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Investigating Students' and Teachers' Attitudes Towards

Online Learning

Case study of Third Year EFL Learners at the University of

Abbes Laghrour – Khenchela

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Master in Language and Culture

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DEDICATION 1

I dedicate this research work to my parents and all family members. As I dedicate it to all of my friends and classmates who were there by my side and supporting me all the time and to

MISS RANIA who helped a lot in my dissertation.

I dedicate this research work to all my English teachers for going easy with me also for showing sympathy toward me.

Abdelaali

DEDICATION 2

I dedicate this research work to my father and my lost mother Allah bless her, and all members of my family.

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To all my teachers of English at Abbes Laghrour University.

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ABSTRACT

The present study investigates both teachers' and students' point of views, perspectives and attitudes towards online learning. To investigate this study the used method is the descriptive method. In order to test the validity of the research questions; a questionnaire was submitted to 80 participants—Third year students at the department of English—Abbes Laghrour University. Besides, an interview that was conducted face to face with six participant teachers from the same department. The finding demonstrated that teachers' and students 'attitudes towards the subject matter were positive. However, students declare that they cannot adopt it as a way of learning for all modules. Therefore, teachers and students correspondingly call for a mixed method of both classroom-attendance and online learning.

LIST OF ABBREVIATIONS

EFL: English Foreign Learners

TEFL: Teaching English as a Foreign Language

ICT: Information and Communication Technologies

CBT: Computer Based Training

LMS: Learning Management System

WWW: World Wide Web

PC: Personal Computer

PhD: Doctor of Philosophy

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General Introduction

General Introduction

1. Background of the Study

Online learning is considered to be a new form of learning that relies on digital technologies and internet to deliver educational contents to learners. Nowadays, this form of learning became a trend that many universities and educational institutions follow especially after the Covid-19 pandemic which has forced the whole world to pursue education while maintaining social distance. Furthermore, online learning is known to have both negative and positive sides. On one hand, it offers a large number of benefits to learners such as reducing financial costs, the ability to get access to a wide range of courses and programs as well as learning without relocating. On the other hand, a lot of challenges are faced by learners in online learning like the absence of interaction between the teacher and learners, the possibility of losing interest and lack of motivation. In addition to the technical issues that might happen from time to time.

According to Harrison and Stephen (1996), a new environment for education delivery and interaction was launched in the middle of 1970 through educators' adoption of emails and computer conferences. This radically altered the relationship of the learner to the teacher and to the content of the curriculum as it shortened the geographical boundaries between the learner and the teacher. On one hand, a number of online learning benefits have been discussed by various scholars. According to Carliner (2004), in an online learning, the computer provides the learner with appropriate material in response to a learner's request as it prompts the learner for more information. Furthermore, Harrison and Stephen (1996) highlight that the innovative development of online delivery of the courses, network classrooms, knowledge networks linking peers, and experts have been proved important and practical in the educational context. Its benefits have been powerful and compelling and have contributed to a paradigm shift in education. This shift is especially evident in higher

education. On the other hand, various challenges are encountered by learners in online learning. Liang, Thanq and Chen (2012), state that no matter how well the instruction is designed, if the learners do not have accessibility to the course learning materials via the technology due to physical or financial constraints, the instructional design is rendered useless and non-existent. However, there is a conflict in scholars' point of views. Some considered the advantages of online learning while others focused on its drawbacks and disadvantages. This raises the need to check online learning from both of the teachers' and learners' perspectives and examine their attitudes towards it.

2. Statement of the Problem

As stated previously, the fact that online learning has both positive and negative sides raises an interest to investigate it from the learners' and teachers' point of views as well as their attitudes towards it.

During the covid-19 pandemic, it has been observed that students at the department of English of Abbes Laghrour University have been studying online for more than two years. This gives the importance to shed light on students' attitudes towards this type of learning, and whether students and teachers prefer it or not, as well as the challenges that they encountered during this period of online learning.

3. The Aim of the Study

The current research aims at investigating the students' and teachers' attitudes towards online learning since all students at higher education contexts have been exposed to this form of learning during the pandemic of covid-19. In addition, this research work sheds light on the different obstacles that students face while learning online. Moreover, this study is considered to be important because it highlights whether students and teachers appreciate the online learning or not; especially that the ministry is going to adopt it as a form of learning for discovery modules. Therefore, the study will reveal the difficulties and obstacles that both

students and teachers face as well as to explore their attitudes towards this learning form so that the academic institutions and educational authorities will take them into consideration.

4. Research Questions

The current research addresses the following questions:

- What is the impact of applying the online teaching method on third year EFL students' achievements?

Accordingly, a group of significant related sub-questions come into view as follows:

- What are the challenges that EFL students face in online learning at the University of Khenchela?
- What are the attitudes of both EFL students and their teachers towards online learning at the University of Khenchela?

5. Methodology

a. Research Method

We conduct this research work to investigate students' and teachers' attitudes towards online learning as it identifies the different obstacles and challenges that students face while learning online. Furthermore, a *descriptive method* is adopted in this research for the sake of investigating the background of the research problem. In addition, the adoption of a mixed method approach is required through the integration of both qualitative and quantitative research methods of data collection in order to have the opportunity to use a variety of question types like, open, closed, direct and indirect questions.

As far as the tools that are going to be used in this research, a questionnaire will be delivered to students as well as an interview will be conducted with teachers at the department of English at Abbas Laghrour University of Khenchela.

b. Population and Sample

The population of this research work consists of students along with EFL teachers from the department of English. The population consists of third year EFL students. The reason for choosing third year EFL students to answer the questionnaire is that they have been exposed to online learning for a long period since the pandemic started in 2020.

The sample is a group of students and teachers that are chosen randomly by the researchers to conduct the study. The sample of this study consists of 80 third year EFL students (Out of 140 students). The sample of teachers consists 6 EFL teachers (out of 28 teachers) that belong to the same department. Furthermore, we have opted for the mentioned numbers because they can give us valid results.

c. Instruments and Tools

Data gathering instruments and tools will be:

- **Questionnaire**

To gather the necessary and suitable information and data about our topic, we have chosen the questionnaire. In this questionnaire, 80 third year EFL students are questioned different types of questions like open ended and enclosed questions in order to ensure the reliability of our research.

- **Interview**

In order to come up with strong results and reliable conclusions, we will also interview 6 teachers almost Doctors in TEFL from the department of English of Abbes Laghrour University. The interview will be a face-to-face meeting with teachers that are asked direct questions. Moreover, a phone as well as taking notes are used as a tools in order to record the interview with the teachers.

6. Structure of the Research

Besides the general introduction and conclusion, there are two chapters presented as follows:

Chapter One: the chapter is divided into two sections. The first section contains of some basic definitions like learning in general and online learning in addition to the origins and varieties of online learning. The second section comprises of advantages, disadvantages, strategies, characteristics of online learning, as well as a comparison between face-to-face learning and online learning.

Chapter Two: It comprises of two sections as well. The first section contains the first part of the practical work which is the questionnaire. It is devoted for methodology, the description of the population and sample to whom the questionnaire is administered, the description of the questionnaire in addition to the analysis as well as the interpretation of the findings and summary of the results. The second section it includes the second part of the practical work which is the interview. It describes the population of the case study in addition to the analysis, interpretation and summary of the results obtained.

Chapter one

Literature Review

Introduction

Online learning is a concept that has always intrigued the interest of many experts and educators in many fields. Lately and after the pandemic of covid-19, it became a necessity to study this concept from different perspectives and investigate its users' opinions about it, since the use of different technologies and internet became an inseparable part of education. Hence this theoretical chapter covers the previous relevant literature. The chapter is divided into two sections. The first section provides a definition of learning in general, a definition of online learning, origins and history of online learning, blended learning versus blended learning as well as the varieties of online learning. The second section consists of online learning advantages and disadvantages, characteristics of online learning, principles of online learning to end with a comparison between online learning and face-to-face learning.

I.1. Definition of Learning

Learning is considered to be a central topic to researchers in the field of linguistics. It is a concept that has many dimensions. Furthermore, A number of experts have provided various and different definitions to the concept of learning. Thorndike (1928) defined learning as a set of long lasting changes in behaviour that are caused by experience, that behaviour consists of both external and internal actions of the individual which remain unobserved by the outside world (Cited in Behlol, 2010). In other words, learning is regarded to be a relatively permanent change in the behaviour of an individual based on their experiences or discoveries. Another definition by Fulton (2009) stated that learning is an individual process of constructing understanding based on experience from a wide range of sources; it is a process of gaining knowledge of something through study, teaching instruction, or experience. Therefore, learning can be in simple words referred to as a process of acquiring and absorbing new knowledge based on different sources. Hence, the definitions mentioned above clearly share the same idea about learning which is in general is a process of being

exposed to an experience, instructions or any kind of studies; as a result, behaviours will be changed.

