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**Investigating Students' Attitudes Towards The Implementation of
Online Learning During The Covid-19 Lockdown.**

*The Case of Master One Majors of English at Abbas Lghrouir
University- Khenchela-*

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements
for a Master Degree in Language Sciences

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Dedication

This work is humbly dedicated to :

Our Dear parents and brothers

For their endless love and support,

Our friends and classmtes

For their help and collaboration in the field work,

Our teachers at Abbas Laghrour University

For their encouragement, guidance and insightful comments

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Abstract

The present study is an investigation of the EFL students' attitudes towards the implementation of online learning. This study aims at exploring students' views concerning the use of e-learning systems in ~~the~~ EFL educational settings. Accordingly, this study seeks to capture where online or e-learning stands in the EFL educational system and whether it is being used or not. Moreover, this study is mainly concerned with discovering the different online learning resources that students use and whether such resources are beneficial or not. It is hypothesized, in the present study, that students who do not agree with the idea of elaborating online learning in the EFL educational system will change their minds if they learn about it and use it more. It is also hypothesized that learning would be much easier and more accessible for students who can not attend classes and have certain circumstances if online learning was an option in the educational system of Abbas Laghrour University. In order to achieve the research aims and to test its underlying hypotheses that have been suggested, the study rests on a students' questionnaire administered to master one EFL students at the university of Abbas Laghrour Khenchela. As such, the majority of students reflect a favorable attitude regarding the implementation of online learning. Moreover, the results of the questionnaire reveals that adapting e learning as a choice in EFL classes will facilitate the learning process for many students who cannot attend classes. Furthermore, the results of the questionnaire shows that students are frightened of online learning since teachers are not always present in such kind of learning. Thus, the involvement of teachers in such kind of distance learning would provide major assistance in any situation that needs to be tackled through its implementation. Since the main obstacle that prevents online learning from being part of EFL classes is the fact that it is being ignored, several suggestions and recommendations were presented to show the importance of such learning and to support both teachers and

List of Abbreviations

EFL : English as a foreign language

E-learning : Electronic Learning

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General introduction

1. Background of the Study

The Internet has emerged as one of the most significant media that provides available resources for research and learning for both teachers and students to share and acquire information (Richard and Haya 2009). As such, online learning includes the use of the internet and other technological resources to produce materials for learning, educate learners, and regulate courses in an organization (Fry, 2001). There has been extensive debate concerning the definition of the term e-learning. Existing definitions according to Dublin (2003) tend to show the specialization and interest of the researchers.

As a matter of fact, online learning or E-learning as a concept involves a variety of applications, learning methods and processes (Rossi, 2009). Therefore, it is difficult to come up with one accepted definition for this term, and according to Oblinger and Hawkins (2005) and Dublin (2003), there is even no definition that is agreed upon for the term.

In some definitions onlearning means more than just the offering of wholly online courses. For example, Oblinger and Hawkins (2005) stated that online learning has emerged from a fully-online course to using technology to transmit part or all of a course independent of permanent time and place. The European Commission (2001) defines online learning as the use of new multimedia technologies and the internet to improve learning quality by giving access to facilitate services and distant exchanges and collaboration.

According to Maltz et al (2005), the term 'e-learning' is used in different perspectives, including distributed learning, online-distance learning, and hybrid learning. E-learning, according to OECD (2005) is described as the use of information and communication technologies in education to promote and improve learning in institutions of higher education including the use of information and communication technology as a complement to traditional classrooms, online learning or both of them. Also according to Wentling et al

(2000), the term e-learning stands for and use of knowledge that is facilitated and given by electronic means. To them, the e-learning needs computers and networks to be achieved, but it is likely it will progress into systems composed of a variety of channels such as wireless and satellite, and technologies such as cellular phones (Wentling et al., 2000).

In relation, Gotschall (2000) said that the concept of e-learning is a type of distance learning, thus a delivery of lectures to distant locations by way of video presentations. Liu and Wang (2009) however claims that the progression of communications technologies, especially the internet, transformed distance learning into e-learning.

2. Statement of the Problem

E-learning has emerged and spread in a fast way during the last few years because of the amount of people that used this type of learning as a basic way to complete their studies and their higher education. However, just because E-learning has received all of this positive feedback does not mean that it is fully accepted by all people especially students. Attitudes toward e-learning and its implementation in the educational systems is a subject that is still being discussed and argued especially at Abbas Laghrour university where students' attitudes toward the implementation of this type of learning are still anonymous at some point.

Most of the world's universities have resorted to online learning as all educational institutions were closed due to the quarantine that the wide and dreadful spread of Covid-19 has imposed. Algerian universities and institutions, of course, were no exception. However, this solution remains relative and has its own limitations. For this reason and others, this study will shed more light on the effectiveness of online or distance learning, precisely, at Abbas Laghrour University, Khenchela. In doing so, master one students' attitudes and perspectives towards online learning will be investigated.

3. Research Questions and Hypothesis

The questions that this study aims at answering are:

1. What are students attitudes concerning e-learning?
2. What are the advantages and the disadvantages of e-learning?
3. What are the factors responsible for the diversity of attitudes concerning e-learning?
4. To what extent do students at Abbas Laghrour University take advantage of e-learning?

The questions above, in turn, led us to formulate the following hypotheses:

1. Students who do not agree with the idea of e learning will agree with it if they learn about it more.
2. Learning will be much easier for those who can't attend classes if e-learning was added as an option in the educational system of Abbas Laghrour University.

4. Aims of the study

As the title suggests, this study aims at investigating students' attitudes toward the implementation of e-learning, **it** seeks to discover the hidden opinions of students concerning this type of learning and whether are those opinions positive or negative. Another aim this study is trying to achieve is familiarizing students with the term of elearning, showing them the basic elements of this notion and encouraging students with specific cases to try this kind of learning. Moreover, this study opens the gate for further research and adds e-learning as an option in Abbas Laghrour University for students who need it.

5. Structure of the study

This study is composed of two chapters in addition to an introduction and a conclusion. The first chapter, which is entitled e learning in the EFL context, is the theoretical framework of our stud. As such, it gives a general overview of e-learning and familiarizes the readers with the basis of this notion and as well as digging deeper in its history, origins and

importance.

The second chapter encloses the practical part of our study wherein it aims at discovering and discussing students attitudes toward e-learning based on the study chosen research tools and methods.

Chapter One: Literature Review

Introduction

1. Types of Learning.

1.1 On-site Learning

1.2 Distance/ Online Learning.

1.3 Blended Learning.

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Introduction

In nowadays world, technology has introduced to the educational systems a range of methods and techniques that made learning much easier than it used to be, and e-learning is one of the great contributions of technology in the field of education. online learning, as many authors described, is the use of technological materials too achieve the educational goal without the need to be present in class. However, online learning is much deeper than that and contains many elements that need to be fully described in order to understand this term. So, this chapter is an attempt to introduce the term online learning to the reader as it will give a hint on many aspects of this concept with detailed explanations. Simply, this chapter is the literature overview of our study which will prepare the reader to the next chapter.

1. Types of Learning

During the past few years, scholars and researchers have categorized learning into three main types: onsite learning, online learning and blended learning.

1.1. Onsite Learning

According to the American Society for Training and Development, onsite learning or training stands for traditional classroom training where the delivers a course to a room of learners. This term is usually used as a synonym to instructor-led training (ILT) and classroom training (c-learning). The advantage of on-site learning is that an learner will be able to concentrate harder on their learning because there'll be less distraction than if they were at home. They may feel more comfortable and learn more easily in a familiar, traditional classroom situation.

1.2. Online learning

Online learning is learning that happens online as the title suggest, it is that type of learning that takes place via the internet where students learn in a fully virtual environment and it can also be referred to as e-learning.

Online education can also be defined as the creation of the personal computer, the evolution of technology and ideas and other modern human acts in the field of education. It is usually described as the use of technology in exchanging information and providing access for individuals to learn. Video, audio, computer, and other related technologies are combined to create a more evolutionary instructional delivery system. The most appropriate method to unite a distant teacher with a distant learner is the network. Networks that are suitable for distance learning are satellite, cable modem, digital subscriber lines (DSL), and wireless cable, (Collins, 2002).

