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Enhancing the Student's Academic Achievement through E-Learning in EFL Classes

*Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master
in Foreign Languages and Culture*

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Dedication 1

In the name of Allah, the most gracious, most merciful, all the praise is due to him alone.

I dedicate this work,

To my parents for their unwavering support throughout my research.

To the man who believed in me and brought me up with his love, encouragement and all the support; my husband Ismail .

To my dear brothers and lovely sisters as well as their children.

To all those who love me my dear friends and the Hamidane's .

To the soul of my unforgettable best friend Djahida .

Dedication 2

This research is lovingly and wholeheartedly dedicated to my beloved parents ,my father Elhadi and my mother Tassadit who have been my source of inspiration and gave me a strength when I thought of giving up and I cannot express enough thanks to them for their encouragement.

To my lovely sister Assia who shared her words of advice and encouragement to finish this humble work.

A special feeling of gratitude goes to my brothers.

I will always appreciate all what they have done for me.

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Finally, we are utterly grateful to the examining member of the jury, who accepted to read our work.

Abstract

This present study is an investigation of the effects of E-learning on the academic achievement of EFL students at the Department of English at Abbas Laghrour University. Its main aim is to investigate the EFL students' and teachers' attitude towards e-learning. It also covered the definition of e-learning and its materials used at the Department of English at Abbas Laghrour University which make this modern education return with a positive effects on students. To achieve the goal of this study, we have submitted a questionnaire to a sample of 30 Master two students at the English Department at Abbas Laghrour University. The results of this investigation show that e-learning is a good solution for studying during the the Covid-19 pandemic.

Key words: E-learning, investigate, EFL students, pandemic.

ملخص.

هذه الدراسة الحالية عبارة عن تحقيق في آثار التعلم الإلكتروني على التحصيل الأكاديمي لطلاب اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة عباس لغرور. هدفها الرئيسي هو التحقيق في موقف الطلاب والمعلمين تجاه التعلم الإلكتروني ، كما غطت تعريف التعلم الإلكتروني ومواده المستخدمة في قسم اللغة الإنجليزية في جامعة عباس لغرور مما يجعل هذا التعليم الحديث يعود بآثار إيجابية على الطلاب. ولتحقيق هدف هذه الدراسة قدمنا استبياناً لعينة من 30 طالباً من طلاب الماستر اثنين في قسم اللغة الإنجليزية بجامعة عباس لغرور بخنثلة. تظهر نتائج هذا التحقيق أن التعلم الإلكتروني هو حل جيد للدراسة أثناء الوباء.

الكلمات المفتاحية : التعلم الإلكتروني ، التحقيق ، طلاب اللغة الإنجليزية كلغة أجنبية ، الوباء.

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GENERAL INTRODUCTION

With the beginning of the 21st century, the demand for learning English as a foreign language (EFL) has been increased greatly. It becomes the most used and known language in the world this is due to its importance and the role it plays, which no one can deny. So the reliance on old methods and tools is no longer serving the students' needs .

Due to the new age revolution and the rapid development of technology which has extremely expanded and started to take its place in English language learning both teachers and students were face to face with new methods by using internet and several tools such as blogs ,Google classroom, email and documents. The importance of technology in our life has encouraged its use for creating better learning and teaching ways, technology can play a key part in terms of linking classroom activities and core reading through online information discussion and formative testing of what has been learned using the electronic tools for accessing the online environment which creates the E-learning. It implies a distance and reciprocal interaction between teachers and students by representing the two-sided relationship between both of them and embraces the deliberate goal of helping students to learn through internet.

Although the e-learning offers many advantages such as convenience of time and place, it also helps increase the student's academic achievement and performance. It may not work for every student; some of them may experience isolation. This is indeed a risk, so what is clear the e-learning must be managed correctly.

i. **Statement of The problem**

Students in EFL classes faced some difficulties when using the e-learning during the covid-19 pandemic. These difficulties led teachers to think how they can affect the academic achievement and performance of the EFL students.

Thus, the problematic of this dissertation is how can the e-learning increase or improve the students' academic achievement in EFL classes.

Aim of the study

This study aims at investigating the student's academic achievement through e-learning in EFL classes, by taking the department of English in Abbas laghrour university, khanchela as a case study.

ii. **Research Questions**

- How can e-learning be used in EFL classes?
- To what extent e-learning affect students' academic achievement in EFL classes?
- What are teachers' and students' attitude towards the application of e-learning in English language learning ?

iii. **Hypothesis**

- The use of e-learning in EFL classes has a positive effect on the academic achievement of the students.

iv. **Research Methodology**

In order to reach the aims of the study and defend our hypothesis, we need to collect data by giving a reliable result through questionnaires which are distributed to 30 Master two students who have been selected randomly by using a quantitative method.

v. **Structure of the study**

To carry out this research, the present work is structured into two chapters. The first chapter provides a theoretical overview of e-learning. It aims to investigate the effect of using a LMS on student's achievement in EFL classes. It seeks to draw definitions and the importance of using distance learning in the learning process, its history and its relation with traditional and modern methods of Education. The chapter also introduces the most used tool during the pandemic and attempt to give the challenges that would face both teachers and students. Lastly, it states some benefits and advantages of using the e-learning. The second chapter deals with the detailed description of data collection as well as analysis of the student questionnaires. In addition, it included discussion of the questionnaire and build the finding of the research to come up with a set of solutions to our research questions.

Chapter One:
Literature review

Part one

1. Introduction

Electronic learning is required as a force in education and it has progressively integrated in EFL classroom.

This chapter is concerned with the effect of using e-learning on students' academic achievement in EFL classes, it provides definitions of online learning and English as a foreign language (EFL) .In addition to this it draws a historical background about e-Learning and the development of using technology within the educational system. Furthermore, the chapter presents a general view and a comparison between traditional and modern education. It sheds light on some materials and tools used in distance learning. At the end this chapter, we mention the benefits and some challenges that faced both teachers and students.

1.1. Reviewing the Literature

Knowledge is not only a transfer of information from teacher to students but also about how this knowledge can be well received. E learning is more concerned with the medium of communication that teachers creates ,the arrived of e learning is a part of modern transformation of higher education in many countries .(Bach,et al .2007) showed that e learning offers the convenience of time and space also may help students feel connected through a strong sense of community.

The growth of e-learning is hard to ignore. Related studies showed that almost 3.2 million students were enrolled in online courses. It's an increase of about 1 million students comparing with the past years in 2200 U.S College and universities (Allen and seaman 2006).

(Bach,et al .2007) pointed out at the one end of the spectrum, universities such as "phoenix" in the USA specialized in delivering whole courses online and have become "virtual" universities while other universities keep using traditional way . One of the many challenges

in higher education is not only increased access to info through the internet but the ability to develop knowledge and scientific discourse, by trying meaningfully assimilate the quality and quantity of the information.

Some sources indicated that there is a difference in students' opinions about the use of distance learning while (Dang and Robertson 2010) showed that the students prefer the e-learning by using technology. However (Margaryan , Little john and vojtt 2011) pointed that the majority of students still prefer that traditional way of learning in classroom face to face with the teacher.

The English language is known as the international language of interaction. Teaching English as a foreign language has become a global priority, where the focus in the Algerian universities has become on teaching English as a foreign language in innovation and modern ways that keep pace with development and events such as the covid-19 pandemic. Some previous research indicated that using e-learning through internet has become popular and widely used due to its advantages and benefits that enhance student feeling of participation also enable them to get immediate feedback.

(Moore ,et al .2011). (shelly, et al .2013) stated that learning through internet helps students to be motivated to learn effectively and show that the final grad was used as the measure of learning performance.

(Rahawati 2016) found that the use of internet for students ranged between supporters and opponents, he also pointed that the e learning was flexible, provide rich information. However it showed some disadvantages of e learning such as the lack of materials slow connection and it help spread cheating.

Some researchers concluded that most EFL learners and teachers have positive attitude towards the use and inclusion of technology in teaching English.

1.2. History of E-Learning

History of e-learning is inside the World Development. E-learning is attached to improvement, technical development and additionally higher affordability of computers. Already within side the overdue eighties and the nineties of the closing century the primary shape of digital education Computer-Based Training (CBT) changed into born. This is taken into consideration because the cornerstone of today's eLearning (Eger, 2005).

The CBT gadget calls for connection of private pc to a few different multimedia, as an example CD-ROM. The gadget itself intended a fantastic progress, despite the fact that it's content material changed into now no longer that very well elaborated and it changed into still lacking a few later capabilities of e-learning like no trouble through time or place. In parallel with the improvement of CBT changed into the era developed that on quick lead into the upward push of net and advent of the net gadget. Also, this time the roots of foundation and its technical base had been with inside the United States. Technology had its progress. At the very starting the facts will be brought simplest in textual content format, however with the early nineties, there had been created browsers, which enabled customers to enhance the textual content through graphics. Internet unfold quickly, its rate declined and so it greater less costly additionally for the center class. The internet machine became advanced into now famous and widespread WWW (global extensive internet). The guide Introduction to e-learning (Kveton, 2003), which became written and posted at the event of 10th anniversary of this mastering method, explains its forming and connects it with the internet adjustment to the useful resource of facts, that's saved right here and is obtainable to all customers through Internet connection. The new Web- Based Training (WBT) became formed. This technology is nicely defined through Baresova (2003).

