



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

الجمهورية الجزائرية الديمقراطية الشعبية

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

وزارة التعليم العالي والبحث العلمي

UNIVERSITY OF ABBES LAGHROUR-KHENCHELA

جامعة عباس لغرور - خنشلة

DEPARTMENT OF ENGLISH

**Exploring the Effectiveness of Algerian Ministry of  
Higher Education E-Platforms designed for Teachers  
and Students to learn English**

**Case Study: First Year Students and Teachers in the  
Science and Technology Faculty**

قسم اللغة الإنجليزية

A dissertation submitted in partial fulfillment of the requirements for the degree of  
Master in Language and Culture

**Presented By:**  
Chahrazed BELGHAR  
Khadidja DJEBAILI

**Supervised by:**  
Dr.BEDDIAF Abderrazak

**Board of Examiners**

**President:** Dr. SAOUDI Faïçal ..... University of Khenchela

**Supervisor:** Dr. BEDDIAF Abderrazak ..... University of Khenchela

**Examiner:** Dr. ATIK Imane ..... University of  
Khenchela

**June 2024**

## ***Dedication***

To my beloved husband,

Your unwavering support and encouragement have been the driving force behind my journey to complete this dissertation. Through the countless hours of research, writing, and self-doubt, you have been my steadfast companion, offering words of wisdom, a listening ear, and an unshakable belief in my abilities.

Your unconditional love and understanding have carried me through the most challenging moments, reminding me of the importance of this work and the difference it can make. Your willingness to shoulder additional responsibilities, to provide a sanctuary of calm amidst the storm, has been an invaluable gift that has allowed me to focus and thrive.

This dissertation is as much a testament to your dedication and sacrifice as it is to my own. You have been the only one who has stood by me in all my destinations, never wavering in your support, even when the path ahead seemed uncertain.

To my partner in life, my rock, and my greatest champion, I dedicate this work to you. Your unwavering love and belief in me have been the foundation upon which I have built my success. This achievement is ours, a reflection of the strength we have built together.

With deepest gratitude and love,

**Chahrazed BELGHAR**

### ***Dedication***

We are grateful to the All-Powerful Allah for making it easier and more bearable to complete the composition of this thesis. I sincerely thank my supervisor, Dr. Abderrazak BEDDIAF, for all of his help, support, and direction. Who, with the help of his insights, has really guided me along the way. Additionally, I want to thank the jury members for their time and insightful comments that will improve this research. Appreciative of the teachers in the English department who helped me learn the global language. A huge thank you to my amazing mother, father, and closest siblings for their unwavering love, support, encouragement, and tolerance.

With special gratitude to my traveling companion, “Chahrazed Belghar, “for your love, tolerance, and steadfast support, I was able to persevere through tough situations because of your belief in me

**Djebaili Khadidja**

## **Acknowledgement**

All praise is due to Allah, who gave us the power to accomplish this research.

First, we want to express our deepest gratitude to our dear supervisor, Dr. BEDDIAF Abderrazak, for his unwavering support and encouragement, and kindness throughout this work.

We also express our thanks to the members of the jury for evaluating our dissertation.

Our deepest gratitude goes to the teachers of the Computer Science Department.

We also extend our gratitude to the students who participated in our study.

Special thanks to the staff of the department of English, and all the teachers for enriching our intellectual background.

## **Abstract**

This study aimed to investigate the effectiveness of the e-platforms (MOOCs and DUAL) created by the Algerian Ministry of higher education for university students and teachers to learn English. The study revealed interesting, but also surprising results. The thesis adopted a mixed methods research, qualitative and quantitative data were gathered from a questionnaire addressed to first year students of science and technology, and the qualitative data were gathered from semi-structured interviews conducted with 6 teachers of the same level at the University of Khenchela. The analysis and discussion of the results revealed several key findings about the effective utilization of the online learning platform. Firstly, a significant portion of the participants reported limited access to the platform, suggesting that insufficient awareness and outreach efforts may have contributed to this issue. Furthermore, the lack of advertisements at the university level regarding the availability of these online resources may have further impeded accessibility. Finally, user comments highlighted the need for enhanced support and training to enable students to fully leverage the potential of the platform. These findings collectively underscore the importance of implementing targeted strategies to address these challenges and ensure the successful adoption and utilization of the online learning platform.

**Keywords:** University teachers, students, Science and Technology, English learning, effectiveness.

## Table of Contents

|                                                 |      |
|-------------------------------------------------|------|
| Dedication .....                                | I    |
| Acknowledgement .....                           | III  |
| Abstract .....                                  | IV   |
| Table of Contents .....                         | V    |
| List of Tables .....                            | VIII |
| List of Figures .....                           | X    |
| General Introduction .....                      | 1    |
| 1. Background of the study .....                | 1    |
| 2. Statement of the problem .....               | 2    |
| 3. Aim of the Study .....                       | 2    |
| 4. Research questions .....                     | 2    |
| 5. Research hypothesis .....                    | 3    |
| 6. Research Methodology .....                   | 4    |
| 7. Scope of the Study .....                     | 4    |
| 8. Rationale .....                              | 4    |
| 9. Significance of the Study .....              | 4    |
| 10. The Structure of the Study .....            | 5    |
| Chapter one Literature Review .....             | 6    |
| Introduction .....                              | 7    |
| 1.1. A general introduction to e-learning ..... | 7    |
| 1.1.1. Concept of e-learning .....              | 7    |

|                                                                                               |    |
|-----------------------------------------------------------------------------------------------|----|
| 1.1.2. Types of e-learning .....                                                              | 7  |
| 1.1.2.1. Synchronous education .....                                                          | 7  |
| 1.1.2.2. Asynchronous education .....                                                         | 7  |
| 1.1.2.3. Blended learning .....                                                               | 9  |
| 1.2. The role of technology in enhancing English language learning .....                      | 9  |
| 1.3. Evaluating the concept of online education platforms and their impact on education. .... | 10 |
| 1.4. Distance education plat forms in Algeria.....                                            | 11 |
| 1.5. Types of plat forms used in Algeria.....                                                 | 12 |
| 1.5.1. MOOC platform.....                                                                     | 12 |
| 1.5.2. MOOCs platform in Algeria .....                                                        | 16 |
| 1.5.3. The most important advantages of the MOOC system for online education.....             | 22 |
| Conclusion .....                                                                              | 26 |
| Chapter Two.....                                                                              | 28 |
| Research Methodology Data Analysis and Discussion of the Results and Findings.....            | 28 |
| Introduction.....                                                                             | 29 |
| SECTION ONE: Research Methodology and Design .....                                            | 29 |
| 2.1. Research design .....                                                                    | 29 |
| 2.2. Choice of the method .....                                                               | 29 |
| 2.3 Population and sampling.....                                                              | 30 |
| 2.4 Data collection .....                                                                     | 30 |
| 2.4.1. Techniques of Data Collection.....                                                     | 30 |
| SECTION TWO: Data Analysis of Students' Questionnaire: .....                                  | 32 |
| 2.5. Data analysis interpretation of the results .....                                        | 32 |

|                                                        |    |
|--------------------------------------------------------|----|
| 2.5.1. Student's Questionnaire .....                   | 32 |
| 2.5.3. Teacher's Interview .....                       | 58 |
| 2.5.4. Interpretation of the Teachers' Interview ..... | 60 |
| 2.6.Discussion .....                                   | 63 |
| Conclusion .....                                       | 64 |
| 2.7. Limitations of the study .....                    | 65 |
| 2.8. Suggestions .....                                 | 65 |
| General Conclusion.....                                | 67 |
| Biography.....                                         | 70 |
| Appendix.....                                          | 74 |
| Resumé.....                                            | 86 |
| ملخص.....                                              | 87 |

## **List of Tables**

|                                                                                       |    |
|---------------------------------------------------------------------------------------|----|
| Table 1. Sub-indicators for use in Algeria .....                                      | 16 |
| Table 2. Access to the Internet in schools.....                                       | 18 |
| Table 3. Access to digital content from 2008 to 2014 .....                            | 20 |
| Table 4 Students' Age.....                                                            | 21 |
| Table 5 Students' Gender.....                                                         | 33 |
| Table 6 How long students have been Learning English.....                             | 34 |
| Table 7 Students' Evaluation of Their Present Level of English Proficiency .....      | 36 |
| Table 8 Students' use of Digital Platforms to Learn English .....                     | 37 |
| Table 9 Students' use of Digital Platforms to Learn English .....                     | 38 |
| Table 10 Students' use of Other Platforms to Learn English .....                      | 39 |
| Table 11 Students' Opinion About the Content and Interface of the MOOC Platform ..... | 40 |
| Table 12 The Frequency of Platform MOOC Provides Multimedia Content.....              | 42 |
| Table 13 The Instructional Strategies and Techniques used in the Platform.....        | 43 |
| Table 14 Facets of Language Learning Resources Cover in the MOOC Platform .....       | 44 |
| Table 15 Ranking of English Language Learning Experience Within the E-platform.....   | 45 |
| Table 16 Students' Improvement of the Ability to Speak and Understand English .....   | 47 |
| Table 17 Students' Opinions About the Platform use and Navigation .....               | 48 |
| Table 18 Unuseful Features for Learning English in the E-platform .....               | 49 |

|                                                                                            |    |
|--------------------------------------------------------------------------------------------|----|
| Table 19 Students' Degree of Comfort Using English in Everyday Situations After MOOC ..... | 50 |
| Table 20 Aspects of Language the E-platform Helps Student's Develop .....                  | 51 |
| Table 21 Platform Access .....                                                             | 52 |
| Table 22 Frequency of the Platform Collaboration and Communication .....                   | 54 |
| Table 23 Students' Platform Recommendation .....                                           | 55 |
| Table 24 Students' Interest in Using the E-platform .....                                  | 56 |

## List of Figures

|                                                                                                                            |    |
|----------------------------------------------------------------------------------------------------------------------------|----|
| Figure 1 An Infographic Explaining MOOC .....                                                                              | 13 |
| Figure 2 Students' age .....                                                                                               | 32 |
| Figure 3 Students' Gender.....                                                                                             | 33 |
| Figure 4 How long students have been Learning English.....                                                                 | 34 |
| Figure 5 Students' Evaluation of Their Present Level of English Proficiency .....                                          | 36 |
| Figure 6 Students' use of Digital Platforms to Learn English .....                                                         | 37 |
| Figure 7 Students' familiarity with the MOOC Platform .....                                                                | 38 |
| Figure 8 Students' use of Other Platforms to Learn English .....                                                           | 39 |
| Figure 9 Students' Opinion About the Content and Interface of the MOOC Platform .....                                      | 40 |
| Figure 10 The Frequency that the Platform MOOC Provides Multimedia Content.....                                            | 42 |
| Figure 11 The Instructional Strategies and Techniques used in the Platform .....                                           | 43 |
| Figure 12 Facets of Language Learning Resources Cover in the MOOC Platform .....                                           | 44 |
| Figure 13 Ranking of English Language Learning Experience Within the E-platform .....                                      | 45 |
| Figure 14 Students' Improvement of the Ability to Speak and Understand English Since They Began Using the E-platform ..... | 47 |
| Figure 15 Students' Opinions About the Platform use and Navigation.....                                                    | 48 |
| Figure 16 Unuseful Features for Learning English in the E-platform .....                                                   | 49 |
| Figure 17 Students' Degree of Comfort Using English in Everyday After Using MOOC .....                                     | 50 |

|                                                                            |    |
|----------------------------------------------------------------------------|----|
| Figure 18 Aspects of Language the E-platform Helps Student's Develop ..... | 51 |
| Figure 19 Platform Access.....                                             | 52 |
| Figure 20 Frequency of the Platform Collaboration and Communication .....  | 54 |
| Figure 21 Students' Platform Recommendation.....                           | 55 |
| Figure 22 Students' Interest in Using the E-platform.....                  | 56 |

# General Introduction

### **General Introduction**

#### **1. Background of the study**

A Massive Open Online Course (MOOC) platform is a type of online learning environment that provides courses to several students at once via the internet. "Learners now have access to innumerable online resources to help them with grammar, vocabulary, pronunciation and more, and can even join free or cheap Massive Open Online Courses (MOOCs)" ( Qian & Bax, 2017, p. 1), they stated that, MOOC platforms offer a diverse array of courses in multiple areas, and it enables students to communicate, express their ideas in classrooms, develop their vocabulary, to improve their English language learning, In order to facilitate learning English for teachers and students, People can study at their own speed thanks to these platforms, which usually give flexibility in terms of when and where students can access course materials. To improve the learning experience, according to Abd Majid et al. (2019), postgraduate students' opinions of MOOCs are closely related to their demands and traits. They recommend giving MOOC platforms a wide range of alternatives by conducting more in-depth research on the users and issues would lubricate technological hiccups and oil the wheels for increased participation. MOOCs frequently include multimedia components like interactive tests, discussion boards, video lectures, and assignments. Many students and teachers tended to improve their English language learning by using this E-platform

Massive Open Online Courses, or MOOCs, have emerged as a significant force in education by offering never-before-seen access to first-rate learning opportunities in a wide range of areas, including teaching English. MOOC platforms, such as Coursera, edX, Udacity, and Future Learn, have gained global recognition and attracted millions of students in the last 10 years. MOOCs have become increasingly popular since it provides for students and teachers several resources and lessons help them to improve their English Language Learning "Learners now have access to

## ***General Introduction***

---

innumerable online resources to help them with grammar, vocabulary, pronunciation and more, and can even join free or cheap Massive Open Online Courses (MOOCs)" ( Qian &Bax, 2017, p. 1), they stated that, MOOC platforms offer a diverse array of courses in multiple areas, and it enables students to communicate, express their ideas in classrooms, develop their vocabulary, to improve their English language learning.

### **2. Statement of the problem**

The English language learning e-platforms created by the Algerian higher Education Ministry of both teachers and students aims to enhance English language learning among the faculty and their students. However, the effectiveness of these e-platforms remains unproven and under-investigated, raising concerns and big questions of whether they are helpful and positively impactful on language proficiency as well as teaching practices and learning outcomes at university. This study is an attempt to explore the degree of effectiveness of these e-platforms to achieve educational goals for which they are designed. The aim is also to identify any difficulties and suggest ways for a better implementation to enhance the applicability of these platforms for better educational outcomes.

### **3. Aim of the Study**

The objective of this study is to investigate the effect of the MOOC platform utilization on the English language learning, based on the different perspectives of both teachers and students at the department of Science and Technology Khenchela University.

### **4. Research questions**

## ***General Introduction***

---

- 1) How effective are the e-platforms designed by the Algerian Higher Education Ministry for the improvement of English learning among university students and teachers?
- 2) What are the difficulties and the possible solutions for them, which students and teachers face while using these e-platforms?

### **5. Research hypothesis**

- E-learning platforms developed by the Algerian Ministry of Higher Education significantly improve English language proficiency among students and teachers.

### **6. Research Methodology**

In this research, mixed method research is used, combining both qualitative and quantitative approaches. A survey for students and an interview for teachers were designed to conduct our research investigation. The reason behind selecting a mixed method is to have a comprehensive perspective of our study and we believe that it is the appropriate method that will obtain convincing and compelling findings.

### **7. Scope of the Study**

This study focuses on investigating the effects of using the MOOC platform to enhance the English language level. Therefore, this is limited to first year students of Science and Technology, at the University of Khenchela, in the academic year 2023-2024.

### **8. Rationale**

Nowadays students and teachers use E-platforms to improve their English language level, and there is an E-platform called MOOC provided by the Algerian Higher Ministry for teachers and students to enhance their English learning. In this study, we will focus on students and teachers' perspectives and attitudes towards the effectiveness of the MOOC platform in their English language learning improvement.

### **9. Significance of the Study**

This study is significant in that it would improve English language learning and teaching in Algerian universities after an objective evaluation of the effectiveness of E-platforms in enhancing English language educational among teachers and learners at university based on the actual experience of the individuals for which they were designed. It aims to provide insights into the real

problem with these platforms in order highlight some implications and recommendations of improvement.

