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Distance Learning during the Pandemic: Students' Perceptions of the Challenges and Opportunities

The Case of Third Year BA Students of English at Ibn Khaldoun University-Tiaret

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DEDICATION

We dedicate this work:

To our loving parents who provided us with help, care, for earning an honest living for us, and for supporting and encouraging us to believe in ourselves.

To our brothers and sisters,

without whose constant support this paper would not possible. They always inspire us. At the same time, their advice really worked for this paper.

To our grandmothers, in loving memory,

a powerful and generous spirit who taught us to trust Allah, believe in hard work,

and that a bit may accomplish a lot, as well as being our first teachers.

To our teachers,

who have always been a source of inspiration and knowledge for us..

To all of you, we are immensely grateful.

Thank you

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List of Abbreviations and Acronyms

APS: Algerian Press Service.

CALL: Computer Assisted Language Learning

CLT: Communication Language Teaching**.**

CMS: Course Management System.

COVID: CO: Corona, VI: Virus, D: Disease.

EFL: English as a Foreign Language.

E-learning: Electronic Learning.

ICT: Information and Communications Technology.

LMD: Licence (Bachelor), Master, Doctorat (PHD).

LMS: Learning Management System.

SARS: Severe Acute a Respiratory Syndrome.

TEFL: Teaching English as a Foreign Language.

UNESCO: United Nations Educational, Scientific and Cultural Organization.

URL: Uniform Resource Locator

VLE: Virtual Training Environments.

WHO: World Health Organization.

WWW: World Wide Web

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Abstract

The pandemic significantly disrupted the globe. It has wreaked havoc on the educational sector, which is a key determinant of a nation's economic future. It has compelled the human community to sustain social distancing. Online or distance learning has become the norm, which as an instructional method had to be unexpectedly implemented in schools and higher education institutions, with the presumption that this intervention has a noticeable effect on students and their performance. Therefore, this study highlights different challenges and opportunities created by COVID-19, it aims at investigating the students' perceptions toward e-learning and thus acceptance of this new learning system. In other words, it sheds some attention on the challenges and opportunities students face during their online learning experience. The practical section of this research was curried at the English language department at Ibn Khaldoun University, Tiaret, Algeria. Eighty (80) students from the third year LMD, and eight (08) teachers participated. Extensively, the adaptation of the mixed-method research approach strove to substantiate the research hypotheses and to draw upon the research findings based on two data collection methods, a questionnaire that was used to investigate the students' perceptions toward distance learning and a semi-structured interview in order to accumulate teachers' opinions. As the data collected descriptively was interpreted, the findings revealed that students revealed negative reactions toward online learning, they viewed this transition to fully online learning negatively. This entails that learners' perceptions of using the Moodle platform during the COVID-19 crisis were negative as well.

Keywords: Covid-19 pandemic, Distance learning, Students' perceptions, Challenges, Opportunities, Moodle platform.

GENERAL
INTRODUCTION

General Introduction

Covid-19 pandemic has changed people's lives all across the world. Since the crisis initially arose in December 2019, the entire world has been attempting to find a solution, specifically in Wuhan, China. Many questions remain about the epidemic, the pathogen, as well as how to prevent it from expanding. On the other side, teachers are more preoccupied on how to assist their learners in attempting to learn in the face of adversity which have disrupted the global educational system and prompted educational institutions to close, affecting over 90% of the world's student population.

According to Mailizar et al (2020), The global spread of Covid-19 compelled numerous countries to implement lockdown and social segregation policies. The first case of COVID-19 in Algeria was discovered on February 25, 2020, in the province of Ouargla. To avoid the epidemic, the Algerian government announced a countrywide shutdown and blackout in March 2020.

Since then, all universities and colleges have been shuttered. The Ministry of Education advised Educational Departments to develop alternative teaching techniques as a result of the unanticipated lockout, which compelled teachers and students to work and study remotely from home. As a result, many Algerian universities have re-opened their borders to students via online learning platforms.

During the COVID-19 lockdown phase, online or e-learning has become a requirement. Many Algerian universities utilized the Moodle e-learning platform to continue academic work and keep students engaged during the pandemic. In March 2020, the University of Tiaret began using this online educational platform to post courses, assignments, and tests.

Aim of study

The aim of this study is to look into the perspectives of EFL students at the University of Tiaret about distance learning during the COVID-19 outbreak. It investigates EFL learners' understanding of how they conduct EFL learning online in situation that was unanticipated

and unprepared. In other terms, it emphasizes the difficulties and opportunities they have when engaging in online learning.

Statement of the Problem

This study is recent because the COVID-19 epidemic was only detected in 2020, and there were few studies on the subject, since online learning is a new thing for students , it is necessary to examine their perceptions of the challenges and opportunities in order to deal with them.

Research Questions

1) What are students' perceptions of distance learning during the pandemic?
2) How do students perceive the use of the Moodle platform during COVID-19 epidemic lockdown?
3) What challenges students face during distance learning?

Assumptions and hypotheses

1) Distance learning allows students to study when it is convenient for them, and it increases participation and collaboration among them.
2) Students are facing technological difficulty in using e-learning system because internet connection in some area is not supporting to prepare online learning.
3) For effective E learning, higher education institutions should provide technical and academic support to students over the internet for a variety of tasks.

Methodology and Means of Research

The collection of information will be gathered through a questionnaire and an interview. The questionnaire will be sent to Ibn Khaldoun University, Tiaret, third-year LMD students who took courses online during the outbreak to gain a better grasp of the obstacles and opportunities they faced as a result of higher education's rapid change to online instruction. As an outcome, the interview is designed for teachers to acquire a first-hand perspective, as well as to study teachers' perspectives and experiences.

Structure of the Study

This survey has two parts: theoretical and practical. In the theoretical part, there are two chapters. The first stage will be to conduct a literature review and develop a conceptual framework for this research. It provides an overview of distance learning and explores how to educate at a distance, as well as a number of distance learning solutions. The second chapter looks at the challenges and opportunities of distance learning during the COVID-19 pandemic.

The second part is the practical one. It is involved with the investigational field. It provides a complete description of the research design, sample, and methodology, as well as a thorough analysis and discussion of the findings. We will be able to come up with a set of implications, limitations, and recommendations, as well as conclusions, by the end of this chapter.

THEORETICAL PART

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Distance Learning

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1.1.Introduction

The use of technology to bridge a physical distance between a teacher and a student is known as distance learning (Matthews, 1999). Distance education originates with the development of the internet as a robust tool that was overspread in many domains, such as higher education.

This chapter elucidates the fundamental basic related to the enlargement of technology via distance learning in the field of education. Since distance education is the nucleus of our study, it is important to highlight its background, types, and its different platforms. It begins with a clear definition of distance learning and then moves on to a historical overview of distance education developments. Then, how does learning happen at distance in higher education. Therefore, the challenges faced by learners and teachers, the need for solutions for distance learning will be explained at the end of this chapter.

1.2.Definition of Distance Learning

1.2.1. What is Distance Learning?

The revolution of online education has gained prominence in recent years as learning and teaching environment that provides educational materials. Distance education, Simonson et al. (2015) defines distance education as "institution-based, formal education in which the learning group is geographically separated and interactive telecommunication networks are employed to connect learners, resources, and instructors" (p.7). Mainly, Distance education, as Moore (2013) outlines, is primarily structured learning in which students and instructors are separated by place and time and are delivered through various forms of learning. Such modes of learning are nontraditional delivery systems for certain types of learning. Davidson-Shivers et al. (2018) looked into the use of the internet, the World Wide Web, computers, digital technologies, teleconference systems, communication networks, broadcast systems, and corresponding courses in these delivery and telecommunication systems. Networked learning, web-based learning, web-enhanced courses, connected learning spaces, flexible learning, and hybrid learning systems are all terms used by Gunawardena and McIsaac (2013) to describe these delivery systems. Physical separation of instructor and learner, as well as the time factor, are prevalent themes in all definitions. In defining distance education, a number of

propositions evolved, practically all of which highlighted the factor of distance (in space and/or time) between teachers and students (White:2003). Moore (1972) described remote education as follows:

> "A family of instructional methods in which teaching and training behaviors are carried out simultaneously... in order that print, electronic, mechanical, or other equipment must enhance communication between the student and the teacher" (Moore, 1972: 76 cited in Moore (1991).

Keegan (1993), proposed a definition of distance education with the subsequent basic Characteristics*:*

- The quasi separation of the teachers and learner throughout the length of the training process;
- The influence of an academic organization both within the planning and preparation of learning materials and within the provision of student support services;
- The utilization of technical media-print, audio, video or computer-to unite teacher and learner and carry the content of the course;
- the supply of two-way communication in order that the scholar may enjoy a good initiate dialogue; and therefore the quasi-permanent absence of the training group throughout the length of the training process in order that people are usually taught as individuals instead of in groups, with the likelihood of occasional meetings, either face to face or by electronic means, for both didactic ad socialization purposes. (Keegan, 1993).

In his definition, Keegan categorizes 6 dimensions of distance learning:

> " separation between teacher and student; the influence of an academic organization; use of media to attach teacher and student; two-way exchange of education; students perceived as individuals, not as groups; education as a kind of industrialization" (Roushanzamir,2004).

However, through the 25 past years, a number of those classes became rather obsolete. as an example, the perception of scholars as individuals (rather than groups) may not be a characteristic feature for distinguishing distances from face to face education .it are often argued that group work is definitely accommodated into the foremost current technologies.

> "The quasi-permanent absence of learning groups … need not apply. Despite the geographic separation, groups of students can cooperate together." (Holmberg, 2003).

Keegan's categories should be suggestive as within the example of individual vs. group orientation; the individuals and/or groups could also be differently placed in space and/or time. Holmberg (1995:2) defined the concept of distance education in terms of communication between students and educational institutions, he claims that distance education refers to :

> "Continuous non-contiguous connection between the supporting organization and its students"
>
> There are two types of communication: one-way traffic and two-way traffic.
>
> The instructional exposition is referred to as one-way traffic. It is defined as a simulated dialogue in which students interact with texts, recorded words, and technical devices through which course materials are transmitted from the supporting organization (ibid).

The term "two-way traffic" refers to actual communication. It is defined as actual/real communication between students and supporting organizations via phone conversations, e-mails, and other technological tools. This allows students to receive one-on-one tutoring and counseling. (ibid)

Holmberg (2005:166), proposed the following definition:

> "Distance education is seen as a form of teaching and learning that is not under the supervision of teachers present with their students in lecture rooms or on the same premises but that, nonetheless, benefits from the planning, guidance, and teaching of a supporting organization,"

Distance education has three key components, according to him:

1) Learning materials are presented in a mediated format.

2) Interaction among students and tutors

3) Online learning peer-group interaction (ibid)

Distance education is described by Williams, Paprock, and Covington (1999, cited in White2003, 11) as:

> "The teaching-learning system in which the learner and teacher are separated by location and time."

Distance education, according to Shelly (2000), is an educational system in which students can study in a flexible manner, on their own time, in their own area, and without having to interact with teachers face to face.

Distance education was characterized by Garrison and Archer (2000), as cited in (White2003, 11), as on-contiguous communication between teachers and students:

> "In order to facilitate and promote the educational process, distance education must include two-way communication between teachers and students".

Distance education, according to Bates (2005), is a type of education in which students choose the time and place of their studies without the presence of lecturers. When it comes to conducting distance education programs, technology is critical. The definition given by Fancher et al. (2020) is as follows:

> "The process of extending learning, or offering educational resource-sharing opportunities, to areas other than a classroom, building, or site, by employing video, audio, computer, multimedia communications, or a mix of these and other conventional delivery systems"

Ultimately, all of the proposed definitions of distance learning agreed that distance learning is considered as a complete system for delivering education at a distance that is a parallel or wiser educational system than the traditional face-to-face system. This technology is not a type of e-learning that uses electronic materials to enhance learners' experiences, nor is it a type of internet-based instruction delivery that, like online learning, improves students' learning experiences through its flexibility and accessibility. In light of this, the word "distance learning" can be interpreted to refer to a comprehensive education delivery technique that incorporates both online and e-learning in its approach to delivering education to students who are located distantly. As a result, the term "Distance Learning (DL)" used in this study corresponds to the concept given above.

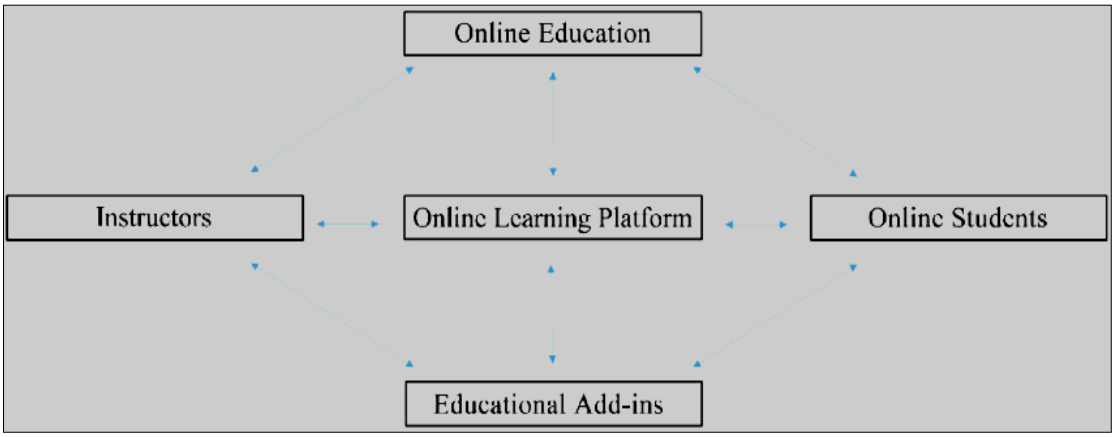

Figure 1.1: **Online/ Distance Education System**

1.2.2. History of Distance learning

Distance learning has been expanding since the late 1800s. Correspondence course study was one of the early kinds of distance education. In the mid-1840s, Sir Isaac Pittman established Sir Isaac Pitman's Correspondence Colleges in England. Correspondence courses seized the opportunity rural free mail delivery system to ensure course materials to students. Learners worked on course content independently, and interactions between instructors and students were limited to one-way communication. Correspondence courses proliferated across Germany, Canada, Australia, the Soviet Union, Japan, and the United States within a few decades (Matthews, 1999).

William Rainey Harper was an early pioneer in both schooling and distance education in the United States (1856-1906). While serving as the president of the University of Chicago, he is notable for establishing primary school correspondence courses by mail. At the University of Chicago, he implemented an expansion program that resulted in the world's first university remote education program. Rainey was an outspoken promoter of correspondence education, predicting that correspondence students will one day outnumber classroom students (Simonson, et al. 2003, p. 28).

Learners in rural or remote areas who did not have geographical access to educational institutions comprised a large proportion of early distance learners. Individuals in the military composed another significant group of distance education students in the United States. After World War II, when many 4 veterans hurried to finish the education they had

missed while in the service, the number of correspondence courses risen exponentially. (Boettcher and Sherman, 1997).

Numerous early distance education courses were not affiliated with institutions of higher learning. However, some advanced education establishments offered correspondence courses or augmentation courses through the continuing education branch of the university. The University of Chicago, Iowa State and the University of Iowa were early adopters of Distance Education in the United States. The University of Iowa's current Centre for Credit Programs website states “Correspondence study courses, the oldest form of distance education, were offered by the University of Iowa beginning in 1916.”

Distance education was predicated on the premise that education might be achieved without a student-teacher face-to-face interaction. This may have been difficult to imagine in the 1700s. Distance education is now ubiquitous, because to advances in communications technology and computer and Internet connectivity. It is still very significant. It plays an important part in global education since it enables wider access and, in some cases, a more economical option. Advances in communication technology have resulted in a shifting landscape of education and the proliferation of distance education, from the Postal Service to spark transmitters, television transmission, the Internet, and the Web. Both traditional and non-traditional colleges and universities recognize online education as the fastest expanding form of distance education. In 2011, 65% of institutions reported that online learning was important to their long-term strategic plans (Allen & Seaman, 2011). Online learning is no longer merely a trend.

John Sener (2012), noted, “Education has been, is being, and will continue to be cyberized,” (p. 157).He describes “cyberize” as adapting to digital technology or culture. The first era of online education was focused on providing access, whereas the second era has the potential to increase education quality in general, not only online education. It's not about changing what's being communicated, but about changing how it's "transmitted, conserved, and generated" (Sener, 2012, p. 124).Distance education, since its start in the 1700s, has aimed to make knowledge accessible to a wider range of people. It makes education attainable for people who are unable to sit in a regular classroom, just as financial aid and scholarships make

education achievable for those who are unable to afford the expense. It's time to focus on the quality of education we deliver, both in the classroom and online, and to employ the latest technology and innovations to motivate, inspire, and educate the students of the 21st century (Kentnor, 2015).

1.2.3. Distance Learning and its significance

There have been attempts to define the phrase "distance education". Since a particular component of remote education has been highlighted, there is a distinction between these definitions. Distance education is a concept that encompasses an individual learner's and a supporting organization's learning and teaching activities. It is distinguished by non-contiguous communication and the ability to be carried out anywhere and at any time, making it appealing to adults with professional and social commitments (Holmberg, 1989, p. 168).

Learners who are not physically present in a typical education setting, such as classrooms, are no longer unable to continue their studies. Distance learning is the key for them, it is a field of education that focuses on displaying methods and technologies with the purpose of achieving teaching, often on an individual basis; it has been defined as: “a process to create as well as provide access to learning whenever the source of information and the students are segregated by time and distance, or both” (Honeyman& Miller, 1993, p. 68).

The terminology "remote learning" refers to methods for increasing access to education and training while removing learners from time and location limitations. Individual and group learners can use its flexible learning opportunities. This is the fastest-growing area in education. The emergence of Internet-based technologies, notably the World Wide Web, has highlighted the potential impact of distance learning on all aspects of education. It is defined as learning that entails the deployment of information, computer, and communications technology applications in several locations (Webster &Hackley, 1993, p. 68).

The basic definition of distance learning is that the teacher and students are separated in space and that this distance is bridged via the use of technological tools (Casarotti et al 2002, p. 37). Keegan (1986) compiled a comprehensive description of distance education by combining five key aspects from previous definitions:

1. Throughout the learning process, there is a quasi-permanent separation between the teacher and the learner. (This distinguishes it apart from traditional face-to-face instruction.)
2. An educational organization's effect on the planning and preparation of instructional materials as well as the supply of student support services. (This distinguishes it apart from private study and teaches-you programs.)
3. The use of technical media, such as print, audio, video, or computer, to connect teacher and student and convey course information.
4. The availability of two-way communication, allowing students to benefit from or even create discourse. (This sets it apart from other educational applications of technology.)
5. The quasi-permanent absence of the learning group during the learning process, culminating in most people being taught individually rather than in groups. There is also the option of holding occasional meetings for both didactic and social purposes.
6. In comparison to regular education, distance education is distinctive.

Distance education refers to the delivery of academic knowledge and instruction to students who are physically separated from the source of the information. Learners who cannot afford the money or time for traditional classes or who reside in rural areas far from their institutions might benefit from distance education, often known as distance learning. Because of the rapid growth of the internet in recent years, it has emerged as the most important technology for delivering remote education.

1.2.4. Overview of Distance Learning Technologies

According to Warlick (2002), "we need technology in every classroom and in the hands of every student and teacher since it is the pen and paper of our day and the lens through which we see much of our world". The use of technology to aid in the processing and sharing of data is not new: in fact, it predates the invention of writing. However, the improvement of a variety of technologies has accelerated dramatically during the previous 50 years, owing primarily to the advent of digital electronics.

Many different types of technology are used in distance learning programs. The World Wide Web (WWW) and the Internet are the principal ways of disseminating educational

material. Learners receive access to educational materials and services intended for the Internet and (WWW), once they have subscribed to or signed up for an Internet provider. Even though the educational information is maintained online, learners who have access to the site can download or use it as long as it is accessible. This allows students to work from their own home and return to the site as frequently as they want. “One of the most significant solutions to the expanding needs of education is online learning and teaching through network technologies.” (Hrastinski, p. 51, 2008).

Learning information can be found on the Web in a variety of engaging formats. It can present special effects to display information in sound bits, such as music or voice. Graphics can also be displayed in other forms of art, along with animation or video. Learners may be required to send e-mail messages, subscribe to mailing lists or newsgroups, and engage in various videoconferencings in addition to working with the Web.

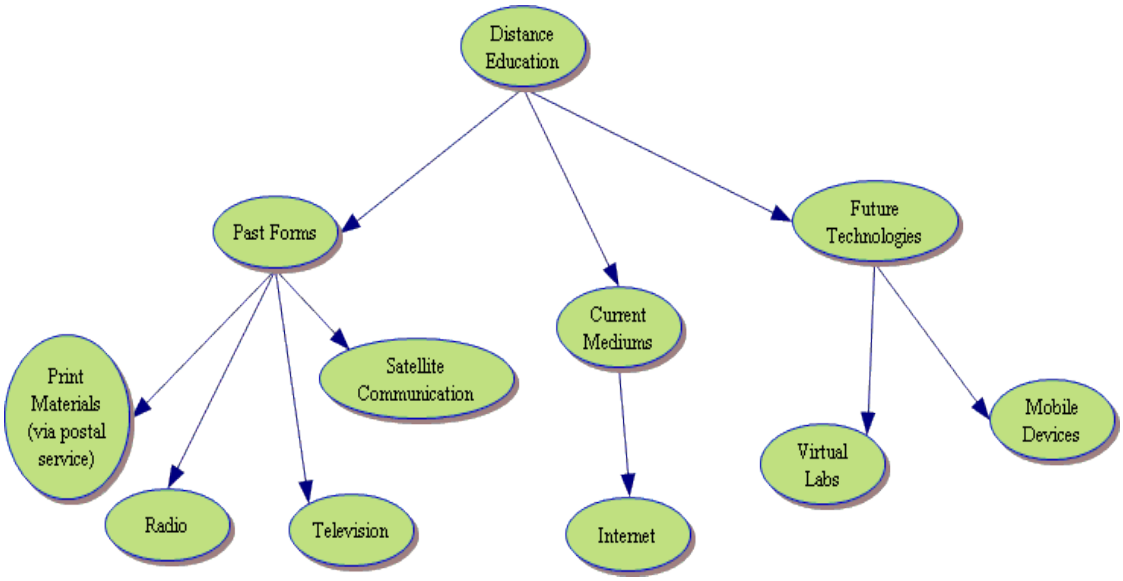

Figure 1.2: **History of distance learning technologies**

1.2.5 Distance Education and Generations

Depending on technical advancements, distance education covers several decades. Garisson's use the term generation, he noted "In other words, new media can be coupled with older media to provide a larger variety of choice for the creation of effective distant education delivery systems," (Garrison, 1985: 236).However, as many scholars have pointed out, a poor use of media can trap remote education in old paradigms, leaving it unable to meet the "triple crisis" of access, affordability, and flexibility. The important paradigm shifts in teaching and learning are missed when describing the growth of online education solely through technological means.

Distance education technical developments were divided into three generations by Garrison (1985): correspondence, telephony, and computers. Kauffman and Nipper 1989 (cited in Bates, 2005) described three generations of online education:

1. Corresponded education based on print (single technology)
2. Multi-media approach (print + broadcasting) (industrial)
3. Internet + videoconferencing as a two-way communication medium

According to Peters (2003), there are three generations of remote education and their accompagnante teaching and learning behaviors: the first used books as the primary medium of instruction, the second added radio and television to the mix, and the third combined multimedia and personal computers.

"The PC is a carrier, distribution, display, instruction, and interactive media all in one. Furthermore, it provides pedagogically beneficial services that traditional media are unable to provide." (ibid:88-89).

Taylor's model is the most comprehensive distance education generation model (2001). He demonstrated five different generations of distance education methods and related delivery technology. First, there is the Correspondence Model, which is based on print technologies; second, there is the Multimedia Model, which is based on print, audio, and video technologies; and third, there is the Telelearning Model, which is based on the use of telecommunication technologies to enable synchronous communication. fourth, the Flexible Learning Model,

which is based on online delivery over the Internet, and fifth, the Intelligent Flexible Learning Model, which is derived from the fourth and takes advantage of additional modern technologies (Taylor, 2001). The five generation are explained in the table below (Taylor 2001).

