

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ABBES LAGHROUR UNIVERSITY-KHENCHELA

Faculty of Letters and Languages

Department of English Language and Literature



The Challenges Facing EFL Teachers When Using E-learning During COVID-19

Case Study: EFL Teachers at the University of ABBES LAGHROUR

Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirement for the Magister Degree in Language and Culture

Submitted By:

Miss. Maroua DJEGHLAL

Mr. Mohamed Said GHEDIR

Supervised By:

Pr. N. DAGHBOUCHE

Board of Examiners:

-

-

2021

ACKNOWLEDGEMENTS

Our deepest gratitude goes to our supervisor Pr.N. Daghbouch; we have been fortunate to have a supervisor who gave us the freedom to explore on our own and at the same time the guidance to recover when our steps faltered. Thank you for spending much time reading and correcting our dissertation.

We would like also to thank all the teachers and the examiners who saved no time to read and evaluate this work.

We owe our gratitude to our close and special friends for the countless hours of listening, laughing, encouraging, supporting and caring they provided.

We wish also to thank our families for providing us a loving environment.

DEDICATION ONE

In the name of Allah, Most Gracious, Most Merciful

This dissertation is dedicated to my wonderful parents, who have raised me to be the person I am today. You have been with me every step of the way, through good and bad times. Thank you for all the unconditional love, endless sacrifices, guidance, and support that you have always given me.

To my lost grandmother, Allah bless her.

To my one and only sister Miled.

To my brothers Badro and Housseem with his wife Manel.

To my nephew Mohamed Razine.

DEDICATION TWO

I am so honored to dedicate this work to my precious parents.

To my family, to my brothers and sisters I wish you a better life than mine.

To my friends: the real ones. To that close and special friend this work is for you.

To my classmate and partner, I am so thankful to be with you in this work.

ABSTRACT

One of the major objectives of the following research is the attempt to explain the different challenges faced by EFL teachers during the coronavirus pandemic at the University of Abbes Laghrour, Khenchela and to draw then constructive conclusions. The first chapter of the following dissertation includes a general introduction. Also, it enumerates few but not all the challenges facing EFL teachers during and after the widespread adoption and integration of E-learning during the pandemic, with a brief reference to some previous studies regarding the studied phenomenon. The second chapter entails a brief analysis of data through a mean of a questionnaire subsequently designed for teachers at the department of English to discover their views and feelings about the adoption of e-learning strategy during the exceptional phase that the world went through. In addition, it presents some suggestions and recommendations proposed by the researchers that may contribute to enhance the effectiveness of E-learning for future use to treat these challenges and obstacles locally and nationally, then end with a general conclusion. The method used in this study was a questionnaire with "open" and "closed" questions. Results revealed that further investments and contingency plans are needed to develop a resilient education system that supports electronic and distance learning within the University of Khenchela.

LIST OF TABLES

Table one: Distribution of Questions in the Questionnaire.....	06
Table two: The Online Platforms Used by EFL Teachers.....	23
Table three: E-learning VS Traditional Learning	25
Table four: Teachers' Experience With the Online Platforms	27
Table five: The Obstacles Faced by EFL Teachers.....	29
Table six: The Emerging Difficulties During Online Classes	31

LIST OF FIGURES

Figure one: Continuum of Technology-based Learning	13
Figure two: Teachers' opinion about e-learning	21
Figure three: The university performance during the COVID-19	22
Figure four: The online platforms being used during the COVID-19	22
Figure five: The most effective online platform	24
Figure six: EFL teachers' readiness to use e-learning	24
Figure seven: E-learning VS traditional learning	26
Figure eight: Obstacles facing EFL teachers during online classes	28
Figure nine: The presence of difficulties during online courses	30

LIST OF ABBREVIATIONS AND DEFINITION OF TERMS

- 1- **EFL**: English as a Foreign Language
- 2- **E-learning**: Electronic Learning
- 3- **COVID-19**: Coronavirus Disease-19
- 4- **ICT**: Information Communication Technology
- 5- **IT**: Information Technology
- 6- **E-mail**: Electronic mail
- 7- **E-communication**: Electronic Communication
- 8- **Moodle**: Modular Object-Oriented Dynamic Learning Environment
- 9- **GC**: Google Classroom
- 10- **PDF**: Portable Document Format
- 11- **Presence** is defined as real-time presence where both instructor and learner are present at the time of content delivery; it includes physical and virtual presence.
- 12- **E-communication** refers to whether the content delivery includes electronic communication or no.

TABLE OF CONTENTS

Acknowledgements.....	I
Dedication One.....	II
Dedication Two.....	III
Abstract.....	IV
List of Tables.....	V
List of Figures.....	VI
Abbreviations and Definition of Terms.....	VII
Table of Contents.....	VIII
General Introduction.....	1
CHAPTER ONE: LITERATURE REVIEW.....	07
Introduction.....	08
1- Online Learning during the Coronavirus Pandemic.....	08
2- Challenges Associated with Online Learning.....	09
3- Suggestions From Previous Studies to Ensure the Effectiveness of Online Learning.....	10
4- Electronic Learning.....	12
4.1- The Concept of E-learning.....	12
4.2- Types of E-learning.....	13
4.3- Launching of E-learning in Algeria.....	14
5- E-Learning in EFL Teaching.....	14
6- EFL Teachers' Familiarity and Experiences With the University Online Platforms During COVID-19.....	15
6.1- Moodle and Google Classroom as Means of Education.....	16
6.1.a- Moodle.....	16
6.1.b- Google Classroom.....	17

7- Teachers' Experiences.....	18
Conclusion.....	19
CHAPTER TWO: DATA ANALYSIS AND FINDINGS.....	20
Introduction.....	21
1- Analysis of the First Section.....	21
1.1- Teaching and E-learning During COVID-19.....	21
2- Analysis of the Second Section.....	26
2.1- E-learning and English Language.....	26
3- Findings and Discussion.....	32
3.1- The Effectiveness of E-learning During COVID-19.....	32
3.2- EFL Teachers' Challenges With E-learning During COVID-19.....	34
3.2.a- Personal Challenges.....	34
3.2.b- Pedagogical Challenges.....	35
3.2.c- Technical Challenges.....	36
3.3- Factors That May Help EFL Teachers to Achieve Quality in E-learning Under Circumstances Like COVID-19.....	37
4- Solutions and Recommendations.....	39
General Conclusion.....	42
Bibliography.....	44
Appendix.....	51

GENERAL INTRODUCTION

INTRODUCTION

Coronavirus disease (COVID-19) originating from Hubei Province of the People's Republic of China has become a current pandemic over the world. Many countries have been affected by this virus (Thirumalaisamy P.Velavan & Christian G.Meyer, 2020). The COVID-19 pandemic has also changed education forever. Higher education is one of the sectors that have been dramatically modified where the learning process has undergone a profound effect. Several countries switched to e-learning, whereby teaching is undertaken remotely and on digital platforms.

Algeria is not an exception; the higher education ministry invites teachers to continue providing online courses and contribute as well as they can to keep the academic year runs smoothly (Azzeddine Bensouiah, 2020). Teaching-learning tasks that had traditionally been carried out in the university through face-to-face approach moved to the electronic learning program; so it was the case at the University of Abbes Laghrour in Khenchela. All teachers and students are required to sit at home and also perform their responsibilities and duties as usual.

Considering all of these sudden upsets and without a clear endpoint, this presents an extreme challenge for EFL teachers. They are faced with a situation in which they have to change all their teaching habits

1- STATEMENT OF THE PROBLEM:

This urgent shift from face-to-face learning inside classroom into online e-learning outside the classroom has created several challenges for EFL teachers. The curiosity, the need to investigate and the questions that have risen in their minds pushed the researchers to challenge and find out its positive and negative effects on the local university's community.

The researchers' main objective was to find out:

- How and if online learning process was helpful during the Coronavirus pandemic situation?

- What are EFL teachers' challenges of online teaching outside the classroom during coronavirus pandemic?
- What are the English Foreign Language teachers' attitudes and beliefs toward e-learning?
- To provide a better online learning environment for the teachers, how should Abbes Laghrour University manage its transformation into digital learning?

2- AIMS AND OBJECTIVES OF THE STUDY:

This study aims to reveal the challenges and obstacles that face EFL teachers to achieving quality in e-learning during the Coronavirus pandemic (COVID-19) from the specific point of view of EFL teachers at the University of Abbes Laghrour. The research's main aims were:

- To investigate the various challenges facing EFL teachers in integration of e-learning that led students to pursue their studies at home during the university suspension as a result of COVID-19.
- To invite future researchers to do more investigations on this subject to determine whether the e-learning strategy is sufficient to reach English Language Proficiency.
- To familiarize the EFL teachers and learners with the currently used platforms and applications that can assist in enhancing and reinforcing education during pandemics and explore the various challenges that face them each time.
- To understand and know how to use the best methods and modes to engage and motivate EFL teachers and learners in e-learning.

3- HYPOTHESIS:

In this study it is hypothesize that:

- 1- If the integration of E-learning with the traditional learning is included at the higher education system; effective academic results would be generated.

4- LIMITATIONS OF THE STUDY:

It must be recognized that the data obtained from this research may not be completely accurate and merely represents individual perceptions of actions and opinions. In addition, an inherent limitation of questionnaire-based data is its inability to explore the issue at a deeper, more profound level because of time limitation. As a result, this study has only been able to scratch the surface of the issue it set out to explore.

The research instrument used in this research which is the questionnaire has not been rigorously tested to ensure reliability and accuracy in examining these issues. The results of the questionnaire may not be wholly representative of the multiple challenges that EFL teachers have faced during covid-19. Furthermore, another questionnaire was designed to be delivered to students, but due to time constraints, the researchers were unable to question them. The researchers look forward to continue investigating in this phenomenon with larger and different populations of different background in the coming years.