### **10. The Structure of the Study**

This study is composed of two chapters. The first one is totally theoretical; it includes a review of the literature concerning the theoretical part is about background of study about E-learning and the E-platform MOOC. The second chapter is purely practical i.e. it is devoted to the description, analysis and discussion of the results of our questionnaires and interview, and it is divided into three sections; the first includes the methodology of the research, the second deals with the analysis of the results and discussion, and the third comprises of and general conclusion

# **Chapter one Literature Review**

## **Introduction**

This chapter provides a review of related literature that is discussed according to the research's point of view. It comprises related studies about the role of technology in Algeria in enhancing distance learning in English language, E-learning distance education in Algeria and the E-platform MOOC and its impact on learning English, this chapter is a theoretical foundation to this study.

### **1.1. A general introduction to e-learning**

#### **1.1.1. Concept of e-learning**

"E-learning" refers to the technique of employing electronic devices to offer instructional materials and streamline learning possibilities. It encompasses a wide range of instructional techniques, including digital resources, virtual classrooms, interactive multimedia, and online courses (Ally, 2008). E-learning has evolved significantly over the years, starting with the early trials of computer-based training (CBT) in the 1960s and continuing with the introduction of web-based learning platforms and mobile learning applications in the digital age (Clark & Mayer, 2016).

#### **1.1.2. Types of e-learning**

Types of e-learning include three basic types, which are as follows:

##### **1.1.2.1. Synchronous education**

Synchronous e-learning is online instruction that takes place in real time with simultaneous interaction between teachers and students. According to Kuo et al. (2014), this modality usually entails live lectures, webinars, and virtual classrooms. It makes it possible for people to respond right away and encourages participation.

##### **1.1.2.2. Asynchronous education**

With asynchronous online learning, students can access course materials and finish work at their own speed without having to communicate with classmates or teachers in real time. Asynchronous e-learning frequently takes the form of self-paced courses, recorded lectures, and discussion boards (Means et al., 2013). This modality is adaptable and supports a range of learning preferences.

### **1.1.2.3. Blended learning**

Online and traditional in-person training is combined in blended learning. It offers a well-rounded educational experience by combining the advantages of synchronous and asynchronous e-learning (Graham, 2006). Blended learning encourages independent study while preserving chances for face-to-face communication and teamwork.

## **1.2. The role of technology in enhancing English language learning**

There are several advantages of integrating technology into English language instruction, such as improved accessibility, engagement, customization, teamwork, and flexibility. Regardless of their location or socioeconomic status, technology gives students access to a wide range of learning resources and materials, according to Al-Sashayed (2015). This accessibility increases opportunities for language learners globally and democratizes language learning.

Furthermore, learning environments with technology integration are naturally captivating since they use games, interactive activities, and multimedia-rich content to hold students' interest (Chappelle & Jamieson, 2008). According to Hubbard (2009), learners' curiosity and drive are piqued by interactive learning platforms like online simulations and language learning applications, which results in a deeper level of engagement and retention of language skills.

Technology also makes individualized learning experiences possible by customizing training to meet the requirements, interests, and skill levels of each learner (Stock well, 2012). Personalized learning algorithms and intelligent tutoring systems are examples of adaptive learning technologies that customize assessment and content delivery to maximize learning outcomes for individual students (War schauer & Healey, 1998).

Through technology-mediated platforms, collaborative learning is enabled, enabling students to engage in virtual communities and social networks with instructors, peers, and native speakers (War

schauer & Healey, 1998). Collaborative projects, peer evaluation, and online language exchange programs foster cross-cultural communication and cooperative problem-solving abilities.

Furthermore, technology-mediated learning accommodates a variety of learning styles, preferences, and schedules by providing flexibility regarding study location, pace, and time (Chappelle & Jamieson, 2008). Self-paced and self-directed learning experiences are made possible by the ability for learners to access learning materials, engage in interactive exercises, and receive feedback asynchronously.

❖ **Learn English 6000 Words:** This program is distinguished by containing 6,000 English words with pictures. It also provides the ability to hear the pronunciation of these words. We can obtain the program through this website: [www.funeasylearn.com](http://www.funeasylearn.com)

❖ **Learn English:** This program is distinguished by the fact that it contains the most frequently used words in the English language. It also contains more than 800 basic phrases. This program also features the ability to record words in your voice and compare them with the correct pronunciation. It also works without an Internet connection. Thus, we see that modern technology has contributed to facilitating learning the English language.

### **1.3. Evaluating the concept of online education platforms and their impact on education.**

Measuring and evaluating the quality of e-learning is one of the most important stages that should not be overlooked when designing training courses for students or learners in general, even if they are professors. This stage is sufficient to reveal weaknesses in the training course in order to correct them directly and in future courses as well. There are many methods that are useful in measuring and evaluating the quality of e-learning or education in general. These methods differ among themselves in the order of steps and priorities, but most of them have proven to be very effective in identifying problems in the training course. This research will address the concept of

evaluating the quality of learning and training courses, and we will talk about Kirkpatrick's Model method of evaluation because it is the most famous.

#### **1.4. Distance education plat forms in Algeria**

The demands for flexible learning options and technological improvements have led to a notable surge in distance education in Algeria in recent times. The government has put in place a number of programs to support online learning and increase every citizen's access to high-quality education. Numerous platforms for remote learning that serve students in various parts of Algeria have been established because of these initiatives.

Algeria believes that e-learning adoption is essential to the nation's progress. Most people agree that the society's development and rebirth in many areas can be partially attributed to the acceptance of this new technology.

In fact, decision-makers and policy makers now recognize how crucial e-learning is to the advancement of social, economic, and educational sectors. According to them, e-learning is a crucial part of the enormous task of teaching the next generation and building a knowledge-centered economy that enables the nation to stay up to date with the demands of both the modern and future worlds. According to Labbas and Al Shaban (2013), Algeria, like the majority of developing nations, is aware of and persuaded to use e-learning. They contend that e-learning may offer the nation engaging chances to integrate into the sphere of social welfare and economic prosperity by joining the information society.

The potential of this technology to impact education in this area is thus crucial when it comes to shedding light on the integration of e-learning in higher education in Algeria. In general, e-learning plays important roles in advancing postsecondary education. For example, as e-learning makes it simpler to obtain knowledge and science, it can provide university students with opportunities to study best when they are actively involved in their subject matter. Additionally, by

employing this contemporary tool, these college students are able to boost their self-esteem, confidence, and motivation. This is because the pedagogy frequently changes when using this sophisticated instrument.

## **SECTION TWO**

### **1.5. Mooc platform used in Algeria**

#### **1.5.1. MOOC platform**

##### **1.5.1.1. Definition of MOOC**

A Massive Open Online Course, or MOOC, is an online course with open access and a large participant base via the internet. MOOCs usually provide course materials to an infinite number of participants globally, including readings, lectures, and exams. In order to promote peer-to-peer learning, community interactions, and assistance from teachers or teaching assistants, they frequently include interactive user forums (Smith, 2008).

##### **1.5.1.2 How does the MOOC system work?**

MOOC platforms function as virtual gathering places for educational institutions, educators, and students to engage in courses covering a wide range of topics. Technology is used by these platforms to provide several features, such as discussion boards, multimedia content delivery, course building tools, and evaluation modules (Daniel, 2012). Coursera, edX, Udacity, and Future Learn are important participants in the MOOC ecosystem; each has a distinct strategy for delivering courses and offering platform features (Yang & Sinha, 2016).

### 1.5.1.3. The most prominent MOOC platforms

The three pioneers in ENT in the United States in this field are Udacity, Coursera, and edX. Udacity provides self-paced learning with mentorship alternatives; it is well-known for its

**Figure 1**  
An Info graphic Explaining MOOC



emphasis on technical and vocational courses. Project-based learning and career-advancement-focused nanodegree programs are highlighted. EdX is a university-led partnership that provides a wide range of courses in several subject areas. It places a strong emphasis on academic excellence and offers possibilities for certified credentials. Like other partnerships with colleges and organizations, Coursera provides a combination of paid and free courses with degrees and specializations; EdX provides verified certificates for completing courses, and some programs offer credit transfer options, as it maintains academic standards, with structured modules, assessments, and discussion forums facilitated by instructors. In addition, EdX offers discussion forums, virtual labs, and instructor-led courses for additional support (Duan, 2019).

### 1.5.1.4. MOOC and Education

When examining the pedagogical approaches taken by massive online courses it is first necessary to consider their history. MOOCs are still often classified into two types based on two emerging paradigms. Although many variants have been identified since the spread of MOOCs, the development of open courses initially arose from the Broader open education.

There was a shared interest in running open courses by several people associated with open education. David Wiley ran a course on campus in 2007 and made it open to anyone online to participate, as did Alec Courols, who ran a course "Open Boundaries", however the title of founding MOOC is often given to Connectives and Connective Knowledge (CCK08) run by George Siemens and Stephen Downs in 2008, it was commentary on this course that gave rise to the term MOOC (jointly attributed to Dave Cormier and Bryan Alexander)

Early MOOC experiments were also characterized by an interest in exploring the pedagogical possibilities offered by being open and interconnected, and the subject matter of these early courses was related to the method of presentation, so the courses were in multiple topics such as open education, digital identity, or networked pedagogy, as is the case with early e-learning courses. Which are often around the topic of e-learning itself, these early stages of experimentation focused on topics that were the vehicle for the message, but as with e-learning this soon expanded to include all topics. Another feature of these MOOCs was that they were experimental in terms of technology - both in Where necessary or by design –MOOC shave use derange of open technologies such as Word Press, Twitter, some in situational hosting through tools such as Moodle, as well as some self-created tools such as Stephen Downes' gRSS hopper, learning to use these tools and making connections over the open Internet was seen as a major goal of these early Massive Online Courses (MOOCs).

MOOCs took a completely different turn when Sebastian Thrun launched the Stanford Artificial intelligent (AI) course with over 120,000 registered learners. It attracted so much media attention that other universities followed suit, with Harvard and MIT creating EdX and Coursera launched by Daphne Kohler and Andrew Ng with venture capital funding. As a venture capitalist, Thrun founded Udacity, 2012 was deemed "the year of the MOOC" by the New York Times (Pappano 2012) as most major US universities had signed up with or launched their own courses through one or more of the major providers.

If we take Coursera as an example, it is the most prominent MOOC provider, as it contains more than 500 courses from 107 universities and more than 5million registered learners. From an educational standpoint, these new MOOCs were completely different from those that pioneered the movement. Open education tends to be institutionally based on a proprietary platform and driven by a strongly pedagogical pedagogy, while the initial MOOCs emphasized the importance of networking, and many newer MOOCs have focused on video teaching and automatic assessment, a distinction is made between MOOCs for early link-type MOOCs and xMOOCs for new educational models (Siemens2012).

### 1.5.1.5. Division of pedagogy curricula found in MOOC

Breakdown of existing pedagogy approaches in MOOC:

According to the cMOOC/ xMOOC distinction, existing MOOC pedagogies are divided into two types:

### 1.5.2. MOOCs platform in Algeria

In a research entitled “The extent of Algeria’s readiness to adopt the philosophy of distance education in accordance with the requirements of the technological era - a descriptive and analytical study based on regional and international reports” published in the “Journal of Sports Sciences” issued by the University of Mohamed Sharif Musadia - Souk Ahras – under No.: 2021.06.15 Volume 1, Numéro 1, Pages 58-71, addressed by the writers: Muhammad Raja ibiya and Hanan Bashta, showing the extent of Algeria’s use of distance education plat forms, as recorded below

**Table 1.** Sub-indicators for use in Algeria. (RSS, 2021)

| Sub-indicators for use in Algeria                                               | Rank/139 |
|---------------------------------------------------------------------------------|----------|
| Percentage of personal use of the Internet (%)                                  | 106      |
| Percentage of families owning computers (%)                                     | 89       |
| Percentage of households’ subscription to Internet services (%)                 | 89       |
| Subscriptions to fixed broad band Internet services (subscriptionper100 people) | 98       |
| Subscriptions to mobile broad band services (subscriptionper100people)          | 98       |
| Use of social net working                                                       | 123      |
| The use of information and communications technology between in situations      | 132      |
| Subscriptions to mobile phone services (subscription for every100people)        | 105      |
| Internet use between organizations and consumers                                | 128      |

**Source:** Prepared by the researcher based on a report (57, 2016, GITR)

Through the results of the table above, Algeria obtained weak percentages in usage indicators, as the results showed a significant weakness in the use of information and communications technology between institutions with each other or between institutions and customers or consumers. This indicates the absence of digital culture among institutions, while close to average percentages were recorded in possessing Algerian families have computers, as well as the families' subscription to the Internet. This is evidence that Algerian families tend toward the collective participation of family members so that costs are reduced, and this is evident in the percentage of personal use, as Algeria obtained weak percentages. This indicator of the use of social networking reflects very late and weak ranks, indicating that the individual The Algerian suffers from the problem of in dependence. If we assign it to digital distance education in Algeria, it will be very difficult to implement it, especially with the problem of overcrowding in families, the lack of computers, and the participation of all family members on the Internet. (RSS, 2021)

**Table 2.** Access to the Internet in schools, based on the ESCWA2016 report (RSS, 2021)

| Year          | 2004 | 2009 | 2013 | 2014 | 2015 |
|---------------|------|------|------|------|------|
| Algeria       | 1.87 | 2.23 | 2.4  | 2.2  | 2.4  |
| Area average  | 4.05 | 3.55 | 4.04 | 3.89 | 3.87 |
| World average |      | 3.63 | 4.01 | 4.2  | 4.3  |

Source: Prepared by their searcher based on the report on the regional features of their formation society (ESCWA2016).

The results show that Algeria is completely behind the global and Arab average in terms of providing educational institutions, these results do not record any improvement for a period of more than 10 years, which demonstrates the absence of any initiative to advance education al institutions and attempt to digitize them. (RSS, 2021)



**Table 3.** Access to digital content from 2008 to 2014, based on the 2016 ESCWA report (RSS, 2021)

|         | 2008-2009 |         | 2010-2011 |         | 2012  |         | 2013  |         | 2013  |         |
|---------|-----------|---------|-----------|---------|-------|---------|-------|---------|-------|---------|
| Algeria | Value     | Ranking | Value     | Ranking | Value | Ranking | Value | Ranking | Value | Ranking |
|         | 3.2       | 125     | 3.6       | 122     | 3.6   | 122     | 3.3   | 137     | 3     | 144     |
| Area    | 4.53      |         | 4.86      |         | 4.91  |         | 4.86  |         | 4.81  |         |
| Average |           |         |           |         |       |         |       |         |       |         |
| World   | 4.66      |         | 4.84      |         | 4.9   |         | 4.9   |         | 4.9   |         |
| Average |           |         |           |         |       |         |       |         |       |         |

**Source:** Prepared by the researcher based on the report on the regional features of their formation society (ESCWA2016).

The table above shows the suffering of the citizen in his attempt to access information or digital content, as Algeria is at the bottom of the rankings, and this is the greatest evidence of the difficulty of the Algerian student continuing his studies remotely, not to mention the difficulties facing the professor. (RSS; 2021)

The study concluded that, through the results of the previous indicators, which were classified in to three axes, most, if not all, demonstrated a major weakness in the field of information and communications technology, a weakness in political and legal intent, basic infrastructure, and a weakness in network readiness, as well as in readiness and use. Therefore, the state will be facing a great challenge in adopting digital distance education because all their cu bating elements are deteriorating and do not give optimistic predictions. Algeria's bottom in all indicators cannot be attributed to the simple citizen or to Algerian families because all these indicators are quantitative in dictators in proportion to what he spends and save. (RSS,2021)



### **1.5.3. The most important advantages of the MOOC system for online education**

**Flexibility and Accessibility:** MOOCs offer learners from a variety of locations and backgrounds unmatched accessibility to excellent instructional materials. Because MOOCs are asynchronous, learners can adjust their schedules and preferences, providing flexibility in their learning experience (Liyanagunawardena, Adams, & Williams, 2013).

