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Investigating EFL Students' Readiness for Online Learning:
The Case of First year BMD Students at Ibn Khaldoun University of Tiaret

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Fulfillment of the Requirements for the Master's Degree in Didactics

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D e d i c a t i o n

I dedicate this work to:

M y e n o r m o u s l y b e l o v e d m o t h e r .

M y a f f e c t i o n a t e f a t h e r

M y d e a r h u s b a n d f o r h i s s u p p o r t a n d u n d e r s t a n d i n g .

T o m y l o v e l y S o n .

T o m y b r o t h e r s Y A S S I N a n d D J A M E L , w h o m I L o v e v e r y m u c h .

T o m y f a m i l y i n l o w

R I M A B E N S E T T I



2021

D e d i c a t i o n

All thanks and praise to Allah the most Merciful and most Companionate

This work is dedicated to:

My deceased parents ,I ask Allah to bein their souls in heaven ,especially my mother who supported me and gave me power in life, I hoped they were here to live the moment of success with me .

To my lovely sisters and brothers for their unconditional support.


To my lovely friends for their support .

Thank you all .

N e g g a z F a t i m a



ACKNOWLEDGMENT

A decorative circular frame surrounds the text. At the top, three black graduation caps are arranged in a semi-circle. The sides of the frame are decorated with light green leaves and blue flowers. Two yellow scrolls with red ribbons are positioned on the left and right sides. A dashed line forms the inner boundary of the circle.

**In the name of Allah the most
compassionate, the most merciful.**

Firstly, we would like to express our gratitude to our supervisor **Dr. ABDELHA Amina I** for her support, friendly attitude, valuable suggestions, helpful comments and encouragement throughout this study as well as her patience with us.

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A b s t r a c t

The academic research at hand aims to investigate EFL students' readiness to study English online and the challenges encountered when adopting online learning environments, especially during the COVID 19 pandemic. To this end, this research opts for a mixed method, combining quantitative and qualitative approaches, and using a structured questionnaire and a semi structured interview respectively. The questionnaire is administered to eighty (80) first year BMD students at Ibn Khaldoun University of Tiaret, Algeria, while the interview is directed to ten (10) teachers of English language at the same research setting. The findings of this research reveal that the majority of learners and teachers do not show positive attitudes towards the integration of online learning due to their non-readiness. It is also found that there is a relation between their attitudes, readiness and academic achievement. This research ends up with recommendations and implications for further research.

Keywords: Online Learning, Higher Education, Attitudes, Readiness, Academic Achievement

List of Abbreviations and Acronyms

CBT: Computer Based Training

CM S: The course M anageme System

EFL: English as Foreign Language

F2F: Face to Face

IBT: Internet Based Training

ICT: Information Communication Technology

ICTE: Information and Communication Technologies for Education

LM S: The Learning M anagement

System

P L E: Personal Learning Environment

T M S: Training M anagement System

V L E: Virtual Learning Environment

W .W .W : World Wide Web

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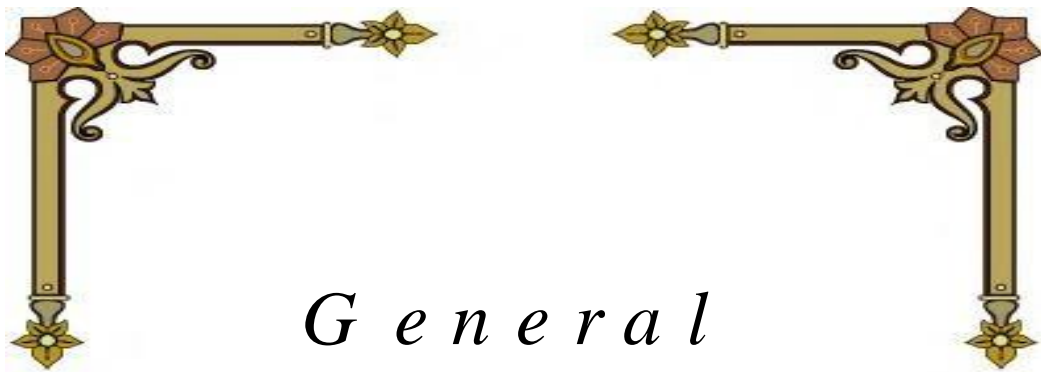
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General



Introduction

General Introduction

With the advancement of information technology and the internet, education has witnessed many advanced changes in recent years globally. Notwithstanding, COVID 19, the most recently discovered infectious pandemic, has created global disruption. COVID 19 outbreak and its rapid spread put our lives into a complete shutdown. This shutdown has also jeopardized the entire education system, causing schools, universities and other learning spaces to close their doors. In response to this, policy makers could have no option except to shift rapidly toward using online learning as a substitute to face to face learning. More precisely, it is assumed that there are some potential advantages of online learning; and therefore to ensure the continuity of the educational process, most universities, especially in the developing countries, are forced to adopt the online learning environment. To provide the access, affordability as well as the availability of education to learners, these educational institutions have started integrating this mode of learning while they may not be well prepared for that. Research shows that one of the challenges faced by them is learners' readiness for online learning. Learners' online learning readiness needs to be assessed before any launch of educational reform. Thus, the present research work is an attempt to examine Algerian higher education EFL students' readiness for online learning.

1. Research Motivation

Due to the COVID 19 pandemic, many educational institutions have adopted a new learning environment to avoid any academic loss, it is the online learning. We, as Algerian higher education students, have experienced this. But, unfortunately, we have faced several challenges, including our readiness to this mode of teaching, and this is our key motive behind conducting the current research work.

2. Research Aims

The main aim of this study is to investigate first year LMD students' readiness to study English online and the challenges they face in adopting online learning environment. This study also seeks to suggest recommendations for the issue being studied

3. Research Significance

It is widely supposed that the research topic ‘students’ readiness to online learning’ is worthy of study. Therefore, both teachers and future researchers can benefit from its results to improve educational reform and more importantly to spread the culture of online learning.

4. Research Questions

Aligned with aims of this study, this work is supposed to answer the following questions:

- a. What are EFL students’ perceptions of online learning?
- b. Are EFL students ready (well prepared) to study English online?
- c. Can EFL learners readiness to online learning affect their grades?

5. Research hypotheses

The following hypotheses have been put forth as anticipated answers to the research questions above :

- a. Algerian EFL students’ perceptions of online learning may be both negative and positive.
- b. EFL students may not be so ready to study English online.
- c. EFL learners’ readiness to online learning can affect their grades .

6. Research Methodology

To answer the research questions and reach the aims stated above, this study opts for a mixed method that combines both quantitative and qualitative approaches. For a quantitative approach, a structured questionnaire is distributed to a random sample consisting of eighty first year LMD students at Ibn Khaldoun university. For the qualitative approach, a semi structured interview is addressed to ten teachers at the same research setting. These teachers have already experienced teaching online via different platforms, including moodle.

7. Research Structure

This dissertation is divided into three chapters. The first chapter starts with a critical review of literature which includes many theories related to integrating ICT tools in EFL classrooms. The second chapter is dedicated to recent research on teaching and learning environments. The third chapter is dedicated to the description of the target population (participants and sampling) and the data collection tools used in this research, not forgetting the analysis of the data gathered and the discussion of the findings. It also recommends some pedagogical implications, stresses the limitations of the study, and further research suggestions.

This dissertation ends with a general conclusion which synthesises the various procedures being opted for during the conduction of this research. In addition to the general conclusion, a list of references and appendices are provided. At last, it is worth mentioning that the whole work is written following the APA style 6th edition.



Chapter One:

Integrating ICT Tools

in EFL Classroom

I.1 Introduction

It is understood that Information and communication technology (ICT) is part of globalization. ICT provides worldwide information and serves as a network to find and transmit various Information and knowledge of different cultural origins and different aspects of life. On this basis, this chapter intends to describe the way ICT has improved personal life and how it has become an important useful factor in education worldwide. It focuses on the use of ICT that is being promoted in this field and its importance to promote and enhance English language learning/teaching in Algerian EFL classrooms.

I.2 Definition of ICT

Training and communication technology in recent years has changed people's learning, teaching work and lifestyle. It has affected almost all areas of human life, especially education. ICT is used as an umbrella term covering the following two technologies: information communication and technology information. According to the description of Anderson and Weert (2002), ICT is seen as the technical application of competing in society artifacts. Quite similarly, Sarkar (2012) argues that ICT can be divided into two components: information and communication, infrastructure ICT and information technology. It first refers to the physical telecommunication system and network cellular voice mail radio and TV while the latter refers to hardware and information collection storage processing and presentation. Since the acronym for ICT in the 1960 was first recognized with a report commissioned by the UK government (Stevenson 1997), it has been then widely used in various contexts. These environments include :economic development, education, IT business and personal use (Zuppo,2012).This study recognized that ICT is general term and therefore is rely on the UNESCO which shows that communication technology (ICT) refers to the transmit, process, store,create ,display , share or exchange information electronically . Put simply, the broad definition of ICT may include radio ,DVD ,telephone, computer and network hardware and software ,equipment and services products associated with these technologies such as video conferencing , email and blogs (Vesco,2007) .