Demographic criteria were not included in the surveys due to time constraints. In addition, results from the research, sampling only EFL teachers and not other types of foreign language instructors/learners, may be difficult to generalize to other categories. The study shows also certain limitation in term of the subject matter taught, it did not examine specifically the various aspects and benefits or drawbacks of technology integration into a particular subject matter/module.

5- SIGNIFICANCE AND IMPLICATIONS OF THE STUDY:

The researchers' expectations arising from this study seek to diagnose the reality of e-learning in "Abbes Laghrour" University of Khenchela during the COVID-19 pandemic, relying on the opinions of the university EFL teachers. If the study came out with the real result, it will:

- Serve as an initial point for similar impact studies in the same subject or other subjects in the same field.
- Provide some evidence to convince the administrative leaders to decide further expansion in E-learning validity.
- Help to re-direct the teaching methods of English to online system to increase the students' motivation in learning and reduce their fears.
- Contribute to new teaching methods and open a gate to a conceptual change.
- Suggest an improvement for future E-learning delivery system.
- Design and improve the benefit of online e-learning and reduce face-to-face exposure and therefore minimize the problems facing the teachers.

6- METHODOLOGY:

The method used in this dissertation was a descriptive one.

A- Distribution of the Questionnaire:

The questionnaire was distributed on a random basis. It was sent to the target population of EFL teachers. Students were not given the opportunity to participate because of the time constraint. For the main data collection and due to the restrictions, the survey was created electronically using Google Forms, and then sent to the teachers via email. Based on the outcomes of this case study, recommendations were drawn up to develop a current EFL online educational program. The study concentrated on measuring the challenges found among EFL teachers and their experiences using e-learning during COVID-19.

B- Selected Population:

In this study, the targeted population was thirty (30) EFL teachers. Eleven responses (11) were returned from the total number, this yielded a total return of approximately sixty percent (60%).

C- Description of the Questionnaire:

The questionnaire designed for teachers contained 15 multiple questions, which all covered the study's objectives. It was composed of 2 sections. The first with eight questions (08) that aimed at gathering information about the use of e-learning among teachers during the covid-19 and its effectiveness. The second with seven questions (07) revolved around teachers' experiences while using the online platforms.

Table One: Distribution of Questions in the Questionnaire:

Section	Section I	Section II
Question Types	Teaching and E-learning during COVID-19	E-learning and English Language
N° Questions	08	07

CHAPTER ONE :
LITERATURE REVIEW

INTRODUCTION

The following chapter will start with a brief presentation of previous studies about online learning during the COVID-19 pandemic. Then, it will review its concepts. The next point will be devoted to explore EFL teachers' familiarity and experiences with the university online platforms during coronavirus epidemic, and it will shed light on both Moodle and Google classroom applications. Finally, it will explore the obstacles facing EFL teachers when using e-learning during COVID-19.

1- ONLINE LEARNING DURING THE CORONAVIRUS PANDEMIC:

Due to the unprecedented situation generated by the Coronavirus pandemic, the impact of the pandemic on education, universities, teachers and students, became a subject of great interest for researchers. A study involving 424 universities around the world revealed that institutions were affected by the pandemic in terms of research, conferences, international mobility and education delivery, most universities stating that they had to adopt online learning and had to face many challenges, the most important being access to technology and teachers' ability to deliver online courses.

Even though some universities had used e-learning as an additional method before the Coronavirus pandemic, most of them were not ready for a full online experience. Thus, in order to continue to properly deliver education, optimization of the e-learning process is necessary. This optimization should also take into account student-teacher interaction, and the language used in the communication between students and teachers should be clear, but it should also contain specific terms for their field of study.

Moreover, Hiltz and Turoff (2005) argued that the contemporary transformation will be seen as revolutionary modifications in the specifications of higher education as a process and as an institution in the next 50 years because the transformation has moved face-to-face instructional

programs using objectivist, teacher-centered teaching method, for thousands of universities to online and hybrid programs applying digital platforms.

2- CHALLENGES ASSOCIATED WITH ONLINE LEARNING:

The COVID-19 pandemic has forced the shutdown of many physical activities worldwide, including educational activities. This situation leaves educational institutions no choice but to migrate to online e-learning. Even though online learning is not a novel phenomenon, this sudden transformation into online e-learning has posed substantial challenges for educational activities globally. A recent study by Adedoyin and Soykan (2020) points out several concrete challenges caused by the sudden digital transformation of instructional operations during the period of the COVID-19 pandemic. By its nature, online learning depends entirely on technological devices and the internet, so it is undeniable that technology is the most pressing challenge to online learning if those involved in the process of teaching and learning are not digitally competent due to inexperience or insufficient training. Some typical technological issues include lack of knowledge of how to use applications and platforms, unstable/slow internet connection, outdated communication devices, and incompatible browsers. Jalli (2020) argues that lack of internet access poses great challenges in Southeast Asia to study online. In Cambodia, for example, teachers and students, particularly in rural areas, do not have reliable internet access and are not capable of using emerging technology, making online learning a difficult, if not frustrating, experience for many (Flynn & Himel, 2020).

An article published by editorial board Liguori and Winkler (2020) about the pandemic's impact on education. They called for more studies and resources on the challenges regarding online education. Another study explored the importance of online learning and investigated the analysis of the challenges and opportunities of online education in the time of the pandemic (Shivangi, 2020). The study provided some guidelines for dealing with online learning challenges at natural disasters and epidemics. A survey was conducted by the International Association of

Universities 2020 about the impact of COVID-19 globally on the higher education institutes. The findings of the study indicated that all the activities of the participated institutes have been affected by the COVID-19 crisis. The results also showed that a negative influence on the quality of activities and the inequity of education opportunities. A study by Ali (2017) focused on Blackboard university platform utilization as a motivator in English language learning and teaching. The study found out that some learners were motivated to work harder in learning English using the online platform, and some other learners were demotivated. Alturise (2020) conducted a study about learners' and teachers' satisfaction in the online learning model using the online platform at Qassim University, Saudi Arabia. The study concluded that e-learning mode is an advancement in education, but significant works are needed to improve online learning applications. Some researchers investigate challenges and obstacles in e-learning during COVID-19 according to their educational environment and provided facilities by different institutes.

3- SUGGESTIONS FROM PREVIOUS STUDIES TO ENSURE THE EFFECTIVENESS OF ONLINE LEARNING:

Due to COVID-19, many educational activities have been paused. The pauses give governments and education leaders the very rare opportunity to rethink education.” (Zhao, 2020, p. 30).

A number of researchers have put forward suggestions on how to enhance the effectiveness of online learning during the COVID-19 pandemic. Naffi and colleagues (Naffi et al., 2020) suggested eight ways universities can improve equity and access to online learning. They include (1) create accessible materials; (2) choose adequate digital technologies; (3) record lectures and caption videos and audio content; (4) adopt inclusive culturally responsive teaching; (5) adopt a flexible approach to student participation; (6) ensure financial support and equipment; (7) understand student needs; and (8) address systemic racism.

Leif et al. (2020) argue that online learning can be made more accessible and inclusive through five simple steps, such as (1) consider how students will navigate through your online classroom; (2)

provide a video tour of your online classroom at the start of the semester; (3) ensure all Word documents, PowerPoint presentations, and PDF files are accessible and searchable; (4) add alternative text (alt text) to images and graphics so that they can be read aloud when students use a screen reader; and (5) add captions and transcriptions to video lessons.

Meanwhile, Dhawan (2020) discussed several solutions to problems associated with online education. The solutions included pre-recording video lessons or lectures; humanizing the learning process by making it more interesting, dynamic, and interactive; creating forums for communication using social media and other digital platforms; continuously improving the quality of the online courses; allowing students to ask questions and provide feedback; and promoting collaborative learning, project-based learning, and group-based learning.

Leng et al. (2020) offered six-point recommendations to ensure the successful switch to online learning and teaching. First, it is the role of leadership. Institutional leaders need to have a genuine commitment to support the adoption of blended learning by investing in facilities and resources needed to support the digital transformation of education. Second, it is the development of digital infrastructure and literacy. They argue that higher education institutions should build and improve digital learning platforms, provide stable internet connection, support students from low socio-economic backgrounds who may not have access to digital devices, and improve digital literacy among students and lecturers. Third, it is the role of pedagogy. Lecturers should be provided with capacity building training opportunities that allow them to develop knowledge, skills, and innovative teaching and assessment methods that can increase student engagement and attention to online classes. Fourth, support for students and staff, both teaching and non-teaching staff, should be offered the support and resources they need. The author suggested developing an e-community where students, faculty members, and staff can communicate socially and academically. Fifth, it is the role of attitudes to learning and teaching. For teachers or lecturers, they should keep themselves abreast of new developments in their fields, especially regarding new teaching techniques that can keep students engaged in an online learning environment. Finally, they call for government support

to assist educational institutions in developing and improving ICT infrastructure, providing training programs for staff, and improving cross institutional communication and collaboration.

4- E-LEARNING:

4.1- THE CONCEPT OF E-LEARNING:

E-learning covers a wide range of applications and processes to deliver education by means of electronic media that includes computer-based learning, virtual classroom and digital collaborations (Deusdado & Carvalho:2009).

For Rosenberg (2001) “E-Learning refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance. It is based on three fundamental criteria:

- E-Learning is networked, which makes it capable of instant updating, storage/retrieval, distribution and sharing of instruction or information.
- It is delivered to the end-user via a computer using standard Internet technology.
- It focuses on the broadest view of learning solutions that go beyond the traditional paradigms of training” (Rosenberg, 2001:28-29).

Nowadays, different forms of distance learning have emerged comprising: fully online courses, hybrid or blended courses that consist of face-to-face sessions along with online delivery, and technology-enhanced courses consisting of integrating technology components into face-to-face traditional courses (Palloff& Pratt: 2007).

