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*The effectiveness, challenges and prospects of  
Remote learning (E-learning) at the English  
department of Abbas Laghrour university*

A Dissertation Submitted to the Department of English in Partial Fulfillment of  
the Requirements for the Master's Degree in Language and Culture

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## Dedication

### Dedication (1)

First, I would give my undeniable thanks to the most gracious and most merciful the Almighty ALLAH, who has filled my life with countless blessings.

This work is dedicated to my eternal love who unfortunately did not stay in this world long enough, who always dreamed of me graduating, to the memory of my beloved mother **Zahra**, I would simply say, I am honored to be your daughter. You left fingerprints of grace on my life; your daughter's heart will never forget you.

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**Touati Hanan**

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*In the name of Allah, the most Merciful, the most Compassionate*

This work is dedicated to:

The one who taught me the meaning of patience, my late father "Mahmoud"

To the best gift I have ever gotten, "Mom", for her support throughout my life and studies.

To my "husband", the one I am forever grateful for, for providing me with the support I needed.

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**Abstract**

Thanks to Covid 19, E-learning has become a very popular tool in the learning and teaching process. This study aims to explore the challenges faced by the students and teachers in E-learning and investigate the effectiveness of this mode of learning according to the teachers' and students' experience, at the department of English, Abbas Laghrour University, Khenchela, Algeria. Therefore, a students' questionnaire and a teachers' questionnaire was designed and administered to 63 randomly selected first year students and 11 teachers of the department of English. The collected data was both quantitative and qualitative in nature, and the related findings revealed that most of the students and the teachers have common problems in using E-learning such as the internet coverage, lack of equipment and the overloaded courses' syllabus. Moreover, the students declared that E-learning is effective to some extent while most of the teachers revealed it is not useful. Accordingly, some of the students and teachers are still hesitated and unsure about using E-learning in the future, and some teachers showed that mainstreaming E-learning is still debatable.

**Keywords:** Education ; Educational technology ; E-learning; TEFL; Traditional learning

**List of Abbreviations**

**CBT:** computer-based training.

**CD:** Compact Disc.

**CD-ROM:** Read-only memory.

**DVD:** Digital Video Average.

**E-learning:** Electronic Learning.

**ENT:** Espace Numérique de Travail.

**GPA:** Grade point average.

**HSH:** Social Human sciences.

**ICT:** Information and communication Technology

**LMD:** License, Master, Doctorate.

**MAC:** Media Access Control.

**Moodle:** Modular Object-Oriented Dynamic Learning Environment.

**NET:** Internet.

**OECD:** Organisation for Economic co-operation and Development.

**PC:** Personal Computer.

**PDA:** Personal Digital Assistant.

**Plato:** Programmed Logic for machine-controlled Teaching operations.

**Q:** Question.

**SOLR:** Students Online Learning Readiness.

**TEFL:** Teaching English as a foreign language

**VS:** Versus.

**VHS:** Short for video home system.

**WBT:** Web -Based Training.

**WWW:** World Wide Web.

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## **General introduction**

Nowadays, in a rapidly changing world, education plays an important role. The primary, secondary and higher education are jointly responsible for humankind's resources. One of the innovative developments in educations is E-learning, which is the use of electronic technology, such as computers in local and wide area networks and Internet-based courseware, to acquire knowledge and skills. In the past few years, E-learning has become an essential tool of a successful learning/teaching process. In the last two years of Covid 19, it has become far prominent than ever. Because of the opportunities created by E-learning, teaching and learning is now carried out anytime and anywhere. However, it differs from one context to another. It might be successful in country or institution but not in others, depending on a variety of pedagogical and technical factors. In Algeria, E-learning has been officially adopted only in the Covid 19 era, making it a new experience to in the country.

Accordingly, this research investigates E-learning in Algeria, taking the department of English at Abbas Laghrour University as the case study. The present study explores the E-learning challenges faced by the first year students and the teachers, its effectiveness and prospects.

## **Objectives of the Study**

This study aims at investigating the following issues related to the E-learning implementation at the Department of English, Abbas Laghrour University:

1. Challenges and problems faced by the teachers and the students
2. The effectiveness of E-learning
3. Prospects of more successful E-learning

## **Research Questions**

The present study seeks to answer the following questions:

- 1- What challenges and problems did the teachers and students face in E-learning?
- 2 – How much effective was E-learning?
- 3 – How do the teachers and students see the future of E-learning?

## **Research Methodology**

The present research is both qualitative and quantitative in nature. Therefore, the methodology was designed to meet the orientation and research objectives.

## **Sampling**

The population of the study is the first year students and teachers at the department of English at Abbas Laghrour University. It consists of two hundred eighty (280) students and twenty-nine (29) teachers. A sample of 63 students and 11 teachers was randomly selected.

## **Data Gathering Tools**

In this study, data was collected through the questionnaire: a students' questionnaire and a teachers' questionnaire, which focused on challenges and problems, effectiveness, and prospects of E-learning out of the students and teachers' experience. The questionnaires were administered both offline and online.

## **Structure of the study**

The thesis is divided into two main parts: a theoretical and practical one. The theoretical part's chapter is entitled 'E-learning'. It sheds light on the notion of remote



learning, Definition of E-learning and Types of E-learning, Advantages and disadvantages of E-learning, etc.

The second chapter (field study's part) includes two sections. The first one is about methodology and the second one is data analysis and discussion of students' and teachers' questionnaire.

## **CHAPTER ONE**

### **E-Learning**

#### **Introduction**

This chapter begins with the definition of education and learning, in addition to the definition of Educational technology. Then, it tries to give an overview of E-learning speaking about the history of E-learning; then, it deals with definition, types and technologies of E-learning. In addition to a comparison between E-learning and traditional learning, it sheds light on the advantages and disadvantages of E-learning. Moreover, there is an element that speaks about the difficulties of applying E-learning, perceptions and goals of distance learning and the role of teacher in E-learning. This chapter ends with ICT and E-learning in Algeria.

#### **1.1. Definition of Education**

Education plays an important role in the progress of mankind. Educated people are responsible for the bright future of society or the country. The term education is defined by many people. In order to clearly understand what education is, here is a definition of it. Education, according to Ahmadigol, has been defined as the interaction between learners and their learning resources. In addition, it is defined as a thorough arrangement of the learner's environment. Learning from someone, learning from someone and learning from something are also important elements of education. The concept of conceptual learning can be realized through this structure (2016).

#### **1.2. Learning**

According to Mohanty (2020), learning is described as a "back to basics" traditional training methodology, which is additionally called traditional training, still widely

applied in colleges. He adds, the old method of training became all about recitation, as an example the college students could sit in silence, while one pupil after another could take turns to read the lesson, until everyone was referred to as follows. The instructor could pay attention to each pupil's recitation, which he was expected to review and memorize. Mohany also states that in the best of the unit a written view or an oral procedure may be given; This technique is referred to as "reciting the study of duty." The technique was taught in the context of those traditional techniques that ensure scientists are rewarded for their efforts, use periods of cool with performance and practice clean guidelines to control the behavior of college students. They were backed by fixing habits that had been used with college achievement over a few years. Teachers communicate data and enforce behavior requirements (Mohanty,2020).

Homavazir states that "a learning activity can be defined as an interaction between a learner and an environment, leading to a planned outcome. It is the planned outcome which makes learning a purposeful activity." (2015,p1) .

### **1.3.Technology for learning and E-learning**

To recognize the term academic or educational technology, we address every of the words particularly technology and education.

#### **1.3.1.Defiinition of Educational Technology**

Januszewski defines Educational technology as, "educational technology is a field involved in the facilitation of human learning through the systematic identification, development, organization and utilization of a full range of learning resources and through management of these processes". (2001, p. 49).

Also in 2004, an AECT committee that presented a new definition of education technology which defines this field as, "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (AECT,2004,p. 1).

## **1.4.E-learning**

### **1.4.1.Overview**

The advancement of E-learning is inextricably linked to the advancement of computers, technological advancement, and increased accessibility; the earliest form of e-education, computer-based training (CBT), was developed in the 1980s and late 1990s, and this is now considered the foundation of E-learning (Eger, 2005).A personal computer must be connected to some other multimedia, such as a CD-ROM, in order to use the CBT system. The system itself represents significant development, however its content has yet to be developed, and it lacks some of the more advanced features of E-learning, such as the ability to learn without regard to time or location. Parallel to the advancement of CBT is the advancement of technology, which eventually led to the birth of the Internet and Web platforms. The genesis and technical base are also in the United States this time.

According to Kopecky:

The dispersion presentation to E-learning, which was written and delivered on the occasion of the tenth anniversary of this learning strategy, describes its shaping and connects it to the internet alteration to the data asset, which is stored here and accessible to all customers via Web association ,Web-based Training that was not used (WBT). Others have accurately depicted this period. A

new program was developed that not only teaches but also allows professors and students to communicate. This new system was similar to today's systems, although it wasn't named until 1999. (2006).