Greenberg (1998) described online learning as a contemporary distance learning saying that it is a "planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning" (p. 36). Teaster and Blieszner (1999) as well talked about on-line learning and its uses saying that: "the term distance learning has been applied to many instructional methods: however, its primary distinction is that the teacher and the learner are separate in space and possibly time" (p. 741).

Another definition provided by Desmond Keegan (1995) provides stating that online learning or distance learning results from the technological separation of teacher and learner, liberating the student from the need of traveling to a fixed place, at a fixed time in order to be trained by a fixed person.

1.3. Blended Learning

Blended learning is type of learning that combines both combines on-site learning with virtual teaching" (Coaten:2003, Marsh:2002) it has emerged during the last few years as as one of the most widespread teaching techniques used nowadays in the educational field, mainly by Universities and Higher Education Institutions. According to Valiathan (2002), blended learning is used to describe a solution that gathers several methods of delivering information, such as collaboration software, Web-based courses, EPSS, and knowledge management practices. Blended

learning, according to this author, blended learning mixes various event-based activities, such as face-to-face classrooms, live e-learning, and self-paced learning.

Brodsky (2003) states that blended learning is not a new term and it has been going on for many years, being combined with magisterial classes with exercises, case studies, role-playing, video and audio-recordings and assessment. Many other authors such as (Bartolomé: 2001, and Leão and Bartolomé, 2003) have described blended learning as a semi-presencial learning which means combining both on-line learning and on-site learning to achieve the educational goal.

2. History and Origin of Online Learning

The attention that online learning has collected over the last few years made it a subject of research to many universities around the globe, it is an essential way of learning for many students now. Simply, e-learning can be defined as the use of technological tools means and resources to learn and grasp information without the need of the attendance at school. E-learning is a modern term in the field of education and can be considered as a trend in the educational systems today ever since it was first used.

The term “e-learning” was first used in 1999 at a CBT systems seminar. Shortly after, other words such as online learning and virtual learning also began to spread in the description of the term e-learning such as “online learning” and “virtual learning”. However, the principles of e-learning have been well saved throughout history, and there is even evidence which proves that early forms of e-learning existed back in the 19th century.

Before the internet was first created, distance courses were provided as a first example of e-learning for students who has education on particular subjects or skills. In 1840, Isaac Pitman started to teach his students shorthand through correspondence. This way of symbolic writing was used to strengthen the writing speed and it became popular among journalists, secretaries, and

others who counted on note taking or writing. Pitman, who was known with his qualified teaching methods, was sent assignments by mail to correct them and send them to his students again and this was done until they finished their learning.

Later on in 1924, a new device called the testing machine was invented. This machine enabled students to test themselves. Shortly after in 1954, a Harvard Professor called BF Skinner created the “teaching machine”, which allowed schools to transmit and administer programmed instruction to their pupils. However, in 1960, the first computer based training program was introduced to the educational systems. This computer-based training program was basically designed for students of Illinois University, but ended up being used in schools.

The first online learning programs were created for the purpose of transmitting information to students. However, late in the 70s, online learning started to get more interactive and known. In Britain, the Open University was one of the first universities that took advantage of e-learning. They had a system of education which has always focused on learning at a distance. In the past, course materials were given by post and correspondence with tutors was delivered through mail. With the emergence of technology and the discovery of the internet, the Open University started to offer a wider range of interactive educational experiences as well as faster correspondence with students via email and other tools.

With the computer and internet being introduced to the world, e-learning tools and delivery techniques have expanded as well. The first MAC in the 1980's allowed learners to have computers in their homes as an easier way for them to learn about several subjects and develop certain skill sets. Then, in the following decade, virtual learning started to truly thrive, with people gaining access to a great deal of online information and e-learning opportunities.

By the early 90s, many schools had been set up that delivered courses online only, making the internet a way to education for people who wouldn't previously have been able to

attend a college due to specific circumstances. Technological developments also helped educational systems in reducing the costs of distance learning, a saving that would also be passed on to the students – helping bring education to a wider audience.

Today, online learning takes a very important place in every educational establishment and facilitates the learning process in many ways.

3. Theories of Learning and Online Learning

There are many theories that can be applied on online learning but the most prominent ones are: behaviorism, cognitivism and constructivism.

3.1. Behaviorism

Behaviorism focuses on how individuals behave. It has emerged from a positivist view related to cause and consequence where an action produces a reaction. In learning fields, behaviorism examines how students act while learning. Specifically, behaviorism is based on observing how learners respond to certain stimuli that can be evaluated, quantified, and controlled for each student. The main concern in behaviorism is on that which is observable and not on the mind. In other words, if it cannot be observed, it cannot be studied.

The development of behaviorism is frequently associated with B.F. Skinner and Edward Thorndike. Skinner is one of the most influential contributors in linguistics and particularly in the theory of behaviorism, he was the one who introduced what is known as operant conditioning which emphasized the use of positive and negative reinforcement to support learning new behaviors. This was quite different from Pavlov, who based his research on simple reflexive responses to specific stimuli although both Pavlov and Skinner supported repetitive behavior that results in habit formation. Skinner made a major influence on early computer-assisted instructional (CAI) models as developed by Pat Suppes and other linguists. A common aspect of early CAI programs was the dependence on encouragement and repetition to establish positive learning

activities.

3.2. Cognitivism

Cognitivism is considered a reaction to the rigid emphasis by behaviorist theorists on predictive stimulus and response (Harasim, 2012, p. 58). Cognitive theorists established the concept that the mind has a significant role in learning and focused on what happens in between the occurrence of environmental stimulus and the learner's response. They believed that the cognitive processes of the mind, like motivation and imagination, as crucial elements of learning that bridge environmental stimuli and student responses. For example, Noam Chomsky (1959) published a controversial review of Skinner's behaviorist work, in which he emphasized the importance of creative mental processes that can not be observable in the regular physical world.

Despite the fact that Chomsky's review was written mainly from the perspective of a linguist, it got famous and used in other fields, such as psychology, interdisciplinary in nature and cognitive science that was driven from psychology. As a result, cognitivism has emerged into one of the prominent learning theories. The future of cognitivism is interesting and crucial as more advanced online software appears into adaptive and personalized learning applications that tends to integrate artificial intelligence and learning analytics into instruction.

3.3. Constructivism

Constructivism was the main concern of several language theorists, including Lev Vygotsky, John Dewey, and Jean Piaget. They focused on social constructionism to describe and explain teaching and learning as complicated combination and an interactive social phenomena between teachers and students. Vygotsky stated that learning is a problem solving process and that the social construction of solutions to problems is the basis of learning. Vygotsky believed that learning is an establishment of a "zone of proximal development" in which the teacher, the student, and a problem to be solved exist. The teacher provides a social environment in which the learner can

construct with others the knowledge needed to solve the problem given.

Likewise, John Dewey described learning as a series of practical experiences in which learners learn by reflecting and collaborating with others. The use of reflective practice by both learner and teacher is a pedagogical basis for interactive discussions that replaces straight lecturing, whether in an on-site or online class. Jean Piaget, who was an important contributor in psychology and biology, based his learning theory on four stages of cognitive development that start at birth and continue through one's adolescence years and then after. Seymour Papert, in designing the Logo programming language, emphasized the concept of creating social, interactive microworlds or communities where learners, under the guidance of a teacher, solve problems while dealing with social issues, mathematical and science dilemmas, or case studies.

4. Teaching/Learning Strategies of Online Learning

Online learning underlying strategies are mostly learner-centered since it focus on and stress the role of the learner in the process of distance learning. Journell (2010) suggests that the solution to the problem of involving learners in online learning could improve pre-service and in-service education for e-learning educators focusing constructivist strategies.

Constructivism, as it was previously described, is an education theory that has gained much attention during the last decade, not only in e-learning classes, but also in regular classrooms in many educational institutions, considering its application in classrooms as beneficial. For example, in one of its Capacity Building documents, the OME (2013) believes that constructivist strategies are believed to be a significant characteristic in the mindset of culturally responsive classrooms.