Table 1.1: **Models of Distance Education (Taylor 2001)**

Models of Distance Education and AssociatedDelivery Technologies	**Characteristics of Delivery Technologies**				**Institutional Variable Costs Approaching Zero**
	Flexibility			**Advanced Interactive Delivery**	
	Time	**Place**	**Pace**		
First Generation - The Correspondence Model					
• Print	Yes	Yes	Yes	No	No
Second Generation - The Multi-media Model					
• Print	Yes	Yes	Yes	No	No
• Audiotape	Yes	Yes	Yes	No	No
• Videotape	Yes	Yes	Yes	No	No
• Computer-based learning (eg CML/CAL)	Yes	Yes	Yes	Yes	No
• Interactive video (disk and tape)	Yes	Yes	Yes	Yes	No

Third Generation - **The Telelearning Model**					
• Audioteleconferencing	No	No	No	Yes	No
• Videoconferencing	No	No	No	Yes	No
• Audiographic Communication	No	No	No	Yes	No
• Broadcast TV/Radio and Audioteleconferencing	No	No	No	Yes	No
Fourth Generation - **The Flexible Learning Model**					
• Interactive multimedia (IMM)	Yes	Yes	Yes	Yes	Yes
• Internet-based access to WWW resources	Yes	Yes	Yes	Yes	Yes
• Computer mediated communication	Yes	Yes	Yes	Yes	**No**
Fifth Generation - **The Intelligent Flexible Learning Model**					
• Interactive multimedia (IMM)	Yes	Yes	Yes	Yes	Yes
• Internet-based access to WWW resources	Yes	Yes	Yes	Yes	Yes
• Computer mediated communication, using automated response systems.	Yes	Yes	Yes	Yes	**Yes**

1.3.Types of Distance Learning

1.3.1. Synchronous Distance Learning

The synchronous learning mode, on the other hand, is more like traditional education in that communication occurs in real time (Hrastinski, 2007; Rydberg Fhrus, 2008). During learning sessions, students can observe professors' presentations and vocally interact with them due to synchronous communication (Keegan et al., 2005). Because synchronous communication takes place in real time, debates become more dynamic than when asynchronous communication is used exclusively (Niehues, 2007). The synchronous communication mode is excellent for use in big groups while broadcasting various types of sessions (Tiong & Sim, 2005). It allows learners to discuss with teachers and among themselves via the internet at the same time using tools like videoconferences and chat rooms.

According to Almosa and Almubarak (2005) the synchronous kind has the potential to streamline feedback.

Some of the limitations of synchronous education include the need for students to be available at a specific time and the requirement for a high-bandwidth Internet connection. Due to technical difficulties, participants may feel disappointed and thwarted. Furthermore, because pedagogy is more important than technologically aided media, a carefully developed instructional design is essential. For example, Murphy et al. (2011) regard synchronous mode to be more teacher-oriented. Special activities must be developed, to expand the scope of synchronous communication beyond a lecture or teacher-student interaction.

1.3.2. Asynchronous Distance Learning

Asynchronous online learning refers to situations in which students communicate with one another over a period of time using resources such as discussion forums, e-mail, and bulletin boards (Oye, Salleh&Iahad, 2012). "Asynchronous communication better encourages cognitive participation because of enhanced contemplation and ability to share complicated information," Hrastinski (2007) argued (p. 102). The quantifiable growth in student numbers is a fairly popular and repeating depiction of the benefits of e-learning. According to Anderson and Grönlund (2009), the reason for the growth is that instruction is not bound to a physical location, allowing students to study nearly anywhere (Andersson & Grönlund, 2009; Anderson, 2008). According to Hrastinski (2008), students prefer asynchronous instruction because it allows them to study while also taking care of other responsibilities, students contextualize their learning (Anderson, 2008). Singh et al. (2005) referred to Holley (2002), who states that asynchronous learning has permitted all individuals around the globe to access lifelong learning.

Asynchronous learning allows students to communicate with instructors or teachers as well as with one another through the internet at different times. It is therefore interaction later, with the use of tools such as thread discussion and emails (Almosa and Almubarak, 2005; Algahtani, 2011), with the benefit that learners can learn at their own pace, but with the disadvantage that they will not be able to obtain immediate feedback from instructors as well as their fellow learners (Almosa and Almubarak, 2005).

Asynchronous e-learning can be difficult to maintain students engaged and interested in, since only a well developed set of strategies can support motivation, confidence, involvement, problem solving, analytical, and higher order thinking skills in this type of learning environment. Furthermore, it is a self-paced system in which students should be self-disciplined in order to stay active and engaging in order to keep track of activities. While discussions on forums and blogs might keep them busy, deviating from the topic might also cause them to become distracted. Another aggravating issue is delayed feedback (Huang & Hsiao, 2012). Furthermore, there are inadequate opportunities for socializing, thus, students have find ways to network on their own.

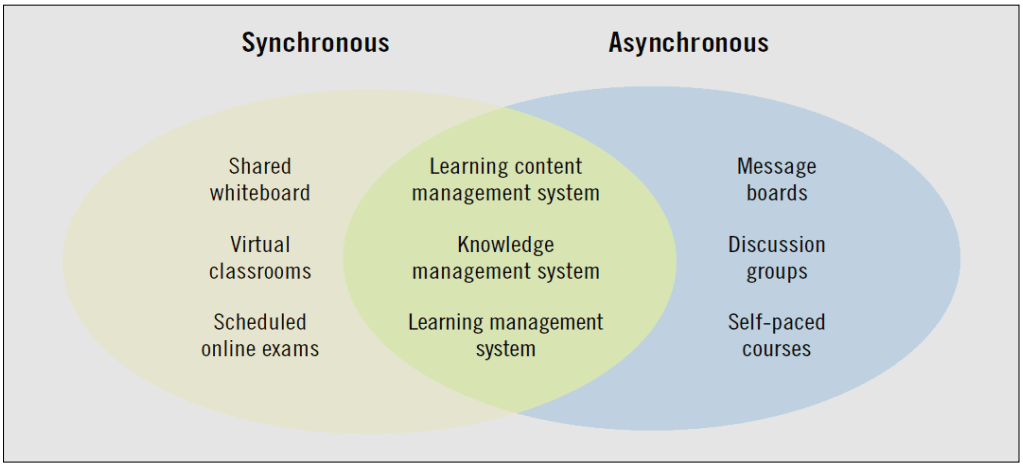

Figure 1.3: **Differences and similarities of Synchronous and Asynchronous distance learning**

Students and teachers benefit from both synchronous and asynchronous e-learning. Hrastinski (2008) provides an overview of the two teaching modes in Table 1, explaining "when," "why," and "how" asynchronous and synchronous teaching are best used in E-learning.

Table 1.2: **When, Why and How to Use Asynchronous vs. Synchronous E-learning**

	Synchronous E-Learning	**Asynchronous E-Learning**
When?	• Discussing less complex issues • Getting acquainted • Planning tasks	• Reflecting on complex issues • When synchronous meeting cannot be scheduled because of work, family and other commitments
Why?	• Students become more committed and motivated because a quick response is expected.	• Students have more time to reflect because the sender does not expect an immediate answer.
How?	• Use synchronous means such as videoconferencing, instant messaging and chat, and complement with face-to-face meetings.	• Use asynchronous means such as email, discussion boards, and blogs
Examples	• Students expected to work in groups may be advised to use instant messaging as support for getting to know each other, exchanging ideas, and planning tasks. • A teacher who wants to present concepts from the literature in a simplified way might give an online lecture by videoconferencing	• Students expected to reflect individually on course topics may be asked to maintain a blog. • Students expected to share reflections regarding course topics and critically assess their peers' ideas may be asked to participate in online discussions on a discussion board.

Source: **Hrastinski (2008)**

1.3.3. Hybrid Distance Education

Olapiriyakul & Scher (2006), defined The hybrid course as a type of higher education course that combines online and face-to-face training. These courses use technology both in the classroom and outside of it, such as in online lectures. The traditional course environment, which is the physical campus classroom, does not contain the space and time limitations of the hybrid course model (Dziuban, Moskal, & Hartman, 2005). It is a method of delivering distance education in a regular classroom setting while having an adult present as a teacher and/or facilitator (Hannum, Irvin, Pui-Wa, & Farmer 2008; Yudko, Hirokawa, &Chi, 2008).

Learning technology that are used to communicate materials or information to students in a hybrid course in higher education include computers, smartphones, or Blackboards (Derntl&Motschnig-Pitrik, 2005; Garrison &Akyol, 2009).

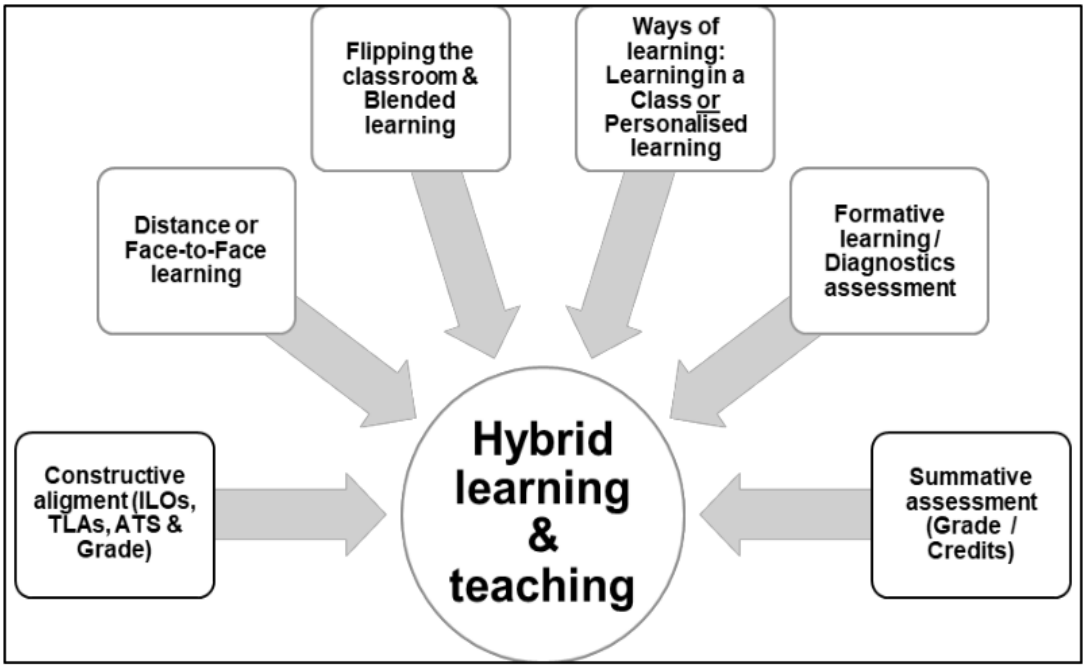

Figure 1.4: **Hybrid Learning and teaching**

1.3.4. Blended Learning

The incorporation of new technology into the learning process has become a critical component in the advancement of any academic discipline. Alonso et al. (2005) define blended learning as a design that mixes self-paced learning using web-based applications with face-to-face classroom teaching, as opposed to traditional learning methods. To clarify, Oliver and Trigwell (2005) define blended learning in the context of higher education as the integrative use of web-based online methodologies within traditional learning settings.

Additionally, Tanaka-Ellis (2012) describes the characteristics of a blended learning environment in which traditional methods are combined with computer-mediated activities, and electronic learning (e-learning) components are required to be included in the course. As a result, Sharma and Barrett (2007) go on to explain how e-learning components might be used to distribute course contents. Computers, the internet, interactive platforms, email, the virtual learning environment (VLE), blogs, wikis, and any other applicable web-based application are examples of e-learning components that enable instructors to expand their courses.

The blended learning strategy provides a variety of instructional modalities to choose from. Its requirements are applicable to offer learning materials in traditional based settings and with the use of technology aids since it provides the integration of both technical and traditional modes of learning. The flipped classroom method, which contributes to developing EFL learners' speaking skills, is one of these blended approaches that has been investigated in Algerian EFL classrooms.

1.3.5. Electronic learning

E-learning, as defined by the OECD (2005), is the use of information and communication technologies in a variety of educational processes to support and enhance learning in institutions of higher education, and includes the use of ICT as a supplement to traditional classrooms, online learning, or a combination of the two modes. According to Moore, Dickson-Deane and Galyen (2005), It is the use of electronic communication channels and multimedia for learning and teaching is only three decades old. Electronic learning, often known as e-learning, has been characterized in a variety of ways depending on the context

(Moore et al. 2011; Nycz and Cohen, 2007).Stockley (2003:1) defines e-Learning as "the electronic transmission of a learning, training, or education program." E-learning is considered as “the use of a computer or other electronic device (such as a mobile phone) to provide training, instructional, or learning content in some way.”

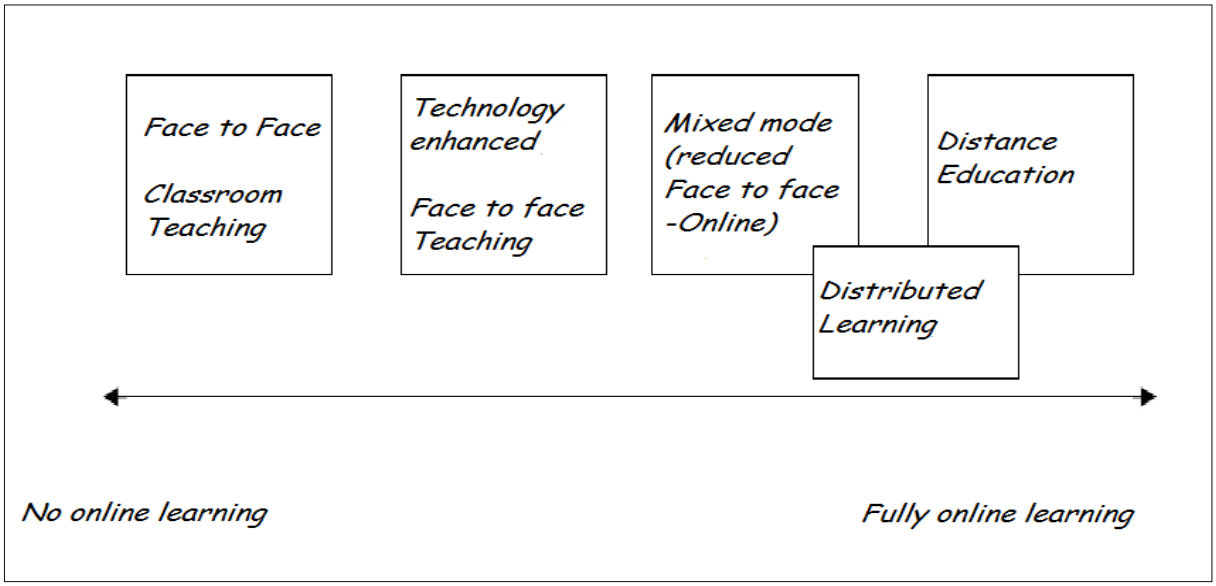

Figure 1.5: **Continuum of Technology-based Learning (Bates 2005: 9).**

Another method of defining e-Learning, in consonance with Tavangarian (2004: 2), seems as "all types of procedural electronic aided learning and teaching" that intends to "impact the building of knowledge with reference to the learner's specific experience, practice, and knowledge." E-learning aids the learning process by allowing students to get the most out of their studies by utilizing technology, software, and networking.

1.3.6. Fixed Time Online Courses

Fixed time classes are strictly online classes in which students can connect in to the online learning environment at a certain time. They feature a required live chat component that enables students to build a social presence in an online environment. This makes individuals feel involved in real time, giving the impression that they are in a real class. As a response, students benefit from the experience of being there for group learning, immediate interaction, and teacher feedback. The most frequent sort of distance learning today is fixed time classes.

1.4.Theories of Distance Education

Distance education theories, established from Prominent scholars in the discipline, such as Holmberg, Wedemeyer, Moore, and Peters, , which can be classified into three categories (Keegan, 1996; Saba, 2003):

1.4.1. Theories of autonomy and independence

Charles Wedemeyer, Rudolf Delling, and Michael G. Moore established distance education theories that put the learner at the center of the learning process (Keegan, 1996; Saba, 2003). According to Saba (2003), "One of the distinguishing elements of remote education is the primacy of the learner, and grasping this aspect is vital for recognizing why it is essentially different from other kinds of education," (p. 4).The core essence of remote education, according to Wedemeyer (1981, see Saba), is "a separate "nontraditional" style of education," focusing on the student learner's independence (Keegan, 1996, Saba, 2003). There are different characteristics that make up the perfect distance education system that Wedemeyer believes encompasses the core of remote education. In order to emphasize autonomy and independence, the system should:

- Be able to operate in any location with students – or even just one student – whether or not there are teachers present at the same time
- Be able to operate in any location with students – or even just one student – whether or not there are teachers present at the same time
- Provide students and adults with additional options (opportunities) in terms of courses, formats, and methodologies
- Make use of all proven effective instructional media and approaches, as appropriate
- Ensure the opportunities for adaptability to individual differences are preserved and enhanced

Additionally, Wedemeyer indicated four important parts in every teaching learning situation A teacher, a learner(s), a communications system, and knowledge to be taught or learnt . The creation of a link between the teacher and the student was part of his theory of effective distance education endeavors (Hanson et al, 1997); nonetheless, Wedemeyer's

concept on the separation of teaching and learning includes the following features of independent study:

- The teacher and the student are separated.
- Normal teaching and learning procedures are carried out in writing or through another medium.
- Teaching is tailored to the person.
- The learner is able to learn at his own pace in his own setting.
- The learner is in charge of his or her own progress, with the ability to start and stop at any time (In Keegan, 1986, p. 64).

Building on the work of Wedemeyer,Moore (1983) developed a theory that examines two variables in remote education programs: learner autonomy and distance between student and teacher (Hanson et al, 1997). The latter variable became known as "transactional distance," which is used to describe the one-of-a-kind relationship that exists between the student and the teacher (Saba, 2003). The core of 'distance,' according to Moore, is two-way communication (dialog) and the degree of responsiveness to the individual learner's demands (structure) (Hanson et al, 1997).The second part of Moore's theory covers learner autonomy, due to the extreme distance between the teacher and the learner, a distance education student should bear responsibility for the learning process. Moore divides distance education programs into two types: learner-determined or "autonomous" programs and teacher-determined or "non-autonomous" programs (Hanson et al, 1997).

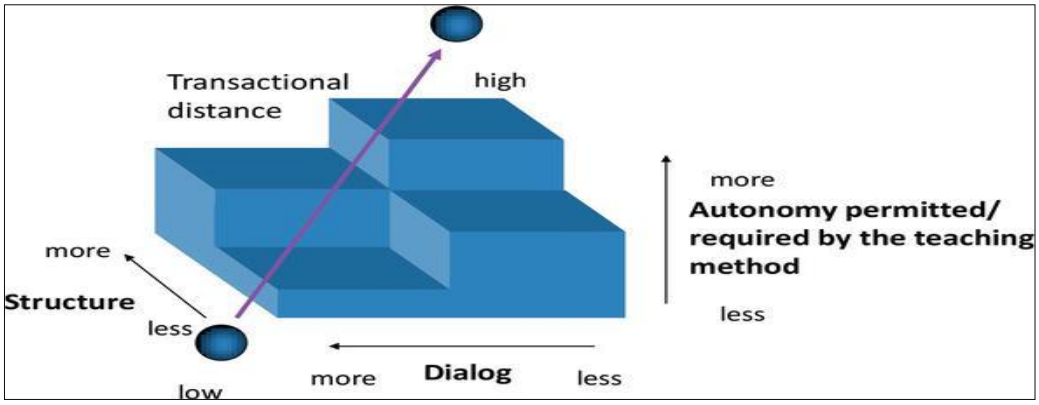

Figure 1.6: **Overview of transactional distance theory (Delgaty, 2019)**

1.4.2. Theory of industrialization

Theorists in distance education such as Otto Peters, Desmond Keegan, Randy Garrison, and John Anderson have developed theories that are primarily concerned with how the field runs and is organized. The main focus of this collection of thoughts is structural concerns and issues (e.g., industrialization), as well as how those issues affect the teaching and learning process (Keegan, 1996; Saba, 2003).Peters (1988, 1994) theory of industrialization incorporated the premise that distance education is an industrialized mode of teaching and learning that may reach a large audience.(Hanson et al, 1997; Saba, 2003). He relates online education to the manufacturing of goods in an industrial setting, and in 1988, he coined new terms for assessing distance education.

Peters' theory of industrialization has gotten a lot of press, and Saba (2003) claims that "industrialization has been a component of remote education for many years, in fact, it is difficult to conceive distance education without some elements of industrialization" (p. 5). However, with the advent and widespread usage of the Internet in recent years, critics of the industrialization thesis have raised concerns about the possibility of a "postindustrial type of education" (Saba, 2003, p. 6).

1.4.3. Theories of interaction and communication

The conceptions of interaction and communication are significant components in remote education, according to Holmberg, John A. Baath, Kevin C. Smith, David Stewart, and John S. Daniel's contemporary ideas and perspectives (Keegan, 1996).In 1986,Holmberg established a distance education theory that falls within the category of communication theory. In 1995, He created an improved and more thorough theory of distance education, which is broken down into sections. The thought of the centralized learner, student freedoms and independence, unlimited access to educational opportunities and equity, mediated communication and deep learning, personal relations, study satisfaction and empathy between students and teachers, and the theory of serving met a cognitive awareness and problem learning are all included in this new theory (Holmberg, 1995).

In addition, the new theory highlights that “Behaviorist, cognitive, constructivist, and other styles of learning are all acceptable in distance education” (Holmberg, 1995, p 7-8).Although communication technology has aided in bridging the gap between students and teachers, “if students and teachers are separated by a complete lack of dialog, as is the case in many classroom environment throughout the country and around the world, bringing them together until they stand nose to nose will not offer a solution” (Saba, 2003, p. 17).

1.5.Distance Learning in Higher Education

1.5.1. What is Distance Learning in Higher Education

Higher education is undergoing a major transformation as part of a bigger wave of change in our society. The transition has an impact on all aspects of higher education, particularly distance learning and its relationship to the University's regular programs. Distance education's characteristics are most commonly associated with higher educational levels, in which it argues the learning quality that is comparable to those of higher educational certifications. Distance education is widely used in international universities around the world, which provide a wide range of programs and specialties at the graduate, post-graduate, and doctoral levels. Distance education, on the other hand, is disregarded in Algerian educational environments, and it has yet to reclaim its perspectives on the use of ICTs, despite the availability of instructional materials and devices to support such educational models of learning.

E-learning discourses suggest that students prefer to use e-Learning if it facilitates their learning and allows them to learn whenever and wherever they want in their own way (Palmer and Holt, 2009; Kerr, et al., 2006). As shown in a review of the literature on e-Learning, online courses target a particular sector of the student population, specifically those who want to learn but are unable to attend traditional face-to-face learning environments for various reasons (Mangan, 2001; Thomas, 2001). Based on these studies, five out of every six online students are employed and unable to attend regular classrooms. (Govindasamy, 2002) lists seven e-Learning quality benchmarks, including institutional support, course development, learning and teaching, course structure, academic support, student support, assessment and

evaluation assistance, as some of the numerous advantages e-learning provides for lifelong learning.

In accordance with Gokah, Gupta, and Ndiweni Carr (1999) one of the hurdles to e-Learning training, is a lack of ICT (Information and Communication Technology) skills. Ghadah and Magalhaes (2008) reported that e-learning is challenging to implement for instructors who are used to traditional classroom teaching methods. Instructors who want to teach online courses will need to be re-oriented as an outcome of this.

The e-learning teaching environment is still relatively new, and its technologies are continually evolving (Calvert, 2001). As specified by Strauss (2003) transitioning to e-Learning is challenging because it requires the conversion of physical teaching materials into e-Learning materials, that requires patience. Despite these obstacles, it is clear that e-learning is proving to be a new trend in higher education teaching and learning, particularly in nations like Algeria.

1.6.Platforms of E-learning

1.6.1. Learning Management Systems (LMS)

Commensurate with ArajoJnior and Marquesi (2009), a Learning Management System, commonly referred to as LMS and therefore the abbreviation used in this study, is a virtual environment that tries to imitate face-to-face learning situations through the use of information technology. In an LMS, students connect through devices that allow for synchronous or asynchronous communication, permitting for the establishment of various strategies to foster dialogue and active participation among students. Learning Management Systems, as per Lonn and Teasley (2009), are web-based systems that allow teachers and students to exchange materials, submit and return assignments, and communicate online. Meanwhile, an LMS, as specified by Almrashdeh et al. (2011), is software that is used to organize, implement, and assess a specific learning process.

Mediation in a learning management system (LMS) entails both the acquisition of competencies and communication skills by all teachers and students, as well as a greater concern for creating interaction moments and practical application possibilities of

collaborative work, with the learning process taking place in a participatory manner. The teacher uses communication tools such as chat rooms, forums, blogs, and video blogs to do this (Souza, 2005; Sartori& Garcia, 2009; Rosini, 2013). As mentioned by these authors, an LMS should strive to obtain the most advanced technological improvements available today, both for efficiency and to enable the highest level of interactivity and communication among users. Learning and collaborative work have become essential, and technological advancements should result in increased interaction.