MacDonald & al (2009: 39) define e-learning as a form of “learning that takes place via the internet”. Bates speaks of three main ways to make use of electronic learning by education institutions:

- 1- Technology-enhanced classroom where the web and the Internet are integrated into traditional classroom teaching like other technologies through Web pages, PowerPoint presentations, electronically available course material, etc...
- 2- Distance learning to ensure further access to education opportunities for disadvantaged learners.
- 3- Distributed learning describing a mix of deliberately reduced face-to-face teaching and on-line learning.

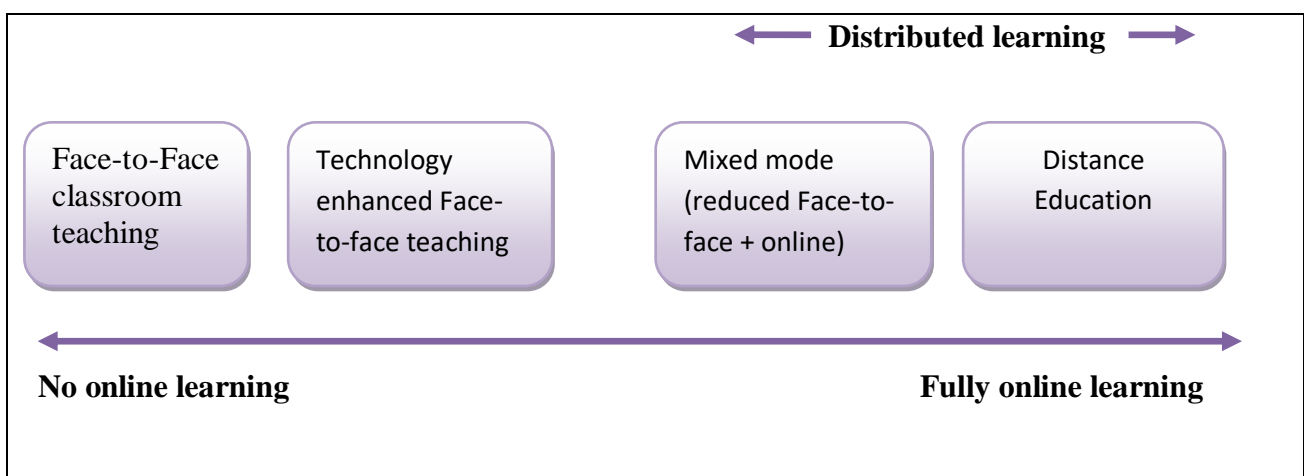


Figure One: Continuum of Technology-based Learning (Bates 2005, P.9)

4.2- TYPES OF E-LEARNING:

Falch (2004) classified e-learning into four types: (1) e-learning without presence and without communication, (2) e-learning without presence but with communication, (3) e-learning combined with occasional presence, and (4) e-learning used as a tool in classroom teaching (Nagashi and Wilcox, 2008:4). Negash and Wilcox (2008) have extended the classification to six:

- 1- E-learning with presence and without e-communication (face to face)
- 2- E-learning without presence and without e-communication.
- 3- E-learning without presence and with e-communication: asynchronous.
- 4- E-learning with virtual presence and with e-communication: synchronous.

- 5- E-learning with occasional presence and with e-communication: blended/hybrid asynchronous.
- 6- E-learning with presence and with e-communication: blended/hybrid synchronous.

4.3- LAUNCHING OF E-LEARNING IN ALGERIA:

Algeria has already launched an E-learning system in 2006 in collaboration with both “Thomson” and “Microsoft” corporations. This section service provides 4.000 courses and lectures basically designed to teach ICTs and communication skills. In this sense, the Ministry of Higher Education and Scientific Research, like others, has since 2003 started to equip all institutions with specialized distance learning equipment at a total cost of seven hundred and sixteen million, one hundred and fifty-two thousand Algerian Dinar (716,152,000 AD).

5- E-LEARNING IN EFL TEACHING:

The rapid evolution of technology has greatly changed every aspect of life including language pedagogy, language learning, and language use. In research by Miangah and Nezarat, (2012), they believed that e-learning plays as an important motivator that is helpful for teachers and students in the classroom. EFL teachers as successful language learners should always be aware and open to experimenting with new skills as well as be creative with the teaching and learning of English in and out of the classroom as proposed by Maulidar, Gani & Samad (2019). An EFL teacher should always be occupied with proper knowledge and readiness to improvise the subject matter according to every student’s ability and capacity based on e-learning as revealed by Hardan (2013). This will help students to be more self-assured and expressive when speaking a particular language, and also eliminate the fear of making mistakes as they will know the effectiveness of the skills by incorporating them in their daily lives. It is a significant aspect of education because effective teaching motivates teachers as well as aids students in learning and increasing academic performance (Hamid, Hassan & Ismail, 2012).

Research on the use of e-learning tools in the classroom has shown that ICT makes a supportive and encouraging environment for the students to increase their basic skills in terms of quality and quantity (Pandey & Mishra, 2016). The findings of the research were reinforced by Zorío (2018) who conducted a study on an effective online resource called Kahoot, an online game resembling a quiz that is very popularly used by teachers.

Overall, most of the students were involved during the lesson and used e-learning devices such as their computers and mobile phones which promote their motivation towards learning English. Licorish et al., (2017) agreed, stating that students will be able to learn better and independently as they are being motivated continuously throughout the teaching process. Sharma (2018) claimed that e-learning has undeniably helped improve students' basic skills as it increases participation in classroom activities. The result of the study showed that the students picked up various strategies throughout the lesson such as memory, cognitive, compensation, meta-cognitive, affective, and social strategy to accomplish their goals with the help of e-learning.

Harris & Rutledge (2007) have resolved that the forecasters of teacher quality and effectiveness are reasoning ability, character attributes, and educational background based on e-learning. Most of the schools have been restructuring the education methods and approaches to increase the teaching effectiveness that will enhance the English language teacher's motivation as depicted by Sikand & Kauts (2016). In the 21st century, teachers are gearing towards adopting and adapting new teaching strategies and approaches to have a balance and positive learning environment through e-learning (Tehseen & Hadi, 2015).

6- EFL TEACHERS' FAMILIARITY AND EXPERIENCES WITH E-LEARNING PLATFORMS DURING COVID-19:

Algeria has made many educational reforms in the last few decades to improve the levels of learning and teaching through training teachers and integrating students to e-learning. Both

teachers and learners showed different attitudes toward the inclusion of technology in the teaching and learning process. Most of them still favored social networks, mainly YouTube and Facebook, to learn in formal settings. In contrast, others found academic platforms more workable since they take an official and a formal setting.

Some studies showed that most of the teachers still prefer the traditional method of teaching and refuse any contact with students either in the formal setting (Moodle) or in the informal setting (Facebook). This technophobia, which Azarfam and Jabbari (2012) called it, presents many obstacles that discourage teachers to benefit from its use in the classroom. Among the reasons that they struggled to cope with the new changes that oblige them to learn how to use technology in the classroom and keep stuck to the traditional classroom environment.

Other results from a study revealed that a great number of teachers showed interest in using educational and social platforms like Moodle, Google classroom, Zoom or Edmodo applications, although the latter is still new among teachers. Edmodo, as educational social networking, has received significant interest among teachers worldwide and is regarded as the “Facebook for education” (Enriquez, 2014, p. 1, as quoted in Shinji, 2016, p. 39).

6.1- MOODLE AND GOOGLE CLASSROOM AS MEANS OF EDUCATION:

6.1.a- MOODLE:

Moodle is an acronym that stands for Modular Object-Oriented Dynamic Learning Environment. This internet-based portal was designed in 2002 by Martin Dougiamas at the Curtin University of Technology in Australia (Kurti, 2008, p. 3). Oproiu (2015) stated that Moodle is an open-source learning management software that creates a collaborative and virtual learning environment where learning is realized online. Teachers can use this free e-learning tool to

produce internet-based courses and create an interactive learning environment with their students by using communication facilities such as chat rooms and forums. Students, on the other hand, can use the platform to join the courses, get access to the activities and tests uploaded by their teachers, and work collaboratively with their classmates on the different assignments.

When it comes to the means of delivering information, Moodle permits the exchange of lectures for students who are enrolled in the group through synchronous and asynchronous communication. It promotes a timetable through which the instructor can follow the learning process and the learners' tasks. In their part, Deng and Tavares (2013) posited that Moodle remains a platform where the students have to meet to download lectures and get feedback from teachers.

6.1.b- GOOGLE CLASSROOM:

Google Classroom is a program that was launched in 2014 for teachers to create a digital classroom for students to communicate with their teachers and peers (Phan, 2015). It is a free application that integrates e-mails and documents to save into storages. Teachers can upload files, videos, links, announcements and assignments for students to retrieve and view.

Google classroom is a tool which facilitates students and teachers' collaboration and making them active participants. Nagele (2017) said, teachers, can create an active lesson which are students-centered, collaborative, and unforgettable just through Google classroom, because it provides easy-to-use learning features with students of all categories able to cooperate.

Google Classroom gains acceptance in the academic community as an application that can teach self-learning, encourage both the students and the teachers to stay connected. Researchers like Halverson, Spring, Huyett, Henrie, and Graham (2017) highlighted that Google Classroom (GC) is better than other platforms since it promotes face-to-face interaction. According to Albashtawi, and Al Batainch (2020), "online learning platforms such as Google Classroom

provide flexibility in scheduling, eliminate travel expenses, and can reach out to anyone who has access to it”(p. 79).

7- TEACHERS’ EXPERIENCES:

The few scholarly papers that have been published about teacher experiences in response to the pandemic have been limited. For example, a study of higher education teachers in the Ghaziabad region of India found that the actual benefits of virtual teaching were less than expected as a result of issues of network connectivity, training, and lack of the personal touch limited the adoption and success of virtual classrooms (Arora & Srinivasan, 2020). Past research has shown that in 2016 compared to 2002, faculty were progressively less enthusiastic about online instruction because the “normalization” of online distance learning made faculty more sensitive to the “transactional gap created by time and location separation” and other negative factors (Perry & Steck, 2019, p. 10).