As stated by Eger, since 2002, the adoption of more and more teaching methods, professional management, blended learning, and the clear positive results of some universities and businesses have demonstrated that E-learning has its benefits, and that it can be used effectively for both distance and face-to-face education. (Eger,2005).

The current use of electronic methods of learning in Europe was planned during a meeting of the Council of the European Union in 2002. For a long time, there has been discussion concerning eLearning programs. From now until the end of the year, the years 2002-2006 will be counted as one year. Its main goal was to disseminate information about novel teaching methods, with a focus on improving the training framework. The suggested gauge of expenses for eLearning enhancement was concretized at the Council of the European Union meeting in Barcelona (2002). This concept was applicable to all parts of the world and characterized the material foundation for the upgrade of new types of education. The latest wave of eLearning upgrades began with the content and kind of new courses and initiatives for universities. (Hubachava,2014).

#### **1.4.2.An E-learning timeline**

According to Pappas (2012), long earlier than the net was launched, distance publications had been being presented to deliver college students with training on specific topics or skills. Inside the 1840's Isaac Pitman informed his scholars

shorthand through correspondence. He adds, this way of symbolic writing became designed to enhance writing velocity and became not unusual place among secretaries, journalists, and special humans United Nations employer did a good buy of word taking or writing. Pitman, United Nations employer became a licensed teacher, became dispatched finished assignments via way of means of his college students through the mail machine and he might then ship them plenty of paintings to be completed. In 1924, the number one checking out system became fancied. This tool allowed college students to checks themselves.

Then, in 1954, BF Skinner, a Harvard prof, fancied the “coaching system”, that enabled schools to manage programmed training to their college students (Pappas, 2012). It wasn't until 1960 however that the number one laptop primarily based totally in most case academic application became added to the planet; this laptop was primarily based totally in most cases academic application (or CBT application) became called PLATO-Programmed Logic for system-managed Teaching Operations. It virtually became firstly designed for university youngsters attending the University of Illinois, but completed up getting utilized in schools for the duration of the world (Gogos, 2014).

### **1.4.3. Electronic learning today**

The first MAC within side the 1980's enabled people to have laptop structures of their homes, making it simpler for them to look at approximately specific topics and increase certain capacity sets. Then, within side the following decade virtual studying environments began to definitely thrive, with people gaining access a wealthy online statistics and online learning opportunities. In the 2000's. Agencies started the use of E-learning to train their employers. New and skilled employees alike now had the

possibility to enhance upon the enterprise expertise base and enlarge their capacity sets. At domestic males and female shad beengranted get admission to packages that provided them the capacity to earn on line levels and improve their lives via improved knowledge. Today, E-learning is more famous than ever, with countless humans knowing the blessings that onlinelearningrecognise can provide lists (Talentlms).

### **1.5.Definition of Electronic Learning**

E-learning is defined by many people in many ways, because the usage of the term "E-learning" is inconsistent. In order to understand what is E-learning , here are some definitions of E-learning.

E-learning will encompass all educational activities carried out by individuals or groups via the internet, a network, or independent computers or other electronic devices, whether online or offline.(Dangual,2018).

The term E-learning includes not only online content, but also more content Learning, virtual learning, distributed learning, network or Web-based learning. The letter "e" stands for "electronics" in e-learning. (Pauline and Antoney,2018).

Distributed learning, online distance learning, and blended learning are all examples of how e-learning is used (Fitri,2020).E-learning is used in different perspectives, including distributed learning, online distance learning, and blended learning(Fitri,2020). Incorporating the use of ICT as a supplement to traditional classrooms, online learning, or a combination of the two modes (Al-adwan and Smedley,2012). The word "E-learning" refers to the acquisition and use of knowledge that is promoted and distributed mainly through electronic means. E-learning is based on computers and the Internet, but it is likely to evolve into a system that includes

several channels (such as wireless and satellite) and technologies (such as mobile phones).(Ekwonwune and Edebatu,2019)

E-learning is the acquisition and application of knowledge that is primarily provided and promoted via electronic method. This type of learning now relies on networks and computers, but if these technologies advance and become more widely adopted, this type of learning may grow into a system that includes a variety of channels (such as wireless and satellite) and technology (such as cellular phones and PDAs). Courses, modules, and smaller learning items are all examples of E-learning. E-learning can be synchronous or asynchronous, and it can be distributed worldwide with varied time constraints) Wentling et al, 2000).

As a result of the foregoing, it is impossible to come up with a universal definition of e-learning. Some authors define e-learning as merely offering comprehensive online courses, while others define it as including network supplements and network-dependent services to give education and assistance (Arkorful and Abaidoo,2014).

## **1.6.Types of E-learning**

According Algahtani E-learning divided into two basic types, consisting of computer-based and the internet based E-Learning.

### **1.6.1.The Computer-based E-Learning**

Computer-based e-learning involves the use of a complete set of hardware and software commonly available for information and communication technologies, and each component can be used in one of two ways: computer-managed instructions and computer-assisted-learning. For him, in computer-assisted learning, computers are used to replace traditional methods by providing interactive software as a support tool



inside the class or as a self-study tool outside the class. However, in computer management instructions, computers are used for the purpose of storing and retrieving information to help manage education( Honey and Jessica,2019).

### **1.6.2.The Internet-based E-Learning**

According to Algahtani( as cited in Sandhya,2020) These capabilities were divided into four categories based on how much they were used in education: more mixing or integration, helper mode, and fully online mode. As needed, the auxiliary mode can be used to supplement established approaches. Some traditional methods receive short-term help from hybrid or hybrid models. The most thorough enhancement is the fully online approach, which involves a learning network. Apply optional interactive timing to describe the fully online mode as "synchronous" or "asynchronous." There are various forms of e-learning, as well as various approaches to using this technology into education. When assessing the efficacy and experience of e-learning in the workplace, Algahtani (2011) discovered three distinct styles of implementing E-learning in education in Saudi Arabia, including "assisted, blended E-learning, and online." Algahtani identified three new ways to employ E-learning technologies. Assisted E-learning refers to the use of E-learning as a companion in a traditional study hall to provide students or understudies more freedom. Algahtani, 2011 (as cited in Sandhya 2020),In blended E-learning, it is explained that the delivery of course material sand explanations in the classroom is shared between traditional learning methods and online learning methods. The third is conducted entirely online, with no traditional learning or classroom interaction. E-learning is comprehensive in this context, so learners or students have the most autonomy. (Sandhya and Benjee,2020)

### **1.6.3.Synchronous E-Learning**

Synchronous E-learning is real-time learning. In synchronized learning, learners and teachers are online and interact simultaneously in different locations. They deliver and receive learning resources through mobile, video conferencing, Internet or chat. Through this learning method, participants can share their ideas and interact with each other during the meeting, thereby obtaining detailed queries and solutions. Due to improvements in technology and Internet bandwidth capabilities, synchronized E-learning is becoming more and more popular. Students provide and receive the learning resources through mobile, video conferencing, internet or chat(Sandhya and Benarjee,2020).

### **1.6.4.Asynchronous E-Learning**

Asynchronous e-learning is a way of pausing and resuming learning. In this kind of e-learning, the learner and the teacher cannot be online at the same time. Asynchronous e-learning can use technologies such as e-mail, blogs, discussion forums, e-book CDs, DVDs, etc. Learners can study at any time, download documents, chat with teachers and co-learners. In fact, many learners prefer asynchronous learning rather than synchronous learning, because learners can take online courses to learn at their favorite time without affecting their daily work(Saloni,2020).

## **1.7.E-learning Technologies**

### **1.7.1.Audio:**

The radio has been around for an extended time and has been employed in educational classrooms. Recent technologies have allowed classroom instructors to stream audio over the net. There also are webcasts and podcasts accessible over the net for students

and teachers to download. as an example, iTunes has various podcasts available on a variety of subjects which will be downloaded for free(Diego,2012).

### **1.7.2.Video**

Videos might enable teachers to achieve students who are visual learners and have a tendency to find out best by seeing the material instead of hearing or reading concerning it. teachers will access video clips through the net instead of relying on DVDs or VHS tapes. Websites like YouTube are employed by several teachers. instructors will use electronic messaging programs like Skype, or webcams, to interact with guest speakers and different experts (Andreues). Interactive video games are being integrated within the curriculum at each K-12 and higher education establishments.

### **1.7.3.Blogging:**

Blogs enable students and teachers to post their thoughts, ideas, and comments on a website. Blogging permits students and instructors to share their thoughts and comments on the thoughts of others that might produce an interactive learning environment( iduNote).