The document describes constructivist approaches as those that: improve inquiry-based learning, they engage students in asking questions and adding new knowledge to their educational background based on their natural curiosity about their own experiences. Building knowledge is reciprocal because students are active elements in creating and developing learning experiences for

themselves and their colleagues. This may result in making learning easy and accessible for all students in the classroom as they are able to see themselves in the curriculum.

Constructive strategies support students to become responsible for their own learning, and “knowledge... is not seen as a commodity to be transferred from expert to learner” (Scholnik, Kol, & Abarbanel, 2016, p. 12). In this case, the teacher becomes a facilitator of learning, his role is to promote learning experiences in which students can create and participate in the same time.

Keengwe et al. (2014) stated that online learning is likely to be associated with constructivist strategies as it is “primarily designed around the learner, allows for self-paced learning, and provides students with opportunities to speed up or slow down as necessary” (p. 888). Keengwe et al. also stated that “pedagogy determines what tools instructors will use—technology is just a tool that supports learning” (p. 892). Thus, as these authors suggest, constructivist strategies seem the most appropriate for application in the e-learning environment. Indeed, e-learning is learner-based, minimizing the role of the teacher, who is considered as a facilitator, and the system is set up in a position that allows the teacher to apply constructivist pedagogy in their construction of online activities.

5. The Role of the Teacher in Online learning

The importance of the teacher in online learning has been supported by many researchers in several studies. Colás (2003) talked about importance of the teacher in e-learning environments saying that the teacher acts as a guide and to promote a comprehensive learning process via the Internet, managing the student’s learning process through creating new models of instruction that are set in modern virtual environments. Colás (2003) believes that the teacher is a knowledge manager who is can manage the student’s skills, abilities and knowledge, supporting and improving their individual and collective learning possibilities.

In online learning environments, the teacher should develop skills related to the learning

contexts that changes in teaching and learning process require. Thus, the teacher's role is interchangeable, shifting from being a single transmitter of knowledge to a facilitator and guide of the learning process, integrator of newly-created media programs, researcher and designer of the needed learning scenarios, collaborator with other teachers and students and evaluator. The ICC report (2002) was devoted especially to show the importance of the teacher of foreign languages, it talks about the use of the acquisition of technical and conceptual skills together along with the new digital, critical and linguistic literacies.

Adell and Sales (1999) stated that there are several functions that teachers should do in online classes:

- Curriculum designer:** the teacher has to design and develop an appropriate curriculum that are suitable for on-line environment. PContent creation: the telematic networks provide a great deal of information, the teacher in this case will have to decide whether to adapt them or not into the teaching and learning situations.

- Tutor and Facilitator:** in on-line classes, the teacher facilitator of knowledge, using multiple technological tools and resources and guides the process for an effective and correct selection.

- Evaluator:** a non-traditional evaluation is needed especially when using new tools and resources that open up new perspectives for the teacher. Students interact with multi-faceted materials which the teacher cannot control in some cases. Thus, a deep evaluation of all the elements that interfere in the new teaching and learning processes is required.

The existing literature on the role and functions of teachers is varied and diverse. Many authors have tackled this subject of the role of the teacher in e-learning in their works. Santandreu (2004) has made a compilation of the different use that the teacher would have to play in an online setting.

•**Planner of Situations and Suitable Learning Contexts:** the teacher's role here is to provide and search for basic information about the subject given to to students, he will have to adopt a critical to analyze the learning contexts of the communication resources and support students to access information.

•**Developer and Adapter and Creator:** the teacher should sarch for and prepare resources and didactic materials, he should focus on structuring materials and organizing contents.

•**Assessor:** one of the teacher's roles in on-line classes is advising on the use of technological materials and the process of information.

- **Evaluator:** evaluating students' learning in the e learning class.

6. The Role of the Student in Online learning

According to Cabero (2000) the abilities and skills that the student develops in succeed in on-line environments are as follows:

- be able to know when there is a need for information to be given or taken.
- identify the importance of information to solve a problem or investigate a situation.
- locate the necessities for information and how to get them.
- organize the information and categorize them taking advantage of them to solve the problem or investigation.
- adaptability to a setting which is in constantly changing.
- work in teams or pairs in a collaborative form.
- involve creativity as an option to solve problems.
- learn new ideas and assimilate new cincepts faster.
- lead new initiatives and being responsible and independent.
- identify problems and find appropriate solutions.
- identify and organize facts.

- create and carry out systematic comparisons.
- identify and create alternative solutions.
- solve problems independently.

7. Assessment of Online Learning in Educational Institutions

7.1. Advantages of Online Learning

The use of online learning in education, especially for higher educational institutions has gained much importance because of its several benefits, is considered as one of the best methods of education. Several researches and authors have provided benefits and advantages of the use of e-learning technologies in schools (Klein and Ware, 2003; Algahtani, 2011; Hameed et al, 2008; Marc, 2002; Wentling et al. 2000; Nichols, 2003).

Some studies showed advantage of e-learning as its ability to concentrate on the needs of individual learners. For example Marc (2000) in his book review on e-learning strategies for delivering knowledge in digital age, stated that one of the benefits of e-learning in education is its focus on the needs of students as an important element in the process of education rather than on the teachers', or educational institutions' needs. Some of the advantages of using online learning in education, which are derived from review of existing literature, includes the following:

1. It is flexible when problems of time and place occur. Every learner is free to choose place and time that suits him/her. According to Smedley (2010), the use of e-learning gives the institutions and the learners much flexibility of time and place deliver the course according to learning situation.
2. It improves the efficacy of knowledge gaining through its easy access to a huge amount of information.
3. It provides much opportunities for relations between students using discussion forums. Through this, e-learning helps in eliminating barriers that can reduce participation including the anxiety from talking to other learners. E-learning encourages students to communicate with their peers, as

well as exchange and respect different opinions. It helps in communicating and improves the relationships that exist in learning environments. Wagner et al (2008) claim that online learning provides extra prospects for interaction among students and teachers during the lesson.

4. Its is cost-effective, students wouldn't have to travel. It is also cost effective sinse it provides opportunities of learning for maximum number of learners with no need for many buildings.

5. It focuses on the individual learners differences. Some students, for instance prefer to focus on certain parts of the course, while others are prepared to review the whole course.

6. It helps in compensating for scarcities of academic staff, including teachers, facilitators, lab technicians etc.

7. The adaption of online learning allows self-pacing. For example, the asynchronous way permits students to study at their own pace and speed whether slow or quick. Therefore, it improves satisfaction and removes stress (Codone, 2001; Amer, 2007; Urdan and Weggen, 2000; Algahtani, 2011; Marc, 2002; Klein and Ware, 2003)

In relation, Holmes and Gardner (2006) have summed up the importance of online learning in which they state that the capability of e-learning to assess the students as they learn, and at the same time improving their experiences in education, by way of interactivity which is appropriate for community education, cultural diversity and globalization. To them the most important characteristic as well as advantage of e-learning in education is that it focuses on the on learners (Holmes and Gardner, 2006).

Through the adoption of online learning, according to Raba (2005), objectives can be accomplished in a short period of time with less effort. Both students and teachers are able to accomplish and keep up with development as they gain experience that is provided by numerous specialists in the different fields of knowledge. E-learning settings also help students to depend on

themselves since the teacher is no longer the solitary knowledge source. They become advisors and guides (Alsalem, 2004) instead. Online learning also helps in the preparing the society to globally communicate and to dialogue and discuss with others (Zeitoun, 2008). However according to Algahtani (2011), the benefits of e-learning are greater than the benefits of traditional learning if e-learning is used and applied in correct ways.

7.2. Disadvantages of Online learning

Online learning, in spite of the benefits that it offers when it is used in education, also has some disadvantages. Some studies claim that e-learning possesses some disadvantages. For example, despite the fact that e-Learning improves the education quality, Dowling et al. (2003) claim that making learning materials available online causes improved learning results only for specific forms of collective assessment. The most remarkable disadvantage of e-Learning is the absolute absence of personal interactions, not only between students and teachers, but also among colleague learners (Young, 1997; Burdman, 1998).