The first LMS, as well as the first web browsers, arrived in the 1990s. Learning Management Systems are frequently attacked, according to Silva (2013), since it is assumed that these technologies just virtualize non-virtual classrooms. However, according to the author, it is the way they are built, constructed, and created that is the primary issue. Furthermore, the implementation of an LMS necessitates thorough research, particularly in terms of educational and budgetary considerations.Moodle, Google Classroom, Blackboard, Edmodo, Schoology, Docebo, Canvas, TalentLMS, D2L Brighspace, and Tovuti LMS are among the top ten Learning Management Systems (LMS).

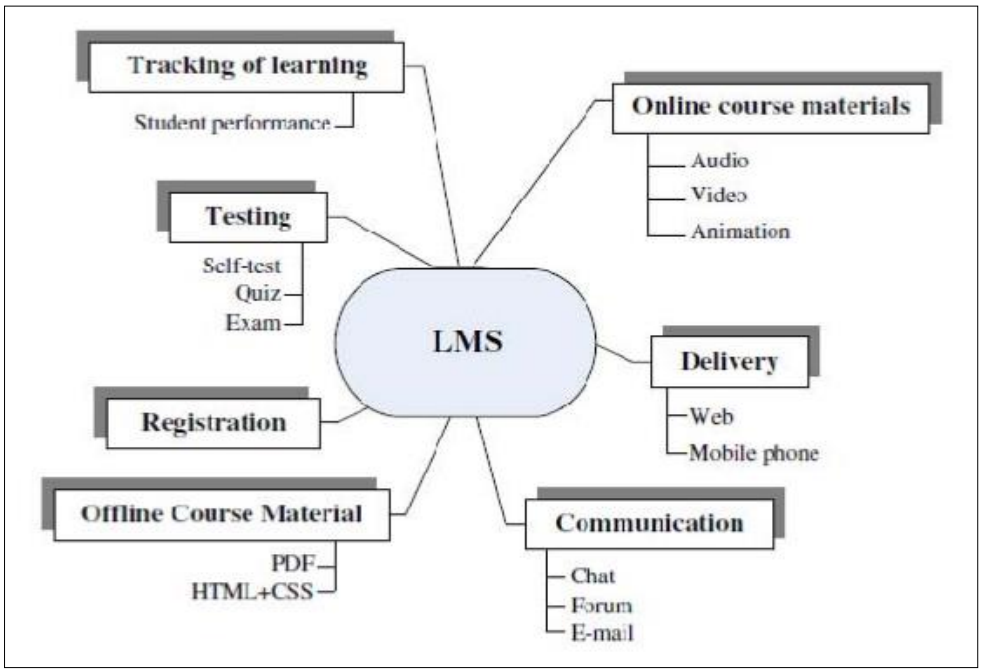

Figure 1.7: **Structure of a Learning Management System**

1.6.2. Social Media

Social Media is "A series of Internet-based apps that based o ideological and technological and technological roots of Web 2.0, and enables the production and interchange of user-generated content," (Kaplan &Haenlein 2010). Simply, Social Media is a new method of communication. Thousands of individuals use Social Media platforms every day to debate a variety of issues, exchange information, ideas, and experiences about the themes that interest them. Merriam-Webster (2019) defines social media as "Forms of electronic communication (including such websites for social networking and microblogging) whereby users build online communities to exchange information, thoughts, personal correspondence, and other content (such as videos)". There are various facets to social media, including platform variances, the ever-changing nature of the medium, and economic issues.The most widely used social media networks: Facebook, Youtube, Instagram, Snapchat, Twitter, TikTok, Whatsapp and Pinterest.

1.6.3. Web-Conferencing Softwares

Regarding the definition of web-conferencing, there are two primary approaches: one focuses on synchronous or asynchronous collaboration, while the other increasingly understands web-conferencing as a real-time, synchronous, web-based type of collaboration. IT analysts such as IDC, Gartner, and Frost & Sullivan are very vocal about this point of view (see Frost & Sullivan, 2001; Latham & Hayward, 2001; Mahowald & Levitt, 2003). Web-Conferencing may be defined as the use of the Internet as a medium for conducting a virtual conference or gathering for the purposes of such a market analysis (Frost&Sullivan, 2001, p. 2-1).

As a consequence, conferencing software allow a real-time connection for two or more users to discuss, create, and view information during scheduled or unscheduled online meetings or events (Heiman& Byron, 2003, p. 11). Some suppliers have recently added features including chat, event scheduling, video bridging, post-presentation editing, and event administration. However, there are a number of devices and services that include conferencing capabilities. Synchronous chat, application sharing, and online presentations are all available in some team collaboration apps (TOC). These applications, on the other hand, are limited to small groups working together in vertical markets or on specialized business processes. They

do not have the primary objective of addressing the needs of conferencing applications in general. Similarly, numerous instant messaging (IM) applications provide synchronous features but lack the more complicated application sharing features (Mahowald& Levitt, 2003, p. 1). Therefore, this market report excludes TOC and IM products, as well as audio and video conferencing goods and services, and overall virtual conferencing (include audio, video and real time document sharing).

1.7.Distance Learning Challenges

1.7.1. Challenges for students

The expansion of distance learning has been spurred by technological advancements. More learners participated in the learning process as a result of the accessibility and availability of technology. Even though distance learning is student-centered, it is critical to understand the characteristics and demographics of distance learners in order to obtain information about learning barriers. However, understanding the exact needs and requirements of students in distance mode is a complex and time-consuming process. As a reason, obtaining precise information about the students is a time-consuming task. Planning distance learning courseware and strategies requires an understanding of these personal qualities.

As a result of the preceding debate, any distance education institution should make understanding the learner a priority. It has been discovered that the student's challenges and hurdles may be classified into the following categories:

- Costs and intrinsic motivators
- Communication.
- Feedback
- Student support services.
- Isolation.
- Lack of prior experience in distance education
- Lack of training.
- Trouble in self-evaluation.
- Lack of ICT knowledge.
- Technical barriers

The emergence of e-learning in higher education led to a shift in students' challenges. Students are supposed to be active participants with the primary goal of obtaining and processing knowledge, rather as passive consumers of knowledge imparted by the teacher (Cohen &Nycz, 2006). Furthermore, according to Cohen and Nycz (2006), this knowledge is often derived from a variety of online platforms and sources, which the instructor is responsible for providing to learners.

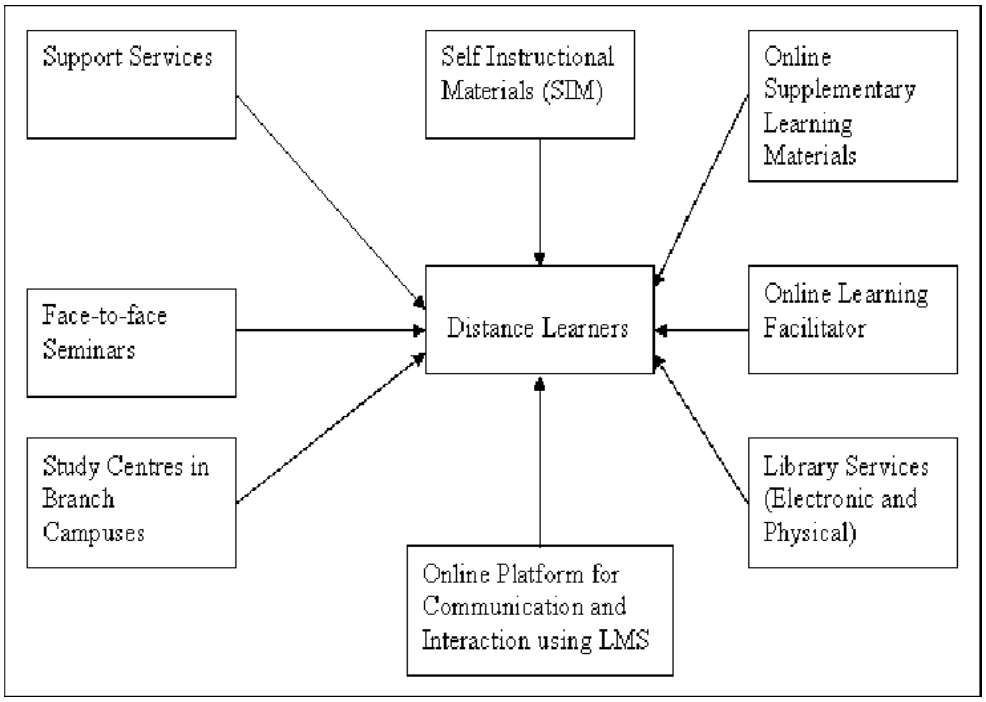

Figure 1.8: **distance Learning challenges**

1.7.2. Challenges for teachers

Proportional to Anderson (2005), ICT has shifted the teacher's difficulties and tasks from "sages on stage" to "guides on the side," (p. 3). It is clear that instructors have evolved from serving as active transmitters of knowledge to functioning as tutors to guide, assist, inspire, and offer the technical tools that students need to study in an online-based teaching setting. As Cohen and Nycz (2006) highlighted, the principles of ICT and e-learning have contributed to the teacher being replaced as the essential aspect of learning, and as a result, the teacher no longer has a monopoly on knowledge (Hrdaf Segerstad, Klasson, & Tebelius, 2007). Table 2 depicts and compares the conventional and new duties of the teacher, as obtained from Cohen, Manion, and Morrison (2004).

Table 1.3: **Teachers' Traditional and Newer challenges**

Traditional challenges	**Newer challenges with ICT**
● Teacher-transmission to passive learners who obey and receive	● Process-based curricula with learners who question and analyze
● Teacher oriented	● Learner oriented
● Teacher as task setters for individual learning	● Teachers as managers of collaborative learning
● An organizer of learning activities Creating enabling structures for learning	● An enabler of quality learning experiences
● Dictating the learning	● Creating enabling structures for learning
● Technology as a tutor	● Technology to support creativity
● Didactic teaching	● Active Learning
● Low order retention and recall	● High order thinking
● Teachers as providers of information and experts in all knowledge	● Teachers as advisors, managers and facilitators of learning
● Teachers as suppliers of knowledge	● Teachers as developers of skills
● Teacher as a distant authority	● Developed student–teacher relationships
● Teacher control of learning – its timing, pacing and contents	● Teachers standing back to let learning happen and children to solve problems
● Prescriptions for what, when and how students will be taught	● Responsiveness to students' cognitive needs and development
● Teacher in narrow and unchanging range of roles	● Teacher in many roles as required: designer, director–actor, facilitator, manager

Source: Cohen, Manion and Morrison (2004).

1.8. Distance Learning Student Success and Satisfaction

According to this review of the literature, the expansion of online courses appears to be due to drawing a new and diverse student population rather than cannibalizing existing on-campus programs (Mangan, 2001; Thomas, 2001). Five out of every six online students are employed and unable to attend traditional classes, according to estimates (Thomas, 2001). According to Mangan (2001), many managers couldn't afford to quit their existing jobs for a full-time or on-campus program because of the global financial. Furthermore, because to the quick rate of technological change, adults should constantly update their knowledge and abilities in order to remain competitive.

The top three reasons students enrolled in online courses, according to Moskal and Dziuban (2001), were flexibility, curiosity in or a desire to attempt online courses, and scheduling difficulties with regular programs. McEwen (2001) also mentioned that time management was a key issue for students who were juggling classes, employment, family, and travel commitments. Students enroll in online learning courses because it is more convenient for them (Galusha, 1997). They are either time-bound due to job or travel schedules, or they are geographically or familiarly tied.

Although online courses provide significant benefits such as flexibility, they are not appropriate for everyone (Devi, 2001; Kearsley, 2002). Students must be aware of their unique learning styles as well as the level of interaction required to keep their interest in a class (Devi, 2001). Those who flourish in traditional classrooms because of the social component or prefer face-to-face lectures may struggle with online learning (Jana, 1999; Ramos, 2001).

Satisfaction has been associated to online learning experience. Students are more pleased with online course delivery as they have more expertise with online learning (Arbaugh & Duray, 2002). According to Moskal and Dziuban (2001), 89% of online students would enroll in another online course. However, Arbaugh and Duray (2002) found that greater class sizes reduced satisfaction with online courses. Students have stated that having a good instructor is critical to getting the most out of a course and earning a credit (Meacham & Evans, 1989), and geographical isolation has been cited as one of the primary issues for distance learners.

Morgan (1991) argued that in order to grasp new material, distant students needed to become more selective and focused in their learning. Their learning focus needed to move from a surface to a deeper approach.

1.9.Distance Learning Solutions

If students are taking distance learning courses that need computer skills, they must be taught at a minimum the foundations of operating the distance-taught course's chosen system. Technical issues must be eliminated if distant learning is to be successful.

1) Absence of a teacher: In distance education, the student must be dedicated to his/her own achievement. The teacher and other classmates expect each student to come to class every week, complete the assignments, respond to the teacher's questions, and actively engage in group projects in the traditional classroom atmosphere. These actions are also anticipated in a distance-learning class, but there is no social obligation to conform. The success of the student is dependent on his/her.

2) Poor Status of Remote Education Institutes: Institutes that offer degrees under the guise of distance education should be shut down.

3) University Regulations Require Rigidity: To verify attendance in class, one should take an online attendance via biometric means.

4) Misconceptions about the function of distance learning departments: Many students who enroll in a course drop out halfway through. It is due to a misunderstanding about distant education. As a result, colleges must first convey the relevance of online education courses.

5) Discrimination in the Product of Educational Technology Departments: It has been observed that states with their own construction are superior to online-based institutions.

6) Total absence of faculty support: A volunteer team should be formed to address this issue.

1.10. Conclusion:

Distance education has also undergone a tremendous change in education; it appears to promote a more diversified and effective learning and teaching process. It has the potential to broaden and diversify learning opportunities. This chapter analyzed various studies to bring out an overview about distance learning with its theoretical and practical aspects and the educational technologies related to it. Also, it tends to bring about some clarifications about the types; platforms; the challenges faced by both students and teachers that may give guidelines for the educators to resolve the issues without diluting quality of education. This review of literature was developed in the previous years to respond to students' needs, and improve the quality of learning in a time where people and more particularly students use technology as a crucial tool to learning.

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Distance learning during COVID-19 pandemic

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2.1. Introduction

Everyone is having a different pandemic. There are students who are thriving while learning at home those who find social situations uncomfortable, those who enjoy individual inquiry and autonomy, those who struggled to get up early for school, students who experienced racism and bigotry at school but find safety and comfort at home And even among students who prefer school to remote learning, there is a tremendous amount of unplanned learning happening. Students are learning about new technology tools and practices (Reich, 2021). Yet, Chapter 2 discusses COVID-19 Pandemic, fairly different definitions of Pandemic and COVID-19 Next; it provides general background of this pandemic as well as its impact on education. In addition, it draws a clear path about Covid-19 protocol in Algerian universities and the academic and technical support online. Henceforth, it sheds lights on the students' expectations about the education shift to distance learning and their mental health during the lockdown.

Finally, this chapter addresses the integration of the most important factors that influence the students' feelings towards the change from teaching in the classroom to teaching in the distance learning.

2.2. COVID-19 Pandemic

2.2.1 The impact of COVID-19

The COVID-19 pandemic has had an effect on nearly every aspect of human endeavor. The latest outbreak of the COVID-19 pandemic widened the global education sector's vulnerabilities. Though the Coronavirus pandemic is novel, however, it is also having a negative impact on humanity. This epidemic has caused educational disturbances as well as public health issues that have been difficult for global health systems to handle. It had a global impact on all aspects of human activities, including education, research, sports, entertainment, transportation, worship, social gatherings/interactions, economy, businesses, and politics. Indeed, the whole world was in turmoil as a result of COVID-19 threats, and the reality of the situation was difficult to bear, with the education sector remains one of the worst-hit by the Coronavirus epidemic.

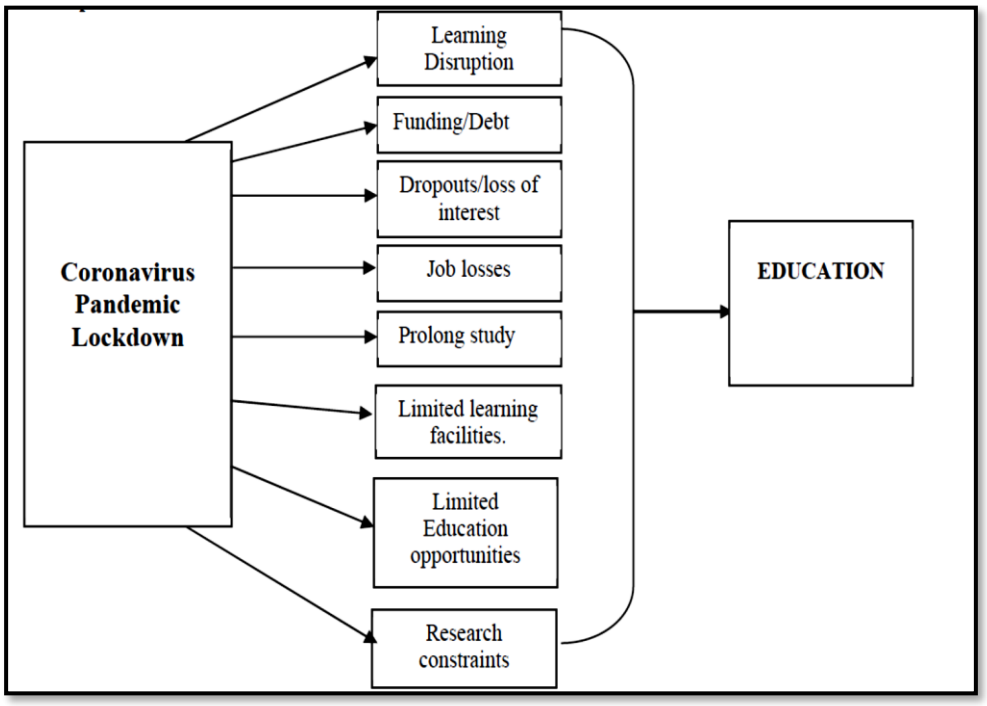

Figure 2.9: **Conceptual Framework of the impact of COVID-19 pandemic on education (Onyema1 et al., 2020)**

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) monitoring, about 100 nations imposed national closures, affecting more than half of the world's student population (UNESCO, 2020a). According to Quentin (2014), school closure is very contentious, and it may have a significant impact on a large number of students in receiving classes. It can have an impact on the quality of teaching and learning, as well as academic performance, particularly for students with special needs or learning disabilities, who often need more physical attention and instruction from teachers. Though, technology will help alleviate some of the effects of school delays, it cannot replace the importance of face-to-face interactions between students and teachers.

School closures and lockdowns affected researchers' ability to perform research, especially in situations where face-to-face meetings with students and teachers were needed or access to school facilities or research laboratories was prevented. During school closures, school driven innovations and studies are also impacted. However, there are mixed responses

about the impact distance learning has on the student's learn ability, intellectuality and education. Some scholars suggest that through e-learning, students can improve their computer skills; however, other researchers claim that the lack of in-person contact between students and teachers leads to a decrease in instructional effectiveness. Dorn et al. (2020) measured the impact of school closures on learning loss and stated that the quality of a student's distance learning experience was determined by the quality of remote teaching, home support, and student engagement in learning.

Education plays an important role in stimulating economic growth for a variety of reasons (Mankiw, Romer, & Weil, 1992; Romer P., 1990; Benhabib & Spiegel, 2005). Educational quality has been described as a significant contributor to individual earnings, income distribution, and economic growth in general (Hanushek & Wößmann, 2007) because this pandemic is expected to have enormous educational consequences, and it is also having a devastating impact on the global economy. In this context, the International Labor Organization has stated that COVID-19 has impacts on global unemployment and underemployment, since they are related to global economy, the relationship between labor force quality and economic growth is regarded as more significant than the effect of school quality on individual productivity and income. The explanation for this assumption is the spillover effects or externalities that result from each individual's education in society (Hanushek E. A., 2002). Additionally ,World food prices fell sharply in March, drive primarily by demand-side contractions related to the impact of the COVID-19 pandemic and a decrease in global oil prices due mainly to predictions of an economic recession as governments imposed restrictions in response to the health crisis. According to Abdolreza Abbassian, FAO Senior Economist, "The price drops are primarily driven by demand factors, not supply factors, and demand factors are affected by ever-worsening economic prospects."(UNO, 2020).

2.2.2. COVID-19 in Algeria

In the Algerian context, the country's authorities reported the first coronavirus (COVID-19) case in Algeria on Tuesday, February 25. The patient, who has since been isolated in Algiers, is an Italian citizen who arrived in the country on Monday, February

17.Fearing the virus would spread to other states, authorities closed nurseries, colleges, and universities on the same day. On March 17, the government declared the closing of all land borders, the cessation of all flights to and from Algeria, and the prohibition of meetings and markets. On March 19, 90 COVID-19 cases and nine deaths were confirmed (Martinez, 2020).

Algeria's COVID-19 response policy contains a prohibition on the dissemination of "any reports other than those of the Minister of Health" (Martinez, 2020).The condition has deteriorated as the number of COVID-19 patients continues to rise, Algerian universities contributed significantly in the fight against the dissemination of the COVID-19,higher education campus closure coincided with a 15-day Spring vacation. The Ministry of Higher Education and Scientific Research then ordered the institutions to shift to online teaching on April 4th, 2020, and to post course materials on digital platforms designed explicitly for this purpose. In the meantime, students were told to include the necessary information for the establishment of personal accounts in order to facilitate access to the course materials (Ahres, 2020).Similarly, several other platforms have been used to save the academic year in other institutions across the country.

Several university institutions across the country have rushed to contribute to a vast movement of unity in which different segments and bodies of society engage in order to combat the spread of COVID-19 that has swept the entire globe, by turning university 20 new laboratories into factories to manufacture sterilizers and distribute them to a variety of hospitals and this number has risen to more than 400 tests a day, bringing the total number of completed tests to about 200 a day, after the apparition of the COVID in Algeria (APS (Algerian Press Service), 2020).Regarding the last point, laboratory analysis was one of Algeria's weakest links because the only approved laboratory was Pasteur Institute of Algiers According to the Global Health Security Index, Algeria is among the least prepared countries to respond to a global health crisis in 2019. (Business insider, 2020).In terms of quality, the recent COVID-19 outbreak exposed a weak health system with a lack of sufficient diagnostic facilities, aging facilities with no appropriate equipment to treat infectious diseases, and a lack of medical staff security measures.

In 2009, the Ministry of Public Health implemented a national strategy to combat the H1N1 pandemic. The same acts were adapted and refined for the COVID-19 outbreak, but with some delay. These measures are constrained by a range of essential capacities, including the entry points, health surveillance, response, human resources, basic health hazards, and laboratory capabilities (Algerian Health Ministry, n.d.).Another essential point is health education. The COVID-19 pandemic revealed a lack of health education, as shown by the disdain for the containment initiatives that were taken lightly by the majority of the population. This "new" situation has revealed numerous missing links in various fields such as health and scientific research. As a result, the capacity of many countries' health-care systems has been stretched.

2.2.3. Covid-19 and Education

The corona virus disease (COVID-19) pandemic has triggered an unexpected crisis in all areas. This emergency has resulted in the massive suspension of face-to-face activities of educational institutions in the field of education; Kandri (2020) noted that educational institutions made a drastic shift from traditional face-to-face learning to remote learning in a short period of time. Over the last 50 years, there has been tremendous growth in the provision of education at all levels around the world. COVID-19 represents the most significant obstacle that these enlarged national education systems have ever encountered. Many governments have required institutions to discontinue face-to-face education for the majority of their students, forcing them to turn, almost overnight, to online teaching and digital education, which has given rise to three major areas of action: the deployment of distance learning modalities across a range of formats and platforms (with or without the use of technology); the support and mobilization of education staff and communities; and concern for students' safety and health. More than 1 billion and 575 million students in approximately 188 countries have been reported to have been impacted by school and university closures as a result of countries' preventive measures against the spread of COVID-19 (UNESCO, 2020).

Changes in education, whether made as a result of preventive measures against the transmission of a pandemic or enacted as part of education system reforms, have been linked to a variety of factors. As a result, since changes imply the development of something unusual

and involve something that differs from the norms (Flamholtz and Randle, 2008), a proposal for change may not be readily approved by the required parties and may therefore face resistance ,This rapid transition has led to a variety of obstacles and challenges, according to (guest, n.d.) that there is a real risk that school closures could entrench or widen inequalities, with long-term implications for the life chances of coming generations.

Educational institutions are also hesitant to lift closures in order to limit the spread of the disease. This, in turn, has had an effect on their core effort directed to teaching, learning, and conducting research. As a result, educational institutions have opted to maintain remote, online learning. However, teachers and students, as well as educational institutions, face various challenges related to access to technology, the quality of online learning, funding, and accessible infrastructure. It is evident that, while transitions to online delivery are necessary, failing to consider online pedagogy can be extremely detrimental. In essence, it has been a measure of organizational digital agility on the part of the educational institution (Zhaohui, 2020), in that the pandemic has forced the higher education sector to undergo numerous operational changes, in addition, to make adjustments to course delivery methods (UNESCO, 2020). Faculty were rushing to adapt their conventional curriculum to suit an online environment, mindful of technology, learning management systems, and numerous online learning platforms that learners could access from home in the initial responses from educational institutions (Perrotta, 2020).