CONCLUSION

The section shaping the first chapter presented the theoretical background of the aspect dealt with in the study which is the challenges facing EFL teachers when using e-learning during COVID-19.

**CHAPTER TWO:
DATA ANALYSIS AND FINDINGS**

INTRODUCTION

The following chapter will demonstrate and analyze the fifteen (15) teachers' responses which were presented in the two sections.

1- ANALYSIS OF THE FIRST SECTION:

1.1- TEACHING AND E-LEARNING DURING COVID-19:

To gather clear information about the participants' use of e-learning and online teaching during COVID-19, teachers were asked to respond to 08 questions. Tables and graphics below recapitulate the detailed findings.

1.1.a- Question one: How do you feel overall about E-learning?

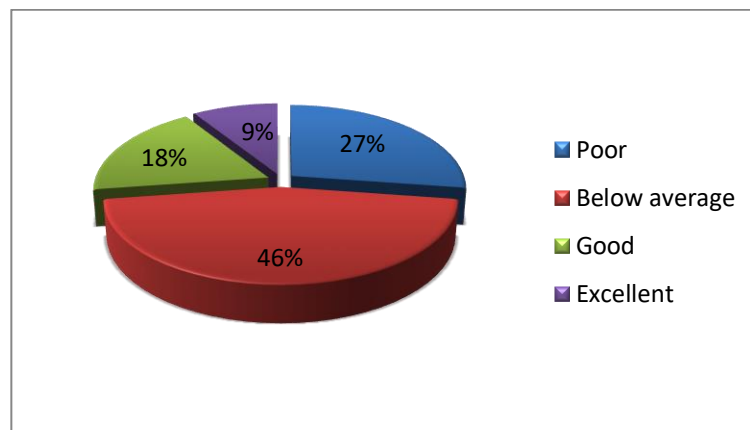


Figure Two: Teachers' Opinions About E-learning

As it is mentioned in the graph above, Forty six percent (46%) of teachers thought that e-learning strategy is below average which means that they didn't find it useful and effective, twenty seven percent (27%) found it a poor method, i.e. not helpful at all. The remaining participants said that it is good as a teaching method.

1.1.b- Question two: How helpful your university has been in offering you the resources to teach from home during Coronavirus crisis?

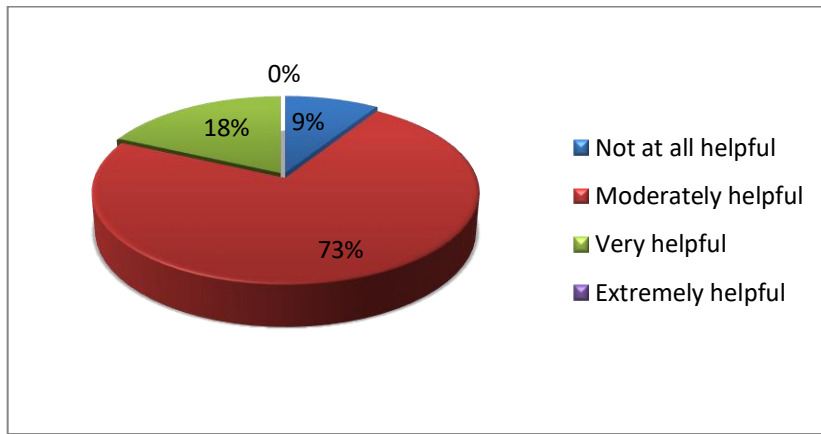


Figure Three: The University Performance During the COVID-19

The majority of the participants reported that the university was moderately helpful, which means that it did not offer them enough help to practice their work effectively. None of the participants reported that it has been extremely helpful in offering them the needed resources during the pandemic. Only nine percent (9%) reported that the university was not at all helpful, while eighteen percent (18%) found very helpful aids.

1.1.c- Question three: Did you use any of the online platforms to teach during COVID-19?

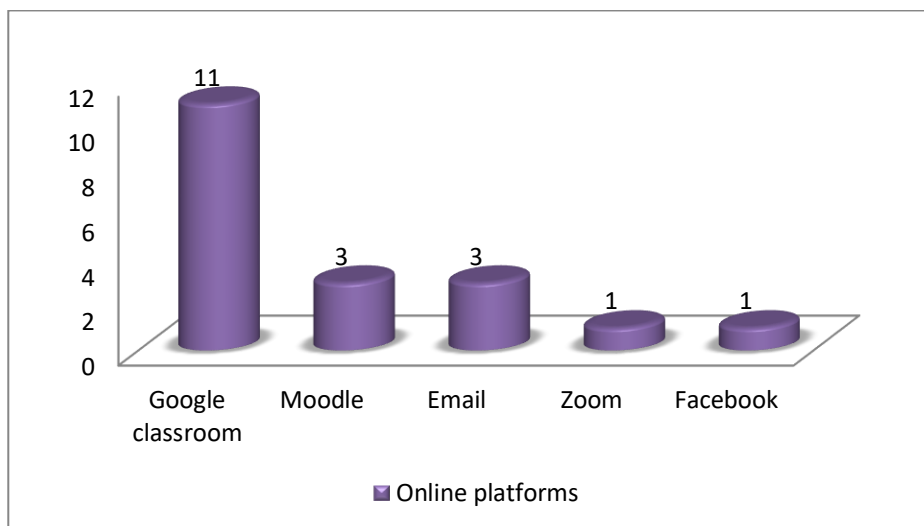


Figure Four: The Online Platforms Being Used During the COVID-19

When teachers have been asked whether they used any of the online platforms to teach during the COVID-19 or not, all participants answered with YES as expected. This may indicate that the online platforms were the only solution during the pandemic.

1.1.d- Question four: If yes, please mention which one you have used.

- **Table Two: The Online Platforms Used by EFL Teachers.**

Participants Apps	Google classroom	Moodle	e-mail	Zoom	Facebook
1	X	X			
2	X	X			
3	X	X			
4	X				
5	X				
6	X			X	X
7	X		X		
8	X				
9	X		X		
10	X		X		

The table above shows the applications used by EFL teachers to deliver courses during the pandemic. All participants used GC the most.

1.1.e- Question five: If no, please mention what you have used instead.

None of the participants answered no.

1.1.f- Question six: To what extent EFL teachers are trained and informed about how to use E-learning?

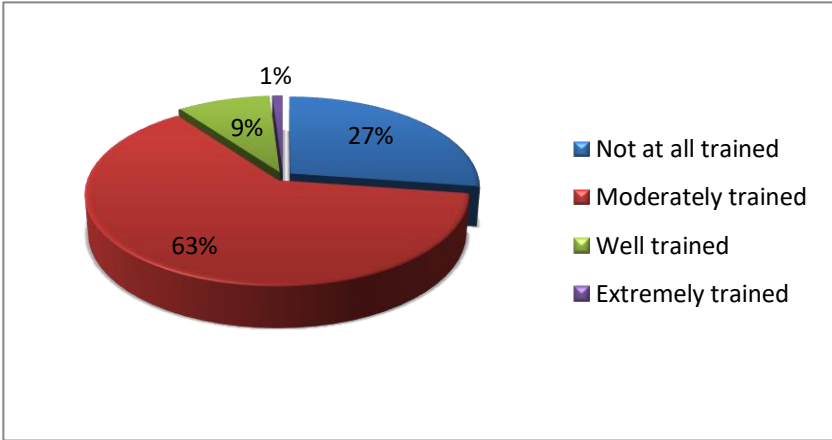


Figure Five: EFL Teachers' Readiness to Use E-learning

From the total of eleven participant (11), only one (1) participant thought that EFL teachers are well trained and informed about how to use e-learning, whereas three (3) participants thought that they are not at all trained and not ready to use e-learning. The rest of the participants said that EFL teachers are moderately trained, as it is indicated in the graph above.

1.1.g- Question seven: Do you think that E-learning is effective than traditional classroom learning?

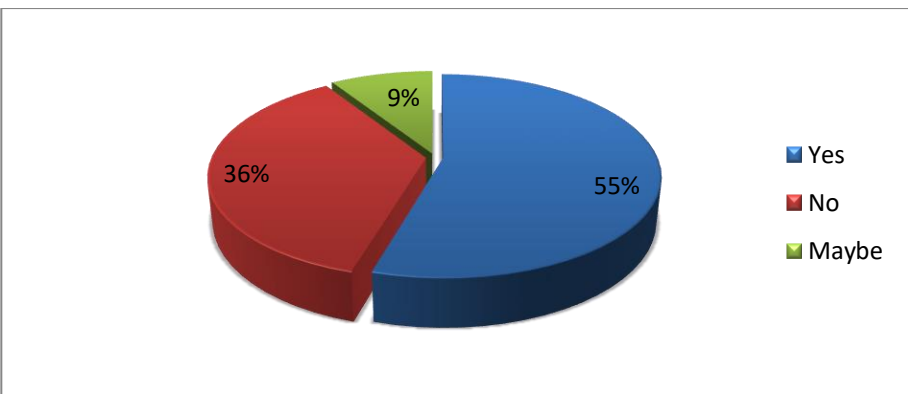


Figure Six: E-learning VS Traditional Learning

When teachers were asked about whether e-learning strategy is effective than the traditional one, sixty four percent (64%) answered “NO”, while the minority thirty five percent (35%) were not quite sure if e-learning is effective than traditional classroom learning, so they answered “MAYBE”. Only one participant answered with “YES”. The table above shows the detailed results.

1.1.h- Question eight: Please justify your answer.

- Table Three: E-learning VS Traditional Learning.