I.3 The Evolution of ICT in Education

In the past, teachers used traditional materials to teach such as chalk and blackboards to deliver lessons to students and relied on files and notebooks to copy what teachers wrote on board. Yet with the advance of ICTS in the field of education, many changes have been witnessed:

a) Late 1970 early 1980: programming, drill and practice :

Studies indicate that there were significant achievements in computer learning in the 1970 and 1980. In the mid-1980, American students could take courses from any university. Later, educational institution began to use new technologies in the following way use computer networks to offer distance learning courses to obtain information (Alka, 2010)

B)Late 1980 –early 1990:computer based training (CBT)with multimedia :

The development of graphics and sound created the golden age of CD –ROM and a CD multimedia computer. This shows that students can learn best by watching documentaries, movies, animation and listening to audio (Alka, 2010)

c) Early 1999 internet based training (IBT):

With the rise of education, the third wave of computers in the field of education also followed the world wide web (WWW). It relies on the software to create web courses with simple collection instructions to guide students to follow (Alka, 2010).

d) Early 1990-early 2000: e-learning :

E-learning includes teaching and learning on the internet in other words , learning is conducted through the Internet or storage media. The read –only memory of compact disc (CD ROM) and digital versatile disc (DVD) as it is regarded as part of e-learning (Alka, 2010)

e) Late 2000: social software and open content :

The Internet has enabled new communication solutions with multimedia and web cams in addition to blogs which have open content and can be accessed. By means of this, people can modify and share ideas with each other without difficulty (Alka, 2010).

I.3.1 Benefits of ICT Use in Education

Information and communication technologies can provide enormous benefits to support learning. By using ICTs in their learning process, students can become active learners. They will realize what information they need, why they need it, and how they get it information (Bransford , Brown and Coking quoted in Fogg, 2003).

Active learning allows students to decide when they need specific information or not, this kind of active learning also means autonomous learning. Through the use of the internet, students will not be entirely dependent on teachers, they can explore the information available on the internet, find the information they need, and copy it and continue to search for more and more information by using this learning system . Students can also manage themselves during the learning process.

As Jerold and Sue (1992) claim , self-managed learning enables students to be self-motivated and self-directed. They will be able to learn easily, efficiently and quickly .They also can respond to rapid changes in information .For example, using a blog can allow educators and students to stay abreast of the latest information on topics and discussions. Therefore, we do not have to wait for the review of the latest printed educational books or magazines to discover what is happening in our educational environment longer term . ICT can also provide a dynamic form of collaborative learning by using the Internet. U homoibhi (2006) pointed out that e-Learning can enable students to obtain information faster anytime and anywhere.

Rural students can obtain information from the urban area and share knowledge with other students or teachers in the same area, or in addition to dynamic learning in different countries. ICT also enables all learners to the components of the school principal ,administrators,teachers,IT coordinators and let students participate in collaborative learning and learning shaping community. Moodiel (2000) said that the most important aspect of learning in collaborative learning interaction and communication is achieved using information and communication technology. Rodrigues (2002) also shows that learning using ICT allows students to experience their learning process, interact and enjoy the fun of technology. Rodrigues (2002) continues saying that the use of technology is not just about human -computer interaction, but human to human interaction as well, web based for

example ,the learning environment allows students to interact with teachers or other machine-mediated students.

ICT can guide us in meta-cognitive learning , Monteith believes (2002) that by using ICT in our learning, we can learn to learn instead of learning specific skills. Through this ,we can realize that learning new technologies or new knowledge is no more difficult than learning old knowledge skills .This understanding is very important because many people are concerned about learning new technologies because they think that learning new things (new technologies) is more complicated and difficult than old ones .Usually , in fact ,we can find that many new technologies are easier to learn and operate than the old ones. By implementing ICT in our studies, old misconceptions can be changed. Paris and Winograd (quoted from Phelps ,and Kerr ,2004,) demonstrates that there are two important factors in meta-cognitive learning ,these are self-assessment and self- management. Through self-assessment, students can reflect on and assess their own capacity and knowledge development while with self management skills, students can plan ,select and use their preferred learning strategies to acquire knowledge . ICT can improve children's literacy skills as Adonis 2006 clearly posits effective use of information and communication technology can improve student's calculation skills. For example, Microsoft words can stimulate children's ability to learn to write. They can enjoy and use the computer to write many new words with excitement, it can also improve children's speaking and listening skills. This is because they can collaborate with peers, teachers , parents ,and adults. These children need to listen to what others are saying and tell them what they want to know .Children can also develop their reading skills by reading stories accessed through the internet. Therefore, ICT plays an important role in the scaffolding process to improve children's literacy.

The use of information and communication technology can not only support student's cognitive development, but also increase their learning motivation and learning interaction..

Macbeth (2019) focuses on the three types of its benefits: cognitive, motivational, and interactive benefits. Cognitively, students can tell what happened in the story without the teacher telling them . In terms of motivation, they like the learning process and have fun with it. Through interaction, they can collaborate with their teachers and peers.

I.3.2 Challenges of ICT Use in Education

The above section discusses the profound changes that technology has brought to education. Therefore, it should be remembered that the main challenge now is how to use this technical approach in the teaching process. Herrera (2015) pointed out that "technology and its contributions are constantly evolving and are rapidly changing the field of knowledge. Here, it is understandable that education as a discipline faces new challenges which are worthy of further investigation. Through the integration of ICT in the classroom, teachers have seen that their role has been transformed into an agent, they have the ability to generate the skills necessary for the yearning of society for technical knowledge and its frequent use on the subject of education. The successful integration of ICT in education is highly dependent on the ability of teachers to create a learning environment (UNESCO, 2008).

There is a lot of discussion about traditional formulas through cooperation and team learning. However, the use and participation of ICT in education has not yet been understood as a tool that can generate meaningful learning. The errors that often occur in schools make ICT a tool that prevents people from obtaining and transmitting information, and this misunderstanding has always plagued. Teachers must have their own roles in learning and managing methods to apply them in different situations and their ways of applying them in different situations (UNESCO, 2008).

Education in the classroom requires a new space to add to current knowledge using technical means in both students and teachers and thus the appearance of ICT is easily adapted to this process.

I.4 The Integration of ICT in Algerian Universities

The government is committed to developing a plan to integrate information and communication technologies (ICT). This structure was officially incorporated into the country's official ICT policy in June 2002. The Ministry of Education is working hard to build infrastructure to promote the ICT environment. All middle schools are equipped with computer labs (15 computers 10 (For students, five for teachers))(connected to the Internet via ADSL), of which 30% of Institutions can access the Internet. On the other hand, half of

secondary schools use ICT as The basic component of an educational plan with regard to primary schools, the ICT strategy continues to form part of the administrative management And teacher training. The existence of computer labs in elementary schools still depends on the Donations and donations from parents and community members when it comes to older In terms of education, all universities provide teachers, students and In addition to the usability management of the digital library. Each university has developed its own ICT policy to improve and accelerate Educational progress. The purpose is to provide better learning opportunities.

The Algerian government has signed an agreement to improve the acquisition and practice of information and communication technologies. The purpose of such agreements aim to learning is to :

- a. Promote public-private partnerships to mobilize resources to support e-learning initiatives.
- b. Promote the development of comprehensive e-learning courses to support development of ICT education.
- c. Promote distance education and virtual institutions, especially in higher education and training.
- d. Promote the establishment of a national center of excellence in ICT.
- e. Provide affordable infrastructure to facilitate the dissemination of knowledge and skills through the e-learning platform .
- f. Promote the development of content to meet the needs of primary education, Secondary and tertiary institutions.
- g. Raise awareness of the opportunities of ICT as an educational tool in the education department.
- h. Facilitate the exchange of e-learning resources between institutions.

Algerian higher education is undergoing a process of modernization which is reflected in two important reforms: first, the implementation of the European System Master Degree Doctorate (LMD) and, secondly, the development of technologies information and communication for education (ICTE). Since 2004, the Algerian Ministry of Higher Education has set up a virtual national commission of education, whose primary mission is the establishment of the Virtual University in the various institutions of higher education. This is to promote a way of teaching that should allow educational institutions to meet the triple challenge: coping with the increasing number of students, address the shortage of teachers and facilitate access to education in remote academic institutions (women and people living in rural areas in particular).

Among the projects of the Information Society that controls the Ministry of Higher Education and Research is distance learning which plays a vital role. Due to the size of the country, sparsely populated and underserved regions utilities, this concept appears indeed strategic to better disseminate knowledge throughout the territory. The virtual university project is led by the University of Continuing Education, an organization created in 1990 and home to nearly 50,000 students each year.