New applications have been created now no longer best to teach, however additionally to permit the communicate among the trainer and the student. This new machine corresponded

already with the today's one, however it were given its call simply in 1999 (Kopecky, 2006). The WBT machine became spreading fast became enhancing and so have been additionally the related applications. "Together with the pedagogical approach, which commenced in 2002 to be increasingly enforced, with expert management, mixed mastering and with absolutely nice consequences of a few universities and organizations it suggests, that eLearning has its blessings and may be successfully used now no longer best for the gap however additionally the for head to head schooling" (Eger,2005). These phrases are legitimate additionally for the preliminary section of development. Meeting of the Council of the European Union in 2002 mapped the cutting-edge use of digital varieties of mastering in Europe. Discussion approximately e-learning applications for years 2002- 2006 commenced simply subsequent year. Its essential intention became to unfold information approximately new varieties of coaching, however specifically development of schooling machine. Meeting of the Council of the European Union in Barcelona (2002) concretized the encouraged quantity of fees for eLearning development. This recommendation carried out for all member nations and drastically described the fabric foundation of enhancement of latest varieties of coaching. The new wave of enhancements in e-learning commenced especially with inside the content material and shape of latest publications and applications for universities. This fashion intervened additionally to the country of the usage of the digital varieties of schooling in Czech Republic. The subproject ODL NET (Open and Distance Learning Network for Exchange Experiences) performed excellent function in touch with different nations. This mission became evolved with inside the framework of the European program Sokrates, which concentrates on propagation of distance schooling primarily based totally on facts and communication technologies. This became now no longer best to submit e-learning, however, to make clear its theoretical base. It became supposed for teachers, who started the usage of those forms, for authors of latest applications and additionally for students, who should advantage from those information varieties of mastering with inside the first place. The

motive of this mission became to change reviews amongst all customers of latest varieties of study. Its maximum crucial dreams are considered: To enhance the high-satisfactory of online coaching through the usage of new mastering and methodical methods and to tell the educational society approximately technologic development in vicinity of schooling on internet. There have been 8 European nations worried on this mission: Great Britain, Ireland, Portugal, Spain, Greece, Finland, Cyprus and Czech Republic. (Czech Republic, represented through FIM UHK, became worried because the best of us from center and East Europe). Following institutes took component in a mission (due to the fact 2004): Fundación Universidad- Empresa de Valencia, ADEIT, Spain – coordinator of the mission

University Hradec Kralove, Faculty of informatics and management, Czech Republic

University of Limerick, Ireland

University of Oulu, Finland

Portuguese Open University, Portugal

Centre of Higher Education in Theatre Studies, Greece

University of Hull, Great Britain

University of Cyprus, Cyprus

Look on the above listing suggests how exclusive mastering surroundings and the way exclusive academic companies and units will be represented with inside the mission.

1.3. DEFINITIONS

A. What is online learning.

Online learning additionally called e-learning or electronic learning is acooling that takes vicinity over the Internet. Online learning is simply one kind of Distance Learning the general term of any study that takes vicinity throughout distance and is now no longer in a

conventional classroom. Online learning is the opposite of the face to face learning or traditional learning. Many researchers define e-learning and online learning; Waterhouse (2003) described it as a medium of laptop technology that would be applied to increase the software of gaining knowledge of. The European commission (2001) defined it as “ the use of multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchange and collaboration “. Horton (2006) believed that e-learning leads to build up the learning experiences of computer technology and knowledge. According to Goyal 2012 online learning is the absence of using papers instructional materials but using instead technology for learning and teaching. It is crucial to notice that everyone definition comply with the reality that online learning involves the use of technology era to facilitate gaining knowledge.

B. EFL

English as a foreign language is often used for non-native English speakers, it is called foreign if it taught in the classroom and is not spoken outside in the society The Algerian learners are considered as English foreign language learners, they have to use their efforts and capacities to achieve their goal which is to know more about the foreign language

Part Two :

2. A general view of traditional education vs modern education

2.1.1. Definition

Education is about learning skills and knowledge also refers to the process of learning and acquiring information it can be divided into two types

a) Traditional Education

Traditional education used to focus on transmitting the information from teacher to students in order to gain new knowledge in the classroom by using textbooks document by reliance totally on the teacher in traditional method there is a face-to-face interaction between the students and the teacher in traditional classes, teacher are the source of knowledge he is the one who control the class and lessons. The problem of this method is that it does not give much attention to students' reaction during the class; it makes them feel bored easily and lose their motivation.

b) **Modern Education**

In the recent years technology became one of the factors that Facilate education it changed and developed the learning system. both teacher and student can use technology to create a collaboration between them by sending and receiving information through modern tools .this method provide opportunities for students to develop their thinking skills ,also makes the study more enjoyable and interesting .

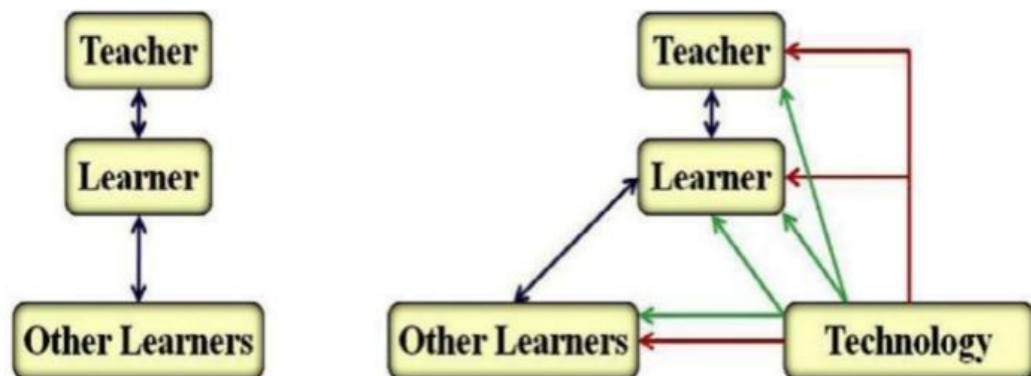


Fig 1 : Theinterrelationship in Traditional Education and Modern Education

(Hamiti & Reka,2012.)

2. Tools and materials

Technology provides to English language Learners ELL more opportunities to learn in different ways and in a short time

The use of Technology Tools helps teachers to develop and increase the students achievement, e-learning allows teachers to be creative in presenting lessons through different tool and programs. Teaching EFL is not easy as it seems it needs effort to choose the best tool that keep the student motivated and interested to learn a language ,there is several methods and materials in caring out the learning process

➤ Google classroom

Google classroom is a free web service developed by Google for school it has been used in the covid 19 pandemic .A lot of Algerians universities such as Abbas laghrour university used this application which enables teachers to create an online classroom area in which they can manage all the documents that students need, by creating their own classes and share the classe code or invite students, GC came to help students find or overcome learning difficulties, share lessons, create assignments without having to attend a face to face class . (Tinungki and Nurwayhyu , 2020). One of the main features of google classroom is the feature to list a number of main files as on the main page (figure 1).

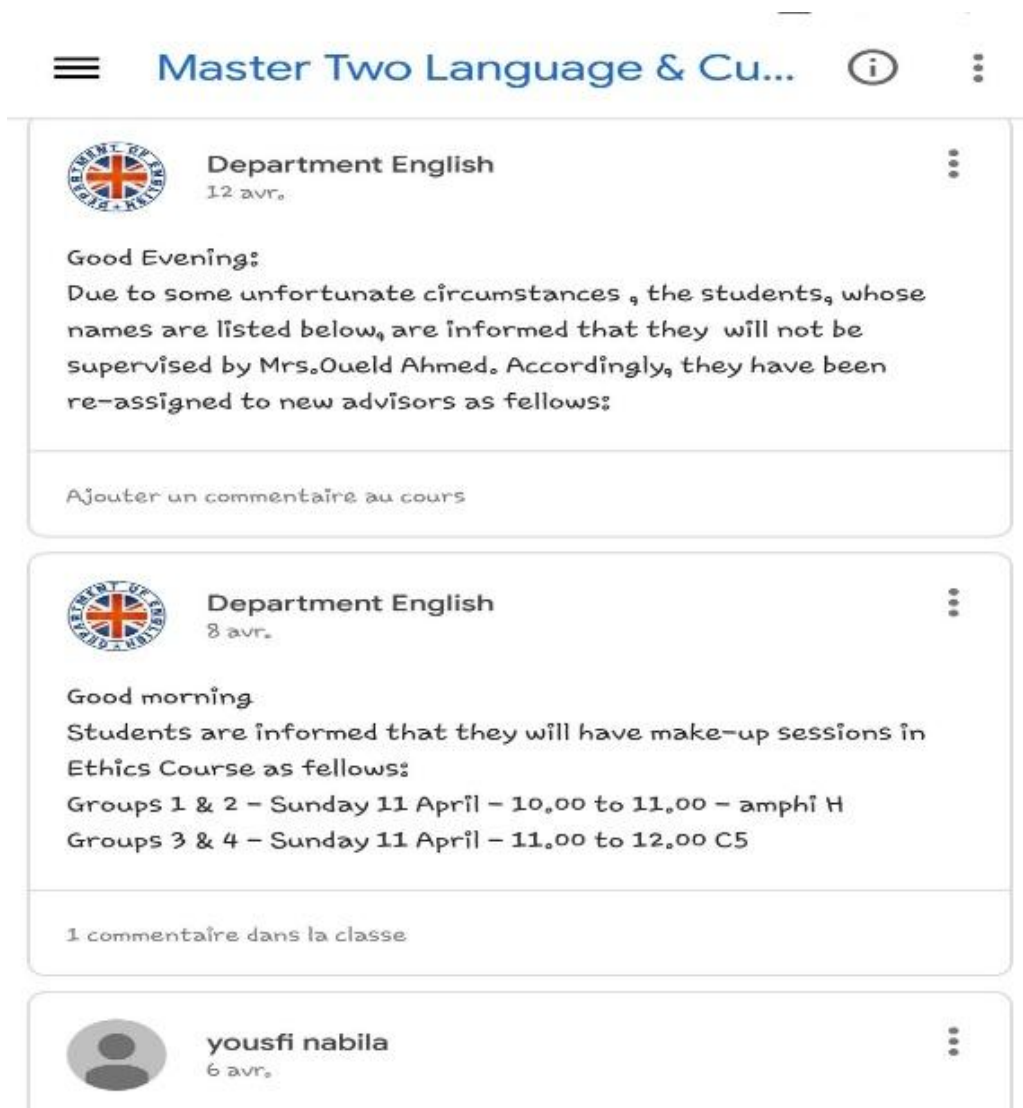


Fig 2 : screenshot of the main page's Google classroom of the English department

GC's. Main purpose is to simplify the files sharing process between teachers and students and it provides the feature of multiple accounts within one classroom (figure 2)



Fig 3 : screenshot of the Google classroom platform.

