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Distance Learning in Corona- Virus Time

Advantages and Drawbacks

The Case of 3rd year students Ibn Khaldoun University of Tiaret

A Dissertation Submitted to the Department of English in Candidacy
for the Degree of Master in Didactics

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Dedications

We dedicate this work to:

- Our lovely parents who provided us with love, care, help, support, and for encouraging us in every step, plus believing in us. *We love you ...*

To our dear siblings, Who were there for us to show us the right path. Without their support, their advice and their guides, we would not be here today. *We adore you...*

To our lovely people, in memory, Your generous spirit taught us to trust ALLAH, and to believe in our abilities,

YOU ARE IN OUR HEARTS ALL LOVE FOR YOU.

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Our inexhaustible gratitude to ALLAH, the All Merciful for his guidance and blessings,

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Abstract

The research at hand investigates distance learning which has been largely spread mainly during covid19 in Algeria, as a mode of education where instructors and learners learnt remotely from anywhere, using technology to interact and deliver course materials, as well as trying to find the advantages and the drawbacks of e-learning during the pandemic. The practical section of this research was carried at Ibn Khaldoun University of Tiaret, Algeria, for the interview that was conducted with 06 teachers in addition to questionnaires given to 41 students of third-year students at the department of English language. Extensively, the adaptation of the mixed method research approach played a major role in answering the research hypothesis and to draw upon the research findings based on two data collection methods, an interview for teachers was used to investigate the teacher's perception towards distance learning in Corona Time and a questionnaire for learners in order to know learners' opinions about distance learning. The descriptive interpretation of the collected data shows that learners revealed negative opinions towards distance learning, while teachers affirm that there is a lack in their performance. This shows that distance learning discourages learners and decreases their capacities.

Keywords: Corona Virus, Distance Learning, Pandemic, E-learning.

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List of Abriviations

EFL : English as a Foreign Language

APPS: Applications

EdTech : Education Technology

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General Introduction

General Introduction

Globally, schooling has been adversely impacted since the COVID-19 pandemic. The virus has significantly disrupted education all around the world. Due to the closure of educational institutions, the educational system was forced to use ICT tools, technology, and distance learning as techniques to speed up the teaching/learning process. The way foreign languages are taught in the twenty-first century has been significantly changed by modern technology, even if this approach was not novel at the time. A growing number of people prefer to incorporate the Internet into their language studies.

The pandemic that humanity is going through has negatively impacted several fields including the field of education. Classrooms and lecture halls are empty, the interaction between teachers and students has disappeared, and the atmosphere of learning in the classroom has disappeared.

This situation calls for a single security solution, distance learning Like Ibn Khaldoun University of Tiaret, Learning was undertaken under the Moodle Platform.

Learning Access via the Internet has become a common method for universities around the world. In Algeria, the Internet is increasingly used in education and universities. Universities provide online teaching services to facilitate transfer Information and advice, especially in the wake of the pandemic.

Distance education became the only option for continuing education programs as a result of the epidemic, and it is now a crucial component in the EFL learning process. The flexibility of e-learning is thought to allow for easier transmission of knowledge from one person to another without the daily attendance to the course, using a computer.

The aim of the study was to find out the impact of the Covid-19 pandemic on students and teachers at the University of Tiaret, the impact on education and how they are coping with the situation. On the other hand, it emphasizes on the difficulties and opportunities they have when engaging in distance learning.

By the end of 2019, spread of an unexpected serious disease has spread throughout the entire world. It was known as “Covid-19”, or “Corona Virus”. Algeria, as many other nations in the world; was severely impacted by this crisis- economically, industrially, and even educationally.

Due of this extremely contagious pandemic, schools and universities were also shuttered. The lockdown period has completely destroyed the educational system. This put educators, students, and the entire government in a difficult predicament that required creative problem-solving.

Teachers and students who were forced to embrace online platforms as the best alternative to maintain the continuity of education during the new coronavirus found that the transition from face-to-face learning to online learning is highly tough . Since technology adoption in Algerian universities is still in its infancy, the majority of teachers are not technologically literate enough to embrace the current situation, which is that courses are designed and delivered online. This is a problem with the transition to online education. Therefore, the distance learning has to be further promoted or practised.

Q1. What is the difference between distance learning and traditional class?

Q2. What are the main challenges and the obstacles faced by university educators and their students when shifting from face to face to online education during the pandemic?

Q3. How do students perceive the use of ICT tools during the Covid pandemic?

From the above questions, we can assume the following hypotheses:

- 1) Distance learning refers to the courses that can be studied without needing learners to be present, in contrast traditional class require learners to be present with the teacher.
- 2) EFL students and teachers would face numerous difficulties and barriers if they switched to an online learning environment.
- 3) Students may find the use of ICT tools very efficient approach during the lockdown.

A questionnaire and an interview will be used to obtain the information of teachers and EFL learners and of first year master level at Ibn Khaldoun university of Tiaret, students who completed online courses during the pandemic will receive the questionnaire in order to better understand the challenges and opportunities they encountered. The interview is created to know teachers perspectives and experiences when adopting distance learning.

This research has two parts: theoretical and practical. In the theoretical part, there are two chapters. The first chapter presents the theoretical background of distance learning and offers

definitions of distance learning from various authors and writers. Along with its distribution methods and platforms, it highlights the numerous advantages and disadvantages of distance learning. The various obstacles to the adoption of online learning are also covered in this chapter. The second chapter attempts to deal with learning during the pandemic and its impact on the world and education.

The last chapter is the practical part, which includes the description and analysis of the teachers and students questionnaires and interviews.

Chapter One

Distance Learning and its Advantages

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Introduction

Education is merely the delivery of knowledge, skills and information from teacher to student. It is the process of becoming an educated person, which means you have access to optimal states of mind regardless of the situation you are in.

Distance learning, also called distance education, e-learning and online learning, which is the process of transferring knowledge to learners who are separated from the instructor with the use of various technologies to facilitate students- teacher and student-student communication.

I.1 Distance Learning Definition

Distance learning is a new method of education which has several definitions that share one concept. This point will be discussed in detail in the following sections, as well as its history, importance and its impact on education as a whole.

I.1.1 Definition

Distance learning is an educational process that is conducted beyond the traditional classroom setting. As a term, it refers to the courses that can be studied without needing learners to be present. Distance education requires structured planning, well-designed courses, special instructional techniques with electronic methods of communication and other technologies, as well as a specific organizational and administrative arrangement.

I.1.2 History of Distance Learning

When we say distance learning we say “Sir Isaac Pitman” the father of “distance education”. It all started in England ”1840” when the entrepreneur educator Isaac who taught the glamorous topic of Shorthand sent a mail homework via Pony express to his students so they would mail their assignments back to him.

I.1.3 Significance and Importance of Distance Learning

- _ A course that fits learner’s lifestyle
- _ Learners can study anywhere at anytime
- _ Students can earn while learning
- _ Students enjoy freedom and flexibility
- _ Learners can easily get enrolled for the classes
- _ Learners can learn more for less costs

I.1.4 What is the main point of distance learning?

The main point of distance learning is that it allows learners to fit their learning around their work and home life.

- It’s learner’s decision to decide when and where to study
- Learners can gain a degree from anywhere in the world.
- Students have the opportunity to gain useful, transferable skills, such as research and planning
- Distance education courses often cost less than a full-time degree.

I.2 Types of Distance Learning

Distance education has several types; each type differs from the other with its specific characteristics.

I.2.1 Blended Learning

- Blended learning combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning.
- The goal of blended learning approach is to join the best aspects of both online and face to face instruction.
- The online courses provide learners with multimedia-rich content anywhere at any time.
- Classroom time is used to engage students in advanced interactive experience.

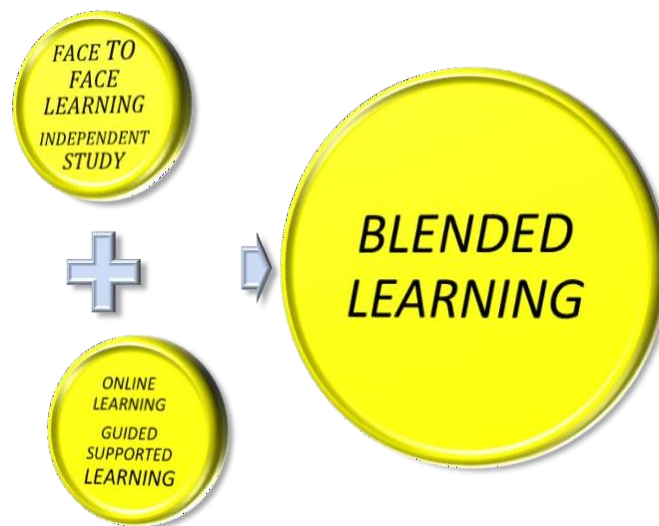


Fig 01: Blended Learning Infographic

Source: Hybrid Learning Institute (2015)

I.2.2 Hybrid Learning

“The hybrid learning institute (HLT) is an organized group of teachers, administrators and subject-matter experts seeking to create more students-centered approach to learning.” (Hybrid Learning Institute, 2015)

It implements synchronous lessons taught simultaneously and enables teachers to teach both in-person and remote students at the same time.

- Hybrid Learning Lesson Design

Hybrid learning has a specific lesson design and it is as follows:

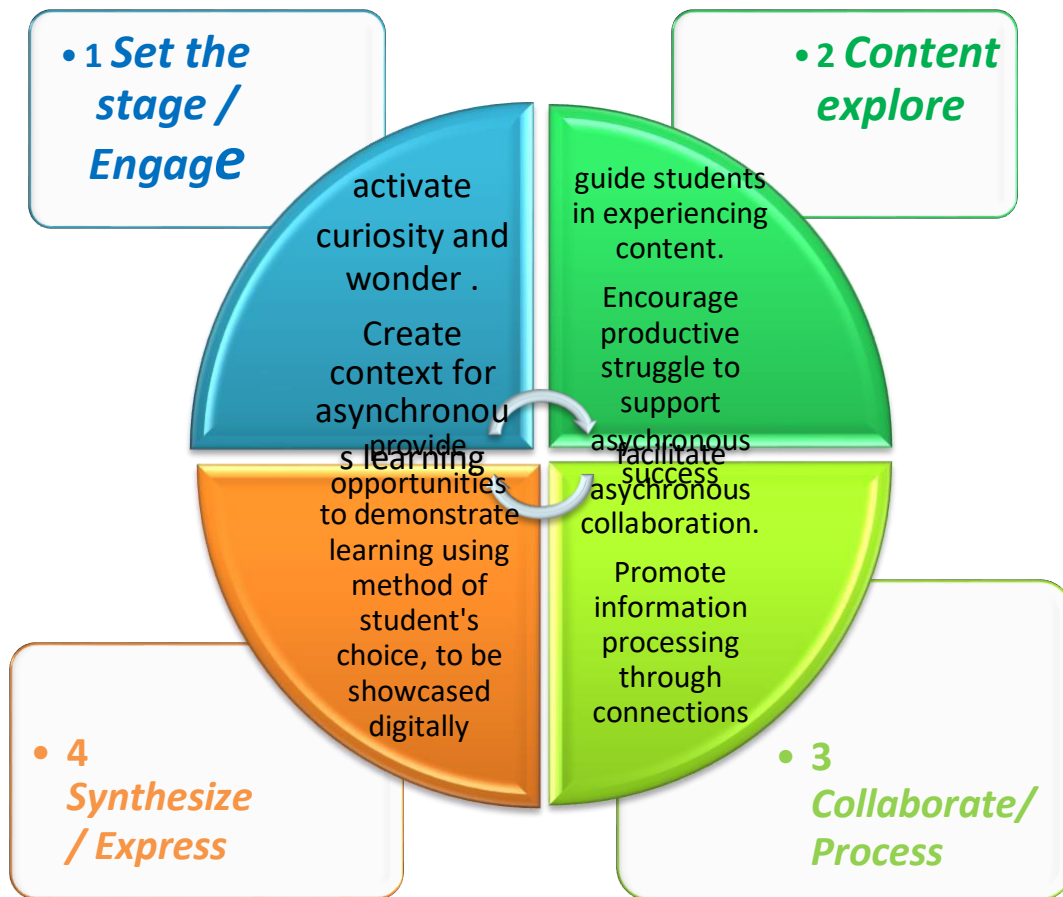


Fig 02: Hybrid learning lesson design

Source: Hybrid Learning Institute (2015)

I.2.3 Synchronous Distance Learning(Education's modes)

Synchronous learning takes place in real time, it occurs when students learn the same thing at the same time, while the trainer and the learner are physically separated from each other. In synchronous learning communication occurs in real time, so that the trainees sign into a website where instructors interact with students and start teaching.

a- Advantages of Synchronous Learning

- Structured learning
- Students learn at the same time often at a schedule class time.
- Direct interaction between teachers and students
- Increased interaction
- Work must be completed at specific times on a set schedule.
- Checking in, questions and answers

- _ Discussions and presentations occur at specific times in an online setting.
- _ Immediate feedback
- _ Cost effective
- _ Real-time collaboration
- _ Real-time discussion
- _ Motivation to complete assignment course
- _ Facilitator can gauge understanding of concepts.

b- Problems with Synchronous Learning

- _ Lack of flexibility
- _ Learners being held back
- _ Students rely on technology.
- _ It can be hard for learners to attend live meetings.
- _ Difficult to tell if students are engaged during virtual group sessions.

c- Synchronous Learning Tools

- _ Online chat
- _ Skype video
- _ Conferencing
- _ Instant messaging
- _ Live webcasting
- _ Online meeting
- _ Google meet
- _ Zoom

I.2.4 Asynchronous Learning

A synchronous learning provides learners with the opportunity to learn the same thing at different times, from different places. In other words, asynchronous e-learning occurs when students are not online at the same time, it allows learners to participate according to their own schedule.

The trainer prepares the courseware material before the course takes place, while the learner is free to decide when to study.

a- Advantages of A synchronous Learning

- _ It Allows students to concentrate on their answers before they actually respond.
- _ Instructors provide assignments and tests that can be assessed any time.
- _ Adults are goal-oriented.