The LMD system emphasizes the integration of ICT. After ten years of its implementation, it is useful to evaluate some important points of this system together with the use of the ICT performance. Despite the wide spite of the internet and computer applications particularly in the past decade in Algeria, the situation in its universities is tellingly different. Our Algeria university, like all other universities in the world, symbolizes the knowledge of learning. In other words, modern times have changed the role of the university whose main new task is summarized in the following new guidelines of the Algerian ministry of higher education and Scientific Research:

- a) Provide quality training.
- b) Really penetrate into the socio-economic environment and develop all possible interactions between the university and the outside world. Develop mechanisms to adapt to job changes. Be more open to global development, especially science and technology.
- c) Promote diversity and international cooperation through the most appropriate provisions.

d) In order to establish a basis of good governance based on consultation and participation, starting from the historical background, Algerian society has carried out various reforms in accordance with the social and economic needs of the country and science. The most important is that in 1971 a higher level of education was carried out in Algeria, mainly to improve and improve the general educational level of the entire Algerian system. The system has been effective for a while, but in our opinion it is limited. The method has shown its shortcomings

e) Educational programs can no longer meet the new socio-economic data. Single-disciplinary training conducted using classic methods, in which there is no concept of universal culture at all. Major failure rate is mainly due to uncertainty about the student's future.

The use of ICT as a foreign language classroom in English plays an important role in learning Teaching English. Today, ICTs are not only used to learn foreign languages, they are also usually implemented and used in education and teaching methods in all areas of life. Information and communication technology plays a fundamental role in the teaching and learning of English as a foreign language as a necessary tool in EFL Classroom, the curriculum reform, classroom teaching and Learning use, with specific ICT elements and technologies English learners in the classroom can facilitate their speech and practice. They use PCs and data projectors as primary tools, and use various communication services for example, emails, websites, blogs, etc. (Krystallo T., 2008)

Among the main tools that are used in learning and teaching in the classroom is predictive aid. It can provide support to students and teachers, the professors present their exhibitions and courses respectively, they also promote their presentations using the projector as the first tool among similar products. The second method is personal communication, which is a kind of a digital communication tool that allows teachers and students to communicate with each other, using online forums; for example, social networks (Facebook, Twitter and Skype). This method provides the interactive process which can allow students to create a stress-free atmosphere, allowing them to exchange different information in the target language and cultivating the level of the students. The third tool is the personal digital entertainment equipment, it allows users to download and play audio files, photos and videos. The last tool is a laptop, which is defined as a Battery-powered personal computer with a

newer power supply; these versions are now wireless and can be accessed at wireless access points (Mellea, Green.2005).

1.5- The Role of ICT tools in Teaching English Language

Due to its interactive and dynamic nature, ICT has endurance and can meet the needs of individual students by providing opportunities to guide their learning and pursue information. By using ICT students can learn any subject, especially English. In the 21st century, the use of ICT has become the basis of teaching and learning, it provides teachers and students with opportunities to improve the quality of teaching, and meet the requirements established by contemporary knowledge.

Students can no longer depend on teachers for knowledge, media offers Provide students with a variety of novel and efficient tools, students can use them to learn or get information, these types range from print media, audio technology to video technology and internet.

I.5.1- Print media

It helps increase student's interest and broaden their horizons. Therefore, using newspapers and magazines can not only teach better English, but also be aware of the latest situation in today's world. In high school, appropriate use of print media will familiarize students to use news language, when a new item is published in the newspaper and magazines, it also improves student's knowledge. The print media texts used in ELT classrooms will provide sufficient opportunities for students to be confident to read and view news reports in English through external print media in classrooms.

I.5.2- Audio technology

With the expansion of multimedia in all aspects of our lives, audio technology has expanded in recent years. In teaching English, this type of Technology helps both teachers and students. There are several tools available for teachers to draw students' attention to the learning process, some of these tools are Recording, CD-ROM, mobile phone and audio text.

I.5.3- Video technology

Video technology is advanced tools that can be used for teaching and learning English language. There are several technologies used by the teacher to motivate students and keep them in the learning process such as video and Internet technologies and which in turn include the following technologies: tele-conferencing, films and movies, apps, online games ,blogs and Skype.

I.5.4- Internet

As being immersed in English, the internet provides the best way to learn a language. Students' relationship with the website is more compelling than the relationship with printing .Based on text, internet users can often return to the site, or use the internet to interact and share their information and ideas. The internet saves their time and energy, they can learn English lessons through it, no need to travel, no need to leave home or bedroom . With the Internet, students can learn English anytime, anywhere, it provides immediate feedback to students, thus enhancing their learning experience.

I .6.. The Impact of ICT tools in teaching English language

I.6.1- Positive impact

A considerable amount of literature has highlighted the benefits of ICT in language learning.

Darasawang and Reinders (2010) states that an online language support system , helps promote learner autonomy and the blossoming of multimedia technology including visual aids, sounds, video clips, animations, and so on motivates learners ,attracts their attention and elevates their interest in learning. What is more interesting is that the internet connection allows learners to gain access to a huge amount of authentic materials to make English learning more enjoyable (Dang, 2011). Hence, the application of the online resources available to the inside and outside classroom activities can result in the enhancement of their competences in listening, speaking, reading, and writing. For example, according to Kelsen (2009), YouTube has the potential to connect learners with authentic English input through what is quite possibly already a part of their life experience ,and provides a context through which they can interact, exchange ideas, share feelings, and participate in a web-based environment.

I.6.2- Negative impact

In addition to the positive role of ICT in the learning and teaching of English as a foreign language, there are negative factors that should be taken into consideration and proceed with caution. These shortcomings may be obvious in different places for example, in some cases, ICT can promote cheating. Currently, the students are starting taking advantage of ICT, such as accessing the internet immediately during illegal activities. A good example may be during the exam, they can send text with answers to themselves, or they can send the data to anyone else through the network.

“Cheating is an illegal activity but technology made it more powerful and easy to use with its powerful wings. It has really become very tough to control this activity, especially in the examination environment. Smartphones are available with all its advanced features and instant internet accessibility which compel them to use it without any hassles. (Grace and Pomers, 2015 :99)

The last shortcoming is considered to be a serious problem in research and development, it is plagiarism. The network used by students provides unlimited opportunities to acquire and obtain download all the information they need, however, students may abuse it. Students pay more attention to and trust ICT in search, they download different items and information effortlessly, without even mentioning the source of this information. They keep it as their own. ICT is one of the main causes behind theft in scientific research. This is exactly what Kirkwood (2013) confirmed.

According to Pomers (2015), many websites come with wrong information that has been copied and pasted from other sources without checking its authenticity. Thus, there are misguided by the wrong information available on the websites. These things can perhaps become serious obstacles in their development of research in different areas.

I.7- The Effectiveness of ICT Tools in Assessment

In assessment, technology must be used to assess learning effectively. Modern technology has reshaped the teaching and learning process, because it provides a variety of tools that can be used in the classroom and which can greatly enhance the learning effect. Technology has the ability to support teachers in evaluating student performance in the

classroom. The use of ICT in assessment is now very common, digital devices are utilized to help build student assessment tasks, help complete the assessment task. Information and communication technology is not only constructive or deliverable, it also has the ability to score or give feedback to students. Schools must encourage themselves to strengthen their commitment to development. It can support the assessment practice of teachers, students and other stakeholders (Marina, 2015). Geoffrey (2011) pointed out that the teaching process can be based on electronic assessment, it can be performed through many technical means. These devices include desktop or laptop computers, smartphones, iPads, etc. ICT-based assessments can use various formats, such as text, video, image and sound. To illustrate, teachers in the teaching process can use these modern technologies to build their assessments and pass these tasks to the students who are being assessed. After that, the teacher can assign grades to the students based on the assessments made. Computers can also help analyze student reactions. Not only can you analyze the answers, you can also provide feedback to students and teachers on the quality of the questions asked.

ICT-based assessments are also used to test different types of abilities of students. You can also analyze the advantages and disadvantages there. There are several tasks that are not suitable for computer evaluation, but in most cases, this technology has become a powerful tool for performing tasks, which is very difficult for ordinary people to evaluate in a small number of spam time.

I.8- Reaction of students towards the use of ICT inside the classroom

The use of ICT and various types of media in teaching makes learning fun. Students at the University of Alberta in Canada believe that the use of information and communication used in the classroom can enrich their learning. They watch Technology as part of your future to help you learn and prepare jobs. Additionally, students want to use technology in interesting, motivated, and engaging ways .

Alberta university students stated that:

“The lectures could be online and would be more interesting because teachers could have video clips and photos and hyperlinks in their lectures, because the lectures could be well prepared with the help of IT staff” (Moyle & Wijngaards, 2012,).

I.9- Conclusion

It is repeatedly put that ICT introduces new things for learning and teaching foreign languages which require both students and teachers to take new roles. To this end , this chapter has shed an important light on the definition of this concept, its evolution in the education field, its implementation in Algerian EFL classrooms and its effectiveness for assessing students' performance. We then, in the next chapter, extend this discussion by drawing attention to how such issues frame particular alternatives and choices for the future of education .



Chapter two:

Teaching and

Learning

Environments

II.1- Introduction

Technology use has become a new trend in foreign language teaching. Technological tools play an important role during class and home study; it is believed that they complement the traditional use of chalk and black boards. This theoretical chapter then may be of great importance, it deals with the use of technological tools in teaching and learning environment starting by a general overview of the terms digital native and digital immigrants, the definitions of teaching and learning styles and learning/ teaching modes. It also discusses the benefits and the challenges encountered when using the new instructional online mode and ends up with students' readiness to it.