It is very helpful to improve each student's abilities and skills. Students can rely on themselves during learning and through instructions ,after using this tool in Abbas laghror university it can be said that it is effective to use it to fulfill the curriculum.

➤ **Email**

During the quarantine several methods and tools are used to carrying the learning process, some of these tools can share information visually others were used to exchange documents and files between teachers and students. Email is a system of sending and receiving messages from one to another electronically (Smith, Whiteley and Smith 1999) stated that email is

available alternative method of course delivery, both teachers and students benefit from using email, so many researchers are looking to email as a promising learning, to do this advantages it provides [table 1] Email could be used as a feedback and communication Material Although teachers and students of Abbas LAGHROR university showed a positive opinion toward using email during the 19 COVID pandemic, others stressed the need of physical interaction in order to fulfill the learning process needs they consider this to be one of these advantages of email [table 1]

Advantages	Disadvantages
<ul style="list-style-type: none"> • Providing timely feedback • Work from home • Save traveling • Easy ti manage • Reliable and secure 	<ul style="list-style-type: none"> • Not relevant to specialized practice • Commercial emails and viruses • Accessible to others • Misunderstanding

Table 1: Advantages and disadvantages of e-mail .

➤ **Zoom**

Covid-19 was confirmed to have spread in Algeria on March 2020 the government closed universities and suggests the e learning as a solution by using educational platforms. Zoom in one of the platforms that is widely used, it is an application based on video communication like a face-to-face learning, with many people anywhere and anytime without physically traveling, instead of the direct meeting in classroom. It helps both teachers and students to carry the study. Zoom helps English teachers to evaluate the language four skills through the features it offers (video call , audio call and messages),although these benefits the important

thing that must be discussed is the lack and slow of Internet which can affect the quality of the video call.

3. Challenges of online learning:

Linda Scott and Marisol Clark stated in their experience that online learning takes a lot of time rather than what students expected, Christ (2007) said that students are savvy About social networking and games but most of them are not wise up to academic skills to do well in online learning. At the beginning of the semester, many learners face a lot of problems with technology and materials, Also the instructor faces a dozen anxious emails plus the grading of his or her set of assignments. research study finds that online learning is 40 percent more work for teachers than traditional classes (Bender2003).Zhang et al (2004) said that because of numerous problems we cannot replace online learning with traditional classes, even though online learning is a powerful technique in positive situations. Online learning is a more cognitive social task, it cannot cowl such a detail among students or even with the instructor. The loss of face-to-face interplay could be without problems discovered inside such teaching. Getting bored may be additionally discovered with students staying in front of a PC for a long term will upload to that Many learners revel in troubles with technology mainly at the start of the semester. Their domestic computer's barriers may be the reason for troubles or students may also warfare to configure their laptop to paintings easily with their getting to know control system it is vital to permit for students proceedings mainly to vent frustrations Approximately technology in fact venues for proceedings Are a signal of a healthy online community (Collison et al 2000).

4. FACTORS FOR SUCCESSFUL E-LEARNING

To have a success E-gaining knowledge of, that is nonetheless appeared as at an early stage, with many troubles which required to be clarified. There are numerous elements which

desires to be taken into consideration while making plans for E-gaining knowledge of, and right here are some them:

1. The Learners' Motivation

One of the principle components associated with gaining knowledge of in trendy and could be extra powerful for E-gaining knowledge of, is motivation. As face to face/conventional gaining knowledge of calls for an excessive stage of motivation from the student's side, college students want to maintain tune in their gaining knowledge of and to preserve growing and gaining knowledge of new things. However, for E-gaining knowledge of, this appears to be even extra crucial as they want to develop and maintain that stage of motivation on their very own and be geared up to enjoy tough instances while attempting to find new statistics and coming across new words, while not having the instructor/teacher in the front of them. On the alternative hand, Dörnyei (1990) and Ur (1996) country that E-gaining knowledge of appears to be very attractive and might inspire college students to take a look at extra than the regular gaining knowledge of. This may be due to the type of substances used and the manner instructors are speaking with their college students. The position of parents may be additionally a bonus to inspire them to paintings more difficult and to follow-up instantly.

2. The Learners' Attitudes:

Technology may be usually visible as something to reveal in ourselves with. Students do spend lots of their time on devices – texting, watching, and the usage of specific applications. The fundamental query here is whether or not college students are probably to apply it in an excellent way (Zhao, 2003). Students' attitudes to E-mastering appears to be the maximum crucial element to have a a hit enjoy as said via way of means of Akbari et al.(2012) and Cinkara & Bagceci, (2013). As new generations have become greater acquainted and reputedly taking part in the usage of them for entertainment, this provides to the facet of E-mastering. This might provide a hazard to educators and curriculum builders to utilize it, and

to familiarize themselves with the methodologies wanted. On different hand, gaining access to the net, the cloth availability and college students' readiness to analyze from E-mastering also are crucial factors, as said via way of means of(Tallent-Runnels et al. (2006)and Aydin(2007).

3. Technology

Available system is needed for an powerful E-mastering enjoy, for each college students and teachers. Students want to have each hardware and software program to paintings easily in such coaching/mastering contexts. A computer/computer with accurate get entry to the net is the important thing object of system to make certain an excellent interplay among the scholars and the trainer. This also can cover the mastering context at home. The potential to music their mastering and comply with up with their teachers may be the maximum crucial goal college students are predicted to achieve.

4. Readiness of Materials

The cap potential to expand the substances on time is any other project an trainer might face. The layout element and the schooling wanted are crucial, as they have been taught and discovered to teach differently. The sort of substances and the way thrilling they may be are crucial problems inside E-mastering context.

5. Learning Context

The readiness of teachers, college students and the encircling context – which includes dad and mom and the society itself – are very crucial. The social element and the way supportive the fascinated events are in the E-mastering context could make a huge difference. Teaching on line isn't the same as the face to stand coaching as said above. This might require teachers to expand and analyze this new style of coaching, and the reassets wanted. Yi (2012) said that teachers want to be aware about this alternate and be required to paintings difficult on each their talents and abilities to make sure an excessive level of coaching through E-studying.

From the scholars' side, there's a desire to adjust the studying fashion inside E-studying. Self-taught talents want to be a source of energy to the scholars themselves in addition to the instructor, parents, and the training providers.

5. Benefits of online learning :

The use of online learning has increased in the higher education during the covid 19 pandemic, it becomes a common tool and an integral aspect in order to complete studying and teaching during the confinement and to improve the quality of learning. However, online learning has brought positive effects to EFL achievement, we ensure carefully that students preferred online learning rather than face to face classes according to the results of (palloff and Pratt 2005) in an anonymous evaluation of 52 students who experienced an online environment 27% wrote that they felt their learning was the same as in their classroom learning, 50% of students wrote that they learned more in the online class.

The general benefits of online learning can be summarized as follows The interactive nature of online learning allows flexibility for both students and teachers which is the major benefit of online learning that can provide a dynamic learning environment because students can study anywhere and join the discussion any time during the day as long as they have access to a compute or phones with an Internet connection.

It offers a suitable way of learning and keeps students motivated to learn more especially for shy students who feel shy to participate on face to face classes while online classes gives them the opportunity to speak their minds so they learn more so that will improve EFL achievement . Also improve language skills through practicing listening, reading. Writing and speaking via different online learning tasks and resources.

Online learning can increase and motivate the global awareness of students (Meloni .1998) also after graduation they will be ready for the workplace.

Online learning allows building up knowledge about the Internet and computer skills, this knowledge can help students throughout their careers. Moreover, it builds self-confidence and self-knowledge because it encourages them to take private responsibility for their personal learning and may increase students study time of English over the week (Frayer et Al 2014) to improve their language proficiency.

6. Conclusion

The theoretical chapter has focused on providing a general view concerning the use of e-learning and its influence on EFL class. It has defined the online learning and English as a foreign language, as well as it has explained the history of e-learning and gives a comparison between traditional and modern education and mentions some technological tools using by both teachers and students to carry the learning process, followed by illustrating some factors for a successful e-learning. This chapter showed the challenges that faced the users of e-learning, at the end the theoretical chapter has been concluded by giving the benefits and advantages of using this new method.

Chapter two :

Research Methodology

and Data Analysis

INTRODUCTION

The present chapter aims at describing the methods that are used to collect the needed Data for this research, as well as analyzing the collected data. In addition, it also attempts to find the benefits of e-learning. Also, it shows the opinion of students about the distance learning. Besides, it identifies the sample of this research also describes the questionnaire used to collect data and explains the obtained results and discusses those results. At the end, this chapter mentions the limitations of the study.