I.2. The Concept of Online Learning

A lot of complex definitions have been provided by a variety of scholars and linguists for the sake of defining online learning. According to Horton (2010) “Online learning is the use of electronic technologies to create learning experiences” (P.1). The definition clearly implicates that online learning refers to a process of learning that is based on the use of electronic technologies like computers, tablets, and mobile phones. Another definition by Clark and Mayer (2016) stated that online learning can be defined as the delivered instruction that is based on a digital device intended to support learning. According to Nichols (2003), the term online learning is used to describe the type of education that occurs through the web only. In other words, it is the educational system that does not consist of any physical learning materials or any face-to-face contact. It is purely related to the use of e-learning tools and information communication technology materials (ICT) in a distance education mode that is based on the web as a medium for all students’ learning and contact. In the same line of thoughts, Ally (2008) summarized all of the previous ideas in his definition that said that online learning is a process of learning where the learning material, the interaction with the content, instructor as well as other learners is done via the internet. In other words, the internet is responsible about everything that concerns the acquisition of new knowledge.

I.3. Origins and History of Online Learning

Online learning is a type of education that is highly related to the development and technical improvement of computers as well as internet. Hubackova (2015) in this sense noted that the computer based training (CBT) was born in the late eighties and nineties which is considered to be the first form of electronic education and today’s cornerstone of electronic

learning. Parallel to the development of CBT, technology advancement led to the creation of internet and the web system. In the nineties, the internet spread quickly and its price declined so it became more affordable to the middle class. In addition to that the web system improved to what is nowadays commonly known as World Wide Web (WWW).

According to Bezhovski and Poorani (2016), in the late 20th century the internet as well personal computers became a trend and started to flourish; therefore, the concept of online learning began to take form when the first web-based learning management system (LMS) called Cecil was launched in 1996. It is a software application that offers different learning content including: chats, forums, videos, etc. Furthermore, a new era was brought to online learning and the mobile technology started to develop. It became easy for learners to engage in learning activities without having geographical constraint.

I.4. The Difference Between Online Learning, Blended Learning and Face- to-Face Learning

Online learning and blended learning are two concepts that seem to be similar in meaning. However, they are totally different. Therefore, it is worth mentioning the difference between the two in order to provide a clear insight.

I. 4. 1. Online Learning

Nasution, Surbakti, Zakaria, Wahyuningsihand Daulay (2020), referred to online learning as the type of learning that relies on the use of internet and digital technologies to access learning material as well as to interact with the learning content. It is concerned with communication media that is created by technology not the technology products themselves. In other words, online learning is purely dependent on internet as well as digital technologies, it does not rely on any type of face-to-face meetings.

I. 4. 2. Blended Learning

According to Nasution Surbakti, Zakaria, Wahyuningsih and Daulay (2020), blended learning is the type of learning that uses two or more different learning methods like: a combination of online learning and face-to-face learning. It is a combination of different training media that are used in order to create an optimal training. It is characterized by being mixed because it refers to a training guided by traditional instructors and complemented by other electronics.

I. 4. 3. Face-to-Face Learning

Nasution, Surbakti, Zakaria, Wahyuningsih and Daulay (2020) noted that face to face learning is known to be the traditional way of learning that occurs in class and relies on the presence of a teacher and teaching lectures in class. In a face-to-face learning environment, students are usually involved in spontaneous verbal communication. In face to face learning, lectures are the source of knowledge and students do not have much involvement. In other words, face to face learning is the way of learning that is based on lectures, presentations as well as discussion methods.

I. 5. Varieties of Online Learning

Horton (2010) states that online learning is a process of learning that comes in many forms, the following are some:

a- Standalone Courses

They are defined as a type of courses taken by individual learners without the interference or interaction with a teacher or classmates.

b- Learning Games and Simulations

They are said to be a set of performing simulated activities that require exploration from students and lead them to discoveries.

c- Mobile Learning

It is a process of learning that involves using mobile devices such as mobile phones and tablet devices. Mobile learners have the ability to take part in conventional classroom courses as they have the ability to participate in activities where they can learn through interaction with objects as well as people.

d- Social Learning

It is the type of online learning that involves learning through interaction with a community of experts and fellow learners. Communication among participants relies on social networking media such as online discussions, blogging and text messaging.

e- Virtual Classroom Learning

They refer to online classes that are formed like on-site classes and include reading assignments, presentations, discussions via forums and other forms of social media and homework.

I. 6. Advantages of Online Learning

Educational institutions and universities all over the world are moving towards adopting the concept of online learning for the delivery of their educational contents. Ally (2008), have stressed the advantages of online learning for both learners and teachers. According to him, online learning is beneficial for learners because it overcomes time zones as well as location and distance issues. Learners have the ability to access the online material anytime as it gives them the opportunity to interact with instructors and communicate with experts from their field or domain. The more important advantage of online learning is an online course can be

completed by students while there is working on a job or in their own space. Therefore, the application of a particular knowledge and skill in particular contexts is facilitated.

Ally (2008) added that for teachers, guidance and supervision can be done at any time and in any place. In online learning, learners can access the updated learning materials via internet so teachers can easily direct them towards appropriate information based on their needs and their level of expertise.

In the same line of thoughts, Yuhanna, Alexander and Kachik (2020) stated that online learning has the following four important advantages:

- *Navigation*: refers to the fact that learners can easily move within and between documents. Learners can look for different documents with the press of a button or the click of a mouse.
- *Exchange of ideas*: learners can have conversations with other learners as well as with experts in the field.
- *Comfortable communication*: The exchange of ideas between learners and learners as well as learners and experts via email and other tools keeping secret and confidentiality.
- *Low cost*: hardware, software, and internet services have low costs in all over the world.

I. 7. Disadvantages of Online Learning

Yuhanna, Alexander and Kachik (2020) in their article shed light on four main disadvantages of online learning as the following:

- Online learning causes problems of copyright. Students can easily copy paste papers and projects that are not their own because the information is easily accessible on the internet.

- The growth of sites that are added to internet every day makes it difficult for learners to find the appropriate reliable information.
- Online learning needs a good technical support and management, because network problems can paralyze a laboratory or even shut an entire school.
- The internet gives the opportunity to anyone to post information regardless if this information is wrong, unnecessary or untrustworthy. Therefore, learners should know how to evaluate information.

Zaki(2022) stated that online learning has the following disadvantages:

- Lack of interaction: In online learning, there is no face to face interaction with lecturers and classmates; therefore, the lack of physical interaction during the learning process may lead to several problems like isolation and distance.
- Complicated technology: Instructors and learners should have the necessary technological competence otherwise the learning process will be hampered because everything is dependent on technology. In addition to that the online learning process can become frustrating due to technical issues that might suddenly happen.
- Difficulty staying in contact with instructors: In traditional classes, students can talk to their instructors before, during, and after the class if they have problems concerning their homework or assignments. However, in online learning, learners find it more difficult to contact their instructors, because they will not receive the same prompt response in face-to-face cases.

I. 8. Characteristics of Online Learning

Meylani, Bitter and Legacy (2015) in their research proposed that online learning has the following main characteristics. First, Computer tutorials and online learning activities which enable learners to learn at their own convenience in terms of pace and level and have a positive impact on the retention of old knowledge and acquisition of new knowledge.

Second, the use of multimedia elements, simulations and manipulative that are predominantly interactive contribute to knowledge retention. Third, online learning is characterized by having four dimensions which are affect, attitudes, intrinsic and extrinsic motivation that are highly used to understand students' attitudes towards online learning. Fourth, the use of online quizzes at the end of each unit as well as providing feedback about the results. Fifth, assistance for learner reflection that helps in enhancing the learning results. Eighth, scaffolding for online learning. In other words, the support given during the online learning process that fits the learners' needs helps in achieving the learning goals and enhance the performance results. Ninth, online learning contents can be delivered through a mobile environment, web or even via email. Therefore, online learning is accessible everywhere as long as the internet technologies or a mobile are available. Lastly, online learning situations have the capability to enhance the learning experience significantly through the availability of computer mediated interactions through digital resources.