### **1.7.4.WebCams:**

Video cameras that permit you can connect with the {internet|theweb|the net} and see other internet users. Allows students to become participating and be able to see who everybody.

### **1.7.5.Whiteboards:**

Interactive whiteboards ("smartboards") permit teachers and students to write down on the touch screen, thus learning becomes interactive and engaging.

**1.7.6.Screen casting:**

Screen casting appears to be a new e-learning trend. There are various screen casting applications that allow users to broadcast their screens directly from their browser and make the video available on the internet for viewers to watch (Wikipedia). The benefit of employing such tools is that it allows the presenter to demonstrate his ideas and flow of thought rather than merely explaining them, which can be confusing when presented via simple text instructions. The expert will offer clear, thorough lessons using a combination of video and audio, simulating the one-on-one experience of the classroom (Hanine). From the standpoint of the learner's goal of reading, this enables the ability to pause and rewind, as well as the benefit of proceeding at their own pace, which a classroom cannot always provide.

**1.7.7.Virtual classroom:**

Virtual Learning Environments (VLE), additionally called learning platforms, utilize virtual classrooms and conferences which frequently use a mix of communication technologies. One example of internet conferencing software package that allows students and instructors to speak with one another via webcam, microphone, and real-time chatting in a very group setting, is Adobe Connect, that is usually used for meetings and presentations. Participants in a very virtual classroom may also use icons known as emoticons to communicate feelings and responses to questions or statements. Students are able to 'write on the board' and even share their desktop, once given rights by the teacher (Souad,2020).

## **1.8.E-learning Vs Traditional learning**

### **1.8.1.Comparison between E-learning and Traditional learning**

The goal of learning is to gain knowledge that can be applied in the workplace. However, the manner in which knowledge is obtained may influence its utility, particularly in terms of transferring it into technical innovation. To put it another way, the idea of copying information into usefulness appears to be impacted by the process of acquiring knowledge. This can be explained by the differences between online and traditional classroom education. As a result, the parallels and contrasts between online and traditional classroom instruction can be identified.

### **1.8.2.Similarities and Differences between Traditional learning and E-learning**

The similarities and differences between e-learning and traditional learning are stated in the following based on Caroline (2018). For the most part, courses for various learning establishments are intended to address the issues of society. Thus, the educational plan includes all parts of learning and instructing to accomplish the necessary learning objectives. For instance, planning professional courses with a specific goal in mind will upgrade a wide scope of learning, particularly using Reference materials (course books), which can be in printed or electronic structure. With respect to evaluation of understudies' comprehension of the course, tasks and tests are utilized to test understudies' knowledge, and mentors are utilized as facilitators of learning.

To broaden their knowledge, students require reference materials. I believe that reading a lot of reference resources can help students grasp the course better. In most circumstances, lecturers do not supply students with entire material; instead, they focus their emphasis on a single issue and allow students to hunt for additional

information on that topic. As a result, to expand their understanding, students need use reference materials. Learners also consult reference materials when preparing assignments and other course-related examinations (Caroline,2018). Textbooks, journals, journals, and websites are some of the most frequent academic reference materials utilized in electronic and traditional learning methods.

The way of testing learners' knowledge is another commonality between e-learning and traditional learning. Learners use homework as part of the curriculum in both electronic and traditional schooling. Homework is considered a fundamental component of learning, regardless of whether students are using E-learning or traditional learning methods. Homework, from an intellectual standpoint, is intended to improve students' knowledge of the learning process (Caroline,2018). As a result, they are included in the curriculum. Learning institutions will construct courses according to the curriculum, but only the teaching methodology will alter in one way or another depending on available learning resources.

Furthermore, tests are commonly used to measure the retention of intellectual content at various intervals throughout the course of training, and E-learning and traditional learning are similar in meaning. Exams are the primary means of evaluating a student's academic performance. To measure a learner's cognitive level, the student's entire exam score is usually represented by the so-called grade point average (GPA).

E- learning is praised for its flexibility, because; it allows learners to decide when to complete their courses. It enables them to engage in other commitments instead of learning alone. For example, students can study while working in a career field of interest. Students can also learn while taking on family responsibilities, especially those ladies who can raise children at the same time during their studies. Flexibility

also applies to exams, students are free to choose the most convenient time to take the exam. In addition, lectures can be adjusted to suit the needs of students and tutors.

Traditional learning, on the other hand, offers synchronized courses in which all students come together to master different subjects. As a result, students must devote themselves to their studies and forego other obligations.

In terms of communication, learners in the conventional learning system will engage in face-to-face interactions, which is said to promote a calm learning environment in the classroom. Traditional learning allows students to express their ideas and opinions in the curriculum, which can improve their overall happiness with the learning process. Furthermore, tutors are able to recognize students' flaws and talents, allowing them to suit their academic demands.

E-learning, on the other hand, does not allow students to interact with lecturers face to face. Advances in computer technology, on the other hand, have led to the development of video discussion, even if it takes place at a distance. Electronic forms of communication, such as e-mail, are used in online education. As a result, the efficiency of the flow of ideas between teachers and learners is low, and learners have little opportunity to communicate personal worth, which is seen to be the foundation for improving learners' competitiveness.

Learners in online education can usually complete their course sessions in a variety of settings as long as they have access to the internet. The disadvantage of such a characteristic is that it makes some surroundings unsuitable for learning, particularly when there are distractions. As a result, learners' comprehension of the lectures is somewhat hampered. (Caroline,2018).

## **1.9. Advantages of E-learning**

Based on Alshamrani (2019), the following advantages are set for E-learning.

### **7.1.Ability to take on other jobs**

A modest number of people noted the advantages of adopting online education in terms of fostering extra work chances. For online learners, the additional career options provide as an additional source of income. Furthermore, it has been observed that the use of online learning helps learners to continue working at their current occupations.(Alshamrani,2019)

### **7.2.Choice of learning**

Although the opportunity to choose one's own syllabus was noted as a benefit by respondents, it does not have many supporting evidence. This might be ascribed to the fact that traditional learning modules in brick-and-mortar classrooms allow learners to choose from a variety of curriculum. In both circumstances, the students have the option to select. (Alshamrani,2019).

### **7.3.Cost effective**

The advantages of cost-effectiveness were stressed by interviewees. This benefit is the result of the other two benefits, namely the capacity to access and perform additional jobs at any time and from any location. The cost-effectiveness of the online learning approach can be seen in two ways. On the one hand, it promotes supplemental revenue, while on the other, it stimulates cost-cutting by simplifying access to education platforms at any time and from any location. Because it has numerous meanings, this is a good speculation. It is also supposed to be the answer to the



questions of the learner group's work department, which is having trouble interrupting work in order to continue learning. (Alshamrani,2019).

The usage of online learning, on the other hand, is projected to improve further learning while removing the need to separate learners from the workforce. Because it has numerous meanings, this is a good speculation. It is also supposed to be the answer to the questions of the learner group's work department, which is having trouble interrupting work in order to continue learning. The usage of online learning, on the other hand, is projected to improve further learning while removing the need to separate learners from the workforce. (Alshamrani,2019).

Furthermore, the popularity of online-learning over traditional learning is based on the first benefit of learning at any time and from any location. As a result of the elimination of travel demands, there is a significant drop in spending. This has resulted in a decrease in overall costs for the students. Though there is a compelling case for the widespread accessibility of course materials, a similar benefit can also be applied to traditional learning methods. As a result, the related benefit has been removed from the thesis. The response to the On-line mode of learning's anytime, anywhere flexibility is closely related to the reduction in the value required. (Alshamrani,2019).

Approximately one-hour of the students voted in favor of additional geographic and time flexibility. This also entails a value reduction. The traditional style of education necessitates the attendance of both the students and the instructors in the same location. This includes the basic necessity of cost-involved travel based on the learner's specific location. In a similar, the teacher does not need to come to the physical classroom to conduct the lecture; they can do so from anywhere. In the case

of online learning, the role of the teacher has also changed dramatically. In this situation, the teacher's position has changed from that of sole supplier to that of a supporter. This has fundamentally changed the face of online education. Regardless of the simplicity with which any of the higher mediums can be used, the convenience of accessing internet materials has been multiplied by a factor of ten. Another benefit is that it is now very simple to exchange resources. (Alshamrani,2019).

#### **7.4.Ease of access**

The most prevalent benefit offered by online learning methods is ease of access. Sixty percent of respondents feel that online education can be done from the comfort of one's own home, and that learners can choose when they want to take online courses. A computer, speakers, and headphones, as well as a steady Internet connection, are necessary. It is impossible to adopt online education without a stable Internet connection. The remaining 40% believe that online learning is done through the online learning facilities of other universities, and that these universities' schedules are set. The university where the course is held is responsible for providing the necessary infrastructure. As a result, it can be seen that the primary concern of accessibility has been ruled by taking into account the components of travel time, time spent studying, and technological requirements. The student may be able to access resources based on their point of interest as part of the asynchronous mode of learning. There is a sense of compulsion in terms of the precise time and design of learning. (Alshamrani,2019).