- _ Adults are relevancy oriented.
- _ Learners are practical.
- _ Learners like to be respected.
- _ Cost effective and time independent.
- _ Learners bring life experience and knowledge to learning experience.
- _ Adults are internally motivated and self-directed.
- _ Time committed to tasks is completed more efficiently.
- _ Flexile (learners are free).
- _ No “live” trainer.

b- Disadvantages of Asynchronous Learning

- _ Learners may feel lack of connection.
- _ Delayed feedback
- _ No immediate access to facilitator if any questions or issues arise.
- _ No real time involvement
- _ Limited exchange of ideas
- _ Isolation
- _ Requires self- discipline
- _ Limited contact with instructor
- _ Self-paced training requires a level of self-motivation to complete the course.

c- Asynchronous Learning Tools

- _ Videotaped classes
- _ Question and answer mentoring
- _ Reading e-mail messages
- _ Self-paced online courses via internet or CD-ROM
- _ Discussions forums and groups
- _ Blogs
- _ CDs and DVDs
- _ Recorded audio tapes
- _ Stored audio or video Web presentations or seminars

d- Tips to Develop Asynchronous Learning

- Make an intuitive a friendly-user design

- Be consistent with communication
- Keep a balance between entertaining and enlightening
- Create an online forum to encourage collaboration
- Try to include links and resources within the learning course
- Set expectations and learning objectives up front
- Stories and real world examples boost motivation
- Encourage group collaboration to provide peer-based support
- Give importance to communication
- Create a comfortable environment where learners can interact and discuss freely

I.3 Advantages of Distance Learning

Distance education has several positive and helpful points, which are as follows:

I.3.1. What are the advantages of distance learning?

- Students gain more knowledge than standard classes.
- Distance learning offers flexibility.
- A whole world of possibilities
- Connect learners to the whole world
- Online courses promote life-long learning
- Distance education helps you meet interesting people
- E-learning offer more individual attention
- It helps employees work more efficiently
- Online courses are convenient
- Distance learning costs less, it have financial benefits
- E-learning connect you to the global village
- Distance courses bring education right to your home
- Fostering long distance friendship
- Amount of time to be spent
- Learners are free to replay or reread.
- Helps learners to make their own path
- Online education helps students develop their technical skills.
- Safer, more accessible environment
- Distance courses meet learner's needs.
- Opportunity to learn at one's pace.

- E-learning is more to eco-friendly option.
- More frequent evaluation can help decrease distractions.
- Distance learning needs a less time-consuming commitment.

I.4 Reasons for Adopting Distance Learning

Distance learning has important benefits which motivate educators to adopt and rely on. It is characterized by the following features:

I.4.1 Flexibility

- Flexibility refers to using the speed of movement.
- It provides students with the option to participate wherever they wish.
- With remote learning facilities, students can obtain their degree from home
- Facilitate the user's accuracy and precision
- Provide adaptability to the user's pace

I.4.2 Easy Access

Simplicity is the key. Some students lack basic access to educational facilities. Remote learning programs offer every learner the ability to learn and improve themselves in their own effective environment. Any system you adopt to either teach or learn should be user- friendly, it means a clear certain essential features that include:

- A digital whiteboard
- Annotation
- Screen recording with audio
- A direct student-to-teacher communication

So that learners can attend at anytime from anywhere in the world, which automatically develop learner's technical skills.

I.4.3 Less Cost

Online courses are becoming the new fashion. There are even universities that can eliminate expensive infrastructure overhead and get straight to teaching.

Online courses eliminate all the transportation expenses, and make the learner able and free to access according to his own schedule.

I.4.4 Ease of Use

Ease of use is a way of approach, it is a passage. Online courses are easy to use, learners can attend at anytime from anywhere in the world easily. They are quick and easy to share.

I.5 Distance Learning in Higher Education vs. in Algerian Universities

Distance learning differs from one country to another, as each one has its own way of being implemented in universities.

I.5.1 Distance Learning in Higher Education

According to the teachers “Michele Pellizzari” and “Jèrèmy Lucchetti” at the university of Geneva (Institute of economics and econometrics) the case of the first year students (about 1,459 students) , found that COVID-19 as a resulting look down has across the globe of broad classroom based learning to a stand still for many. Online teaching has flourished during the pandemic; they were randomly offered online courses. Students had the opportunity to attend face to face classes if they wanted to multiple choice exams which are linked to material covered in each week.

The overall impact of online learning is to deepness in inequalities between the more and the less able students. Accessing with students, make them more likely to answer questions correctly because they already had the access of the online lectures.

Having access to stream lectures reduces the probability of correctly answering the questions of -2% for the less able students, but the effect on the opposite has a positive increase in -2.5% in probability of the less able to answer questions correctly.

University students prefer to attend face to face classes, so offering streaming classes reduces face to face participants by 8% , however, when streaming is not available, students of different abilities make different choices.

High ability students are more likely to stay at home and study the materials on their own, but when facing obstacles such as bad weather, less able students still want to make effort to go to class, it is because they find it hard to understand materials without the in-person teaching and explaining.

Looking forward, we need to find a better form of online teaching that can reduce inequalities. The mastery of techniques tests during the pandemic, offer a unique opportunity to do so.

I.5.2 Distance Learning in Algerian Universities

Like many countries in the world, Algeria has been affected by the Corona-Virus pandemic, not only on the economics field, but on the educational system of all the countries in the world

which led to the suspension of schools and universities as a protective measure to stop the spread of this disease.

In Algeria, Covid19 like most countries have drawn the attention of the higher educational system. In retort to the Algerian's president's measures, the Ministry of Higher Education determined to the "On-line Learning".

The Algerian Minister of Higher Education and Scientific Research, start working with the directors of university institutions to make sure on the progression of students receiving the lectures remotely for period of not less than a month.

The Minister set the 15th march 2020 as the first day of launching the implementation of the intuitive in practice, and pointing out the importance of serious application of the contents of the memo, also, he insists on the need of the necessary technical measures to keep the remote communication between teachers and students. (Ministry of Higher Education, 2020)

As a result, the Algerian universities institutions has set up MOODLE as an electronic system to establish the On-line education and complete the studies, so that this can allow students, teachers and researchers carry on their tasks virtually, because of the closure of all the educational institutions.

I.6 Challenges of Using Distance Learning in EFL Teaching

Distance education has many challenges which differ from teachers to learners. The following sections will explain briefly this point.

I.6.1 Challenges Faced by EFL Learners

a- Ineffective Time Management

Research has proven that many students find it hard to have the balance between their daily lives and their studies. Unfortunately, the same research also uncovered that effective time management can be so hard especially in distance learning environment, where students are challenged to pace themselves without their friend's and peer's support, which could be helpful for them to stay focused in class.

b- Lack of Instant Communication

In an e-learning setting, communication is often asynchronous, which create a gap between student and teacher, and sometimes it allows problems to aggravate before it can be even corrected, however, in an in-person setting, communication happens instantaneously, so it easy for students to get answers and explanations.

c- Not Receiving Timely Feedback

Not receiving regular feedback because of the online learning, can create some doubts for students about their performance in class or their progress or even about what their teacher's expectations about them, so providing an appropriate orderly feedback is one of the most important steps in teaching, that a teacher can engage his students with.

d- Not Receiving Clear Instructions or Expectations

While providing clear standard is a challenge in any classroom, asynchronous communication can make it a greater impediment.

I.6.2 Challenges for Teachers**a- Time Management**

According to the statistics, nearly half of college students surveyed –over 48%–, say that they don't have enough time for their coursework, as time management is a challenge for students, it is also one of the major challenges of e-learning for teachers. Online teachers find themselves under the need of taking on additional tasks, like checking notifications, moderating discussion boards, updating class websites, sharing resources for students and responding to an increased number of emails.

b- Ambiguous, Delayed Communication

In a standard classroom setting, students and teachers communicate, immediately, clearly and continuously. Which make it easier for instructors to resolve what are those students struggling with and in which domain.

However, in an online classroom setting, communication is often asynchronous, most of it taking place via emails or on message boards.

Furthermore, digital instructors don't have the feature of observing body language, non-verbal cues, or even snippets of classroom conversations, all of which provide an abundance of information about student's performance and progress.

Technical issues, like weak WIFI or poor audio quality, can greatly boost these challenges of online learning by making it harder for teachers to understand and respond to their learner's questions and concerns.

c- Slow or Vague Instructor Feedback

The lack of receiving clear and timely feedback, can allow students to be non-sure about their progress and their performance in doing home works, projects,...etc. which lead to poor students-teacher communication and poorer academic performance.

All of which is because of the absence of the non-verbal cues and asynchronous communication that occurs in traditional classroom.

I.7 Practical Solutions to Online Learning Difficulties

Since distance education has advantages and challenges, this does not prevent that it has difficulties as well, and the solutions of these difficulties differ from teachers to learners.

I.7.1 Practical Solutions to Online Learning Difficulties for Learners

a- Share Time Management Apps and Resources for Students

Experts see that an effective time management skill is one of the basics in e-learning. Teachers have to motivate students to look for the numerous time management Apps and resources that are available for online learners and many of them are for free, like the Nation University that offers a comprehensive suite of “time management resources for students” including daily planner, links, Apps, worksheets and even a time management calculator.

Education experts also recommend surveying students periodically, so that the teacher can be able to know how his students allocate their time towards various tasks.

So once the teacher identifies his student’s trouble spots, he can offer them tailored guidance.

b- Use of Educational Technology

Online learning doesn’t mean it has to be asynchronous. In fact, there are several tools that help learners and teachers communicate face to face. For example: teachers can use video conferencing software to have live conversations with his students, so that students can ask all the questions and concerns they need.

Teachers can also use instant messaging apps so that they can communicate via texting, in which they can send pictures, videos, resources, and so on.

Rather than this, technology is always evolving, we have: zoom, Skype², face time .

c- Increase Peer Review

To evaluate and raise your student’s performance, learners require prompt, insightful feedback. The feedback that students receive can be enhanced in a number of ways:

One strategy is to arrange one-on-one group meetings with your student, perhaps one a week or twice a month, where you will specifically discuss recent assignment and give comments.

Giving vocal comments enables you to reduce the amount of time you spend composing and rewriting documents without compromising the thoroughness or caliber of your assessment. Consequently, your learners get better feedback faster.

Allowing greater peer review, or the practice of giving feedback on one another’s work, among your learners, is an additional strategy.

In one remarkable experiment, a professor at Duke University allowed 100% of the grading to be handled by a peer review process. The results were predictable, learner's satisfaction soared, and teacher stress reduced.

d- Clearly Define the Grading Criteria

In a traditional classroom, syllabi and rubrics are crucial tools. Ensure that you provide your online learners thorough introduction to the course that includes information about:

- _ The type of subject you will be covering
- _ What each student will need
- _ How each type of assignment will be graded
- _ How to share or upload papers
- _ What to do if they had technical challenges
- _ Deadlines, examination dates, holiday schedule and other noteworthy calendar occasions
- _ Ways to reach you

I.7.2 Practical solutions to online learning difficulties for teachers

a- Time Management Apps for Teachers and Educators

Teachers frequently have a lot on their plates, and without a routine, this workload may become intolerable. We advise researching the plethora of apps and websites that are intended to assist you with workflow, task, delegation, and productivity, if you find yourself having trouble in managing your time.

Slack, Google drive, focus keeper, and are some fantastic examples that you should give them a try.

Additionally, experts advise avoiding procrastination as well as scheduling some spare time in your calendar in case an emergency arises. You may prevent being behind and feel stressed by planning your schedule with extra or open time.

b- Instant Messaging and Video Conferencing EdTch

The success of your student depends on live, ongoing contact. Without it, students are unable to voice issues when they are unclear, understand the evaluation standard or properly asses their own understanding for the subject.

The issue of asynchronous communication can luckily be solved in a variety of ways, thanks to educational technology or “EdTch”.

Using” EdTch” such as video conferencing tools and instant messaging platforms, online instructors can close the communication gap. For instance, you may organize brief weekly conversations with each student or hold Q&A sessions after your lectures.

c- Offering Online Students Quality Feedback

- Share feedback in an audio or video format. As opposed to typing them, recording or broadcasting your remarks can be far quicker.
- Be sure your feedback includes suggestions that can be implemented. Comments that can be taken action upon are known as “actionable comments”. Actionable criticism helps students develop their critical thinking and feel more in control of their learning.
- More peer evaluation and comments should be included in your homework. While reducing some of your personal burden, this gives learners new views and promotes greater participation.

I.8 Characteristics of Successful Students in Distance Learning

In order to be a successful learner in distance education, you must have many characteristics and qualities that help you to achieve such success.

I.8.1 Be an Independent Learner

- Independent learners rely on no one.
- The independent learner takes his own responsibility.
- Being independent is being self-directing learner.
- Being independent means you are not dependent.
- An independent learner is not subject to control by others.

I.8.2 Goal Oriented

- Goal oriented is being ambitious and enterprising.
- Goal oriented learners are supposed to work hard.
- A goal oriented learner is an organized one.
- Goal oriented learner is a motivated learner.
- Goal oriented learners are learners who are learning with purpose.

I.8.3 Set a Schedule and Keep it

- The learner must be organized.
- The learner has to believe that time is money.
- Sticking to a schedule, make you responsible.
- Being responsible to something, is giving it importance.

I.8.4 Taking Responsibility to the Learning Process

- A good learner is a responsible learner
- Being responsible when it comes to planning your schedule learning
- Giving importance to your studies
- A responsible learner is an organized one

I.9 Tools Used in Distance Learning

Distance Learning requires several equipment and applications to keep in touch with the learners.

I.9.1 Google Classroom

As one of the most robust free tools, it has a ton of versatile features for K12 educators. In fact, this may be the e-learning software that many schools districts already use for in class assignments.

Teacher can share files easily using the integrated tech of tools like G-mail, Google slides, Google Docs, among others

It let Teacher invite students to a private Classroom via a code, in which they can submit assignment for easy grading, feedback, and assessment.