I. 9. Principles of Online Learning

Cable and Cheung (2017) in their research work have explained seven main principles of online learning inspired from Chickering and Gamson's Seven Principles for Good Practice in Undergraduate Education (1987) and they added the eighth principle. The principles are stated as the following:

a-Encourage Student Faculty Contact

The frequent and meaningful interaction between learners and faculty is important, because it gets learners more engaged and satisfied. Moreover, faculty can get to know learners' problems and which kind of courses they are struggling with through their interaction with learners, and therefore, provide the appropriate guidance to them. As a result, students will get more motivated to learn and can achieve better learning outcomes.

b- Encourage Collaborative Learning

Collaborative learning can be referred to as a type of interaction between learners in a collaborative learning environment, where learners can share knowledge and work towards achieving the same learning outcomes. Hence, learners play an active role in knowledge acquisition. Accordingly, knowledge is collaboratively created and shared among learners in collaborative learning processes.

c- Encourage Active Learning

Using active learning in online education gives learners the opportunity to take responsibility of their own learning. In an active online learning environment, teachers are considered as partners to learners that help and motivate to further develop. For instance, learners can talk or write about their learning, relate it to their past experiences and apply it to their daily lives. Hence, learners can make what they learn online as part of themselves.

d- Give Prompt Feedback

During their online learning, learners need to be provided by timely feedback on their performance. According to Chikering and Gamson (1987), instructors' feedback on learners' outcomes is very important because it gives learners the ability to evaluate their existing knowledge and reflect on what they have learnt and receive suggestions and recommendations in order to improve their future work. Hence, learners can adjust and improve their learning performance.

e- Emphasize Time on Task

In order for learners to achieve satisfactory and positive academic performance, they need to spend sufficient and enough time for studies. Therefore, online learning educators need to lay down clear time expectations in order to help students allocate realistic time on completing various online learning tasks and assignments. Therefore, this will lay the foundation for high performance.

f- Set and Communicate High Expectations

Teachers should expect their students to perform at high levels because those expectations will reflect the students' real performance. In other words, Teachers' higher expectations help generate higher students' performance. Examples of high expectation teachers can use in order to stimulate students learning could be stating clear grading rubrics, praising positive learning behaviors and outcomes as well as giving frequent feedback.

g- Respect Diverse Talents and Ways of Learning

Learners have different cultural backgrounds, learning styles, abilities and many other characteristics. Therefore, in online learning, teachers have to respect all of these through introducing various teaching methods in order to meet the learners' learning needs.

h- Technology Application

Online education relies to a large extent on technology application in order to get students interacted with their instructors as well as with their peers. However, information communication technology alone cannot lead learners to success. Therefore, Instructors and educators should use the right technology in order to enhance the students' online learning experience.

I. 10. Comparison Between Online Learning and Face-to-Face Learning

Online learning vs face to face learning is regarded to be a dichotomy that attracted many education and technology experts to study it from various perspectives such as providing a comparison between the two.

Gherhes, Stoian Farcas, Stanici (2021) have stated the difference between online learning and face to face learning. They considered the first one as the type of education that uses electronic and digital platforms that are facilitated by the internet in transferring information as well as teaching activities. The latter was considered as being the most

traditional type of education, because it delivers the content of the courses in addition to the learning materials to a group of learners.

For the sake of differentiating between online learning and face to face learning Gherhes, Stoian Farcas, Stanici (2021), pointed out that online learning is more student centered unlike face to face learning which is teacher centered. The main reason is that online learning does not focus on the teachers' instructions and guidelines. However, it is individually adjustable to the student. Another difference between online learning and face to face learning was provided by the same scholar was in terms of the main source of information, evaluation and quality of learning. On one hand, in face to face learning, the teacher is considered to be the main source of information and quality of learning as they are responsible for evaluating the learners. Which means that in face to face learning, everything is dependent of the teacher. On the other hand, in online learning, the information can be accessed from various documents and uploaded into the platforms. Moreover, the quality of learning here depends on the teachers' level of digital training as well as the teaching style. Besides to that, learners' evaluation can be carried out using different technological tools. Furthermore, compared to face to face learning, online learning is flexible, because learners can study from their houses without having to travel to educational institutions. In addition to that the cost is low; the only requirement is an internet. Along that, the experience of the learning quality by learners is related to the teachers' training, characteristics and digital skills not only their skills and abilities in capturing attention.

In terms of focus and deadlines of different tasks, online learning does not seem to have the same impact as face to face learning. The reason for that is students might lose focus and miss deadlines. In addition to that both teachers and learners might suffer from sight problems because of spending long times in front of the screen as they might feel the lack of activities in open spaces.

Conclusion

In the light of the reviewed literature, it appears that online learning plays a crucial role in today's education. Due to the technological development and innovations that the world is witnessing today, it is hard to neglect the role of online learning in education as it became an inseparable part of learning. Furthermore, a lot of educational institutions and universities are opting for the online learning method for teaching and delivering their education contents in different fields especially after the period of covid-19. Many inquiries have been set forth to find out how online learning is beneficial and influential for the educational context. However, higher institutions and universities should keep updated with the changes and challenges that occur in order to ensure the quality of online learning as well investigating the attitudes of its users towards it.

Chapter two

Methodology, Data Analysis, and Interpretation

Section One: Data Analysis and Interpretation of the Questionnaire

Introduction

Since our research work aims at investigating both students' and teachers' attitude towards online learning, this chapter is divided into two sections to set out investigate the underlined issue. Generally, it studies the students' use of internet to cope with the process of online learning. Therefore, we adopted a questionnaire designed for third year students at the department of English of Abbes Laghrour University –Khenchela, and an interview with teachers of the same department at the same university. The chapter starts by providing an insight about the research design. Then, it includes a description of the sampling and population to whom the questionnaire was administered as well as a description of the research instruments, with a description of the questionnaire and its administration to end with data analysis and interpretation. And the second section is devoted for the sake of investigating teachers' attitudes towards the process of online learning. Therefore, it deals with the second part of the practical work in this chapter. It includes a practical aspect of the investigation in which the data are collected, analyzed, and interpreted. It comprises the description of our population, in addition to the analysis of the interview. Finally, it interprets the obtained results.

2.1. Methodology

2.1.1. Research Design

In our research work, we have opted for a quantitative research method using a questionnaire that was designed and targeted to third year students at the department of English to be answered. Using a quantitative research method was for the purpose of achieving the objective data through a questionnaire which is going to be communicated

through statistics and numbers as well as observing the attitudes of students towards learning online.

2.1.2. Sampling and Population

This questionnaire was submitted at the university to third year students at the English department of Abbes Laghrour University, Khenchela. The sample was a group of eighty (80) students from both genders; i.e., males and females. This population has been selected for its relevance to the research aims in order to get their perspectives according to their experience with online learning as well as investigating their attitudes and views towards it.

2.2. Research Instruments

2.2.1. Students' Questionnaire

A questionnaire is considered to be a tool of research that used in order to gather the necessary data and information about a particular issue. Therefore, coming up with solutions and suggestions at the end.

2.2.2. Description of the Questionnaire

The students' questionnaire is divided into four parts that consist of fifteen (15) questions. Within this questionnaire, we have used various types of questions including multiple choice questions where students are presented with a question that has different choices of answers to choose only one answer. The second type used here is the checkbox type, where the question is presented with different choices to choose from. This type allows the respondent to choose more than only one choice / one answer. In addition to that, this type took other forms where students were required to specify, clarify and justify their answers. The third type is short answers question, where students are allowed to answer in form of short sentences. The last type is providing full answers, where students are free to answer as

long as they see it appropriate for them such as in paragraphs; this type is granted mainly for providing suggestions as well as comments. The questionnaire's sections are presented as follows:

The first part is entitled *General Information*. It consists of two items; this section focuses on getting general information about our population which belongs to third year at the English department of Abbes Laghrour University, Khenchela. This information focused on gender as well as the most used electronic devices by them.

The second part is entitled *Students' Access to the Internet*. It contains three questions that investigate how often students have access to the internet in addition to the place where students have access to the internet. It also emphasized on the application that students use to contact their teachers.

The third part is entitled *Online Learning during Covid-19*. It comprises of five questions. This part is mainly devoted for uncovering the students' attitudes towards online learning during the period of covid-19. The part investigates the period that students exposed to online learning, the platforms that they have used to learn and the difficulties they have encountered in addition to how their experience was with online learning during that period.

The fourth part is entitled *Students' Attitudes towards Online Learning*, and it comprises four questions. The part attempts to gather students' attitudes towards the process of online learning through four different questions. The first one is aimed to gather students' attitudes towards online learning. The second is to investigate the students' experience with online learning. The third is dedicated for suggest and the last one is for comments.

2.2.3. Administration of the Questionnaire

Our questionnaire was delivered to a group of third year students at the English department of Abbes Laghrour university of Khenchela. They were provided with hard copies

to answer on them during their free time which means that the process took time out of their usual classes. In addition to that it took place inside the university and particularly inside the department of English.

2.2.4. Data Analysis and Interpretation of the Questionnaire

Part One: General Information

Item1: your gender is:

Male

Female

Table 1: Students' Gender

Options	Participants	Percentages
Male	16	20%
Female	64	80%
Total	80	100%

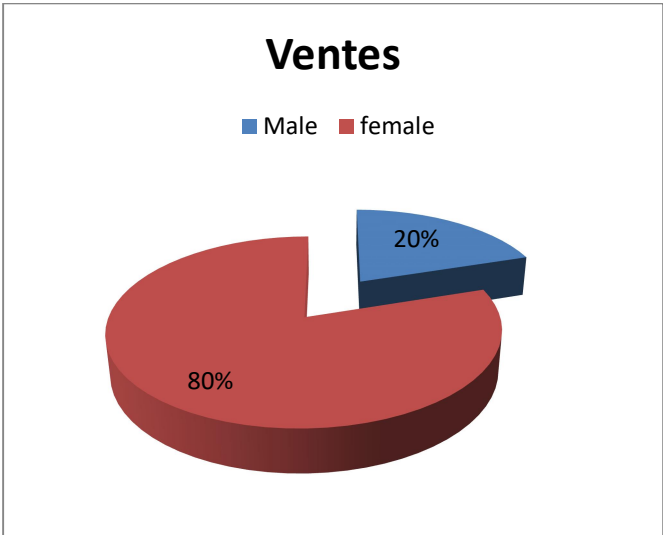


Figure 1: Students' Gender

Presenting the Results

The results obtained from item one clearly indicate that among the whole sample ‘participants 80% of them are females, that noticeably represents the majority. While the rest 20% are males, that represents the minority.