The disadvantages of online learning that have been captured by studies include the following:

1. Online learning as a learning method that makes the student undergo contemplation, remoteness, as well as absence of interaction. Therefore, it requires a very strong inspiration and skills with to the organization of time to reduce such effects.
2. With respect to clarifications, offer of explanations, and interpretations, the online learning method might be less beneficial than the traditional method of learning. The learning process is much easier when using face to face encounter with the teachers.
3. When it comes to improvement in communication skills of learners, online learning as a method might have a negative effect on the learning process. The learners. Even if a student has an excellent knowledge in academics, he, in some cases, may lack the needed skills to deliver the

acquired knowledge to others.

4. Since tests for assessments in online learning are done with the use of proxy, it will be difficult to control or regulate inappropriate activities such as cheating.

5. Online learning can be misled to piracy and plagiarism, predisposed by inadequate selection skills, and the ease of copy and paste.

6. Online learning can deteriorate institutions' role? socialization, role and the role of the teacher as a director of the process of education.

7. Not all fields or disciplines can employ the e-learning method in education. For example, the absolute scientific fields that involve practical parts cannot be correctly studied through e-learning. Researchers have argued that e-learning is more suitable in social science and humanity fields than in medicine, science, and pharmacy fields, where the development of practical skills is needed.

8. Online learning may also cause congestion or heavy use of some websites. This may lead to unanticipated costs both in time and money. (Collins et al. 1997; Klein and Ware, 2003; Hameed et al, 2008; Almosa, 2002; Akkoyuklu & Soyulu, 2006; Lewis, 2000; Scott et al. 1999; Marc, 2002).

Conclusion

Although it is difficult to give an accurate definition of online learning because of the various descriptions that were established by many authors, we have tried to give the most prominent definitions and uses of this type of learning. This chapter was an attempt to show the nature of online learning and how it is used, shedding light on the most suitable theories for this kind of learning and some of the strategies that should be used along with online learning. Another concern for this chapter also is to provide an assessment of online learning implementation through stating some of the advantages and the disadvantages of this type of learning.

Chapter Two: Field Work

Introduction

1. Research Methodology and Data Collection Means
2. Population and Sampling
3. Description of the Questionnaire
4. Analysis of the Questionnaire Results
5. Discussion of the Questionnaire Results
6. Suggestions and Recommendations

Conclusion

Introduction

This chapter represents the practical part of our study. As such, it is inclusive of the description and analysis of the students' questionnaire and its obtained results. In doing so, students are asked to answer all the questions of the questionnaire which will reveal the importance of online learning in the educational system for them as EFL learners.

Moreover, this chapter offers an overview of the population and sampling opted for to test this study hypothesis and fulfill its aim, and gives a justification of such a choice of participants.

1. Research Methodology and Data Gathering Means

We opted for the quantitative research approach which deals with numbers and anything that can be measured. It is the best kind of research for our study because our study is based on discovering attitudes and the data gathering tools that of the questionnaire is the most appropriate for discovering attitudes.

We have chosen the questionnaire to be the data gathering tool of this study. It will be conducted with master one EFL students at the university of Abbas Laghrour Khenchela.

2. Population and Sampling

The population we have chosen was master one students of English at the university of Abbas Laghrour Khenchela. The sample population consists of 150 students. The choice of this particular population is due to the fact that master one students have an advanced level that enabled them to work easily online and access the online classes and platforms. Also, most of them were helpful and ready to take part in the field work pertinent to our study.

3. Description of the Questionnaire

The participants were chosen randomly and they were asked to answer 16 questions. They were asked about their attitudes concerning online learning, whether they believe it is important and

useful for their educational journey or the other way around. They were asked if the courses they took online during the pandemic actually helped them understand the syllabus, and whether online learning by itself can be used to learn all the subjects. Moreover, they were asked about the types of online learning they prefer to use as well as the difficulties they have faced while learning online.

4. Analysis of the Questionnaire

Question 1. Are you familiar with the term Online learning ?

Participants	30
Yes, we are familiar with it	24
No, we are not familiar with it	6

Table 1. Students’ Familiarity with Online Learning

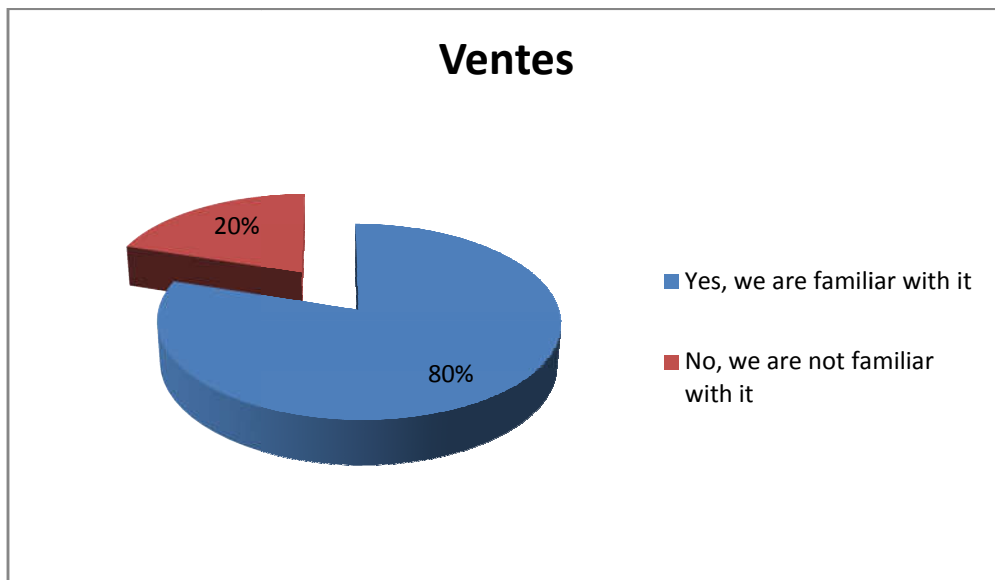


Figure 1: student’s familiarity with online learning

The table above shows that 24 of the students participants are familiar with the term online learning while 6 of them answered that they are not.

Question 2. Have you ever been in a situation where you needed to use online learning?

We did not need it at all	2
We needed it	28

Table 2. Students' Need of Online Learning

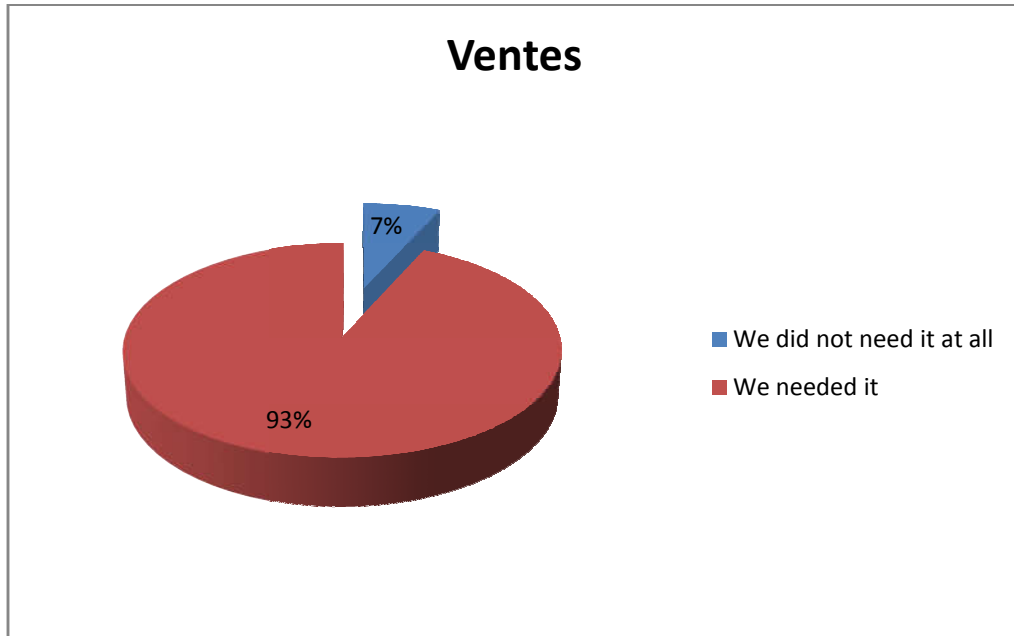


Figure 2: Student's Need of Online Learning

The table above indicates that 28 of the participants stated that they needed online learning in some situations, where 2 of them said that they did not.