Cost of Google classroom: free

I.9.2 Canvas

Canvas is a learning management platform that is used by over 30% of higher education communities.

It is becoming a top provider for K12 learning, too.

This app friendly system allows parents to see what assignments their kids need to do.

It also provides data metrics for administrators to use for performance improvements.

Cost of canvas:

- Basic account: free to students and teachers.
- Full account: schools and districts should contact canvas for a quote.

I.9.3 Edmodo

Edmodo is a mobile friendly platform that ties together many of the cumbersome duties that teachers deal with today.

Sending messages, sharing assignment, tracking grades, and even creating quizzes can now take place in one pleasant looking platform.

Plus, parents can get their own login to see what their student has been up to and to address any learning gaps.

Cost of Edmodo: free

I.9.4 Zoom

Zoom is a video conferencing platform developed by zoom video communications, that can be used through a computer desktop or mobile app, and allow users to connect online for video conferencing meetings and live chat.

Instructors can set up zoom meetings to conduct classes online, as well as record them for later access by students.

Cost of zoom: available for all users.

Conclusion

Distance Learning has become the new trend, as it saves a lot in terms of financial aspects and in terms of time consuming and effort, especially in such age which is the age of technology and development. However, despite the widespread of distance education, learners always prefer the traditional classes, which have its special atmosphere.

Chapter Two

Distance Learning In Corona-virus Time

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Distance Learning In Corona-virus Time

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Introduction

It is said that ‘necessity is the mother of invention’, this proverb that embodied for us the situation of the countries around the world, among them Algeria, when the dangerous virus “Covid-19” surprised it, which affected various fields and domains, especially the educational field, where distance education was resorted to under quarantine conditions. This study, entitled ‘Distance Learning and the Impact of the Corona Pandemic on Education and Learning’ comes to know the changes and the strategies that have been used during covid-19 , and to address the essence of distance learning and education, including its pros and cons, and most importantly, to identify the difficulties faced by students and teachers under difficult health conditions.

This research aims at investigating and assessing the first experience of learners with distance learning during the pandemic. When the COVID hit, many schools closed and distance learning became a necessity. On short notice teachers had to switch from using textbooks to online platforms and social media to facilitate and simplify learning. This meant identifying, adapting, and developing teaching and learning material.

The COVID -19 pandemic led to a sea of change in the education realm around the world, teachers, learners, and parents were forced and obliged into distance learning in what felt like an instant. While many students were returning to in-person classrooms, online learning - which refers to any learning that occurs on the web, is only ramping up.

In this case, the physical classroom learning is no longer practical for the working and resident students. Internet and distance learning, which is generally known as online education, plays a crucial role in the development of countries in the educational system. It is undeniable that online education provides ample of benefits to these two categories of learners, online learning platforms offer an opportunity and help students to master some of the technological device of our generation and facilitate learners’ access to the outside world and to reinforce learning, like the fact of creating and including more and more online learning platforms in education to reinforce it.

II.1. Corona -Virus Disease (Covid 19)

II.1.1. Definition of Covid 19

The world has known different new diseases that have been emerged in different geographical areas, with pathogens including Ebola virus, Zika virus, Nipah virus, and coronaviruses (CoVs).

Coronavirus (Covid-19) is a contagious disease that has been emerged in Wuhan city , China, and initial genomic sequencing data of this pandemic do not match previously sequenced COVs, suggesting novel COV strain (2019-Ncov), which has now been termed severe acute respiratory syndrome COV-2 (SARS_COV-2). (Kuldeep at al., 2019)

Covid-19 is a dangerous virus that can cause illness or death sustained person –to –person transmission, it was the worst pandemic in modern history, coronavirus spreads rapidly around the world because people do not have the immunity needed to fight this new infection.

Covid-19 is a global pandemic, spreads through the air in droplets that can infect persons, spreads through a cough or sneeze or through touching things that infected people have touched. This virus affects your lunges and airways, older people and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease, or cancer are in higher risk to develop serious illness. Anyone can get sick with covid_19 and become seriously ill or die at any age.

Family of Corona viruses is a large family of viruses that may cause disease in both animals and humans, that a number of corona viruses cause respiratory infections in humans, whose severity ranges from common colds to more severe diseases such as Middle East syndrome and severe acute respiratory syndrome (SARS). It is declared that the origin of the Corona virus is natural, and most specifically bats, as the disease causes a great impact on the respiratory system of humans, covid-19 usually develops a fever, shortness of breath and fatigue, and its defer from human to human, as it increases with chronic diseases and the elderly, especially those with lower immunity, and the severity of people who suffer problems increases. Medical, cold, nasal congestion, diarrhea and throat pain are the most prominent symptoms, but they vary between people, and matters may develop into respiratory problems and respiratory infections that lead to the life of the infected person. (Who, 2020)

II.2.2. History of Corona Virus

In late December 2019, an outbreak of a mysterious pneumonia, characterized by fever, dry cough, fatigue, aches and pains with occasional gastrointestinal symptoms, occurred in the humid seafood wholesale market of Huanan Seafood Wholesale Market in Wuhan, Hubei

Province, China. This reported the first outbreak in the market in December 2019, affecting about 66% of the employees there. The market was closed on January 1, 2020 after the local health department issued an epidemiological alert on December 31, 2019. However, in the following month (January), thousands of people in several provinces and cities (Beijing and Shanghai), including Hubei, Zhejiang, Guangdong, Henan, Hunan, etc., were overwhelmed by the epidemic. In On top of that, the disease has also spread to other countries such as Thailand, Japan, South Korea, Vietnam, Germany, the United States and Singapore. On January 21, 2019, our country's first case was reported. As of February 6, 2020, the WHO had recorded a total of 28,276 confirmed cases with 565 fatalities in at least 25 countries. It was later determined that the outbreak's pathogen was a novel beta-coronavirus known as 2019 novel coronavirus (2019-nCoV), which brought back the dreadful memory of the severe acute respiratory syndrome (SARS-2003, brought on by another beta-coronavirus) that occurred 17 years earlier. (Yi-CHI, CHING-SUNG & Yu-JIUN, 2020)

The current crisis or what is known as the Corona crisis, which is facing multiple countries around the world has become the fifth documented pandemic since the 1918 flu pandemic. Coronavirus was first identified in Wuhan, China, and subsequently spread worldwide. The covid-19 was officially named severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) by the International Committee on Taxonomy of Viruses based on phylogenetic analysis. SARS-CoV-2 is believed to be a spillover of an animal coronavirus and later adapted the ability of person-to-person transmission. Because the virus is highly contagious, it rapidly spreads and continuously increases in the human population.

Currently, people from all over the world have been touched by coronavirus disease 2019 (COVID-19), which is the fifth pandemic after the 1918 flu pandemic. Covid-19 traces the first report and subsequent outbreak from a cluster of novel human pneumonia cases in Wuhan City, China, since late December 2019. The earliest date of symptom onset was 1 December 2019. The symptomatology of these patients, including fever, malaise, dry cough, and dyspnea, was diagnosed as Viral pneumonia. Initially, the disease was named Wuhan pneumonia by the press because of the area and pneumonia symptoms. Whole-genome sequencing results showed that the causative agent is a novel coronavirus. Therefore, this pandemic is the seventh member of the coronavirus family to infect human's lopment against the virus. (YEN, REI & SHIN, 2020)

Coronavirus has had a particularly dire impact on the lives of millions people around the world. At the beginning of June 2020, the number of COVID-19 infections had exceeded 7.3 million cases affecting most countries, territories and this was a warning to other countries. As the number of cases and fear of contagion has spread quickly and there was no longer something

that can be stopped, so too have confinement measures. To facilitate physical distancing, most countries implemented either full or partial lockdown measures to prevent transmission.

The world has been shaken like never before by the coronavirus 2019 (COVID-19) pandemic, an unprecedented global humanitarian crisis as governments around the world have adjusted lockdown measures and movement control measures to curb the spread of SARS-CoV -2 in order to protect and safeguard the health and well-being of citizens, the International Journal of Quality and Innovation is very interested in submitted COVID-19 reports that seek to shed light on the challenges and opportunities posed by the COVID-19 Communities such as: business, workers, consumers, educators, families, government and society.

II.2.3. Causes of COVID-19 Misperceptions

COVID- 19 is an infectious disease that first came to worldwide attention in December 2019, Cases of COVID-19 infection began to spread globally in increasing numbers because people do not have the immunity needed to fight the new infection. As of April 17, 2021, the COVID-19 pandemic has resulted in more than 2.99 million deaths from more than 139 million documented cases, as well as the greatest worldwide economic slump since World War II (Corona Virus World meters; The World Bank 2020). An unprecedented "Infodemic," which is defined as the rapid dissemination of rumors and conspiracy theories through numerous channels, has also been observed at the same time (Zarocostas, 2020; The Lancet Infectious Diseases 2020). Tedros Adhanom Ghebreyesus, the director-general of the WHO, stated that "We're not only fighting with a pandemic; we're fighting an infodemic" since it made the situation worse.

Infodemic was first used by Washington Post columnist David Rothkopf in 2003. (Rothkopf, 11 May 2003). Its definitions range from Merriam-"a Webster's rapid and far-reaching spread of both correct and false information about something, such as a disease," to "a few facts, mingled with fear, speculation, and rumor, magnified and disseminated swiftly worldwide by modern information technology." It has been used infrequently thereafter, but the WHO has recently stressed it as the global problem for global health. This subject may not have been adequately explored or understood since, until recently, not enough attention was paid to it. The pilot search turned up a recent systematic review of COVID-19 disinformation (Ali, 2020). However, it only looked at 35 papers from a pre-selected list of publications and only focused on the effects of the study rather than conducting a thorough literature search.

Humanity faces an unparalleled threat from the COVID19 epidemic. Nonetheless, there appears to be a wide range among people in terms of their understanding of and concern with COVID19, as well as their desire to alter their behavior in response to the epidemic.

The COVID-19 pandemic has been accompanied by what is known as an “infodemic” the spread of misinformation around the world, creating serious public health concerns. Infodemics are worrisome because the dissemination of false or misleading information can alter transmission patterns (Kim et al., 2019), thereby altering the size and lethality of pandemics. This information can be shared by all media, but there are particular concerns about the role of social media such as Facebook and Twitter in reinforcing misconceptions. These platforms are increasingly used as primary news sources (Mitchell et al., 2016), and a great deal of misinformation has been documented on these platforms (Garrett, 2019; Vicario et al., 2016).

Misunderstandings are most meaningful when they affect behavior in dangerous ways. During a pandemic, misunderstandings can be deadly. In this case, we found that misperceptions were associated with lower risk perceptions of COVID-19 and lower adherence to social distancing measures.

The main causes of the infodemic were identified as the use of social media, low levels of health/ehealth literacy and the potential for rapid publication processes and preprint services. Other reasons include ideology, information overload, economic incentives, and mass blockades. In addition, the vicious circle of human rumor spreading behavior and the public's psychological problems (such as fear, need, and dread) become the characteristics of the information epidemic.

II.3 Impact of Covid 19

II.3.1.. Impact of Covid-19 on the Whole World

The COVID 19 epidemic, which struck at the start of the New Year 2020, stunned the world's people and caused isolation and face-to-face communication prohibitions. A psychosis-like atmosphere of anxiety, doubt, and hazy future developed. The political and social activities have all been sternly maintained. As a result, there has been a significant drop in the world economy, healthcare systems, and social life standard. the most recent surveys show that, the new virus has affected 210 of the world countries. There are 2,261,425 reported cases, 154,734 confirmed dead, and 579,212 being recovered. (Regencia, Siddiqui, and Allahoum, 2020)

There are affected countries than others due to COVID 19. The U.S. for instance, the country is presented with the highest rate of infections: 712. 184 reported cases, 32. 823 confirmed deaths, and 59. 532 recovered; followed by Italy which has 127. 434 reported cases, 22. 745 confirmed deaths, and 42. 727 recovered; then Spain which has 190. 853 reported cases, 20. 002 confirmed deaths, and 72. 963 recovered; and France with 109. 252 reported cases, 18. 681 confirmed deaths, and 34. 420 recovered (Corona virus Resource Center, 2020). As the mortality and infections rates increase, research centers and laboratories still challenge to find the appropriate cure to COVID 19.

The global spread of the 2019 coronavirus disease (COVID-19) has resulted in hundreds of thousands of fatalities, the closure of economies and borders, and unimaginable devastation. In many areas, it has severely taxed healthcare resources and staff. COVID-19 has paralyzed the global economy, impedes economic production, supply and air traffic around the world, Weakening global demand, isolated countries and affected countries Industries such as finance, aviation, transportation, and tourism suffered heavy losses. China production slowdown due to COVID-19 outbreak is shaking the world trade, and could lead to a \$50 billion drop in global value chain exports (United Nations Conference on Trade and Development, 2020, p. 2). Because China has become the central production hub for many global business operations, slows the impact of production on a given country depends on how dependent its industry is Chinese suppliers (United Nations Conference on Trade and Development, 2020, Para.1).

In this context, UNCTAD Secretary-General Mukhisa Kituyi agreed that COVID- 19 outbreak and widespread has caused serious risks to global economy, in addition to human threats. Therefore, any decrease in industry or manufacturing in any part of the world will result in a slowdown in global economic activity (United Nations Conference on Trade and Development, 2020, para.4). According to UNCTAD estimates, the most affected sectors include precision instruments, machinery, automotive and communication equipment. Among the most affected economies are the European Union (\$15.6 billion), the United States (\$5.8 billion), Japan (\$5.2 billion), The Republic of Korea (\$3.8 billion), Taiwan Province of China (\$2.6 billion) and Viet Nam (\$2.3 billion).The estimated global effects of COVID-19 are subject to change depending on the containment of the virus and or changes in the sources of supply. (United Nations Conference on Trade and Development, 2020, para. 6)

II.3.2. Impact of Covid_19 on Education

Institutions, schools, universities, and many other financial departments have found themselves in the face of a righteous virus since the covid-19 epidemic that began in early 2020.