**Cost-Effectiveness:** Since MOOCs frequently provide free or inexpensive access to educational resources, this is one of their main benefits. This removes obstacles to education and makes it possible for people to learn new things without worrying about their financial situation (Khalil & Ebner, 2013).

**Collaborative Learning and Networking:** Through peer contact, group projects, and discussion forums, MOOCs provide collaborative learning settings. Students have the opportunity to interact with global peers, exchange viewpoints, and establish significant professional connections (Daniel, 2012).

The cMOOC and xMOOC distinction in MOOC is the main classification used in considering their pedagogy. This has arisen from the way MOOCs were developed and reflects how MOOCs are viewed by their developers. The function of MOOCs can also be to recruit students to function as a marketing tool for access. To new audiences and allow them to experiment, depending on these motivations is the most prevalent and will influence the type of teaching adopted.

The dominance of commercial MOOC providers such as Coursera, EdX, and Udacity in North America has also shaped their pedagogy. The dominance of this platform is not as widespread in Europe, where many universities are developing and/or owning their own platforms, while the xMOOC approach is still prevalent. There is a mix of other elements in many of these courses and platforms.

- It displays study pages with high technical specifications for use in the field of distance teaching for students and researchers and enable links to topics related to the subject that the learner is studying, so the learner moves to other relevant sites, to electronic libraries, or to electronic books.
- It helps parents monitor their children's achievement and communicate with teachers and administration.

### **1.6. Exploring the Effectiveness of the E-platforms Designed by the Algerian Ministry of Higher Education for Teachers and Students to Learn English**

In recent years, e-learning platforms have gained momentum as essential tools in the field of education. In Algeria, the Ministry of Higher Education has recognized the importance of integrating digital resources to support English language learning, addressing the growing need for English proficiency in an increasingly globalized world. The following literature review explores the theoretical foundations and prior research concerning e-learning platforms, their role in language learning, and their specific relevance within the Algerian educational context.

#### **1.6.1. Theoretical Frameworks for E-Learning in Language Education**

Various pedagogical theories underpin the use of e-learning platforms for language acquisition. Constructivism (Vygotsky, 1978) and social learning theory argue that learners construct knowledge through active engagement with digital platforms, while collaborative features enhance their language skills through peer interaction. E-learning platforms support a learner-centered approach, providing autonomy and flexibility in learning (Nunan, 2011). The role of input and interaction (Krashen, 1985) is also critical in digital environments, where students are exposed to comprehensible input in diverse contexts and have opportunities for interaction that facilitate language acquisition.

#### **1.6.2. E-Learning and Language Learning**

Research on e-learning for language acquisition shows that digital platforms enhance student engagement and learning outcomes. According to Blake (2011), online platforms provide access to various resources such as audio, video, and interactive tools that cater to different learning styles and preferences. They also offer real-time feedback, enabling students to self-correct and learn more efficiently (Levy & Stockwell, 2013). However, effective implementation relies on both the quality of the platform and the skills of the educators in utilizing digital tools effectively (Hampel & Stickler, 2005).

In the context of English as a Foreign Language (EFL) instruction, online platforms offer advantages, such as facilitating exposure to authentic materials, fostering interaction with native speakers, and allowing for the development of communication skills in a less pressured environment (Golonka et al., 2014).

### **1.6.3. E-Learning in Higher Education: Global and Algerian Perspectives**

The global trend toward the digitalization of education has been mirrored in Algeria, where the government has taken steps to introduce e-learning in higher education, including English language learning. The shift to e-platforms was further accelerated by the COVID-19 pandemic, which forced institutions worldwide to transition to remote learning (Dhawan, 2020).

Studies suggest that while Algerian higher education institutions have made progress in adopting e-learning platforms, challenges remain. These include infrastructure issues such as inconsistent internet access, lack of technological literacy among educators, and limited training (Ameziane et al., 2020). The Ministry of Higher Education has launched several initiatives to address these challenges, particularly in the realm of English language education, recognizing its importance for academic and professional success in the international arena.

### **1.6.4. Effectiveness of E-Learning Platforms in Language Learning**

Research on the effectiveness of e-learning platforms in enhancing English proficiency has been mixed. While some studies point to significant gains in vocabulary acquisition, reading comprehension, and listening skills (Al-Jarf, 2004; Cheng et al., 2014), others highlight limitations such as the lack of oral communication practice and the need for greater interactivity (Reinders & White, 2016).

In the Algerian context, studies have shown that while students appreciate the convenience and accessibility of e-learning platforms, they often struggle with the independent learning aspect, particularly when it comes to developing speaking skills (Chergui, 2021). Moreover, educators have expressed concerns over the lack of comprehensive training in using these platforms effectively (Bouhassoun & Khouni, 2021).

#### **1.6.5. Challenges and Barriers in the Algerian Context**

The implementation of e-learning platforms in Algerian universities faces several challenges. One of the key obstacles is the digital divide, with many students lacking reliable internet access, especially in rural areas (Gherhemi, 2020). Additionally, while e-platforms are designed to be user-friendly, many educators and students lack the necessary digital literacy to fully utilize their features (Ameziane et al., 2020).

Another barrier is related to language proficiency itself. Although English is increasingly seen as important in Algeria, French remains the dominant second language, and students often have limited exposure to English outside the classroom (Benrabah, 2007). This makes it more difficult for students to engage meaningfully with English-language e-learning resources.

#### **1.6.6. Current Platforms Used in Algeria for English Learning**

The Algerian Ministry of Higher Education has introduced several platforms aimed at enhancing English language learning, such as the Virtual University of Algeria (Université Virtuelle d'Algérie) and other Moodle-based learning systems. These platforms offer various resources,

including lectures, interactive exercises, and language labs. However, their effectiveness is still under evaluation, and feedback from users indicates that while these platforms provide valuable resources, the level of interactivity and practical language use could be improved (Bouhassoun & Khouni, 2021).

#### **1.6.7. Strategies for Improvement**

To improve the effectiveness of these platforms, several recommendations have emerged from the literature. First, more attention should be given to teacher training, ensuring that educators are comfortable using digital tools and can integrate them effectively into their teaching. Second, e-platforms should incorporate more interactive features, such as real-time communication tools and immersive environments that foster speaking practice. Finally, addressing the indicators that while the e-platforms designed by the Algerian Ministry of Higher Education have made strides in enhancing English language education, there is still room for improvement. Recommendations include increasing investment in digital infrastructure, providing comprehensive training for teachers, enhancing the interactivity and relevance of content, and conducting regular assessments of platform effectiveness. Future research should focus on longitudinal studies to assess the long-term impact of these e-learning initiatives on English language proficiency in Algeria.

**Conclusion**

When distance education appeared for the first time in Algeria, it was not as acceptable as it is today. The equipment and tools needed for it were expensive, and it was impossible for everyone to own them. Today, this matter has changed a lot, especially after the Covid-19 pandemic, which imposed its opinion on everyone by force. Distance education tools have become available to everyone, and the use of technology has become better in terms of the use of audio, video, graphics, and other technologies in education. It is expected that the field of distance education in Algeria will witness further development and progress and the provision of the necessary means to provide and obtain it. Therefore, many educational institutions, especially university ones, are working to provide its tools and build a large information and data base for distance learning to enable a larger number of those wishing to learn to benefit from it.

## **Chapter Two**

# **Research Methodology Data Analysis and Discussion of the Results and Findings**

---

## Introduction

This chapter is dedicated to examining the fieldwork of our research study, which aims at exploring the effectiveness of the E-platforms designed by the Algerian ministry of higher education on teachers' and students' English language learning. In addition, this chapter is concerned with the choice of the method, the description of the sample, analysis and discussion of the results of learners' questionnaire and teachers' interview.

## SECTION ONE: Research Methodology and Design

### 2.1. Research design

The present work is exploring teachers' and students' attitudes towards the impact of the E-platform MOOC on teachers and students English learning language, at Abbas Laghrour-Khenchela University Faculty of Science and Technology Department; Both descriptive and qualitative methods were used to collect data, mixed method research study was conducted to carry the research investigation; A questionnaire was administered to students in order to explore their opinions about the effectiveness of the MOOC platform on their English learning language in one hand, and an interview was conducted with teachers to investigate their attitudes towards the effectiveness of the E-platform on their English Language Learning.

### 2.2. Choice of the method

The method used in this research is mixed method research; we opted for a simple descriptive design. A questionnaire and an interview for teachers and a questionnaire for students were designed to meet our aim of Investigating of students' and teachers' attitudes towards the effectiveness of the E-platform on their English language learning. The reason behind choosing a mixed method approach is to have a comprehensive perspective of our work and we believe that it is the appropriate method that will lead to convincing and compelling

---

## 2.3 Population and sampling

The whole population of first year students at Abbas Laghrour University of Khenchela is composed of four hundred (400) students; the sample was made up of fifty (50) students, which represents in this study. we opt for a simple random selection, according to Cohen (2005), this sample technique attempts to choose participants randomly, each member of the population under study has an equal chance to be a part of the selection, since there is no purpose or a specific characteristic that make us divide the population, and we are not able to distinguish between intro and extra, the only strategy that suit our research study is the simple random selection. In the other hand six (06) teachers at the same department we conducted an interview with them. This participation targeted university students and teachers to use their diverse knowledge and experiences and fully exploit them for the success of this study.

## 2.4 Data collection

With the aim of answering the proposed research questions, we tried to find appropriate tools that could help us conclude the research with appropriate results. We used a descriptive design that chooses to determine the relationship between distance education and in-person education. We administered a questionnaire electronically, away from the traditional method that relies on distributing papers to the target sample. Which we see as a useless method that was not at the required level and it is also a very expensive method in terms of material, effort and time, so we replaced the paper questionnaire with an electronic questionnaire and the results were much better in terms of time, effort, money and achieving the desired results.

### 2.4.1. Techniques of Data Collection

#### 2.4.1.1 Description of the Questionnaire

This questionnaire aims to examine the extent to which the student and professor know the impact of distance education on their academic lives. The questionnaire includes twenty-six (26) dichotomous questions (yes/no), to which the participant must place a check mark in front of it or in the appropriate box or answer only yes or no. The voting participant also had the right to request assistance from the researcher, especially to clarify words with difficult meanings.

The research also discussed such a question and issue orally in dialogues that brought together the researcher with a group of professors from various university colleges at Abbas Laghrour University.

#### **2.4.1.2. Description of the Interview**

In an interview conducted as part of the thesis, several key areas were explored. the interview sought to understand the perspectives of teachers on the usability, accessibility and overall effectiveness of these electronic learning platforms. Teachers in this study were interviewed using a semi-structured interview.

SECTION TWO: Data Analysis of Students' Questionnaire:

2.5. Data analysis interpretation of the results

The data was processed in the form of tables and columns, accompanied by an in-depth explanation of the nature of these tables. We translated the effort we made in the domain into explanatory news words and sentences about the nature of distance education in Algeria through the University of Khenchela as a sample. The information was also presented and analyzed according to the way the elements were arranged in the questionnaire. The study also relied on the five-point Likert scale as shown below.

2.5.1. Student's Questionnaire

**Table 4**  
Students 'age  
**Q1:** please indicate your age

|              | N  | %   |
|--------------|----|-----|
| under18years | 3  | 6%  |
| 18-24        | 27 | 54% |
| 25-34        | 10 | 20% |
| 35ormore     | 10 | 20% |

**Figure 2**  
Students' age

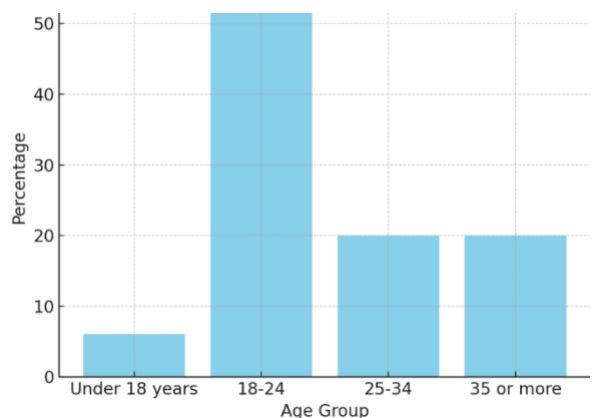


**Table 4** illustrates participants 'age, 54% of the students are between 18-24 years old, 20% are between 25-34 years old, 20% of students are 35-45 years, and 6% are under 18 years old.

**Table 5**

**Students' Q2:** please indicate your gender

Gender

|        | N  | %    |
|--------|----|------|
| Female | 17 | 40.5 |
| Mal    | 25 | 59.5 |

**Figure 3**

Students' Gender

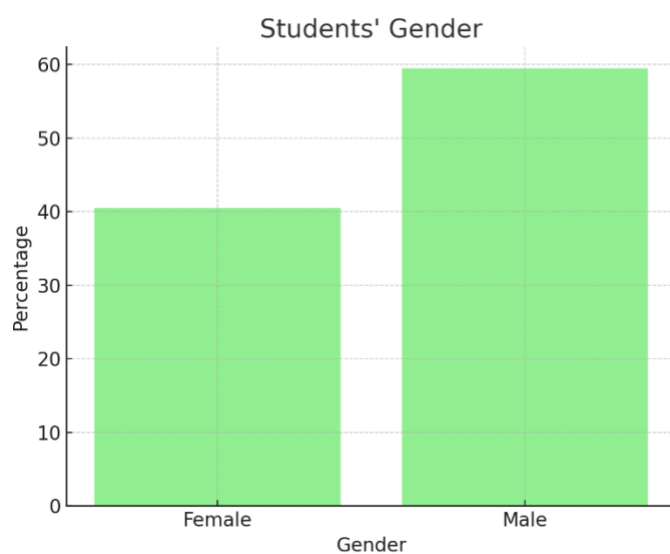


**Table 5** represent participants 'gender, 59, 5%are males, and 40, 5% of students are females.

**Q-3.** How long have you been learning the English language?

**Table 6**

How long students have been Learning English

|              | N  | %   |
|--------------|----|-----|
| One year     | 19 | 38% |
| Two years    | 8  | 16% |
| 3-5years     | 7  | 14% |
| Over 5 years | 16 | 32% |

**Figure 4**

How long students have been Learning English

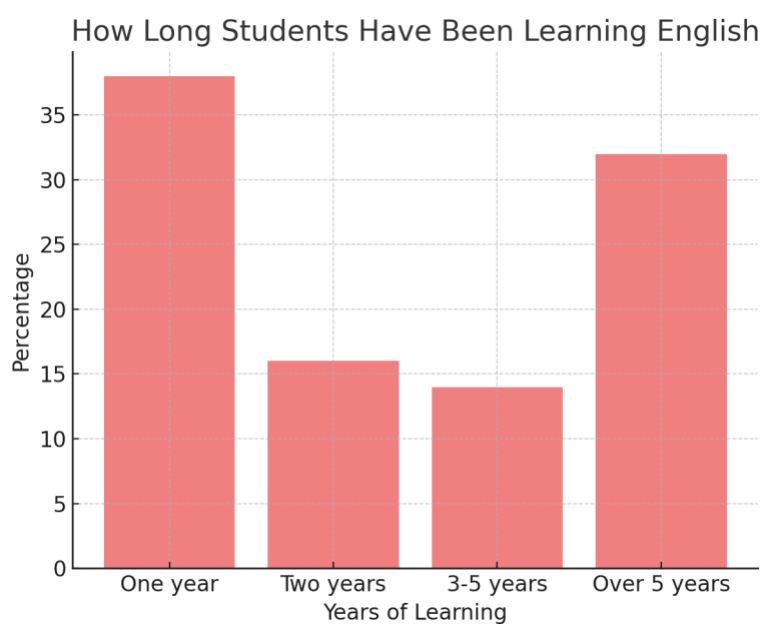


**Table 6** represents the period of time the participants have spent on learning English, 38% of the students answered one year, 32% said that their learning of English began since 5 years ago, 16% started learning the language for 2 years, and 14% reported that they have been learning English for a period of 3-5 years.