Answers	YES	NO	MAYBE
Justifications	-"yes, if the right and effective tools are provided ".	-it originated laziness and indifference among learners and even teachers”.	-“it all depends on the preferences and personalities of teachers and students themselves. If you like face-to-face interaction, then E-learning won’t be for you”.
		-“students are still in need of the teacher to explain and make things clear. She is the guider, monitor, facilitator, and feedback provider; therefore, her role is indispensable. Besides, students would learn better in class regarding the practice and group discussion it offers”.	-“it depends on students’ readiness and motivation”.
		-“presence is essential because the teacher-learner direct interaction plays a crucial role in the process of learning”.	
		-“many new information need to be transferred face to face in order to be acquired by students. The same can be said about the examples given to clarify the ambiguous points; they (the examples) should be explained exhaustively in class to be understood	

		by the students”.	
		-“it was not helpful because students were not used to study online. Some lectures were difficult to understand without help of teachers”.	
		-“the contact with the students is effective in traditional learning. They can interact with the teacher and participate in building the course”.	

2- ANALYSIS OF THE SECOND SECTION:

2.1- E-LEARNING AND ENGLISH LANGUAGE:

In the following section, teachers were asked to provide exact information about their knowledge of e-learning use and its integration into English language teaching, the type of application they found useful, and the main factors that may contribute to achieve quality in e-learning in the coming years.

2.1.a- Question one: Which of these online platforms did you find the most effective during COVID-19 pandemic?

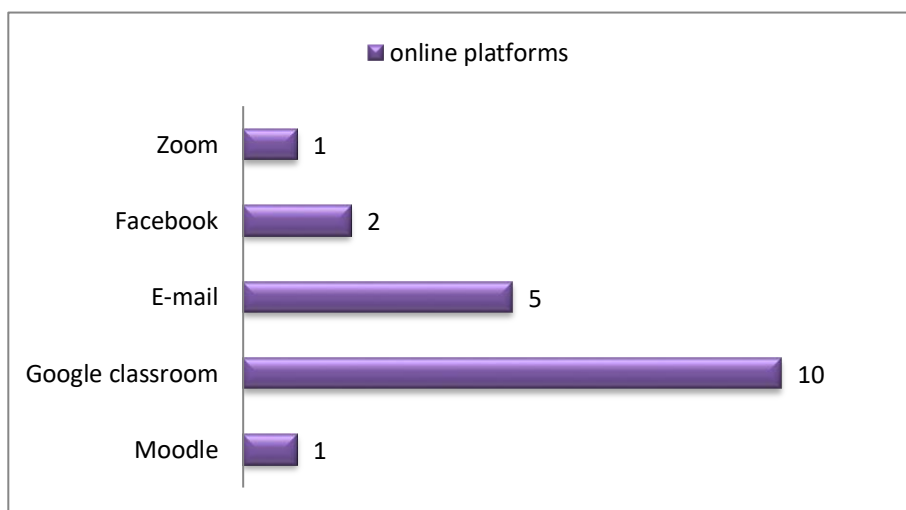


Figure Seven: The Most Effective Online Platform.

Question number six was a multiple choice question, in which the participants were asked to choose from the given list of answers to see which of the online platform was the most effective and the most used during the pandemic. All participants reported that Google classroom was an effective application and they used it the most to deliver lessons, assignments and exams to their students during the crisis, even though some of them used other platforms.

2.1.b- Question two: In few words, tell us about your own experience with teaching via these online platforms, please.

- Table Four: Teachers’ Experience With the Online Platforms.

Answers	Positive	Negative
Justifications	-“it was successful because I delivered the teaching methods and relied on a variety of platforms”	-“we are not teaching in fact, just sending lectures”.
	-“it is quite an easy and uncomplicated procedure. I just post lessons, activities and online assignments or exams on the platform. Until now, things are satisfactory and going on well”.	-“it’s difficult to explain some specific details from distance. The interaction with students is totally absent”.
	-“it provides a rich instructional experience thanks to all the communication facilities and the material possibilities one can share with students. Another very valuable feature is the possibility of real-time interaction. Google Meet also has proved to be an excellent lecture and presentation platform”.	-“it was difficult for some information to be conveyed via these online platforms. They can’t allow you to express yourself in a clear way. The students can’t understand all the messages and they continue asking their teachers about some details. The best way, I think, to address an information or a message is in an oral way; which means face to face”.

	-“personally, I struggled with the website of the university. Other teachers had to use each others’ accounts and students did not have access to lessons that I posted because of the poor development of the platform. Alternatively, Google classroom was much helpful; however, students are not used to this kind of teaching and that is why it is difficult for them to take it seriously”.
	-“I just send lectures”.
	-“lessons were published online but students were complaining about the difficulties”.

The majority seventy percent 70% (7/11) of the teachers reported negatively about their experience with teaching online, while the rest twenty nine percent 29% (3/11) were satisfied and reported positively. All answers are shown in the table above.

2.1.c- Question three: Which of the obstacles/challenges below of e-learning you have encountered during COVID-19?

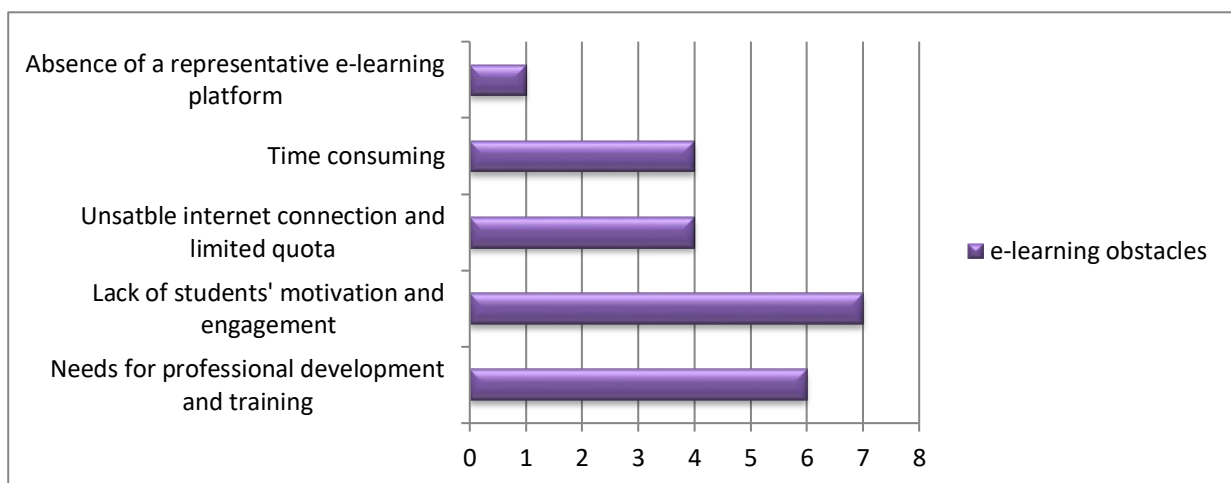


Figure Eight: Obstacles Facing EFL Teachers During Online Classes.

Participants' responses explain the challenges that they have encountered while using e-learning during COVID-19, the majority agreed on the fact that lack of students' motivation and engagement is a very serious obstacle because they believed that only few students are responsible and visit these platform regularly, also the absence of face-to-face participation has demotivated both teachers and students. Other participants reported that the absence or lack of professional development and training was another serious problem that faced them during online teaching, especially when technical problems appeared. Concerning the absence of representative e-learning platform, teachers didn't consider it as a very serious obstacle because the university developed a digital platform (e.g. Moodle) to conduct online teaching and learning. Details are shown in the graph above.

2.1.d- Question four: Please justify.

- **Table Five: The Obstacles faced by EFL teachers.**

Participants Obstacles	Personal	Technical	Pedagogical
1	X	X	
2	X		
3	X	X	X
4			X
5			X
6	X	X	
7	X		
8	X		X

The majority of the participants faced personal obstacles during online learning, such as lack of students' motivation and engagement. While the rest of teachers faced technical and pedagogical obstacles.

2.1.e- Question five: Did you find any difficulties with your students while teaching them online during the pandemic?

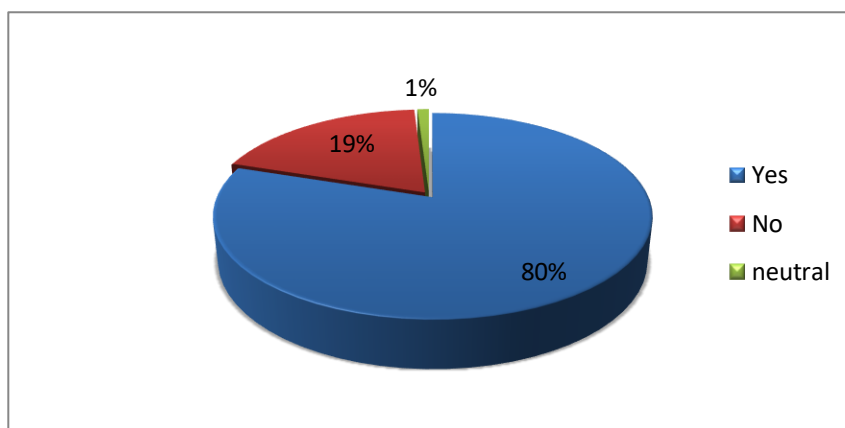


Figure Nine: The Presence of Difficulties During Online Courses.

When teachers were asked if they have found difficulties with their students while teaching them online, eighty percent (80%) of them answered “YES” because online method was new for students and most of them didn’t know how to use it, also when it comes to assignments and tests, students were not honest and they relied on internet to do their homework, these created laziness and non-credibility. The rest of the participants answered “NO” which means that they didn’t face any difficulty with their students, as it is indicated in the graph above.

The participants who have faced difficulties with their students, their answers are decoded and shown in details in the table below.

2.1.f- Question six: If yes, please mention one or two.

Table Six: The Emerging Difficulties During Online Classes.

Number of participants	08
The difficulties	<ul style="list-style-type: none"> - Ambiguous new information that need further explanation and time. - Students are not honest when it comes to tasks and assignments. - Lack of interest and experience. - Difficulty to understand the message because of weak internet. - Lack of motivation and seriousness. - Students are not satisfied with the online lessons. - Hard lessons' management. - Students' insecurity in assignments delivery. - Difficulty to control and cover all students' needs.