2.3. COVID-19 protocol in Algerian Universities

2.3.1 Online learning in Algerian universities during COVID 19

Education is a priority in Algeria's development projects and future strategy, as well as the focus of the state's attention in its various segments and categories, as the country believes that education is the best investment and that an educated individual is the foundation of success and advancement in an evolving society that is developed and accessible to all that is new. Due to the extreme importance that distinguishes e-learning from conventional education, most universities in the developing world are increasingly turning to it, coinciding with the rise and growth of the information-communication revolution and the resulting unprecedented flow of information and knowledge , despite Algerian universities' tardiness in

this field, some attempts are currently being made, demonstrating that the use of e-learning in higher education levels, in particular, is an aim and end pursued by all educational institutions advanced in Algerian universities.

The COVID-19 pandemic has undeniably shifted the social and economic landscape. Higher education is one of the sectors that have undergone significant changes, where the learning process has a significant impact. To prevent the pandemic from spreading, all meetings of more than ten people had to be reduced or even cancelled for Disease Control and Prevention, as suggested by the World Health Organization and the United States Centers (WHO, 2020; CDC, 2020).As a result, most countries agreed to close down their education institutions through the implementation of remote learning initiatives for students (World Bank, 2020).

The Algerian government is not an exceptional case in this regard; COVID-19 has changed the higher education system in Algeria, as it has in most other countries around the world. In response to the measures taken by the Algerian President, the Ministry of Higher Education resolved to online education in light of the Coronavirus crisis on March 12 as part of disease control measures, the Ministry of Higher Education authorized an educational plan for Algerian universities that includes specifics of carrying on online courses and completing studies. The Algerian Minister of Higher Education and Scientific Research has urged university administrators to lay the groundwork to ensure that students receiving remote lessons are able to continue for at least a month. The Minister set the 15th of March 2020 as the start date for putting the initiative into practice, emphasizing the importance of following the memo's instructions to the letter. In a note to university directors, he also highlighted the importance of incorporating all required technological measures to ensure remote communication between teachers and students (Ministry of Higher Education, 2020).

Algerian university institutions have set up MOODLE electronic systems as a result of the aforementioned ministerial instruction to begin online education in order to complete studies and establish an online link between teachers and students. In this time of crisis, taking simultaneous steps to ensure the bare minimum in terms of working and studying is essential. Furthermore, it should also be noted that due to the closing of all educational and university

institutions, the importance of E-Learning is forcing students, teachers, and researchers to carry out their tasks remotely.

2.3.2. Students' use of the MOODLE platform at the University during COVID-19

The current era is attesting an information revolution in which communication and media technology are a key determinant in substantial changes impacting a variety of sectors, including education. With technological advancements, developing strategies to revolutionize the field of education is vital. The rise of e-learning, which is focused on multimedia and the Internet, has completely transformed the educational sector. With the unparalleled progression in computer disciplines, several countries, including Algeria, have made significant progress in integrating electronic web-based learning in educational programs. Indeed, Algeria has implemented a number of pedagogical transformations to improve education quality, through providing training programs and integrating e-learning (Ghounane, 2020, p. 22). However, the use of e-learning in Algerian education is still in its early stages and faces a number of obstacles.

Before the COVID-19 disease spread, Universities have used the Moodle Platform as an alternative and additional tool to aid in the educational process. It considered ineffective, owing to teachers and students' use of it on a sporadic. The mass acceptance of distance learning in the context of self-isolation has increased the usage of the platform, but it has also led to increasing costs. However, during the COVID-19 pandemic, integrating e-learning in education has become more significant than it has ever been. Because of the disease's rapid spread across the world, all educational institutions were forced to close; rendering teachers and students rely on E-learning. The COVID-19 outbreak had an effect not only on the health sector but also on education (Hoq, 2020, p. 458). Radha et al. (2020) claimed that the education sector entered a digital era during the COVID-19 outbreak, where teachers are virtually linked to their students (p. 1088).

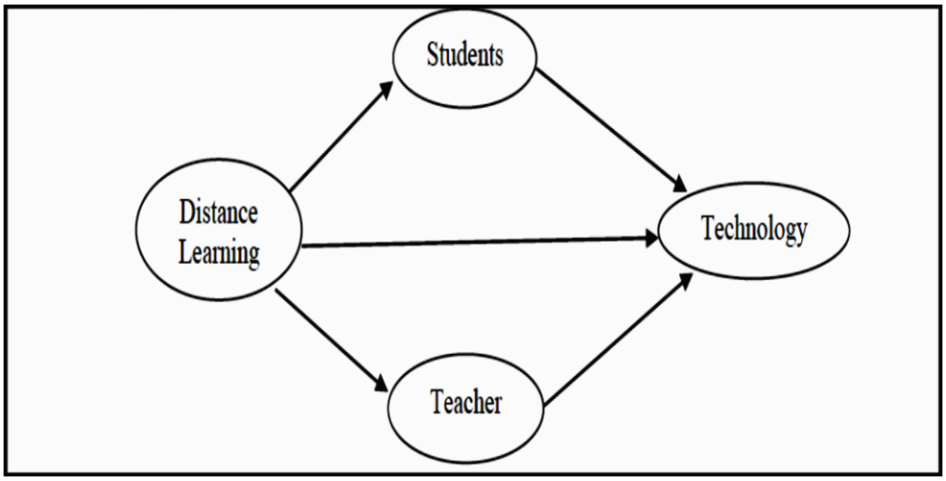

***Figure 2.10*: Conceptual framework of Technology interaction between teacher and students through Distance learning (Hillman et al., 1994)**

(Moodle) is a term for Modular Object-Oriented Dynamic Learning Environment. Martin Dougiamas of Curtin University of Technology in Australia created this internet-based portal in 2002. (Kurti, 2008, p. 3).According to Dharmendra et al. (2011), "Moodle is a Course Management System (CMS) - a software package created to assist educators to develop quality online courses," according to Dharmendra et al. (2011). (p. 34). As reported by Oproiu (2015), Moodle is an open-source learning management system that provides a collaborative and interactive learning environment in which learning takes place online (p. 427). Students can use the platform to enroll in classes, access the activities and assessments that their teachers have uploaded, and collaborate with their classmates on various assignments. Bouguebs (2019) claimed that students' desire to learn is increased because Moodle helps them to study at their own pace (p. 4).

Presently, Moodle is now used in a variety of fields, including education. Many higher education institutions around the world use Moodle as the primary platform for developing an Internet-based learning system at the time of rapid technological advancements. Many universities in Algeria have implemented the Moodle platform to fully use modern technology and provide an e-learning interface. When the implementation of e-learning became necessary due to the COVID-19 pandemic lockdown in March 2020, the University of Tiaret introduced the Moodle learning system. The platform is accessible via the university's academic web portal https://moodle.univ-tiaret.dz/

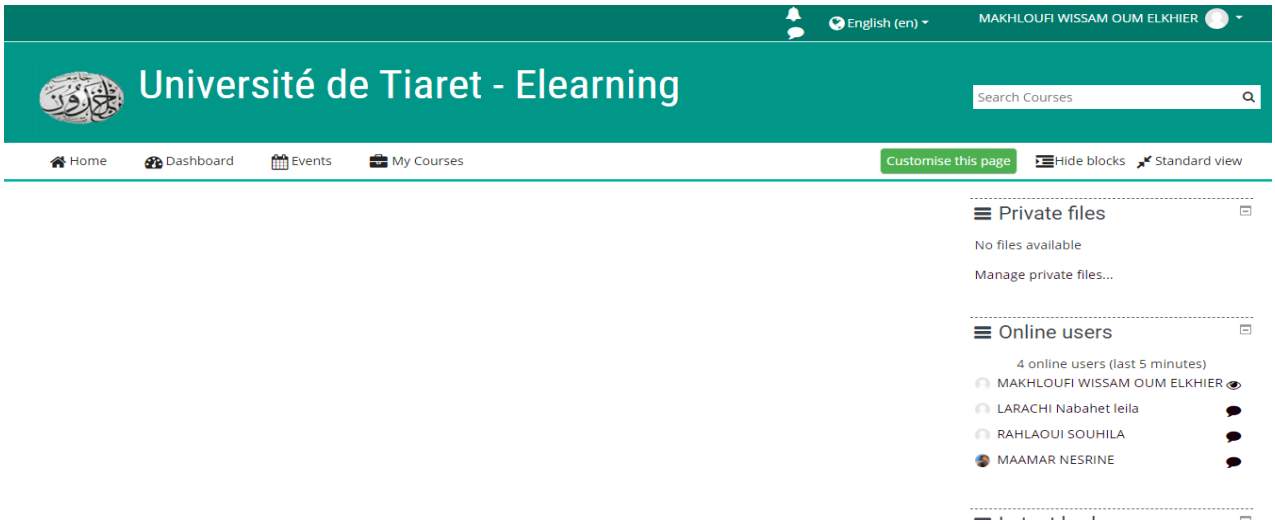

Figure 2.11: **The Moodle Platform of the University of Tiaret**

E-learning was considered to be a precious resource (Brotherton & Abowd, 2002). Since the assessment can be done remotely away from the classroom environments, E-Learning allows learners and other academic personnel, other than instructors, to objectively analyze and critique course content materials (McShane, 2004). Online methods used in E-Learning tools include social media platforms, discussion forums, reading blogs, and threaded email discussions (Guragain, 2016). In response to this new environment, universities established unique digital strategies for the use of their own digital platforms or the introduction of new ones (Obaid, 2019). In almost all cases, distance learning resources such as ZOOM, Moodle, Google Classroom, and others are given for free to enable universities to lead their digital transition as quickly as possible, as they do not have enough time to invest in a complete remote learning system while keeping the academic year running smoothly (Mukhopadhyay et al., 2020). This poses an extreme challenge for students, with all of the sudden uprisings and the lack of a definite endpoint. They are in a position where they have to change all of their learning habits. It is difficult for them to shift from traditional learning to remote learning, where they have to be self-disciplined since they are fully self-sufficient.

Algerian universities make considerable initiatives to enhance e-learning in both formal (Moodle) and informal settings (social media) they use social media such as Facebook to notify students about upcoming exams, tests, and other events. On the other hand, introducing lecture or conference is a rare occurrence on Facebook. The main reason

seems to be that most teachers believe that social media sites are insecure. The use of formal and informal social networking sites, especially educational social networks such as Moodle, in classroom-based instruction is still being reviewed. Furthermore, scholarships are needed for the use of these sites for educational purposes. As believed by Gorg (2014), "Little is known about how online social networks like Facebook can build a sense of belonging in educational settings, or how they can affect the creation of didactic practices in a language classroom," (p. 148).

Some scholars disagree with the use of social media sites like Facebook to study languages. On the other hand, Learners are more likely to learn the language in an informal setting than in a formal setting. Students in an international environment meet and discuss various topics using social media platforms such as Facebook. The student will learn not only the generic form of the language but also its varieties and accents through computer or wireless communications. However, the use of platforms like Moodle allows teachers and students to collaborate and share research in a secure environment. As mentioned by Jeong (2017), "Moodle integrates all instructional techniques and resources in one space," (pp. 4846-4847). He stated that Moodle provides a free space where students and teachers can access the platform. It has the capability to yield the student power over their learning. Students may choose which events and groups they want to engage in. Students may also use the platform to learn. It promotes a learner-centered approach to education. From the standpoint of Krasnova and Ananjev (2015) that Moodle platform can engage students through "highly motivational activities that positively influence students' achievement and encourage their development because they can deal not only with course materials but also with any web resource."(Bouguebs, 2019, p. 1).

Although online platforms are an important starting point, students' desire to learn is often influenced by their learning environments at home. Students need a quiet learning atmosphere as well as tools such as a computer and access to the internet. Unfortunately, low-income households are less likely to have access to these services. In addition, social isolation, concerns about the disease, and worries about the family's financial status pose risk factors to physical and mental health.

2.4. Student's mental health

Mental health is a state of well-being in which people recognize their own capability to respond with everyday stressors and function productively to add value to their own communities (World Health Organization, 2005). In higher education, student mental health has become an increasing issue. The COVID-19 pandemic has brought this vulnerable population back into the spotlight; it has sparked anxiety and fear around the world, potentially leading to an increase in the frequency and severity of mental health issues. As reported by Dr. Ghebreyesus, Director-General, World Health Organization (2020) that the distress caused by a loss of earnings and often, employment is exacerbated. Social Isolation, fear of infection, and the demise of family members are all factors to consider.

Academic success is most often influenced by mental health problems. Mental illness may have an impact on students' motivation, attention, and social interactions, all of these are important factors in their success in higher education. Emerging reports on the mental health outcomes of the COVID-19 pandemic have largely reported a rise in mental health distress symptoms, which could be interpreted as a normative reaction to students' incredible uncertainties and difficulties. People are stressed when they are confronted with a major life change or traumatic incident. Stress is a physiological (physiological, chemical, hormonal, and emotional) reaction to a demand that causes biological (physiological, chemical, hormonal, and emotional) changes in the brain and core. Hans Selye, known as the "Father of Stress Science," coined the term in 1936, defining it as a "nonspecific reaction of the body to any query" (Tan & Yip, 2018). When anxiety begins to interfere with one's ability to function in day-to-day life, it can become a mental health issue. The American Psychological Association (APA) defines anxiety as "an emotion marked by feelings of apprehension, worried thoughts, and physical changes" (American Psychological Association, 2020).

University life is a significant stage in the development and maintenance of mental health on the path to autonomous adulthood. Emotional issues such as anxiety and depression can have a great effect on students' health and overall performance. Meanwhile, university students are concerned about the closure of dorms and the postponement of scheduled events

such as exchange studies and graduation ceremonies. Some students lost their part-time employment when local businesses closed. Students in their final years are concerned about the job market they are about to join soon. According to studies reported by Levis et al. (2019) on the SARS-CoV epidemic, the longer the isolation, the higher the risk of psychological distress. As a result, it's critical to figure out the connection between time spent in home quarantine and mental illness in order to assess the effect of major epidemics or disease outbreaks on international students. As a response, it's essential to understand the alleged connections between the COVID-19 pandemic, sleep patterns, and underlying mental illnesses among university students. They thought that it is better to understand the need for psychological adjustment processes in order to ensure the well-being of students on a large scale.

The COVID-19 pandemic has affected every aspect of life, including sociological, psychological, and even economic aspects. In their systematic analysis, Rahman et al. (2020) illustrated not just the psychological side but also the neurological consequences of the pandemic. “Headache, nausea, vomiting, dizziness, loss of taste and smell, and diminished consciousness” were among the neurological symptoms they discovered in COVID-19 patients. From the perspective of Haider, Tiwana, and Tahir (2020) are of the view that pandemics like COVID-19 raise levels of stress and lead to psychiatric effects, and that people may start to experience transient mild to severe depressive symptoms.”

Epidemics undoubtedly influence students as members of the community and institutions of society such as family and education. Zeng, Jimba, &Wakai (2005) published a report on the psychosocial effect of SARS on students during the SARS epidemic. However the study's unique aspect was that it was conducted on Chinese students residing in Japan. They discovered that 60% of the students suffered from "fear, helplessness, worry, and depression." A recent study on the impact of COVID-19 explained by Wang & Zhao (2020) that higher anxiety levels among university students. Furthermore, according to the report female students displayed more anxiety than male students. One of the key worries of the students in this study was "the beginning of the new term," which will now be conducted online rather than in traditional face-to-face teaching.

2.5. The Changing Roles of Faculty in the Distance Learning Environment

2.5.1. E-learning versus Traditional Learning

For the 21st century, new approaches to education have emerged as a result of the educational transformation. The rise of online learning in the 1990s seems to have altered the value of traditional education, which can be attributed to the current social and technological developments (Mutuku, 2018).Apart from traditional learning, online learning is gaining popularity and receiving more attention. Several researchers concluded that traditional learning is the most effective way to sustain a learning process, whereas other studies have shown that e-learning models are just as effective as traditional learning (Rashty, 2003).Computer and networking technology advancements are offering a variety of ways to facilitate learning (Zhang, et al, 2003). The table below reviewed the advantages and disadvantages of e-learning and traditional classroom learning which are outlined by Zhang, et al (2004):

	Traditional Classroom Learning	E-Learning
Advantages	• Immediate feedback • Being familiar to both instructors and students • Motivating students • Cultivation of a social community	• Learner-centered and self-paced • Time and location flexibility • Cost-effective for learners • Potentially available to global audience • Unlimited access to knowledge • Archival capability for knowledge reuse and sharing
Disadvantages	• Instructor-centered • Time and location constraints • More expensive to deliver	• Lack of immediate feedback in asynchronous e-learning • Increased preparation time for the instructor • Not comfortable to some people • Potentially more frustration, anxiety, and confusion

Table 2.4: **E-learning V.S. Traditional classroom learning (Zhang, et al, 2003).**

That is to simplify, e-learning is a form of online learning that consists of online materials and multimedia resources (Bencheva, 2010).On the other hand, traditional learning is teacher-directed learning that takes place in a physical environment and it is characterized by face-to-face interactions (Ngigi and Obura, 2019).Traditional learning is a form of education that takes place in educational institutions by the community (Brown, 2017). Wherein, e-learning has the potential to overcome the drawbacks of face-to-face

learning (Cinar&Tuzun, 2016). Hence, each learning model has its own set of attributes that define its characteristics.

E-learning has many elements that are present in Traditional learning. Group debate, student engagement, and presentations of students' ideas and beliefs . While the majority of compelling evidences show that e-learning has additional functionality that is not found in traditional learning frameworks. Such characteristics include widespread access to information and the opportunity to discuss it, no time constraints, expertise shared and transmitted, and a higher level of enthusiasm and interest in the education process on the part of the learners (Bencheva, 2010). As for the next stated table elaborates the major distinction between the two models of learning.

	Traditional Learning	E-Learning
Classroom Discussions	The teacher usually talks more than the student.	The student talks at least as much as or more than the teacher.
Learning Process	The learning is conducted with the whole class participating; there is almost no group or individual study.	Most of the learning process takes place in groups or by the individual student.
Subject Matter	The teacher conducts the lesson according to the study program and the existing curriculum.	The student participates in determining the subject matter; the studying is based on various sources of information, including web data banks and net-experts located by the student.
Emphases in the Learning Process	The students learn "what" and not "how"; the students and the teachers are busy completing the required subject matter quota; the students are not involved in inquiry-based education and in solving problems, but rather in tasks set by the teacher.	The students learn "how" and less "what"; the learning includes research study which combines searching for and collecting information from web data banks and authorities on the communications network; the learning is better connected to the real world, the subject matter is richer and includes material in different formats.
Motivation	The students' motivation is low, and the subject matter is "distant" from them.	The students' motivation is high due to the involvement in matters that are closer to them and to the use of technology.
Teacher's Role	The teacher is the authority.	The teacher directs the student to the information.
Location of Learning	The learning takes place within the classroom and the school.	The learning takes place with no fixed location.
Lesson Structure	The teacher dictates the structure of the lesson and the division of time.	The structure of the lesson is affected by the group dynamics.

Table 2.5: **Comparison between traditional learning and E-Learning (Bencheva, 2010)**

Correspondingly, both learning models have contributed to the process of knowledge acquisition, but with contrasting instructional delivery. Therefore, when e-learning or traditional learning is implemented, the roles of both teachers and learners can change.

2.5.2. Teachers' Role

Human agents can be considered one of the most critical variables in information management systems that help the system operate more smoothly (Peterson & Peterson, 1988). Teachers' roles in e-learning environments are essential; it has changed and continues to evolve from being an instructor to constructor, facilitator, coach, and creator of educational settings. According to Spodark (2001) cited in (Corbel,2007), the integration of technology into foreign language teaching has required teachers to play a variety of roles, including information providers, guides, linguistic templates, sirens, learning style coordinators, technology resource people, administrators, and creators of positive learning environments. Some scholars refute these metaphors, arguing that practice is more complex.

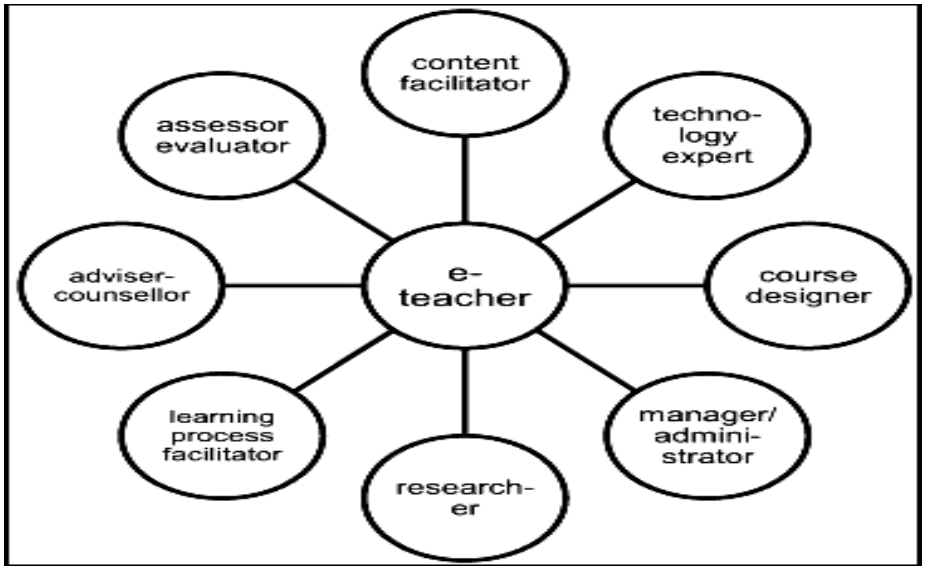

Figure 2.12: **Educator's role in e-learning (Koch, 2014).**

Teachers have a wide range of abilities when it comes to communicating, accessing, and publishing information via the Internet. Joann Harrison (n.d.) proposed that the e-teacher will not be the person who knows all the answers and chooses the questions, but rather the e-teacher will become an expert learner who can assist students in solving problems and finding answers to their questions (p. 3).Therefore, teachers become as much a part of the learning process as their learners as they learn to work in a participative and cooperative e-learning setting. Goodyear, Salmon, Spector, Steeples, and Tickner (2001) developed an online teacher

model that includes eight roles: content facilitator, technologist, designer, manager, administrator, process facilitator, adviser, counselor, assessor, and researcher. (see Table 6).

Role	Task areas
Content facilitator	Facilitate the learners understanding of the content ('In-course' activity)
Technologist	Making technology choices to improve the online environment
Designer	Designing worthwhile learning task ('Pre-course' activity)
Manager/administrator	Administration and record keeping
Process facilitator	Welcoming, establishing ground rules, creating community, managing communication, modeling social behavior, establishing own identity
Adviser/counselor	Providing students with advice or counseling on a one to one basis
Assessor	Provides grades and feedback
Researcher	Creation of new knowledge relevant to content

Table 2.6: **Roles and indicators of key competences of the online teacher (Source: Goodyear et al., 2001, pp. 69-70)**

2.5.3. Students' Role

E-learning is a form of educational experience for students who are unable to attend traditional face-to-face learning. In e-learning environments students have a certain maturity that reflects their autonomy (Holmberg 1995).Students in a distance learning course do not have the same supports as students in conventional classes, which must be tackled by a course design that offers alternative types of supports to distance learners in preparation for them to be more autonomous and independent (Neumeier, 2005; Paran, Furneaux, & Sumner, 2004; Sampson, 2003). The risk of students feeling alienated, which is all too normal in distance learning, must also be discussed and reduced (Huang, 2002; Spitzer, 1998).

If students are to be successful online learners, they must take an active approach to learning (Palloff& Pratt, 1998). As a result, students must participate in debates, be willing to speak up, formulate ideas, and work within strict guidelines. Furthermore, developing deeper levels of understanding necessitates collaboration among students (Chang & Fisher, 2003).Quek and Wong (2003, p.289) notify that being effective in the online world require that students must understand the intent and role of online learning. This will need to be stated explicitly, and it will include providing time for both teachers and students to become familiar with the resources available in the online setting.

While both teachers and students typically have a clear understanding of their responsibilities in a face-to-face setting, the roles in an online environment can be slightly different. The scope and skills we expect of academics and teachers are changing as a result of online teaching and learning. It alters the interaction with students (Salmon, 2001, p. 2). Both teachers and students need to be consistent about their expectations for successful teaching and learning to take place. Teachers and students need to be responsible cooperative designers, communicators, and assessors in their distance education duties. Together, they can knock down communication barriers and address technological and implementation limitations.