This virus has affected the function of several concerns. The covid-19 epidemic has forced nations to taken precautions, including quarantines and the suspension of all academic activity at both public and private institutions, to prevent and stifle the spread of the virus. *"The covid-19 has resulted in schools shut down all across the world. Globally, over 1.2 a billion children are out of the classroom"* (C.LI, Lalalni, 2020) Such acts have disrupted the educational process, forcing stakeholders from many institutions to move quickly to maintain the normal flow of teaching and learning and assist instructors in maintaining a better course of education.

The unidentified virus has caused profound changes over the entire planet, forcing governments to act right away to adapt to the new way of life. In particular, education has seen important changes, particularly the switch from face-to-face to digital learning. Academic institutions were left with little options for how to continue teaching and learning in light of the newly established lockdown issues as a result of the lockdown techniques. Teachers in higher education were asked to learn new assessment techniques and get ready to teach online. The primary mode of instruction in universities is face-to-face instruction, making the usage of ICTs there modest. . This reality is one of the main reasons why teachers are asking for immediate and urgent digital training and deal with the sudden and unexpected new learning circumstances. On the other hand, students found themselves compelled to transit into

E-learning and become acquainted with basic digital devices to learn and execute different academic tasks, *"E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools."* (Subedi et al., 2020, stated in Pokhrel & Chhetri, 2021, p. 01)

The covid-19 outbreak, forced the closure of numerous educational facilities, disrupting the flow of learning. More than 1.6 billion kids in more than 190 nations have been impacted by the COVID-19 epidemic. The closing of schools and other institutions has altered the character of education and presented teachers with numerous difficulties. Several governments' social exclusion and quarantine regulations have had a significant impact on how we live in general and on how we educate our children. *"Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease."* (Sintema, 2020, cited in Pokhrel & Chhetri, 2021, p.01)

II.4. Learning during the Pandemic

II.4.1. Changes in the Teaching

The education sector remains one of the most affected sectors by Coronavirus outbreak. It led to school closures in many countries in an attempt to contain the spread of the pandemic;

“COVID-19 outbreak has created educational disruptions, and global health concerns that proved very difficult to manage by global health systems.” (Onyema et al, 2020, p. 108)

Coronavirus changes traditional teaching model to education model Faculty and students exposed to new innovative technology models educational tool. Teachers need to adapt technology to successfully perform Teaching and testing online. Technology can help alleviate the impact of school closures, but not a substitute for the important impact on students-teacher's personal interaction. Using technology to support teaching and Learning has become an essential skill in today's world. So, all educational institutions, Educators and learners need to adopt technology and improve their digital skills mitigating the impact of the coronavirus on education.

With schools and universities closing due to the Covid-19 pandemic, teachers, students and parents are all concerned about the future of education. As the death toll rises, health workers are doing everything they can to fight the virus, while educators are struggling to keep delivering quality education. Students in particular are feeling the stress of studying at home and taking exams, many of whom have spoken out about concerns about their futures and the mental health due to the pandemic.

The use of online digital tools is partially limited and dependent upon the teachers' expertise and the students' exposure to these tools. As mentioned above, the online gadgets that are being used so far are Google classroom, Google Meet, Zoom, Moodle and the platform used by the Algerian higher education ministry.

The outbreak of coronavirus pandemic increased the global demand for online education. *“It has made it mandatory for the teachers of developing countries to use online platforms for teaching and assessment to support the education sector.”* (Joshi, Vinay & Bhaskar, 2020)

Technology is integral to student-teacher connection and communication especially in moments of isolations, quarantines, and lockdowns as a result of health crises and other emergencies. (Onyema et al, 2020, p113)

Usage of Technology to support teaching and learning has become an essential skill for teachers. The same is true for students in today's world. There are many educational apps, platforms and resources designed to help Parents, teachers, and school administrators facilitate and deliver student learning social care and interaction during school closures. UNESCO (2020 e), they are listed below:

- Resources to provide psychosocial support: Interagency Standing Committee guidelines, WHO mental health and psychosocial guidance during the COVID-19 outbreak, UNICEF

guidance on how teachers should talk and deal with children about COVID-19, UNICEF

guidance on how parents and caregivers can talk to kids about COVID-19.

- Digital learning management systems: CenturyTech , ClassDojo, Edmodo, Edraak, EkStep, Google Classroom, Moodle Nafham, Paper Airplanes, Schoology, Seesaw, Skooler.

- Systems built for use on basic mobile phones: Cell-Ed, Eneza Education, Funzi, KaiOS, Ubongo, Ustad Mobile.

- Systems with strong offline functionality: Kolibri, Rumie, Ustad Mobile.

- Massive Open Online Course (MOOC) Platforms: Alison, Canvas Coursera, European Schoolnet Academy, EdX, iCourse, Future Learn , TED-Ed Earth School ,Udemy, XuetangX

- Self-directed learning content: ABRA, British Council, Byju's, Code It, Code.org, Code Week, Discovery Education, Duolingo, Edraak, Facebook Get Digital, Feed the Monster, Geekie, Khan Academy, KitKit School, LabXchange, Madrasa, Mindspark, Mosoteach, Music Crab, OneCourse, Profuturo, Polyup, Quizlet, SDG Academy Library, Siyavula, Smart History, YouTube

- Mobile reading applications: African Storybook, Biblioteca Digital del Instituto Latino americano de la Comunicación Educativa Global Digital Library, Interactive Learning Program, Reads, Room to Read , StoryWeaver, Worldreader . Collaboration platforms that support live-video communication: Dingtalk, Lark, Hangouts Meet, Teams, Skype, WeChat Work, WhatsApp, Zoom.

- Tools for teachers to create of digital learning content: Thing link, Buncee, EdPuzzle, EduCaixa, Kaltura, Nearpod, Pear Deck, Squigl , Trello.

II.4.2. Changes in the Performance

Teaching and learning processes are always challenging tasks when it comes to countries where most of the focus is on traditional techniques. Things are getting worse as a result of COVID-19, notably in terms of education and the chance of contracting a viral illness. As was previously said, colleges all over the world closed their doors and switched to online learning platforms.

Almost one billion pupils in 129 nations have been prevented from learning, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO). According to reports from China and certain Western nations, this behavior causes the pupils to experience extreme worry, excruciating tension, and acute melancholy. Pupils started to feel anxious, apprehensive, and hesitant to study and leave their homes. In this regard, Sharp & Theiler

(2018) draw attention to the psychological effects that a public health emergency may have on students, which can manifest as worry, anxiety, and other negative emotions. Furthermore, Wahyu Irawan et al (2020) declare that *“Continuous dissemination, strict isolation measures, and online learning problems at all levels of education are expected to affect mental health, including students.”* To stop the spread of the infection and encourage physical separation, the authorities have implemented either a complete or partial lockdown. These actions led to a cut in working hours and, in some cases, job losses. Due to job loss in their families and inability to pay for their studies, many students were unable to learn online. Second, the pandemic caused schools to close all around the world, keeping students and learners out of the classroom and affecting remote online classes. In reality, since e-learning on digital platforms first started to be used, education has undergone a significant transformation. Yet, because many students experience bad internet connections and lack of classroom space, remote learning is seen as a significant issue contributing to stress and anxiety.

However, remote learning is seen as a major contributor to stress and anxiety, as many students suffer from poor internet connectivity and technology infrastructure. Also, taking daily online classes on computers and mobile phones for long periods of time without a coach can lead to some health problems, especially stress. With remote learning on the horizon, many teachers are still employing the same strategies as face-to-face teaching, which has also created significant stress and anxiety and big ones, many activities, tests, exams, fulfillment of their expectations by their teachers No flexible deadlines for semesters and degrees, increasing stress and anxiety for learners.

Due to certain of their attitudes being unprepared for this sort of learning, many students find it challenging to adapt to online learning. In order to ensure that children are prepared for the new type of transition, instructors should treat them accordingly. Also, because there are several disciplines to teach, there is no set online learning style that can be used right away. For the needs of the many students, each of them calls for particular skills.

Students mental health was a growing concern and when that health is poor it inhabits the core mission of learning while many people may agree that the effects of stress can do a lot on learners studies and behaviours. Well as students stress levels increase the amount of absences due to illness increases also not only does that inhibit learning but it also prevents students from gaining the necessary skills. Students face anxiety and go in to depression which later leads to decreased performance in learning and lack of motivation this affect also their relationships with peers and teachers, learners perform poorly in school and universities. This demonstrates how stress can prevent students from performing at their best.

II.5 Teachers' and Students' Roles in the Distance Learning Course during the Pandemic

Use of information and communication technologies (ICT), interactive information Technology (IIT) and Interactive Technology (IT) for changing The structure of educational organizations. Nedjah (2010) pointed out that there is a radical with the shift learner-centered paradigm, the roles of teachers and students have changed. In online teaching, both the trainer and the learner play a vital role, you are all part of it to build a learning community.

II.5.1 Teacher's Roles

In any educational setting, the instructor is crucial to the success of the course. According to their level of training, a teacher's role in an online setting has evolved over time, starting as an instructor who directs and encourages students to use internet technology, progressing to a coach who facilitates the learning process, and finally becoming a creator of the learning environments.

To teach and create courses that include interactive conferencing videos, the instructor must have understanding of technology use. In other words, the facilitator develops a rich learning environment that gives students the chance to work together and take ownership of their learning, course material, and assignment completion.

II.5.2. Students' Roles

Online learning represents a learning experience for students who are unable to attend face-to-face classes, which means that students must take responsibility for their own learning to guide their online learning environment so that knowledge is built, not consumed. Therefore, students still need the teacher's guidance and guidance. In this regard, Loughlin and Oliver (2000) stated that *"if students are studying online for the first time, the need for support, conversation and direction may be great at the initial stages of the course."* (p. 68)

In other words, individuals should learn to rely on themselves and actively look for more relevant course-related material. The counterpart to teachers' less directive roles is the position of a self-reliant student, and this will raise students' levels. Students must also take responsibility for their education and have faith in their talents if they want to succeed in online courses. Loughlin and Oliver (2000) reported that *"learners should have control over their own learning goals, the topic they choose to research and the pace and sequence in which they assess the resources."* (p.68) Also students have to enhance their time management skills. To illustrate, they have to put their priorities and give importance to some works over other works. Nedjah (2010) pointed that *"Students are responsible for managing their learning process (the time and the place to learn, the number of courses undertaken, the rest time, the frequency of revision and practice*

sessions)." (p. 76). In brief, organizing and planning their best time for learning in front of the computer.

II.6. Motivation during the Lockdown of Covid-19

In the light of the outbreak of covid-19 pandemic, many education institutions have implemented online learning globally as an alternative learning format instead of face-to-face learning. Motivation is important outcome when it comes to educate learners especially in the lockdown, understand how to support and motivate in education is crucial.

Engaging students in a lesson or unit of work is something a talented teacher can do, but motivating them to be better learners and striving to reach their true potential can be an incredible challenge, especially because of our motivation Experience is often unconscious. Students who are not motivated are often disinterested or disillusioned, which can lead to challenging behavior. Motivation is what keeps a learner going, even in the face of obstacles or challenges. It gives them the energy they need to reach their potential. A motivated learner is active, dynamic and innovative: they see value in what they learn and are determined to achieve their goals.

Motivation drives students to work hard and aim high in whatever they set out to do. When students are surrounded by a culture of warmth, diversity, and high expectations, they are more likely to exhibit positive behavior.

Conclusion

The emergence of COVID-19 posed a major threat to global public health around the world. In addition to those infected people who show symptoms, it had also been found that there is another group of people who are infected but do not show symptoms, and they can also spread the virus to others. Therefore, strict decisions must be taken at the national and international level to prevent contagion and great fear and unrest among people, especially students.

In education, COVID-19 has had a major impact on universities. There is no preparation for such a situation during a virus outbreak. The situation plunged the students into depression. Although several studies have looked at the impact of the virus on education and students, much remains to be learnt about the psychological impact students are experiencing and what can be done to reduce their negative attitudes and feelings.

Chapter Three

Data Analysis and Discussion of Results

Chapter Three

Data Analysis and Discussion of Results

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Introduction

The current study deals with the description, analysis, and discussion of information gathered via questionnaires and interviews given to both teachers and students. It intends to look into how distance learning has affected the teaching and learning process throughout the COVID-19 epidemic. The study does, in fact, concentrate on examining the difficulties with distance learning that EFL teachers and students have to deal with, as well as its effect on students' academic performance and results, during this crisis.

III.1. Students' Questionnaire

It is necessary to collect various students' opinions, perspectives, difficulties, and barriers regarding their online learning experience. We also asked for their advice on how to cope with, resolve, and lessen these issues.

III.1.1. Description of the Questionnaire

Questionnaires are one of the most useful data collection tools. It consists of a set of questions that allow researchers to gather information about attitudes and perceptions, analysis and interpretation of results obtained.

Nineteen (19) questions in three sections made up the questionnaire used in this study. The first section tries to give readers a general overview of the students; there are four questions in it (Q1, Q2, Q3 and Q4). The second section; nevertheless, comprises of eight questions (Q5, Q6, Q7, Q8, Q9, Q10, 11, 12) that aim to find out how EFL students at IBN KHALDOUN University of TIARET feel about using distant learning. The third section consists of (7) questions that discuss learning during the COVID-19 pandemic and lists some of the obstacles that EFL students had to overcome when pursuing remote learning during the lockdown. The questionnaire was submitted online to the department of English's official page as well as on various Facebook groups.

III.2. Analysis and Interpretation of Student's Questionnaire

Section One: General Information

Item 01: Please specify your gender.