Item 2: Which electronic device do you have?

- Mobile phone
- Computer
- Tablet
- Nothing

Table 2: The Electronic Devices that Students Use

Options	Participants	Percentages
Mobile phone	53	66.25%
Computer	19	23.75%
Tablet	8	10%
Nothing	00	00%
Total	80	100%

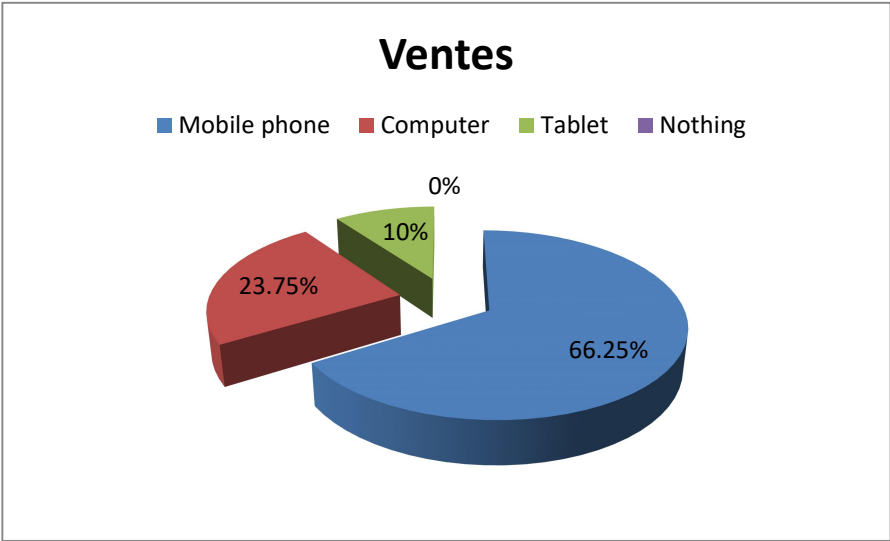


Figure 2: The Electronic Devices that Students Use

Presenting the Results

The results obtained from the second item in this section clearly indicates that the majority of the participants (66.25%) make use of mobile phones. 23.75% the participants make use of computers and only a few percentage 10% use tablets. While none of the participants 00% do not make use of electronic devices.

Part Two: Students’ Access to the Internet

Item 1: How often do you have access to the internet?

- Always
- Often
- Sometimes
- Rarely
- Hardly ever
- Never

Table 3: Students’ Access to the Internet

Options	Participants	Percentages
Always	54	67.5%
Often	11	13.75%
Sometimes	14	17.5%
Rarely	1	1.25%
Hardly ever	00	00%
Never	00	00%
Total	80	100%

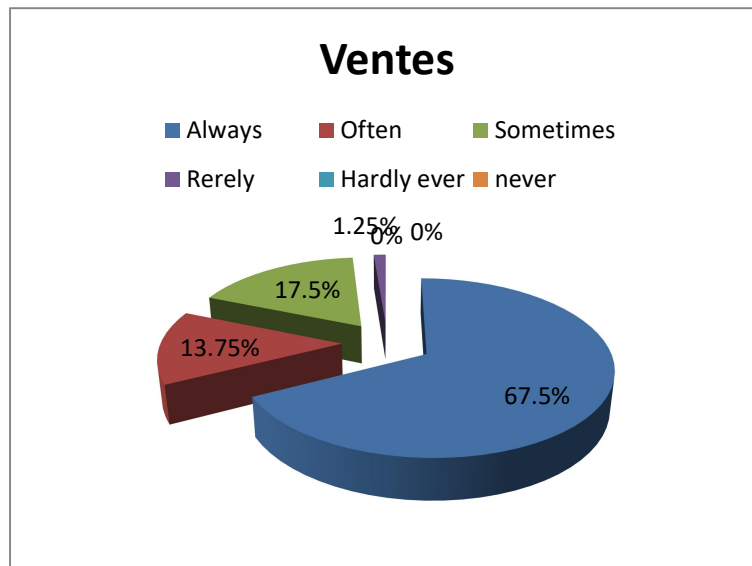


Figure 3: Students' Access to the Internet.

Presenting the Results

The majority of respondents 67.5% (of the first question in the second part) claim that they always have access to the internet. 13,75% of them say that they sometimes have access to the internet and 17,5% denote that they often have access to the internet. While only 1,25% say that they rarely have access to the internet and none of the respondents (00%) claim that they never or hardly ever have access to the internet.

Item 2: Where do you have access to the internet?

- At home
- At university
- Everywhere
- None

Table 4: The place of Students' Access to the Internet

Options	Participants	Percentages
At home	61	76.25%
At university	9	11.25%
Everywhere	10	12.5%
None	00	00%
Total	80	100%

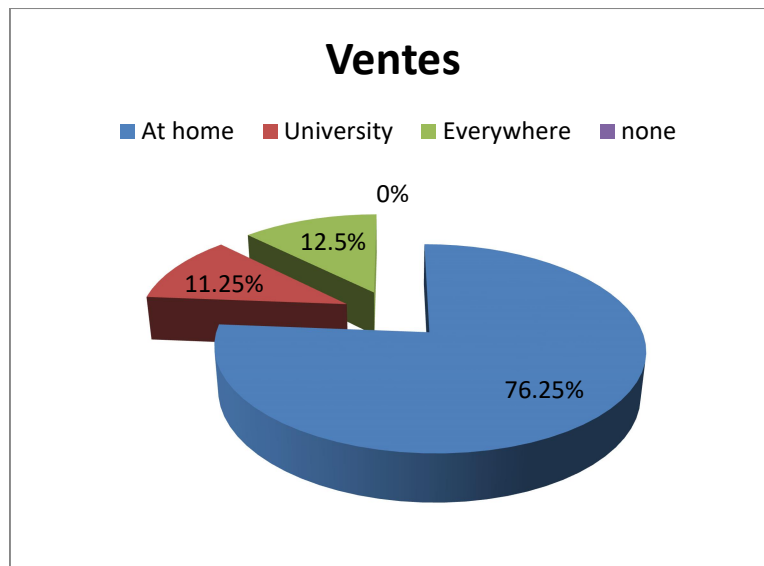


Figure 4: The place of Students' Access to the Internet

Presenting the Results

The majority of respondents on this item, 76.25% reveal that they have access to the internet at home. 12.5% of them have access to the internet everywhere, and 11.25% have access to the internet at university. While none of them 00% declares inaccessible to the internet.

Item 3: Do you usually contact your teachers through?

Email

Social media

If others, please specify answer:.....

Note: No one answered on this question.

Table 5: Students’ Contact with their Teachers

Options	Participants	Percentages
Email	66	82.5%
Social media	14	17.5%
Total	80	100%

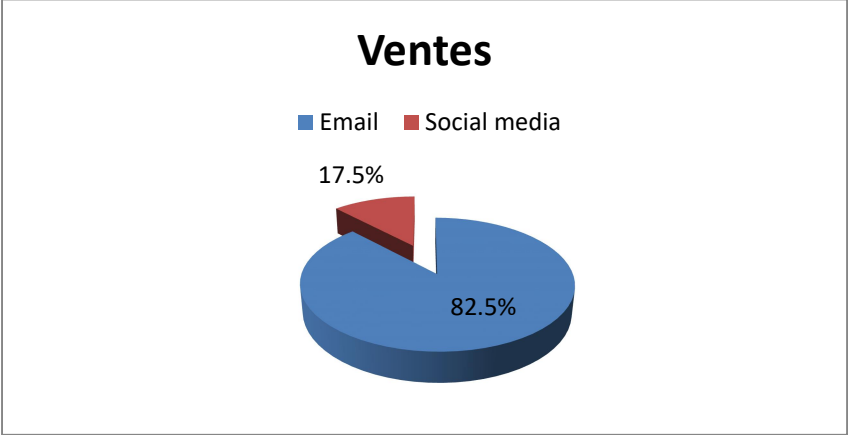


Figure 5: Students’ Contact with their Teachers

Presenting the Results

The results obtained from this item clearly reveal that the vast majority of the respondents 82.5% contact their teachers via email. While the rest 17.5% use social media to contact their teachers.

Part Three: Online Learning During Covid-19

Item 1: For how long have you been exposed to online learning during covid-19?