### **7.5.High levels of confidence**

Learners with poor communication skills have gained more confidence as a result of the adoption of online learning. This is due to the lack of a need to interact face-to-face, which has resulted in an increase in peer pressure and dominance.

### **7.6.Anytime, anywhere access**

Online learning tools also encourage students to communicate more effectively with one another. It provides students who have relocated to other parts of the world with the opportunity to finish their studies. Asynchronous communication, which is conducted, plays the most crucial role. The capacity to conduct the learning process at any time and from any location has been enabled by the medium's web-based presence. The study was successful in demonstrating a link between the methodology's technology requirements and the benefits of anytime, anywhere access. (Alshamrani,2019).

### **7.7.Saves time**

Online learning tools also encourage students to communicate more effectively with one another. It provides students who have relocated to other parts of the world with the opportunity to finish their studies. The asynchronous communication that is carried out has the most crucial role (waters,2012, as cited in Alshamrani,2019)

### **1.10.Disadvantages of E-learning**

Based on Alshamrani (2019), the following advantages are set for E-learning.

#### **8.1.Difficulty in sticking to the schedule**

The lack of face-to-face engagement and the instructors' lack of follow-up can be identified as factors for this. However, because online learning courses are highly

regimented and digital in design, there is a strong argument against this hypothesis. This ensures that learners receive automated follow-up e-mails on a regular basis.

### **8.2. Health problems**

The health issues that have arisen as a result of constant connection with digital technologies have been emphasized by survey respondents. The technology needs of the online learning methods, according to the investigation, are laptops, PCs, and internet connections. These devices have been linked to a number of ergonomic and ENT health issues.

### **8.3. Lack of clarifications in a timely manner**

The most significant disadvantage has been identified as a lack of timely clarifications.

### **8.4. Lack of experience on the part of instructors to deal with online courses and international students**

The professors' lack of experience dealing with international pupils has also been cited as a significant disadvantage.

### **8.5. Lack of face-to-face interaction**

According to Alshamrani The method of online learning is heavily reliant on reliable internet access. The term "strong internet connectivity" in this situation refers to both the server and client ends of the internet connection. Internet connectivity is necessary on the server end to guarantee that content is sent from the server in a seamless manner. It is critical to maintain high-speed connectivity as part of this connectivity in order to distribute material in an effective and stable way. Furthermore, the significance of a smooth delivery cannot be overstated. This has a significant impact

on the learning methodology's efficiency. It is critical in ensuring that the learners' interest is maintained. When compared to traditional learning methods, the online learning process falls short. This is due to the fact that traditional learning does not necessitate the use of any internet technology. Similarly, maintaining a high-speed link at the client end is critical for delivering material in a timely and stable way. Time limits and language obstacles are viewed as challenges by learners who appreciate feedback and meaningful relationships with their teachers. However, some students regard online learning as a disadvantage since they wish to connect with their peers and establish some sense of social presence. In the same way, maintaining a high-speed internet connection at the lecturers' end is critical for delivering content in a timely and stable manner. In light of the many scenarios, the hybrid learning mode appears to be an ideal way of learning. (Alshamrani,2019).

#### **8.6.Lack of interaction with the Tutor**

The disadvantage of absence of face-to-face engagement has been linked to a lack of interaction with the tutor. This means that the influence of technological intervention is greater than the impact of human intervention, resulting in a significant drop in social connection. (Alshamrani,2019).

#### **8.7.Lack of monitoring**

The risks of cheating are higher in the case of online learning than in the traditional way of learning. Cheating is feasible owing to a lack of surveillance, which can be deduced. This backs with the concept that the lack of supervision in online learning is a negative. (Alshamrani,2019).

### **8.8.Lack of motivation**

Lack of motivation or drive, which is commonly obtained through engagement with other groups, is one of the several aspects affecting the online learning process. (Alshamrani,2019).

### **8.9.Need for technology**

The method of online learning is heavily reliant on reliable internet access. The term "strong internet connectivity" in this context refers to both server-side and client-side internet connectivity. Internet connectivity is necessary on the server end to guarantee that content is sent from the server in a seamless manner. It is critical to maintain high-speed connectivity as part of this connectivity in order to distribute material in an effective and stable way. (Alshamrani,2019).

Furthermore, the significance of a smooth delivery cannot be overstated. This has a significant impact on the learning methodology's efficiency. It is critical in ensuring that learners' interest is maintained (Alshamrani, 2019). When compared to traditional learning methods, online learning methodology falls short. This is due to the fact that traditional learning does not necessitate the use of any internet technology. Similarly, maintaining high-speed internet connectivity at the client end is critical for delivering material in a timely and stable manner. In the same way, maintaining high-speed internet connectivity at the client end is critical for delivering material in an effective and consistent manner. (Alshamrani,2019).

### **8.10.Plagiarism and cheating**

Rovai,2000 ( as cited in Alshamrani,2019)Approximately some of people stated that the prevalence of plagiarism and cheating had a negative impact on the learners'

evaluation of the online learning technique. Rovai has highlighted the important aspects of learner assessment in the context of online learning. Proctored testing, identity security, educational honesty, and hence the usage of online forums for evaluation and communication are among these factors.

### **8.11.Reduced reliability**

Although people mentioned reduced dependability as a drawback, it is a serious concern because the efficiency of any program can only be measured by the reliability assessment. Taeho and Richardson have created a useful tool for assessing the effectiveness of online learning. This concept, dubbed the Student Online Learning Readiness (SOLR) model, has been used in studies. However, there is also a requirement for the implementation of a similar approach for measuring large-scale initiatives. ( Alshamrani, 2019).

### **1.11.E-learning characteristics**

The E-learning characteristics are set by Nattila (2005). According to her, the introduction of information and communication technology into the realm of teaching and learning has been made possible through online learning. The internet has provided arrange of methods for disseminating and providing resources that can be used for a variety of objectives, including education and its application. The use of internet technology for the purpose of producing learning materials, instructing learners at various levels of competency, and regulating courses is referred to as technology-based online learning. Online learning, in its broadest definition, refers to the use of information and communication technology to enable access to online resources for the purposes of teaching and learning.

On the other hand, Some academics have narrowed the definition of online learning to solely include internet-based or web-based learning. It has been identified by their belief that online learning encompasses all types of learning that is carried out through distributed learning, remote learning via the internet, and hybrid learning, which encompasses a wide range of learning patterns that are dispersed online. The goal of this thesis is to determine the benefits and drawbacks of online learning. To boost learners' focus in the arena of online learning, it is critical to recognize the variables that create a negative scenario for learners and proponents of online learning.

E-Learning's promise is that it will provide powerful new tools for increasing competence and capability, speed, and performance, whether an organization runs in one location or multiple. Even as the introduction of ICTs fundamentally altered the nature of how work and communication are carried out, the emergence of E-Learning technologies is fundamentally altering how people learn. People are increasingly encouraged to learn on their own and to learn only what they need to know in order to execute their job effectively. Interactivity is a crucial component of successful E-Learning. As a result, one should have a good deal of self-control. In most cases, an instructor will accompany the students on their learning journey. In terms of more flexibility and timeliness, E-Learning will meet training needs 24 hours a day, seven days a week, in situations where traditional classroom-based training programs would be disruptive. Rather than needing to attend because of the need to form a group of students, E-Learning allows people to receive training at their own pace. (Nattila,2005).



### **1.12.Perceptions of Online learning**

The formation of negative perceptions early on can be immensely detrimental to the online learning platform's growth. The value of engagement methods inside the online learning environment has a big influence on student perceptions. The efficiency of the online learning method or implementation is dependent on the various sorts of engagement approaches. As a result, the instructors would be on completely separate platforms in terms of perception. This analysis has done a separate analysis into both the learners' and instructors' perceptions as a result of this issue. The quantification of student engagement would lead to a better understanding of the problem's scope, as well as the severity and priority of the problem. Technology is an essential enabler in increasing the rate of engagement among students. The precincts of technology are completely dependent on the online learning arena. As a result, any variation in the technological framework would be a disincentive to the students.

### **1.13.E-Learning Goals**

Based on Souad (2020), the following are some of the objectives that can be achieved by E-learning:

- Providing a multi-source educational environment that supports the educational process in all of its features.
- The process of education and learning is carried out in accordance with the advancements of educational thought by reformulating roles within the technique.
- Providing incentives and fostering communication between the scientific educational system, such as between instructors and students, the institution, and, as a result, the surrounding environment.