2.1.g- Question seven: In your opinion, what are the main factors that may help EFL teachers to achieve quality in E-learning under circumstances like COVID-19

Ten (10) participants out of eleven (11) have answered this question; they all agreed that providing a well-developed and an advanced online platform is one of the main factors that may help EFL teachers to use e-learning strategy effectively. Fifty percent (50%) of them suggested that giving a professional training to both teachers and students to prepare them to use e-learning is an important factor that the university should take into consideration. Unstable internet connection was another problem confronted by the majority of the teachers; consequently, a fast and an accessible internet for everyone can be a good solution. The remaining category thought that students have to be more serious and motivated in learning because they also take a considerable part in enhancing the quality of e-learning.

3- FINDINGS AND DISCUSSION:

This following section will discuss and provide an interpretation of the findings from the questionnaire data in an attempt to offer answers to the questions guiding this study and check the validity of the hypothesis of this research. The most representative quotes from the participants' responses in the questionnaire will be presented to support the description of the findings. The elucidation of the results and how they relate to current theories and previous studies are further presented as a discussion.

3.1- THE EFFECTIVENESS OF E-LEARNING DURING COVID-19:

On evaluating effectiveness of e-learning in online education during the covid-19 pandemic, attention was required to various factors, such as teachers' acceptances and preferences in teaching approaches, the technical context, the targeted students, etc... Nearly all teachers pointed out that e-learning strategy does not meet their expectations adequately, as it is indicated in table 3 and figure7. According to Knipe and Lee (2002), distance education through video conferencing and classroom training did not offer the same quality of teaching as face-to-face education. The majority of the teachers confirmed that online human interaction and communication opportunities were not as effective as face to face education.

“Presence is essential because the teacher-learner direct interaction plays a crucial role in the process of learning”. (Participant 06)

“The contact with the students is effective in traditional learning. They can interact with the teacher and participate in building the course” (Participant 10)

“...students would learn better in class regarding the practice and group discussion it offers”. (Participant 02)

It was observed that teachers attributed the ineffectiveness of e-learning during the pandemic to the problems caused by lack of face to face interaction between teacher and student. In online

classes student remained passive; the teachers were not able to make eye contact with the students. Some teachers revealed that some information needs to be explained in class and face-to-face unless it remains ambiguous; others indicated that they did not get feedback from the students during online courses. The lack of direct interaction prevented teachers from explaining the teaching materials and ensuring that learning took place. The following declaration exemplifies this point:

“Many new information need to be transferred face to face in order to be acquired by students. The same can be said about the examples given to clarify the ambiguous points; they (the examples) should be explained exhaustively in class to be understood by the students”. (Participant

McLean (2006) revealed that the lack of direct feedback and personal face-to-face communication in many online learning environments affected many teachers, and caused their interest to decrease.

As the results of the study indicated, most of the teachers received no training to use online platforms. Their unfamiliarity and lack of training hindered the effective adoption of e-learning. The statements “personally, I struggled with the website of the university...”, “it was difficult for some information to be conveyed via these online platforms...” exemplify the situation. For an effective application e-learning platform, both teachers and students should be engaged in extensive training programs. Moreover, the success of online teaching and the effectiveness of e-learning depend on an adequate Internet connection, because the stunning materials and method used during the teaching and learning process cannot be interesting when the internet connection is unstable and not stanchion properly.

Despite the fact that some teachers reported positively about the use of e-learning during the covid-19 and found online electronic education effective, e-learning platform is not ready yet and cannot be surely effective in the university where this study was conducted, especially during situations like COVID-19.

3.2- EFL TEACHERS' CHALLENGES WITH E-LEARNING DURING COVID-19:

Even though the application of the online platforms was necessary during COVID-19 lockdown, there are obstacles and challenges. Two questions asked the respondents to mention the obstacles and difficulties they faced when teaching during the pandemic. Teachers' responses to these open-ended questions were coded and grouped into three categories:

3.2.a- Personal Challenges:

The members of the sample indicated the weak motivation of students to online learning and the difficulties of their understanding of some subjects in the absence of classroom interaction and direct/traditional learning, which indicates their rejection of the online learning system. Results from figure 8 have shown that lack of students' motivation and engagement was the main serious challenge. The members of the sample also indicated that the majority of professors are not convinced of the usefulness of online learning. The following declarations exemplify this point:

“It's difficult to explain some specific details from distance. The interaction with students is totally absent”

(participant 10)

“We are not teaching in fact, just sending lectures” (participant 11)

Referring to lack of students' motivation and engagement and unstable internet connection, participant 6 said: “These are the two common problems with all students and all the time”.

From the data analysis it was scrutinized that the students could not understand the teachers' instructions although the instructions were given, even written clearly. It was simply because they do not carefully read and understand them and they are not trained and familiar with this method of learning. It was also found that some students are not punctual to attend the online learning based on the schedule. It was not only because the unstable internet connection, but also because

they did not have high motivation and engagement to join the online learning activities. One of the participants confirmed that:

"Only few students are committed and responsible. I mean only few visit the platform regularly to check any newly posted lessons. If an activity posted, only few would do it and online exams are no exception"

(participant 02)

The teachers have encountered some difficulties in creating materials that suit the learners' needs and are easy to learn via online learning setting, that's why they have to invest a lot of time thinking and designing appropriate materials of the online teaching.

3.2.b- Pedagogical Challenges:

Both professors and students indicated the difficulty of learning some applied courses and directed work remotely, the necessity of the presence of both the teacher and the student and direct interaction between them, provided that the teacher clarifies and explains this type of course. The lack of clarity in the evaluation methods leads to everyone expecting difficulties in the evaluation of electronic exams. Furthermore, it is difficult to achieve some pedagogical activities, such as conducting tests, within the e-learning environment, in addition to the difficulty of obtaining feedback for identifying the weaknesses and strengths of students. This may be due to the lack of modern means of communication between students and teachers.

The failure of the university community (such as the administration) to deal with online distance learning, such as by training and preparing electronic courses in advance, the use of modern presentation programs, offering the necessary resources, and other logistical capabilities, have prevented the achievement of quality in online distance learning during the COVID-19 pandemic. Results from figure 3 and figure 6 confirm the point mentioned above. In addition, results revealed that the sudden implementation of online teaching and learning as a result of the global pandemic seemed to give a significant impact on the readiness of the university to facilitate

the online learning activities. Most of the participants stated that they needed professional development programs and training, especially with regards to the knowledge of technology integration in English language learning. Therefore, they would not encounter technical problems when they have to conduct online teaching like what they did during this global pandemic.

3.2.c- Technical Challenges:

Internet access and network connection become the primary needs to conduct an online teaching and learning activity. The data analysis revealed that one of the challenges encountered by the teachers in distance learning during the COVID-19 pandemic was the weak unstable internet connection and limited quota, and the consequent interruptions and the impediment to following lessons. One of the participants said that unstable internet connection and limited quota was one of the common problems that happens all the time and with all the students. One of the participants said:” it is hard to manage internet”.

There are also issues with the security and confidentiality of data and information, and protection against piracy on internet sites, which affects the courses and exams and their results. Sharing his/her experience, one of the participants mentioned that when sending the assignments or tests, many students felt insecure and worried about whether the teacher has received their electronic papers or not; unlike the direct method in which papers are submitted to the teacher directly.

“The difficulty I faced has been students' insecurity when it comes to the delivery of their assignments. Unlike traditional hand-to-hand submission of exams and assignments, with online submission students get extremely worried and never stop asking whether their papers have reached the teacher. And with hundreds of students doing that, it becomes irritating, actually” (participant 08)

“Some students are left behind; therefore, their assignments are belated” (participant 02)

During the performance of electronic exams, the teacher cannot guarantee that the student is not trying to cheat, and the professor cannot guarantee that the one who takes the exam is the student himself and not someone else. One of the participants confirmed that:

“The new information remains ambiguous and need more effort to be explained by the teacher and acquired by the student. Students are not honest when asked to do some tasks because they rely on others to get the answers (a kind of cheating). So the works don't reflect their real level”

(Participant 10)

The sudden online learning policy caused by a global pandemic gives a different result with English learning beyond the classroom to language proficiency in a structured and well-planned learning environment such as what have been conducted by some researchers (Cole & Vanderplank, 2016; Jensen, 2017; Lee & Drajadi, 2019). This condition needs professional development and training. Most importantly, teacher professional development programs such as trainings and workshops are still needed to enhance the efficiency of online learning.

3.3. FACTORS THAT MAY HELP TO ACHIEVE QUALITY IN E-LEARNING UNDER CIRCUMSTANCES LIKE COVID-19:

Following their perception about challenges of online teaching using e-learning, the participants were required to provide their reflections related to suggestions to achieve quality in e-learning during circumstances like COVID-19. In relation to the absence of a representative e-learning platform in their university, the participants suggested that the university should continuously develop an e-learning platform. ICT integration in education, especially English language teaching, should not only perform during the global pandemic, but also should be conducted consistently since nowadays we are in the era of industrial revolution. In case of any global pandemic or a similar situation, a higher education institution is already having adequate resources and alternatives to conduct an online teaching activity.

“Providing more advanced platforms and checking each time the challenges encountered by teachers and learners” (participant 01)

“Good command of ICTs” (participant 04)

“To improve the performance of these online applications” (participant 07)

The unstable internet connection and limited quota become one of the challenges that the teachers’ encounter as shown in the results of the data analysis. In this case, it was difficult for the EFL teachers to give an alternative suggestion since the unstable internet connection is related to areas or regions where their students live in. From the results of the questionnaire, most of the participants suggest that the university should provide a fast and strong internet connection, which we think that it is the government domain to build and increase the internet facilities in every region. What can the university do is developing school infrastructures by installing Wi-Fi, adapting classroom settings with digital environments, and refurbishing the existing equipments.