Gender	Number of students	Percentage
female	31	75,6
male	10	24,4

Table 3.1: Students' Gender

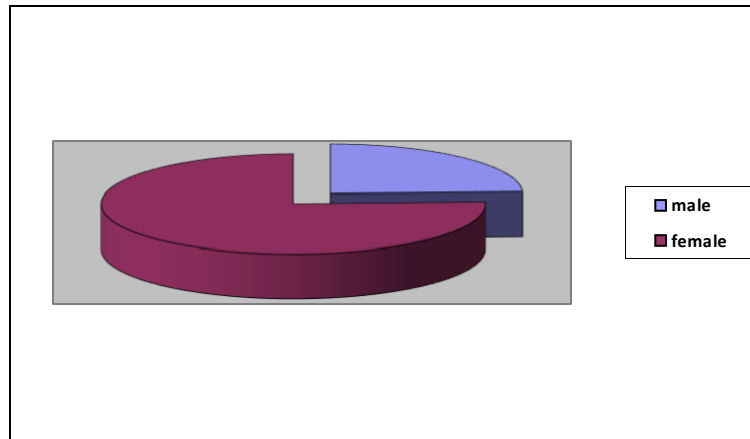


Figure3.1: Student’s Gender

The results in table 1 indicate that 3.1 of the participants are females, and 10 of them are males.

Item 02: How old are you?

Age	Number of students	Percentage
18_21	1	2,4
22-24	28	68,3
Older than 25	12	29,3

Table3. 2: Student’s Age

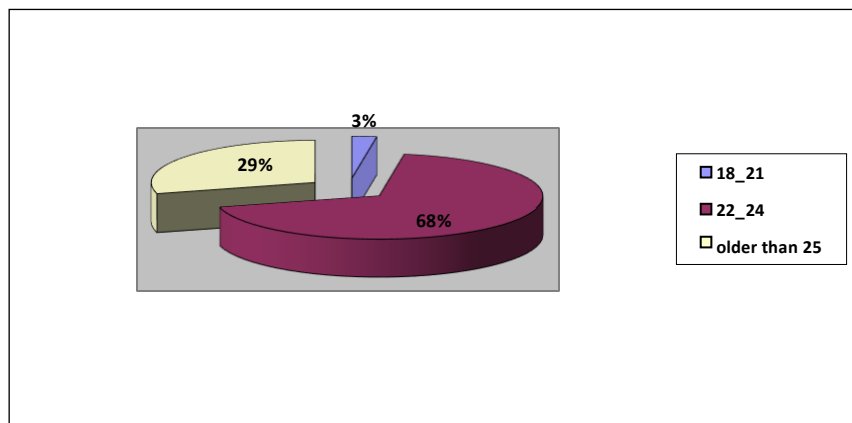


Figure3. 2: Student’s Age

From the above figure we notice that the majority of participants fall between twenty two and twenty four. Out of (41) participants, there is only one (2,4%) student who is 18 and students which represent (29%) of the sample are older than 25 years old .

Item 03. Student’s choice of learning English at University was:

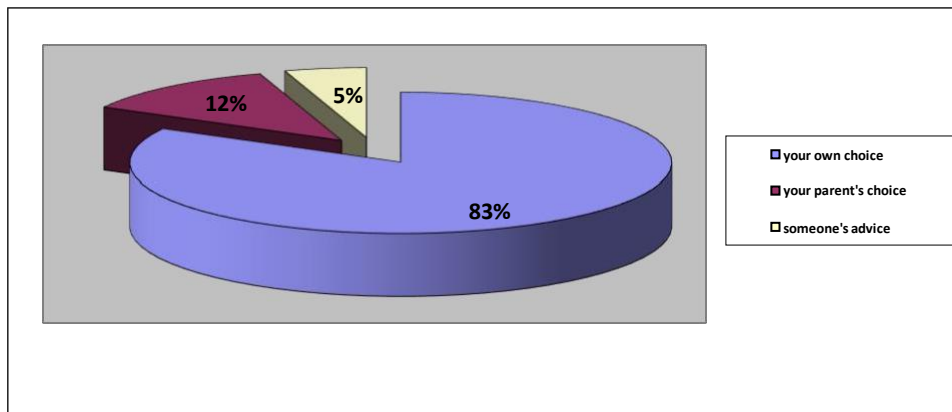


Figure3. 3 Student’s Choice of Learning English at University

As shown in figure 3.3, our sample has three different choices. We recognize that most of student’s choice of studying English is personal. (83%) participants said that they chose English by themselves. However (12%) of students chose it because of their parents, and (5%) of them made the decision to study English after having it recommended to them by another person. Thus, the majority of students decide to study English because they are enthusiastic about the language. Hence we anticipate that they will be eager to learn more about it.

Item 04: How do you consider your level in English?

level	Number of students	Percentage
advanced	5	12,2
Good	33	80,5
Average	2	4,9
poor	1	2,4

Table3.4 Student’s level in English

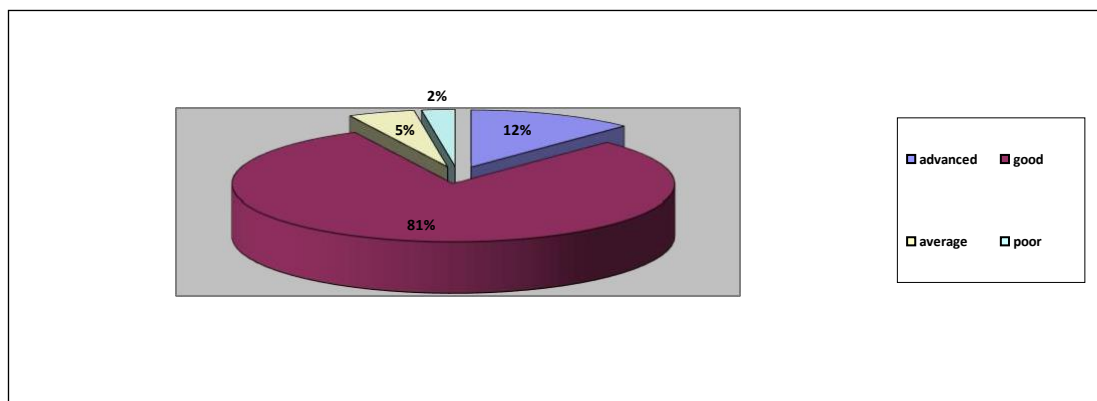


Figure3. 4 Student’s Level in English

Figure 3.4 illustrates learner's skill level of English. The answers show that the majority of participants (81%) have a good skill level of English language while (12%) of them claim to have an advanced level. However (5%) of students have an average level and one of them chooses low rate. In fact, this shows that all students have a great drive and desire to learn and improve their English language skills and become fluent.

Section Two: Distance Learning

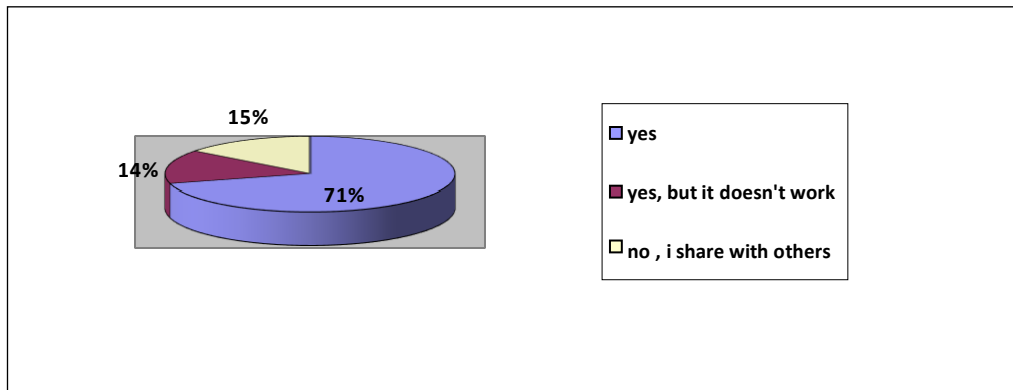


Figure 3.5 Student's Access to a Device for Online Learning

Item 05. Do you have access to a device for online learning?

The above figure indicates learner's access to a device for online learning, the majority of respondents (70%) report that they have an access to a reliable device that meets most or all of their academic needs. (15%) of student's do not have a regular access to internet which is essential for online learning, they do not have access to a computer at home. In other cases, students may have a computer, but it doesn't work or it's old and cannot accommodate the software that is required to complete online assignments. The rest of them share with others.

Item 06. Does internet service in Algeria allow you to update your educational needs?

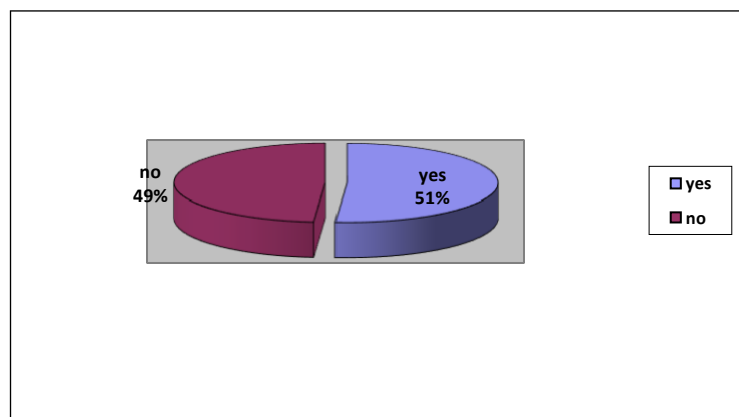


Figure 3.6 internet service in Algeria in updating the educational needs

This question is designed to investigate students' participation in using the Internet to access course materials and develop their attitudes towards their careers. The figure above Shows that (51%) of students apply to the "Yes" option. This means that students will turn to the Internet from time to time when they need it. Whereas the second option is (49%) respondents “no” they do not use internet at all.

Item 07 Which Device do you use for Distance learning?

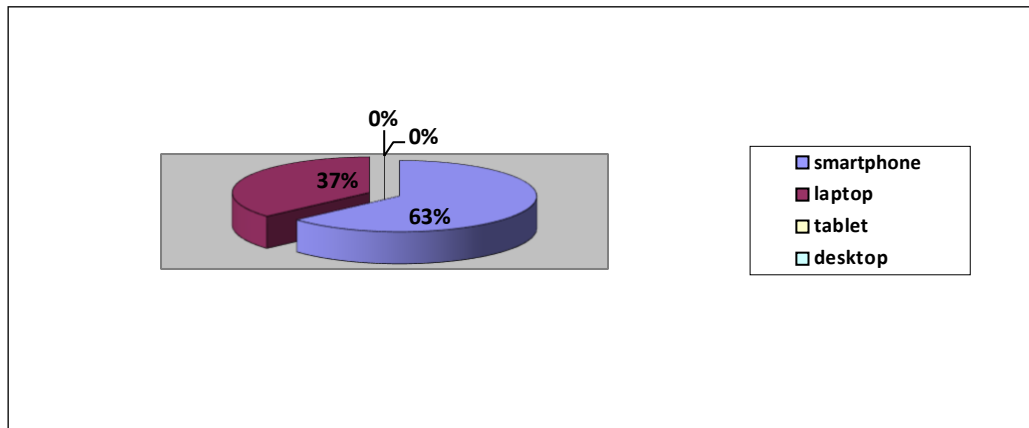


Figure3.7 Type of Devices Being Used for Distance Learning

The figure represents the usage of ICT tools for distance learning; results reported that two of listed choices recorded significant number of counts. It showed that the largest numbers of students use smartphone, they can get access to any book or educational site within seconds and at any time of the day and explore new things in an enjoyable manner. 37% of students use laptop for better organization. It is a useful tool that helps them learn more easily by providing access to learning materials on the internet. Desktop and tablet received the lowest number of counts they don't use it at all.

Item 08. Which learning approach do you prefer?

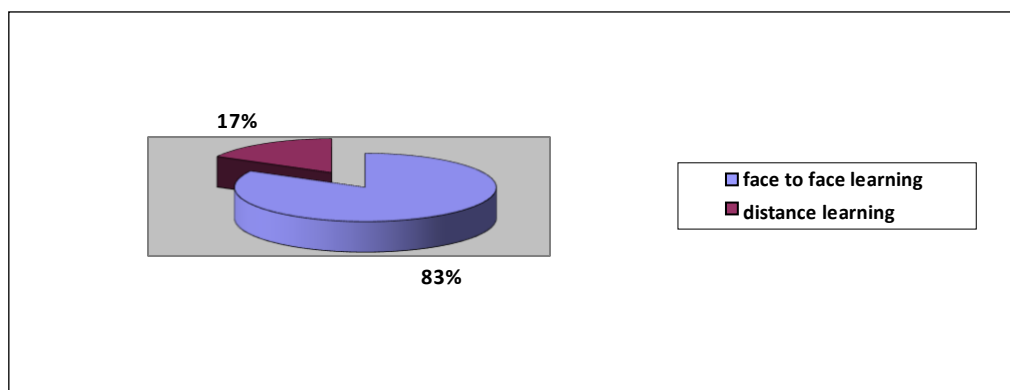


Figure3.8 learner's Preferable Learning Approach

This question represents the student's opinions about learning face to face and distance learning. They are expected to choose between two options above, we notice that the majority of student's (83%) prefer learning in class; they refuse to study online due to the lack of misunderstanding. They support learning in person with a teacher. Despite these, (17%) of participants select distance learning as a preferable way to learn.

Item 09 How much time do you spend each day on average in Distance learning?

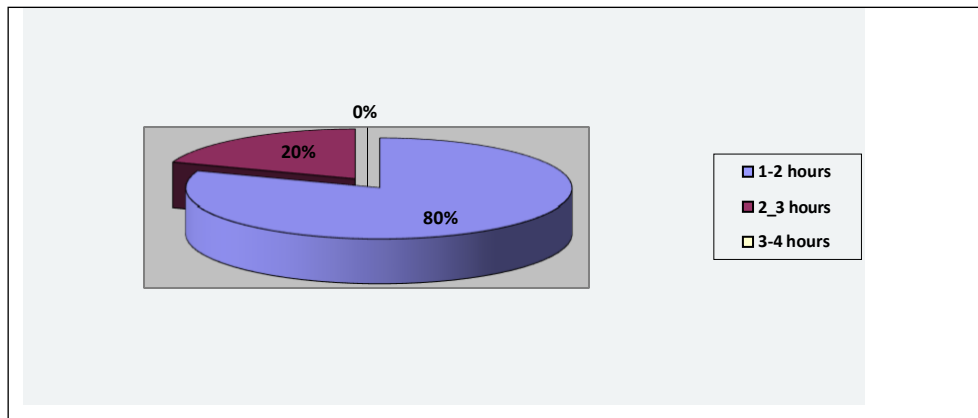


Figure 3.9 Numbers of Hours Spent in Distance Learning

Students are asked to indicate the number of hours they have studied online. The results showed that (80%) of the respondents who studied for one to two hours a day, (20%) of them spent three hours a day studying. It really depends on the situation. It is clear that most people are interested in online learning.