- Modelling and presenting education during a standard kind.
- The transmission of educational experiences through the creation of communication channels and forums that allow teachers and others interested in educational issues to exchange opinions and discuss issues via a specific web site that brings them together in a virtual room despite their geographical distance..
- Educating a generation of teachers and students who are capable of dealing with current technology and skills, as well as global issues (Souad,2020).
- Facilitate the spread of technology across society so that everyone can become an electronic intellectual and keep up with what's going on in the world's furthest reaches.
- Abdullah Al-Aziz, 2002 (as cited in Souad,2020) Providing educational opportunities for people of all ages while taking into account their specific differences .
- By overcoming the barriers of distance and time, e-learning reduces the cost of education in the long run; additionally, the supply of e-learning does not necessitate big funds to construct vast facilities and classrooms; and the expansion of E-learning is due to the flexibility of learning, Moreover, technological advancements and fierce rivalry among study and training program providers made these programs accessible to vast segments of society, resulting in the proliferation of e-learning.
- Al-Mabrik, 2002 ( as cited in Souad,2020 ) E-learning is designed to maximize the use of human and material resources while also addressing the issue of rare disciplines.
- Transform conventional educational philosophy from one that prioritized the group to one that prioritizes the individual by allocating time, curriculum, and exercises

based on the scholar's level and skills rather than the group's average. A distinguished student will apply regardless of their weaknesses.

-The pupil at the lowest level has time to improve. The educational technique must travel between the teacher and the learner, as well as the students among themselves, and the necessity to catch up with university e-education does not imply the abolition of traditional universities or teachers. However, we are in an era of increasing demand for education, where it is no longer possible to accept cement and iron universities, and it is necessary to move to air universities, open universities, or electronic universities, to name a few, and the need for these universities will grow year after year. As a result, nearly every year, thousands of scholars arrive at universities without seats to study, and their options are limited and narrow; this is frequently the case of introducing e-university education to broaden the vista of choice.(Souad,2020).

#### **1.14.The Role of the Teacher in E-Learning**

The teacher's position in education, in general, is a significant and key part in the educational process since it is one of its pillars, and in e-learning, the role of the teacher grows, contrary to popular belief that E-learning marginalizes the teacher's role and eventually eliminates it.It is vital to acquire modern teaching methods and effective strategies, as well as to improve comprehension of its theory and master its application, in order to become an e-teacher. So that it can teach and practice this concept to its students using E-learning approaches (Suhad,2020).

## **1.15.The difficulties of applying e-learning**

### **1.15.1.On the learners' hand:**

- Switching from a conventional to a modern educational methodology is difficult.
- Difficulties in applying some materials, difficulty in obtaining computers for some students.
- It's possible that directing some instructors will lead to misunderstandings.

### **1.15.2.On the teachers' side:**

- Dealing with learners who don't appear to be self-taught is difficult.
- It is difficult to ensure that the student can utilize the computer.
- The degree to which some materials are of good quality.
- There is a copyright issue. It was also mentioned that there are several barriers to accomplishing e-learning, the most notable of which are:
  - Many developing countries have inadequate infrastructure.
  - The difficulty of getting on the internet and the high costs of doing so. There is a lack of knowledge about computer-learning internet browsing practices.
  - Difficulty in putting the tools and methods of appraisal into practice.
  - The failure of various government agencies to recognize credentials issued by electronic institutions.
  - The school is not convinced that electronic media should be used.
  - The creation and production of educational software packages has a high cost.

### **1.16.ICT in Algeria**

In Algeria, the incorporation of ICT into the university is still relatively recent. The problem is that trainers are initially trained on how to master new technologies as well as how to use proper teaching approaches. Second, the question of the degree of readiness of Algerian learners: How prepared and capable are they of adopting new learning methods incorporating computers and the Internet? The rapid advancement of communication technology has pushed universities, businesses, and educational institutions to experiment with alternate alternatives to traditional teaching methodologies in order to establish online courses. Learners, on the other hand, now have new options to participate in creative techniques. Intermediary learning data and communication technology is now an integral aspect of the education and training system. In Algeria's distance higher education space, cooperation has been carried out for the previous two decades. These initiatives can be split into three categories: traditional higher education institutions' distance or open teaching programs, distance or open education institutions, and virtual universities. (Boukelif,2013).

### **1.17.E-Learning in Algeria – Khenchela University Model**

In Algeria, education is a top priority in development projects and future policy, as well as a focus of attention for the state's various segments and classes, with the belief that education is the best investment and that an educated individual is the foundation of progress and advancement in a rapidly changing society that is developed and open to all that is new.

Due to the extreme importance that distinguishes it from traditional education, most universities in the developed world are increasingly turning to E-learning. This coincides with the emergence and development of the information-communication

revolution, as well as the accompanying unprecedented flow of information and knowledge. Because of the uniqueness of this unconventional pattern of easy use of its services, and also the provision of educational opportunities for people who may find it difficult to join the education system in its traditional form, the shape of E-learning is one aspect, as well as contributing to the solution of a number of higher education problems.

Despite our universities' tardiness in this area, they are currently witnessing some attempts, demonstrating that the use of e-learning in higher education levels, in particular, is an end and goal sought by all educational establishments advanced in Algerian universities, where work has begun on infrastructure and human resource preparation. Despite the fact that the government has provided Algerian universities with internet lines, computerization centers, and information in all faculty locations, communication between faculty members and students remains poor, as well as a lack of on-line content of courses available at all times and in a manner that encourages study, several college students still rely on traditional teaching to provide lectures and courses, and this necessitates understanding how to use it.(Polfelaf, 2013).

The concept of distance learning, direct learning, open learning, on-line learning using simultaneous or recorded lessons, video technologies (image and sound), and electronic presentation techniques (video lectures broadcast over the Internet) are among the most important concepts related to e-learning at the University of Khenchela. Through the results of some researches and studies during this context it turns out that professors are sufficiently familiar with the conception of e-learning and have a good information of the most necessary concepts related to what permits to say that theoretical information of this modern technology isn't a problem for professors and this can be as a result of they're either familiar with what's published

about them in scientific journals and books or as a result of they're users of those techniques in teaching as well as in research work.

The usage of E-learning at the university varies from department to department, with a higher use in scientific and technological disciplines and a lower use in scientific and applied disciplines compared to theoretical scientific sciences. Its application is usually mediocre, as display approaches such as "Data Chow," i.e. Although the presentation of information and the preparation of lectures in the form of PowerPoint have advanced significantly, the availability | supply |provision of lessons and availability on the internet has remained relatively decent, with some professors opting to show their lectures in their own blogs rather than on the university website due to its shortcomings and lack of greetings. They will be summarized within the following points:

- Poor internet, where there should be a high flow speed, that what Algeria lacks, according to the current figures, as the flow speed is among the weakest in the world.
- The absence of expertise in this subject has resulted in the weakness of university sites, which are non-permanent and disorganized.
- The professor's lack of awareness as well as his lack of interest in this sort of education due to authorities' lack of interest in this type of education because they come from a traditional education generation.
- The university's lack of interest in this type of education, as well as the states' failure to activate it by not utilizing all of the opportunities for this type of education.
- Polfelaf,2013 (as cited in Souad, 2020 ) The student's lack of need for this type of learning as a result of his desire for ready-made lectures, and his preference for the

traditional technique, which is characterized by the student's lack of effort in receiving simply.

### **Conclusion**

This chapter presents the theoretical background, which is concerned with the field of our research. Mainly, the researchers provided a general overview about E-learning along some authors' definitions, its types and technologies. Additionally, the researchers presented a comparison between E-learning and Traditional learning. The chapter has also shed light upon the perceptions and goals of E-learning. In addition to that, the researchers mentioned the role of the teacher in E-learning. Finally, this chapter has ended with E-learning in Algeria.



## **Chapter Two**

### **Method, Results and Discussion**

#### **Introduction**

The current chapter represents the practical part of the study. It is divided into two sections. The first section explains the method used to conduct this study including the population and sample, and research tools. In addition, it describes the teachers' and students' questionnaire in detail. The second section deals with the analysis of data and interpretations of the obtained results.

#### **2. 1. Method**

##### **2.1.1. Research Design**

The present study is mixture of qualitative and quantitative data. We selected the mixed methods research approach in this study. Therefore, the descriptive design was the dominant method.

##### **2.1.2. Research Questions**

In this study, the following research questions were addressed:

1. What are the challenges and problems that the students and teachers faced in E-learning?
2. How much effective was E-learning according to the students and the teachers?
3. What are the prospects of E-learning?

### **2.1.3. Population and Sample**

The target population of the present study is the teachers (n=29) and first year LMD students (n=280), at the Department of English in AbbasLaghrouniversity-Khenchela during the academic year 2020/2021. The reason behind choosing first year students is that E-learning is a new experience for them. The teachers were targeted to better understand E-learning as a teaching tool. Our sample of the teachers and students was randomly selected, and it consisted of 11 teachers and 63 students.