Question 3. Do you agree that online learning facilitates the learning process for those who have certain circumstances ?

Strongly agree	08
Agree	18
Disagree	03
Strongly Disagree	01

Table 3. Online learning and the learning process facility

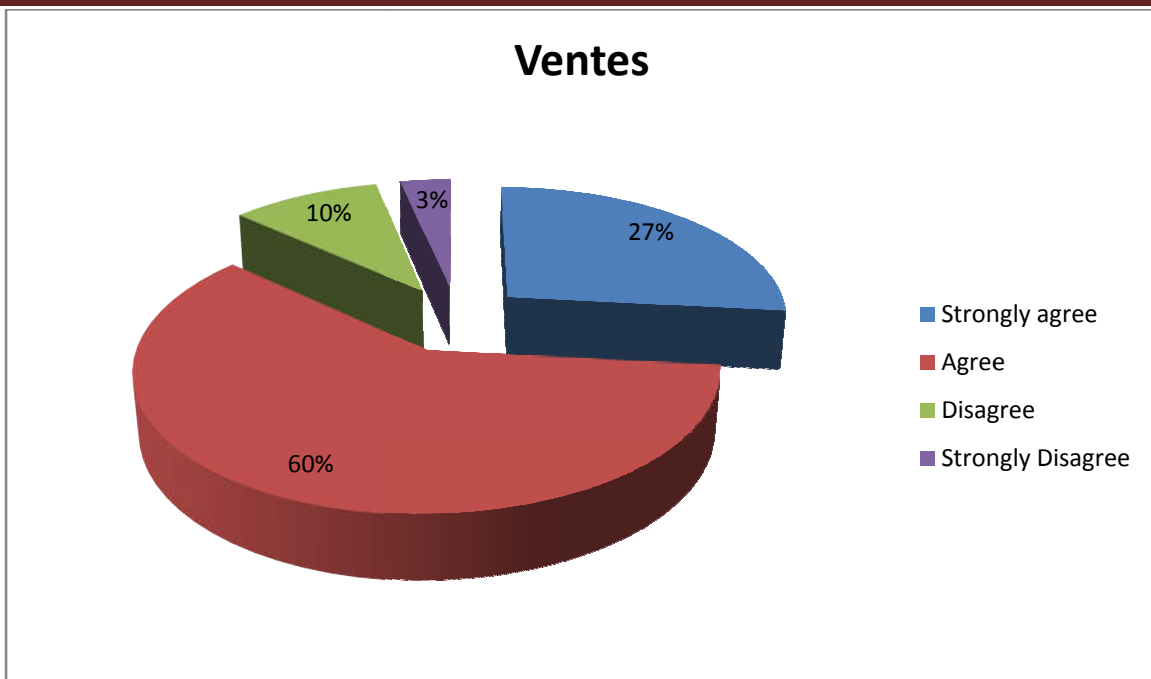


Figure 3:Online learning and the learning process facility

The table above declares that 8 of the students strongly agreed on the fact that online learning facilitates the learning process for those who have certain circumstances, 18 of them agreed, 3 disagreed while only one participant strongly disagreed.

Question 4. How often do you find difficulties in accessing online learning at your university ?

Always	03
Sometimes	17
Rarely	08
Never	02

Table 4. Online Learning Difficulties

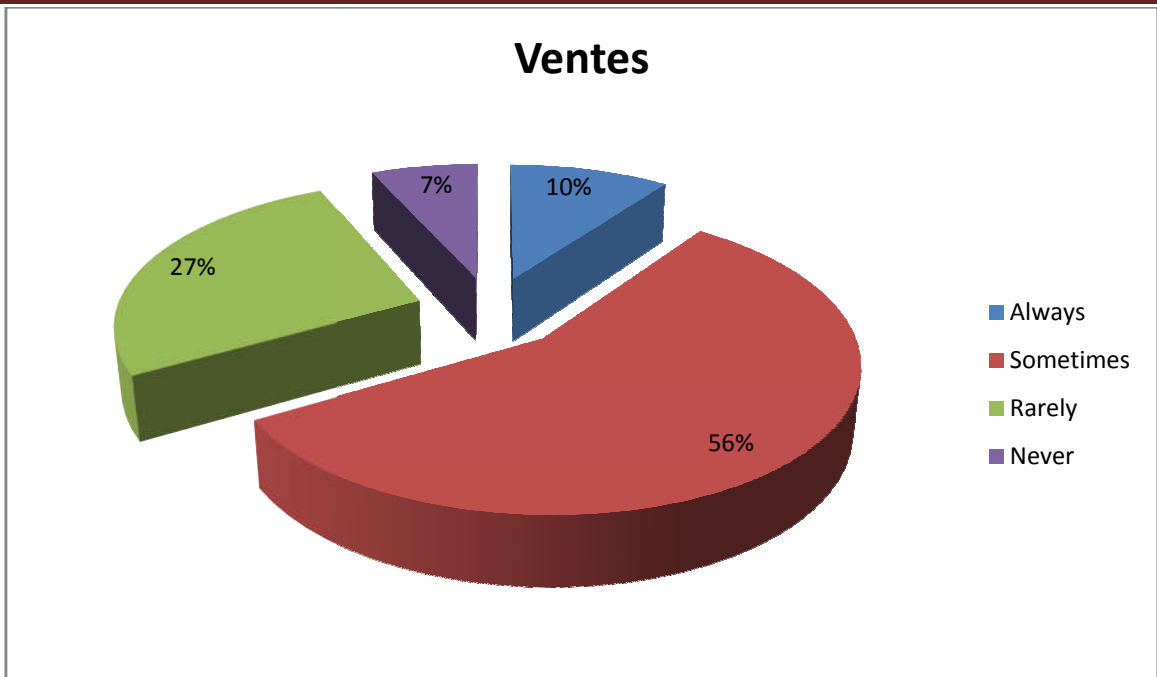


Figure 4: Online learning Difficulties

In this question, 3 of the participants said that they always find difficulties in accessing e learning in their university, 17 of them said that they face difficulties sometime, 8 of them said that they rarely difficulties, 2 and of them said they never face any difficulties.

Question 5. Do you think that your university is giving much importance to this kind of learning?

Yes	11
No	21

Table 5. Online Learning Importance at Abbas Laghrour University

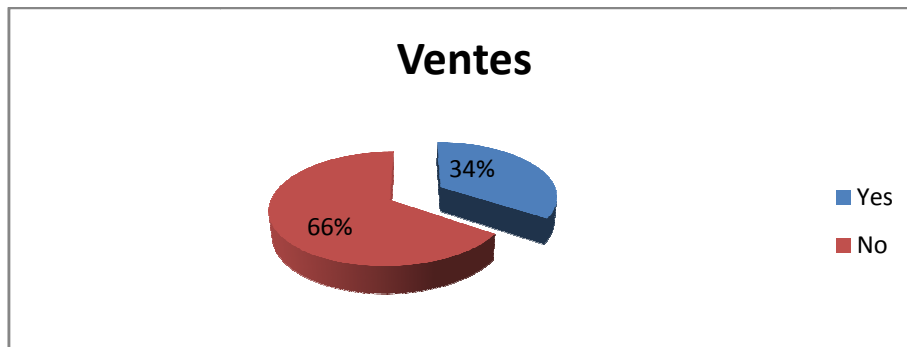


Figure 5: Online Learning Importance at Abbas Laghrour University

11 of the participants stated that their university does give much importance to this kind of learning, while 21 of them said that it does not.

Question 6. How many classmates, who completed their studies depending mainly on online learning, have you encountered?