**Q-4.** How do you evaluate your present level of English proficiency?

**Table 7**

Students' Evaluation of Their Present Level of English Proficiency

|              | N  | %      |
|--------------|----|--------|
| beginner     | 15 | 35,50% |
| intermediate | 7  | 40,00% |
| advanced     | 13 | 24,30% |

**Figure 5**

Students' Evaluation of Their Present Level of English Proficiency

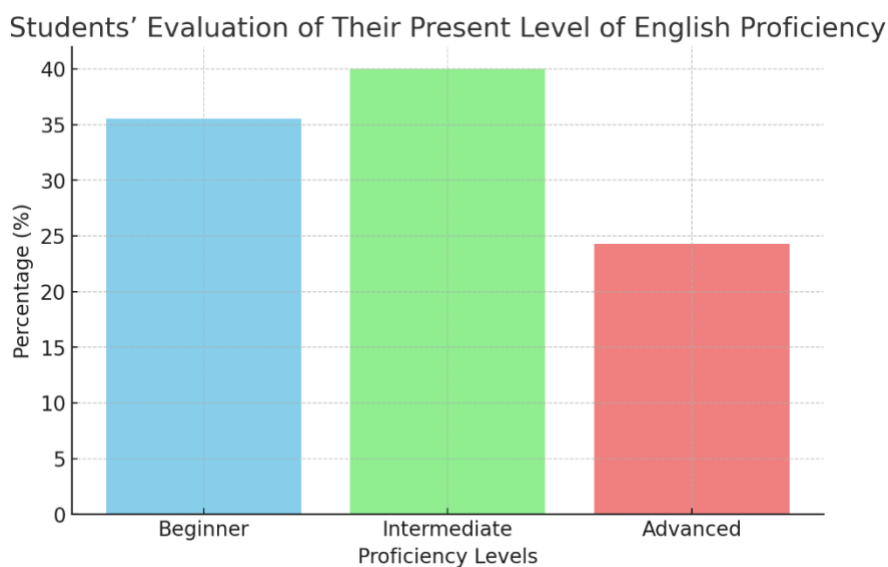


**Table 7** illustrates students' evaluation of their present level of English proficiency, 40,5% are beginners, 35,1% are advanced, and 24,3% find themselves intermediate.

**Q-5.** When it comes to learning English, how many times do you use digital platforms?

**Table 8**

Students' use of Digital Platforms to Learn English

|                         | N  | %   |
|-------------------------|----|-----|
| Daily                   | 10 | 10% |
| several times a week    | 18 | 36% |
| once a week             | 10 | 20% |
| once or twice per month | 6  | 12% |
| Never                   | 12 | 12% |

**Figure 6**

Students' use of Digital Platforms to Learn English

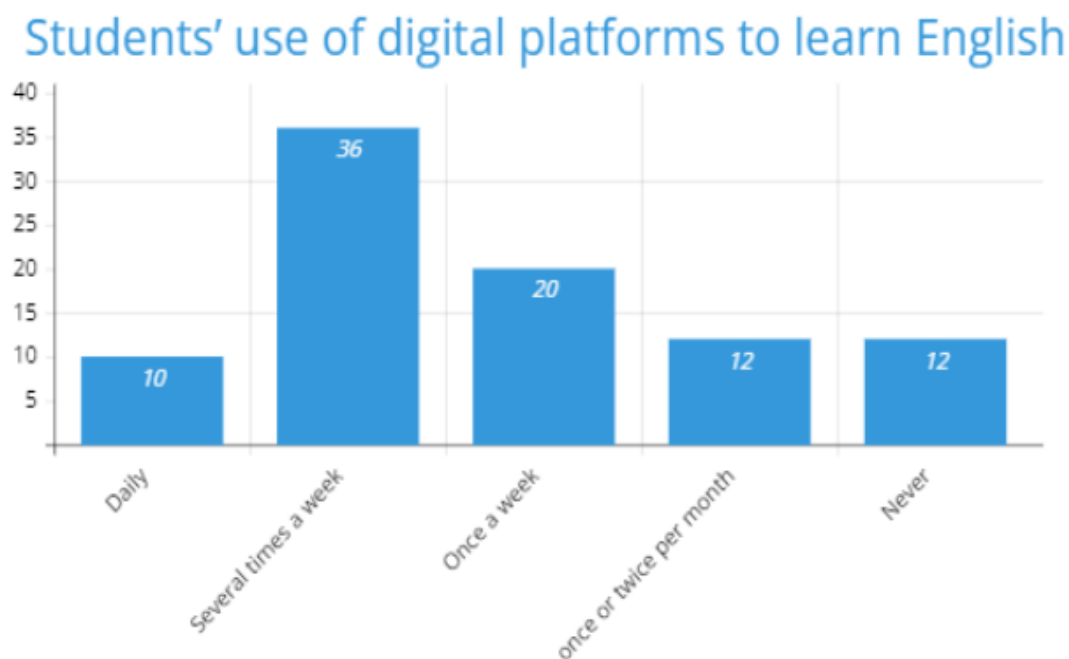


**Table 8** illustrates students' use of digital platforms to learn English 36% answered several times a week, 20% said daily, 20% use the platform once a week, 12% stated that they do that once or twice per month, and the remaining 12% reported that they never use digital platforms to learn English.

**Q-6** Are you familiar with the platform called MOOC which is provided by the ministry for learning the English language?

**Table 9**

Students' familiarity with the MOOC Platform

|   | Yes | No  |
|---|-----|-----|
| N | 8   | 2   |
| % | 80% | 20% |

**Figure 7**

Students' familiarity with the MOOC Platform

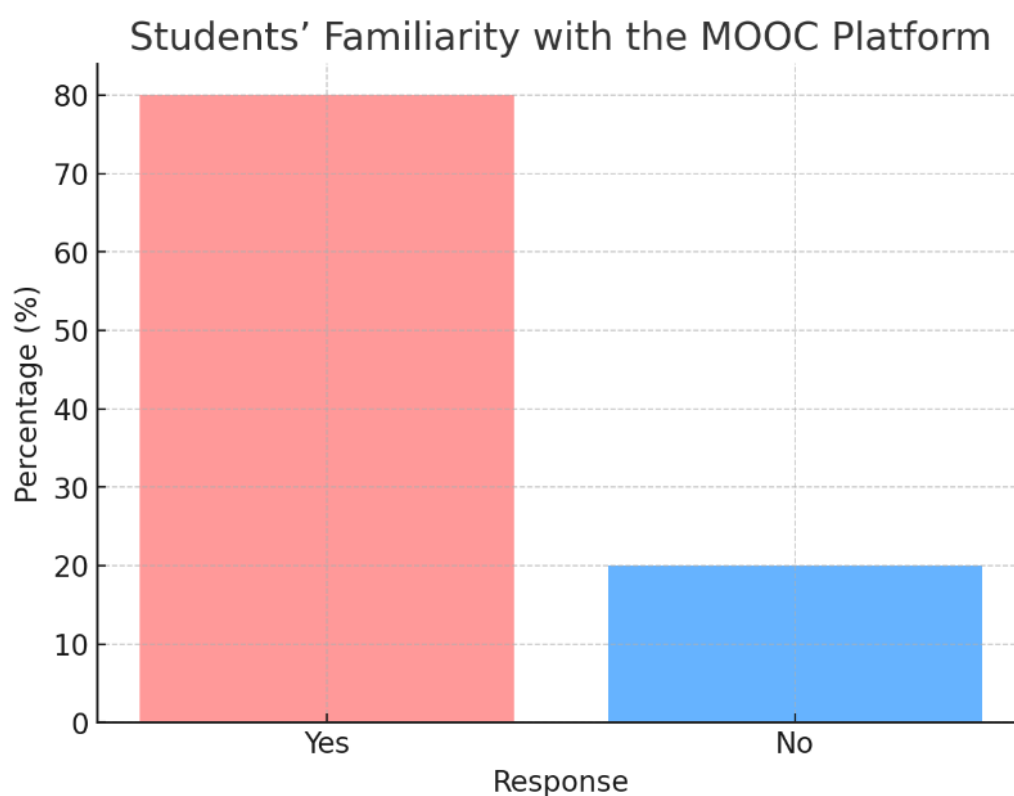


**Table 9** illustrates students' familiarity with MOOC platform, 80% of students are familiar with this platform, and 20% of them are not familiar with the platform.

**Q-7.** Did you use other platforms to learn English language? If yes, please name them.

**Table 10**

Students' use of Other Platforms to Learn English

|   | Yes | No  |
|---|-----|-----|
| N | 1   | 9   |
| % | 10% | 90% |

**Figure 8**

Students' use of Other Platforms to Learn English

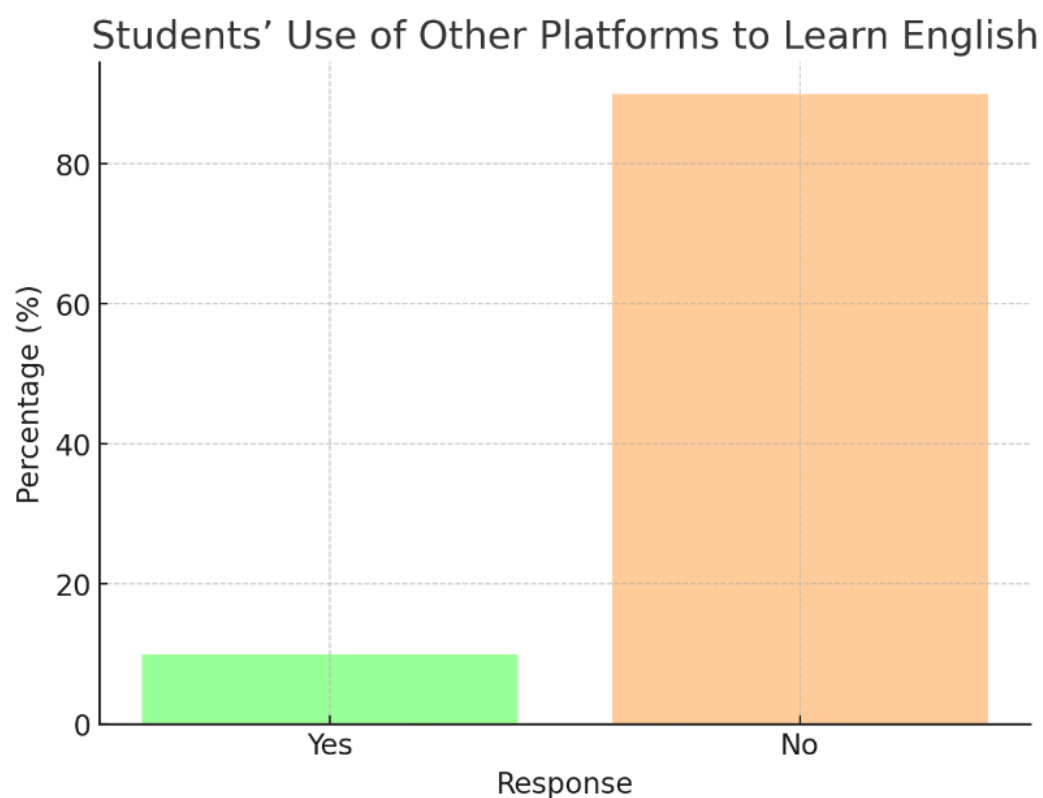


**Table 10** shows students' use of other platforms to learn English 90% said no, and 10% answered yes; Students who said NO, gave the following answers:

No, just by watching videos

No, just I study once in a week in the teaching Centre No, just from films

**Q-8.** How do you find the content and interface of the MOOC platform for you to learn English?

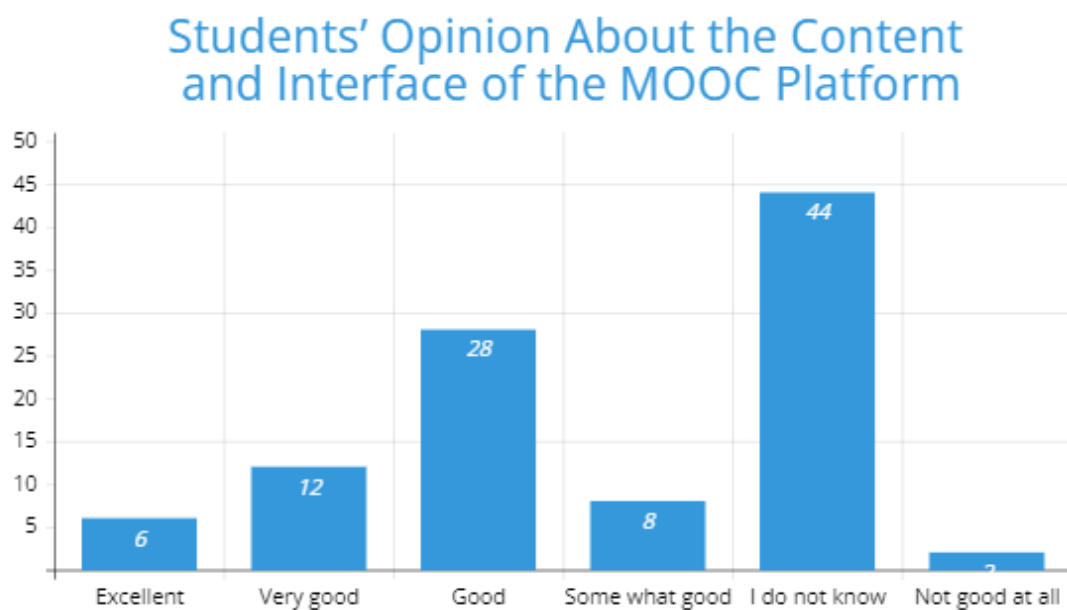
**Table 11**

Students' Opinion about the Content and Interface of the MOOC Platform

|                 | N  | %   |
|-----------------|----|-----|
| Excellent       | 3  | 6%  |
| Very good       | 6  | 12% |
| Good            | 14 | 28% |
| Somewhat good   | 4  | 8%  |
| I do not know   | 22 | 44% |
| Not good at all | 1  | 2%  |

**Figure 9**

Students' Opinion about the Content and Interface of the MOOC Platform



---

**Table 11** represents students' opinion about the content and interface of the MOOC platform, 6% said excellent, 8% find the platform very "good", 12% said it is good, 28% answered "somewhat good" 44% do not know and 2% find the MOOC platform not good at all.

**Q-9.** How often does the platform, MOOC provide multimedia content such as articles, audio files, and videos?

**Table 12**

The Frequency that the Platform MOOC Provides Multimedia Content such as Articles, Audio Files, and Videos

|               | N  | %   |
|---------------|----|-----|
| Always        | 10 | 20% |
| Frequently    | 13 | 26% |
| Occasionally  | 7  | 14% |
| Rarely        | 3  | 6%  |
| Never         | 11 | 22% |
| I do not know | 6  | 12% |

**Figure 10**

The Frequency that the Platform MOOC Provides Multimedia Content such as Articles, Audio Files, and Videos

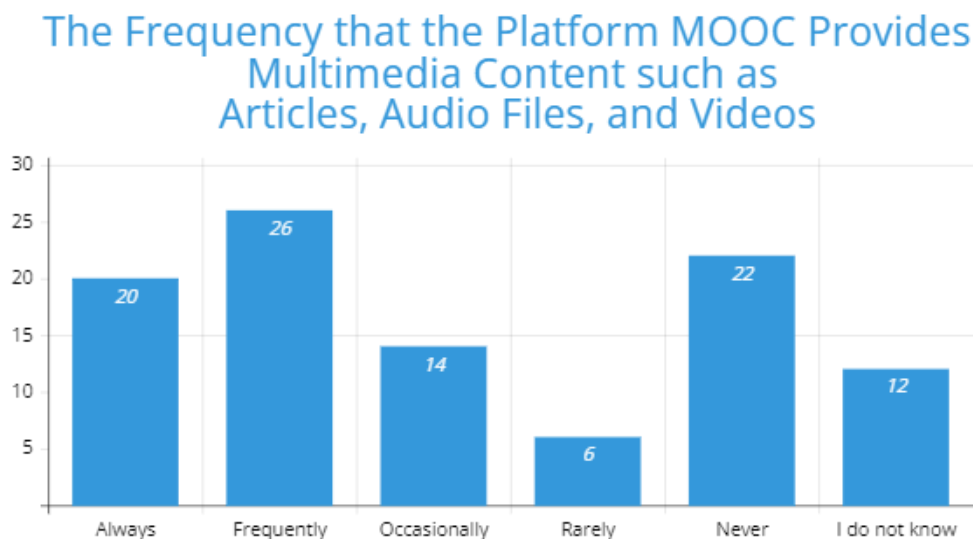


**Table 12** illustrates the frequency that the platform MOOC provides multimedia content such as articles, audio files, and videos, 26% of the participant students answered that the platform does that

frequently, 22% of the participants said never, 20% of them answered always, 14% reported “occasionally”, 12% of student do not know, 6% of students reported that the platform MOOC rarely provides multimedia content such as articles, audio files, and videos.