I. Data collection

The data of this research are collected through questionnaires that are submitted via Google to the student. Questionnaire is the first option it comes to collecting data from a large mass of population.

II. Description of questionnaire

The questionnaire consists of 19 questions aiming to know the students' opinion about e-learning use and its relation with student achievement. The questionnaire is a mixture between closed-ended questions; multiple-choice questions as well as we have used follow-up questions where the students are supposed to justify their answers

The first three questions were a general question about the gender, age of the student and whether his/her choice of English is personal or forced. The second section of the questionnaire were about the e-learning use and importance by asking the student 8 questions, the fourth question which was a multiple choice question asked the learners question about the importance of using technology in the learning process. The 5th one was about which method they prefer in their studies, whether traditional or modern, and justify. The 6,7,8 questions were all multiple choice by asking the students what tools they used during the pandemic and if they are familiar with those tools in addition if it is the first time for them in using e-learning.

9-10-11 were also a multiple choice question the 9th sought to know if they consider e-learning as a tool that facilitate EFL, while question number 10 ask do you practice better the language skills on online learning ? The last question in this section shades light on which kind of assessment Learners prefer on online learning.

The last section which is about student's opinion contain 9 question, the first three questions are dealt with the ability of understanding well about English materials explained by the teacher through distance learning, the second was about if e-learning motivates student or not while third question comes to answer how they find the use of e-learning?

The fourth question of this section was a closed ended question, questioned the students does online learning save or waste your time?

Question number 5 required the student to choose if they are agreed or disagreed with assignments deadline, if it supports students for cheating? And state why they are agree or disagree? The last three questions requested the students to give their opinion (agree, disagree, neutral) does distance learning enhance the student's academic achievement and if the modern method is more effective than traditional Method. The last question asked them do you think e-learning can replace the traditional method in the future.

III. Description of the sample

the students involved in this study where Master two students at the English Department at ABBAS Laghrour University they were 30 students they were randomly selected to answer a questionnaire about their opinion of the use of e-learning in EFL classes and if they used it during the quarantine or not. There were many reasons to choose master 2 students. First, these learners were in touch with e-learning last year during COVID-19, and they are the nearest and easy to reach to answer the research questionnaire for us

IV. Data collection

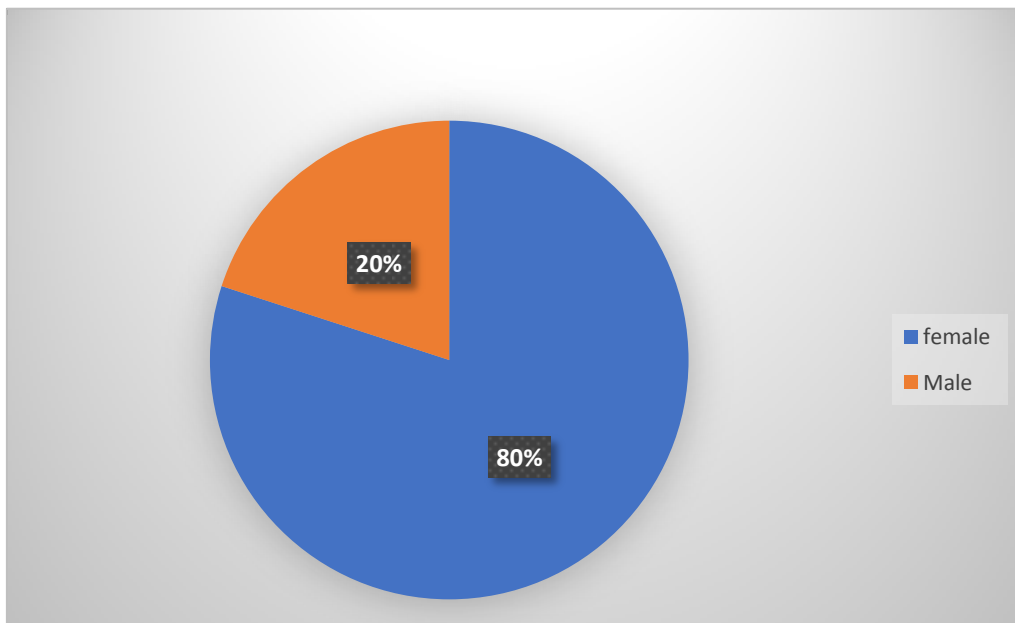
QUESTION 1: Students' gender?

Answers	Number of students	Percentage
Female	24	80%
Male	6	20%
Total	30	100%

Table:1 The student's gender.

Graph:1 the students' gender

The result show that the majority of students are female means that means present percentage of 80% why and we have 20% off male



QUESTION 2: students' age?

Answers	Number of the students	Percentage
22_25	22	73.3%
Over 25	8	26.7%
Total	30	100%

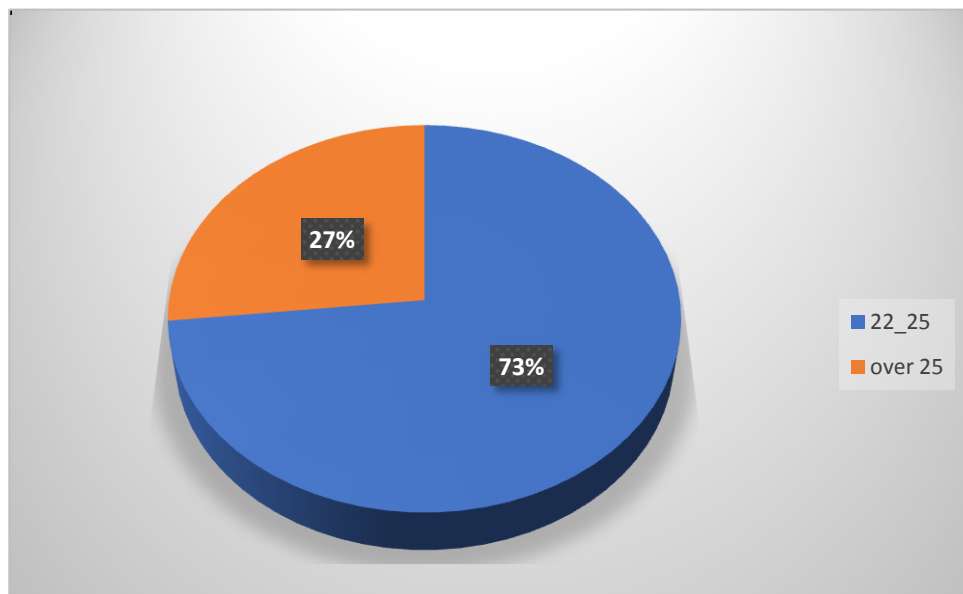
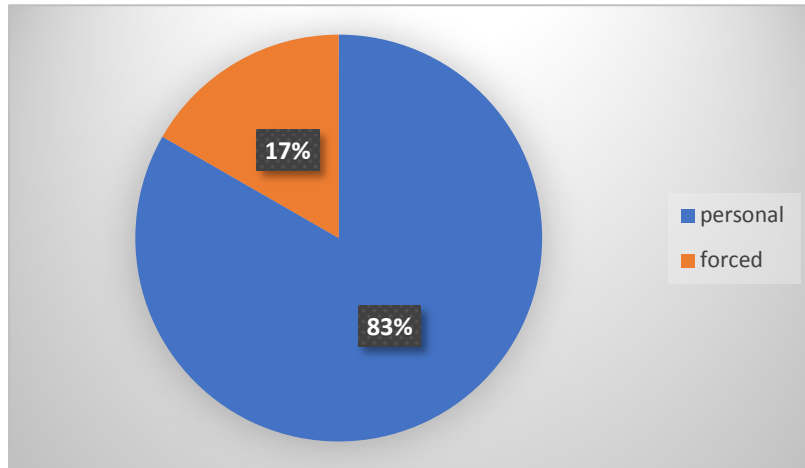
Table 2 : students' age**Graph 2:** students' age

Table 2 and **graph2** show that the majority of participants are between 22 and 25 years old with a percentage of 73.3% , whereas 27.7% of the participants are over 25 years old

Question 3: your choice of English was?

Answers	Number of the students	Percentage
Personal	25	83.3
Forced	5	16.7%
Total	30	100%

Table 3: student's choice of English.



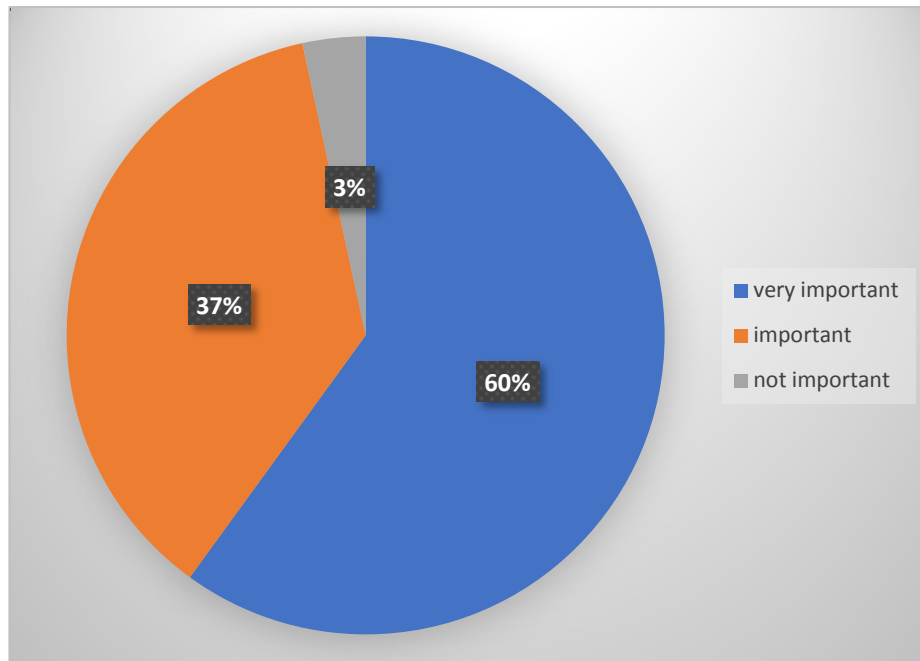
Graph 3: student's choice of English.