Many	07
Few	15
None	08

Table 6. The Number of Classmates who Depend on Online learning

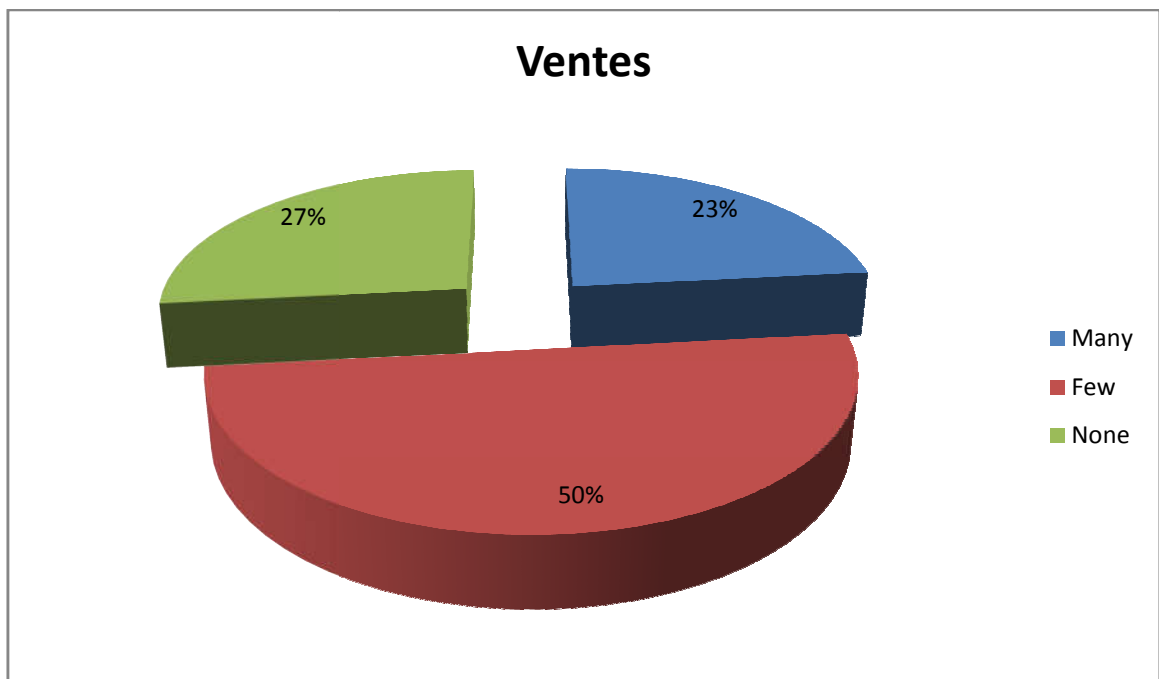


Figure 6: The Number of Students who Depend on Online learning

The table above indicates that 7 of the participants picked many when they were asked about how many classmates who completed their studies depending mainly on e learning have they encountered, 15 of the participants picked few, and 8 of them picked none.

Question 7. If yes, how do you describe their level?

Weak	03
Good	14
Average	05

Table 7. Students Level Regarding the Use of Online Learning

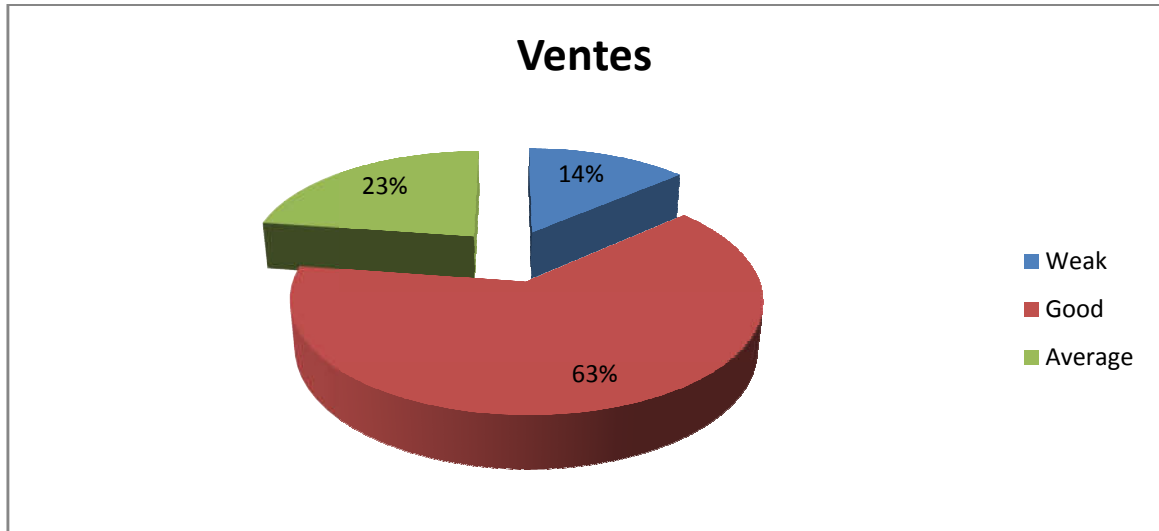


Figure7 :Students Level Regarding the Use of Online Learning

This question is related to the previous one, and the chart above declares that.. of the students said that the level of their classmates who have completed their studies depending mainly on e-learning is weak, ... of them said that their level is good,... of them said that their level is excellent, and the rest of them didn't answer since they don't have classmates who completed their studies depending mainly on e-learning.

Question 8. Has online learning provided you with as much information as you get in classes? If no, please explain why.

Yes	06
No	24

Table 8. Online Learning Provision of Information

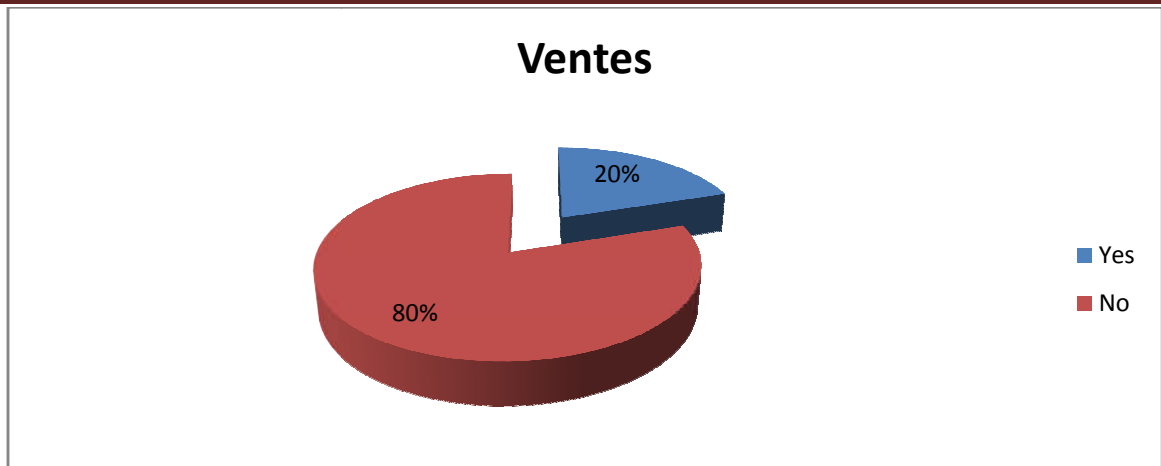


Figure8: Students Level Regarding the Use of Online Learning

The table above indicates that 6 of the participants stated that e learning has provided them with as much information as they get in class, while 24 said no because online learning has not provided them with as much information as they get in classes because the teacher should be present to explain the lesson. Others said it is because they cannot find all the information they need. Also, it's because in class, they get to share information and participate, unlike in online learning.

Question 9. What are the cases or who are the students who should use online learning? Please, specify.

17 of the participants indicated that the cases who should use e learning are those who do not have time to attend university, 3 of the participants said that the students who should be using online learning are shy students, 10 of the participants said everyone, and the rest of the participants didn't mention.

Question 10. What type of online learning systems you believe are best for learning? Please, specify.

15 of the participants said that zoom meeting is thr best, 4 of them said that the internet is the best, 7 of them picked Google classrooms as the best learning system, and the rest of them didn't answer.

Question 11. If you had a chance, would you use online learning on a regular basis in the future? If no, mention why.

13 of the participants stated that thy would use e learning on a regular basis in the future if they had a chance, 8 of them said that they would not 8 of the participants answered no said it is because they would need a teacher to fully understand the lessons. 3of them said that they can't rely on e learning by itself since it is not enough, 2 of them said that they dislike e learning, and the rest of them did not specify.