- One month_ six months
- Six months_ one year
- More than one year

Table 6: Online Learning During Covid-19

Options	Participants	Percentages
1-6 month	00	00%
6 month-1 year	00	00%
More than 1 year	80	100%
Total	80	100%

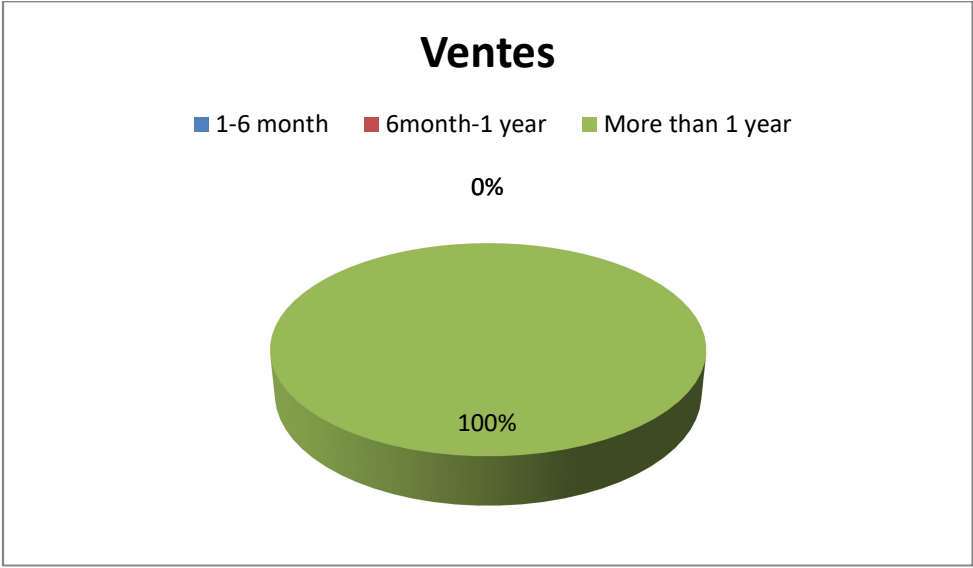


Figure 6: Online Learning During Covid-19

Presenting the Results

The first item in the third part indicates that 100% of the participants were equally exposed to online learning more than 1 year during the period of covis-19.

Item 2: What are the platforms that you have used during Covid-19?

- ZOOM
- Google meet
- Gmail
- Social media

If other, please specify:.....

Note: No one answered on this question.

Table 7: Learning Platforms During Covid-19

Options	Participants	Percentages
Zoom	19	24%
Google meet	23	29%
Gmail	22	27%
Social media	16	20%
Total	80	100%

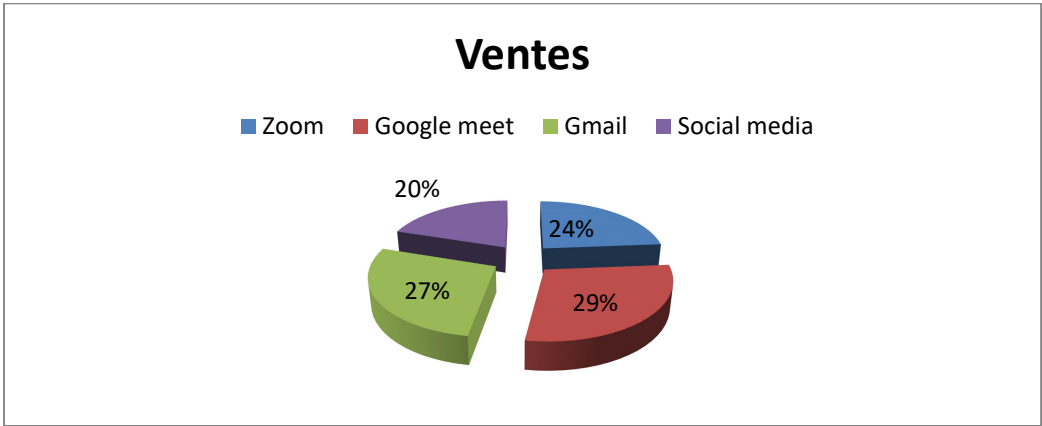


Figure 7: Learning Platforms During Covid-19

Presenting the Results

Regarding the platforms that students have been learning through —during the period of covid-19—there are 29% of the participants claimed that they use Google meet. Not very far

from this percentage 27% of the respondents said that they use Gmail. While 24% of the participants use Zoom, and 20% use social media.

Item 3: What are the difficulties that you have faced during your online learning experience?

Lack of internet accessibility

Technical issues

Lack of motivation

If others, please specify:.....

Note: Some students stated that due to the quality of the internet are very poor. and the others left this question blank.

Table 8: Students’ Difficulties During Online Learning

Options	Participants	Percentages
Lack of internet ccessibility	31	38.75%
Technical issues	16	20%
Lack of motivation	33	41.25%
Total	80	100%

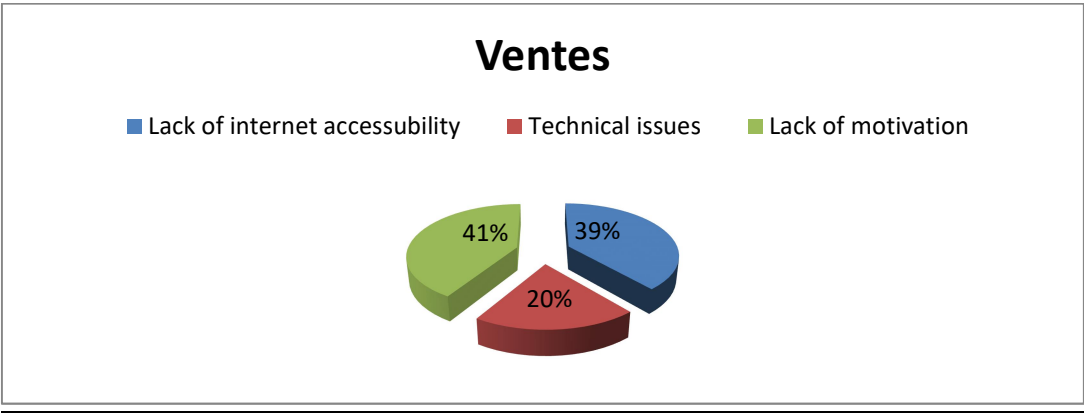


Figure 8: Students’ Difficulties During Online Learning

Presenting the Results

Concerning the issues that students suffered from during their experience of online learning, 41.25% of the participants had lack of motivation. 38.75% had lack of internet accessibility while the rest of respondents 20% suffered from technical issues.

Item 4: Your experience with online learning during covid-19 was:

Very good

Good

Bad

Table 9: Students' Experience with Online Learning

Options	Participants	Percentages
Very good	12	15%
Good	46	57.5%
Bad	22	27.5%
Total	80%	100%

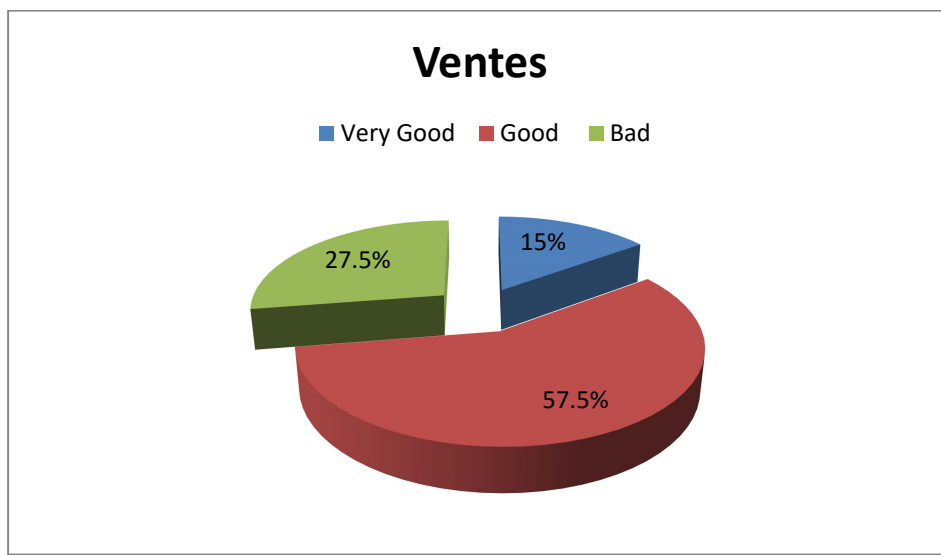


Figure 9: Students' Experience with Online Learning

Presenting the Results

The results obtained from this question reveal that more than half of the participants 57.5% have a good experience with online learning. 27.5% of the respondents claimed that they have a bad experience, and only 15% of the participants say that they have a very good experience with online learning.