The results that is shown in **table 3** indicated that 83.3% of the students answered that their choice of English was personal while 16.7% of them they were forced

Question 4: How important is the use of technology in the elearning process ?

Answers	Number of the students	Percentage
Very important	18	60%
Important	11	36.6%
Not important	1	3.4%
Total	30	100%

Table 4 : the importance of technology in the learning process



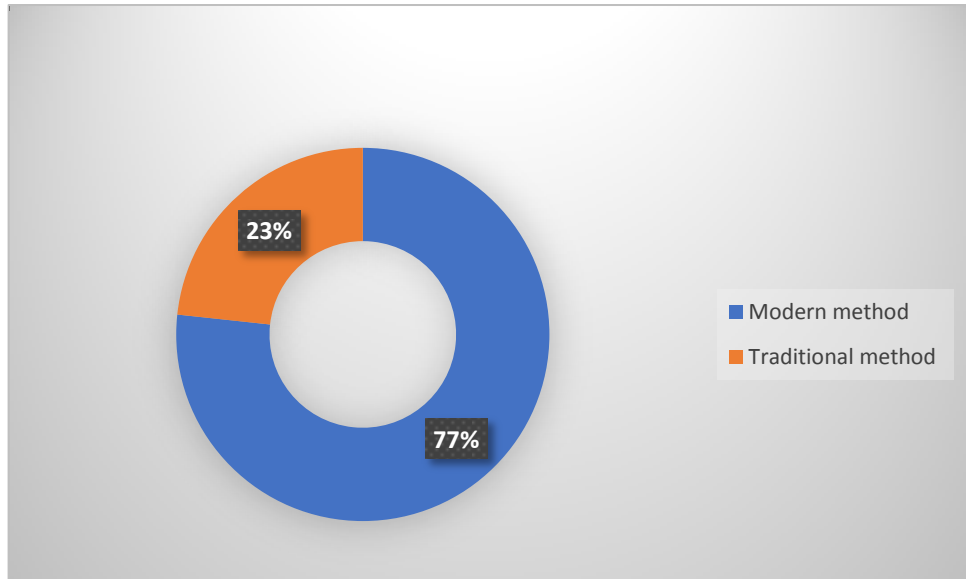
Graph 4 : the importance of technology in the learning process.

Table 4 shows that 60% of the participants consider the use of Technology as very important in the learning process, while there are students who consider it as important with a percentage of 36.6% whereas 3.4% see technology as not important at all

Question 5: which method do you prefer in your studies?

Answers	Number of the students	Percentage
Modern method	23	76.7%
Traditional method	7	23.3%
Total	30	100%

Table 5: Methods preferred by the students.



Graph 5: Methods preferred by the students.

Graph 5 shows that 76.5% prefer to follow the modern method while the 23.3% of students prefer the traditional method

Question 6: justify?

Because I study at any time and everywhere

It facilitates the study and makes it joyful

I understand only in classroom face to face with the teacher

Modern method helps students to get the clear ideas and information in simple way

Because it is so helpful

It helps me a lot during the quarantine

Doesn't take time, useful, and helpful

because it's much better and easier

Modern method because it is considered the best for EFL students, it helps them to promote their learning process with the use of the developed technological techniques of learning.

It makes things easier

It helps a lot

Easier and it doesn't take time

We can found every information we need and it make our study easy

Fast memorization

With teachers not self-learning

Develop personal qualifications, win time

Keeping pace with development and technology

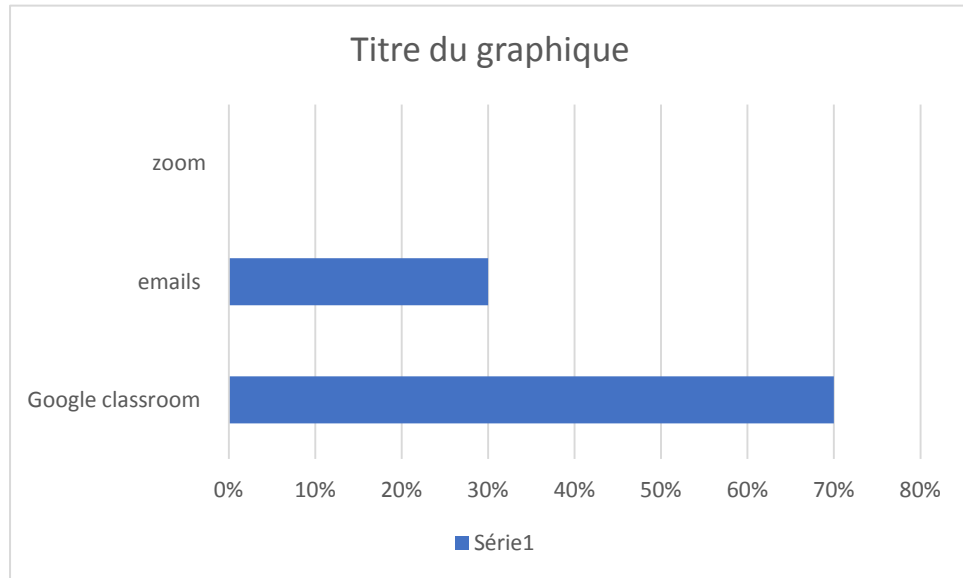
I do not like technology and distance learning

Useful, joyful and helpful

Question 7: what tools did you use during the covid-19 pandemic?

Answers	Number of the students	Percentage
Google classroom	21	70%
Emails	9	30%
Zoom	0	0%
Total	30	100%

Table 6: Tools used by the students.



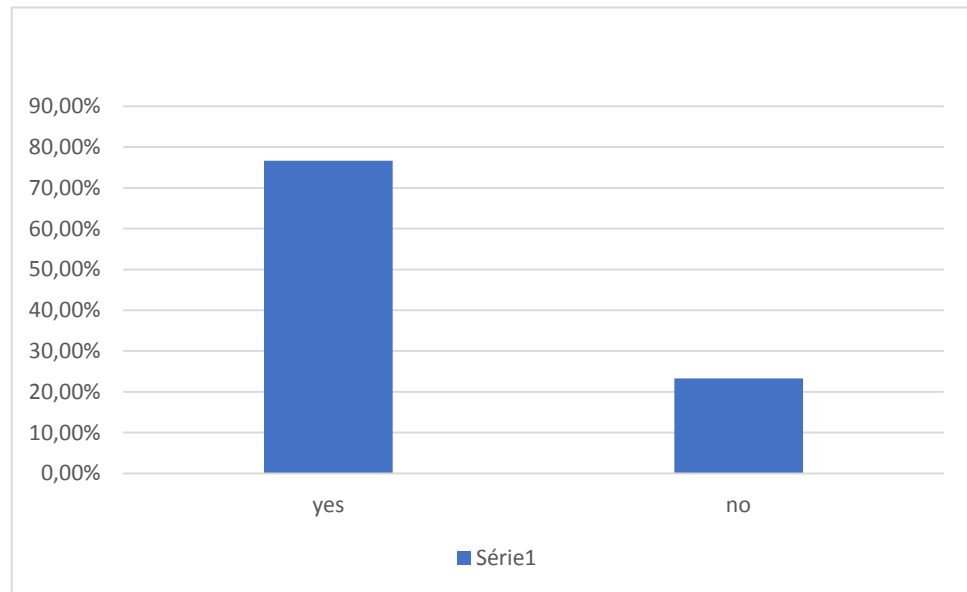
Graph 6: Tools used by the students.

Table 6 and **Graph6** show that the majority of participants 70% used Google Classroom during the covid-19 pandemic, while 30% used emails and no one used zoom application in the English Department.

Question 8: Are you familiar with digital materials and online learning tools?

Answer	Number of the students	Percentage
Yes	23	76.7%
No	7	23.3%
Total	30	100%

Table 7: students' familiarity with digital materials and online learning tools.



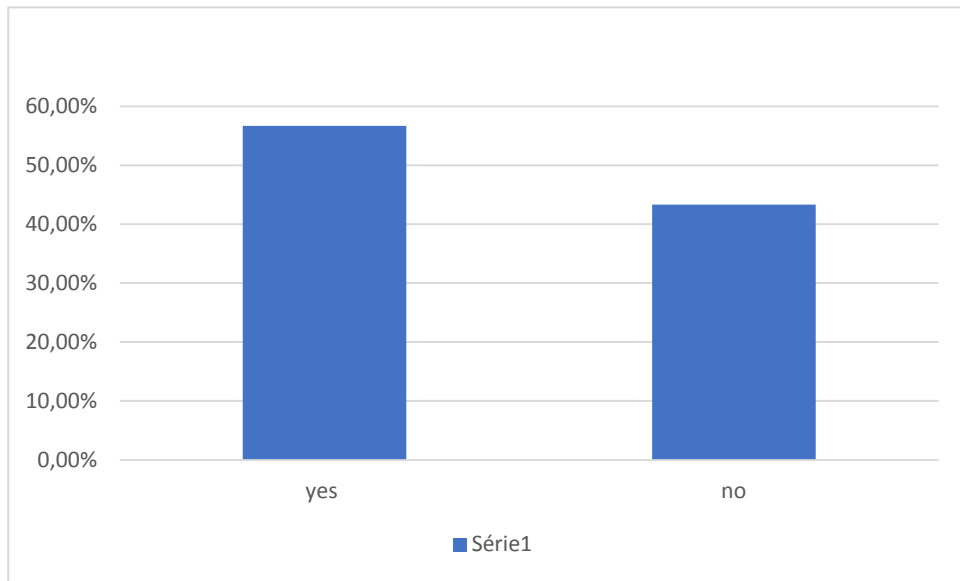
Graph 7: students' familiarity with digital materials and online learning tools.