II.2- Digital Natives vs. Digital Immigrants

Digital natives are those whose main aspects of life-social interaction, friendship, and civic activity are achieved through digital technology. They are also characterized as the young people becoming university students and new entrants in the workforce living much of their lives online, that is to say they are different from previous generations in many dimensions. This new generation is not obliged to relearn anything to live lives of digital immersion. They learned in digital the first time around; they only know a world that is digital. For digital natives, learning is achieved through technical tools. To quote (Gasser and Pavri 2008 p.4),

‘For these young people, new digital technologies— computers, cell phones, sidekicks— are primary mediators of human-to-human connections. They have created a network that blends the human with the technical ’(Ibid.,p4)

Digital immigration is a term used to refer to people who grew up before the digital age. These people generally do not belong to the previous generations, they grew up without computing and the Internet everywhere, so they had to adapt to the practice of new languages and digital technologies. In stark contrast, digital natives have no other world apart from the world defined by the internet and smart devices. Digital immigration is a term coined by Marc Prensky in 2001 to describe anyone who grew up before the digital age. Generally, if people were born before 1985, they are considered digital immigrants. They were introduced to technology later in their lives

and adopted this technology instead of the digital natives who grew up with the development of technology.

The terms "digital immigrants" and "digital natives" are fully promoted and elaborated by Dr. Marc Prensky (2001) and Harding (2010). They criticized its effectiveness and usefulness. More generally, compared to digital natives who can speak and breathe computer languages and network culture, digital immigrants may never respond to technology as naturally as those who grow up with it. The following is a general list of the main differences between digital natives and digital immigrants. Based on claims by Prensky (2001), Rosen (2010) and the research of other scholars, it is found that digital natives and digital immigrants discuss work, entertainment, and relationships differently.

1. Digital immigrants' preferred ways of interacting are:

- a. talking on the phone or face to face,
- b. Using words cautiously and casually,
- c. Synchronous real-time communication is preferred, such as in f2f or phone conversations
- d. Getting used to the instruction manuals and like them with clear sequential steps.
- e. As "thoughtful learners", they like logic and Linear discovery process Preferably slowly: reception of information in a linear, logical and sequential way,
- f. Using single processing and single tasks or limited tasks. When it comes to pictures, sounds and videos, they prefer to read text (i.e. books).

2. Whereas for the young digital native, they:

- a. Usually connect through text messages, chat, Facebook, online games, etc.
- b. Send more text messages than phone calls: Nearly half of teens can text with their eyes closed A synchronous or sequential communication
- c. As "intuitive learners", they engage in quick hints and mistakes". They act and prefer to discover through action, experimentation and interaction, rather than through reflection.
- d. Receive information quickly and simultaneously from multiple multimedia and other sources.

- e. Prefer parallel processing, multitasking, or task switching. Prioritize and interact with images, graphics, sounds and videos before text.
- f. Tend to read texts for short periods of time, read one paragraph at a time, and jump to other activities, such as texting or Facebook, in between paragraphs.

II.3- Learning Styles vs. Teaching Styles

In general psychology, the term learning style refers to student preferences or general learning methods, including absorption, processing, and withholding new information. As it is widely believed, language learning styles are significant in second language acquisition; it has been one of the key focuses in the area of second language learning research. So, learning styles are defined in different ways. Below are some of the most cited definitions:

- a. "The term learning style refers to the general approach preferred by the student when learning a subject, acquiring a language, or dealing with a difficult problem." (Oxford, 2003, p. 273),
- b. "Learning style is a composite of environmental and perceptual preferences, which influence our physical and sensing needs; cognitive variables, which determine how we approach, conceptualize, and structure our world; and social preferences, which arise from cognitive, personality, affective factors and which shape our behavioral tendencies in learning situations." (Galloway & Labarca, 1990, p. 113).

For the second term, Grasha (1996) notes that teaching styles are multidimensional which in turn can affect the expression and interaction of teachers' information work with students to manage class assignments and monitor coursework. In the same vein, Abdul Gafoor & Haskar Babu (2012, p. 55-56) mention similar definitions, they include:

- a. Teaching styles refer to "a teacher's preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching, and, besides differing from

individual to individual, may sometimes differ between different groups, for example schools” (Sternberg, 1997).

- b. “Teaching styles are supposed to define the behaviors that teachers exhibit as they interact with learners” (Fischer & Fischer, 1979).
- c. A teaching style is an identifiable set of classroom behaviors associated with and carried out by the instructor. The chosen teaching style “is the operational behavior of the teacher's educational philosophy” (Conti & Welborn, 1986, p. 20).
- d. “A teaching style is defined as “a mode of expression in which the teacher achieves the balance between developing a guiding vision that informs our teaching and responding flexibility to different content” (Brookfield, 1990 p.4)

It is worth mentioning, Abdul Gafoor & Haskar Babu (2012) continue saying that, learning and teaching are the two sides of the same coin; that is to say the most effective Teachers are those who used their students' preferred learning styles to develop their 21 century skills.

II.4- Learning /Teaching Environments

This section highlights the most types of learning /teaching environments

II.4.1.Face to face Learning/Teaching

Qureshi (2019) and Miles et al. (2018) contend that Face to face teaching/learning is a method that enhances the teaching/learning process through interpersonal contact.

These interactions can create a support network among students and teachers. Students may feel more comfortable and thus, learn easier in a familiar, traditional classroom setting. They may also access more information and acquire a better understanding of course content materials through these interactions. In this respect, Kirkup and Jones (1996) offer a similar perspective and claim that it is quite possible to have this bond of camaraderie between students and instructors in a F2F learning environment. Chen(1997) also supports this

perspective and further states that interactions not only allowed students to assess their own learning but also further assisted them to develop a genuine sense of community among themselves. Moreover, this community and fraternity can sometimes increase their level of confidence, intelligence as well as alleviate problems often associated with learning in isolation. Thus, F2F allows students to have a greater scope of learning. F2F is the more traditional type of learning instruction and it involves the transmission of information from the lecturer to the students (Bandara and Wijekularathna, 2017). It generally occurs in an enclosed physical classroom setting. Classes are conducted daily and may vary from early morning to afternoon and night. Whiteboard is normally placed to the front of the classroom, with furniture to accommodate both teachers and students.

II.4.2- Distance Learning/Teaching

There is no one fixed definition of distance education. One thing in common among all definitions is the physical separation between teachers and students and the element of time (White, 2003). In the definition of distance education, some suggestions are made; almost all of them emphasize the distance factor between teachers and students. Related to this, Moore defined distance learning as:

‘ ... the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors ... so that communication between the learner and the teacher must be facilitated by print, electronic, mechanical, or other devices’ (1972:76)

In 1996, in collaboration with Kearsley's, Moore introduced another definition: “Distance education is a planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements”(cited in White, 2003:11)

Worthy of notice is that Keegan (1993) divides distance learning into five dimensions: (1) separation between teachers and students; (2) the influence of educational organizations; (3) the use of media to connect teachers and students; (4) two-way educational exchange; be regarded as Individuals, not groups; (5) education as a form of industrialization. However, some of these categories have become obsolete in the past 25 years. In order to for example,

the perception of students as individuals (rather than groups) may no longer be distinguished by the characteristics of distance and face-to-face education. The work of the group is easily adapted to the latest technology.

Generally speaking, the concept distance learning or distance education is used interchangeably with e-learning and online learning, the mode in which there is a physical separation of teachers and students during instruction and the use of digital instruments to facilitate student-teacher and student-student communication, but, for Brenda Berg (2018), they are actually two separate entities. The difference lies in the fact that online learning is designed to create an online communication between the teacher and the student while distance learning may not. E-learning is naturally suitable for distance learning and flexible learning, but it can also be combined with Face-to-face teaching, in this case, the term Blended learning is often used. It can also refer to educational websites, such as those that provide interactive worksheets and exercises for children. The term is also widely used in business, usually referring to online profitability and training.

II.4.3- Online Learning/Teaching

Online teaching provides exciting opportunities to expand the learning environment of the student body. As the demand for online teaching increases, university professors may need to consider online teaching courses. Online teaching and classroom teaching have a lot in common, but they also have a unique set of skills and requirements. The content of the two methods is similar, but the pace and delivery method are different. Rather than developing courses from scratch, a company has emerged to operate these courses. Teachers only need to use the Course Management System (CMS) software to prepare and teach courses. Using this software allows teachers to configure it correctly from the beginning. In order to make online teaching a success, we encourage teachers to follow the following seven principles [5]:

1. encourage student participation,
2. encourage student cooperation,

3. encourage active learning,
4. provide timely feedback,
5. Emphasize the time spent on homework,
6. convey high expectations, and respect diverse talents and learning styles.

These principles can be detailed as follows: (1) address individual differences, (2) motivate students, (3) avoid too much information, (4) create a realistic environment, (5) encourage social interaction, (6) Provide hands-on activities and (7) encourage students to reflect.