2.5.4. The effectiveness of teaching

Prior to COVID-19, various types of online instruction existed, including a variety of online open courses and distance education (Shang and Cao, 2017). Studies in higher education, government, corporate, and military environments have all shown the efficacy of online teaching. As a result of COVID-19, online teaching has become more prevalent and required in a variety of countries. Although online teaching is not a new concept; the transition to online teaching poses a range of difficulties for both teachers and students. Many teachers in many countries are unsure of their roles as a result of the abrupt closing of schools during COVID-19. They are unable to use technology efficiently to interact and teach, and are unprepared for classroom challenges. These difficulties were linked to the distance between teachers and their pupils, as opposed to traditional classroom teaching (Moore 2014), and a lack of prior online teaching experience (Johnson et al. 2020).

As a result of the separation, teachers find it difficult to interact effectively with students and they are unable to transfer their teaching skills acquired in the physical classroom to online settings (Putri et al. 2020). For instance, teachers can improve teacher-student connection by using facial expressions and body language, which can be influenced in an online setting, leading to a greater dependence on voice communication (Bao 2020).

Several studies and publications stated that there is a connection between teachers effectiveness and student success. in general teacher effectiveness or effective teaching has been identified in terms of particular teaching practices (Kemp & Hall, 1992; Taylor, Pearson, Clark, & Walpole, 1999). For instance, a successful instructor uses formal teaching

techniques (Kemp & Hall, 1992) and invests extra time working with small groups during the day (Taylor et al., 1999). Porter (2002) established that when teaching is effectively linked to assessment, students make greater academic gains. Teacher efficiency, or effective teaching, can be measured in a variety of ways.

2.5.5. The measurement of student learning performance

As the use of e-learning becomes more common in higher education, it is becoming more important to investigate the effect of this teaching method on student performance. There is a substantial body of evidence to indicate that different teaching delivery models can have varying degrees of success when it comes to academic outcomes (Emerson & Taylor, 2004).Some research shows that online teaching has a positive effect on student learning performance Smith and Hardaker (2000). On the other hand, other research indicates that more online instruction has a negative impact on performance (Johnson, 2005). The Emerson & Taylor study mentioned above found that using an "experimental" approach provided better academic performance than using "traditional methods." They did not investigate whether the better ‘experimental' results were due to more successful teaching approaches (in terms of better reflecting student learning styles), or whether this approach facilitated greater student engagement. Other research in this field indicates that both engagement and learning-style effects can have an impact on student academic performance.

Carini et al (2006) noticed that the correlation between engagement and performance is complicated in general; engagement is positively associated with student grades. Further research in this area has focused on what factors influence how much time a student spends on e-learning Arbaugh (2000) claims that this will be determined by the student's perception of the utility and ease of use of this delivery medium. It is proposed that students who spend more time on internet-based courses take more control of the learning process, and as a measure, they benefit the most from their learning. This implies that there should be a significant and constructive relationship between e-learning engagement and academic performance. Apart from student performance on e-learning, the issue of how centrality in a learning network influences student progress has become a major challenge for any teacher. According to a previous study, students with high centrality are more involved, prestigious,

strong, and noticeable in the network than students with low centrality (Cho et al., 2005). Rizzuto (2005) hypothesized that students who are more geographically located receive higher final grades. However, Dowell (2015) implied that Students with high performance and those with key positions in the network are not typically the same individuals.

All of these arguments lead to the common topic that how to ensure that assessments are adequate for accurately measuring students' progress. As a matter of fact, how can teachers equate students' results if they vary from previous years? On the one hand, if students obtain higher scores than in previous years, this may be due to online exam cheating or changes in the format of the assessment tools. On the other hand, Lower grades may be due to a shift in the grading format or to autonomous learning as a less efficient teaching tool.

2.5.6. Benefits of Implementing E-Learning

The Internet has become one of the most important tools for teachers and students to interact and gain knowledge for research and learning (Richard and Haya 2009). As a concept, e-learning encompasses a wide variety of applications, learning techniques, and processes (Rossi, 2009). Learning, according to Rosenberg (2001), is "the mechanism by which people acquire new skills or information for the purpose of improving their results." He states that the way people think about learning in organizations is changing dramatically. First, training must show a positive effect on success or results rather than focusing solely on the act of training. When the world changes, so do the learning scenario, due to advancements in information and communication technology, which has given rise to a new paradigm known as e-learning. In his book, Rosenberg (2001) defines E-learning as a networked phenomenon that allows for instantaneous revisions and delivery. It's also distributed by standard Internet technology. E-learning encompasses more than just preparation and instruction; it also includes the distribution of knowledge and resources to improve performance. E-learning encompasses more than just preparation and instruction; it also includes the distribution of knowledge and resources to improve performance. There are several benefits of e-learning, including cost-effectiveness, improved responsiveness to change, accuracy, timely content, versatile accessibility, and delivering consumer value.

The benefits of e-learning must outweigh the drawbacks in order for it to be worthwhile to implement. One of the main benefits of e-learning is that it is less costly to deliver. E-learning is self-paced, offers consistent content, is easier, and can be used by learners anywhere and at any time. The instructional materials are easily modified and allow for the use of multimedia, such as video, audio, quizzes, and other modes of interaction, to reinforce learning. E-learning can help learners retain information, provide instant input, and customize learning materials to suit their specific needs (Kirsh, 2002; Turk and Robertson, 2000).E-learning offers risk-free simulation environments for the acquisition of essential skills in leadership and decision-making fields. According to Manir (2007), Internet technologies provide comprehensive development opportunities, especially in the areas of education, teaching, research, and learning. Universities and institutions in developing countries may be able to use wireless Internet technologies to bridge the gap in access to information and materials.

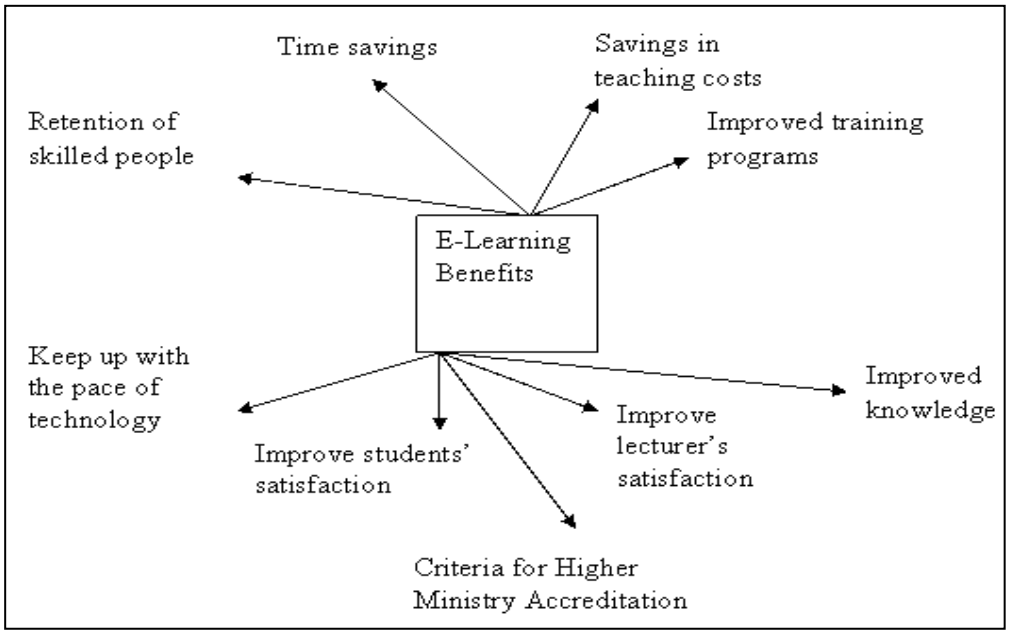

Figure 2.13: **Benefits of E-Learning (Alrawi & Jaber, 2007)**

The implementation of E-learning in education, especially for higher educational institutions, has many advantages and benefits, and e-learning is considered one of the best methods of education due to its unique features and value. Several studies and writers have provided conveniences derived from the adoption of e-learning technologies into universities.

Furthermore, Gunawardana (2005) points out those e-learning studies have shown that most programs are more likely to succeed when the facilitator is constantly involved via e-mail discussion lists and individualized messages. The learner's most powerful help comes from the facilitator's continuous presence and input. Many online courses are only instructional material (unsupported web-based trainings), while others offer a discussion forum. The best way to build educational environments is to use very sophisticated courses that incorporate all elements of online learning in one design.For example Marc (2000) in his book review on e-learning strategies for delivering knowledge in digital age famed that One of the effectiveness of e-learning in education is that it focuses on the needs of individual learners as a significant aspect in the educational process rather than the needs of teachers or educational institutions.

2.6. E-Learning Training

2.6.1. E-learning students training

E-learning is viewed as a supplement to traditional learning (Abou El-Seoud et al., 2014); it became a critical component in maintaining schools and universities accessible during the Coronavirus pandemic. This paradigm shift could end up causing changes in students' perceptions of this mode of instruction and their perception of themselves. In research from Dhawan (2020) shows that E-learning has several positive effects on students because it emphasizes student-centeredness, is more versatile, and can increase interaction. Palloff and Pratt (1999) and Garrison and Anderson (2003) reveals that active participation and interaction with others would lead to intellectual growth. Furthermore, Astin (1993) found that student interaction with the institution, as measured by participation with peers, employees, and academic work, was a key factor in promoting retention.

Hencefore, there has been a growing interest in e-learning in university students training over the last ten years. Educational approaches, like many other systems, have changed as technology has progressed. E-learning is a web-based educational system that runs on a network with Internet, Web portal, or machine access. Students can access course materials at any time and interact with their classmates and teachers using networking resources such as e-mail and forums. in order for the distance learning system to function in

e-learning the curriculum should be designed as both synchronized and asynchronized. Despite this, synchronous and asynchronous communication technologies play an important role in promoting communication between participants.

Hara and Kling (2001) conducted a qualitative study of students' experiences of e-learning courses. They noticed that even though the instructors were qualified Students frequently complained about poor performance of the technical aspects of the course .It resulted in a slew of issues, including trouble getting feedback, uncertainty in communication, and a general sense of anxiety and low morale.However, it may be argued that their study was conducted about 14 years ago, and that technology has advanced significantly since then. Instead of slow dial-up connections, now there are high-speed internet connections, computers with more computing capacity, and software that allow for smooth communication. Several questions raised in their research should have been addressed as a result of this. Nonetheless, their research emphasizes the importance of having an adequate standard of technical performance because poorly performing technical systems can affect learner satisfaction.

Heretofore, the content of distance learning was restricted to textbooks that students used, and teachers would assist them in overcoming any difficulties they had with the curriculum. Now, although students still spend time with their content, technological advancements have brought a variety of new forms of content into their lives, such as reading educational texts, watching instructional videos, engaging with multimedia, participating in simulations, using cognitive support tools, completing assignments, and performing tasks (Abrami, et al. 2011).

2.6.2 E-learning teachers training

E-learning has become a well-established and increasing practice in postsecondary (tradeschool, college, or university) education due to advancements in information communication technology (ICT), the increased usage of the Internet, as well as efforts by postsecondary institutions to minimize expenses involved with classroom instruction (Hew & Cheung, 2013; Pillay & Reynold, 2014; Starcic, 2010; Vargas & Tian, 2013; Woldab, 2014). Virtual Training Environments (VLEs) are used in most universities. They have not only revolutionized distance learning, but they have also become a significant part of classroom

learning. Benghabrit reported that educational training will be one of the three areas of focus for government policy during the 2018/19 academic year. The new training program, which helped nearly 80,000 teachers in the 2017/18 school year, is part of a nationwide training strategy that will last until 2020. The program aims to promote a more professional approach to education, with a focus on preparation at all levels and curriculum updates for the technological era (Oxford Business Group, 2020).

The emphasis on quality teaching is part of a broader Algerian educational reform. It is critical to prepare teachers to efficiently use technology to teach (e-teach) and engage a new generation of e-learners (Vargas &Tian, 2013). Unlike Algerian universities, the Algerian Teachers' Training Schools/Colleges offer some kind of teaching training to potential student-teachers. Teachers receive Training at institutes of educational technology (institute de Technologie de l'éducation).The Ministry of Education has authorized the institution to provide teacher training courses. Teachers have the right and the responsibility to continue their professional development. The advantages of an eLearning training program include reduced overall training time, bookmark progress (computer remembers where the participant left off so they can resume the courses from there, but they should have a strong eLearning platform), participants remaining in one location (e.g., home, office, airport, coffee shop, etc.) without any need to travel (as well reduces the costs to physical classroom and environmental benefits).Although training teachers to e-teach is becoming more popular, the rapid adoption of e-learning is outpacing it (Pillay & Reynold, 2014; Thompson, Miller, & Franz, 2013; Woldab, 2014). Current research on the use of e-learning to train teacher educators has found that those who e-learn perform quite well on standardized tests as those who learn face-to-face and experience similar levels of satisfaction (Thompson et al., 2013).

2.7. Conclusion

Distance learning has grown over time to meet the ever-increasing demand for learning opportunities. During COVID-19, Distance learning has become an urgent requirement for higher education institutions forced by the existence of emergency situations, posing a significant challenge to learning systems. It is, in fact, in response to calls for a new education system that incorporates technology and allows flexibility in the learning environment to maintain educational security and enhance university outcomes.

This chapter presents an overview of the existing literature in the field of e-learning during the pandemic. It begins with defining pandemic and COVID-19, then it moves on to the Algerian universities' implementation of an online learning system to include online courses. Since the electronic learning system proved to be fully reliable during COVID-19 for the first time in the Algerian higher education context. They have set up MOODLE electronic systems to begin online education and establish a connection between teachers and students. In this time of crisis, taking simultaneous steps to ensure the bare minimum in terms of working and studying is critical. Also, since all educational institutions has closed, the importance of e-learning has forced students, teachers, and researchers to carry out their tasks remotely.

Next mental health and psychological impact of COVID-19 on students are discussed. In addition, it includes a literature review comparing e-learning to traditional classroom instruction, as well as student attitudes and perceptions of e-learning. Furthermore, it demonstrates both teachers' and learners' roles. Then, it directs the scope to look into distance learning students, teachers, and technology will be used to identify qualities associated with effective distance education experiences in order to learn more about distance education programs. Moreover, the effectiveness of distance learning and its benefits will be determined, as well as improvements that should be made.

PRACTICAL PART

CHAPTER THREE
Fieldwork and Data Analysis

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3.1. Introduction

The following chapter is devoted to implementing the theories into practice, and it is based on the two prior chapters. Predominantly, this chapter contains the data analysis section and the reporting of the findings. At the outset, it provides a theoretical basis for the research approach adopted. It deeply goes into detail regarding the study methodology, research designs, procedures, participants, samples, and, most significantly, analysis methods, and justification of the chosen research methods are offered in this chapter. Additionally, it supplies with the rationale behind the choice of using each data collection method. It highlights the gathered and methodological instruments that were used to generate answers to the raised research questions and verify the study's hypotheses.

Furthermore, the present investigation elicits data and information about the students' perception and readiness about the online-learning system adopted at the university level during the ongoing COVID-19 pandemic; they are the target and the primary benefactors of this technology-enhanced learning. However, the current study, on the other hand, used two data collection tools: an interview with teachers to obtain thorough information and an overview of the proposed framework, and a questionnaire distributed to students to elicit their attitudes and regarding the research study. Next, the researcher explicates the two methods of data collection and draws out crucial conclusions based on the current study in an interpretation of the data analysis procedures and reporting of the findings. As a result, the current chapter interprets the obtained results in an attempt to answer the three research questions assigned, thereby confirming the hypotheses proposed.

3.2. Description of the Research Strategy /Design

3.2.1. Choice of the Method

Kumar (2008) identifies a research design as a structured plan of action for a specific research project. This plan of action furnishes a systematic plan in which the researcher respectively communicates his/her intentions, identifies the purpose and the importance of the study. The research design appoints answers to the "what" question with regard to the identification of the research problem, questions, hypotheses, variables, and the subjects to be included in the sample, in addition to, the constructed instruments, data collection and

analysis. Therefore, following the same subdivision of approaches, research designs are categorized into qualitative research design, quantitative research design and mixed-method research design.

The concern of the present study opted for the qualitative research design whereby the qualitative research designs and strategies are used. To explain more, the procedure of selecting the appropriate research design is sequenced in a respective manner. In other words, the researcher follows procedural steps in an arranged sequence starting from the phase of the research problem identification until it reaches the phase of data collection and analysis. Therefore, each step is undergone with regard to the qualitative research design through the inclusion of qualitative strategies.

In fact, the choice of the method highly depends on the nature of the subject being investigated, as well as, the suitability of the particular method to their research aim and questions (Phakiti, 2004, p.8). The intent in conducting this study was to develop a better understanding of students' perspectives of distance learning, and to identify possible differences with those learners in regular classroom settings.

In order to reach the objectives, and answer the questions that lay behind this research, relying merely on a quantitative method or approach is not enough to reveal all the desired variables. It is believed that both quantitative and qualitative approaches have their limitations, the former with respect to the lack of in-depth data and the latter with respect to the adequacy of assessment criteria. As a result, this descriptive-exploratory study adopted a combination of both. This was done with the intention that the quality of the research findings would be enhanced in terms of reliability, and validity as well as the depth of insight into the object of study (Miles &Huberman, 1994; Nacgmias, 2000; Patton, 1990).

3.2.2. Data Collection Methods

Equally important, the data collection methods are research procedures by which a researcher collects data in order to carry out his or her study. They are categorized into qualitative, quantitative and mixed-method data collection methods. The qualitative ones comprise the utility of unstructured questionnaire, unstructured interview and unstructured

focus group interview. Whereby, the quantitative ones obtain data using tests, questionnaire surveys, and structured interview.

However, the present study implements a mixture of both qualitative and quantitative data collection methods, thus, it advocates the use of a questionnaire handed to learners to check their views on the challenges and the opportunities encountered during the transition to distance learning. In addition to the questionnaire, an interview with teachers to have an insight on their perspective on distance learning and to check their awareness on this subject matter.

3.2.3. Population and Sample

To accomplish the research, the selected population was EFL students, and teachers at the English department in Ibn Khaldoun University of Tiaret, 80 students, and 08 teachers were selected to be part of this investigation.

The selection of such sample was based on the consideration that third-year LMD students were not familiar with the concept of E-learning in the previous year, with the outbreak of COVID-19; students were obliged to change their learning habits to maintain remote learning. Another reason is that these students are supposed to graduate this year, therefore, if they happen to become teachers, they will know about the effectiveness of using e-learning platform to teach the English language to students, and to consider e-learning platform as appropriate and better means for enhancing performance in English than the traditional classroom mode, due to the power of teaching through technology.

3.2.4. Data Analysis and Procedures

Designing and administrating the data collection methods are practically the initial half phase of conducting a research. Yet, after the completion of that phase, the next phase is the analysis of the obtained data. In this research, the researcher adopted a descriptive approach of data analysis through which to describe, interpret, and explore the data collected from the questionnaire and the data obtained from the semi-structured interview.

A) The Quantitative Research Tool

3.3. Students' Questionnaire

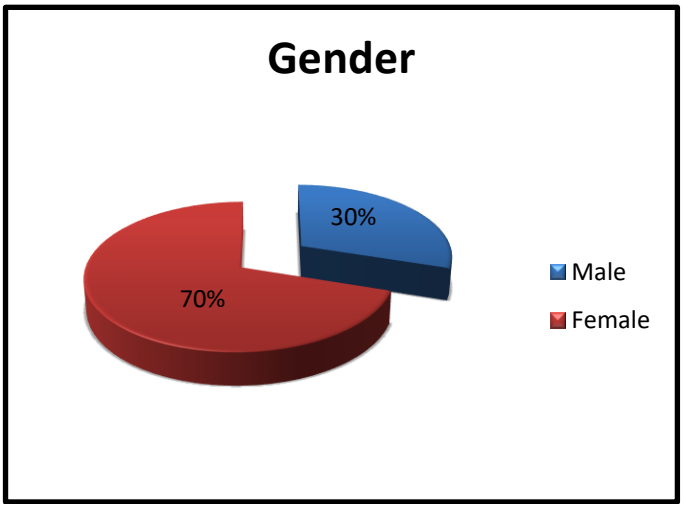
3.3.1. Description of Students' Questionnaire

The present study concerns the use of a quantitative questionnaire, this type of questionnaire is a highly structured data collection tool, it was conducted through a paper-based questionnaire instead of an internet-based questionnaire. It was distributed to 80 participants in order to obtain data about their perceptions, attitudes, opinions concerning their participation and engagement in distance learning. The construction of the present questionnaire included three sections, and a total of nineteen (19) questions, in addition to a general introduction including specific instruction in which to lead the respondents about what and how to proceed with answering the questionnaire. Furthermore, the succession of the three sections aimed at gathering background information about the participants: their gender, and computer experience. The second part is under the name of Distance learning during the pandemic, it contains sixteen (16) questions, three questions require a justification, and one question suggests adding another answer while the rest are close-ended questions that identify students' attitude toward the generalizing e-learning within university teaching and learning programmes. The last part is devoted to suggestions and proposals which contains (1) question that is an open-ended question. Each part targeted to elicit data about specific aspect within the present study.

3.3.2 Analysis of the results

Section One: General Information

Question 01. Participants' Gender



Graph 3.1: Gender Distribution

Table 3.7: Gender Distribution

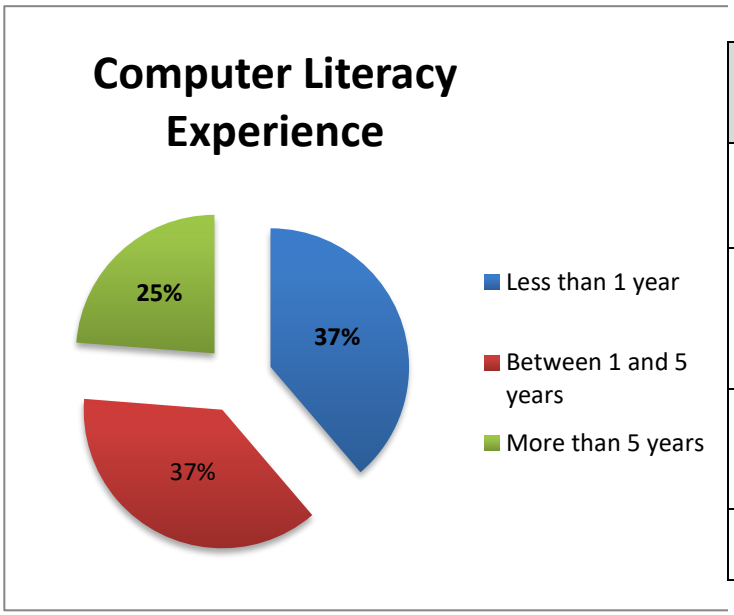
Gender	Frequency	Percentage
Male	24	30%
Female	56	70%
Total	80	100%

The present item is a dual-choice question about the gender of participants. As can be seen in Graph 1, of all 80 participants, 24 are males, and 56 are females. Similarly, as graph 1 show, that the percentage of female was greater than males. That is to record, 70% of females and 30% of males from the total number of respondents.

Apparently, the exceeded number of females over males is due to the overall population of third-year LMD students in which the English learners' females are more than males, however, there is no central bias towards the participation. As that the participants were volunteering and each one had his or her specific reason for joining.

Question 02. Computer Literacy experience

In this question, students were asked to provide exact information about their knowledge of computer use. The majority of informants' Computer literacy experience ranges less than 1 years, 30 students (37,5%), and between 1-5 years reported similar counts of 30 students (37,5%),then comes a category with more than 5 years constituted around only 20 (25%)of the total respondents. The graph and table below shows the findings.



Graph 3.2: Computer Literacy experience

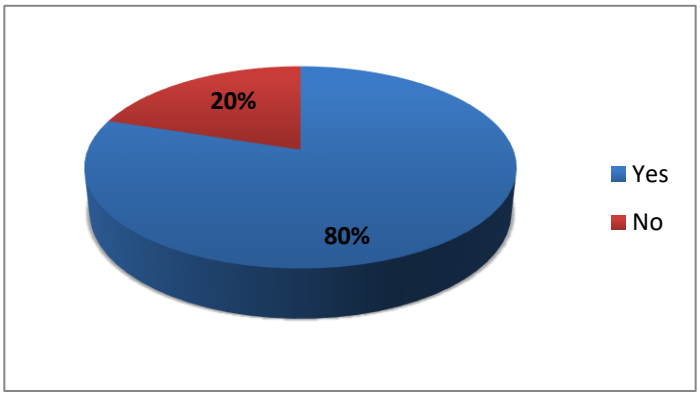
Table 3.8: Computer Literacy experience

Choice	Frequency	Percent age
Less than 1 year	30	37,5%
Between 1 and 5 years	30	37,5 %
More than 5 years	20	25%
Total	80	100%

Section Two: Distance learning during the pandemic

Question 03. Do you have internet access at home?