Part Four: Students' Attitudes Towards Online Learning

Item 1: Tick the right column

Table 10: Attitudes of Students Towards Online Learning

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Online learning can increase students' motivation to learn.	16 20%	25 31.25%	09 11.25%	23 28.75%	7 8.75%
2. Online learning can develop the students' performance and outcomes.	13 16.25	28 35%	18 22.5%	18 22.5%	3 3.75%
3. Online learning is better than face-to-face learning.	12 15%	14 17.5%	17 21.25%	21 26.25%	16 20%
4. The lack of communication and interaction do not affect the online learning process.	8 10%	14 17.5%	23 28.75%	26 32.5%	9 11.25%
5. Online learning can replace face-to-face learning.	12 15%	15 18.75%	11 13.75%	29 36.25%	13 16.25%

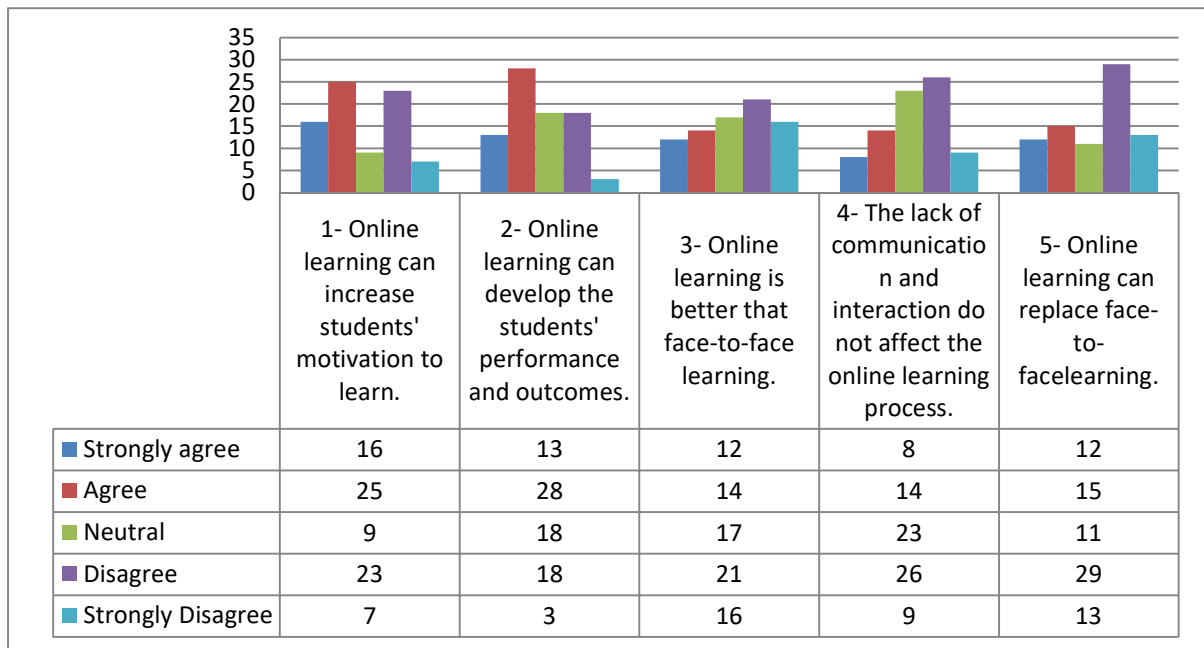


Figure 10: Attitudes of Students Towards Online Learning

Presenting the Results

The results obtained from this item indicate that students have different attitudes towards the process of online learning. The majority of students *agree* 31.25% and some *strongly agree* 20% that online learning can increase students' motivation to learn, also a considerable number of students 28.75% *disagree* about it and only few 8.75% *strongly disagree* while the rest 11.25% remained *neutral*. Concerning the idea that online learning can develop the students' performance and outcomes, a huge number 35% of students *agree*; also, a considerable number 16.25 of students *strongly agree* on that. Equal number of students *disagree* and remained neutral 22.5% while only few 3.75% of them *strongly disagree*. This part investigates as well the students' views about whether online learning is better than face to face learning. The majority of students 26.25% disagree about this idea as a considerable number of students 21.25% stayed neutral. Almost equal number 17.5% of students agree, 15% strongly agree and 20% strongly disagree. Moreover, the participants were presented with the idea that the lack of communication and interaction do not affect the online learning process. The majority of students 32.5% disagree while a considerable number 28.75% of

students remained neutral. Less than half agree 17.5% and almost the same number strongly disagree 11.25% while only few strongly agree 10%. Finally, the majority 36.25% of students *disagree* and *strongly disagree* 16.25% about the idea of replacing face to face learning by online learning while a considerable number of them 18.75% mainly *agree* and 15% *strongly agree*. While the rest 13.75% remained *neutral*.

Item 2: Do you prefer

- Online learning
- Face-to-face learning
- Both

Item3: Please, can you say why?.....

Note: Most of the student’ stated that face-to face learning is better than online learning, because, they can understand and interact with the teacher and share their ideas in face-to-face learning more than online learning.

Table 11: Students’ Preferences

Options	Participants	Percentages
Online Learning	18	22.5%
Face to face	44	55%
Both	18	22.5%
Total	80	100%

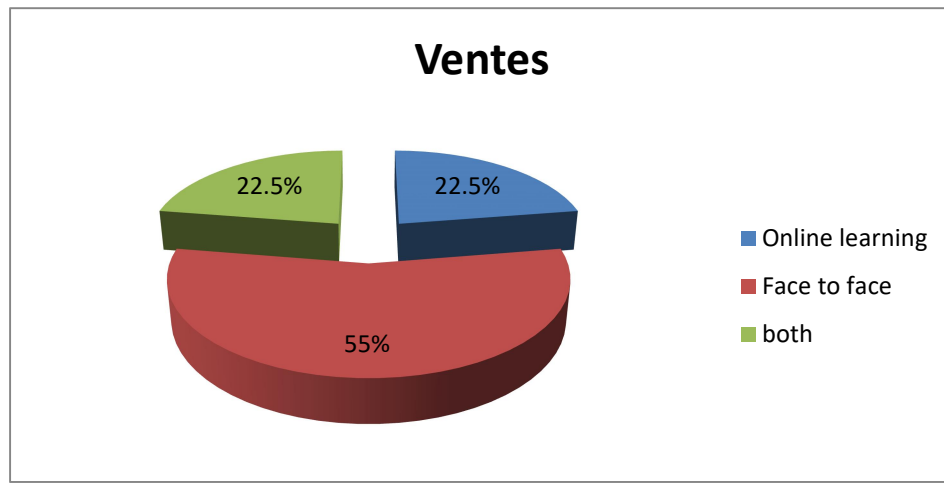


Figure 11: Students' Preferences

Presenting the Results

The results obtained from this item clearly indicate that the majority of the participants 55% prefer face to face learning, 22.5% prefer both of online and face to face learning. Equally, the rest 22.5% prefer online learning.

2.2.5. Discussion of the Results

In regard to the *general information* part, it reveals that the gender of most of the participants sample under study are females. The gender of the remaining participants sample are males. Among these participants, the majority of the respondents use mobile phones as an electronic device; while a considerable number of respondents use computers, only few students and none of the respondents negates that they do not have the aforementioned electronic devices.

The second part labeled the *students' access to the internet*, in general manifests appreciative findings at hand. When investigating the participants' access to the internet, it was found that more than half of the participants always have access to the internet and few of them said that they often have access to the internet, and claimed that they sometimes have

access to the internet. While a very few number rarely have access to the internet. For the rest of the options, none of the participants opted for them. Thus, it clearly indicates that the internet is accessible by almost all students. Further, this part investigates the *place where students have access to the internet*. It was found that the majority of respondents have access to the internet at home, only of them have access everywhere, and the rest have access at the university. This implies that students usually do not have any problem with online learning since the majorities have access to the internet at home and no one of them negates that they do not have access to the internet. Concerning the way that students rely on in order to keep in touch with their teachers, a huge number of respondents claimed that they use emails while the rest use social media. This clearly indicates that students can keep in contact with their teachers online.

The analysis of the third part which investigates the *process of online learning during covid-19* provides insightful results about the issue being under investigation. Initially, the section investigates the period that the participants have been exposed to online learning during covid-19 pandemic. Comparably, the results indicate an equal number of the participants saying that they have been exposed to online learning for 6 month-1 year and more than one year. The rest of respondents claimed that they have been exposed to online learning from 1-6 months. This implies that students have gained an experience with the process of online learning. Moreover, most of the respondents said that they have used Google meet in their online learning, while others said that they have used Gmail, also, others said they have used Zoom, and the rest have used social media. This proves that students made usage of variety of different platforms in their online learning experience. In the same line of thoughts, this part reveals students' issues and problems during their online learning experience. On the other hand, most of the participants claimed that they suffered from lack of motivation through which a considerable number of participants had difficulties to access the

internet, while the rest of them had technical issues. As far as the students' reviews about their experience of online learning during the pandemic of covid-19, more than half of the participants claimed that they had a good experience, only of them described their experience as very good, while some of them said that they had a bad experience. This clearly indicates that most of students have a good experience with online learning during the pandemic of covid-19.

In the last part which investigates the *students' attitudes towards online learning*, the participants were provided by different ideas and opinions about online learning and they were supposed to agree or disagree about them. However, we had a variety of opinions. Initially, the majority of students *agree* and some *strongly agree* that online learning can increase students' motivation to learn, also a number of students disagree about it and only few of them *strongly disagree* while the rest remained neutral. This clearly indicates that students are motivated to study online. Concerning the idea that *online learning can develop the students' performance and outcomes*, a huge number of students *agree* as a number of students *strongly agree*. Equal number of students remained neutral, while only few strongly disagree which reveals that students have noticed an improvement in their performance during their experience with online learning. Moreover, the participant students' views about whether online learning is better than face to face learning, the majority of students disagree about this idea as a noticeable number of students stayed neutral. Almost equal numbers of students agree, strongly agree, and strongly disagree. Therefore, not all of the participants think that online learning is better than face to face learning. In addition, the participants were presented with the idea that the lack of communication and interaction do not affect the online learning process. The majority of students disagree while a good number of students remained neutral. Less than half agree and almost the same number strongly disagree, while only few strongly agree, which proves that students can also communicate and interact with each other and with

their teachers successfully. Finally, the majorities of students disagree and strongly disagree about the idea of replacing face to face learning by online learning, while a considerable number of them generally agree, while the rest remained neutral. Although the participants encourage the idea of online learning, but they refuse to adopt it as a way of study instead of face-to-face learning.