The process of online learning is very complicated, involving hearing, sight and touch. The traditional learning methods on university campuses are not suitable for everyone. Online learning is for those who want to study a degree at work or during work. Furthermore, it is known as a form of distance education and web-based learning, e-learning and digital learning. It is provided via the Internet and uses web-based materials and activities. Students must be proficient in technology to use the necessary technical tools. Students in the digital age seem to be independent, more technically disciplined and tech-savvy people, very suitable for the online environment. Self-paced online learning is conducive to obtaining a high-quality university degree. Whether offered on campus or online, every course must meet the same rigorous standards and rigorous academic standards. The only difference is the delivery method of the course. Usually, students are required to access a computer system with a high-speed Internet connection. They can also expect to receive e-academic support services, such as registration, financial assistance, library, tutoring and consulting.

11.5 Types of Online Learning

a) *Asynchronous Online Courses:* In this course, there is no exact time for the course. the content of the lecture is given through computer -based material and the assessed homework should be completed in the given time. Interaction can be provided by blogs, boards and wikis.

b) *Synchronous Online Course:* In this course, instructor and learner enroll simultaneously in the class and they can also interact with each other instantly. In this Environment learners can participate in the classroom from a distance.

c) *Hybrid Courses (Blended Courses):* This type of learning environment provides both asynchronous and synchronous online courses.

II.6- Factors Leading to the Success of Online Learning/Teaching

This part is for the areas that must be critically taken into consideration for the success of the online learning process. Its successful and sustained adoption makes it necessary for an effective combination of pedagogies, technologies and management for resources. These factors can be grouped into:

1. Institutional Management: Institutional management is significant for the success of the particular management level involved (Rockart,1979) . These are business-driven processes that have perspective and focus on the issues affecting the organization (e.g, business administration, academic affairs, student services, etc) . Therefore , online learning courses need to have their programs planned carefully (Pawlowski , 2002; ENQA ;2005 ;Puri ,2012) by including the following elements :Market Research ,Program Framework ,Operational Plan ,Cost effectiveness .

2. Learning Environment: Online learning environment refers to the locations where students access online resources, use systems for access to on-line courses and communication, obtain tutor assistance and receive assessment (Lennon & Maurer, 2003 cited

in Bhuasiri & et al, 2012). Online learning environment also includes instruction and university support (Selim, 2007). People learn best in a learning environment that is supportive, relaxing and casual. Thus, the learning environment should be comfortable in all aspects such as the physical, trust, respect, helpfulness and freedom (Wands and Blanc, 2001). However, an online learning environment does not have a high effect on online learning outcomes but it has the potential to develop an appropriate learning environment in an online learning course.

3. Instructional design: Pedagogical for online learning focuses on the learning and teaching that enhance the mood (Puri, 2012), e.g., assignment options, interactive course, learning styles, multimedia tools, technologies. To illustrate the view that an instructor is a facilitator, following points are discussed:

a) Clarification of Objectives: The purpose of online learning, like any other. The learning approach is to achieve the learning objectives. Therefore, online learning courses must have clear learning goals and objectives at the very beginning phase of the learning.

b) Content Quality: Content issue is a strong pedagogical foundation. Well-designed and selected courses content and learning material facilitate meaningful educational experiences that are essential for implementation of online learning materials (e.g., accuracy, completeness, ease of understanding, timeliness, relevance and consistency)(ENQA, 2005; Selim, 2005, 2007; Masrom, Zainon & Rahiman, 2008; Mosakhani & Jamporazmey, 2010; Bhuasiri & et al., 2012). The content quality of writing, images, video, flash to meet generally accepted standard of semantics, style, grammar, and knowledge (Bhuasiri, 2012).clear learning goals and objectives at the very beginning phase of the learning.

c) Learning Assessment: The effective assessment of learning is to evaluate and measure benefits resulting from online learning implementation at a particular institution (ENQA, 2005) that will be done after their completing the course (Wands & Blanc, 2001; Puri, 2012). Students can learn effectively with cognitive development and learning approach development (Harasim, 2003). The assessment

method must be valid, reliable, flexible and fair (e.g., test studies, tasks ,etc) (Wands Blanc, 2001; Pawlowski, 2002; Masrom, Zainon & Rahiman, 2008; Chantananarungpak, 2010).

3. Services Support

Online learning supporters may not succeed in achieving their goals when they do not have access to technical advice and support. Institutions Resources are factors that must be developed for the learning support services system (Harasim, 2003; Mosakhani & Jamporozmey, 2010; Puri, 2012; Chantananarungpak, 2010). Service Quality significantly influences students and instructors satisfactions and happiness in teaching and learning (Allen & Seaman, 2005; Selim, 2005; Penn State, 2008; Bhuasiri, 2012). Services also include the provision of supports which include equipment accessibility and computer training Those are important factors for online learning acceptance (Lee, 2008). In addition, services include administrative concerns such as management, funding, maintenance, and the delivery of resources, are positively related to students' satisfaction and instructors' satisfaction (O zkan & Koseler, 2009).

4. Course Evaluation

This factor is the assessment of the success in the online implementation. All phases provide a measure of quality assurance for online courses in order to serve the online learning needs of the institution. (ENQA, 2005; Masrom, Zainon & Rahiman, 2008; Bhusiri; 2012). Evaluation is the key to quality online learning, and having a plan for The process is the key to evaluation. Course evaluation includes formative evaluation in project management and summative evaluation in implementation plan. Evaluation process must cover all aspects of the online course, to ensure that ODL systems achieve the objectives of the course. (Pawlowski, 2002; ENQA, 2005; Chantananarungpak, 2010; Musa & Othman, 2012; Puri, 2012). This is the final step to ensure that online learning applications are not a barrier to learning.

II.7- Blended Learning/Teaching

The use of technology in education does not necessarily have to be comprehensive online. There are other ways to use technology to accomplish some kind of learning, one of them is: blended learning. This latter is defined as a different learning method that usually covers classrooms and class meetings (Annetta et al., 2010). In other words, blended learning/teaching is half of face-to-face and online teaching, that is, the two modes are juxtaposition and alternative use (Bakia et al., 2012).

Annetta et al. (2010) say that blended learning/teaching has enabled teachers and students to communicate on a number of levels that previously were not available with classroom - only sessions. In many ways, the teacher is now more accessible to the students with the help of forums and e-mail than he or she was before using only scheduled classes and office hours. In addition, blended learning offers the benefits of classroom instruction with the advantages of individualized learning, which helps to reach a broader range of students' needs. Today, blended learning is not only common in school setting, but is also popular for workplace training education.

Mortera-Gutiérrez (2006) pointed out that blended learning allows us to reflect the complexity and richness of this type Learning and education process". It is obvious that blended learning is an almost new concept. For example, in the article titled "Blended Learning: Moving Forward" Not defined, "Laster (2004, p. 154) supposes that this mode is basically defined as any two teaching techniques. Moreover, in its very simple definition, blended learning is considered to combine formal training with informal learning (Baldwin-Evans, 2006).

In the same line of thought, blended learning can be as simple as combining the two different learning methods, such as viewing documents Psychological film after participating (informal learning) History class (formal study). Therefore, it becomes clear that blended learning is driven by multiple technologies.

II.8 - Web Based Tools and Application for Managing Learning And Teaching

II.8.1- Learning Management System

The learning management system is a web-based or cloud-based software program that facilitates learning in the teaching process and helps to deliver teaching, training and development programs effectively. a learning management system is technically defined as: a software application that is used to manage, document, track, report and deliver through online education courses or training plans” . (Ellis, Ryan,2009). There are two specifications of the learning management system , which greatly affect users:

- 1) The availability of LMS depends on the specific needs of individuals or organizations. This means that for university or academic purposes, LMS can be useful and very effective, but it does not mean that it is also suitable for industry.
- 2) A qualified assistant is required. Technical support enables us to resolve any issues or other issues that hinder the optimal delivery of the learning management system. Other popular names that can be used interchangeably in learning management systems are personal learning environment (PLE), course management system (CMS), virtual learning environment (VLE), e-learning instructional material, and learning system training management (TMS), of which TMS is widely used. It is used for industrial and commercial purposes, and mainly uses terms such as PLE, CMS and VLE, mainly in the field of education.

One of the most important features of LMS is to provide an unrestricted teaching and learning environment (Epping, 2010). LMS is widely used by many higher education institutions. According to Morris (2004), Allen And Seaman (2005), if any institution plans to operate traditional online courses, the learning management system is the most important. Most needs are designed to properly organize content, courses, faculty, students, and grades. LMS also provides tools for multimedia content, distribution and support interaction, including discussion groups, chat Online courses and tests and exams. Bonk and Graham (2006) discussed the benefits of online learning, which can divide into three aspects:

1. *Teaching improvements:* Each LMS more or less follows a certain teaching strategy, regardless of whether the developer deliberately uses it or not. However, it appears that only certain LMSs are deliberately built on the basis of specific teaching strategies. MOODLE is a good thing. Examples of these teaching strategies, which can be based on the concepts of Learning Theory can be: Behaviorism, cognitive theory and constructivism. Another good example is that LMS can be emphasized from the teaching method.
2. *Greater access rights and flexibility:* Access is one of the most important key factors affecting the growth of the learning environment. LMS makes learning This is possible even if most of the student's the learning experience is away from the teacher or other students.
3. *Profitability:* Online learning is one of the best profitability solutions in higher education because it provides opportunities for learning. Attract large audiences worldwide through consistent content delivery in a short period of time.