Item 10. How effective has remote learning been for you?

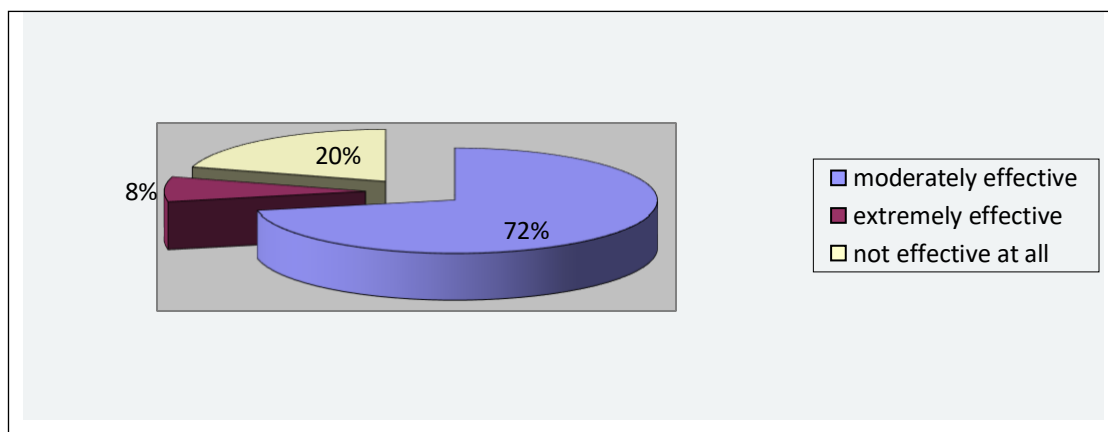


Figure 3.10 Effectiveness of Remote Learning

This question above was designed to know how effective remote learning has been for students. The figure shows that the majority of student's (72%) agree that distance learning was moderately effective for them, they can have access to electronic devices and the internet,

and when teachers have experience and training in how to deliver a high-quality online learning experience, the limitations of traditional teaching are challenged. It allows students who want to explore enrichment opportunities to study more independently, and offers to the learners the flexibility to study. The lowest number of students (8%) seems that distance learning is very effective and formal enough as a way should be considered to handle it better in order to successfully access the learning process, and other students 21 just from their feelings that distance learning is not effective at all that we should ignore.

Item11. How helpful has University been in offering you the resources to learn from home:

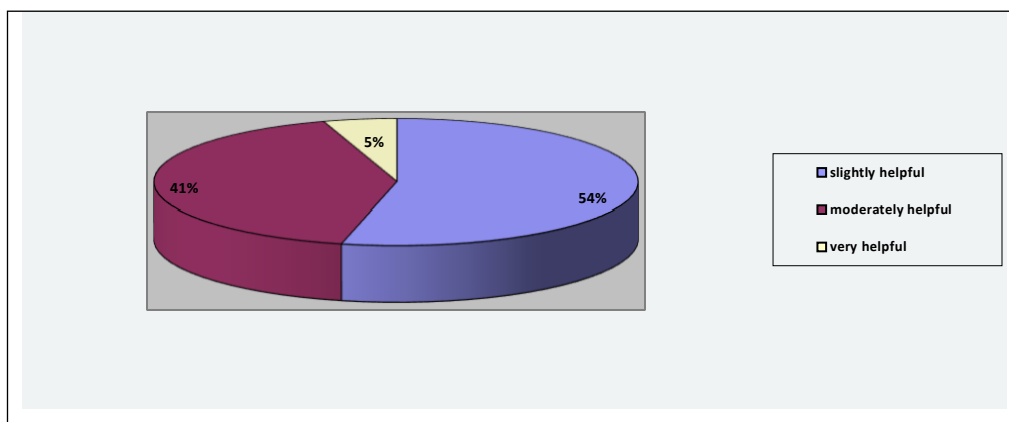


Figure 3.11 Role of University in Offering Resources to Students to Learn from Home

As demonstrated in this figure 3.11, (54%) of the respondents stated that university did not help and provide learners with resources to learn from home. while (41%) of them said that university helped them and give them feedback to accelerate in their learning. Another (5%) reported that university was very helpful and guide for them.

Item 12. Do you Enjoy Learning remotely?

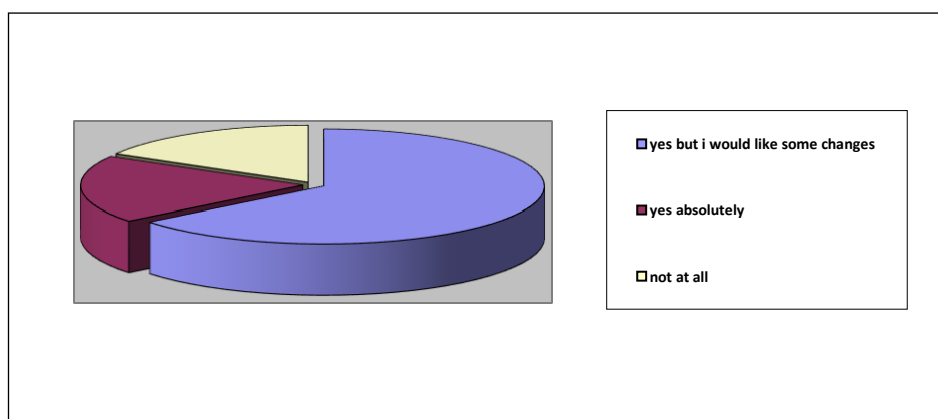


Figure3.12 Student's Perception towards Remote Learning

This question sought to know the student's opinion about Distance learning whether they enjoyed studying online or not. learners were expected to choose between three options above, we notice that the majority of them agree and like to learn remotely but they would like some changes in the hours of study, program or teacher way of presenting the lessons ect.. Some of students said that they enjoy and it was really helpful for them, the other choose no because it's unmotivated and distracted way.

Section Three: Distance Learning in Corona Virus Time

Item 13 Does the COVID affect your learning process?

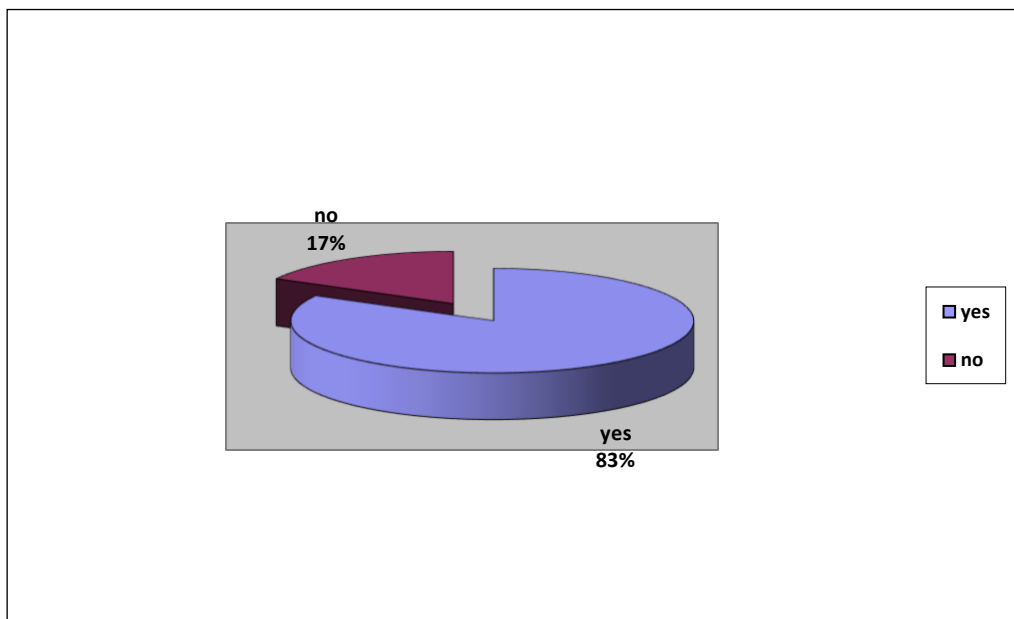


Figure 3.13 Effect of the COVID in the Learning Process

Figure3.11 illustrates effect of the coronavirus -19 in the learning process, results show that (83%) of students reported that COVID has a major effect on them especially in the educational field. Students were not very satisfied with their distance learning experience. For example, they had problems understanding the curriculum correctly, which affected their later grades. on the other hand (17%) of the respondents discovered that distance learning is advantageous in that it saves time and money and allows them to complete their studies without having to travel to the university. Also, they discovered that they developed self-autonomy and grew less reliant on the instructor experience.

Item 14. How do you Evaluate Distance learning in University during covid-19?

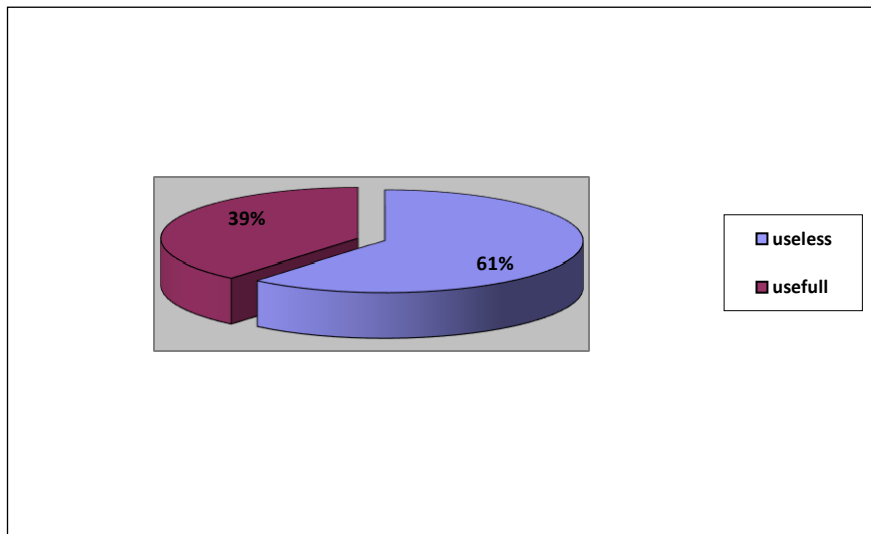


Figure3.14 Student's Evaluation of Distance learning at University

The obtained results concerning student's evaluation of distance learning at university show that 27 learners with the rate of (61%) chose useless. it was inappropriate for them because it missed lot of things such as courses, programs fit the profile of the students, kind of information been given couldn't be received by all learners at the same time because it depended on student's level and their way of understanding. On the other hand (39%) of respondents are evaluating distance learning at university and expressing satisfaction.

Item 15. Did you do all the online assignment during the pandemic? If no, answer why.

In this question, learners were asked to tell us if they did the online assignment during the pandemic or not.

Student's Responses:

- Yes I did, they were easy and understandable.
- Because it's the only way during the COVID19.
- Yes, but I didn't recognize them well.
- Most of them yes.
- Yes I did because it was obligatory.
- YES, but I had a lot of difficulties.
- We had a lot of them so I did only the necessary ones
- No, because I didn't understand them well.
- No, i did not understand everything quickly, the connection was horrible.
- No , because of poor internet

- No, COVID has a huge Impact on my life I wasn't motivated to study at all.
- To be honest, no because I had many difficulties in understanding the lessons.
- I do not use the online assignment at all.
- Because MOODLE didn't work well.
- Because teachers did not explain lessons for us.
- No, time planning and poor internet.

As it can be noticed in this item, most of respondents said no, their answers indicate that they have many troubles and difficulties in understanding and following the courses of teacher because of the disease and many personal reasons. Each student differs from the other.

Item 16. Are you satisfied with the way English has been taught for you at university during the pandemic?

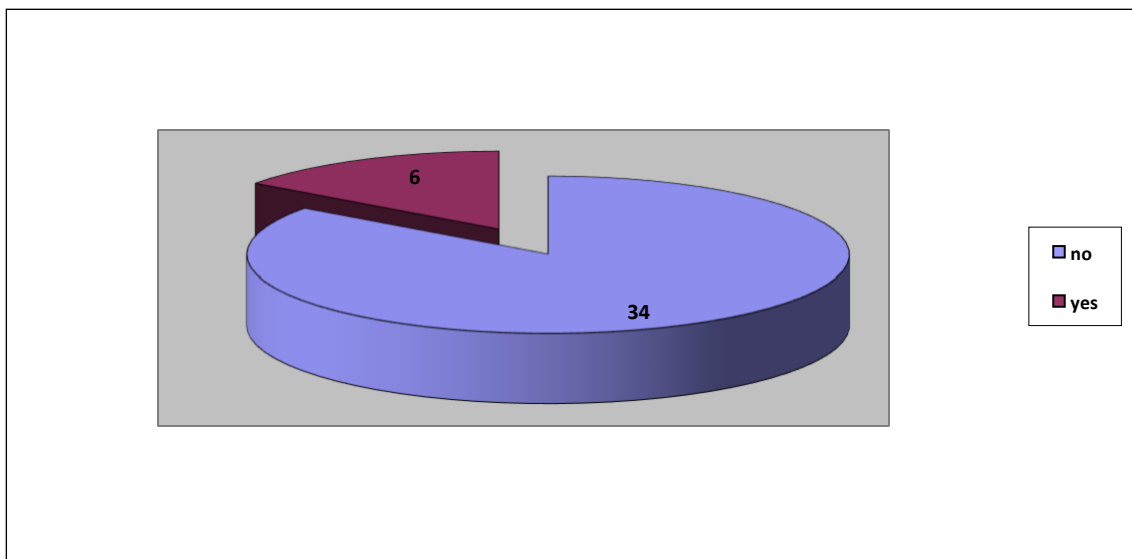


Figure.16 Student's Satisfaction with the way English has been taught at University

The purpose of this item is to find out whether the student's were satisfied with the way English has been taught at university or not, the majority (34%) of respondents chose no, they are disgruntled and left behind as a result of their inadequate education, expertise, and abilities. The students felt uncomfortable using the platform because they lacked confidence and competence. By contrast (6%) of respondents reported not being satisfied with it.