### **2.1.4. Data Collection Tools**

For this research, the tools used to collect the needed data are the teachers' questionnaire and the students' questionnaire. This study uses questionnaire to gather both quantitative and qualitative data. The questionnaires consists of a mixture of close and open-ended questions. The questionnaire were administered both offline and online.

#### **2.1.4.1.The Teachers' Questionnaire**

The teachers' questionnaire was created as a web form by using one of the most applicable services of google, which is google forms. The questionnaire was sent to the teachers emails. This process helped us to obtain and store the answers automatically in one place in order to provide analytical data about the study. One of the benefits that was gained from using online survey was saving time and efforts. The teachers' questionnaire was divided into three sections, the first section revolves around experience in teaching remotely, the second one deals with the effectiveness of E-learning, and the third section is about solutions and changes.

### 2.1.4.2.The Students' Questionnaire

The students' questionnaire was administrated to first year LMD students in the department of English at Abbess Laghrour University of Khenchela both offline and online. This questionnaire starts with an introduction that explains the purpose of the study to the respondents. It composed of 14 questions it contains different types of questions such as close-ended questions, in which the participants was asked to mention their point of view.

## 2.2.Data Analysis

The answers of the participants of our study are analyzed in this section.

### 2.2.1. The Teachers' Questionnaire

#### Section one: Experience in Teaching Remotely (distance learning/teaching

**Q1:**How would you rate your distance teaching technical and academic skills?

**Table01:** Teachers rate about their distance teaching's technical and academic skills.

Options	Teachers Number	Percentage (%)
High	1	9,09
Very high	0	0
Average	9	71,72
Low	1	9,09
Very low	0	0
<b>Total</b>	11	100

The majority of the teachers (72%) evaluated their distance teaching technical and academic skills as average; whereas, only one revealed that his level is high level, and one participant said his is low.

**Q 2 : What programs / applications do you use in distance teaching ?**

**Table02.** Programs used by teachers in Distance Teaching.

<b>Options</b>	<b>Answers</b>	<b>Percentage (%)</b>
<b>Moodle (University platform)</b>	3	15
<b>Zoom</b>	2	10
<b>Google classroom</b>	11	55
<b>Google meet</b>	2	10
<b>YouTube</b>	2	10
<b>Total</b>	20	100

The results showed that the highly used application/program by teachers is Google classroom (55%), followed by Moodle (university platform), which represents (15%). However, YouTube, Google meet and zoom represent 10% for each program.

**Q3:** What method do you usually use in teaching?

**Table 03.** Method used by teachers.

<b>Options</b>	<b>Teachers Number</b>	<b>Percentage</b>
<b>Conferencing (live session)</b>	2	11,11
<b>Chatting</b>	4	22,22
<b>Submitting materials</b>	11	61,11
<b>Others</b>	1	5,56

Table 3 shows that 61.1% of the questioned teachers chose submitting materials as the appropriate method in distance teaching instead of other methods, while (22.2%) of them prefer chatting.

**Q4.** What problems do you face when teaching remotely (Distance teaching)?

**Table 4.** Problems that teachers face during teaching remotely.

<b>Options</b>	<b>Teachers Number</b>	<b>Percentage</b>
<b>Internet Coverage</b>	4	22,22
<b>Students management</b>	7	37,79
<b>Time management</b>	0	0
<b>Overloaded Syllabus</b>	5	28,87
<b>Others</b>	2	11,11

As indicted in table 4, the three common problems the teachers face are: students' management (37, 79%), overloaded syllabus (28,87%) and Internet coverage (22,22%). while time management is never a problem for them.

**Q5:** Is the Moodle platform of the university practical in teaching?

**Table 5.** Teachers' opinions about using Moodle in teaching.

<b>Options</b>	<b>Teachers Number</b>	<b>Percentage</b>
<b>Yes</b>	4	44,44
<b>No</b>	5	55,56
<b>Total</b>	11 (2 did not answer)	100 %

From the table above we noticed that half of the teachers replied negatively to this question; 55.6% of the teachers answered that Moodle platform of the university is not practical in teaching. The other half (44.44 %) agree that Moodle is practical.

**Q 6: What problems do you face when using Moodle?**

Most of the teachers have no answer to this question while the answers of the rest can be summarized in the following points:

- Students are unmotivated.
- Most of the students cannot have an access to the platform easily.
- Problems of development and freedom usage of website.

**Q 7: Do you live far away from your workplace?**

As the result show, more than half of teachers said that they are living far away from their workplace and the rest respond by no.

**Table 06:Numbers of teacher who live far away from their workplace**

<b>Options</b>	<b>Teachers Number</b>	<b>Percentage</b>
<b>Yes</b>	9	71,72
<b>No</b>	2	17,17

**If yes, does far distance affect your remote teaching process?**

The teachers who answered by 'yes' see that distance really affects their remote teaching process.

**Q 8 :How do you manage the evaluation process in distance learning ?**

Answers show that the majority of teachers manage their evaluation process in distance learning through online and homework assignment and exposes.

**Do you face problems in this evaluation process?**

Depending on the result, more than half of the teachers replied by « yes » that they face problems in evaluation process since there is no students' availability while few of teachers do not have a problem.

**Section 2: The Effectiveness of E-learning**

**Q 9 : Do you think E-learning is successful at your department ?**

From the answers, we noticed that nearly all the teachers seeing that E-learning is not successful while the rest think that it is somehow workable, but consumes time.

**Q 10 : Do you think E-learning effectiveness is related to the nature of the module ?**

As noticed the majority of teachers have seen that the nature of the module does not have an effect on the E-learning process and there are other factors indeed, whereas

the rest seeing that some modules have an effect on E-learning, which should be done face -to -face.

**Q 11 : What modules are affected negatively by E- learning ?**

Through the teachers' answers, the modules that are affected negatively by E-learning are the ones that need practice and group discussion at class such as written expression, phonetics and grammar, and especially oral expression.

**Q 12: How do you find the students reaction with you as a teacher in distance learning?**

From the results obtained, the majority of teachers are not satisfied with the students' reaction with them since the most of students are inactive in distance learning unlike the fewest who are honest and hard workers.

**Q 13: Does E-learning motivate the students to learn?**

According to the answers we found that nearly the whole number of teachers responded negatively and claimed that E-learning has never motivated students to learn just for those who have the knowhow.

**Q 14 : Can Distance learning entirely replace Traditional learning ?**

The results showed that all the teachers do not accept the idea of replacing Traditional learning by Distance learning and see face-to-face teaching is much better.

**Q 15 : Which is more effective Traditional or Distance learning ?**

Along the analysis of the results, we noticed that the highest percentage of teacher's state that traditional learning is better and more effective while some of them suggested the combination of both.



### Section 3: Solutions and Changes

#### Q 16 : How do you see the future of Distance learning in Algeria ?

We observed that the most of respondents are seeing that the future of Distance learning in Algeria is not promising at all and it needs more time to be better and developed. This means that it is not effective in Algeria for the moment.

#### Q 17 : What would you suggest to improve the Quality of Distance learning and solve its problems ?

According to the teachers' suggestions and solutions, we noticed that solving internet accessibility problem is the most important thing to improve the quality of distance learning. Moreover, providing the required tools for both teachers and students and teaching students to rely on themselves in order to better manipulate the online programs and applications is another essential procedure. Yet, some teachers prefer to keep using the Traditional learning because of the less of competences and requirements.

#### 2.2.2. The Students' Questionnaire

Q1: How would you rate your E-learning knowledge and skills?

**Table 07: Students' level of E-learning knowledge and skills**

Options	Students numbers	Percentage (%)
Excellent	25	41,66
Good	16	25,39
Verygood	16	25,39
Average	6	9,52
Total	63	100

By this question, we aimed to know how students rate their E-learning knowledge and skills. 41,66 % from the whole sample said that their E-learning knowledge and skills are excellent. In the second rank, comes very good and good with 25,39 % for both. The last one goes for average with 9,52 %.So, generally, they all know how to deal with E-learning and use the required technology.

**Q2:**Do you have the required devices to study remotely?

**Table 08: Numbers of students who have the required devices to study remotely.**

<b>Options</b>	<b>Students numbers</b>	<b>Percentage (%)</b>
<b>Yes</b>	39	61,90
<b>No</b>	24	38,09
<b>Total</b>	63	100

Table 6 shows that a considerable number of the students (61,90%) said ‘yes’, which means they possess the devices for E-learning. 38,09% said they do not possess the devices.