II.8.2-Using Media Platforms in Online Learning

Social media is an element of collaboration and students can use it to communicate, plan activities and obtain social support (Beidelman, 2015; Glanz et al. 2015). Social support is any type of communication that can happen verbal or non-verbal expression between suppliers and support. It reduces the uncertainty of the situation and improves people's perception of life, control, helps to increase motivation and improve the achievement of any of any task. In other sense, the main characteristics of social support are: communication, reduced uncertainty; and better control. In brief, the provision of network and information is considered as social support and tangible help.

II.9- Students' readiness for online learning

Online learning may need certain qualities from students such as self-determination. If these qualities are absent, students may have difficulty moving forward in the whole process due to a lot of high needs. To be a self-directed person students not only include learning knowledge, strategy, practice and attitude (Schradler-Naef, 1999) but also others. Rosenberg (2009) describes ten strategies a successful e-learning experience, these strategies are as follows :

a. Time management: this is very important, all online students must understand. They need a schedule to dedicate themselves to online courses.

b. Online experience: students should also feel comfortable with various internet tasks. These tasks should include browsing the web, sending emails, downloading -uploading and upload files, and posting messages to the forum.

c. Written language awareness: students should also consider when to enroll when responding to lectures or peers, the tone is intangible. Humor and other human emotions are difficult to express when communicating electronic content electronically.

d. Virtual learning group: Take it easy to develop a virtual group during the first week of the course.

e. System requirements : the student registered in the online course must also have appropriate technology before the start of course. S/he must install the appropriate software, internet browser and multimedia version accessories.

f. High power: power is the key to the basic elements of online learning. It is essential make students motivated and have a positive attitude when taking online courses. Motivational opportunities increase the success rate of students.

g. Interest in online learning in this subject is a new experience for many people ready to try to accept new ways of learning.

h. Study environment: students must create an effective environment. The learning environment in which they plan to study.

i. *Take a break*: students should participate too the habit of frequent short breaks.

j. *Avoid procrastination*: students should try to avoid procrastination: to reduce stress, students most complete an assignment doesn't send at the right time in the last minute

II.10. Conclusion

New learning/teaching modes may seem efficient to promote better and increase the diversity of learning opportunities. They may encourage students learn foreign languages, explore various roles and get more skills. Ergo, much of what is written in this chapter is about the definitions of these modes, their types and their factors leading to their success. Related to this, it has been of utm ost significance to critically review literature about certain terms such as digital natives/im migrants and learning/teaching styles. We note at once how it is crucial to not ignore the profound connection between these concepts, pointing out that students' readiness is central to any discussion of educational reforms.



Chapter three:

Research

Methodology, Data

Analysis and

Interpretation

III.1- Introduction

The chapter at hand aims at bridging the gap between the theoretical and practical parts of this study; it pays attention and adheres to the appropriate methodological and conceptual terms that have to be mentioned at describing the methodology used in conducting this research. This chapter emphasizes the methodological design and the different steps this research has undergone to investigate Algerian EFL students 'readiness to online learning. More precisely, it describes the mixed method opted for, including a description of the participants, how they are selected, how data are collected, what questions are asked, how they are analyzed and how the obtained data are interpreted.

III.2- Research Design

Davis (2005) argues that writing or speaking about scientific research is like building a house. If you have the materials you need and the know-how to put them together, it is just a matter of hard work. The materials come from your own study and research. Any given research work is an ongoing activity that requires a general outline which presents a clear statement of the research problem, data collection, the study subjects, and the data analysis methods (Seliger & Shohamy, 2000).

Accordingly, the research design planned for the present study is both qualitative and quantitative due to the nature of the study itself. As long as the present work seeks to examine Algerian EFL students 'readiness to online learning; it is of vital importance to opt for a combination of qualitative and quantitative methods and procedures. According to Crotty (1998), the research method can be either qualitative, , or both, regardless of the type of research that is engaged in. The author further emphasizes that, as researchers, we have to devise for ourselves a research process that serves our purpose best, one that helps us more than any other to answer our research question. Particularly, the details of the research design adopted in the present study are demonstrated in the figure 3.1.below :

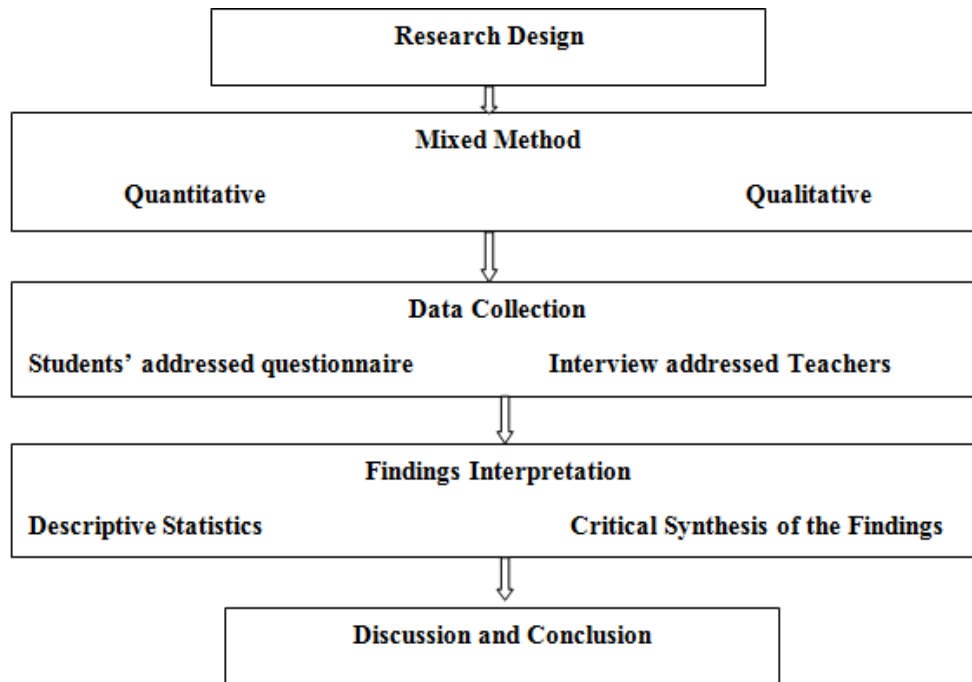


Figure 3.1.: The research Design of the Present Study

III.3 - Triangulation

Research shows that triangulation is important because using one source of information is not sufficient to cover all the aspects under study and get adequate answers about the research problem. This makes it necessary to multiply the sources of information and use different data collection methods in order to get full answers to the research questions and increase the validity of the study findings. However, triangulation generally aims not only to check the validity of the findings, but also to study the phenomenon from multiple angles and see different opinions/views about the phenomena. According to Patton (1999), triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Seliger and Shohamy (1989) point out that several different methods are used in the same study in order to compile a more complete picture of the activity covered.

In this research work, triangulation involves employing a questionnaire addressed to students and an interview directed to teachers. It was our aim to use another method which is

observation but we discovered that, due to many reasons, employing more than two methods is hard to apply.

III.3.1- Mixed Method: Qualitative vs. Quantitative approach

Mixed method research refers to the methodology which integrates both qualitative and quantitative approaches in a single study. Qualitative and quantitative approaches are not just juxtaposed, but rather used to create combined results (Creswell & Plano Clark, 2011; Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012). Wisdom and Creswell (2013) claims that the use of a mixed method helps collect and analyse both quantitative (closed-ended) and qualitative (open-ended) data. Besides, it enables integrating the data during data collection, analysis, or discussion.

Therefore, the integration of both quantitative and qualitative data in the form of a mixed method in the current research has great potential to strengthen the rigour and enrich the analysis and findings gathered. This also allows answering the research questions through using a variety of research tools that help in gathering data of different nature from different sources resulting in triangulation which, in return, increases the validity of the findings. To illustrate, the quantitative analysis of this study represents a questionnaire addressed to first year EFL students of English language at Ibn Khaldoun University of Tiaret, it is used to analyse the gathering information and data by means of tables and graphs. As Patton (1987) states, the advantage of the quantitative approach is that it measures the reaction of a great many people to a limited set of questions thus facilitating comparison and statistical aggregation of the data .

The aim of the qualitative analysis is to describe and analyse facts and draw conclusion about student's readiness for online learning, the qualitative approach in this study represents an interview directed to teachers of English language at Ibn Khaldoun University of Tiaret, is employed to organize accounting for and explaining the data; in short making sense of data in terms of the participant's definitions of the situation (Cohen et al. (2007).

III.4- Setting, Population and Sampling of the Study

III.4.1- Setting

Research setting is the physical social context within which research is conducted. The research at hand is done at Ibn Khaldoun University of Tiaret, Algeria and; more precisely, in the section of English Language. Ibn Khaldoun University is non-profit public higher education institution located in a small city named Tiaret in the south-west of the capital of Algiers, in the western region of high plains, and about 150 km from the Mediterranean coast.