The results showed that the majority answered with yes 76.7%, while the 23.3% of the students are not familiar with digital materials

Question 9: Is it the first time for you in using e-learning?

Answers	Number of students	Percentage
Yes	17	56.7%
No	13	43.3%
Total	30	100%

Table 8: students' use of e-learning?



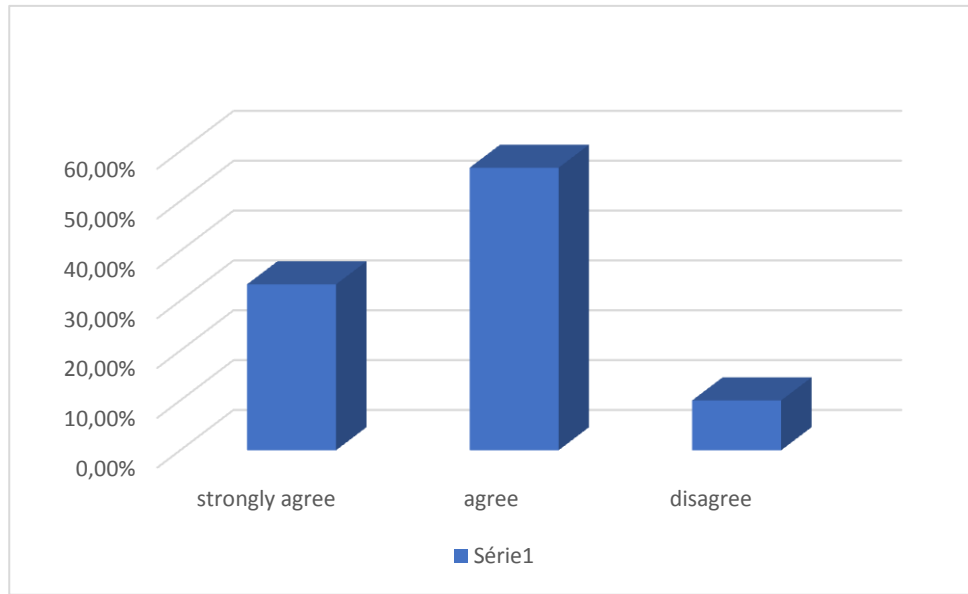
Graph 8: students' use of e-learning ?

Table 8 shows that 56.7% of students used e-learning for the first time .whereas the 43.3% of them that they had experience with online learning

Question 10: Do you consider e-learning as a tool that enhance EFL classes?

Answers	Number of students	Percentage
Strongly agree	10	33.3%
Agree	17	56.7%
Disagree	3	10%
Total	30	100%

Table 9: consideration of e-learning as a tool that enhances EFL classes.



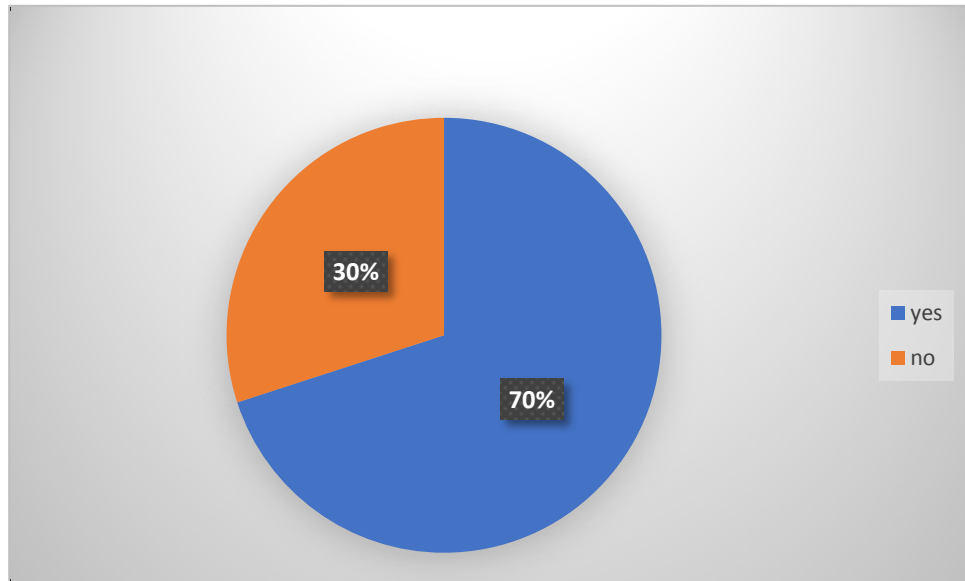
Graph 9: consideration of e learning as a tool that enhances EFL classes.

Table 9 show that the majority 56.7% of participants are agree, while the 33.3% are strongly agree but 10% of them are disagree they don't consider e learning as a tool that enhance EFL classes.

Question 11: Do you practice better language skills (speaking, writing, listening, and reading) in online learning?

Answers	Number of students	Percentage
Yes	21	70%
No	9	30%
Total	30	100%

Table 10: the practice of language skills in online learning.



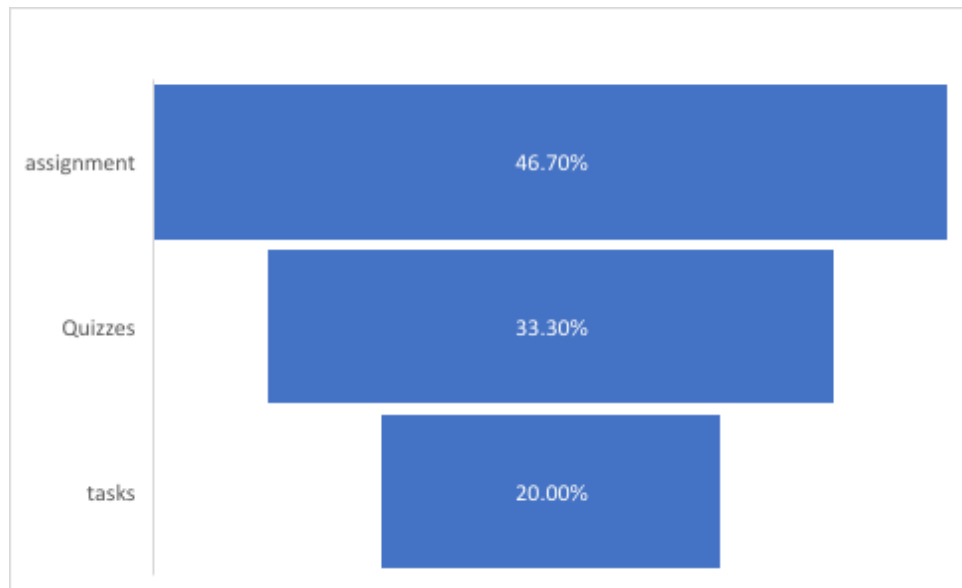
Graph 10 : the practice of language skills in online learning.

The results show that 70% answered by *yes*, while 30% answered *no*.

Question 12: What kind of assessment do you prefer on online learning?

Answers	Number of students	Percentage
Assignment	14	46.7%
Quizzes	10	33.3%
Tasks	6	20%
Total	30	100%

Table 11: the assessments preferred on online learning.



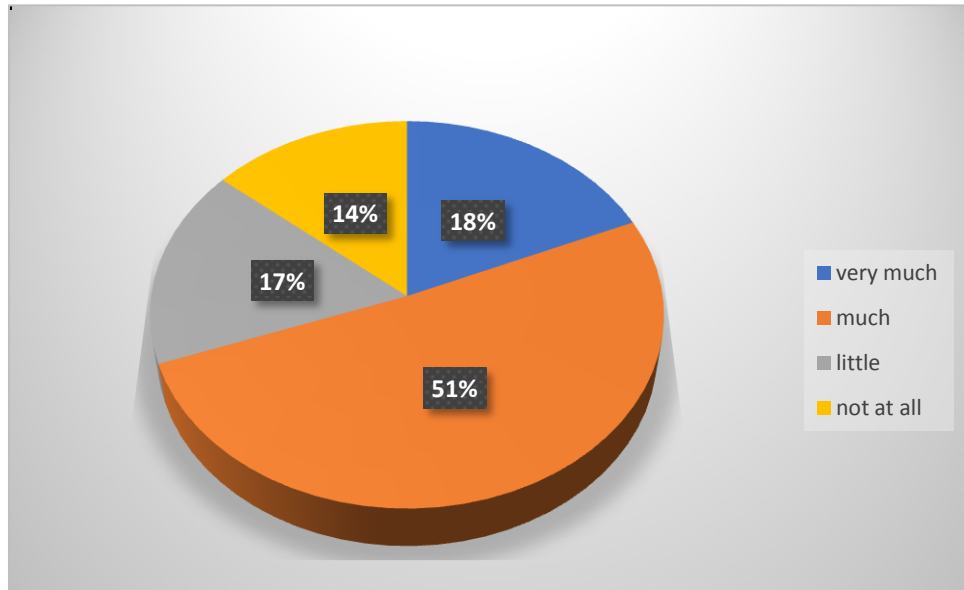
Graph 11: the assessments preferred on online learning.