Question 12. Would you prefer to study online or study in class? Mention the reason of your preference.

Study online	20
Study in class	10

Table 9. Students Studying Preferences

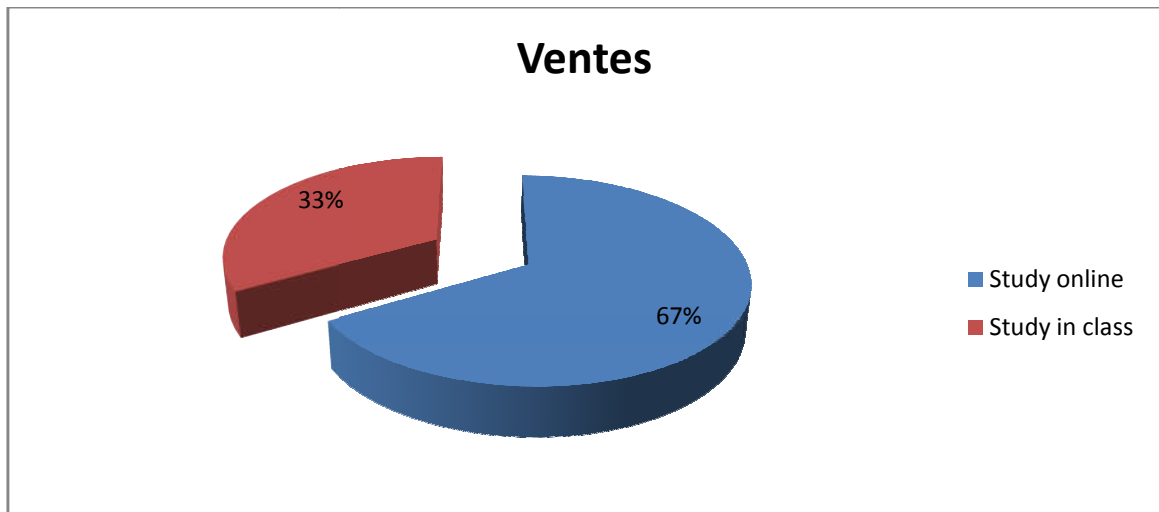


Figure9:Online Learning Provision of Information

The table above declares that 20 of the students stated they prefer to study in an online class, 12 of those participants said they prefer e learning classes because it is easier to access, 6 of them said that they feel free and not tied up as in blended classes, and the rest of them didn't specify. As for the ordinary class, 10 of the participants stated that they preferred classes because the teacher is always present and guides them, and the rest didn't specify.

Question 13. Do you think that Online learning will strengthen your skills or the opposite?

Justify your answer.

Yes, it does	22
No, it does not	08

Table 10. Online Learning and Students' Study Skills

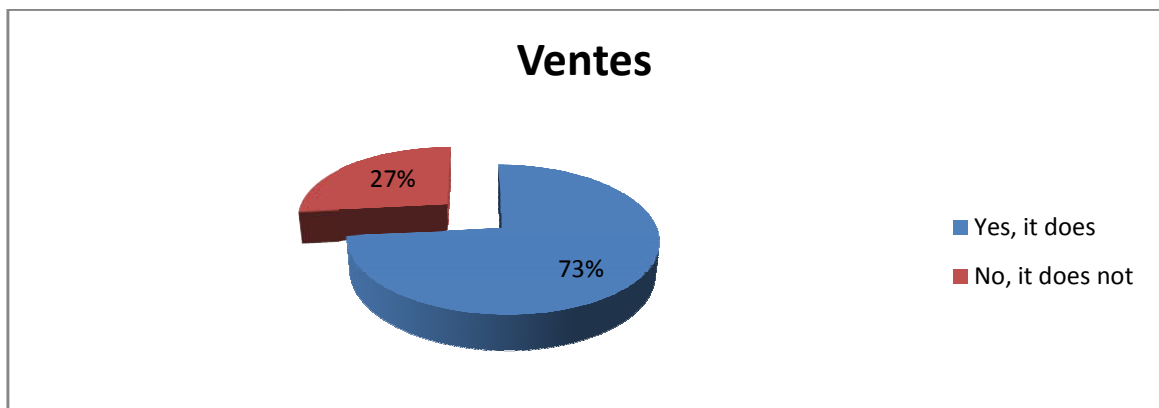


Figure 10: Students Studying Preferences

The table above declares that 22 of the participants think that online learning strengthens their skills. They stated that it is because online learning gives them extra information and the chance to express themselves freely. The table also shows that 8 of the participants do not believe that online learning strengthens their skills because it is not enough, especially since the teacher is absent.

Question 14. Can you mention at least two advantages of online learning?

14 of the participants agreed that the most important advantage is making studying accessible for those who can not attend classes and have certain circumstances, the other advantage which 8 of the participants agreed upon is that online learning is very useful during the global pandemic, the third advantage that 6 of students stated is online learning is useful for shy people, and the rest of the participants did not mention any advantage.

Question 15. Can you mention two disadvantages of online learning?

21 of the participants stated that the most noticeable disadvantage of online learning is the absence of the teacher, 8 of them said that e learning won't make them fully understand, and the rest of them did not answer.

Question 16. Would you recommend others to use online learning?

Yes, I would recommend it	22
No, I would not	08

Table 11. Recommendation to Use Online Learning

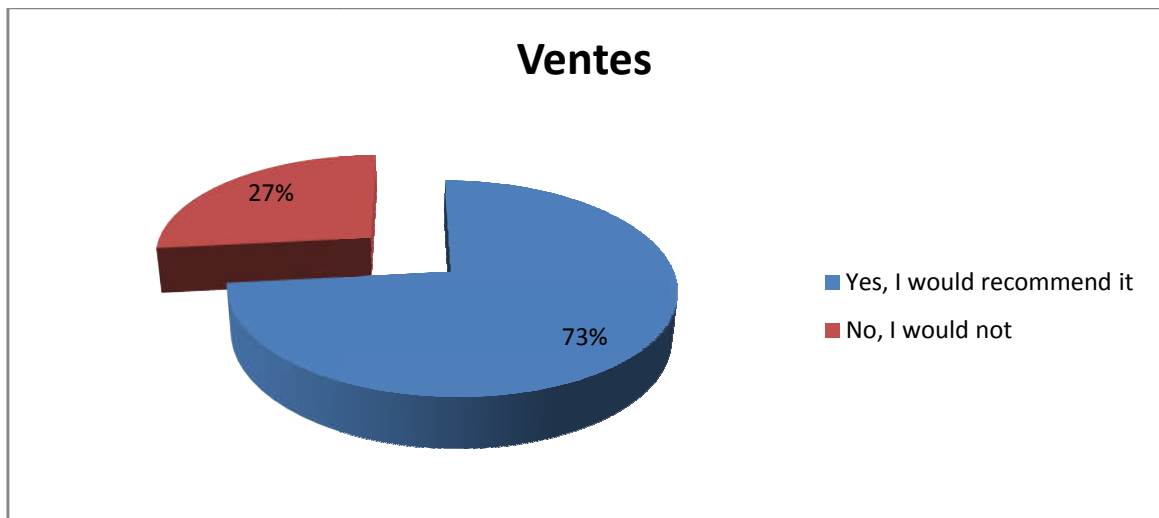


Figure11:Recommendation to Use Online Learning

The table above declares that 25 of the participants said that they would recommend online learning, 5 of them said that they would not.

5. Discussion of the Questionnaire Results

The conclusions that can be drawn from the questionnaire are:

- The results declares that universities do not give much attention to this kind of learning which made some students unfamiliar with this term. Neglecting on-line learning and not giving it the importance it needs made students think that this kind of learning is not important to be included in the university program, which made some of them avoid e learning systems.
- Despite the fact that Abbas Laghrour University ignored giving attention to e learning which made some students frightened of it, the majority of the students stated that they use e learning programs especially during the world pandemic, others said they would use it again if they had a chance and that they would recommend it, this proves that e leaning is not just important, but it is needed and it can br considered as the only way to learn in some cases. So; universities should point to this type of learning and recommend it.
- One of the points that has been noticed that the teacher is an important element in the learning process, andthe as students mentioned in the questionnaire, e leaning would be an excellent way to learn if all of it's systems included the presence of the teacher or tue instructor. The majority of the participants when they were asked about stating a disadvantage ofe learning mentioned thr absence of the teacher. From this, we can say that the cooperation of the teacher in e-learning systems would make e learning much easier and more accessible.
- There were two questions inthe questionnaire wher you students were asked about how and when did they use e learning and a question about the types of e learning sustems they used. The answers of this question indicates that students used e learning in several situation and different times which means that e leaning do exist and strongly in Abbas Laghrour university it just needs encouragement.