Section Two: Data Analysis and Interpretation of the Interview

2.3. Research Methodology

In this section, a descriptive research method was used through the use of a semi-structured interview with teachers at the department of English of Abbes Laghrour University of Khenchela. This method is used to describe the phenomenon of online learning through the views of teachers.

2.3.1. Study Design

Investigating and collecting teachers' opinions and attitudes towards the process of online learning is considered to be one of our research aims. Therefore, a semi-structured interview was designed and used during a face-to-face interaction with teachers from the English Department of Abbes Laghrour University—Khenchela for the sake of gathering information and data. The means adopted for collecting data is recording and taking notes during the conversation.

2.3.2. Sampling and Population

The participants involved in this study include six participant teachers (out of 28 members) who belong to the Department of English at the University of Abbes Laghrour – Khenchela. The teachers have approximately the same level which is a PhD degree. As they have taught different modules like Written Expression, Translation, Oral Expression, Linguistics and TEFL. In addition to that, our six participants have an experience with online teaching during the period of covid-19.

2.4. Participants' Interview

The semi-structured interview is designed and addressed to participant teachers. Its objective is to gather the necessary information which will enable us to check the teachers'

attitudes towards online learning according to their experience with this latter since they have used it during the covid-19 pandemic. For each participant, we devoted a meeting of about 15 minutes.

2.4.1. Description of the Interview

The adopted face-to-face interview consists of six (6) different direct questions. These questions involve general points about the teachers' use of online learning, and their experience with that, in addition to their attitudes towards the process of online learning. The types of questions used are direct questions. That is teachers are asked directly their answers are written down as well as recorded via the phone.

2.4.2. Analysis of the Interview

- **Question 1: Which applications or platforms have you used to teach through online?**

Participant 1: Moodle and Google Classroom.

Participant 2: Moodle and Goggle Meet.

Participant 3: Social media platforms like Facebook in addition to Google classroom and Google meet.

Participant 4: Google classroom, Zoom and Google Meet.

Participant 5: Google Classroom, Moodle and Facebook.

Participant 6: Moodle (university platform) and Google Classroom.

Throughout the answers of the participants about this question, it is noticed that teachers have used the same common applications in teaching online which are: Moodle, Zoom,

Google meet, and Google Classroom; While only two teachers mentioned social media platforms like Facebook.

- **Question2: According to your own experience, what are the difficulties you faced during your online teaching?**

Participant 1: Students are used to be not punctual in addition to that they do not pay attention to online teaching.

Participant 2: Internet connection and cheating in exams.

Participant 3: there is not motivation factor and lack of attendance.

Participant 4: Internet connection problems.

Participant 5: Students have inadequate knowledge about the uses of Google classroom because they were not used to that type of learning.

Participant 6: Demotivation and lack of interest of students who are not willing to use the different online resources available for them.

From the various responses of our participants to this question, it is clearly indicated that teachers have faced several problems during teaching online. Furthermore, the common problem is related to internet and connection issues in addition to the lack of motivation and interest of students as well as the lack of attendance to online classes. Also, teachers suffered from the inadequate knowledge of students about the usage of Google Classes.

- **Question 3: According to you, what are the advantages of the online learning? And what are the disadvantages?**

Participant 1: The only advantage of online learning is that students are learning via distance.

- Concerning the disadvantages, online learning makes students lazy, no interaction or participation with their teachers. In addition to that, it makes debates and discussions impossible and limited.

Participant 2: Concerning advantages, we gain time and effort.

The disadvantages are problems in internet connection; cheating in exams... in addition to that the teacher- student interaction is different.

Participant 3: The Advantages are saving time and efforts and providing students with visuals.

- The disadvantages are the lack of organization and management of the materials, lack of diversity in the materials being used as well as the types of assessment and evaluation and lack of interaction.

Participant 4: The good thing about online learning is that it saves time and efforts and gives more chances to students to browse through the net to make the most of a course even before, during or after class.

- The bad thing about it is disruption and interruption due to electricity power cutting and feeble internet connection.

Participant 5: Online learning can only be helpful if it is used as an additional resource to get information especially for those students who cannot attend class for most of the time.

Participant 6: If used seriously, it saves time as students have available resources and data as it is good for students who are familiar with ICTs and have internet connection.

- The disadvantages of online learning are that not all students have PCs and internet or even smart-phones. Students living in remote cities or in university campus find it difficult to study online. Also, online learning gives the opportunity for some students to cheat and ask the help of their friends in order to carry out online tests and assignments.

Throughout the answers of this question, it is noticed that almost all participants have mentioned the same advantages of online learning. Furthermore, the participants share the idea that online learning saves time and efforts as it allows students to learn via distance as it provides students with visuals, resources, and data as it allows them to search more about the course especially for students who are familiar with ICTs. Another participant thinks that online learning should be used as an additional way of learning especially for those who cannot attend classes. As far as the disadvantages are concerned, our participants claimed that online learning makes students lazy as there is no interaction, participation or discussion during the learning process. Also, most of our participants agree that it allows students to cheat in exams and assignments. In addition to that, online learning lacks management and organization as there is no diversity in teaching materials. What is more is that students and teachers always suffer from technical issues and electricity problems during online learning. One of our participants highlighted an important issue in online learning as drawback which is not all students are capable of learning online because there are students who live in rural areas and cities and do not even have smart-phones, PCs or internet.

- **Question 4: How is the online learning different from face-to-face learning?**

Participant 1: The interaction between teachers and students as well as between students and students is different in online learning.

Participant 2: Student- teacher interaction is different.

Participant 3: In online learning, students face difficulties in engaging with the teacher during the lecture.

Participant 4: It allows adequate exploitation and sharing of online resources, with live illustrations and such.

Participant 5: The benefits of face-to-face learning can never be compared with online learning, because the presence of the teacher is irreplaceable.

Participant 6: Onsite learning allows the teacher to face the students and engage them in the learning process by asking them to read and answer the questions and perform tasks; whereas online learning is not interesting if students are not serious and committed to studies or do not have ICTs and PCs.

The answers obtained from this question deliver that the participants differentiate between online and face to face learning in terms of interaction between teachers and students as well as students and students. In addition to that, they can identify that students usually find difficulties in engaging in online learning unlike face to face learning. One participant claimed that online learning is incomparable with face to face leaning while another stated that if students are not serious or do not have experience with ICTs and PCs, online learning will be just a waste of time.

- **Question 5: Do you think that online learning is better than face-to-face learning when it comes to improving students' performance and outcomes?**

Participant 1: No, since students are not willing to learn English appropriately, let alone the content of the lecture which will be limited in terms of the amount of information.

Participant 2: Not necessarily, because it depends on many interrelated factors like the teacher, students and syllabus, etc.

Participant 3: Never, learners have difficulties in understanding.

Participant 4: There should be an orientation towards a hybrid education where both presential and online teaching modes are put together.

Participant 5: No, because online learning gets affected by many factors.

Participant 6: Online learning can be relevant only when technology is available and students are seriously engaged and committed to learn.

Examining the answers of the participants teachers about this question made clear that all of the participants agree that online learning is not better than face-to-face learning,

because it can be affected by many factors that will cause learners a lot of difficulties in understanding. Besides, the content of lectures is limited especially when it comes to information. One of the participants claimed that the success of online learning is related to the students' engagement in the process of learning and the availability of technology. In addition, another participant suggested that if online and face to face learning modes should be combined together.

- **Question 6: How can you describe your experience with teaching online during covid-19?**

Participant 1: I did not teach online because Google classroom was not considered as a reliable platform for teaching students online, but rather only for submitting documents that might help them.

Participant 2: A successful one.

Participant 3: Online teaching during the covid-19 was necessary, it could solve some problems, but it created other problems, because learners are never ready to study daily. They got used to the passive fashion that online teaching offered.

Participant 4: I was not teaching here, but my experience abroad was a very effective and pleasant one.

Participant 5: Well, online learning is inevitable these days but we should be aware about the right use of this tool of learning.

Participant 6: Catastrophic, students were cheating when asked to do online homework assignments. Even friends, brothers, and parents were writing emails to professors by claiming they were the students.

Concerning the experiences of teachers with online teaching during the period of covid-19, three of the participants reported that their experiences were bad, because Google platforms are not considered to be reliable platforms. In addition, those students used to cheat

when given assignments. One of the participants spent the online teaching online abroad and he claimed that it was very effective while another participant described their experience by being successful. Finally, the last participant said that we should be aware about the online learning process and its tools in order to make it successful.