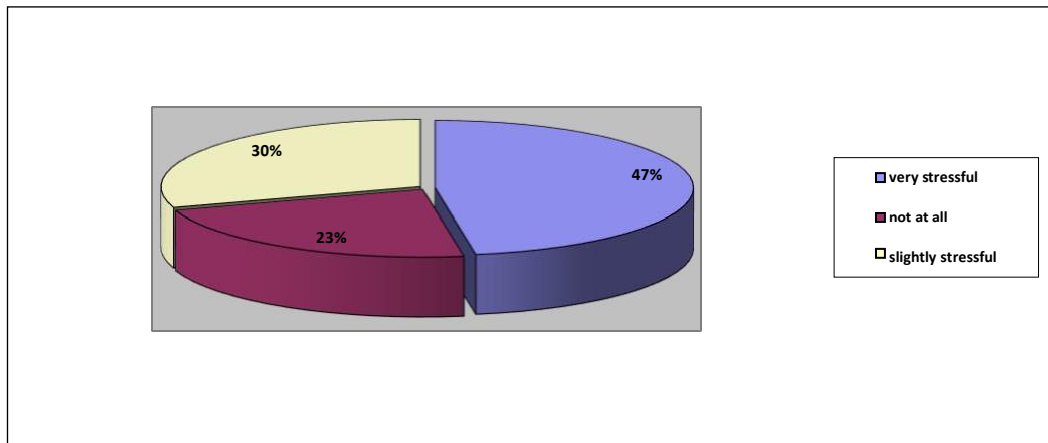
Item 17 How stressful is Distance learning during COVID19?

Figure 3.17 Student's stress in distance learning during COVID 19

As a response to this question, participants were to choose how stressful is distance learning during the COVID, as mentioned in figure 3.17 (47%) of students reported that taking classes online was more stressful than in-person, poorer mental health, lower university satisfaction, and worse academic achievement. They also reported higher stress levels and decreased engagement with learning since the beginning of the COVID-19 pandemic. (23%) of participants didn't feel any impact from COVID while the rest (30%) said that it was slightly stressful.

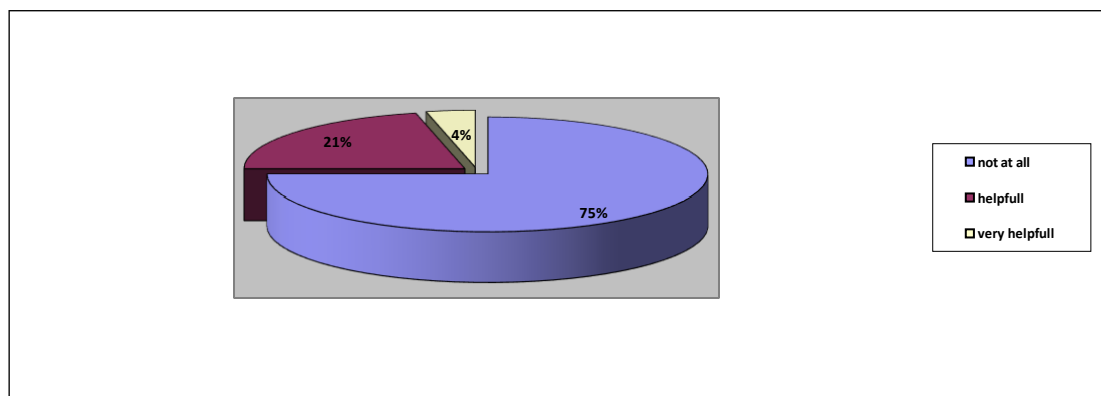
Item 18. How helpful were your teachers while studying online?

Figure3.18 teacher help while studying online

As shown in figure 18, nearly all students (75%) say that their teachers gave them no assistance at all when they struggled on their own with online learning. However, only (4%) of the students agreed that teachers were extremely helpful, while (21%) of the respondents claimed that teachers were helpful, giving them feedback and using a range of teaching

approaches.

Item 19 What difficulties did you face when studying online during the pandemic?

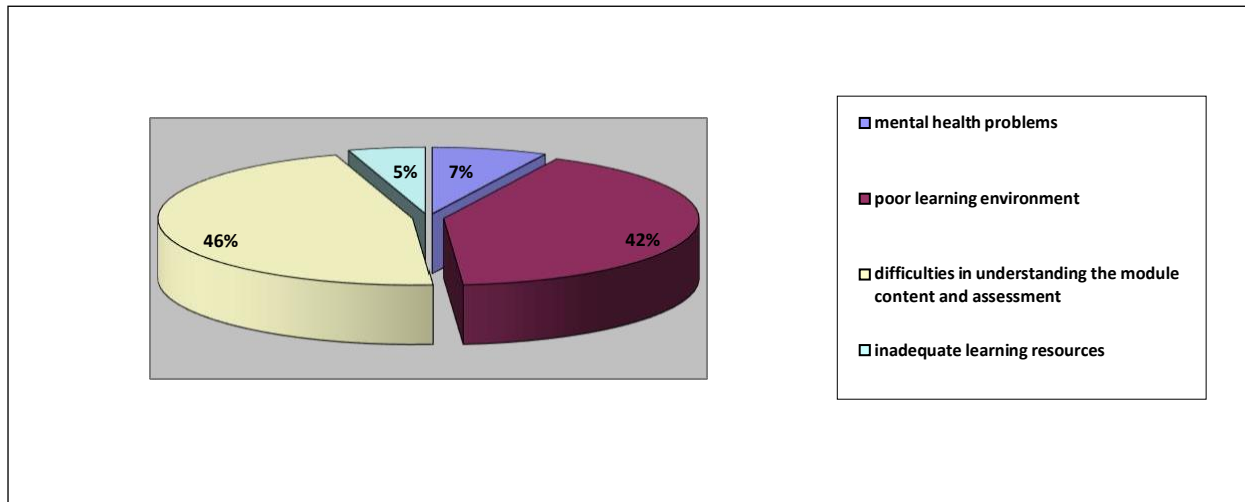


Figure3.19 students' difficulties while studying online during the pandemic

As shown in the last question of this section, most of the students reported that they have trouble when studying online. (47%) participants had difficulty in understanding module content and assessments, while (41%) struggled in a poor learning environment, often complaining of a lack of motivation, while (7%) learners complained about their mental health issues and other (5%) lack of applicable learning materials and resources.

III.3. Description of the Teacher's Interview

In order to collect qualitative information pertinent to the topic of this research, this teacher's interview was carried out. It was held with 6 teachers, 4 males and 2 females, all of them are teachers at Ibn Khaldoun University. This interview includes 9 questions designed to examine how university teachers conceptualize the idea of distance learning. The challenges encountered, the technology employed and the benefits and drawbacks of e-learning during the COVID19 pandemic. The following section provides the qualitative analysis and interpretations of the interview items; it consists of two sections that deal with different areas of the research. Consequently, each question will be considered separately in the analysis of these responses.

III.4. Analysis of the Results

Section one: General Background Information

This section aims at gathering broad background data about the teacher's years of teaching experience as well as if they have any expertise concerning online teaching. Furthermore, the

interview aimed to extend from teachers whether they support teaching online or not, beside their suggestion.

Question one: How long have you been teaching at University?

This question asks the teachers to state how many years they have been teaching at university, in order to determine the area of expertise. So that we can tell the novice from the experts, by knowing their teaching years, their responses will differ greatly because each one has his or her own perspective and experience.

Table: Respondent's Expertise of Teaching

Teacher's number	Years of Expertise
3	Above 7 years
2	From 4 to 6 years
1	2 years

Table 04: Expertise of Teaching

As shown in the table, the majority of teachers have enough experience. Only one of them with two years of experience, as a result, most of them have at least four years of experience in teaching English. This signifies that they are experienced educators, whereas the remaining one is a novice teacher. Both experienced and inexperienced educators contribute to the planning of the teaching process, but experts are more competent and conversant with their teaching styles, strategies, their student's behavior and the classroom management skills. As a result, these differences between teachers provides us with credible and reliable explanations concerning the research problem.

Question Two: Have you ever experienced online teaching before the COVID 19 pandemic?

This question asks about the teacher's experience in the domain of online education, specially, if they have used any technical tool as an online teaching, so that they can tell us about their experience.

Their responses shows that only four teachers have experienced the online teaching before the CORONA virus pandemic and that their experience was not really enough, it was based on the "classroom platform" in which they were sending marks, tasks and lectures only, so it was not an enough experience to tell. However, the two others have disconfirmed taking part in such experience, but the one of COVID 19 pandemic in the last two years.

As a result, the online courses were almost non-existent before the CORONA virus pandemic, however, now technology tools are becoming part of teaching with the traditional classes.

Question three: Do you prefer teaching Online?

Interviewee 01: "No, I do not".

Interviewee 02: "No, I prefer teaching in classroom".

Interviewee 03: "Not really, because I believe that classroom interaction is more beneficial".

Interviewee 04: "No, only when needed".

Interviewee 05: "I do prefer both".

Interviewee 06: "No, actually I prefer face to face learning it is more enjoyable".

This question was asked to determine whether or not teachers prefer to teach online. What is clear from the preceding responses is that the majority of interviewees agree on one common answer, which is the traditional classroom teaching.

This could be referring to their course teaching method, which is based on face to face explanation, or it could be referring to the student's interaction with the course itself. Only one answer (interviewee 05) indicates an interest in combining classroom teaching and online learning, implying that he believes in blending learning to achieve a better result.

Section two: Distance Learning and Teaching during the Corona Virus Pandemic

The aim of this section is to investigate teachers' attitudes towards distance learning during the COVID 19 pandemic. This part consists of seven questions and each question focuses on a specific area of the topic which opens doors for us to know more about the topic and go deeply in it.

This section begins by understanding what distance learning is and how it was during the CORONA virus pandemic, the challenges faced, the technology tools used, the advantages and also the drawbacks of this teaching strategy.

Question Three: How can you describe distance teaching?

Interviewee 01: A new way of teaching, where learners and teachers are separated from each other.

Interviewee 02: In my opinion, it is a teaching method where learners and teachers communicate at times of their own choosing.

Interviewee 03: In my vision, it is a method of communication between teachers and students from different places.

Interviewee 04: I see that it is a technique in which teachers and learners can communicate freely.

Interviewee 05: A teaching approach where teachers and students can learn and be free at the same time.

Interviewee 06: It is a way of teaching style where the instructor and the learner are separated from each other.

As shown in the previous answers that all the interviewees (interviewee 01, interviewee 02, interviewee 03 and interviewee 06) agreed that distance learning is a teaching technique where teachers and learners are separated from each other and communicate from different places. However, the interviewees (interviewee 04 and interviewee 05) believe that it is a way where educators and learners can be free and learn at the same time.

Question Four: Do you think that teaching online has made your students more motivated to learn than they were before?

Interviewee 01: No, not at all because the e-learning made them consumers only.

Interviewee 02: I don't agree with this because many students enjoy the classroom environment.

Interviewee 03: No, the face to face interaction is what motivates them more.

Interviewee 04: No, there was a huge decreased in their performance.

Interviewee 05: No, being all together with their classmates encourage them to study.

Interviewee 06: Yes, online learning provided an opportunity for those who are ashamed to participate in the classroom.

This inquiry focuses on how instructors felt about student's motivation while providing online instruction. The overwhelming majority of responses were "No", e-learning has not encouraged students to study and learn, as their performance was in decreased and that the online learning made them consumers of the lecture only nothing more. But the traditional classrooms enable students to learn more and encourage them to show their abilities and their capacities. Yet, just one response (interviewee06) was "yes" because he sees that some students are ashamed or afraid toward other's reaction so they produce their capacities through the e-learning.

Question Five: What are the biggest challenges that you faced as a teacher during distance learning?

Interviewee 01: "Lack of interaction between the teacher and the student, and thus lack of concentration and a drop in the performance"

Interviewee 02: "Due to the lack of face to face communication, students are unable to ask questions and give inquiries about the lesson"

Interviewee 03: "Students are consumers only, they are consuming the lectures from the teacher, there is no interactions, inquiries, and explanation"

Interviewee 04: "lack of attendance and performance"

Interviewee 05: "due to the lack of face to face communication, teacher cannot give the appropriate feedback to the learner"

Interviewee 06: "some students struggle with how to use the platforms application"

As we can see from the following range of viewpoints, all the teachers (interviewee01, interviewee 02, interviewee04, interviewee 05) concurred that the absence of face to face interaction is an issue in itself. Examples include decreased student's performance, decreased in engagement with the lecture, and increase in absences.

Other (interviewee03) believed that because they are unable to ask questions and seek clarifications on the course, they are merely consumers of the lectures and nothing more. The final respondent (interviewee06) brought up an important point, namely that some students struggle to use these platforms applications, which makes this another new problem.

Question six: What are the platforms and applications that you have used for teaching online?

Interviewee 01: "Yes, MOODLE platform"

Interviewee 02: "Yes, MOODLE and Zoom"

Interviewee 03: "Generally classroom platform to post lectures and activities"

Interviewee 04: "MOODLE platform and sometimes Zoom"

Interviewee 05: "MOODLE for most of the time"

Interviewee 06: "MOODLE platform to keep in touch with students"

As we can see, all the interviewees (interviewee 01, interviewee 02, interviewee 04, interviewee 05, and interviewee 06) agreed on one common answer which is "MOODLE platform" as a helpful tool to keep in touch with students during distance learning. However, only one interviewee (interviewee 03) claimed that he used "classroom platform" as a communication tool to contact his students.

Question Seven: Do you think that distance learning has any advantages? If yes, mention some of them.