- Teachers should encourage students to use on-line learning more, they should state the benefits of it because, according to the results, teachers rarely talk about this kind of learning or encourage students to use it, which created a false image for students.
- The last point that should be mentioned is that, according to the answers of the students who stated that e learning strengthens their skills, e learning is beneficial to the growth of the critical mind of the student and enables him to depend on himself which would prepare him for the difficulties of the future

6. Suggestions and Recommendations

- Universities should make a time for students to use online learning.
- Teachers should encourage students to use online learning more.
- Students should make time to read and write using electronic resources to get used to e-learning.
- Universities should make online classes available for students who can not access it.
- Teachers should make more efforts with their students especially during this global pandemic and try to provide lessons outside of the classroom using online learning systems such as Zoom, moodle and google classrooms.
- Teachers must try new methods of online learning that are much fun and desirable to students to get them motivated.
- Zoom meetings, Facebook groups and Google classrooms can be very helpful strategies to engage students in distance learning
- Universities should take benefit from this global pandemic and set official online classes for students to encourage the spread of this type of learning.

Conclusion

The role of this chapter was to show students attitudes concerning online learning and whether it is actually beneficial or not. Throughout this chapter, we have tried to capture every student point of view concerning e learning and discovering the different aspects of this type of learning. The final results showed that most of students, and not all of them, support and use online learning in several situations, which proves the hypothesis that has been predicted at the beginning of this study.

The results also declare that online learning is ignored at Abbas Laghrour University, which led us to formulate the recommendations and suggestions which was mentioned previously. In the end, it is safe to say that online learning is important and beneficial, but; unfortunately, it is ignored.

General Conclusion

General Conclusion

Nowadays, online learning is a valuable and an important method in many universities around the globe. This case study aims at spotting more light on the role of e learning in helping and EFL learners to study, it's main concern is to explore students attitudes concerning online learning implementation.

EFL learners especially master one students should be aware of the huge importance of online learning and its significant role in education and how does this style of learning facilitates the learning process for many students. Thus, universities should give attention to e learning and elaborate it in their systems. Teachers as well should encourage students to focus more on online learning in their free time, they should make this kind of learning familiar to the students.

The findings of the questionnaire revealed that students do consider e learning as a valuable source of learning that can be very useful in many situations. However, results also showed that students are a bit frightened of this type of learning because it is ignored and not valued as it should be. Another point captured in the findings of the questionnaire is that the absence of the teacher in e-learning made students afraid of depending on it since some elements in the course need to be explained by a teacher. As such, there is still a special need to pay more attention to understand e learning and try to include it in the syllabus because of its numerous advantages. Teachers and students should pay more attention to this kind of learning because, in some cases, e learning could be the only way available for learning.

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Appendix

Students' Questionnaire

Dear participants,

This questionnaire is a part of a research entitled "*Students' Attitudes toward the Implementation of E-learning at Abbas Laghrour University, Khenchela*". You are kindly requested to provide answers to this questionnaire which aims at discovering students attitudes toward the e-learning system.

We would be thankful for your cooperation.

1. Are you familiar with the term e-learning ?
 - a. yes
 - b.no
2. Have you ever been in a situation where you needed to use e-learning ?
 - a. yes
 - b. no
3. Do you agree that e-learning facilitates the learning process for those who have certain circumstances ?
 - a. strongly agree
 - b. agree
 - c. disagree
 - d. strongly disagree
4. How often do you find difficulties in accessing e-learning in your university ?
 - a. always
 - b.sometimes
 - c. rarely
 - d. never
5. Do you think that your university is giving much importance to this kind of learning ?
 - a. yes, it does
 - b. no, it does not
6. How many classmates, who completed their studies depending mainly on e-learning, have you encountered ?
 - a.many
 - b.few
 - c. none

7. If yes, how do you describe their level:

- a. weak
- b. good
- c. excellent

8. has e-learning provided you with as much information as you get in classes ? If no, please explain why so.

.....
.....

9. What are the cases or who are the students who should use e-learning? please, specify.

.....
.....

10. What type of e-learning system you believe are best for learning ? please, specify.

.....

11. If you have a chance, would you use e-learning on a regular basis in the future? if no mention why.

.....
.....

12. Would you prefer to study online or study in class ? Mention the reason of your preference.

.....
.....
.....

13. Do you think that e-learning will strengthen your skills or the opposite ? Justify your answer.

.....
.....

14. Can you mention at least two advantages for e-learning ?

- a.
- b.

15. Can you mention two disadvantages of e-learning ?

- a.
- b.

16. Would you recommend others to use e-learning ?

- a. yes
- b. no

المخلص:

الدراسة الحالية هي استقصاء عن اراء طلاب اللغة الإنجليزية كلغة أجنبية تجاه تطبيق التعليم الإلكتروني. تهدف هذه الدراسة إلى استكشاف ردود فعل الطلاب فيما يتعلق باستخدام أنظمة التعلم الإلكتروني في بيئة تعليم اللغة الإنجليزية كلغة أجنبية. وفقاً لذلك ، تسعى هذه الدراسة إلى تحديد مكانة التعلم الإلكتروني في نظام تعليم اللغة الإنجليزية كلغة أجنبية وما إذا كان يتم استخدامه أم لا. علاوة على ذلك ، تهتم هذه الدراسة بشكل أساسي إلى اكتشاف مصادر التعلم الإلكتروني المختلفة التي يستخدمها الطلاب وما إذا كانت هذه الموارد مفيدة أم لا. يفترض ، في هذه الدراسة ، أن الطلاب الذين لا يتقنون مع فكرة تطوير التعلم الإلكتروني في نظام تعليم اللغة الإنجليزية كلغة أجنبية سيغيرون رأيهم إذا تعلموا عنه واستخدموه أكثر. من المفترض أيضاً أن التعلم سيكون أسهل بكثير ويمكن الوصول إليه للطلاب الذين لا يستطيعون حضور الفصول ولديهم ظروف معينة إذا كان التعلم الإلكتروني خياراً في النظام التعليمي لجامعة عباس لاغور. من أجل تحقيق أهداف البحث واختبار الفرضيات الأساسية التي تم اقتراحها ، استندت الدراسة إلى إجراء استبيان الطلاب لطلاب اللغة الإنجليزية كلغة أجنبية في جامعة عباس لغور خنشلة. على هذا النحو ، اضهر غالبية الطلاب موقفاً إيجابياً في تنفيذ التعلم الإلكتروني. علاوة على ذلك ، تكشف نتائج الاستبيان أن تكييف التعلم الإلكتروني كخيار في فصول اللغة الإنجليزية كلغة أجنبية سيسهل عملية التعلم للعديد من الطلاب الذين لا يستطيعون حضور الفصول الدراسية. بالإضافة إلى ذلك ، تظهر نتائج الاستبيان أن الطلاب خائفون من التعلم الإلكتروني لأن المعلمين لا يتواجدون دائماً في مثل هذا النوع من التعلم. وبالتالي ، فإن إشراك المعلمين في التعلم الإلكتروني سيقدم مساعدة كبيرة في أي موقف يحتاج إلى معالجة من خلال تنفيذ التعلم الإلكتروني. نظراً لأن العقبة الرئيسية التي تمنع التعلم الإلكتروني من أن يكون جزءاً من فصول اللغة الإنجليزية كلغة أجنبية و هي أنه يتم تجاهله ، فقد تم تقديم العديد من الاقتراحات والتوصيات لإظهار أهمية هذا التعلم ودعم كل من المعلمين والطلاب لاستخدامه والاستفادة منه. منه.