**Q3:** Can you access the internet easily?

**Table 09:Numbers of students who access the internet easily.**

<b>Options</b>	<b>Students numbers</b>	<b>Percentage(%)</b>
<b>Yes</b>	45	74,60
<b>No</b>	16	25,39
<b>Total</b>	63	100

The students' responses when asked if they access the internet easily showed that the majority of them said yes with 74,60 %. Only 25,39 % could not .

### If no, Why?

Those who said "No" their arguments are as follows: "We do not always pay the right to register online" , " The connection is weak in the area where I live" , "Because you are in Algeria" , " I do not have it in my home and I do not have a mobile".

**Q4:** How do you rate the quality of internet?

**Table 10: Students' rate of the quality of internet.**

<b>Options</b>	<b>Students numbers</b>	<b>Percentage(%)</b>
<b>Very high</b>	0	0
<b>High</b>	11	17.46
<b>Average</b>	19	30.16
<b>Very low</b>	24	38,09
<b>Low</b>	9	14.29
<b>Total</b>	63	100

Table 9 shows the quality of the internet. 38,09 % of the participants claim to have a very low quality of internet and 14.29% said it is low. 31,66 % declare that the internet quality is average, and the remaining percentage of 18,33 % refers to the students who declare to have a high quality of internet; no one said that it is excellent as showed in the table with 0% . Accordingly, the internet quality is not satisfactory.

**Q5:**Can you follow the teacher and focus on the lecture while E-learning?

**Table 11: Students' interaction with their teachers**

<b>Options</b>	<b>Students numbers</b>	<b>Percentage(%)</b>
<b>Yes</b>	41	65,07
<b>No</b>	22	34,92
<b>Total</b>	63	100

The results of the questionnaire indicated that 41 students (65,07 %) of the whole sample admitted that they follow the teachers and focus on the lecture while E-learning . However (34,92 %) of the students answered "No", this category showed lack of interest and motivation.

**Q6:** Do you know Moodle?

**Table 12: Numbers of students who know Moodle.**

<b>Options</b>	<b>Students numbers</b>	<b>Percentage(%)</b>
<b>Yes</b>	20	31,74
<b>No</b>	43	68,25
<b>Total</b>	63	100

The table above shows that the majority of the students said "No" with 68,25 %. However 31,74 % of the students said "Yes". That is to say that a big number of them do not know this university platform (Moodle).

**If yes, how do you find it?**

Those who said "Yes" their arguments are as follows:

**Students A and B:** "It is good for learning and easy also"

**Student C:** "I find it very easy. I think it is google classroom.

**Student D:** "Hard"

**Student E:** " I find it easy"

**Student F:** " It is difficult"

**Student G:**" Bad"

**Student H:** "I do not have much idea about it"

**Student I:** "In google classroom "

**Student J:** "I find it cool but not in Algeria"

**Student K:** "It is like google classroom (application).

**Student L:** "I know it but I never use it before"

**Student M:** "Something which is cool"

**Student N:** "Good"

**Student O:** "There are easy and difficult one"

**Student P:** "I reach it through this university's website <http://tele.ens.univ-khenchela.dz/moodle/>.

**Student Q:** "It is good and helpful.

**Student R:** "Good for distance learning".

**Q8:** Was E-learning effective in learning according to your experience?

**Table 13: Students' opinions towards the effectiveness of E-learning according to their experience.**

<b>Options</b>	<b>Students numbers</b>	<b>Percentage(%)</b>
<b>Yes</b>	46	73,01
<b>No</b>	17	26,98
<b>Total</b>	63	100

Table 12 shows that the majority of the students(73,01 %) said that E-learning is effective in learning. While 26,98 % think the opposite and they see that E-learning is not effective at all.

**Q09:** Do you prefer Traditional learning or E-learning?

**Table 14: Students' choice of learning**

<b>Options</b>	<b>Students numbers</b>	<b>Percentage(%)</b>
<b>Traditional learning</b>	47	74,60
<b>E-learning</b>	16	25,39
<b>Total</b>	63	100

We see from the table above that the majority of students (74,60 %)prefer traditional learning and they still feel that they perform better in a traditional classroom. While 26,98 % claim that they learn better via E-learning.

**Q10:** Would you like to continue with E-learning in the future?

**Table 15: Students' opinions about continuing with E-learning in the future**

<b>Options</b>	<b>Students numbers</b>	<b>Percentage(%)</b>
<b>Yes</b>	22	34,92
<b>No</b>	41	65,07
<b>Total</b>	63	100

Table 14 indicate that the highest percentage 65,07 % of the participants said that they do not want to continue studying remotely. However 34,92 % of them declare that they prefer to complete with E-learning in the future.

**Q11:** What modules you could not study through E-learning?

**Table 16: Modules students could not study through E-learning**

<b>Options</b>	<b>Number of time</b>
<b>Written Expression</b>	11
<b>Oral Expression</b>	9
<b>Linguistics</b>	6
<b>Phonetics</b>	6
<b>Grammar</b>	12
<b>Civilisation</b>	13
<b>Literary text</b>	9
<b>Social Human Sciences</b>	2
<b>All of them</b>	5

The above table shows that the majority of students, around 13 students for each, said that they can't study civilization, grammar and written expression, while the others said that the Oral expression and phonetics need to study them face to face, and the others see that the modules that they cannot study them through E-learning is SHS. However, 5 of them see that all of them cannot be studied through Distance learning.

**Q12:** What problems do you usually face when attending E-learning?

In this question, the students are asked to mention the problems that they faced during study remotely. Their answers are as follow:

-Poor internet connection.

-Poor voice and lack of understanding.

- Lot of pdf papers.

-Lack of time.

-No paying attention.

**Q14:** How do you see the future of distance learning in Algeria?

The following statements are some of the participants' responses, which represent some of the students' points of view concerning E-learning in the future.

**Student A:** "It has no future because if we want to fix the E-learning in Algeria we should fix the internet first"

**Student B:** "I hope it develops more"

**Student C:** " very good"



**Student D:** couldn't be developed"

**Student E:** "Bad"

**Student F:** "Failed"

**Student G:**" I don't know, it depends to the quality of internet"

**Student H:** "Not much effective ".

**Student I:** "It will developed"

**Student J:**" It has no future".

**Q15:** What would you suggest to improve the quality of distance learning and solve its problems?

The last question was an open-ended question, where the students were asked to give suggestions and solutions to the distance learning problems, their answers are as follow:

- Internet Quality improvement-

-Trying to put more explanation of lectures

-Study with Zoom and send us all the lessons

-Provide all the technologies needed by the distance education process, spreading technological awareness to all learner.

-The teacher motivates the students and communicates with him on a daily basis, managing time and not wasting it.

-Putting lessons in the right time on platforms with more exercises and students shall prepare their daily lessons.

Improve internet quality to do that we can improve distance learning.-

-We need to take it by consideration and seriously because when we will face problems as we had this year is the best way we also need to get higher quality of internet this will help to work and study at the same time for those who works in the best way to learn.

-We need program that the students find it smooth and easy.

### **2.3. Discussion of the Findings**

This section discusses the research findings emerging from both the teachers and students' questionnaires. After the analysis of the collected data from teachers' questionnaire ,we come to interpret them .Various responses that teachers provided in this questionnaire revealed some important points about methods ,evaluation process and some suggestions to enhance E-learning.

The teachers' answers from Q1 to Q8 shed the light about the views of teachers' experience in Distance by specifying the methods they use and the problems they face during the evaluation process in teaching remotely.

Answers of teachers in section two (Q9-Q15) revealed that most of teachers are not satisfied about the success of the E-learning and to what extent do students react with teachers in this process in addition to that which is the favorite method (Traditional /E-learning ) according to the teachers' point of view .

From the results we obtained in the third section Q16 and Q17, we conclude with the most important points that the teachers suggest to improve and developed E-learning in Algeria and the shortcomings that they should take care about it in the future.

Concerning the findings obtained from the students' questionnaire, results showed that the majority of students in the department of English at Khenchela University know E-learning. Moreover, some of the students know it and use it and some of them just know what is E-learning without using it. The current study indicated that the majority of the quality of internet is low according to the most of the students, this is what made it the common problem that students faced while E-learning. In addition, the majority of students follow the teacher and focus on the lecture during studying through Distance learning; it means that for the students there is no difference in learning and the focus remains the same as in Traditional learning.

As far as E-learning effectiveness is concerned, the majority of students confirm the effectiveness of E-learning. Moreover, this current study indicated that civilization, grammar, and written expression were the most modules in which students faced several problems, including comprehension and concentration. In the other hand, we see that the majority of students if we had given them the choice to choose E-learning or Traditional learning would have chosen the Traditional learning. In addition, the students' views prove that E-learning is effective in studying process but not as much as Traditional learning.

