation physique ; Car les universités ont été contraintes d'adopter des méthodes d'enseignement à distance qui respectent les règles de sécurité d'une part, et assurent le déroulement des enseignements et l'achèvement des cursus académiques d'autre part. Cette étude vise initialement à explorer les attitudes des enseignants et des étudiants envers le processus d'apprentissage en ligne et ses stratégies. La recherche étudie également l'effet des attitudes positives et négatives envers les cours basés sur le contenu et les cours basés sur la langue. En outre, le présent travail vise à extraire l'influence des attitudes des enseignants et des étudiants à l'égard de l'apprentissage en ligne sur le niveau d'instruction et les résultats des étudiants. La méthodologie de recherche adoptée dans la présente étude est basée sur une approche descriptive qui s'appuie sur des outils d'investigation quantitatifs. Les données obtenues ont été recueillies au moyen d'un questionnaire imprimé administré aux étudiants de deuxième année de licence et d'un questionnaire en ligne mené auprès des enseignants du département d'anglais du 8 mai 1945, Université de Guelma. En fait, les résultats de la recherche ont confirmé l'hypothèse de recherche, et il est clairement établi qu'il existe une relation précieuse entre les attitudes des enseignants et des apprenants et le processus d'apprentissage en ligne dans lequel les réalisations des apprenants et le succès des approches d'apprentissage en ligne reposent directement sur les attitudes des enseignants et des étudiants

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ملخص

يقدم التعلم الإلكتروني نقلة مبتكرة في مجال التدريس حيث يساهم في متابعة نظام التعليم من خلال مساعدة كل من الطلاب والمعلمين على تحقيق أهدافهم الأكاديمية. لقد برز كطريقة و وسيلة للتعلم والتدريس في المؤسسات والمنظمات التعليمية ، ولا سيما في الجامعات الجزائرية. و قت عرف انتشارا واسعا مع الأزمة الوطنية لوباء covid-19 و حالات الطوارئ و التباعد الجسدي ؛ حيث اضطرت الجامعات لاعتماد طرق التدريس عن بعد التي تتماشى مع قواعد السلامة من جهة ، وتضمن سيرورة الدروس وإتمام الدورات الأكاديمية من جهة أخرى. تهدف هذه الدراسة في البداية إلى استكشاف مواقف كل من المعلمين والطلاب تجاه عملية التعلم الإلكتروني واستراتيجياتها. حيث يتطرق البحث أيضًا إلى تأثير كل من المواقف الإيجابية والسلبية تجاه الدورات القائمة على المحتوى والدورات اللغوية. إلى جانب ذلك ، يهدف العمل الحالي أيضا إلى استخلاص تأثير مواقف كل من المعلمين والطلاب تجاه التعلم الإلكتروني على التحصيل العلمي وإنجازات الطلاب. حيث تعتمد طريقة الدراسة الحالية على منهج وصفي يعتمد على أدوات التحقيق الكمي حيث تم جمع البيانات من خلال استبيان مطبوع تم تقديمه لطلاب السنة الثانية ليسانس واستبيان آخر تم ارساله لأساتذة قسم اللغة الإنجليزية في جامعة8 ماي1945 بقالمة عبر الإنترنت بواسطة البريد الإكتروني. في الواقع ، أكدت نتائج البحث الفرضيات المطروحة سابقا حيث تم اثبات العلاقة القيمة بين مواقف و إنطباعات المعلمين والمتعلمين وعملية التعلم الإلكتروني حيث أن إنجازات المتعلمين ونجاح مناهج التعلم الإلكتروني يستند بشكل مباشر على مواقف المعلمين والطلاب.