Interviewee 01: Yes, distance learning offers flexibility.

Interviewee 02: Yes, distance learning needs a less time consuming.

Interviewee 03: Yes, distance learning saves time more than it is in the traditional classrooms

Interviewee 04: Yes, an amount of time to be saved

Interviewee 05: Yes, it helps learners to develop their technical skills and to make their own path

Interviewee 06: distance learning costs less, it has financial benefits

As it is clear in the previous answers that each has an opinion, the interviewees (02, 03 and 04) agreed that one of the advantages of distance learning is that it saves time and effort. As for the first interviewee he had another opinion, he believed that distance learning provides facilitation and flexibility.

But for the interviewees (05 and 06) each one of them had special points of view. The interviewee number 05 believes that distance learning has advantages for students; it helps them to develop themselves in terms of their technical skills and also to make them able to create and chart their own path. As for the last interviewee (06) he sees the positivity of distance learning in money, because for him e-learning costs less, so it has financial benefits.

Question Eight: What about the disadvantages?

Interviewee 01: Communication is often asynchronous.

Interviewee 02: The absence of direct communication.

Interviewee 03: The inability to know what learners are struggling with.

Interviewee04: Difficulties in managing time.

Interviewee05: The lack of face-to-face communication, create a gap between learners and teachers.

Interviewee06: The inability to determine what the appropriate feedback to give.

The first interviewee found the problem with the asynchronous communication, which is the inverse of synchronous learning communication which takes place in real time.

The interviewees (interviewee 02 and 05) hint at the lack of direct communication as one the disadvantages of distance learning mentioning that this, create a gap between the teacher and the learners.

But the interviewees (interviewee 03 and 06) had another opinion. They believe that distance learning makes them unable to discover what learners are struggling with and what the appropriate feedback to provide.

The last interviewee (interviewee 04) had a completely different point of view which is time, so he sees that teaching from a distance requires time management.

III.5. Data Analysis and Interpretation

The data analysis from the teacher's interview provided the investigator with useful information about the study's main concerns.

It has enabled the researcher to generate some useful outcomes and conclusions for the current investigation. Therefore, the vast majority of teachers have sufficient years of experience.

Based on the gathered data, the majority of the interviewed teachers (04 teachers) have experienced with online teaching before the CORONA virus pandemic but it was not an enough experience, because remote study was not common at that time, teaching was at traditional classrooms in the departments, but with the spread of the virus, this decision had to be taken as it was the only solution to complete study without getting infection.

In the third question, most of the educators choose to study face-to-face because they believe that this gives them the opportunity to interact with their learners, understand them and what they are struggling with, because that harmony between students and teachers in the class is what create that beautiful environment during the lecture.

Only one teacher believed in blended learning and he sees that working with blended learning gives better results.

In terms of definitions, all EFL educators share the same theoretical assumptions, which is that distance learning is a way of teaching in which teachers and learners are at different locations and can learn and communicate and be free at the same time.

Talking about encouragement, online learning was not an incentive for learners to show their abilities, as it only made them lazy and depend on the teacher only so they are just consumers nothing more. But the face-to-face learning encourages learners to show their abilities because their presence in the classroom creates a competitive atmosphere between them.

When we talk about difficulties and challenges, all teachers see that not being together in itself is a problem, most teachers see that there is a great lack in their performance and in their interaction with the lecture because distance learning does not gives them the opportunity to ask questions or to interact well with the teacher, some learners find difficulties when dealing with the platforms also some teachers can't provide their learners with the appropriate feedback , so all of these challenges are just obstacles for the educators.

During distance learning teachers and learners were communicating through the available platforms so when educators where asked about the tool used, all the teachers agreed that they were using "MOODLE platform" as a tool to stay in touch with their learners in which they

can share lectures, activities, marks and instructions also. Classroom platform was also on the list of one of the tools used.

E-learning contain several advantages, and one of the advantages of distance learning is that it saves time and effort, professors and learners can communicate with each other without going to the study site. Online learning provides facilitation and flexibility, as for students, e-learning makes them self-reliant and can create their own oath without reliance. Without forgetting that it saves many expenses, such as transportation costs so it had financial benefits.

As for distance learning has advantages, it has also disadvantages, and among its drawbacks is that the study is not face-to-face which create a void between the educator and the learner, and this makes the teacher unable to understand his students, and therefore he cannot provide them with the appropriate feedback, there is also a time problem, because teachers find difficulties in organizing their time because online learning requires time management.

Conclusion

The present interview covered a part of the field work of the present study. This interview's main objective is to find out if university teachers are aware of distance learning and how they define it. It allows you to know if learners are motivated with online learning or with face to face learning. This interview also conducted us to know more about the advantages and the drawbacks of the e-learning which makes it a helpful extra tool to this research.

General Conclusion

General Conclusion

Our research is based on the problems caused by the Covid-19 outbreak. Education has shifted from traditional face-to-face learning environments to online learning platform. However, teachers and students had to make this sudden shift to ensure the continuity of the teaching process. Therefore, this study attempts to study the practicality and effectiveness of Distance Learning during Covid-19. The pandemic and the challenges faced by EFL students and teachers alike.

Teachers and students claim that a lack of infrastructural services for internet and communication, a lack of training, and unfavorable attitudes of students toward this method of learning are among one of the main challenges impeding the effectiveness of distance learning.

The current study consists of three chapters. The first two chapters are devoted to the theoretical part and the last chapter is the practical part. Chapter one shows the theoretical background of online learning, where definition of distance learning is provided. Furthermore, online learning has various advantages and disadvantages, its delivery modes and platforms in addition to the various barriers to the adoption of distance learning. At the same time the second chapter attempts to address distance learning in Corona virus, consider the impact of the Covid-19 pandemic on education.

The third chapter, on the other hand, is concerned with the study's application. The research's methodology was highlighted, along with questionnaires and interviews that were given to students and teachers at Ibn Khaldoun University of Tiaret.

The goal of these questionnaires and interviews is to collect descriptive qualitative data about how students and teachers feel about the value of distance learning during the Covid-19 pandemic.

After careful analysis of the data obtained, it was concluded that distance learning is a new technology technique that is considered capable of developing and facilitating the teaching process. It is Effective teaching method that can be very challenging to use.

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Appendices

Appendix 01

Students' Questionnaire

Dear students,

You are kindly invited to respond to the following Questionnaire through which the researcher attends to gather the necessary data about distance Learning in Corona-virus time. Your contribution will be usefull and helpful for the success of this research. So please try to choose the appropriate options and give full answers when necessary.

Thank you for your time and effort.

Section One: General Information

Q1: Please specify your sex.

Male

Female

Q2: How old are you?

18-21

22-24

Older than 25

Q3: Learning English at university was:

Your own choice

Your parent's choice

Someone's advice

Q4: How do you consider your level in English?

Advanced

Good

Average

Poor

Section two: Distance learning

Q1: Do you have access to a device for online learning?

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- Yes
- yes , but it doesn't work
- No, i share with others

Q2: Does internet service in Algeria allow you to update your educational needs ?

- Yes
- NO

Q3: Which device do you use for distance learning?

- Laptop
- Desktop
- Tablet
- Smartphone

Q4: Which learning approach do you prefer?

- Face to face learning
- Distance learning

Q5: How much time do you spend each day on average in Distance Learning?

- 1-2 hours
- 2-3 hours
- 3-4 hours

Q6: How effective has remote learning been for you?

- Not effective at all
- Moderately effective
- Extremely effective

Q7: How helpful has university been in offering you the resources to learn from home ?

- Slightly helpful
- Moderatly helpful
- Very helpful

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Q8: Do you enjoy learning remotely?

- Yes, absolutely
 Yes, but I would like some changes
 No, not at all

Section Three: Distance learning in Corona Time

Q1: Does Covid affect your learning process?

- Yes
 No

Q2: How do you evaluate Distance Learning in university during the Covid ?

- Usefull
 Useless

Q3: Did you do all the online assignments during the pandemic? If no, answer why.

.....
.....

Q4: Are you satisfied with the way English has been taught for you at university during the pandemic ?

- Yes
 No

Q5: How stressful is distance learning during Covid 19?

- Very stressful
 Not at all
 Slightly stressful

Q6: How helpful were your teachers while studying online ?

- Not at all
 Helpful
 Very helpful

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Q7: What difficulties did you face when studying online during the pandemic ?

- Mental health problems
- Poor learning environment
- Difficulties in understanding the module content and assessment instructions
- Inadequate learning resources

Appendix 2

Teachers' interview

Dear teachers,

This questionnaire serves as a data collection tool for scientific research. We would appreciate it if you would take the time and effort to answer our questions. Your cooperation is very important and will greatly benefit this research work.

Section one: background information

1. How long have you been teaching English?

- a) 2 years
- b) From 4 to 6 years
- c) Above 7 years

2. Have you ever experienced online teaching before the Covid 19 pandemic ?

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

3. Do you prefer to teach online?

.....
.....

Section two: distance learning and teaching during the corona virus pandemic

4. How can you describe distance teaching?

.....
.....

5. Do you think that teaching online has made your students more motivated to learn than they were before?

.....
.....

6. What are the biggest challenges that you have faced as a teacher during distance

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learning ?

.....
.....

7. What are the platforms applications that you have used for teaching online ?

.....
.....

8. Do you think that distance learning has any advantages? if yes mention some of them

.....
.....

9. What about the disadvantages?

.....
.....

Thank you very much for your collaboration

Summary

The COVID19 Pandemic has forced educational institutions around the world to adopt distance learning as a means of ensuring continuity of education. While distance learning has been available for several years, its use has dramatically increased since the onset of the pandemic. Distance learning, also known as online learning, is a form of education that allows students to learn remotely without having to be physically present in a traditional classroom setting. It relies on technology and the internet to deliver educational materials, communicate with instructors and peers, and complete coursework. It is flexible, students can learn at their own pace and schedule, accessible for everyone and costs less. It also increases access to resources, because online courses provide access to a wide range of resources, including video lectures, online libraries and interactive simulations. However, it also includes some drawbacks like lack of face-to-face interaction because students may not have the same opportunities to interact with their peers or instructors in person. In addition, students may also face technical problems in accessing coursework or in online discussions. Moreover, distance learning is a challenge for students because it requires self-motivation and discipline which can be hard. Overall, distance learning can provide a convenient and cost-effective way to access education, but it may not be the best fit for everyone. It is important to consider the advantages and drawbacks and determine whether it aligns with your learning style and goals.

Résumé

La pandémie de COVID19 a contraint les établissements d'enseignement à distance comme moyen d'assurer la continuité de l'éducation alors que l'enseignement à distance est disponible depuis plusieurs années. Son utilisation a considérablement augmenté depuis l'apparition d'une pandémie. L'apprentissage à distance, également connu sous le nom d'apprentissage en ligne, est une forme d'éducation qui permet aux étudiants d'apprendre à distance sans avoir à être physiquement présents dans une salle de classe traditionnelle, il s'appuie sur la technologie et internet pour fournir du matériel pédagogique, communiquer avec les instructeurs et les pairs et suivre les cours, c'est flexible, les étudiants peuvent apprendre à leur propre rythme et horaire accessible à tous et à moindre coût. Cela augmente également l'accès aux ressources, car les cours en ligne donnent accès à un large éventail de ressources, y compris des conférences vidéo, des bibliothèques en ligne et des simulations interactives. Cependant, cela comporte également certains inconvénients, tels que le manque d'interaction en face à face, car les étudiants peuvent ne pas avoir les mêmes opportunités d'interagir avec leurs pairs ou les instructeurs en personne,

de plus les étudiants peuvent également rencontrer des problèmes techniques pour accéder à des cours ou à des discussions en ligne, l'apprentissage à distance est un défi pour les étudiants car il nécessite une motivation personnelle et une discipline qui peuvent être difficiles. Dans l'ensemble, l'éducation à distance peut fournir un moyen pratique et rentable d'évaluer l'éducation, mais il peut ne pas convenir à tout le monde. Il est important de considérer les avantages et les inconvénients et de déterminer si cela correspond à votre style d'apprentissage et à vos objectifs.

خالصة

اجبرت جائحة كورونا المؤسسات التعليمية على اعتماد التعلم عن بعد كوسيلة لضمان استمرارية الدراسة بينما كان التعلم عن بعد متاحا لعدة سنوات و لكن استخداه زاد بشكل كبير منذ صدق الوباء. يعد التعلم عن بعد المعروف ايضا باسم التعلم عبر الانترنت شكلا من اشكال التعلم الذي يسمح للطلاب بالتعلم عن بعد دون الحاجة الى التواجد فعلياً في النصوص الدراسية التقليدية حيث يعتمد على التكنولوجيا و الانترنت لتوفير مواد تعليمية تتواصل مع الاساتذة و الزملاء و تساعد على الكمال الدورات الدراسية. يمكن للطلاب التعلم ونفا لغيرهم الخاصة و جدولهم الزمني المتاح للتعلم مع تكاليف اقل كما انه يزيد من الوصول الى المواد للدورات التدريبية عبر الانترنت يوفر الوصول الى مجموعة واسعة من المواد بما في ذلك محاضرات الفيديو و المكتبات المتواجدة في الانترنت و المحاكاة التفاعلية. و مع ذلك فانه يتضمن ايضا بعض العيوب مثل عدم وجود تفاعل و جها لوجه ال طالب و ال يتمتعون بنفس الفرص للتفاعل مع زملائهم او المدرسين شخصيا بالإضافة الى ذلك وواجه الطلاب ايضا مشكلات تقنية في تجميع الدورات الدراسية او في المناقشات عبر الانترنت عالة على ذلك يعد التعلم عن بعد تحديا للطلاب ألنه يتطلب تحديا ذاتيا و انضباطا و يكون صعبا. يمكن ان يوفر التعلم عن بعد بشكل عام طريقة مألوفة و فعالة من حيث التكلفة و توفير الوقت و لكنه قد يكون التهرب للتعلم فمن المهم النظر في الجوانب و العيوب و تحديد ما اذا كانت تتماشى مع أسلوب تعلمك و اهدافك.