“In the first place, I would say internet accessibility to all students is the first factor...” (Participant 02)

“...to provide a convenient environment” (participant 03)

The other challenge encountered by the EFL teachers was lack of students’ motivation and engagement to join the online learning activities. As for this challenge, the results of data analysis showed that the participants suggested to design more interesting activities focusing on the student-centered learning and to prepare them to use e-learning platforms, also to improve the efficacy of teaching method and strategy. According to the participants, the main reason of the students’ lack of motivation and engagement was the absence of face-to-face interaction: no direct contact, no interaction, and no participation...all made studying tasteless. The following declarations exemplify this point:

“...In the second place, students' commitment and perseverance would count a lot in enhancing the quality of e-learning” (participant 02)

“To deal with face to face sessions from time to time” (participant 10)

Lastly yet importantly, the participants expressed that both teachers and students needed professional development programs and trainings about technology integration in English language teaching. To deal with this issue, they suggest that the university have to conduct regular professional development programs and how to carry out online learning by using various digital platforms. Also, to check each time, whenever the opportunity arises, the challenges encountered by teachers and students.

4- SUGGESTIONS AND RECOMMENDATIONS:

After studying the challenges facing EFL teachers after the integration of e-learning during the pandemic and evaluating the education situation at the University of Abbes Laghrour, Khenchela, and through data, questionnaire and results that came out during the study, the process of developing the educational system, including e-learning, and to minimize the barriers and obstacles in e-learning faced by EFL teachers, the researchers suggest several solutions and recommendations that can be applied:

- Developing the e-learning system and adopting several platforms as means of exchanging lectures and discussions.
- Improving the quality of the Internet and supporting the educational sector with the tools needed to develop E-learning.
- Teachers should prepare learning materials as interesting as possible. The subject material presented in PDF slides accompanied by learning videos will be felt more alive and will increase motivation among students.
- Regarding the limitations on online platforms mastery, teachers can use applications with simpler operations, for example: Facebook. However, teachers have to gradually improve

their IT competencies, for example by following related workshops, learning from other teachers who have more abilities in IT field.

- With the help of the university administration, EFL teacher should try to find information on what obstacles are causing the student to be inactive and demotivated during online classes.
- Teachers should include other platforms like YouTube as a supplementary tool to change the students' motivation toward the use of handouts in learning.
- Improving the quality of electronic exams and developing the relationship between the student, teacher and E-learning
- Teachers should develop positive attitudes toward the use of technological devices in learning. They should encourage students to use it for educational and social purposes, and they should make a balance between traditional and online education.
- The university should focus on training teachers and learners to use ICT in the classroom through seminars and workshops to promote professionalism, mainly on the use of new platforms like Moodle and applications like Google Classroom, Zoom or Google Meet.
- The university has to made efforts in order to solve the technical problems and improve the way the E-learning platforms work.
- Universities should create more language laboratories and integrate the use of new applications like Google Classroom/Meet and Zoom seminars, workshops, conferences, and study days by inviting teachers from other universities.
- Adopting the video conferencing method, during situations like COVID-19 to conduct a synchronous delivery of lectures, i.e. teachers and students communicate and interact directly, but are geographically distant.
- The Algerian Universities should provide a combination of face-to-face and online electronic learning (blended learning) to enhance the educational sector in the country and to keep up with new development and technologies.

- Students should show more seriousness, commitment and perseverance during online classes to create a favorable atmosphere of learning and to interact positively with their teachers.
- Providing and financing professional development and training for teachers and adapting materials to their comfort level to ensure that technology provided to university is used effectively.
- The e-learning strategy should be basically developed by Algerian universities and financed by the ministry of higher education.

GENERAL CONCLUSION

CONCLUSION

The results showed that the teachers were not prepared for this change and held negative perceptions towards the use of e-learning. The majority of EFL teachers preferred traditional face-to-face teaching. The findings revealed that the absence of professional development and training, time consuming to prepare online learning materials and unstable internet, and lack of students' motivation became the primary challenges of e-learning amidst the global pandemic. Therefore, to ensure efficiency in e-learning and carry on instructional activities during future crises, it is important to provide teachers and learners with the necessary needs, to treat the obstacles and difficulties and to take the suggested solutions and recommendations into consideration.

The above explanations illustrated that e-learning can work according to the condition experienced with various challenges that arise either simple or complex. Every challenge faced can be solved by presenting various solutions so that learning during the pandemic keeps continuing.

BIBLIOGRAPHY

- 1- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environment*, 1-13. DOI: [10.1080/10494820.2020.1813180](https://doi.org/10.1080/10494820.2020.1813180).
- 2- Albashtawi, A. H., & Al Batainch, K. B. (2020). The Effectiveness of Google Classroom among EFL Students in Jordan: An Innovative Teaching and Learning Online Platform. *International Journal of Emerging Technologies in Learning (iJET)*, 15(11), 78-88.
- 3- Ali, J. K. M. (2017). Blackboard as a motivator for Saudi EFL students: A psycholinguistic study. *International Journal of English Linguistics*, 7(5), 144-151. DOI: [10.5539/ijel.v7n5p144](https://doi.org/10.5539/ijel.v7n5p144).
- 4- Alturise, F. (2020). Evaluation of the Blackboard Learn Learning Management System for Full Online Courses in Western Branch Colleges of Qassim University. *International Journal of Emerging Technologies in Learning*, 15(15), 33-50.
- 5- Arora, A. K., & Srinivasan, R. (2020). Impact of pandemic COVID-19 on the teaching–learning process: A Study of Higher Education Teachers. *Prabandhan: Indian Journal of Management*, 13(4), 43-56.
- 6- Atmojo, A. E. P., & Nugroho, A. EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*. 2020, 13(1), 49–76. <https://doi.org/10.18326/rgt.v13i1.49-76>.
- 7- Azarfam, A. A. Y., & Branch, I. T. (2012). Dealing with Teachers’ Technophobia in Classroom. *Advances in Asian Social Sciences*, 2(2), 452-455.
- 8- Azzedine Bensouiah. Universities ordered to close in wake of rising coronavirus cases. *UWN African Edition*. 14 March 2020. From: <https://www.universityworldnews.com/post.php?story=20200313082354641>.
- 9- Bates, A.W. (2005). *Technology, E-Learning and Distance Education*. London & New York: Routledge.

10- Boutkhil Guemide, Chellali Benachaiba, Exploiting ICT and E-learning in Teacher's Professional Development in Algeria: The Case of English Secondary School Teachers, Turkish Online Journal of Distance Education- TOJDE July 2012, Vol.13 N° 03, P41. Available at: <https://eric.ed.gov/?id=EJ997805>.

11- Cole, J., & Vanderplank, R. (2016). comparing autonomous and class-based learners in Brazil: Evidence for the present-day advantages of informal, out-of-class learning. *System*, 61, 31–42.

12- Deusdado, S., & Carvalho, P. (2009) Synchronous E-Learning integration multicast applications and adaptive QOS. In M.Rahman (Ed.), *Strategic Applications of Distance Learning Technologies* (PP.1-13). Hershey & New York: IGT Global.

13- Deng, L., & Tavares, N. J. (2013). From Moodle to Facebook: Exploring Students' Motivation and Experiences in Online Communities. *Computer and Education*, 69, 167-176. <https://doi.org/10.1016/j.compedu.2013.04.028>.

14- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22. <https://doi.org/10.1177/0047239520934018>.

15- Diane Elkins and Desiree Pinder. *E-learning fundamentals, a practical guide*. 2015, [4-7], page 12/200. Book available online from: <file:///C:/Users/ACER/Desktop/Master%202%20LC/e-learning-fundamentals-a-practical-guide.pdf>.

16- Dublin, L. (2003). If you only look under the street lamps... Or nine e-learning myths. *The e-Learning Developers Journal*. Retrieved on March 15th, 2008. From: <http://www.eLearningguild.com>.

17- Fung, F. M., Magdeline, N. T. T., & Kamei, R. K. (2020, June 10). How to create engaging online learning amid COVID-19 pandemic: lessons from Singapore. *The Conversation*. <https://theconversation.com/how-to-create-engaging-online-learning-amid-covid-19-pandemic-lessons-from-singapore-138979>.

18- Halverson, L. R., Spring, K. J., Huyett, S., Henrie, C. R., & Graham, C. R. (2017). Blended learning research in higher education and K-12 settings. *Learning, design, and technology: An international compendium of theory, research, practice, and policy*, 1-30. https://doi.org/10.1007/978-3-319-17727-4_31-1.

19- Hamid, S. R. A., Hassan, S. S. S., & Ismail, N. A. H. (2012). Teaching Quality and Performance Among Experienced Teachers in Malaysia. *Australian Journal of Teacher Education*, 11(5).

20- Hardan, A. A. (2013). Language Learning Strategies: A General Overview. *Procedia - Social and Behavioral Sciences. Speaking Ability. Studies in English Language and Education Journal*, 2(1), 18-30.

21- Harris, D. N., & Rutledge, S. A. (2007). *Models and Predictors of Teacher Effectiveness: A Review of the Literature with Lessons from (and for) Other Occupations*.

22- Hiltz, S. R., & Turoff, M. (2005). Education goes digital: The evolution of online learning and the revolution in higher education. *Communications of the ACM*, 48(10), 59–64. <https://doi.org/10.1145/1089107.1089139> [Crossref], [Web of Science®], [Google Scholar].

23- Jalli, N. (2020, March 17). Lack of internet access in Southeast Asia poses challenges for students to study online amid COVID-19 pandemic. *The Conversation*. <https://theconversation.com/lack-of-internet-access-in-southeast-asia-poses-challenges-for-students-to-study-online-amid-covid-19-pandemic-133787>.

24- Jensen, S. H. (2017). Gaming as an English language learning resource among young children in Denmark. *Calico Journal*, 34(1). <https://doi.org.10.1558/cj.29519>.