Thus, based on these findings from both the teachers' and students' questionnaire, it can be deduced that the E-learning experience at the department of English, Abbas Laghrour University was not as successful as expected. Although students rated it as effective, teachers saw it as not useful. This is due to the many problems and challenges both the teachers and students faced while using E-learning, mainly the internet coverage and management of the learning/teaching process and evaluation. Accordingly, the teachers and students agreed that E-learning has no future if many things such as the internet and syllabus loads are not truly enhanced.

## **Conclusion**

This chapter tackled the practical side of the study. Data we have collected from the analysis of the students' and teachers' questionnaire helped us to investigate the challenges, effectiveness, and prospects of Remote Learning (E-learning) at the department of English, Abbas Laghrour University. Then, it ended with a discussion that answered the research questions.

## **General Conclusion**

This study was a case study of the E-learning experience in the department of English in Abbas Laghrour University, and the results obtained are limited to this context. More research about implementing E-learning, its effectiveness and enhancement is required in different contexts. Thus, we could have more exhaustive, accurate data that helps in the amelioration of this teaching mode.

Based on the present case study findings, we would recommend the following:

- Educate students about the nature of the distance learning process and the prospects of this system before starting to submit lessons and exam that are conducted remotely, so that they have a view and background on how to adapt to this system.

- Distance learning must be improved by raising the level of technology, media and communication services (the World Wide Web). We find that the Internet is weak in some places, so it is not possible to succeed in distance learning with a weak network, as most cities suffer from weak Internet flow.

- Putting lessons in an organized manner across the platform of university so that all students can view it easily and benefit from it without obstacles.

- Diversity in the way information and lessons are presented through distance learning platform, through texts, videos or images, in order to better understand and not get bored of repetition of the presentation method.

- Limit the number of applications and platforms because we found that the most students have no idea about some of them for instance (moodle).

-Maintaining contact with students at a time when the study is in groups, for example, in the week when the student is studying remotely, the teacher must be aware of his students.

-Avoid getting into the problem of not answering students' concerns and asking their questions.

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## Appendices

### Appendix 01

#### *THE TEACHERS' QUESTIONNAIRE*

You are kindly requested to answer the following questionnaire, which is part of research on E-learning. This research is anonymous and all data is kept confidential.

#### **Section one: Experience in Teaching Remotely (distance learning/teaching)**

1. How would you rate your distance teaching technical and academic skills?

- |           |                          |
|-----------|--------------------------|
| High      | <input type="checkbox"/> |
| Very high | <input type="checkbox"/> |
| Average   | <input type="checkbox"/> |
| Low       | <input type="checkbox"/> |
| Very low  | <input type="checkbox"/> |

2. What programs/applications do you use in Distance teaching?

- |                              |                          |
|------------------------------|--------------------------|
| Moodle (university platform) | <input type="checkbox"/> |
| Zoom                         | <input type="checkbox"/> |
| Google class                 | <input type="checkbox"/> |
| Google meet                  | <input type="checkbox"/> |
| YouTube                      | <input type="checkbox"/> |

3-What method do you usually use in teaching?

- |                              |                          |
|------------------------------|--------------------------|
| Conferencing (live sessions) | <input type="checkbox"/> |
| Chatting                     | <input type="checkbox"/> |
| Submitting materials         | <input type="checkbox"/> |
| Others; please specify?      | <input type="checkbox"/> |

.....  
.....  
4-What problems do you face when teaching remotely (Distance teaching)?

Internet coverage

Students Management

Time management

Overloaded Syllabus

Others; please specify?

.....  
.....

5-Is the moodle platform of the university practical in teaching?

YES

NO

6-What problems do you face when using Moodle?  
.....  
.....

7-Do you live far away from your workplace?

Yes

No

If yes, does far distance affect your remote teaching process?  
.....  
.....

8-How do you manage the evaluation process in distance learning?

.....  
.....

9-Do you face problems in this evaluation process?

.....  
.....

**Section two: the Effectiveness of E-learning**

1-Do you think E-learning is successful at your department?

.....  
.....

2-Do you think E-learning effectiveness is related to the nature of the module?

.....  
.....

3-What modules are affected negatively by E-learning?

.....  
.....

4-How do you find the students reaction with you as a teacher in Distance learning?

.....  
.....

5-Does E-learning motivate the students to learn?

.....  
.....

6-Can Distance learning entirely replace traditional learning?

.....  
.....

7-Which is more effective: Traditional or Distance learning?

.....  
.....

**Section three: Solutions and changes?**

1-How do you see the future of distance learning in Algeria?

.....  
.....

2. What would you suggest to improve the Quality of distance learning and solve its problems?

.....  
.....



## Appendix 02

### *The Students' questionnaire*

You are kindly requested to answer the following questionnaire which is part of research on E-learning. This research is anonymous and all data is kept confidential.

#### *Section one: Experience*

1-How would you rate your skills E-learning knowledge and skills ?

Excellent

Good

Very Good

Average

2-Do you have the required devices to study remotely (distance learning)?

Yes

No

3-Can you access the internet easily?

Yes

No

If no ,why?

4-How do you rate the quality of internet?

Very high

High

Average

Very low

Low

6-Can you follow the teacher and focus on the lecture while E-learning?

Yes

No

7-Do you know Moodle?

Yes

No

If yes, how do you find it?

.....  
.....

8-Was E-learning effective in learning according to your experience ?

Yes

No

9-What modules you could not study through e-learning

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

10-What problems you face when attending e-learning?

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

11-Do you prefer traditional learning or e-learning?

Traditional learning

E-learning

**Section two: Solutions**

1-Would you like to continue with e-learning in future?

Yes

No

Neutral

2-How do you see the future of distance learning in Algeria?

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

3-What would you suggest to improve the quality of distance learning and solve its problems?

.....  
.....  
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## Résumé

Grâce à la COVID-19, l'apprentissage en ligne est devenu un outil très populaire dans le processus d'apprentissage et d'enseignement. Cette étude vise à explorer les défis auxquels sont confrontés les étudiants et les enseignants dans l'apprentissage en ligne et à étudier l'efficacité de ce mode d'apprentissage selon l'expérience des enseignants et des étudiants, au département d'anglais, Abbas Laghrour University, Khenchela, Algérie. Par conséquent, un questionnaire à l'intention des élèves et un questionnaire à l'intention des enseignants ont été conçus et administrés à 63 élèves de première année sélectionnés au hasard et à 11 enseignants du département d'anglais. Les données recueillies étaient à la fois quantitatives et qualitatives, et les résultats connexes ont révélé que la plupart des élèves et des enseignants ont des problèmes communs dans l'utilisation de l'apprentissage en ligne tels que la couverture Internet, le manque d'équipement et le programme des cours surchargés. En outre, les élèves ont déclaré que l'apprentissage en ligne est efficace dans une certaine mesure alors que la plupart des enseignants ont révélé qu'il n'est pas utile. Par conséquent, certains élèves et enseignants sont encore hésitants et incertains quant à l'utilisation de l'apprentissage électronique à l'avenir, et certains enseignants ont montré que l'intégration de l'apprentissage électronique est encore discutable.

**Mots clés** : Éducation ; Technologie éducative ; Apprentissage en ligne ; didactiques de la langue anglaise ; Apprentissage traditionnel

## ملخص

بفضل كوفيد 19 أصبح التعليم الإلكتروني أداة شعبية جدا في عملية التعلم والتعليم. وتهدف هذه الدراسة إلى استكشاف التحديات التي يواجهها الطلاب والمعلمون في التعليم الإلكتروني، والتحقيق في فعالية هذا الأسلوب من التعلم وفقا لتجربة المعلمين والطلاب، في قسم اللغة الانجليزية، جامعة عباس لغرور،خنشلة، الجزائر. ولذلك، صمم استبيان للطلاب و استبيان للمعلمين أدير ل 63 من طلاب السنة الأولى المختارين عشوائيا 11 من مدرسي قسم اللغة الإنجليزية.

وكانت البيانات المجمعة ذات طابع كمي ونوعي على حد سواء، وكشفت النتائج ذات الصلة أن معظم الطلاب والمدرسين يواجهون مشاكل مشتركة في استخدام التعليم الإلكتروني مثل تغطية الإنترنت ونقص المعدات و منهج الدورات المثقل. وعلاوة على ذلك، أعلن الطلاب أن التعليم الإلكتروني فعال إلى حد ما بينما كشف معظم المدرسين أنه غير مفيد. وبناء على ذلك، لا يزال بعض الطلاب والمدرسين مترددين وغير متأكدين بشأن استخدام التعليم الإلكتروني في المستقبل، وأظهر بعض المدرسين أن تعميم التعليم الإلكتروني لا يزال موضع نقاش.

**الكلمات الرئيسية:** التعليم؛ التكنولوجيا التعليمية؛ التعلم الإلكتروني؛ تعليمة اللغة الانجليزية؛ التعلم التقليدي