**Q-10.** Which instructional strategies and techniques are used in the platform MOOC?

**Table 13**

The Instructional Strategies and Techniques used in the Platform

|                                 | N  | %   |
|---------------------------------|----|-----|
| Task-based learning             | 12 | 24% |
| Communicative language teaching | 14 | 28% |
| Discussion                      | 3  | 6%  |
| Small group work                | 1  | 2%  |
| Collaborative learning          | 5  | 10% |
| I do not know                   | 14 | 28% |

**Figure 11**

The Instructional Strategies and Techniques used in the Platform

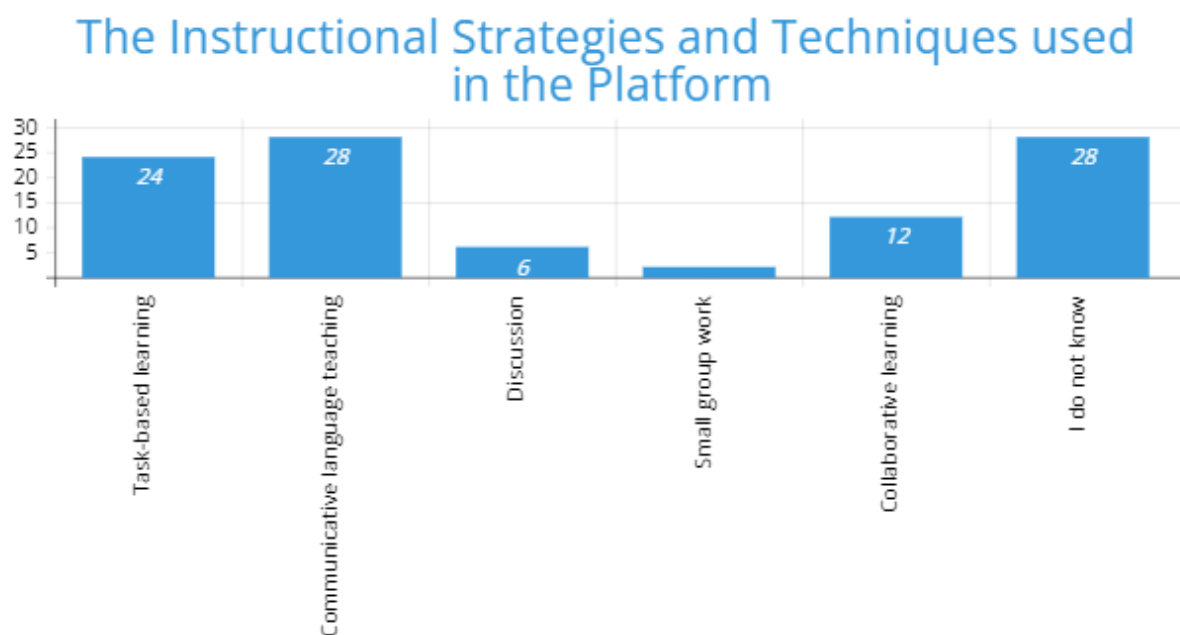


**Table 13** reports the instructional strategies and techniques that are used in the platform provided by the ministry for learning the English language (MOOC), 28% of students stated it uses communicative language teaching ,28%do not know,24%answered task-based learning, 10% of participants said collaborative learning is used, 6% of students answered that the platform uses discussion.

**Q-11.** What facets of language learning resources cover in the MOOC platform?

**Table 14**

Facets of Language Learning Resources Cover in the MOOC Platform

|                     | N  | %   |
|---------------------|----|-----|
| Grammar             | 7  | 14% |
| Vocabulary          | 16 | 32% |
| Reading and writing | 9  | 18% |
| None of the above   | 4  | 8%  |
| I do not know       | 14 | 28% |

**Figure 12**

Facets of Language Learning Resources Cover in the MOOC Platform

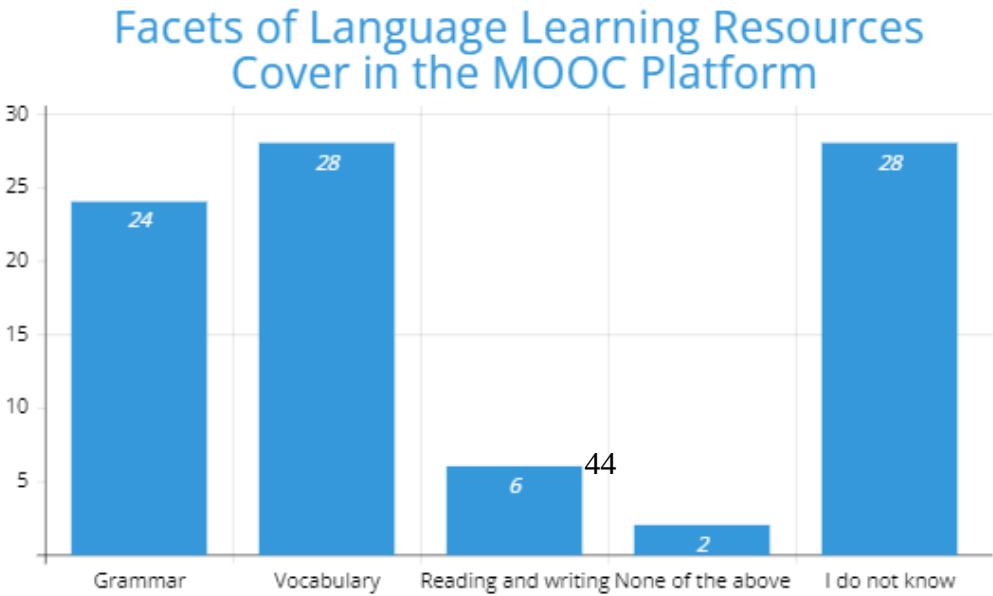


**Table 14** represents the facets of language learning resources cover in the MOOC platform, 32% of students said, «listening and speaking», 28% of them do not know, 18% answered “reading and writing”, 14% said “writing”, and 8% of students selected «none of the above”.

**Q-12.** How would you rank your overall English language learning experience within the e-platform?

**Table 15**

Ranking of English Language Learning Experience Within the E-platform

|                | N  | %   |
|----------------|----|-----|
| Excellent      | 8  | 16% |
| Good           | 18 | 36% |
| Average        | 9  | 18% |
| Not sufficient | 16 | 32% |

**Figure 13**

Ranking of English Language Learning Experience Within the E-platform

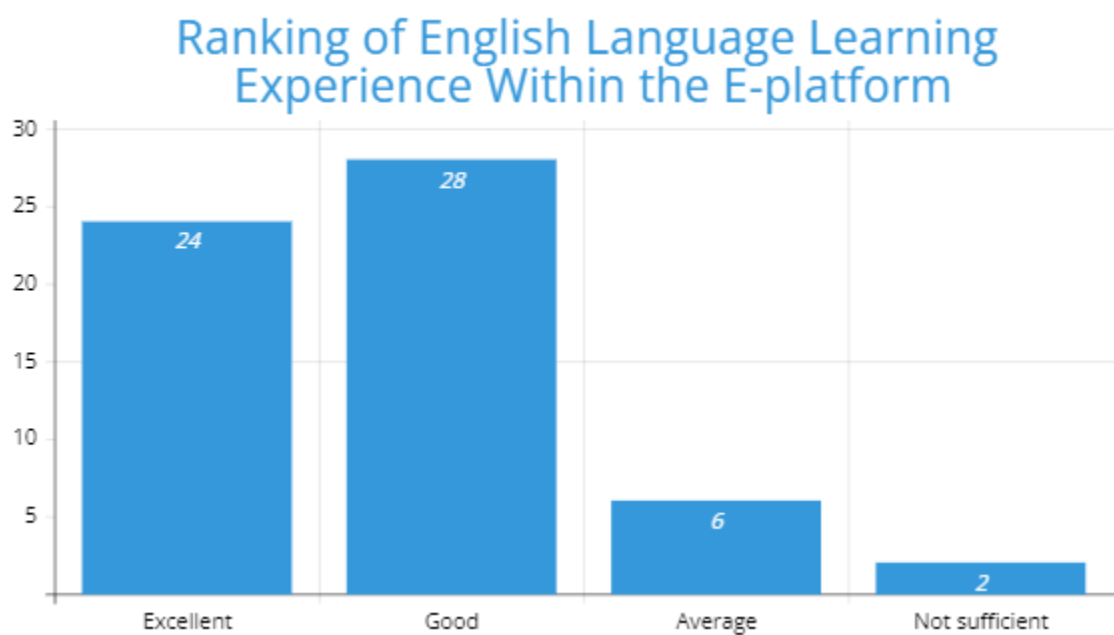


**Table12.**reports students' ranking of English language learning experience within the e-platform,36% of students find it good,32%said it is not sufficient,18% of participants said it is average, and 16%reported that the e-platform is excellent.

**Q-13.** How much has your ability to speak and understand English improved since you began using the e-platform?

**Table 16**

Students' Improvement of the Ability to Speak and Understand English Since They Began Using the E-platform

|                 | N  | %   |
|-----------------|----|-----|
| Very much       | 4  | 8%  |
| To a good level | 17 | 34% |
| Average         | 9  | 18% |
| A little        | 8  | 16% |
| Not at all      | 15 | 30% |

**Figure 14**

Students' Improvement of the Ability to Speak and Understand English Since They Began Using

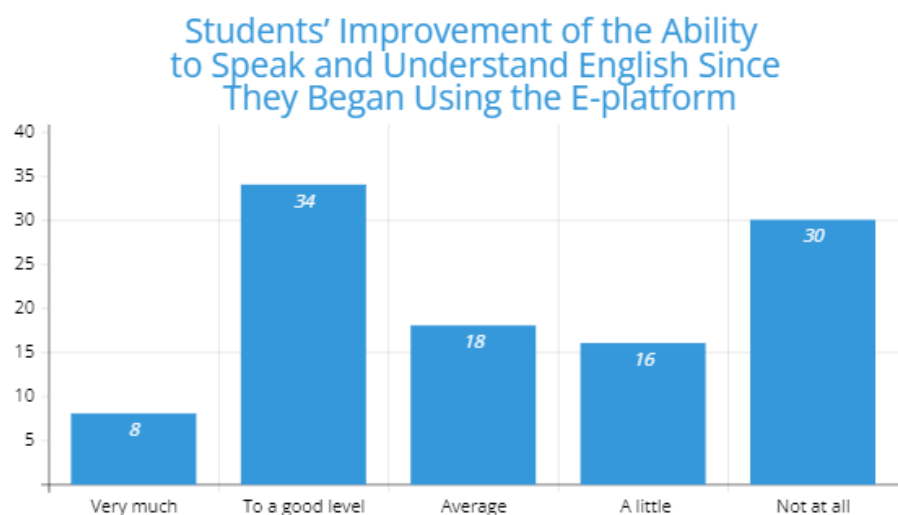


**Table 16** illustrates how much have students the ability to speak and understand English improved since they began using the e-platform, 34% of students said to a good level, 30% of students said, not

good at all, 18% of them said average, 16% of them answered a little and 8% of participants said very much.

**Q-14.** How do you find the platform to use and navigate?

**Table 17**

Students' Opinions about the Platform use and Navigation

|                    | N  | %   |
|--------------------|----|-----|
| Very difficult     | 2  | 4%  |
| Somewhat difficult | 11 | 22% |
| Easy               | 20 | 40% |
| Very easy          | 4  | 8%  |
| I do not know      | 13 | 26% |

**Figure 15**

Students' Opinions About the Platform use and Navigation

Students' Opinions About the Platform use and Navigation

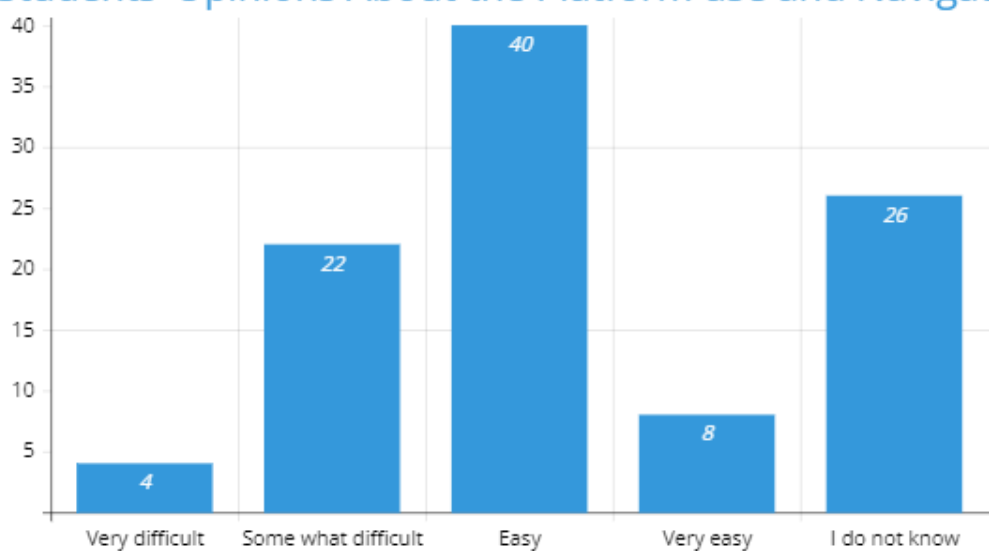


**Table 17** Shows the platform use and navigation by students, 40% of the students find it easy, 26% of them do not know, 24% of the participants find it somewhat difficult and 8% said it is very easy.

**Q-15.** Which features do you think are not useful in the e-platform for learning the English language? (You can choose more than one)?