The students are asked about the availability of Internet access. From 80 participants, 64 (80%) have Internet at home, and only 16 students do not have Internet access. The graph and table below indicate the detailed statistics.



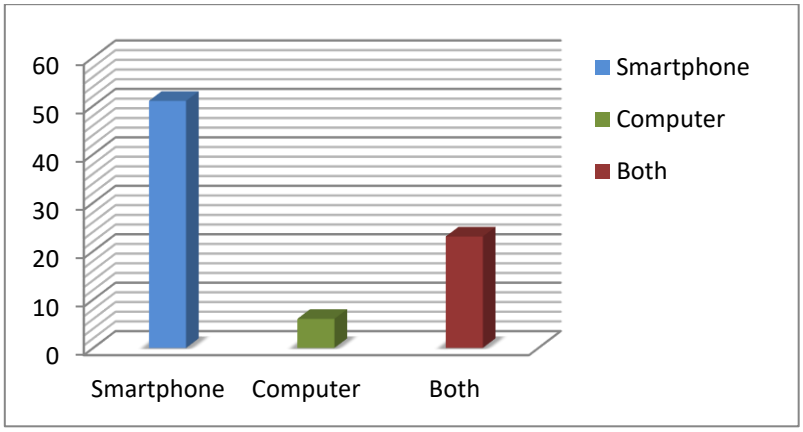
Graph 3.3: Internet access at home

Table 3.9: Internet access at home

Choice	Frequency	Percentage
Yes	64	80%
No	16	20%
Total	80	100%

Question 04. What device do you use for distance learning?

The statistics in graph number 04 indicates the type of device that participants rely on during their distance learning. A multiple-choice of three choices were indicated, a computer, Smartphone or if they are using both interchangeably. Therefore, as table 10 reports, the majority of participants, more precisely 51 (64%) of them, are relying on Smartphone in order to study. whereby, as the graph illustrates that the rest of them were equally subdivided to depend either on their computers, 6 (8%) or both of mobile and computer, 23 (29%) for studying. That is to confirm, the ownership of devices for all participants and their studying practices using their smartphones.

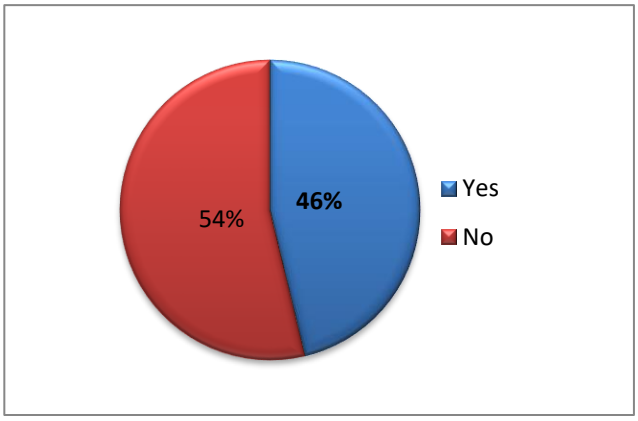


Graph 3.4: Participants' Choice of Device

Table 3.10: Participants' Choice of Device

Choice	Frequency	Percent age
Smart-phone	51	64%
Compu ter	6	8%
Both	23	29%
Total	80	100%

Question 05. Were you motivated to learn during the COVID-19 lockdown?



Graph 3.5: Students' motivation during COVID-19 lockdown

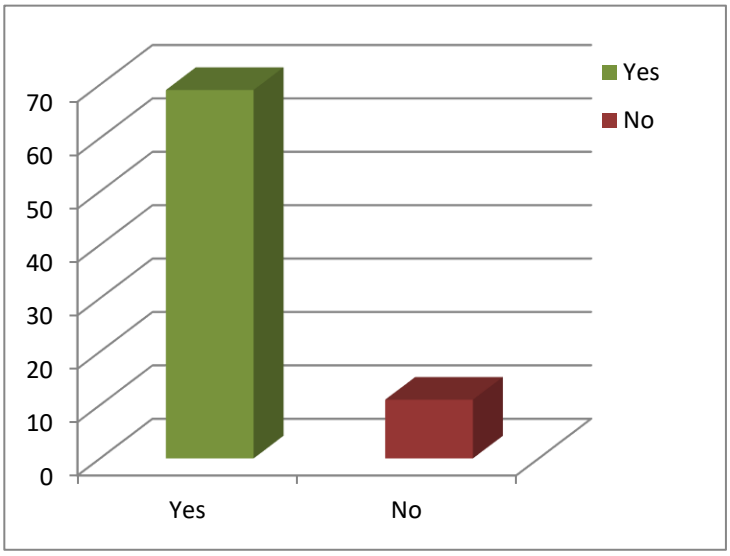
Table 3.11: Students' motivation during COVID-19 lockdown

Choice	Frequency	Percentage
Yes	37	46%
No	43	54%
Total	80	100%

The fifth question asked the respondents to state whether they were motivated to learn during the COVID-19 lockdown. The analysis of this question revealed that the majority of the participants responded negatively. To be more specific, 37 students out of 80 (46%) claimed that they were not motivated to learn during the lockdown period. This means that these participants are always motivated to learn under any circumstances. However, 43 students (54%), answered this question negatively. The justification of their answers was that their lack of motivation was mainly due to the absence of interaction with their teachers. For

them, this lack of contact and feedback from teachers implies that learning is taking place in a vacuum.

Question 06. As a student does the internet help you when studying remotely?



Graph 3.6: Participants' Opinion about the Internet

Table 3.12: Participants' Opinion about the Internet

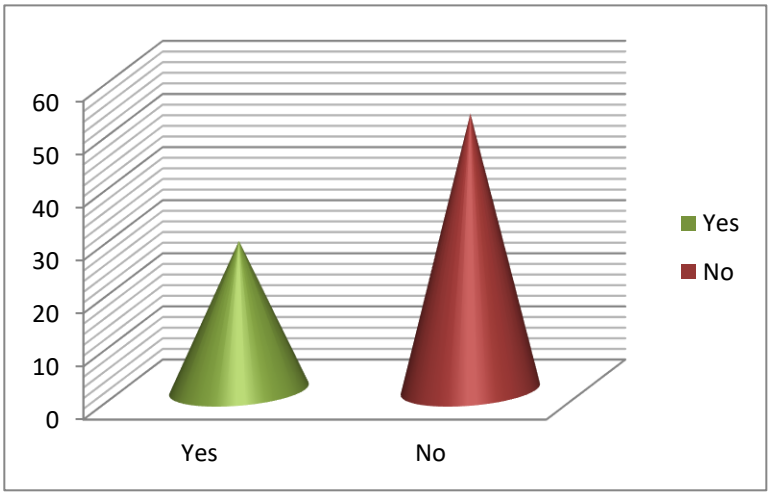
Choice	Frequency	Percentage
Yes	69	86%
No	11	14%
Total	80	100%

This item is simply a yes or no question. According to the table11, 69 of the participants confirmed that the Internet helps them to study apart from their classroom learning, and only 11 of them disapproved that they rely on outside resources of learning. that is to confirm, as the graph06 illustrates that the high percentage of the confirmation reached 86% while the disapproval recorded 14% which in turn depict that the overall number of participants were of a great relevance mainly in depending on the Internet.

Question07. Have you ever used E-learning software or platforms like Moodle before the epidemic?

The seventh question requested the respondents to specify whether they have used any course management software or platform like Moodle before the epidemic. The majority of the participants, 52 (65%) indicated that they have never integrated any online management learning system into their learning. This entails that before the pandemic of COVID-19 these learners relied on traditional face-to-face learning, and have never incorporated e-learning. 28

(35%) of students have already attempted to use virtual learning environments. This means that these students combined traditional classroom setting and e-learning. The Moodle platform, for instance, can be used as a tool to create this blended learning environment.

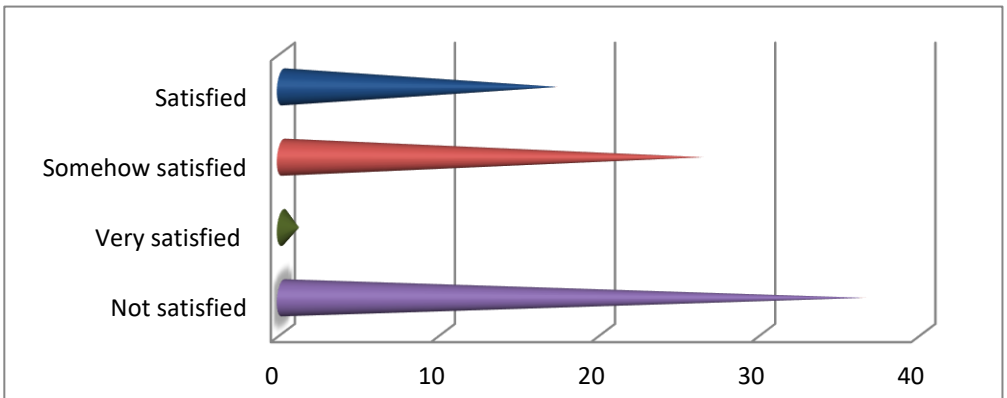


Graph 3.7: Software and platform Use among Participants

Table 3.13: Software and platform Use among Participants

Choice	Frequency	Percentage
Yes	28	35%
No	52	65%
Total	80	100%

Question 08. Are you satisfied with the learning provided to you?



	Not satisfied	Very satisfied	Somehow satisfied	Satisfied
Frequency	36	1	26	17
Percentage	45%	1%	33%	21%

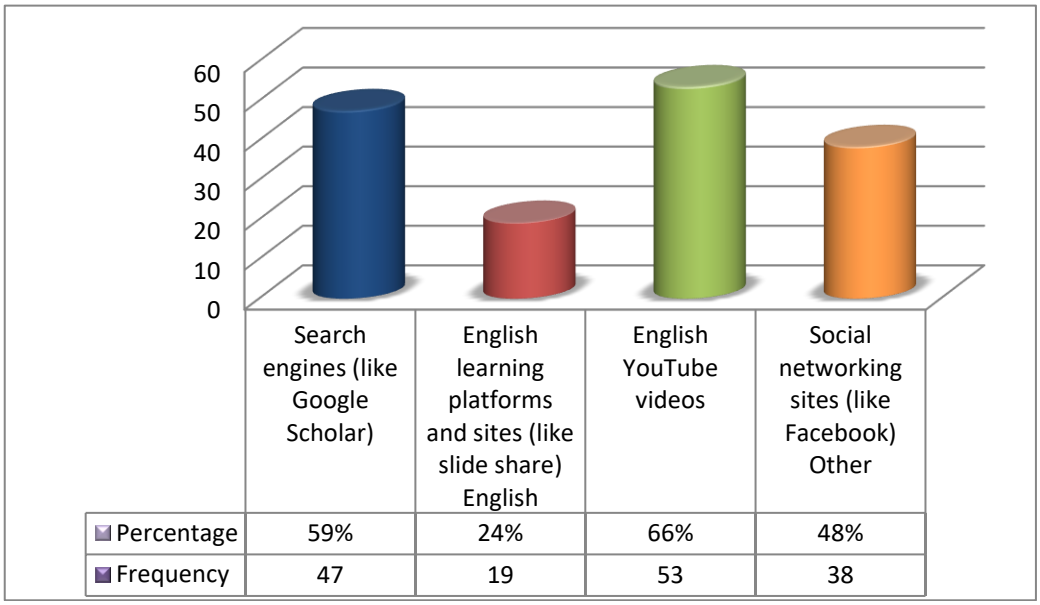
Graph 3.8: Participants' satisfaction and dissatisfaction about the learning provided to them

The graph above is concerning students satisfaction with the Moodle platform, the results of the eighth question demonstrated that 17(21%) were satisfied with learning through this e-learning portal. These learners found that Moodle is informative and useful. 36(45%) of the respondents reported being unsatisfied, however, 26(33%) were somehow satisfied, and only 1(1%) of them was very satisfied.

Question 09. Which of the following web tools you use for helping you in your studies outside the class-room?

This question aims to discover which of the listed web tools that the participants are using in their studies. As graph09 below illustrates, each bar represents a web tool in which the participants are asked to choose one or more than one tool that they are relying on in their studies. The participants count on English YouTube videos, of 53(66%) counts, as the most frequently used web tool of learning. Respectively, search engines (Google scholar) counts of 47(59%), wherein English learning platforms and sites (like slide share) amount to 19(24%) counts, however, social networking sites remarked a considerable number of 38(48%) counts.

The outstanding results set for the participants' study practices in connection to the web, therefore, the participants show a great interest concerning the web tools used for studying; their choices were somehow similar alike upon the use of English YouTube videos, search engines (Google scholar). In addition, some of them deemed the social networking sites not only a source for entertainment but also a resource for studying in which they can share, exchange and discuss certain study stuff. However, some of them disapproved of English learning platforms and sites (like slide share).

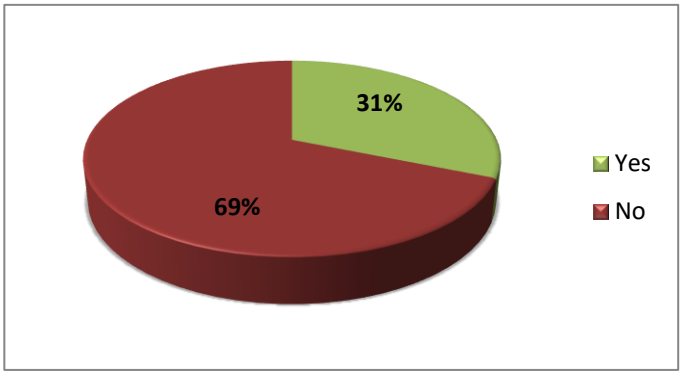


	Search engines (like Google Scholar)	English learning platforms and sites (like slide share) English	English YouTube videos	Social networking sites (like Facebook) Other
Percentage	59%	24%	66%	48%
Frequency	47	19	53	38

Graph 3.9: Students' Use of the Web Tools

Question 10. The University successfully emphasizes the importance of distance learning for students.

Table 3.14: Students 'opinion about the success of the University in the adoption of distance learning



Choice	Frequency	Percentage
Yes	29	36%
No	51	64%
Total	80	100%

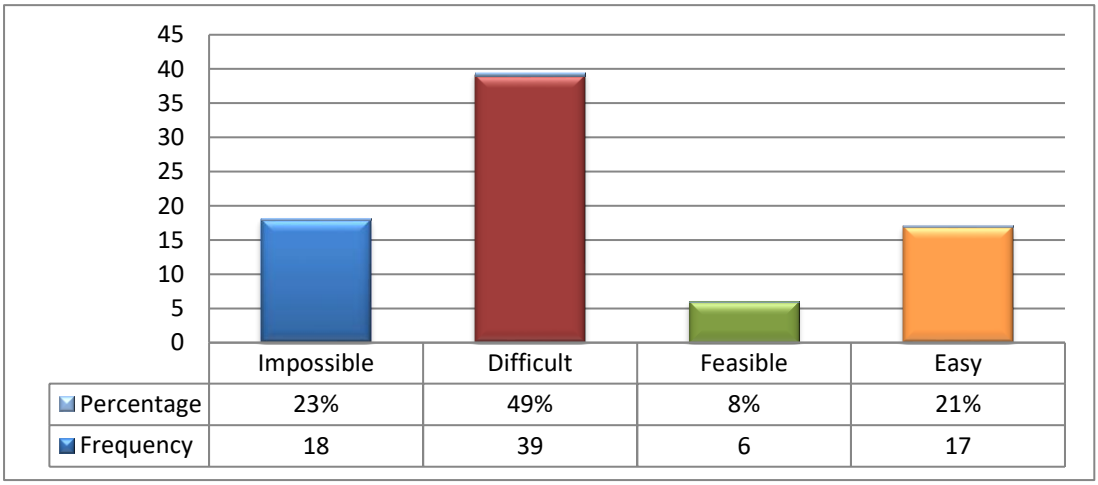
Graph 3.10: Students' opinion about the success of the University in the adoption of distance learning

As table 14 demonstrates, almost the total numbers of participants, accurately 51 of them indicate that the University plan was not able to demonstrate the importance and equivalency of distance learning (DL) programmes compared to traditional learning (TL) and emphasizes students' requirements and expectations. Whereby, 29 of them have been viewed

that the university was able to provide an appropriate education for them. Apparently, as graph10 shows, the vast majority of the participants have exceeded 64%, which in turn proves that remote education failed for them.

In addition to an open choice where the participants are optionally asked to justify their choice, the majority claim that both students and teachers are not yet prepared and need more training. Fewer explain that e-learning could not fit within the Algerian university systems and prefer keeping the familiar teaching methods with the human touch. Some of the respondents believe that e-learning implementation at the university level is a must, not only because of keeping pace with the increasing universal technological development but because e-learning suits the continuous assessment advocated by the LMD system and seems to represent an option for the crowded classes issue.

Question11. How do you rate Moodle platform accessibility during the pandemic?



	Impossible	Difficult	Feasible	Easy
Percentage	23%	49%	8%	21%
Frequency	18	39	6	17

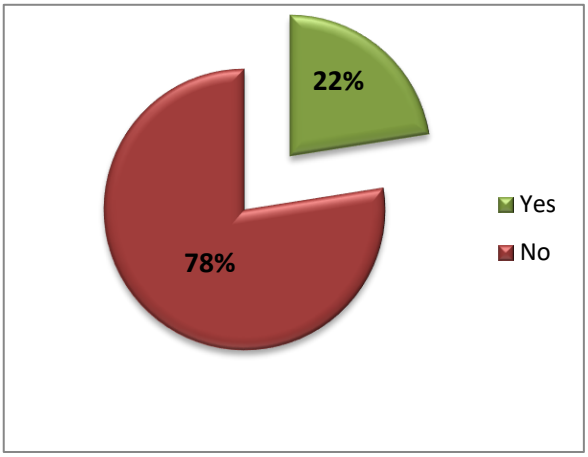
Graph 3.11: Participants' Opinion about moodle platform accessibility during the pandemic?

As stated above, the columns represent the students' accessibility to Moodle platform. From the total number of participants, 18(22, 5%) rated that it is impossible to access to the platform. However, 39(49%) of them believe that moodle platform is difficult to use, this may explain their reluctance to use any course management software like Moodle before the lockdown. 17(21, 25%) of the respondents find that Moodle platform is easy, While only 6(8%) think that it is feasible. Students' inability to have access to online learning platforms

could affect their level of transition to emergency remote learning during the COVID-19 outbreaks.

Question 12.Are you learning as much as you were before COVID-19 crisis?

Table 3.15: Students' views on learning before COVID-19 crisis

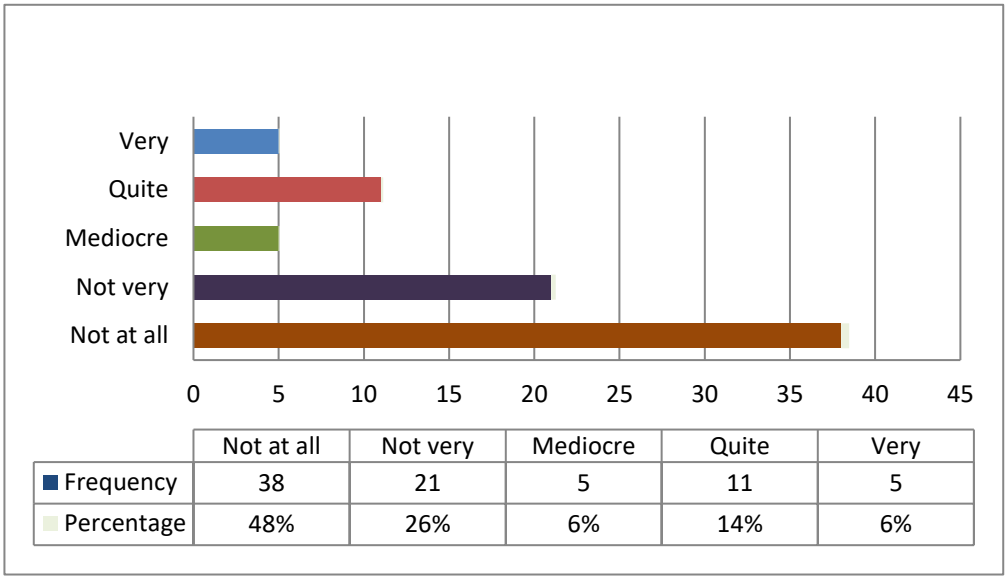


Choice	Frequency	Percentage
Yes	18	23%
No	62	78%
Total	80	100%

Graph 3.12: Students' views on learning before COVID-19 crisis

Consequently, as the graph12, and table 15 represents, the great majority of participants 62 (78%) of them believe that the process of learning was not as much as before the COVID-19 crisis. That is to infer, the students who said "No" represent a very small number 18 (23%), this category showed a lack of interest and motivation, Due to the shortage of time and the quality of the courses is low, which increase the gap between the online courses compared with the normal courses.

Question 13. How effective is Moodle platform at helping you reach your learning objectives?

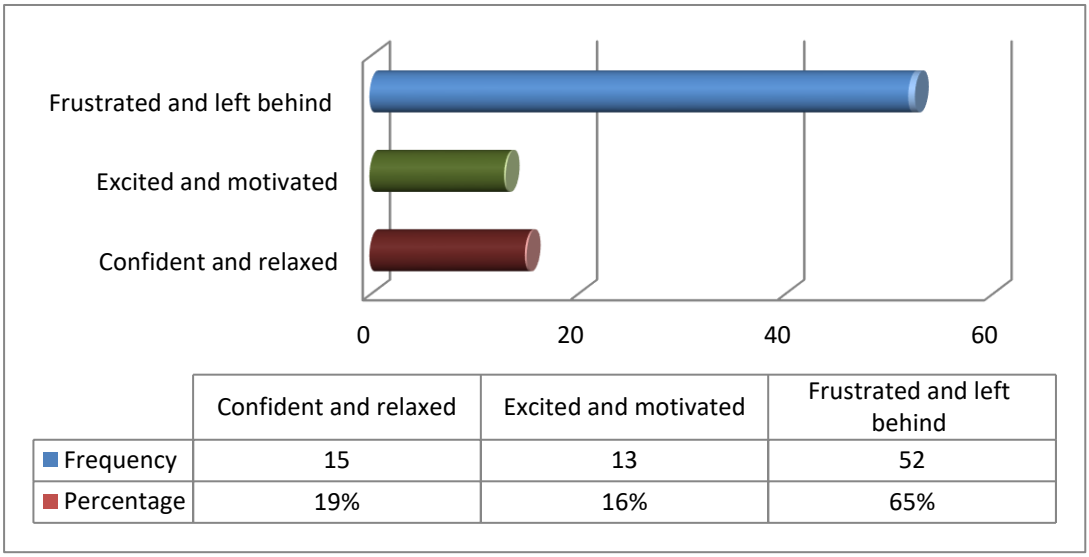


	Not at all	Not very	Mediocre	Quite	Very
Frequency	38	21	5	11	5
Percentage	48%	26%	6%	14%	6%

Graph 3.13: Moodle platform effectiveness in reaching the learners objectives

As graph 13 illustrates, the great number of participants precisely 38 (48%) of them share the common choice of "Not at all" in which they coincided that Moodle platform does not help them to reach their learning objectives. Wherein, 21(26%) others declared that Moodle platform is not very effective, and only 11 (14%) others claimed that it is quite effective. However, “very” and “mediocre” effective report similar alike counts of 5 (6%) for each. Interpretively, the great majority of participants seem to adjust a low level of awareness toward Moodle platform. Therefore, they believe that the use of faculties’ websites may not facilitate their language learning process and that such websites have a negative effect on enhancing their learning goals.

Question 14. How do you feel about learning through Moodle platform?