25- Jouha Ibrahim. E-learning platform Khenchela 2020. 28 May 2020. Mafatih El-Najah. From: <https://www.eonec.com/%D9%85%D9%86%D8%B5%D8%A9%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85%D8%B9%D9%86%D8%A8%D8%B9%D8%AF-%D8%AE%D9%86%D8%B4%D9%84%D8%A9-2020-e-learning-khenchela/>

26- Jyoti Bania and Ishani Banerjee. Impact of Covid-19 Pandemic on Higher Education: A Critical Review. Guni Network. 2020. Available online: <http://www.guninetwork.org/report/impact-covid-19-pandemic-higher-education-critical-review>.

27- Kurti, E. (2008). Students' experiences on eMesimi: An e-learning system in University of Prishtina, Kosova. Unpublished thesis. School of Mathematics and Systems Engineering, University of Prishtina, Prishtina. <http://www.divaportal.org/smash/get/diva2:205989/FULLTEXT01.pdf>.

28- Knipe, D., & Lee, M. (2002). The quality of teaching and learning via videoconferencing. *British Journal of Educational Technology*, 33(3), 301-311.

29- Lai, C., Zhu, W., & Gong, G. (2015). Understanding the quality of out-of-class English learning. *TESOL Quarterly*, 49(2), 278–308.

30- Lee, J. S., & Drajeti, N. A. (2019). Affective variables and informal digital learning of English: Keys to willingness to communicate in a second language. *Australasian Journal of Educational Technology*, 35(5), 168–182. <https://doi.org/10.14742/ajet.5177>.

31- Leif, E., Grové, C., Alfrey, L., Laletas, S., & Sharma, U. (2020, September 09). 5 tips on how unis can do more to design online learning that works for all students. *The Conversation*. <https://theconversation.com/5-tips-on-how-unis-can-do-more-to-design-online-learning-that-works-for-all-students-144803>.

32- Leng, P., Khieng, S., & Water, T. (2020, June 27). Going digital – The second phase of HE transformation. *University World News*. <https://www.universityworldnews.com/post.php?story=20200623154410596>.

33- Licorish, S. A., George, J.L., Owen, H. E., & Daniel, B. (2017). “Go Kahoot!” Enriching Classroom Engagement, Motivation and Learning Experience with Games. *Proceedings of the 25th International Conference on Computers in Education*. New Zealand: Asia-Pacific Society for Computers in Education.

34- Liguori, E., & Winkler, C. (2020). From Offline to Online: Challenges and Opportunities for Entrepreneurship Education Following the COVID-19 Pandemic. *Entrepreneurship Education and Pedagogy*, 3(4), 346-351. <https://doi.org/10.1177/2515127420916738>.

35- Liu, Y., Gayle, A. A., Wilder-Smith, A., & Rocklöv, J. (2020). The reproductive number of COVID-19 is higher compared to SARS coronavirus. *Journal of Travel Medicine*. Published online Feb 13. DOI: 10.1093/jtm/taaa021. From: <https://academic.oup.com/jtm/article/27/2/taaa021/5735319>.

36- MacDonald & al. (2009). Addressing the e-learning contradiction. In P.Rogers, G.Berg, J.Boettcher, C.Howard, L.Justice, K.Schenk(Eds.), *Encyclopedia of Distance Learning*(PP.33-39). Hershey & New York: IGI Global.

37- Maulidar, K., Gani, S. A., & Samad, I. A. (2019). Teacher's Strategies in Teaching Speaking For Cadets. *English Education Journal (EEJ)*, 10(1), 80-94.

38- Miangah, T. M., & Nezarat, A. (2012). Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel Systems (IJDPS)*, 3(1).

39- Naffi, N., Davidson, A., Patino, A., Beatty, B., Gbetoglo, E., & Dupondel, N. (2020, October 01). Online learning during COVID-19: 8 ways universities can improve equity and access. *The Conversation*. <https://theconversation.com/online-learning-during-covid-19-8-ways-universities-can-improve-equity-and-access-145286>

40- Naf'An Tarihoran. Mentoring EFL teaching During the Covid-19 Pandemic. *ResearchGate*. January 2021, *İlköğretim Online* 20(1):717-726. DOI: [10.17051/ilkonline.2021.01.62](https://doi.org/10.17051/ilkonline.2021.01.62).

41- Negash, S., & Wilcox, M.(2005). E-Learning classifications: differences & similarities. In S.Negash, M.E.Whitman, A.B.Wos-zczynski, K.Hoganson, & H.Mattord(Eds.), *Handbook of Distance Learning for Real Time & Asynchronous Information Technology Education*(PP.1-23).Hershey: Information Science Reference.

- 42- Nagele, N. (2017, 11 7). UdeMy. Retrieved from: <https://www.udemy.com/googleclassroom>.
- 43- Oproiu, G. C. (2015). A study about using e-learning platform (Moodle) in university teaching process. *Procedia-Social and Behavioral Sciences*, 180, 426-432. <https://doi.org/10.1016/j.sbspro.2015.02.1400>.
- 44- Palloff, R.M., & Pratt, K.(2007).*Building Online Learning Communities: Effective Strategies for the Virtual Classroom*. SanFrancisco: J.Willey & Sons.
- 45- Pandey, V., & Mishra, P. B. (2016). Assess the Relationship Between Selfies and Self Esteem Among University Students. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 22(12).
- 46- Perry, D. & Steck. A. (2019). Changes in faculty perceptions about online instruction:Comparison of faculty groups from 2002 and 2016. *Journal of Educators Online*, 16 (2). https://www.thejeo.com/archive/2019_16_2~2/perry_steck.
- 47- Phan, Will (2015). Head Back to School with new features in Google Classroom. Google for Education. Available: <http://googleforeducation.blogspot.com/2015/08/headback-to-school-with-new-features-in-Google-Classroom.html>.
- 48- Rosenburg, M.J.(2001). *E-Learning; Strategies For delivering Knowledge in the Digital Age*. US: Mc GrawHill.
- 49- Sharma, D. R. (2018). Action Research on Improving Students' Speaking Proficiency in Using Cooperative Storytelling Strategy. *Journal of NELTA Surkhet*, 5(1), 97-105.
- 50- Shinji, O. (2016). The Use of an Educational Social Networking Site for English Language Learning beyond the Classroom in a Japanese University Setting. *Research Bulletin of Education*, 11, 39-45.
- 51- Sikand, D., & Kauts, A. (2016). Relationship of Teacher Effectiveness, Teacher Stress and Teacher Commitment with Different Dimensions of Creative Management. *Scholarly Research Journal for Humanity Science & English Language*, 5(25).

52- Singh, G., O' Donoghue, J. and Worton, H. (2003). A Study into the Effects of Elearning on higher Education. *Journal of University Teaching and Learning. Practice*, 2(1), 14-24.

53- Stockley, D. (2005). Definition of e-Learning. (Retrieved on March 15th, 2008. from : <http://derekstockley.com.au/elearning-definition.html>.

54- Susanna Tsai & Paulo Machado. E-learning, online learning, web-based learning, or distance learning: unveiling the ambiguity in current terminology. *ResearchGate*. July 2002(7):3. [DOI: 10.1145/566778.568597](https://doi.org/10.1145/566778.568597).

55- Tehseen, S., & Hadi, N. (2015). Factors Influencing Teachers' Performance and Retention. *Mediterranean Journal of Social Sciences*, 6(1).

56- Thirumalaisamy P.Velavan and Christian G.Meyer. The COVID-19 epidemic. *Wiley Public Health Emergency Collection, NCBI*. 2020 Mar; 25(3): 278–280. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7169770/>.

57- Zemsky, R., Massy,W., Thwarted Innovation: What Happened to E-learning and Why, the learning Alliance at the University of Pennsylvania. (Retrieved on March 20th, from: <http://www.irhe.upenn.edu/WeatherStation.html>.

58- Zhao, Y. (2020). COVID-19 as a catalyst for educational change. *Prospects*, 49(2020), 29-33. <https://doi.org/10.1007/s11125-020-09477-y>.

59- Zorío, Z. M. (2018). Using ICTs to boost students' motivation in the EFL classroom.

APPENDIX

THE QUESTIONNAIRE:

Dear teachers;

We are conducting a survey on the challenges of using of E-learning among teachers during COVID-19 crisis.

This questionnaire aims to reveal the challenges and obstacles that face EFL teachers to achieving quality in E-learning during the Coronavirus pandemic at the department of English at Abbes Laghrour University, Khenchela.

It would be appreciated if you could convey your views by answering the questionnaire below.

Your response will be beneficial.

Thank you for sparing your valuable time.

I/ Teaching and E-learning during COVID-19

1- How do you feel overall about E-learning?

- Poor
- Below average
- Good
- Excellent

2- How helpful your university has been in offering you the resources to teach from home during Coronavirus crisis?

- Not at all helpful
- Moderately helpful
- Very helpful
- Extremely helpful

3- Did you use any of the online platforms to teach during COVID-19?

- Yes
- No

4- If yes, please mention which one you have used.

5- If no, please mention what you have used instead.

6- To what extent EFL teachers are trained and informed about how to use E-learning?

- Not at all trained
- Moderately trained
- Well trained
- Extremely trained

7- Do you think that E-learning is effective than traditional classroom learning?

- Yes
- No
- Maybe

8- Please justify your answer.

II/ E-learning and English Language

1- Which of these online platforms did you find the most effective during COVID-19 pandemic:

- Moodle
- Google classroom
- E-mail
- Facebook
- Zoom

2- In few words, tell us about your own experience with teaching via these online platforms, please.

3- Which of the obstacles/challenges below of e-learning you have encountered during COVID-19:

- Absence of a representative e-learning platform
- Time consuming
- Unstable internet connection and limited quota
- Lack of students' motivation and engagement
- Needs for professional developments and trainings

4- Please justify.

5- Did you find any difficulties with your students while teaching them online during the pandemic?

- Yes
- No

6- If yes, please mention one or two.

7- In your opinion, what are the main factors that may help EFL teachers to achieve quality in E-learning under circumstances like COVID-19?