III.4.2- Population

Population is a term used in statistics to refer to all subjects of a particular type (Miller, 1975). Correspondingly, researchers choose the characteristics of their population in terms of age, gender, occupation, location, field of study and so forth. According to the criteria set by the researcher, the population is then fully defined so that those to be included and excluded are clearly spelt out.

The target population in our study is EFL students enrolled in the faculty of letters and Foreign Languages at the University of Ibn Khaldoun of Tiaret, (Algeria) and their corresponding EFL teachers at the same research setting.

III.4.3- Random Sampling

Sewtnam (2007: 42) defines sampling as ‘the obtaining of the manageable part of an object or population that supposedly possesses the same qualities as the whole’. In fact, it is an “indispensable technique of behavioral research” (Singh, 2006: 81). Singh(2006) continues saying that research work cannot be undertaken without use of sampling.

A sample may be defined as random if every individual in the population being sampled has an equal likelihood of being included. To repeat the words of Indrayan (2008: 116), random sampling is the basis of all good sampling techniques and disallows any method of selection based on volunteering or the choice of groups of people known to be cooperative.

For the purpose of selecting a simple random sample from a population, it is first necessary to identify all individuals from whom the selection will be made. Babbie (2008:212) shows that “in random selection, each element has an equal chance of selection independent of any other event in the selection process”.

III.4.3.1- Students

In our study, for the questionnaire method; a random sample which is relatively a group of eighty (80) first year EFL students is selected, this sample is representative of the target population which comprises of 400 students from 5 groups. Only students' gender is a variable of interest in the study; others such as age and class are not taken into consideration. The respondents consist of forty 40 males (40) and forty females.

III.4.3.2- Teachers

For the semi structured interview, a sample of ten (10) EFL teachers of the same affiliation which is ‘Ibn Khaldoun University of Tiaret, Department of English’ is chosen. The teachers' selection is random; they are of different gender, age, PhD field and experience. Teachers' names have not been communicated throughout this dissertation for privacy and confidentiality issues. For the aims set for this study, it is worthy of notice that not all the selected teachers are trained to online learning, but the majority of them have experienced online teaching for the first time as an emergency response to the spread of COVID 19.

III.5- Data Collection Instruments

To achieve the research aims and in an attempt to confirm or reject the hypotheses, the researchers have opted for two data collection instruments (a questionnaire and an interview) in a mixed method to obtain information that would help in answering the research questions. According to Parahoo (1997), a research instrument is defined as a tool used to collect data and designed to measure knowledge, attitude and skills.

III.5.1- Description of the Questionnaire

Brown (2006:6) defines questionnaires as “any written instruments that present respondents with services of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers”.

The questionnaire for this study composes of five (5) sections, these sections contain fifteen (15) questions (both closed and open ended). The first section aims at gathering background information about participants (gender), the second section revolves around students attitudes toward online learning while he third section is dedicated to the availability of technology tools , the necessary means to access online learning and the different digital items they use. The fourth section is about the familiarity of students with the online learning whereas, finally, the fifth section is about the question of students’ readiness to online learning, its effectiveness and the recommendations that can be provided.

III.5.2- Description of Interview

To elicit information about the effectiveness of online learning for Algerian higher education learners, and about student’s readiness for online education, semi structured interviews with eight (8) questions, are directed to ten (10) teachers from Ibn Khaldoun University of Tiaret. These interviews aim at gathering extra qualitative data to support the results obtained from the questionnaire. Cohen et al. (2007: 349) state that interviews enable participants be they ‘interviewers or interviewees’ to discuss their interpretation of the world in which they live in and to express how they regard situations from their own point of view .

III.6- The Pilot Study

To examine the feasibility, clarity and efficiency of the designed questionnaire, we distributed it first to some students. Their feedback helped much in the improvement of the final structure of the questionnaire addressed for the whole sample. The pilot stage also is conducted with some teachers with interview questions, this helps to assess clarity and relevance of the questions planned.

Pilot studies in this study are conducted for the following reasons:

1. Testing instruments
2. Assessing feasibility

3. Assess sampling method and technique

4. Uncover possible problem

III.7- Data Analysis and Interpretation of the Findings

This part purports to report part of the global findings of the current investigation. It provides the analysis of the students' addressed questionnaires as well as the teachers addressed interviews. The data gathered throughout this part enable the researcher to confirm the set hypotheses which are already formulated in the general introduction.

III.7.1- The analysis of the Questionnaire

1. Section One: Personal Information (N: number of Participants, % : Percentage)

| Gender | N | % |
|---------|----|----|
| Males | 40 | 50 |
| Females | 40 | 50 |

Table 01: Distribution of the Sample

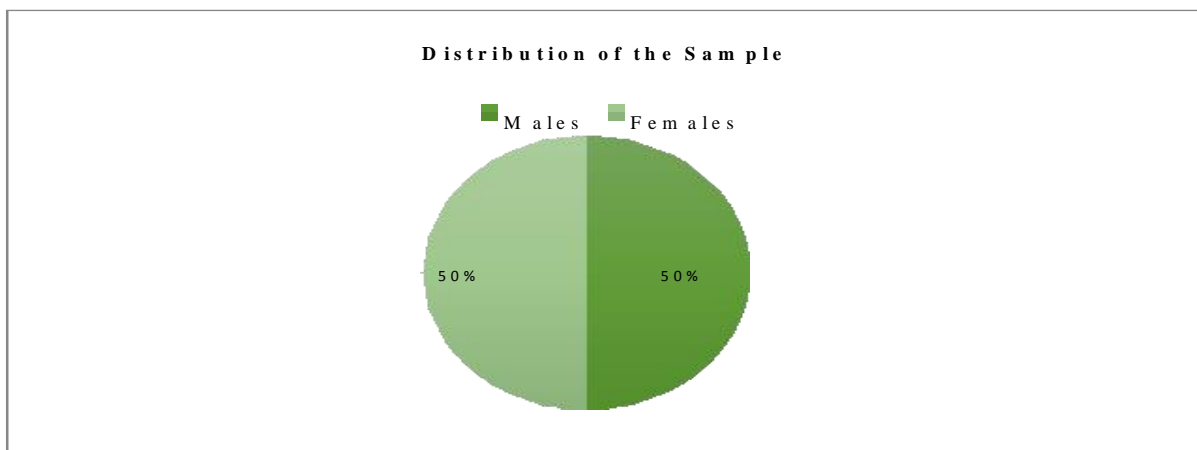


Figure 01: Distribution of the Sample

As figure 1 indicates, the sample is evenly split between the selected sample: 50% female participants and 50% male participants.

2. Section Two: Attitudes towards Online Learning

1. Question one: What is your preferred type environment for learning?

| | |
|-----------------------------------|------|
| Face to Face learning environment | 75 % |
| Online learning environment | 25 % |

Table 02: Preferences for Learning Environment

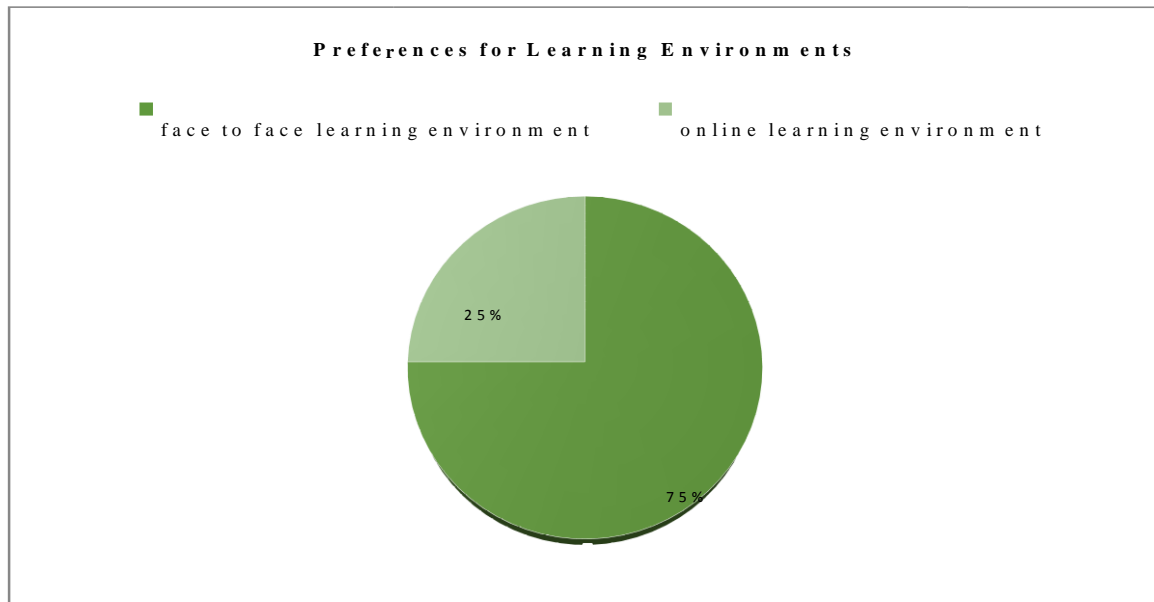


Figure 02: Preferences for Learning Environment

The data displayed in figure 2 shows that more than half of the respondents (75%) prefer a face to face learning environment 75%, while only 25% of them prefer an online learning environment.