	Confident and relaxed	Excited and motivated	Frustrated and left behind
Frequency	15	13	52
Percentage	19%	16%	65%

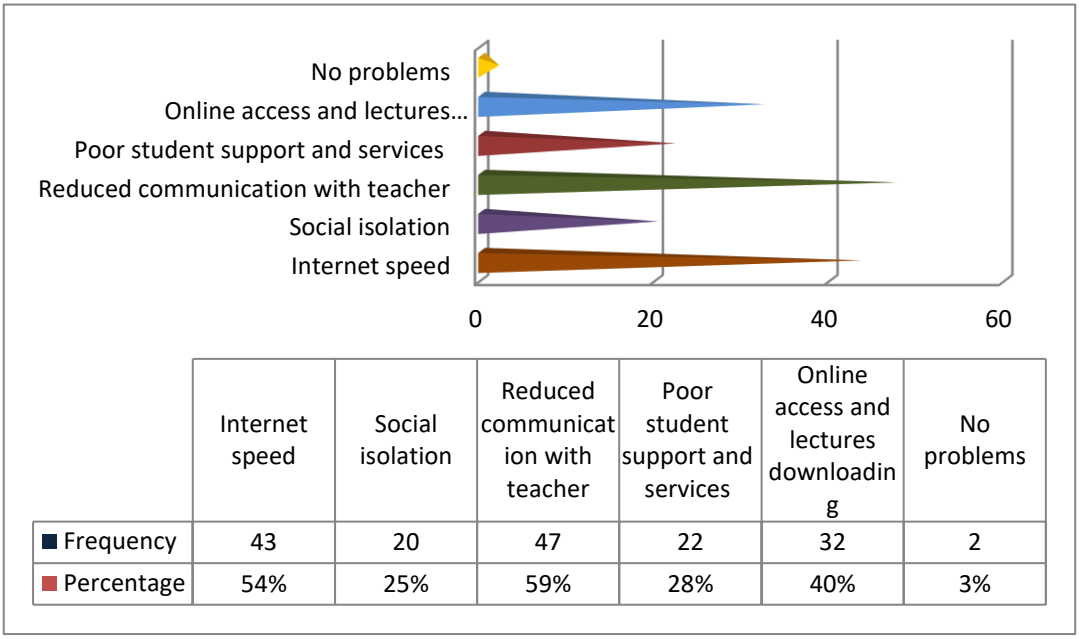
Graph 3.14: Participants' Feeling about learning through Moodle platform

This question intends to examine the participants' feeling or attitude toward Moodle platform. 52 out of 80 students (65%) professed that they are frustrated and left behind, due to the lack of adequate training and insufficient knowledge and skills, the students felt incompetent to use the platform, they did not feel confident and were more relaxed when teaching through the traditional face-to-face instructional method. 15 (19%) of the respondents asserted being confident and relaxed, while 13 (16%) declared that they are excited and motivated. These students are proficient and familiar with the basics of the platform.

Question 15. What obstacle (s) have you encountered during online learning?

Consistent with the findings, the most cited obstacle of online learning was "reduced communication with teacher" choice with 47 (59%) counts that is to infer most of the participants have faced the absence of face-to-face interaction and feedback from their teachers.43 (54%) reported that they are facing technological difficulty in using E-learning system because of Internet speed, however, 32 (40%) of them stated that the main challenge is online access and lectures downloading, they claimed that it is due to the Covid-19 pandemic, they were directed by the administration to download the lectures since they do not master the platform. They added that they are still new users of such systems; they used to download

lectures from Facebook groups. The third problem is poor student support and services with 22(28%) counts, whereby, 20 (25%) participants appointed to social isolation. Equally important, students who do not face any problems during their online learning recorded an adequate number of 2 (3%) counts.



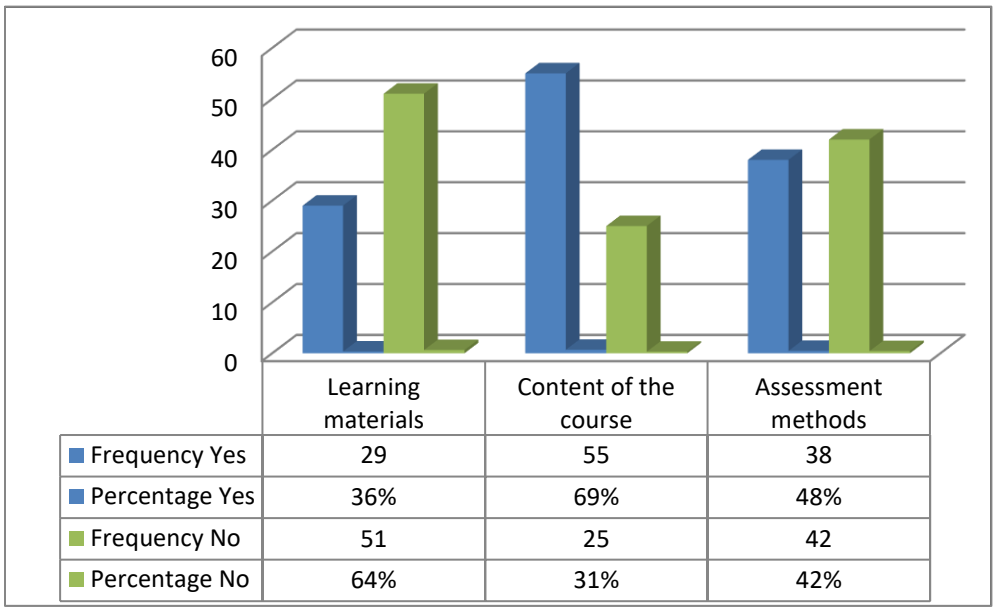
	Internet speed	Social isolation	Reduced communication with teacher	Poor student support and services	Online access and lectures downloading	No problems
Frequency	43	20	47	22	32	2
Percentage	54%	25%	59%	28%	40%	3%

Graph 3.15: The obstacles during online learning

Question 16. In terms of academic criteria, my distance learning program equals the traditional face-to-face program regarding the items

Table 3.16: Participants' Perspectives about distance learning program equals the traditional face-to face program

	Yes	No
1- Learning materials	29 (36%)	51 (64%)
2- Content of the course	55 (69%)	25 (31%)
3- Assessment methods	38 (48%)	42 (53%)



	Learning materials	Content of the course	Assessment methods
Frequency Yes	29	55	38
Percentage Yes	36%	69%	48%
Frequency No	51	25	42
Percentage No	64%	31%	42%

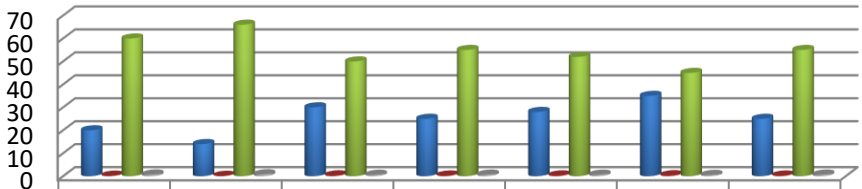
Graph 3.16: Participants' Perspectives about distance learning program equals the traditional face-to-face program

As the table16 and graph16 classify, students identified many aspects of the lack of distance learning equivalency to traditional learning, the listed choices denote that within the first statement that distance learning program equals the traditional face-to-face program with regards to learning materials, 29(36%) of the participants were with the statement, accurately, 64% of them (51 out of 80) were against the statement.55 (69%) of students showed agreement with all the evidence that revealed the equivalency of the distance learning, and traditional learning course content, however, 25 (31%) of them showed disagreement. In this regard, Students' responses to the second item centered on distance learning courses, that are similar to traditional learning courses, Wherein, In response to the third item ,"assessment methods", 38 participants (48%) indicated that distance education program is equivalent to face-to-face education, Whereby, 53% of them (42 out of 80) believed that a distance learning assessment has lesser value compared to a regular (classroom) assessment.

Question17. Below are statements about the use of Moodle platform. Please indicate whether you agree or disagree with the following statements?

Table 3.17: Students' Perceptions of the Moodle Platform

Statements	Agree	Disagree
1. Moodle can replace traditional face-to-face learning.	20 25%	60 75%
2. The course is better delivered through Moodle than through face-to-face learning.	14 18%	66 83%
3. The use of the Moodle platform during the pandemic is useful and convenient.	30 38%	50 63%
4. I found the uploaded online courses of the platform helpful in my "Language Mastery" studies.	25 31%	55 69%
5. Moodle facilitates students' access to the different courses and activities.	28 35%	52 65%
6. Moodle platform's design and style are very informative and well organized.	35 44%	45 56%
7. In the future, the Department/University should rely more on Moodle.	25 31%	55 69%



	Moodle can replace traditional face-to-face learning	The course is better delivered through Moodle than through face-to-face...	The use of the Moodle platform during the pandemic is useful and...	I found the uploaded online courses of the platform helpful in my "Langu...	Moodle facilitates students' access to the different courses and activities.	Moodle platform's design and style are very informative and well organized.	In the future, the Department/University should rely more on Moodle.
Frequency agree	20	14	30	25	28	35	25
Percentage agree	25%	18%	38%	31%	35%	44%	31%
Frequency disagree	60	66	50	55	52	45	55
Percentage disagree	75%	83%	63%	69%	65%	56%	69%

Graph 3.17: Students' Perceptions of the Moodle Platform

This question contains eight statements answered on a five-point Likert scale ranging from "agree" to "disagree". The respondents were asked to specify their agreement or disagreement with each statement. The results are displayed in terms of percentages in Table 17.

- **Statement 1: Moodle can replace traditional face-to-face learning**

As it is demonstrated in graph17, 75% (60 out of 80) of the students disagreed that Moodle can replace face-to-face learning. The majority of the respondents were against using Moodle as a replacement for face-to-face classroom instruction.

- **Statement 2: The course is better delivered through Moodle than through face-to-face learning.**

Regarding the second statement, it was found that 66 (83%) of the respondents denied the fact that the course is better delivered through Moodle than through face-to-face teaching. The results related to the first two statements suggested that the majority of the students prefer face-to-face learning and believe that it is more effective than online learning.

- **Statement 3: The use of the Moodle platform during the pandemic is useful and convenient.**

Concerning the third statement, 50 (63%) of the informants found that the Moodle system is not useful and convenient during the pandemic of COVID-19. This might be because the platform did not allow accessibility, the availability of resources and up to date information. The respondents believed that this emergency remote learning was a not better solution than postponing education. However, only 30 (38%) agreed with the statement.

- **Statement 4: I found the uploaded online courses of the platform helpful in my ''Language Mastery' studies.**

In this statement, the participants were demanded to indicate the usefulness of the designed online courses in their studies. Having said, "I found the uploaded online courses of the platform helpful in my Language Mastery studies, more than half of the participants 55 (69%) disagreed, following 25 (31%) of them agreed. Based on the data provided, a great number of participants declared that they did not find the Moodle platform helpful in their “Language Mastery studies".

- **Statement 5: Moodle facilitates students’ access to the different courses and activities**.

The findings related to the fifth statement indicated that 52 (65%) of the participants affirmed that Moodle did not facilitate students’ access to the different courses and activities they uploaded. This means that students faced difficulties accessing the platform and could not download the learning materials and activities posted by their teachers. 28(35%) of students supported the statement.

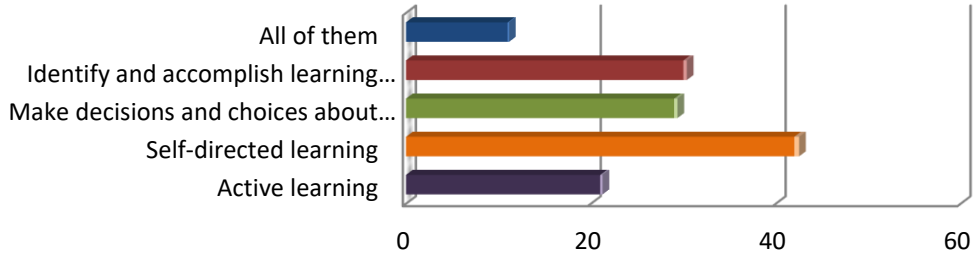
- **Statement 6: Moodle platform's design and style are very informative and well organized.**

The interpretation of the statement number 6, indicated that more than half of the respondents, almost 56% of them (45 out of 80) contested that Moodle platforms 'design, and style is not informative nor organized, however, 35(44%) think that the construction of the platform load a comfortable learning environment in which the participants felt free and comfortable while reviewing it.

- **Statement 7: In the future, the Department/University should rely more on Moodle.**

The analysis of the last statement, demonstrated that 55 (69%) of the teachers refuted that Moodle should be an integral part of the educational process in the future. Only 25 (31%) of the respondents were in favour of combining face-to-face teaching and online instruction through Moodle after the lockdown phase, they think that the department/university should rely more on Moodle in the future. Students' reticence to use Moodle with face-to-face traditional teaching in their future teaching experiences might be due to the lack of formal training to use the platform.

Question 18. From your own perspective, "Distance Learning" involves:



	Active learning	Self-directed learning	Make decisions and choices about what and how to learn	Identify and accomplish learning objectives on my own	All of them
Frequency	21	42	29	30	11
Percentage	26%	53%	36%	38%	14%

Graph 3.18: Participants' Perspectives about ''Distance Learning''

As the graph18 above demonstrates, the dominant number of the participant of 42(53%) stated that “Distance learning” merely involves self-directed learning. However, the fewer of 11(14%) participants declare the same belief about “Distance learning”, they agreed upon all of the related variables in use to be part of any online learning. wherein 21(26%) others mark it as a type of active learning. Whilst, 29(36%) of them narrowed their choices upon decision making or accomplishing objectives. Apparently, the great majority of participants assume to share the common answer of “self-directed learning " and therefore their perspectives reflect that distance learning develops the student’ self-autonomy”, and it changes the learning environment to become learner-centered through experiencing new technology tools.

Section Three: Suggestions and Proposals

Question 19. What suggestions or comments could you add forward as regards distance learning during the COVID-19 pandemic?

The present section devotes an open space for the students to add their personal comments and suggestions concerning the present study. Therefore, 65% (52 out of 80) of the students add personal recommendations, comments and suggestions with regard to the conducted study and for future research. Initially, they appraised upon the researcher efforts of conducting such platform with its attributes then they recommend the following:

- They believe that Teachers have to adapt their ways of teaching and follow the track of technology and address the students of the 21st generation
- The intention, efforts and availability of materials are essential attributes for establishing distance learning
- Students have to take into consideration that we are in the era of technology and to get away from traditional methods of teaching and to shift to distance education
- Since the platform was a solution during the pandemic, the students faced registration problems like getting a username and password, it was necessary for students to use a different code (sent to them via user email) every time they logged into
- The lack of training to use the Moodle e-learning system effectively by teachers and students, their unfamiliarity and lack of knowledge hindered the effective adoption of the platform.

- Students claimed that slow Internet connectivity can be a major hindrance to adopt distance learning, because the success of online learning depends on an adequate Internet connection.
- The university is unaware of the benefits and strategic advantages of e-learning

Furthermore, the majority of the respondents, 20(38%) stressed the need for adequate training about the use of Moodle. For an effective application of the Moodle e-learning platform, both teachers and students should be engaged in extensive training programmes.

Another suggestion was related to Internet connectivity issues and the value of the Internet in supporting distance learning. Based on the comment of connectivity problems, 18(34%) reported that such as slow Internet speed constitutes a threat to the success of online learning, especially during COVID-19 lockdown. Some of the respondents, 5(9, 6%) stated that technical support is considered a fundamental factor to the success of any e-learning, the fact that the University should provide the students with the necessary resources and equipment (personal computers) for using e-learning. One of them included the University budget, that the distance learning budget should be included in the university budget, Nevertheless, it was noticed that, the university did not support distance learning, because students had to be present to register for some activities, no announcements had been made on the university website, and the failure to deliver assignment results. Another two students suggested that the teachers should use different methods in assessing distance learning students, and to provide an online examination in order to be safe in the period of the Covid-19 pandemic. The last 6 (11,5%) maintained that teachers should direct their students with the use of new e-learning tools like Google Classroom or Zoom, to understand how these applications work and their effectiveness, and instead of using Moodle, the administration should create a replacement for Moodle that can create a suitable learning environment.

3.3.3. Data Analysis and Interpretation

This study highlights several issues relevant to University EFL students; it investigates the distance learning process of students during school closure due to COVID-19's impact. This research focuses on the introduction of distance learning, the opportunities and obstacles faced by learners to addressing different hurdles in the implementation of distance learning.

This section aims at discussing the results in the previous figures, the interpretation of the findings will enable the researcher to answer the research questions as well as to confirm or disconfirm the hypotheses.

Based on the analysis of students' questionnaire, the findings showed that the majority of students are fairly aware of distance learning, it has gained immense popularity among them, as Students are drawn to technological tools in order to interact with one another and with educators as well. However, in the absence of face-to-face interaction, digital technology has been rejected by the students, for them, the university was unable to provide the necessary resources to implement E-learning during the phase of the Covid-19 pandemic.

An analysis of the informants demonstrated favorable attitudes toward technology, mainly because they use a computer and are familiar with technology applications. Since that, the participants reveal the dependency on ICT tools, precisely on mobiles and computers, in carrying out study activities; they are considered tech-generation in which they are adaptable to any technological enhanced environments of learning. Based on these premises, almost all participants have access to the Internet at home; however, they face technical problems like poor internet signals. Without technology, students would not be able to participate in their distance learning lessons.

The analysis also demonstrated that students were not motivated to use the Moodle platform, due to a lack of training and knowledge. The motivation of the learners is crucial for exploring the benefits of using online support services during the epidemic during the pandemic which is lacking in some learners, students prefer English videos on YouTube, they claimed that after the lectures, YouTube sessions are beneficial; they provide a roadmap for students in their research and revision. The results also revealed that students have a short experience in using Google Classroom and Zoom. Moreover, Students' learning experience has reflected their online learning satisfaction in this current study. The students exhibited low satisfaction with online education.

Due to the pandemic Covid-19, many opportunities have been created as it opened the door for Mobile learning, online learning, and Educators and learners are getting an opportunity to interact with peers from around the world. To conclude with the interpretation

of the findings, the main conclusion that established that Distance learning during the pandemic Covid-19 has created many challenges and opportunities; however, because of the limited opportunities for instructors and students, distance education has brought many new challenges to the teaching and learning process. For these challenging times, instructors and administrators need to focus more on the students' needs and preferences, in order to bridge the gap, to enhance the learning experience by encouraging interaction and discussion, and to keep up with the changing environment of distance learning and the changing student, teachers have to re-think of an intervention to deliver their lessons rather than face to face encounters. The University plays a vital role in this journey since they are the ones who provide training and workshops for the teachers to be equipped with the skills and knowledge in distance learning education, Conducting online training and seminars regularly is important, for teaching staff, in particular, to support the application of e-learning, in addition, the Algerian government through the Ministry of Education should synergize the already initiated online and e-learning programs to all learners and geographical areas to facilitate learning, and to consider specific measures for those who lack access to the internet connection and other resources, by enhancing curriculum delivery through different media platforms like Radio, Television, YouTube, Zoom, among others.

Throughout this section, the findings of this investigation are notified, then they are discussed, and decipher accordingly with previous results. The examination of Students' perception toward distance learning during the pandemic showed that students viewed this transition to fully online learning negatively. This entails that students' perceptions of online learning, and using the Moodle platform during the COVID-19 crisis were negative, therefore the hypotheses were confirmed.

B) The qualitative Research Tool

3.4. Teachers' Interview

Only using a quantitative method will not provide you with all of the information you require. For that reason, an interview was conducted in order to improve the quality of the results and provide insight into how teachers interpret the subject matter under discussion.

3.4.1. Description of the Teachers' Interview

This teacher's interview was conducted with the goal of gathering qualitative data relevant to the theme of this research. It was held with eight (8) EFL teachers, five male teachers (Tr1, Tr3, Tr4, Tr5, Tr7) and three female teachers (Tr2, Tr6, Tr8), all of them are English teachers at the University of Ibn Khaldoun of Tiaret, It consists of 12 questions aimed at investigating EFL teachers' conceptualization of the concept of distance learning, the challenges, the leading technology tools that they used to keep in touch with students during the Covid-19pandemic and recommendations to improve e-learning program at our university. The qualitative analysis and interpretations of the interview items are provided in the next section. The interview comprises three rubrics dealing with the research aspects. Accordingly, the analysis of these responses will take each item into account separately.

3.4.2. Analysis of the Results

Section one: Background information

This section aims to gather general background information regarding the teachers' years of teaching experience as well as if they have expertise area in online teaching.

Question01: How long have you been teaching English?

This item aims to identify the expertise area of the teachers by asking them to identify how many years they have been teaching English. Thus, to subsume them as expert or novice teachers According to Sabers et al. (1991), one of the fundamental features of distinguishing a novice from an expert teacher is the years of teaching experience in which the novice teacher is with little or no teaching experience while experience develops through years of teaching.

Table 3.18: Respondents' Expertise of Teaching

Teachers	Years of Expertise
1	1-5
2	6-9
5	Above 10

As shown in Table19, the dominant number of teachers are of great years of experience having more than 10 years of experience wherein one of them is out of 4 years of experience.. As a result, the majority of the teachers have at least six years of experience teaching English. This indicates that are experienced teachers, while the remaining one is a novice teacher. Expert and novice instructors both contribute to the planning of the teaching process, but expert teachers are more competent and knowledgeable about their teaching methods and strategies, student styles, classroom management, and materials planning.

As a result, the debates among these teachers provide understandable recommendations and valid explanations concerning the researched variables in use.

Quetion02: Have you ever experienced online teaching?

The present item's question enquires about the teachers' expertise in the field of distant education. Specifically, if they have taught English using any digital or technical tools as an online teaching method then to explain such experience of e-teaching.

The answers reveal that 6 teachers (Tr1, Tr3, Tr4, Tr5, Tr6, and Tr8) have confirmed experimenting online teaching; however their experiences vary depending on their situations and internet connectivity. Since that distance education has advocated for a multiple approaches of online teaching. Nevertheless, the other two teachers (Tr2, and Tr7) disconfirmed taking part in such experiences except the one of COVID-19 in the last two years.

As a result, traditional teaching methods are shifting to meet the new demands of technology breakthroughs in the field of foreign language teaching and learning. Based on this premise, the great majority of interviewed teachers emphasize the advantages of using distant teaching as a complement to improve their online teaching.

Section two: Distance learning and Teaching during COVID-19 pandemic

The purpose of this part is to investigate the teachers' general teaching practices and attitudes about distance learning during COVID-19. It consists of five (5) questions related to the themes under investigation. Therefore, each question based on a specific aspect of these subjects and gives in-depth information. It began by understanding the teachers' perceptions of

distance learning, their personal adaptation, instructional challenges, and the methods by which they keep in touch with their students. Finally, they were asked whether the courses were delivered in a synchronous or asynchronous format.

Question03: How do you define the term distance learning?

Based on the data collected from the interviewees, it was noted that they have quite similar perspectives on distance learning. Distance learning is defined by two teachers (Tr4 and Tr7) as a virtual teaching process in which teachers and students are not required to be in the same location and rely mainly on online applications. Three teachers (Tr1, Tr3, and Tr5) state that distance learning is learning remotely through various platforms, programs and tools such as, Google Classroom, Zoom, Moodle platform and social media…ect. In the same way, the last teachers (Tr2, Tr6, and Tr8) demonstrate that it relates to a study process in which students obtain their courses over the internet and electronic platforms employing ICT tools and platforms.

Question04: How did you adapt to online teaching during the pandemic?

With examples, the current item attempts to examine teachers' adaptation to online teaching during the epidemic in their learning and teaching processes. According to the statistics, seven of the eight teachers admit to relying on the Moodle platform at our university and on their own efforts for other apps, while the fourth teacher comments that "at the beginning, it was so difficult since students were not able to learn with such media". The seventh teacher, on the other hand, claims that "I had no experience with that platform at all; I merely used Facebook to distribute the courses and tasks to my students." He illustrates that the use of social networks tools for transmitting learning materials and tasks is deliberate and feasible.

Question05: What are the biggest challenges you have encountered as a teacher during distance learning?

The respondents' responses to the challenges of teaching during distance learning were categorized into four primary themes. The absence of face-to-face interaction and feedback from students was the first challenge mentioned by the participants. Teachers were unable to

clarify the teaching materials and ensure that learning occurred due to a lack of direct interaction.

“The problem with this Moodle is that the teacher does not see his or her students,” said the first teacher. I couldn't think of a more active and fruitful way to interact with students as a teacher. The teacher-student relationship decreased substantially, and the teacher's role weakened accordingly.” “Not physical presence is the only obstacle so far,” the third teacher admitted. As a teacher, I must be present and explicit in my directions and expectations of my students. Students find it much more difficult because they are unable to ask questions due to the lack of face-to-face communication.

The difficulty for students to use this e-learning platform was the second issue raised by the participating teachers. Many students were unable to access their instructors' lectures and assignments due to technical difficulties. Because the platform was an impromptu solution during the pandemic, students had difficulty registering and obtaining a username and password. “The primary challenges are the mess in the organization of the Moodle platform and the inaccessibility of this platform by the majority of students,” said the fifth teacher.

The lack of knowledge and abilities required by teachers and students to use the Moodle e-learning system was the third issue. The platform's effective adoption was delayed by teachers' and students' lack of experience with it and a lack of training. The situation is exemplified by the statement "The big issue was a lack of training for both teachers and students to use it successfully."

The teachers' fourth issue was a technical one. To be more specific, poor Internet access can be a big barrier to properly using Moodle, as the effectiveness of online teaching is dependent on having a good Internet connection. One participant, for example, stated, "The Internet connection makes it practically impossible to complete a single course." I believe that our country is a long way from following the lead of developed countries when it comes to online education. The reason for this is that we lack even the most basic resources. This is what makes completing this task difficult, if not impossible.”