2.4.3. Interpretation of the Results

Throughout the analysis of the interview, we noticed that our participants have used similar platforms in their process of online learning. These platforms are: Zoom, Google Classroom, and Google meet. While social media platforms were not used much by them. Furthermore, the participants have faced a lot of difficulties during teaching online. The problem that was faced by all of the participant teachers is related to the technical issues and connection. Also, they have noticed that most of the students were not motivated or interested enough to learn online, and some didn't even have knowledge about how to use the different learning platforms. Therefore, that caused a lack of attendance to these online classes.

On one hand, we also noticed that almost all of the participant teachers have the same idea concerning the advantages of online learning, in which they think that it is the perfect way in order to save time and efforts of both teachers and students. It also provides learners with more visuals and eases the process of learning for those who familiar with ICTs. Moreover, the participants assume that online learning should be used besides to face-to-face learning. On the other hand, the disadvantages that the participants mentioned about online learning are almost similar to each other. Most of them agreed that that online learning makes students lazy as there is no interaction, participation or discussion during the learning process. In addition to that, it allows students to cheat in exams and assignments. There is also a lack of management and organization as there is no diversity in teaching materials. What is more is that students and teachers always suffer from technical issues and electricity problems during online learning. The most important thing is that not all students have internet connection,

smart phones, and PCs. Furthermore, when differentiating between online and face to face learning, the participant teachers assume that interaction in online classes is different from face-to-face ones and cannot be compared the two, because they are totally different from each other. However, online learning could be successful if only students took it seriously.

When comparing online with face-to-face learning and investigating the participants' views about which one is better, all of them stated that face to face learning is better than online learning. This is due to the issue that they have faced many problems during teaching online. However, it was suggested that online learning should be combined with face-to-face learning in order to be successful. As far as the experience of the participants with teaching online during the period of covid-19 is concerned, most of them described it as being a bad experience except one teacher who spent this experience abroad and another one who said that it was successful. Clearly, the participants justified their bad experience by students' cheating and the non-reliable platforms they have used.

2.5. Findings

The following are findings of this research work that are based on the result of data analysis that we collected through the use of two research tools which are the questionnaire and the interview.

- Students have a good experience with online learning during the Covid-19 pandemic and they have positive attitudes towards it.
- There should be an integration of onsite learning with online learning because students cannot rely on online learning only.
- Both teachers and students encounter problems in online learning like: technical issues and internet connection.
- Teachers call for the use of a teaching method that involves both online and onsite learning which is what we call "Blended Learning".

To sum up, online learning is an effective method of learning through distance because it saves time and efforts of both teachers and learners. However, there are some situations where the learning process requires the presence of both teachers and learners.

2.6. Recommendations

There emerged throughout the results of our study a set of recommendations to take into consideration.

- The university should offer classrooms that are equipped with computers and internet connection for students who do not have.
- The ministry of Higher education and scientific research should create special website and platforms for online learning and protect them from all the technical issues and problems.
- Teachers should make the students aware of their responsibility towards online learning as the importance of attendance to online classes.

Students should be guided throughout their online learning classes, as teachers should explain ambiguities and encourage them to interact during the learning process in order to make it beneficial.

Conclusion

The first section of this chapter covered the first research methodology adopted to investigate the students' attitudes towards online learning as a questionnaire. After analyzing and interpreting the results obtained from the collected data, it has been revealed that the internet is often used by third year English students in their studies as the majority has access to the internet in different places. In addition, the results reveal that the majority has a good experience with online learning during the pandemic of covid-19, and almost all students have positive opinions, point of views and attitudes towards the process of online learning. However, students cannot rely on online leaning as a way of studying in all modules. In the second section of this chapter an analysis of an interview that was addressed to six teachers

from the same department was provided. The obtained findings show that teachers mainly have the same attitudes and opinions about online learning, because they were exposed to the same difficulties and issues during this process. However, we can say that teachers encourage for a way of learning that involves both onsite and online learning in order to overcome the difficulties, issues, and problems of online learning.

General Conclusion

General Conclusion

After the pandemic of covid-19, online learning has become an integral part of education in higher educational institutions in all over the world. The reason for that is to keep students in touch with learning during the lock down. After the pandemic, many higher educational institutions like the Algerian ones moved towards adopting the online learning process for some discovery modules. However, the success or failure of this method of learning depends on many factors. Furthermore, 3rd year license students at the English department of Khenchela University have more experience with online learning, because they have been exposed to it since their first year at the university.

We encountered in our research a set of potential obstacles like students' refusal to fill in the questionnaires as well as the teachers' limited time for having interviews with us due to their teaching and work responsibilities. However, we will try to address and target the maximum number of students to answer our questionnaires, as we will set a program and manage our time to fit with the teachers' schedules. The observation of such an issue of 3rd year students at the department of English at Abbas Laghrour University of Khenchela has raised the need to investigate the obstacles and difficulties during their online learning journey as well as knowing the attitudes of both students and teachers towards it. For that reason, a mixed research method was adopted that relies on a questionnaire that was designed and handed to 80 students at the English department of Abbas Laghrour University of Khenchela. In addition, an interview with 6 teachers from the same department was made face to face.

The results obtained from our research reveal that the major obstacles and difficulties that both of students and teachers face during online learning are related to internet connection, motivation, and lack of interaction between teacher-students and students-students. In addition to that during their experience with online learning, students were able to develop their outcomes and language performance. Finally, it was also concluded that both

teachers and students have positive attitudes about online learning. However, face-to-face learning is an irreplaceable way of learning. According to our population of both teachers and students, online learning cannot be adopted as a way of teaching for all modules, there must be a mixture between both online and onsite learning and that is what we call “Blended Learning”.

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Appendices

Appendix A: Students' Questionnaire

Dear student,

This questionnaire is designed to investigate the opinions, experiences, and attitudes of students towards the process of online learning during covid-19 lockdown. Therefore, we are kindly requesting you to answer this questionnaire. We will appreciate your collaboration.

Part One: General Information

Item1: your gender is:

Male

Female

Item 2: Which electronic device do you have?

Mobile phone

Computer

Tablet

Nothing

Part Two: Students' Access to the Internet

Item 1: How often you have access to the internet?

Always

Often

Sometimes

Rarely

Hardly ever

Never

Item 2: Where do you have access to the internet?

At home

At university

Everywhere

None

1. Do you usually contact your teachers through?

Email

Social media

If others, please specify

.....
.....

Part Three: Online Learning during Covid-19

Item 1: For how long have you been exposed to online learning during covid-19?

One month_ six months

Six months_ one year

More than one year

Item 2: What are the platforms that you have used during Covid-19?

ZOOM

Google meet

Gmail

Social media

If other, please

specify.....
.....

Item 3: What are the difficulties that you have faced during your online learning experience?

Lack of internet accessibility

Technical issues

Lack of motivation

If others, please

specify.....

.....

Item 4: Your experience with online learning during covid-19 was:

Very good

Good

Bad

Item 5: Please clarify

.....

.....

Part Four: Students' Attitudes towards Online Learning

Item 1: Tick the right column

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Online learning can increase students' motivation to learn.					
2. Online learning can develop the students' performance and outcomes.					
3. Online learning is better than face-to-face learning.					
4. The lack of communication and interaction do not affect the online learning process.					
5. Online learning can replace face-to-face learning.					

Item 2: Do you prefer

Online learning

Face-to-face learning

Both

Item2: Please, can you say

why?.....

.....

Thank you for your cooperation

Appendix B: Teachers' Interview

Dear teacher,

This interview is used as a means in our research in order to gather the needed information about the use of online learning with Third Year Students at the University of Abbes Laghrour - Khenchela. Would you please answer the following questions?

1. Which applications or platforms have you used to teach through online?
2. According to your own experience, what are the difficulties you faced during your online teaching?
3. According to you, what are the advantages of the online learning?
-And what are the disadvantages?
4. How is the online learning different from face to face learning?
5. Do you think that online learning is better than face to face learning when it comes to improving students' performance and outcomes?
6. How can you describe your experience with teaching online during covid-19?

ملخص

تبحث الدراسة الحالية في وجهات نظر الاساتذة والطلبة ومواقفهم تجاه التعليم عبر الإنترنت. للتحقيق في هذه الدراسة ، كانت الطريقة المستخدمة هي الطريقة الوصفية. من أجل اختبار صحة الافتراضات الأساسية ؛ تم تقديم الاستبيان إلى 80 مشاركاً من طلبة السنة الثالثة في قسم اللغة الإنجليزية بجامعة عباس لغرور. بالإضافة إلى مقابلة أجريت وجهاً لوجه مع ستة اساتذة مشاركين من نفس القسم. أثبتت النتيجة أن مواقف الاساتذة والطلبة تجاه طريقة التعلم عن طريق الإنترنت كانت إيجابية اي مفيدة. ومع ذلك ، يقر الطلبة أنهم لا يستطيعون اعتمادها كطريقة للتعلم لجميع المواد الدراسية. لذلك ، يدعوا الاساتذة و الطلبة في المقابل إلى طريقة مختلطة بين حضور القسم و عبر الإنترنت للتعلم.