**Table 18**

Useful Features for Learning English in the E-platform

|                       | N  | %   |
|-----------------------|----|-----|
| Interactive exercises | 16 | 32% |
| Videos tutorials      | 6  | 12% |
| Chat functions        | 7  | 14% |
| Collaborative tools   | 8  | 16% |
| Other features        | 3  | 6%  |
| I do not know         | 10 | 20% |

**Figure 16**

Useful Features for Learning English in the E-platform

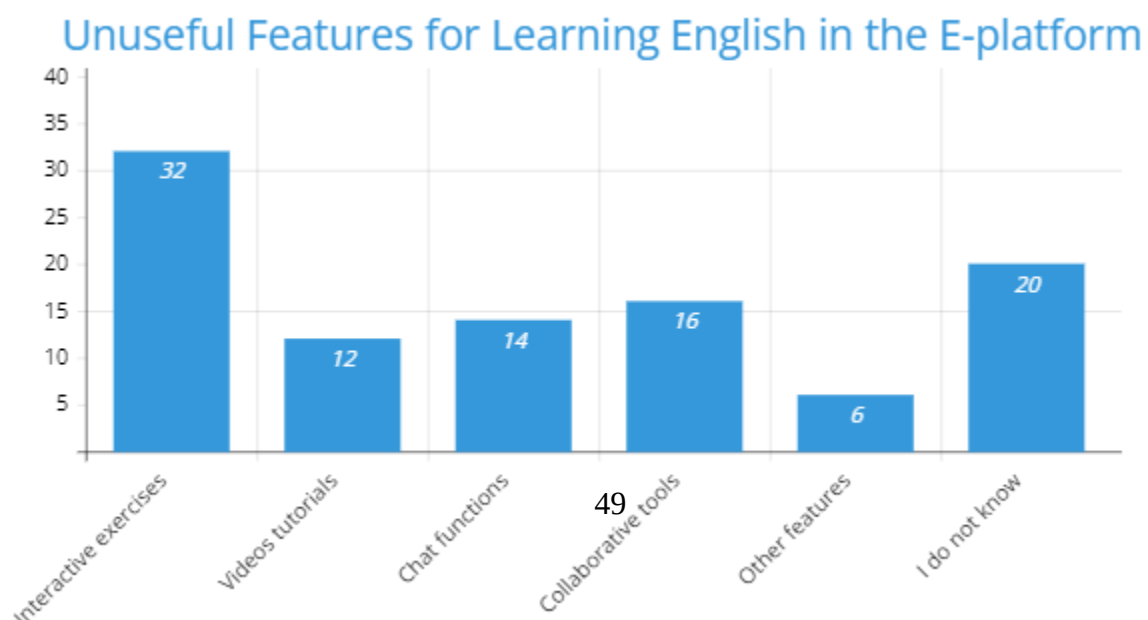


**Table 18** Represents the useful features for learning English in the e-platform, 32% of the students said “interactive exercises”, 20% of them do not know, 16% said “collaborative learning”, 14% of participants answered “chat functions”, 12% of the students answered “videos tutorials”, and 6% of them selected other features.

**Q-16.** How comfortable do you feel using English in everyday situations after using the e-platform MOOC?

**Table 19**

Students’ Degree of Comfort Using English in Everyday Situations After Using MOOC

|                      | N  | %   |
|----------------------|----|-----|
| Very comfortable     | 16 | 32% |
| Not comfortable      | 0  | 0%  |
| Somewhat comfortable | 13 | 26% |
| I do not know        | 21 | 42% |

**Figure 17**

Students’ Degree of Comfort Using English in Everyday Situations After Using MOOC

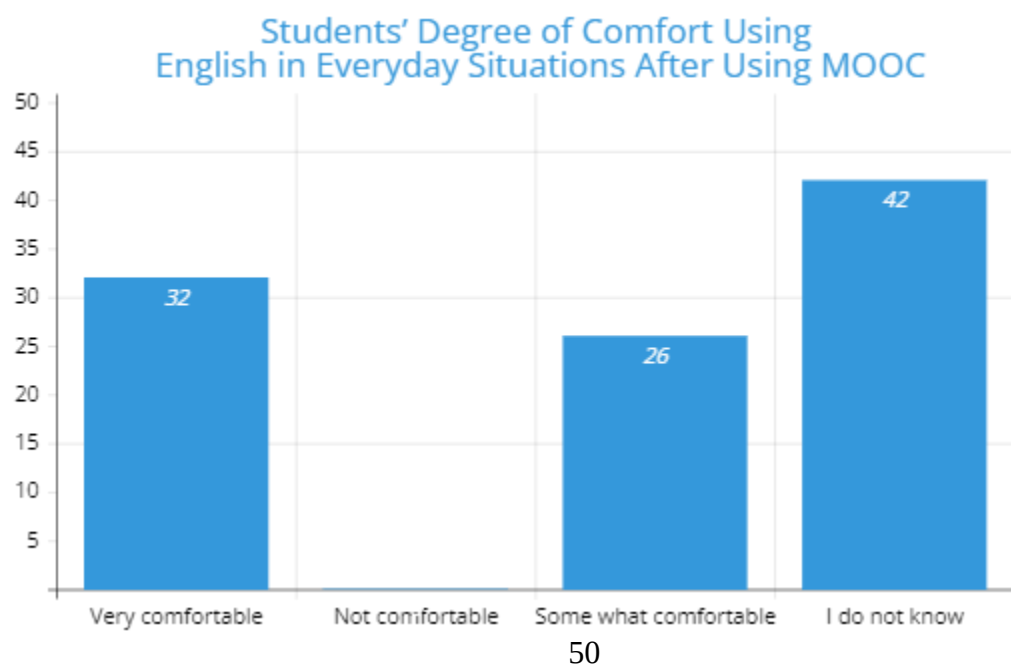


**Table 19** represents how comfortable students feel using English in everyday situations after using the e-platform MOOC, 42% don't know, 32% of the students said it is very comfortable, 26% of them said somewhat comfortable, and no one selected not comfortable'.

**Q-17.** If yes explains how Students answered as follows:

- I use the platform to chat with my friends
- The platform helps me to get new terms and improve using them in my daily life.
- I find new language challenges
- Platform seems very helpful since it covers all language learning skills such as grammar, vocabulary...
- The MOOC platform helps me a lot to communicate
- My English language became better
- The platform is easy to use and navigate better than face to face learning

**Q-18.** What aspects of language did the E-platform help you to develop?

**Table 20**

Aspects of Language the E-platform Helps Student's Develop

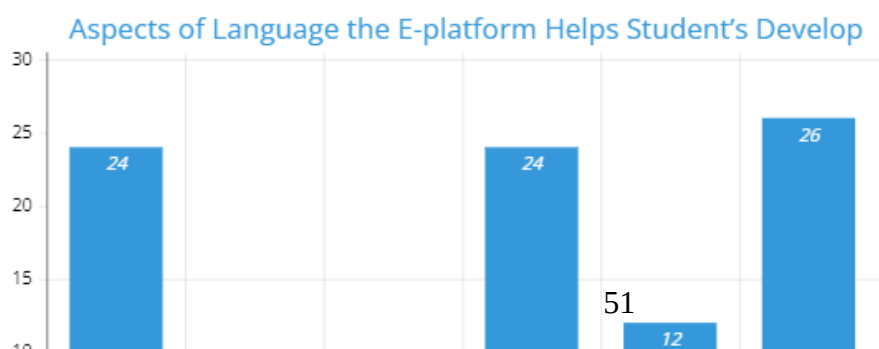


**Figure 18**

Aspects of Language the E-platform Helps Student's Develop



|                   | N  | %   |
|-------------------|----|-----|
| Vocabulary        | 12 | 24% |
| Grammar           | 2  | 4%  |
| Pronunciation     | 5  | 10% |
| All of the above  | 12 | 24% |
| None of the above | 6  | 12% |
| I don't know      | 13 | 26% |

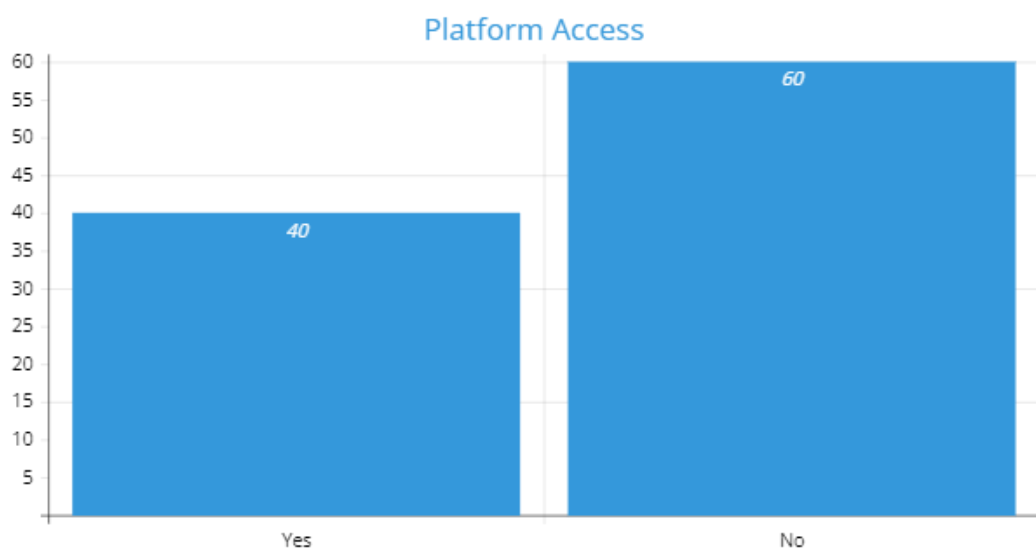
**Table 18** represents the aspects of language the E-platform helped students develop, 26% of the students do not know, 24% of them said vocabulary, 24% of students selected all of the above, 12% of them answered none of the above, 10% of the participants said pronunciation, and 4% of them selected grammar.

**Q-19.** Does the platform supply content that learners with random internet connectivity may download or access offline?

**Table 21**  
Platform Access

|   | Yes | No  |
|---|-----|-----|
| N | 21  | 30  |
| % | 40% | 60% |

**Figure 19**  
Platform Access



---

**Table19.**resents students' with random internet connectivity access to the platform,60% of students said no, and 40 % of them said yes.

**Q 20.** How often does the plat form enable learners to collaborate and communicate with each other through chatrooms, forums, or virtual classrooms?

**Table 22**

Frequency of the Platform Collaboration and Communication

|               | N  | %   |
|---------------|----|-----|
| Always        | 6  | 12% |
| Usually       | 16 | 32% |
| Sometimes     | 6  | 12% |
| Rarely        | 1  | 2%  |
| Never         | 0  | 0%  |
| I do not know | 21 | 42% |

**Figure 20**

Frequency of the Platform Collaboration and Communication

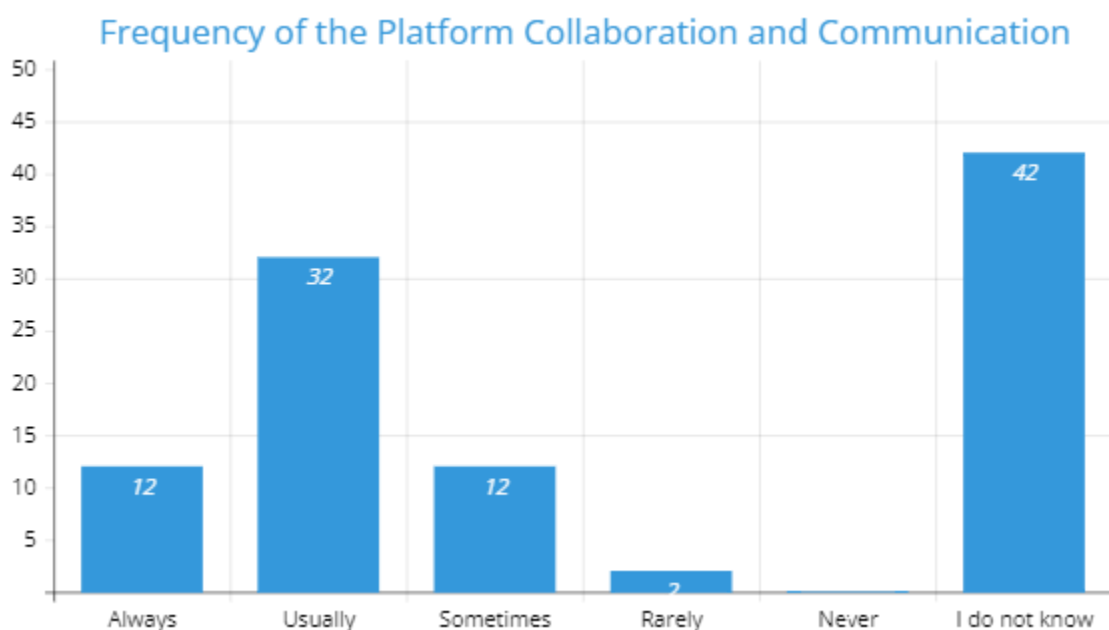


**Table 22** represents frequency at which the plat form enables learners to collaborate and communicate with each other through chatrooms, forums, or virtual classrooms, 42% of the students don't know, 32% answered "usually", 12% of them said always, 12 % of students answered ' sometimes', and 2 % of them answered ' rarely'.

**Q-21.** Would you recommend the e-platform MOOC, provided by the ministry for learning English to others?

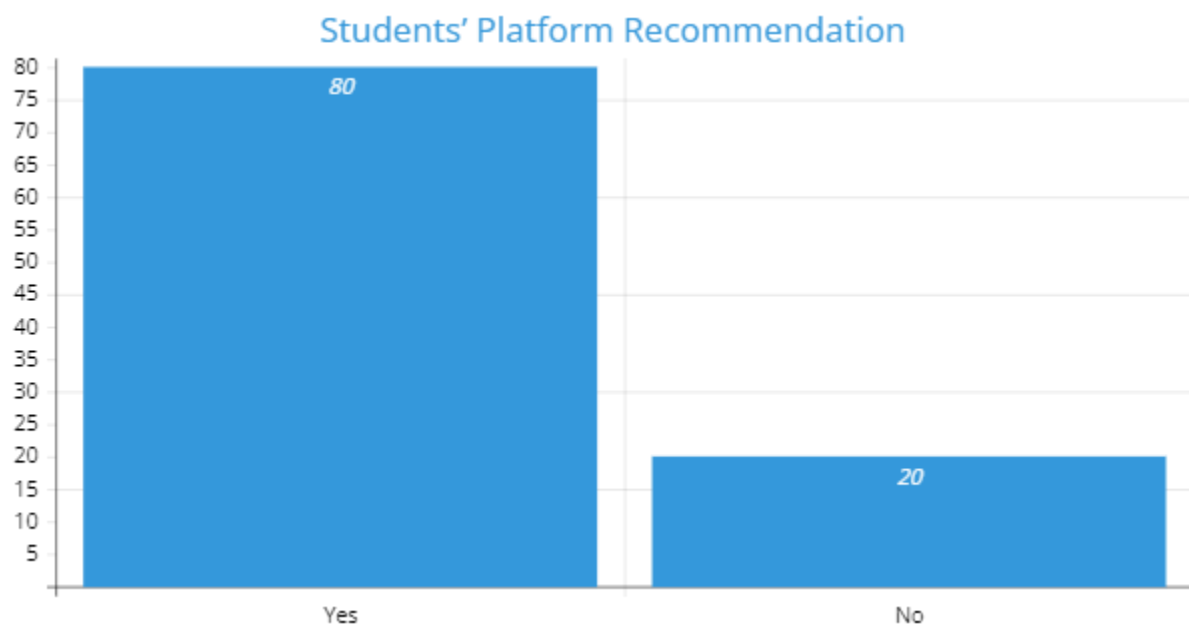
**Table 23**

Students' Platform Recommendation

|   | Yes | No  |
|---|-----|-----|
| N | 40  | 10  |
| % | 80% | 20% |

**Figure 21**

Students' Platform Recommendation



In **Table 21**, a percentage of 80% participants said they would recommend the platform, and 40% of them said that they do not recommend it.