From **the Graph** above, we can see that the majority 46.7% prefer the assignments while the 33.3% like to answer Quizzes, and 20% like tasks.

Question 13: Do understand well about the English materials explained by teachers through distance learning?

Answers	Number of students	Percentage
Very much	4	13.3%
Much	11	36.7%
Little	12	12%
Not at all	3	10%
Total	30	100%

Table 12 : the effect of online learning on the understanding of students.



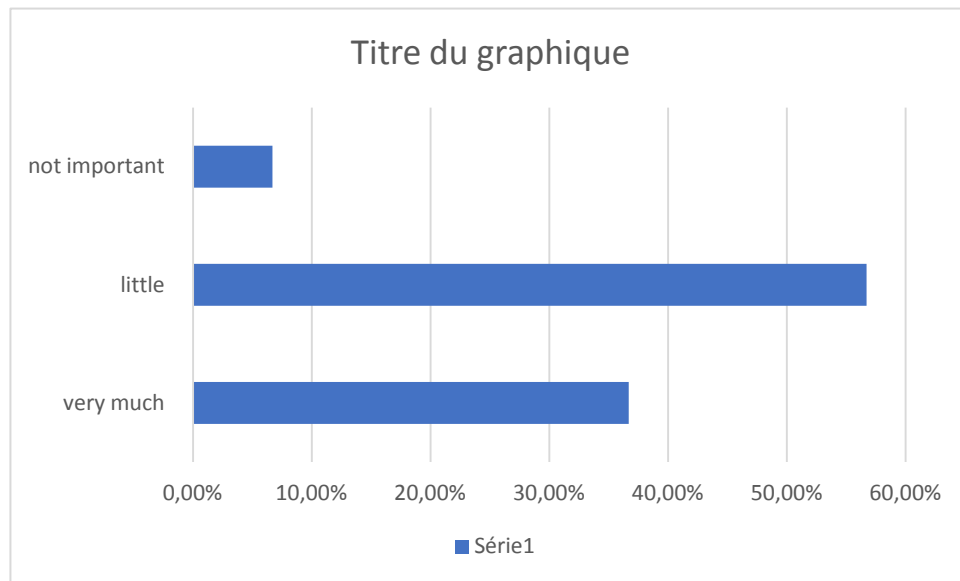
Graph 12: the effect of online learning on the understanding of students.

From **Graph 12** is observant that 36.7% of the students answer with much while 30.3% with very much 12% of them said little.

Question 14: Do you think e learning keep students motivated?

Answers	Number of students	Percentage
Very much	11	36.7%
Little	17	56.7%
Not important	2	6.7%
Total	30	100%

Table 13: E-learning and students' motivation



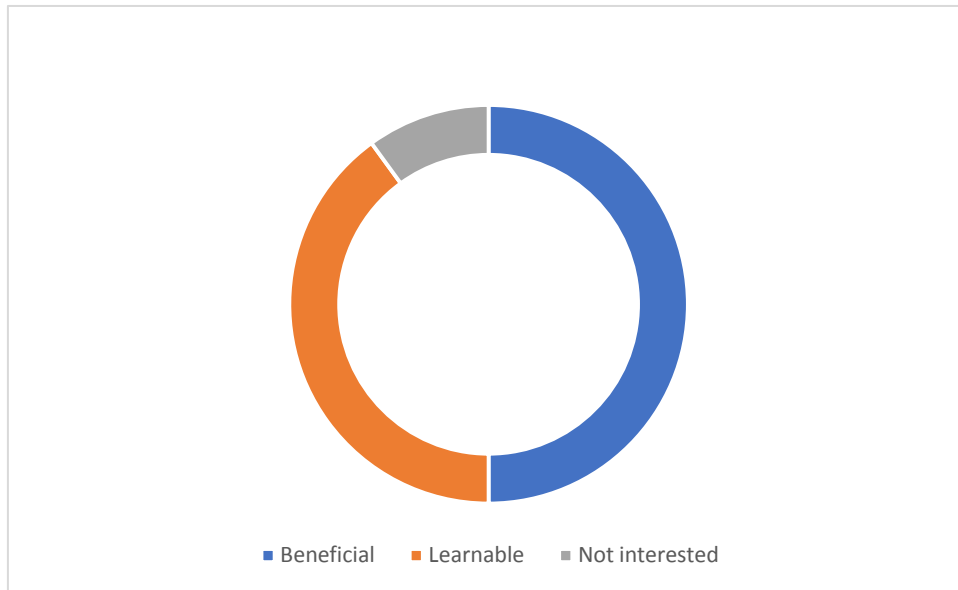
Graph 13: E-learning and students' motivation.

The results indicated that 56.7% of students see that e learning keep students motivated. While 36.7% answered with very much and the 6.7% of them said that it doesn't motivated them at all .

Question 15 : How do you find the use of the e learning?

Answers	Number of students	Percentage
Beneficial	15	50%
Learnable	12	40%
Not interested	3	10%
Total	30	100%

Table 14: The use of e-learning.



Graph 14 : The use of e-Learning .

As it is shown in the **Graph 14**, 50% of participants find that the use of e learning is beneficial, additionally 40% of them see it as learnable. Lastly, the 10% left consider it as not interested.

Question 16: Does online learning save or waste your time ?

Answers	Number of students	Percentage
Save time	20	66.6%
Waste time	10	33.4%
Total	30	100%

Table 15 : Online learning and saving /wasting time.



Graph 15: Online learning and saving /wasting time.

As it is observed from **Table 15**, 60.6% of students agreed that e-learning save time. Whereas the 33.3% sees e- learning as a waste of time.

Question 17: why?

Students can find someone to do his work

Because there is no travel to the classroom

It needs a lot of time and power to use technological devices for the first time

Getting information in simple way

Because everything will done in perfect way

Because I like study from home by distance

Understand in short time

Since it is about leaning and reaching our knowledge. It is not a waste of time

Who doesn't have time to attend or some deses it will be beneficial

Because a full learning requires classroom attendance of the teacher and learner

Easier

Because university is so far

program

We learn new things

Wasting time studying is better than doing nothing

Because I sit at home and study

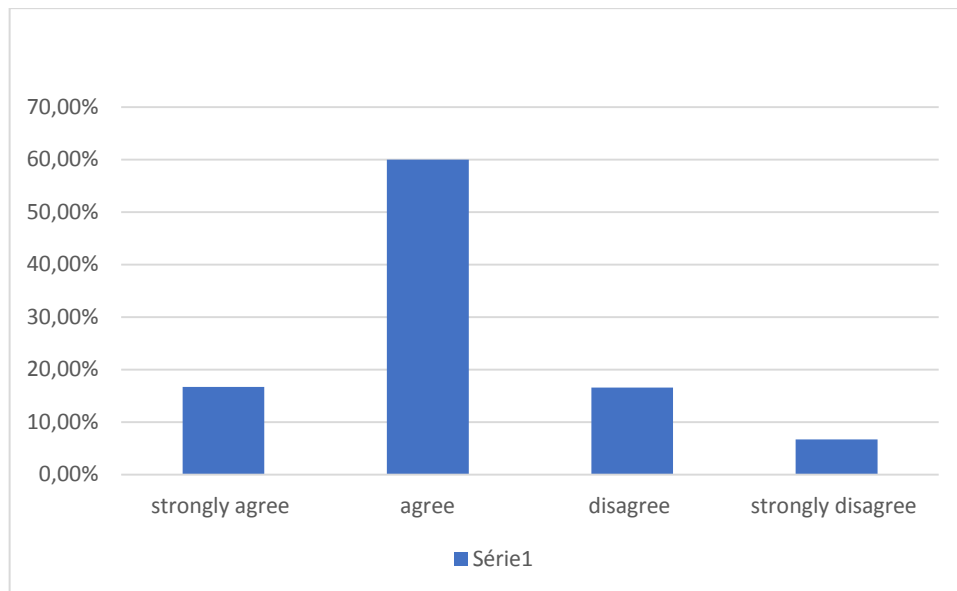
Because of the lack of internet i don't have laptop to carry my study well

Help me to stay home and do my homework without being in the university

Question 18: does the assignment deadline supports students for cheating?

Answers	Number of students	Percentage
Strongly agree	5	16.7%
Agree	18	60%
Disagree	5	16.6%
Strongly disagree	2	6.7%
Total	30	100%

Table 16 : The assignment's deadline and cheating.



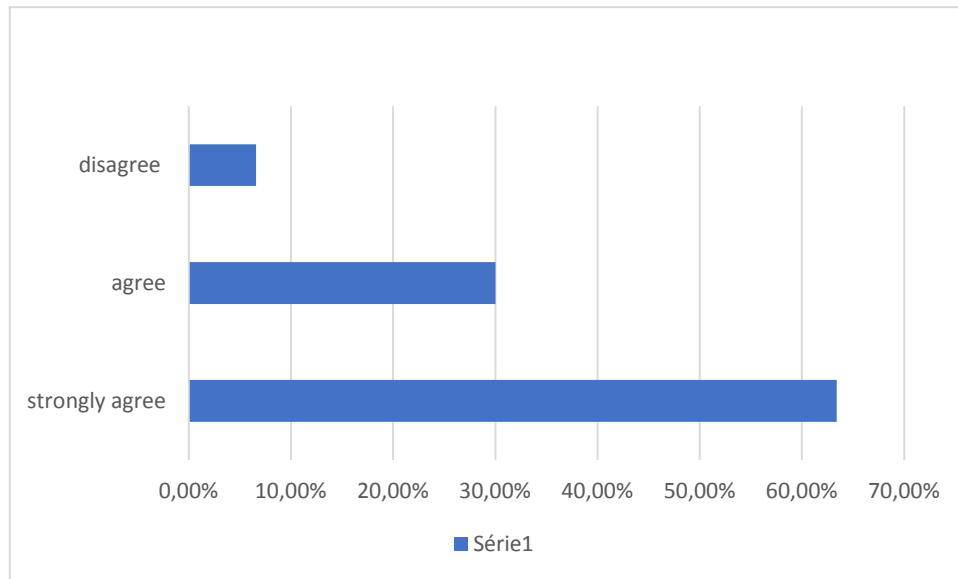
Graph 16 : The assignment's deadline and cheating

Table 16 indicated that 60% of students are agreed, additionally 16.7% of them strongly agree, while 60.6% are disagree last a percentage of 6.7% strongly disagree, they do not consider the assignment's deadline as a support of cheating

Question 19 : Do you think distance learning enhance the student's academic achievement?