Question06: How did you keep in touch with your students during the pandemic?

Seven teachers said they used the Moodle platform to post lectures. They assumed that by using these options, all students would be able to access the Moodle platform to download lectures and activities, but since the majority of students were unable to do so, added that they also contacted their students via email to post courses on Facebook. Only the seventh teacher claims to have posted lectures exclusively using Facebook groups and Messenger.

Question07: Were the lectures taught synchronously or asynchronously?

As stated in the preceding answer, all eight teachers claim that their online teaching was asynchronous, since they used the Moodle platform, email, Facebook, and Messenger to upload courses and communicate with students, the courses take a more non-traditional approach.

Section Three: Teaching through Moodle during COVID-19 Lockdown

The final section is intended to elicit teachers' attitudes and perceptions about the implemented Moodle platform, which is designed to promote EFL students in their third year. As a result, the following five (5) questions are devoted to the usage of the "Moodle platform" to complement learning resources and materials during the pandemic. As a consequence, these five questions were created to elicit teachers' opinions and perceptions about the study they had just performed.

Question08: Did you receive training about Moodle platform?

When asked if they had gotten any specific training on how to utilize the Moodle platform, seven out of eight teachers (Tr1, Tr3, Tr4, Tr5, Tr6, Tr7 and Tr8) said they hadn't. This lack of training and understanding could explain why they were reluctant to utilize Moodle or any other course management software before the lockdown. The second instructor (Tr2), on the other hand, said that she has attended different workshops to learn how to use the platform.

Question09: Do you prefer face-to-face or online teaching? Why?

For varied reasons related to the learners' interest and involvement, all eight interviewees reported that they preferred attending a classroom over online teaching. “I appreciate e-learning, but I really don't think it tests anything other than your ability to use a computer,” says the first teacher (Tr1).

As the third teacher (Tr3) stated, classroom teaching is more useful because students are able to ask questions. “It's like texting; with online teaching, you lose the human component of it,” she remarked. In a similar vein, the fifth teacher (Tr5) describes the differences by saying, "I think e-learning is handy, but you don't get the feedback you would in a classroom." Three teachers stated that both online and face-to-face teaching had a place, though a sixth teacher stated, “Since I have tried both, blended teaching approach is the best. I would rely on face-to-face and complement it with online teaching.”

They all agreed that going to a class is the best way to learn. However, in the future, online instruction should be an important part of hands-on practice and new issues in the educational process.

Question10: Do you think that students prefer using e-learning platforms?

Six out of eight teachers (Tr1, Tr3, Tr5, Tr2, Tr4, and Tr8) stated that students need to use e-learning platforms because all domains are now online, and teachers can guide their students' motivation and attitudes toward new e-learning technologies such as Moodle, Google Classroom, or Zoom. They stated that our department's learners require training in order to properly use the Moodle platform. According to them, e-learning systems are excellent for shy and procrastinating students. Although the students will master the use of platforms or applications such as Google Classroom and Zoom, the seventh teacher (Tr7) maintained that they will continue to use Facebook to share knowledge and discuss social issues with their peers because it has become an integral part of the students' daily lives and cannot be replaced with another tool or system, He went on to say that teachers may take advantage of the options and chances that Facebook offers, as well as the attitudes of students, and use them for educational purposes. While the sixth teacher (Tr6) disagreed, saying, "I don't think so, because it shows in their poor performance, they are not at all interested."

Question11: Do you think that Moodle is the most convenient platform for students? If not? What are the e-learning platforms or software you prefer?

This question was intended to elicit responses from teachers about whether or not the Moodle platform is the most convenient platform for students. Six of the eight teachers (Tr1, Tr2, Tr4, Tr6, Tr7, and Tr8) stated that it was ineffective since it did not allow them to assess their students' progress. They also complained that it did not make it easier for students to access the various courses and activities that they had uploaded. They went on to say that the university should train all students on how to use the platform. They also stated that only training students and teachers how to operate with the system is insufficient.

The last two teachers (Tr3 and Tr5) agree that it is beneficial to them; they claim that they may utilize Moodle to supplement classroom instruction with additional activities and lectures. They stated that during the Covid-19 pandemic, Moodle provides a safe place for both teachers and administrators to post courses for students. They can take advantage of the platform to promote virtual learning.

Question12: What do you recommend for an efficient and productive e-learning?

When asked for suggestions on how to increase the future effectiveness of online teaching at our university, every response from the teachers emphasized the importance of sufficient Moodle training. Both professors and students should participate in lengthy training programs in order to effectively use the Moodle e-learning platform. “I believe that teachers and students should be trained in order to use Moodle effectively, especially at the higher education level,” one of the questioned teachers stated. Because Moodle is used in a number of Algerian universities, the government of higher education should take major steps to provide special training programs on how to use it.” They argued that educational institutions should not completely focus on online instruction, and that more possibilities and options for blended learning should be available to students in order to help them feel more confident and prepared to use those abilities.

“Efficient and accurate teaching and learning take place when online instruction is combined with traditional face-to-face education,” says the second teacher. The teacher will be able to save time as a result of this. That is, in face-to-face teaching, the teacher may connect

directly with students and explain course content, whereas with online instruction, he or she can publish additional teaching resources relevant to the lecture and various learning exercises.

Another common theory addressed Internet connectivity problems and the importance of the Internet in facilitating online education. According to one instructor, connectivity issues like sluggish Internet speed pose a threat to the success of online education, particularly during the COVID-19 lockout, when instruction was conducted solely in virtual digital settings. A decent and reliable Internet connection, according to this teacher, is required for the success of online teaching throughout the educational interruption imposed by the COVID-19.

Finally, they emphasize the importance of improving Moodle's efficiency or using other platforms that provide a variety of content such as audiovisual, e-books, written courses, exercises, and practices.

3.4.3. Data Analysis and Interpretation

The analysis of the data from the teachers' interviews has provided the investigator with useful information about the study's main concerns. It has allowed the researcher to come up with some useful outcomes and conclusions for the current investigation. Therefore, the dominant number of teachers are of great years of experience.

According to the gathered data, the majority of interviewed teachers had a strong interest in e-learning approaches. Since then, the majority of them (six teachers) have experimented with e-learning, and they see its importance in developing their online teaching.

In terms of definitions, all EFL teachers (eight teachers) share the same theoretical assumptions that distance learning refers to a virtual teaching process in which teachers and students are not required to be in the same location where students receive their courses via the internet using ICT tools and electronic platforms such as, Google Classroom, Zoom, Moodle platform and social media… ect. They further admit to using the Moodle platform as the primary source for their everyday language teaching activities, notably when posting courses and tasks at our university during the COVID-19 pandemic. Except for one teacher (the seventh teacher), who has solely utilized Facebook.

The respondents' responses to the challenges of teaching during distance learning were coded into four key themes: the lack of direct interaction and feedback from students, the difficulty for students to access the Moodle platform, teachers' and students' lack of knowledge and skills to use this e-learning system, and the lack of direct interaction and feedback from students. Finally, poor internet speeds pose a threat to online teaching's success, particularly during COVID-19 lockout, when instruction was conducted entirely in virtual digital settings.

The investigation also revealed that all of the participants utilized Moodle to publish lectures, activities, and monitor their students' grades, but that due to some students' lack of access to it, they also contacted them via email. This response, along with what they said in response to the interview's seventh question, indicates that their courses were delivered asynchronously. As a reason, the teachers were never taught the fundamentals of Moodle prior to COVID-19 shutdown. Teachers' readiness and participation in online teaching may be harmed by a lack of training and essential competences to use this platform. The findings revealed that teachers are not yet prepared to teach online and require additional training. Moreover, teachers must be involved in training programs, workshops, and seminars to raise their awareness of the potential of online teaching, encourage them to incorporate it more frequently into their teaching practices, and prepare them for the future if a situation similar to COVID-19 arises.

Moodle does not suit most respondents' teachers because it was an unanticipated solution in response to the abrupt crisis of COVID-19. Traditional face-to-face instruction, according to these teachers, is better suitable for them and their students than virtual internet instruction. Sharing documents and publishing course content alone is not sufficient because the moodle platform was primarily meant to publish documents and academic information and did not allow teachers to deliver online classes where they could interact with their students and provide feedback.

The Moodle platform cannot be relied upon solely by universities. Interactive lessons, activities, and discussions that are key aspects of online teaching and learning should enable a collaborative learning community by delivering multiple types of learning to address different learning styles. As three teachers pointed out, effective education should include real-time

quizzes, chat rooms, and videoconferencing to create a learning atmosphere that is similar to that of a classroom.

The findings also showed that e-learning platforms are beneficial after lectures and handouts since they give a roadmap for students' study and revision. Six out of eight teachers believe that students should be encouraged to use and profit from innovative learning programs such as Google Classroom, Google meeting and Zoom, Because all domains have become online, they will increase their motivation. These findings corroborate Liang's (2006) observation that programs like Zoom encourage face-to-face connection.

All of the interviewees agreed that technology has accelerated learning by enabling virtual learning through software and applications. However, the vast majority of them were opposed to Moodle being used in place of face-to-face classroom instruction. They said that Moodle didn't let them interact or assess their students' progress. This signifies that during the outbreak, teachers did not maintain virtual contact with their students. Similarly, Verma and Priyamvada (2020) discovered that more than half of the teachers (56%) opposed the use of virtual instruction as a substitute for face-to-face instruction, and that Moodle did not ease students' access to the many courses and activities they submitted, This meant that students had trouble accessing the platform and were unable to download the learning materials and activities that their teachers had submitted.

In the final question, respondents were asked to offer some suggestions for making e-learning more successful and productive. The responses of the teachers to this question were classified and categorized into main areas.

All of the interviewees agreed that providing them with training sessions on how to integrate any platform into their teaching and learning activities is essential. Because of the absence of interactions with students, as well as a lack of training and technological knowledge, efficient e-learning adoption necessitates the establishment of support systems for both learners and teachers.

Furthermore, they requested more opportunities and options for blended learning; so that interaction could be much more effective within a decent and reliable Internet connection, which is required for both online teaching and learning to be successful.

Ultimately, they emphasize the importance of improving Moodle's efficiency or using alternative platforms that are more successful in providing helpful, useful, and instructive learning materials, such as Google Classroom, Zoom, Google Meeting, and so on.

3.5. Conclusion

The present chapter covered the fieldwork of the present study, as the study's main objective is to find out if university teachers and students are aware of distance learning and how do they define it. How do students react to it, and do they agree on the impact of online learning on both teaching and learning in English classes. In terms of substance, the study outlined the procedures taken by the researcher during the descriptive procedures of data analysis and interpretation, mainly, two data collecting methods which are a semi-structured interview and structured questionnaire. Accordingly, the chapter attempted to address the research questions and substantiate the hypotheses proposed. As any other research, the limitations are stated as mentioned below, as well as some suggestions for future studies concerning this area of research.

Limitations of the Study

Along with the attempt to investigate the students' perceptions of the challenges and opportunities created by the Covid-19 pandemic, and fulfilling the research aims. This research has encountered certain limitations and difficulties, as any study of new phenomena. The main obstacle that crippled us was the motivation and willingness of students to participate in our research, due to the lack of awareness, because such research and studies are undervalued, or they are uninterested to participate in such research, which may have affected both the quality and quantity of the results.

Firstly, conducting this study in a single discipline and specific target group is considered a limitation since it included a limited number of participants covering a large area; another limitation is the lack of time available for data collection and analysis. Since it's a Masters research paper with restricted time, the time allocated for data collection was just enough to obtain information from the tiniest number of participants possible in order to produce valid and reliable analysis and results. Although, the study was intended for Master level students, however, we faced a big problem that the university was on an open strike and the master students postponed their exams, and due to lack of time, we were forced to change the target group to third-year students, and the most serious issue is that the third-year LMD students were in the exam week, we were barely able to get them to fill out the questionnaire

with since they were under a great deal of pressure due to the examinations. Nevertheless, we were able to persuade them that this is only a study to enhance the university future, and to improve Moodle platform.

Concerning the Questionnaire, the first hurdle was a low number of respondents, despite a large number of third-year LMD students, only eighty (80) students responded. Another issue we encountered was few respondents bypassed the open-ended or justification-based questions. However, this study intentionally did not report any respondent as expressing anything they did not explicitly state in either a multiple-choice or open answer response. The transition to the qualitative data provided some challenges; the obvious problem was the availability of teachers to respond, due to a busy schedule, and repeatedly cancelled appointments. The interview was delivered to ten (10) teachers, though, only eight (08) responded.

For these particular reasons, this study is limited to a relatively small number of participants. Further study is needed to collect data from a wide sample of respondents from various educational departments throughout Algeria, in order to get more generalizable results. Another downside is that this study only addressed students' perceptions toward e-learning during the COVID-19 pandemic lockdown. It would be fascinating to look into the perspectives of teachers as well. Further studies should investigate teachers' perceptions regarding their online learning experience during the outbreak of COVID-19.

Recommendations

The results gathered from the current study prove that Covid-19 pandemic has created numerous challenges and opportunities for students, it is not simple to overcome those obstacles, but everyone is doing their utmost and looking for potential opportunities. The following are some recommendations for tackling problems induced by Covid-19:

- Universities should concentrate on educating instructors and students to integrate ICT in the classroom through workshops and seminars to foster professionalism, mainly, focusing on the usage of new platforms such as Moodle and applications such as Google Classroom and Zoom.

- Learners from low-income households and marginalized groups are more likely to struggle with online learning since they may not be able to afford a high-speed connection to the internet or the necessary technical equipment. It deepens the divide between affluent and disadvantaged students. Authorities and academic institutions should make it a policy to give free internet and digital devices to all students in order to stimulate online education, which would prevent individuals engaged during a curfew and keep them safe from diseases.
- Some students may not acquire prior notification of upcoming online classes or initiation meetings, leading in missed participation in online activities. As a result, educational institutions should take the appropriate steps to provide learners with advance notice of any online services and support.
- The mental health of students is a major concern that requires immediate attention; Institutions should offer adequate psychological and academic assistance to learners during the epidemic.
- Facilitating and simplifying student access to the Moodle online learning automated system.
- - Improving the examination system by creating protocols to prohibit students from exiting or altering the assessment window, as well as installing cameras that detect students' activity while maintaining their privacy.
- Empowering academic staffers to use the Moodle electronic system and suggesting competitive tactics to stimulate academic communities to be more creative.
- Educators should employ the technologies of virtual education electrical components as a supplement to alter students' mindsets regarding the usage of handouts in course.
- Policymakers in the nation should explore changing blended learning policies in order to eliminate obstacles to the country's adoption of high-quality distance learning.

The recommendations of the study are to further explore influencing students' perceptions towards E-learning. To investigate the perspectives of instructors and faculties on their experiences regarding E-teaching during COVID-19 shutdown. The readers should comprehend more about how students used distance learning during the COVID-19 epidemic. This study offered substantial information for readers who want to learn more about how to adopt virtual learning. Ultimately, this research paper may serve as a cautionary tale and

guideline for future researchers to be more vigilant while conducting comparable studies, particularly when analyzing data. As a conclusion, future research may provide a greater awareness than current study.

GENERAL CONCLUSION

General Conclusion

Covid-19 pandemic has altered education. Both students and teachers are being driven to quickly move from traditional classrooms to online learning. As a result of the quick shift, a number of difficulties and challenges have arisen. The goal of this study has always been to shed information on students' motivation and perceptions of distance learning during the pandemic. It sought to provide an in-depth examination of e-learning in Algeria.

The present study was conducted in order to attain the study objective. In terms of the findings of the study, the quantitative part (questionnaire) shows that the majority of students had negative feelings about online learning and that the transition to entirely online learning was perceived negatively. They admitted that the educational platform 'Moodle' has not benefitted them and that they are disinclined to use it in the learning process.
This means that throughout the COVID-19 crisis, learners' impressions of utilizing the Moodle platform were poor.

The qualitative component (interview) on the other hand, demonstrates that teachers were unprepared for the shift and had negative attitudes toward Moodle-based education. The majority of teachers preferred traditional face-to-face instruction over digital instruction. Due to a lack of interaction with students, as well as a lack of training and technological competence, they found Moodle teaching to be less interesting.

In a sum, This study demonstrates that using Moodle as an educational platform is insufficient; teaching and learning processes are incomplete without the student's motivation active participation and teacher' active participation in the classroom. The goal of these tools is to help students build self-learning skills and encourage creativity As a result, it is important to note that education needs to be remade in the aftermath of the epidemic, and it is time to remove the mentioned obstacles.

To put it another way, it is unavoidable to use technology and many online resources. As a response, both students and teachers must begin working on self-development in order to be prepared to use online education as a supplement to face-to-face instruction. Despite its global impact, the pandemic has a positive side when it comes to improving online education,

(Thomas & Rogers, 2020). As a sense, major changes are necessary in order to deal with the epidemic and prepare for the post-crisis era. After the crisis, Algeria's education system will undergo various modifications. In the classroom, technology and various digital resources will be used more regularly. Nonetheless, students, teachers, syllabus designers, and government officials must collaborate and connect in order for the reforms to succeed. The authorities must provide the essential materials to the universities in order to improve the use of online education. They must look into how social and economic aid, independent learning, learning accomplishments, and language learning approaches may all help to improve education quality.

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Appendix A: Students' Questionnaire

Distance Learning during the Pandemic: Students' Perceptions of the Challenges and Opportunities

Case of Third Year LMD Students of English at Ibn Khaldoun University

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We would very much appreciate it if you would be so kind to spare 4-5 minutes of your time to fill out this questionnaire concerning distance learning during the COVID-19 pandemic challenges and opportunities that students face during their online learning experience.

Thank you in advance.

Section One: General Information.

Q1: Please specify your gender

Male ☐ Female ☐

Q2: Computer Literacy experience:

Less than 1 year ☐ between 1 and 5 years ☐ More than 5 years ☐

Section Two: Distance learning during the pandemic.

Q3: Do you have internet access at home?

Yes ☐ No ☐

Q4: What device do you use for distance learning?

Smartphone ☐ Computer ☐ Both ☐

Q5: Were you motivated to learn during COVID-19 lockdown?

Yes ☐ No ☐

If the answer is "no", please justify your answer:

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Q6: As a student does internet help you when studying remotely?

Yes ☐ No ☐

Q7: Have you ever used E-learning softwares or platforms like Moodle before the epidemic?

Yes ☐ No ☐

Q8: Are you satisfied with the learning provided to you?

Satisfied ☐ Somehow satisfied ☐ Very satisfied ☐ Not satisfied ☐

If the answer is 'no', please justify your answer:

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Q9: Which of the following web tools you use for helping you in your studies outside the classroom?

Search engines (like Google scholar) ☐

English learning platforms and sites (like slide share) English ☐

YouTube videos ☐

Social networking sites (like Facebook) ☐

Other, please specify:

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Q10: The University successfully emphasizes the importance of distance learning for students.

Yes ☐ No ☐

If the answer is 'no', please justify your answer:

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Q11: How do you rate Moodle platform accessibility during the pandemic?

Impossible	Difficult	Feasible	Easy

Q12: Are you learning as much as you were before COVID-19 crisis?

Yes ☐ No ☐

Q13: How effective is Moodle platform at helping you reach your learning objectives?

Not at all	Not very	Mediocre	Quite	Very

Q14: How do you feel about learning through Moodle platform?

Confident and relaxed ☐ Excited and motivated ☐ Frustrated and left behind ☐

Other, please specify:

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Q15: What obstacle (s) have you encountered during online learning?

Internet speed ☐

Social isolation ☐

Reduced communication with teacher ☐

Poor student support and services ☐

Online access and lectures downloading ☐

No problems ☐

Q16: In terms of academic criteria, my distance learning program equals the traditional face-to-face program with regards to:

Please tick one for each item	Yes	No
1- Learning materials		
2- Content of the course		
3- Assessment methods		

Q17: Below are statements about the use of Moodle platform. Please indicate whether you agree or disagree with the following statements?

Statements	Agree	Disagree
Moodle can replace traditional face-to-face learning.		
The course is better delivered through Moodle than through face-to-face learning.		
The use of the Moodle platform during the pandemic is useful and convenient.		
I found the uploaded online courses of the platform helpful in my "Language Mastery" studies.		
Moodle facilitates students' access to the different courses and activities.		
Moodle platform's design and style is very informative and well organized.		
In the future, the Department/University should rely more on Moodle.		

Q18: from your own perspective, ''Distance Learning'' involves:

Active learning ☐

Self-directed learning ☐

Make decisions and choices about what and how to learn ☐

Identify and accomplish learning objectives by my own ☐

All of them ☐

Section Three: Suggestions and Proposals.

Q19: What suggestions or comments could you add forward as regards distance learning during the COVID- 19 pandemic?

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Appendix B: Teachers' Interview

Dear teachers,

You are Kindly invited to answer this interview about distance learning during COVID-19 pandemic. This interview investigates how do EFL teachers define distance learning, their adaption and the challenges they have encountered due to the rapid shifting to online teaching in higher education, as well solutions and the leading technology tools that they used to keep in touch with students during the Covid-19 Pandemic. Your responses will be anonymous and will by no means be linked to you personally. Your participation is entirely voluntary. Thank you for your cooperation.

Introductory phase: introducing ourselves and developing a sense of rapport with the teacher, then explain the reason of calling him/her for an interview in addition to providing a general overview about the studied phenomenon.

Question01: How long have you been teaching English?

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Question 02: Have you ever experienced online teaching?

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Question03: How do you define the term distance learning?

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Question 04: How did you adapt to online teaching during the pandemic?

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Question 05: What are the biggest challenges you have encountered as a teacher during distance learning, and why?

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Question 06: How did you keep in touch with your students during the pandemic?

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Question 07: Were the lectures taught synchronously or asynchronously?

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Question 08: Did you receive training about Moodle platform?

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Question 09: Do you prefer face-to-face or online teaching? Why?

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Question 10: Do you think that students prefer using e-learning platforms?

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Question 11: Do you think that Moodle is the most convenient platform for students? If not? What are the e-learning platforms or softwares you prefer?

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Question 12: What do you recommend for an efficient and productive e-learning?

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الملخص

تسبب الوباء في اضطراب العالم بشكل كبير، ولا سيما قطاع التعليم الذي اضطر الى التنقل الى التعلم الإلكتروني. تبحث هذه الدراسة في التحديات والفرص المختلفة التي أوجدتها Covid-19 ، وتهدف إلى التحقق من تصورات الطلاب واستعدادهم لنظام التعلم الإلكتروني. وبذلك اختارت الدراسة استبيانات موجهة لطلاب السنة الثالثة من مادة اللغة الإنجليزية في جامعة ابن خلدون تيارت ومقابلات مع 8 أساتذة في نفس القسم. كشفت النتائج أن الطلاب كافحوا للتعامل مع التعلم الإلكتروني وواجهوا مشاكل في التعامل مع منصة موودل. على هذا الأساس، قد نشير إلى أن التحول المفاجئ في طريقة التعليم لم ينتج عنه فوضى أكاديمية فحسب، بل كذالك صدمة نفسية .

الكلمات المفتاحية: Covid-19 ، التعلم الإلكتروني، تصورات الطلاب ،التحديات ، منصة موودل.

Résumé:

La pandémie a considérablement perturbé le monde, en particulier le secteur de l'éducation qui a été contraint de passer au e-learning.. Cette étude examine les différents défis et opportunités créés par Covid-19, elle vise à enquêter sur les perceptions et la préparation des étudiants pour un système d'apprentissage en ligne. Cette étude a opté pour des questionnaires adressés à des étudiants de troisième année d'anglais à l'université Ibn Khaldoun Tiaret et des entretiens avec 8 professeurs du même département. Les résultats ont révélé que les étudiants avaient du mal à faire face à l'apprentissage en ligne et rencontraient des problèmes avec la platforme Moodle. Sur cette base, nous pouvons souligner que l'éducation à été changé soudainement a fin de entraîné non seulement un chaos académique, mais aussi un traumatisme psychologique.

Mots clés : Covid-19, E-Learning, Perceptions des étudiants, Défis, Plateforme Moodle.

Summary

The pandemic significantly disrupted the globe, particularly the educational sector which was compelled to switch to e-learning. This study investigates the different challenges and opportunities created by Covid-19; it aims at investigating students' perceptions and readiness for an e-learning system. In doing so, the study opted for questionnaires directed to third year students of English at Ibn Khaldoun Tiaret University and interviews with 8 professors in the same department. The findings revealed that students struggled to cope with e-learning and faced problems handling Moodle platform. On this basis, we may point out how the sudden shift in education resulted not only academic chaos but also psychological trauma.

Keywords: Covid-19, E-learning, Students' Perceptions, Challenges, Moodle platfor