**Q-22.** How do you see yourself using online learning platforms to learn English language in the future?

**Table 24**  
Students' Interest in Using the E-platform

|                       | N  | %   |
|-----------------------|----|-----|
| Not interested at all | 3  | 6%  |
| Slightly interested   | 8  | 16% |
| Moderately interested | 19 | 38% |
| Extremely interested  | 21 | 42% |

**Figure 22**  
Students' Interest in Using the E-platform

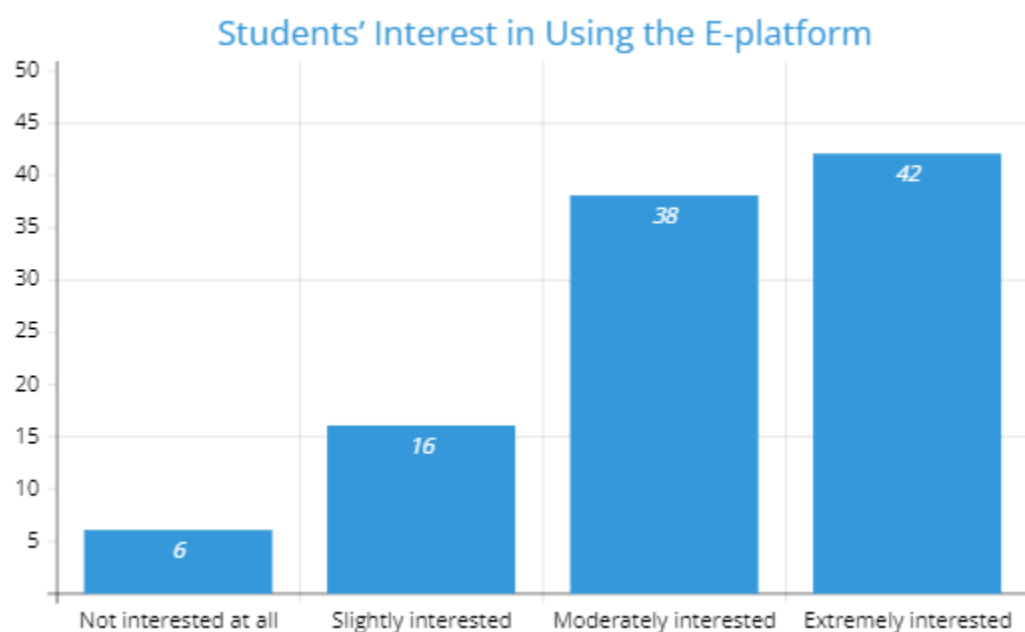


**Table 22** Represent show students see themselves using thee-platform, 42% of the students are extremely interested, 38% of them are moderately interested,16%areslightly interested, and 6% of them are not interested at all.

**Q-23.** In the space below, please explain if you faced any problems or restrictions using the platform in your language learning experience.

Students answered as follows:

- I faced some issues in the beginning, after I got used to it
- The platform requires someone who knows a little about the language first to be able to use it easily.

**Q-24.** To better meet your learning needs, what improvements or modifications would you like to see in this e-learning platform?

### Answers

- I need to learn more language not just English
- I need to see how to talk to people with scientific experiences, as well as adding many video clips to explain
- I suggest adding more stories to read more
- I propose to add language level tests, and providing foreign non-line teachers and tutors to teach them the language
- The platform needs to fix glitches in the site
- I suggest modifying the background of the platform to motivate students for life-long learning
- The platform needs more advertisements to be seen by students
- The platform has to be easier to use for beginners
- I would appreciate it if more courses were tackled in English or if there was a button to select the course language
- The platform must focus more on communicative skills
- The platform has to provide more strategies to teach languages
- The platform must provide content for students not just videos or boring PDF documents
- The problem of internet connection

**Q-25.** Please explain briefly how learner's language proficiency is evaluated by the platform.

Answers:

- Students' evaluation in the platform is done through testing learners' language proficiency
- Doing tests like to EFL to help learners developing their skills
- Language proficiency evaluation is done by continuing and not delaying the platform lesson or class
- By texts analysis and questions
- Language proficiency evaluation is done by immediate tests

- بتقييم ممتاز

- اتقان اللغة يعود للإلمام بالمفردات والغالبية منها ومعرفة القواعد جيدا -

- Language proficiency evaluation is done by practicing activities of speaking like dialogues and discussions
- By test sent via emails

**Q-26.** Please do not hesitate to submit any comments or recommendations in the space provided below.

Answers:

- The effectiveness of the Algerian higher education and scientific research platform designed to learn the English language platform “authentic education source”
- The platform must provide more services to enhance learning English

### 2.5.3. Teacher's Interview

Eight teachers were interviewed by addressing twelve (12) questions to obtain perspectives and points of view about improving their language skills through MOO platform

- Theme1: Teachers' evaluation of their e-learning improvement strategies.
- Theme2: Using MOOC platform as an approach or method to learn English language.

- Theme3: The obstacles that teachers face through their using the platform.
- Theme4: Teacher's platforms reaction

### 2.5.4. Interpretation of the Teachers' Interview

As it was mentioned before, the data instrument used to collect qualitative data for the current investigation was the interview. It was conducted with eight teachers at Technology and sciences faculty, and Life and Natural Sciences at Khenchela University. The participants were given enough time to answer. The questions were very clear and were asked in simple words. All the questions were asked and answered in a method logical and organized manner.

#### Theme 1

- Subject 1: "B2 مستوي في الانجليزية قبل استعمال المنصات الرقمية هو"
- Subject 2: "A1. أنا لم أستخدم المنصة الإلكترونية التي صممها للوزارة ولكن مستوي في اللغة الانجليزية"
- Subject 3: "B2. قبل استخدام المنصات"
- Subject 4: "B1."
- Subject 5: C1 مستوي
- Subject 6: "A1 أنا لم أستخدم المنصة الإلكترونية التي صممها للوزارة ولكن مستوي في اللغة الانجليزية"

#### Theme 2

Subject 1: "لا لم أواجه اي صعوبات أثناء استخدام المنصات"

Subject 2: "دخولي لها سهل لكن عند تحميل الدروس يستغرق ذلك مني الكثير من الوقت"

Subject 3: "التنقل في المنصات سهل نظرا التخصصي"

Subject 4: "هناك العديد من المنصات الفايبروك واليوتيوب أفضل للاستماع الفيديوهات فهي أكثر فعالية"

Subject 5: "لم أستخدم المنصة و بالتالي ليست لدي فكرة عند مصادر التعلم فيها"

Subject 6: "واجهت صعوبات في الدخول المنصات وكل الارضيات نجد فيها صعوبة"

## Theme 3

Subject 1: "أكبر التحديات التي واجهتني في محاولة استخدامك المنصة هي ليست الصعوبات ونظرا للتخصص حيث أن التنقل فيها سهل .

Subject 2 " دخولي لها سهل لكن عند تحميل الدروس يستغرق ذلك مني الكثير من الوقت

Subject 3: "لا انا استاذة في الإعلام الالي وبحكم تخصصي لا أجد أي صعوبات حتى اذا واجهت صعوبة أقوم بحلها".

Subject 4 انا درست حضوري ولم أستخدم المنصات التعليمية بتاتا لان التدريس الحضوري افضل بكثير وأكثر فعالية والوقت وتحميل الدروس منها "ضيق لاستخدام المنصات

Subject 5 : "بحكم التطور التكنولوجي متخصصي استخدام المنصات سهل"

Subject 6: "واجهت صعوبات في الدخول المنصات وكل الارضيات نجد فيها صعوبة-Subject 6:

## Theme 4

Subject 1: "انا استخدم المنصات كطالب والمتعلم الجيد استاذ جيد"

Subject 2: "افضل استخدام مصادر أخرى لتطوير لغتي الانجليزية بدلا من هذه المنصات لتحسين من مستواي في اللغة "Subject 2: "الانجليزية اي افضل الاعتماد على ذاتي بدلا من تضيق الوقت

Subject 3: "افضل استخدام مصادر أخرى لتطوير لغتي الانجليزية بدلا من هذه المنصات لتحسين من مستواي في اللغة "Subject 3: "الانجليزية اي افضل الاعتماد على ذاتي بدلا من تضيق الوقت

Subject 4: "المنصات جيدة"

Subject 5: "لا علم لي بهذه المنصات التعليمية"

Subject 6: "التدريس باللغة الانجليزية كان فرض من الوزارة واستخدامها في التدريس امر جيد لان المقالات العلمية اولا تصدر بالانجليزية والخطوة مقنعة"

- **Theme 1:** Teachers' evaluation of their e-learning improvement strategies.

The first theme related to the ability of professors to use the English language in learning and teaching, according to the sample, the teachers' level in the language ranged between B1, C1, and A1. 4 teachers said that their level is B3, one teacher had an A1 level, and C1 level.

- **Theme 2:** Using MOOC platform as an approach or method to learn English language.

As for the second theme related to using the platform in learning respondents answers were divided into three groups, between welcome, acceptance, and rejection.

Four participants expressed their complete readiness and desire to deal with the platform they logged in and used it, because it was imposed on them. The integration rate, according to them, was good. It also achieved results both in terms of learning and teaching.

Three participants did not use the MOOC platform or other platforms at all, They confirmed that they did not have the slightest information about these platforms due to not using them. As for the way they dealt with English language learning, they relied on traditional methods

One participant faced difficulties in using the platform, also confirmed that they are not sufficient for the purpose, this participant relied on films, and YouTube to improve her English for learning and teaching. She also expressed her frankness in her opposition to distance learning in preference to traditional education.

- **Theme 3:** The obstacles that teachers faced while using the platform.

The third theme relates to the difficulties that professors faced in using the platforms:

Four participants did not find any difficulties in using the MOOC platform, but on the contrary, it helped them in terms of teaching and learning. As for teaching in the English language, these participants considered it a good thing for them.

Three participants answered that they did not use the platforms.

One participant stated that she faced difficulties in using the platform and confirmed that it is not sufficient for the purpose.

- **Theme 4:** Teachers' platforms reactions

The fourth axis relates to the reactions of these professors regarding the use of these platforms.

Four participants believed that it is good and very suitable for learning and teaching, while three participants expressed indifference to those platforms therefore deserve encouragement, while the second group is indifferent to these platforms, and one participant was completely against distance education and sees traditional education as the best way to achieve goals.

## 2.6. Discussion

The data gathered from students' survey throughout the study shows that, the use of the MOOC platform in order to improve teachers and students English language learning, had negative attitudes more than positive ones; data collected from students questionnaire revealed that, the majority of students do not know about the MOOC platform, as students complained about the university indifference to inform all students to sign in for learning the English language, the result that confirms what found in his research study Algeria obtained weak percentages in usage indicators, as the results showed a significant weakness in the use of information and communications technology between institutions with each other or between institutions and customers or consumers. This

indicates the absence of digital culture among institutions, while close to average percentages were recorded in possessing Algerian families have computers, as well as the families' subscription to the Internet (Rejaybia,2021) On the other hand the minority of students who knew about the E-platform found it easy to use and have noticed improvement of their English language learning; additionally, few of students reported that the platform is not easy for beginners since the platform merely relies on PDF documents and videos, and do not provide enough strategies and methods to teach learners or online teachers and tutors the result that confirms the data gathered from a research conducted by (Davis, 1989) As a result, individual views on the use of MOOCs vary depending on how simple they are to use, given that the adoption of any functional system might be hindered by its complexity. Data gathered from the teachers' interview did not reveal a positive effect, only one teacher stated that he enjoyed using the MOOC platform, as it helped him to improve his English language learning, however the majority of teachers did not know about this platform, and others stated that they attend English courses to develop their level in the intensive languages teaching centre since they had no idea about the platform and they suggested from the university to announce it for everyone because the majority of teachers and students did not hear about this platform. Data collected from both research methods, revealed contradictory findings, between participants who used and who did not use the E-platform due to the lack of advertisements in the university about this platform.

## Conclusion

In this chapter, we dealt with the practical part, we analysed and discussed the data collected we managed to collect data form students questionnaire that handled the effectiveness of e-platforms designed by the Algerian ministry of higher education for students and teachers to learn English

language on science and technology students of Khenchela University on improving their proficiency to learn English language and how does the e-platforms help them to do that. Data were also gathered from teachers by means of interview to investigate the effectiveness of the e-platforms designed by the Algerian ministry of higher education and see their attitudes and perspectives about learning English via online platforms.

### 2.7. Limitations of the study

- Many teachers declined to sit for an interview with the researchers.
- The researchers faced difficulty in getting the students to answer the questionnaire
- It was difficult to access teachers and students because there was a lot of absenteeism during Ramadan

### 2.8. Suggestions

#### For students

- The platform should incorporate interactive elements like games quizzes and collaborative activities such as group projects, discussion, short answer quizzes that provide immediate feedback, use points, badges, and rewards to motivate students engagement.
- Recommended strategies to promote learners' autonomy within e- learning environments break down the curriculum into modules that students can complete independently.

#### For teachers

- The platform should provide training programs to help them adapt their teaching methods to the e-learning environment.
- Workshops like "designing online assessments and creating effective online and blended courses also workshops on utilizing specific features and functionalities of e-learning

---

platforms should be offered to educate teachers how to use the platforms effectively.

**Platform development**

- To optimize platform development, it is advised that content should be matched to learning objectives and curriculum requirements.
- Enhancing user friendliness and accessibility by suggesting changes to the platform's functionality and appearance

# General Conclusion

## General Conclusion

---

The way people study languages has changed dramatically with the use of platforms for English language instruction. These platforms provide a wealth of tools, resources, and interactive features to suit the needs and preferences of learners of all skill levels. MOOC platforms have completely changed education by enabling learners all over the world to access excellent learning opportunities.

The usefulness of the e-platforms created by the Algerian Ministry of Higher Education for instructors and students to learn English has been investigated in this dissertation.

This research study was divided into two main parts, first is the practical part, introduction or the research proposal, and the literature review about E-learning and the MOOC platform, how it works and how the platform is used in the Algerian universities,

The research examines students' and teachers' attitudes towards the effectiveness of the MOOC platform on their English language learning, using two data gathering tool, a questionnaire was administered to students and interview to teachers, data gathered from both instruments revealed that not all students and teachers accessed to this platform because they did not knew about it, however few students and teachers find the platform beneficial and had a positive attitude towards the effectiveness of the MOOC on their English language learning

The e-platforms are shown to be a very useful resource for raising teachers' and students' English language competency .has democratized education by enabling individuals from a variety of socioeconomic and geographic origins to access excellent English language training. The interactive elements and multimedia content have proven to be very helpful to learners in helping them retain information and improve their language skills, but the study also identified a number of areas that still need improvement concerning technical problems, Furthermore, more specialized information is needed to address the unique requirements of various user groups, including

## General Conclusion

---

beginners and intermediate learners, and advanced users. While the platforms are generally well-received, user comments indicated that more support and training are necessary for teachers and students to fully realize the potential of these digital tools.

# Biography

## Biography

---

- Abd Majid, F., Kamarudin, R., & Zamin, A. A. M. (2019). Postgraduate students' perception of massive open online courses (MOOCs) in enhancing their learning experience. *International Journal of Education & Literacy Studies*, 7(4), 101–105. <https://doi.org/10.7575/aiac.ijels.v.7n.4p.101>
- Ally, M. (2004). Foundations of educational theory for online learning. In T. Anderson & F. Elloumi (Eds.), *Theory and Practice of Online Learning* (pp. 15-44). Athabasca University Press.
- Al-Seghayer, K. (2015). Technology use and ESL/EFL teaching. *TESOL Quarterly*, 49(3), 617-623.
- Chapelle, C. A., & Jamieson, J. (2008). *Tips for Teaching with CALL: Practical Approaches to Computer-Assisted Language Learning*. Pearson Longman.
- Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. John Wiley & Sons.
- Daniel, J. (2012). Making sense of MOOCs: Musings in a maze of myth, paradox and possibility. *Journal of Interactive Media in Education*, 3, Article 18.
- Dr. Lila Mohdid, University of Boumardas Algeria (Published on 2023/06/04)
- Dr .TarekAbuArouf, e-learning and virtual learning, Arab Group, (First edition2014), Egypt <https://www.sdevelopment4.com/images/upload/13.pdf>
- Graham (2006), C. R. Definition, present trends, and future directions of blended learning systems. *Global perspectives, local designs: Handbook of blended learning*, C. J. Bonk & C. R. Graham (Eds.), pp. 3–21. Publishers Pfeiffer.
- Hubbard, P. (2009). *Computer Assisted Language Learning: Critical Concepts in Linguistics*. Routledge.