Answers	Number of students	Percentage
Strongly agree	19	63.4%
Agree	9	30%
Disagree	2	6.6%
Total	30	100%

Table 17: E learning and the students academic achievement.



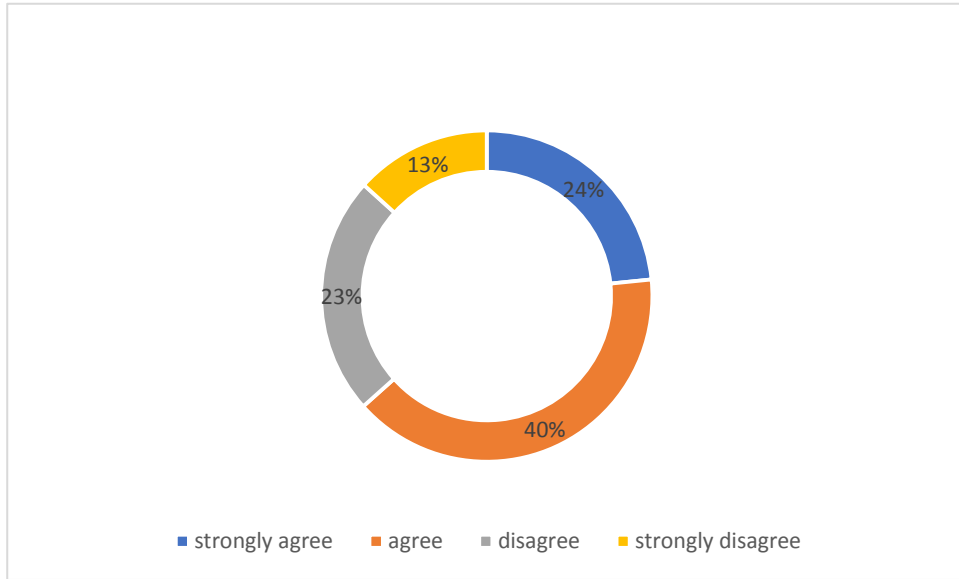
Graph 17 : E learning and the students academic achievement.

Table 17 show that 63.4% of students are strongly agree, while 30% are agreed they think that distance learning enhance the student's academic achievement whereas 6.6% of students are disagree.

Question 20: Modern teaching method is more effective than traditional method?

Answers	Number of students	Percentage
Strongly agree	7	23.4%
Agree	12	40%
Disagree	7	23.3%
Strongly disagree	4	13.3%
Total	30	100%

Table 18 : The effectiveness of modern method than the traditional method .



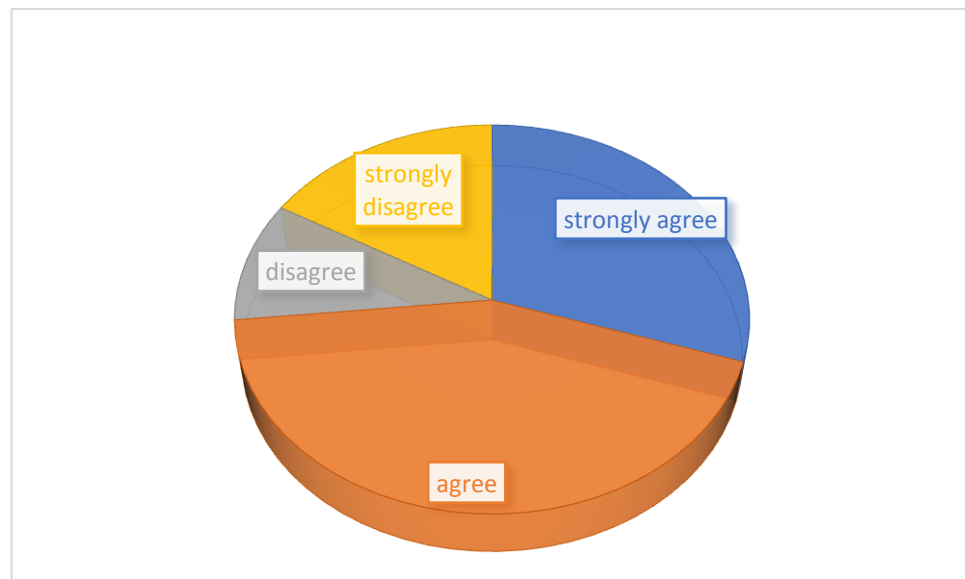
Graph 18 : The effectiveness of modern method than the traditional method .

The results from **The Graph** above indicated that the majority are agreed (40 %) while 23.4% are strongly agree with the effectiveness of modern method whereas 23.3% see the traditional Method is the effective method, lastly 13.3% of participant are strongly disagree with both.

Question 21: Do you think that e learning can replace the traditional methods in the future?

Answers	Number of students	Percentage
Strongly agree	9	30%
Agree	14	43.3%
Disagree	3	10%
Strongly disagree	5	16.6%
Total	30	100%

Table 19 : The view of students if e learning can replace the traditional methods in the future



Graph 19: The view of students if e learning can replace the traditional Methods in the future.

From **The table** above 43.3% they think that e-learning can replace the traditional method, additionally 30% are strongly agree with them, while 16.6% are strongly disagree whereas the percentage of 10% of students are totally disagree.

V. Findings and discussion.

The results of this research show that the majority of students prefer using e-learning in the learning process. They believe that online learning is very helpful and makes the learning process easier for them, when using online learning most of them enjoy the lessons. Furthermore, e-Learning has an important role in increasing their motivation to learn and enhance their academic achievement.

Most of the students prefer the modern method integrating e-learning which is beneficial and learnable, besides digital tools and materials.

As shown in the table 7 the majority of students used Google classroom which indicate that they are familiar with technology and it is not the first time for them in using e-learning and technological materials.

From table 11, the participants have different opinion about the language skills in online learning most of them believe that it improves all the four skills and as we can see if EFL students didn't find too many difficulties to understand the lessons explained by the teacher through e-learning, some of them like to use the assignments other like the quizzes some students prefer tasks.

Moreover, it is not preferable to depend completely on online learning many students lose their attention when there is no interaction between the students and the teacher, it is important to know that there is no method is more effective than the other each method complete the other.

The majority of students in this study consider the use of e-learning as a time-saving which helped them a lot while the other state that it waste their time they find that assignment deadline support student for cheating

From the graph 21 results it is shown that e-learning may replace the traditional method in the future if it is used correctly to develop his research work the researchers had proposed it a hypothesis it was suggested that the use of any running in AFL glasses has a positive effecton the academic achievement of the student. After analyzing the data collected, the present research work proved this hypothesis because students confirmed that it has positive effect, and it is use it to enhance their achievement.

VI. Limitations of the study

Although the research has reached its aim, many potentials and challenges across our study. First, because of the covid-19 and the bad current circumstances we faced many difficulties in

communication with the students while conducting the questionnaires because the lack of using technology by the students this problem led this research to conduct a small size number of population and few of participants answered all of the questions .

Second, another limitation concerning the method that we planned for an face to face interviews with the teachers to investigate their attitude concerning the online learning but unfortunately that was impossible because of the pandemic.

Another problem is that the limitation of digital materials used for the online learning during the covid-19 in the University of Abbas laghrour in general. Hence, both teachers and students experienced only two tools which are Google classroom and emails so this problem has a role on limiting our results of this study. In addition to these challenges we were limited by time.

VII. Conclusion

This chapter was developed to provide an overview of the research design and data analysis.

It dealt with description of the questionnaire also it was concerned with describing the research instruments and the data analysis Methods. It aimed to analyzing the data Collected and presented results also showed a description of the sample which has a positive standpoint about e-learning .

General conclusion

"E-learning is a distance education through remote resources" (Marquès, 2006)

Because of the coronavirus, e learning is in the position to replace the traditional classroom teaching/learning. The issues concerning e learning have been one of the most discussed in the last few years.

This study analyzed how can e learning improve the student's achievement in EFL classes. The results of this study confirm its main research aim and hypothesis about the positive effects of using e learning on the academic achievement of the students.

This study has included two main chapters. The first chapter is the theoretical part of this study is about a general view of the use of e learning and its influence on EFL classes. It has defined the e learning and its history; also it presented the materials and tools used in this modern education. Moreover, this study mentioned the main factors that make the e-learning successful. The benefits and the challenges that faced the students and teachers while using e learning are explained in this research followed by a comparison between the traditional pace to face education and modern education.

The second chapter is for the practical part. It dealt with the collection and the analysis of data by questionnaire which was addressed to Master two students at the English Department at Abbas Laghrour University. The questionnaire delivered via Google classroom to 30 students they were randomly selected. One type of research has been used which is the quantitative research.

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