## Biography

---

- Khalil, M., & Ebner, M. (2013). MOOCs completion rates and possible methods to improve retention - A literature review. In World Conference on Educational Multimedia, Hypermedia and Telecommunications (pp. 582-590). Chesapeake, VA: AACE.
- Kuo, Y.-C., Walker, A. E., Belland, B. R., Schroder, K. E. E., & Kuo, Y.-T. (2014). A case study of integrating interwise: Interaction, internet self-efficacy, and satisfaction in synchronous online learning environments. *International Review of Research in Open and Distributed Learning*, 15(1), 161–181.
- Qian, K., & Stephen, B. (2017). Introduction to beyond the language classroom: Researching MOOCs and other innovations. In K. Qian & B. Stephen (Eds.), *Beyond the language classroom: researching MOOCs and other innovations* (Research-publishing.net ed., pp. 1–4). <https://doi.org/10.14705/rpnet.2017.MOOC2016.666>
- LABBAS, R. & EL SHABAN, A. (2013). Teacher Development in the Digital Age. *Teaching English with Technology* 13 (3), 53-64. Available: <http://www.Tewtjoumal.org>
- Lee Ann Obringer, "How E-learning Works", how stuff works, Retrieved 12/7/2021. Edited.
- Liyanagunawardena, T. R., Adams, A. A., & Williams, S. A. (2013). MOOCs: A systematic study of the published literature 2008-2012. *The International Review of Research in Open and Distributed Learning*, 14(3), 202-227.
- Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, 115(3), 1–47.
- Smith, J., & Johnson, A. (2018). Massive Open Online Courses (MOOCs): A Review of Usage and Impact. *Educational Technology Research and Development*, 42(4), 345-356.
- Stockwell, G. (2012). *Computer-assisted language learning: Diversity in research and practice*. Cambridge University Press.
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(2), 57-71.
- Yang, D., & Sinha, T. (2016). MOOCs, open education and reforming higher education: A perspective from a “peripheral” country. *International Review of Research in Open and*

## Biography

---

Distributed Learning, 17(2).<https://www.ef.com/wwar/blog/language/studying-online-or-studying-in-class-which-is-better/>

# Appendix

## Student's questionnaire

### استبيان الطلاب

**Dear student,**

- We appreciate you taking the time to complete this survey that is part of an MA research thesis about "the effectiveness of the Algerian ministry of higher education E-platforms (MOOC) designed for teachers and students to learn English". Your answers will be kept confidential and will be used only for research purposes.

أعزائي الطلاب نقدر لكم هذا الوقت الثمين لاستكمال هذا الاستبيان الذي هو جزء من أطروحة بحث ماستر حول "فعالية منصات وزارة التعليم العالي والبحث العلمي الجزائرية المصممة لتعلم اللغة الإنجليزية من قبل الأساتذة والطلاب". سيتم الاحتفاظ بإجاباتكم في سرية وسيتم استخدامها فقط لأغراض البحث. يرجى منكم اختيار الإجابة الصحيحة.

**-Gender:الجنس**

- Male ذكر
- Female أنثى

**-Age:العمر**

- Under 18 أقل من 18
- 18-24
- 25-34
- 35-45
- More than 45 أكثر من 45

**1-How long have you been learning the English language?**

منذ متى وأنت تتعلم اللغة الإنجليزية؟

- One year منذ سنة
- Two years منذ سنتين
- Three to five years من ثلاث إلى خمس سنوات
- More than five years أكثر من خمس سنوات

## 2-How do you evaluate your present level of English proficiency?

كيف تقيم مستوى إتقانك الحالي للغة الإنجليزية؟

- Beginner مبتدىء
- Intermediate متوسط
- Advanced متقدم

## 3-When it comes to learning English, how often do you use digital platforms?

عندما يتعلق الأمر بتعلم اللغة الإنجليزية، كم مرة تلجأ إلى استخدام المنصات الرقمية؟

- Daily يوميا
- Several times a week عدة مرات في الأسبوع
- Once a week مرة واحدة في الأسبوع
- Once or twice a month مرة أو مرتين في الشهر
- Never إطلاقاً

## 4-How do you find the content and interface of the MOOC platform for you to learn English?

كيف وجدت محتوى وواجهة منصة التعلم الإلكترونية "مووك" لتعلم اللغة الإنجليزية؟

- Excellent ممتاز
- Very good جيد جداً
- Good جيد
- Somewhat good جيد إلى حد ما
- Not good at all ليس جيداً على الإطلاق
- I do not know لا أعلم

5- How often does the platform, MOOC, provide multimedia content such as articles, audio files, and videos?

كم مرة تقدم المنصة موك محتوى متعدد الوسائط مثل، المقالات وملفات الصوت ومقاطع الفيديو؟

- Always دائما
- Frequently تكراراً
- Occasionally أحياناً
- Rarely نادراً
- Never أبداً

6-Which instructional strategies and techniques are used in the platform provided by the ministry for learning the English language?

ماهي الاستراتيجيات والتقنيات التعليمية المستخدمة في المنصة التي وفرتها الوزارة لتعلم اللغة الإنجليزية؟

- Task-based learning التعلم القائم على المهام
- Communicative language teaching التدريس التواصلي للغة
- Discussion مناقشة
- Small group work العمل الجماعي في مجموعات صغيرة
- Collaborative learning التعلم التعاوني
- Others (please specify) تقنيات أخرى من أساليب التعلم، يرجى التوضيح

7-What facets of language learning does the resources cover in the MOOC platform?

ماهي جوانب تعلم اللغة التي تتناولها المواد في منصة موك؟

- Grammar & vocabulary القواعد و المفردات
- Listening & speaking مهارات الاستماع و التحدث
- Reading & writing مهارات الكتابة و القراءة
- All of them جميع ما ذكر
- None of them لا يوجد أي منهم

**8-How would you rank your overall English language learning experience within the e-platform?**

كيف تقيم تجربتك في تعلم اللغة الإنجليزية بشكل عام داخل المنصة الإلكترونية؟

- Excellent ممتازة
- Good جيدة
- Average متوسطة
- Not sufficient غير مرضية

**9-How much has your ability to speak and understand English improved since you began using the e-platform?**

إلى أي مدى تحسنت قدرتك على تحدث وفهم اللغة الإنجليزية منذ أن بدأت استخدام منصة التعلم الإلكتروني؟

- Very much بشكل كبير
- To a good level إلى مستوى جيد
- Average متوسط
- A little قليلا
- Not at all ليس على الإطلاق

**10-How do you find the platform to use and navigate?**

كيف وجدت المنصة للاستخدام والتصفح؟

- Very difficult صعبة جدا
- Somewhat difficult إلى حد ما صعبة
- Easy سهلة
- Very easy سهلة جدا

**11-Which features do you think are not useful in the e-platform for learning the English language? (You can choose more than one).**

أي الميزات تعتقد أنها غير مفيدة في المنصة الإلكترونية لتعلم اللغة الإنجليزية؟

- Interactive exercises التمارين التفاعلية
- Video tutorials دروس الفيديو
- Chat functions وظائف الدردشة
- Collaborative tools أدوات التعاون
- Other features (please specify) ميزات أخرى، أذكرها

**12- How comfortable do you feel using English in everyday situations after using the e-platform MOOC?**

بعد استخدامك لمنصة التعليم الإلكترونية موك، بأي درجة تشعر بالراحة في استعمالك للغة الإنجليزية في المواقف اليومية؟

- Very comfortable مرتاح جدا
- Not comfortable لست مرتاح
- Somehow comfortable مرتاح إلى حد ما
- I do not know لا أعلم

إذا كانت الإجابة نعم، يرجى التوضيح كيف ذلك. If yes, please explain. how:.....

.....

.....

.....

.....

.....

.....

**13- What aspects of language did the E-platform help you develop:**

ماهي جوانب اللغة التي ساعدتك المنصة التعليمية على تطويرها؟

- Vocabulary المفردات
- Grammar القواعد
- Pronunciation النطق
- All of them جميعهم
- none of them لا شيء منهم

**14-Does the platform supply content that learners with random internet connectivity may download or access offline?**

هل توفر المنصة محتوى يسمح للمتعلمين ذوي الاتصال غير المستقر بشبكة الأنترنت تحميله أو الوصول إليه؟

- Yes نعم
- No لا

**15- How often does the platform enable learners to collaborate and communicate with each other through chat rooms, forums, or virtual classrooms?**

بأي تواتر تمكن المنصة المتعلمين من التعاون والتواصل مع بعضهم البعض من خلال، غرف الدردشة، المنتديات، أو الفصول الافتراضية؟

- Always دائما
- Usually عادة
- Sometimes أحيانا
- Rarely نادرا
- Never أبدا
- I do not know لا أعلم

**16-Would you recommend e-platform, provided by the ministry for learning English to others?**

هل توصي بالفضاء الإلكتروني الذي وفرته الوزارة لتعلم اللغة الإنجليزية للآخرين؟

- Definitely بالتأكيد
- Probably على الأغلب
- Not sure لست متأكد
- Probably not على الأغلب لا
- Definitely not بالتأكيد لا

**17-Do you believe that this e-platform is more effective for learning English compared to learning French using the same platform?**

هل تعتقد ان هذه المنصة أكثر فعالية في تعلم اللغة الإنجليزية مقارنة بتعلم اللغة الفرنسية؟

- Yes ,much more effective for English نعم, اللغة الإنجليزية أكثر فعالية
- Yes, slightly more effective for English نعم, اللغة الإنجليزية أقل فعالية
- No difference لا يوجد فرق
- Yes, slightly more effective for French نعم, اللغة الفرنسية أقل فعالية

**18- How do you see yourself using online learning platforms to learn English language in the future?**

كيف تتوقع نفسك في استخدام منصات التعلم الإلكتروني لتعلم اللغة الإنجليزية مستقبلا؟

- Not interested at all غير مهتم إطلاقا
- Slightly interested مهتم قليلا
- Moderately interested مهتم باعتدال
- Extremely interested مهتم للغاية

**19-In the space below, please explain if you faced any problems or restrictions using the e-platform in your language learning experience:**

في الفراغ المتاح أدناه، يرجى توضيح ما إذا واجهت أي مشاكل أو قيود في استعمال المنصة الإلكترونية أثناء تجربتك في تعلم اللغة؟

.....

.....

.....

.....

.....

.....

.....

.....

**20-To better meet your learning needs, what improvements or modifications would you like to see in this e- learning platform?**

لتلبية احتياجات تعلمك بشكل أفضل، ماهي التحسينات أو التعديلات التي تود رؤيتها في هذه المنصة التعليمية؟

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**21-please explain briefly how learner's language proficiency is evaluated by the platform:**

يرجى الشرح باختصار كيف يتم تقييم إتقان مهارات اللغة للمتعلمين عبر المنصة

.....

.....

.....

.....

.....

.....

.....

.....

**-Please do not hesitate to submit any comments or recommendations in the space provided below:**

الرجاء عدم التردد في تقديم أي تعليقات أو توصيات في المساحة المخصصة أدناه

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Thank you for your collaboration.**

**لتعاونكم.**

**شكرا**

## **Teacher's Interview**

Hello this is Mrs. Chahrazed Belghar, Master two student at the University of AbbesLaghrouKhenchela. this interview is part of four MA research thesis concerning the effectiveness of the Algerian Ministry of Higher Education E-platforms (MOOC) designed for both teachers and students to learn English . Your answers will be kept confidential and will be used only for research purposes.

### **Teacher background (3-5minutes)**

1. Can you tell me a bit about your subject area and how long you have been teaching at the university level?
2. Before using the E-platform, how would you describe your English proficiency level (beginner, intermediate or advanced)

### **Platform Experience (5-7minutes)**

1. What were your initial impressions of the E-platforms user interface and ease of navigation?
2. Did you find the learning resources on the platform (grammar, listening, etc...) to be relevant to your needs as an English learner?
3. Can you give an example of a specific online tool or activity you found helpful for improving your English?
4. Did you encounter any technical difficulties while using the E-platform?
5. If so, how did they impact your learning experience?

**Learning Outcomes (7-10minutes)**

1. In your opinion how effective were the platforms in helping you develop your English skills (speaking, reading, and writing)?
2. Did you feel more confident using English in your classroom conversations or research activities after using the platform?
3. How would you compare the E-platform to traditional methods (textbooks, courses) for improving your English?

**Integration in to teaching(5-7minutes)**

1. Have you been able to incorporate any of the learning materials or methodologies from the E-platform in to your own teaching methods for students?
2. Did using the E-platforms change your perspective on how English can be taught in your subject area?
3. What are the biggest challenges you face when trying to use the E-platforms to improve English and integrate it in to your teaching?

## Resumé

Cette étude visait à examiner l'efficacité des plateformes en ligne (MOOCs et DUAL) créées par le ministère algérien de l'enseignement supérieur pour les étudiants et les enseignants universitaires afin d'apprendre l'anglais. L'étude a révélé des résultats intéressants, mais également surprenants. La thèse a adopté une méthodologie de recherche mixte, où des données qualitatives et quantitatives ont été recueillies à partir d'un questionnaire adressé aux étudiants de première année en sciences et technologies, et des données qualitatives ont été collectées à partir d'entretiens semi-structurés menés avec 6 enseignants du même niveau à l'Université de Khenchela. L'analyse et la discussion des résultats ont révélé plusieurs conclusions clés sur l'utilisation effective de la plateforme d'apprentissage en ligne. Premièrement, une partie significative des participants a signalé un accès limité à la plateforme, ce qui suggère qu'un manque de sensibilisation et d'efforts de communication pourrait avoir contribué à ce problème. De plus, l'absence de publicités au niveau universitaire concernant la disponibilité de ces ressources en ligne a peut-être encore freiné l'accessibilité. Enfin, les commentaires des utilisateurs ont souligné la nécessité d'un soutien et d'une formation accrue pour permettre aux étudiants de tirer pleinement parti du potentiel de la plateforme. Ces conclusions soulignent collectivement l'importance de mettre en œuvre des stratégies ciblées pour relever ces défis et assurer l'adoption et l'utilisation réussies de la plateforme d'apprentissage en ligne.

**Mots-clés :** Enseignants universitaires, étudiants, Sciences et Technologies, apprentissage de l'anglais, efficacité.

## ملخص

تهدف هذه الدراسة إلى التحقيق في فعالية المنصات الإلكترونية (المساقات المفتوحة عبر الإنترنت MOOCs ومنصة DUAL) التي أنشأتها وزارة التعليم العالي الجزائرية لتمكين الطلاب الجامعيين والأساتذة من تعلم اللغة الإنجليزية. وقد كشفت الدراسة عن نتائج مثيرة للاهتمام، لكنها مفاجئة في نفس الوقت. اعتمدت الرسالة منهجية بحث مختلطة، حيث تم جمع البيانات النوعية والكمية من استبيان موجّه إلى طلاب السنة الأولى في تخصص العلوم والتكنولوجيا، كما تم جمع البيانات النوعية من مقابلات شبه منظمة أجريت مع 6 أساتذة من نفس المستوى في جامعة خنشلة. أظهر تحليل ومناقشة النتائج عدة نتائج رئيسية حول الاستخدام الفعّال لمنصة التعلم عبر الإنترنت. أولاً، أفاد جزء كبير من المشاركين بتقيد وصولهم إلى المنصة، مما يشير إلى أن نقص الوعي والجهود الترويجية قد ساهم في هذه المشكلة. علاوة على ذلك، فإن غياب الإعلانات على مستوى الجامعة بخصوص توفر هذه الموارد الإلكترونية قد أعاق إمكانية الوصول إليها بشكل أكبر. وأخيراً، أبرزت تعليقات المستخدمين الحاجة إلى تحسين الدعم والتدريب لتمكين الطلاب من الاستفادة الكاملة من إمكانيات المنصة. وتؤكد هذه النتائج مجتمعةً على أهمية تنفيذ استراتيجيات موجهة لمعالجة هذه التحديات وضمان تبني واستخدام ناجح لمنصة التعلم عبر الإنترنت.

**الكلمات المفتاحية:** أساتذة الجامعة، الطلبة، العلوم والتكنولوجيا تعلم الانجليزية، الفعالية