2. Question two: During COVID19 outbreak, have you got access to English online courses?

| | |
|-----|------|
| Yes | 60 % |
| No | 40 % |

Table 03: Access to English online courses during COVID 19 outbreak

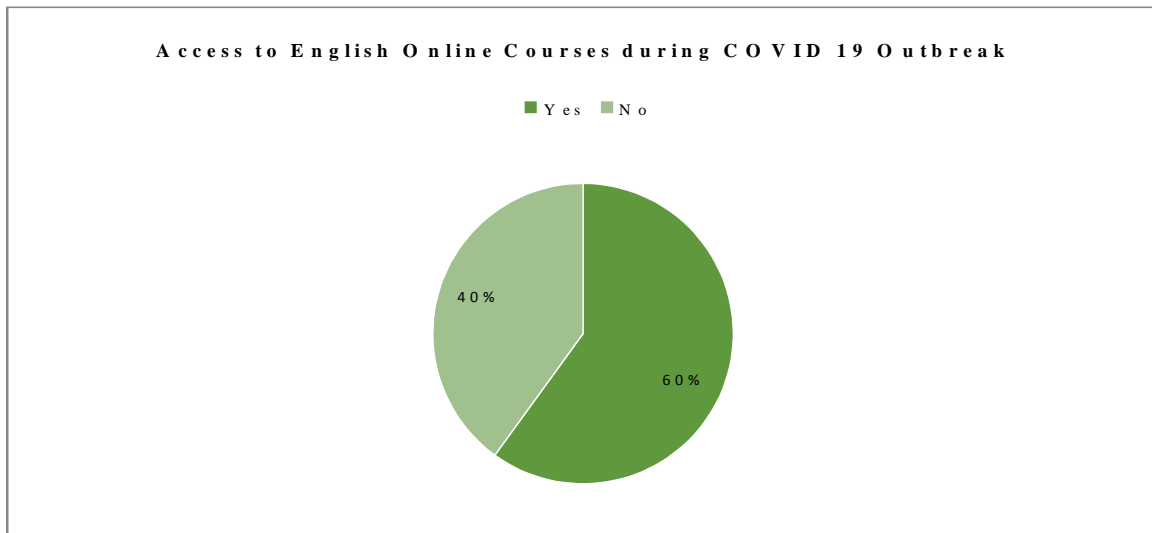


Figure 03: Access to English online courses during COVID 19 outbreak

The data obtained for this question demonstrate that 60% of the participants have had access to English online courses during COVID 19, whereas 40% of them report a negative answer.

If no, say why please?

A detailed analysis of this open-ended question reveals that due to wrong expectations, lack of human contact, problems with motivation and technical issues such as lack of access to the Internet, the respondents have not accessed any of the English courses submitted online.

3. Question three: Do you think that the English online courses are effective?

| | |
|-----|-------|
| Yes | 12 % |
| No | 88 % |
| | 100 % |

Table 04: The effectiveness of English online courses

The effectiveness of English online courses

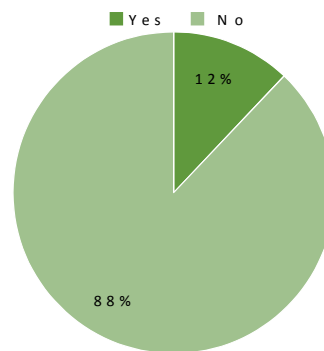


Figure 04: The effectiveness of English online courses

Through the table and figure 3, we notice that the majority of the respondents opine that English online courses are ineffective while only 12% of the total sample report the reverse. This widening gap between the respondents merits further investigation.

If no, say why please?

The respondents who opt for the negative answer claim that the English online courses submitted online are not clear and their designs do not give them the information required. Besides, the results obtained for this question indicate that the majority of students do not have sufficient personal digital device ownership, adequate familiarity to applications and access to the Internet. It is also found that they prefer face to face contact with teachers for better explanation and exchange of ideas. This finding may reflect the inadequate student-teacher online communication and interaction.

3. Section Three: Availability of digital tools

4. Question four: Do you have the necessary digital devices to access English online courses?

| | |
|-----|-----|
| Yes | 93% |
| No | 7% |

Table 05: Personal digital devices ownership

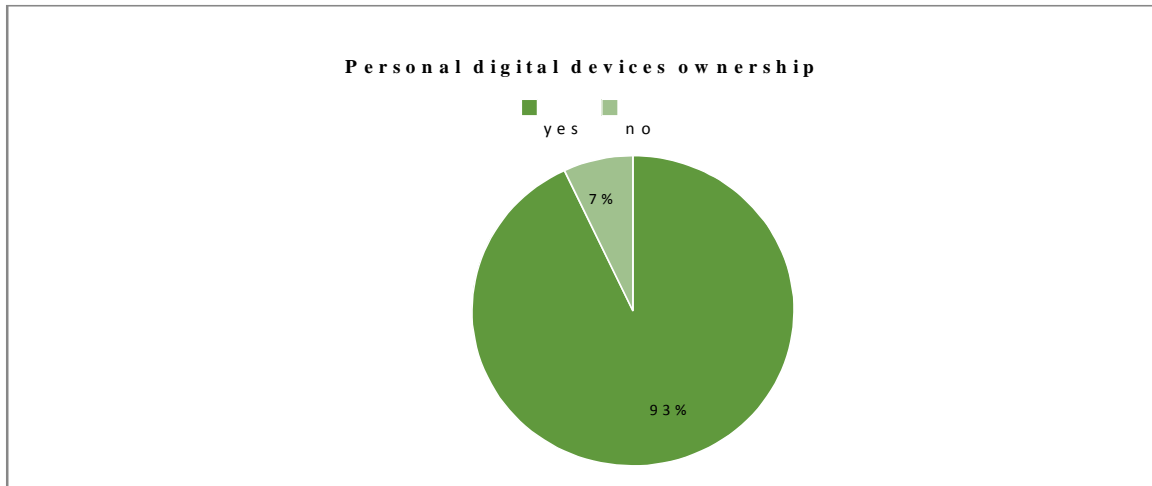


Figure 05: Personal digital devices ownership

It can be clearly observed in figure 3 almost all the respondents (93%) do not have sufficient digital devices for online learning. On the contrary, the great minority of the selected sample (7%) tick the positive answer 'yes'. This finding proves that technological constraints is a key factor for the lower access of English online courses mentioned in the previous graph.

5. Question five: what device have you used most to access English online courses?

| Devices | N | % |
|-------------|----|-----|
| Laptops | 15 | 19% |
| Smart phone | 63 | 63% |
| Tablet | 2 | 2% |

Table 06: Types of devices used to access online courses by students

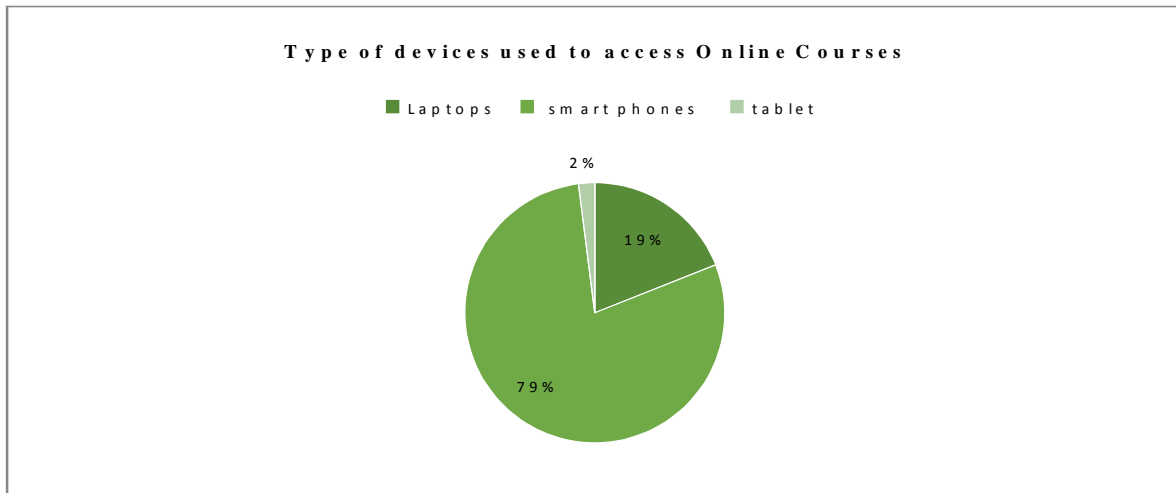


Figure 06: Types of devices used to access online courses by students

It can be easily observed in figure 6 that the highest percentage among the respondents is 79%, it denotes that smartphones are used extensively to access English online courses. 19% opted for laptops while the least percentage reported by the respondents is the use of tablets for fully online learning.

6. Question six: Do you think that there are other digital tools required for online learning?

| | |
|-----|-----|
| Yes | 5% |
| No | 95% |

Table 07 : Digital tools required for online learning

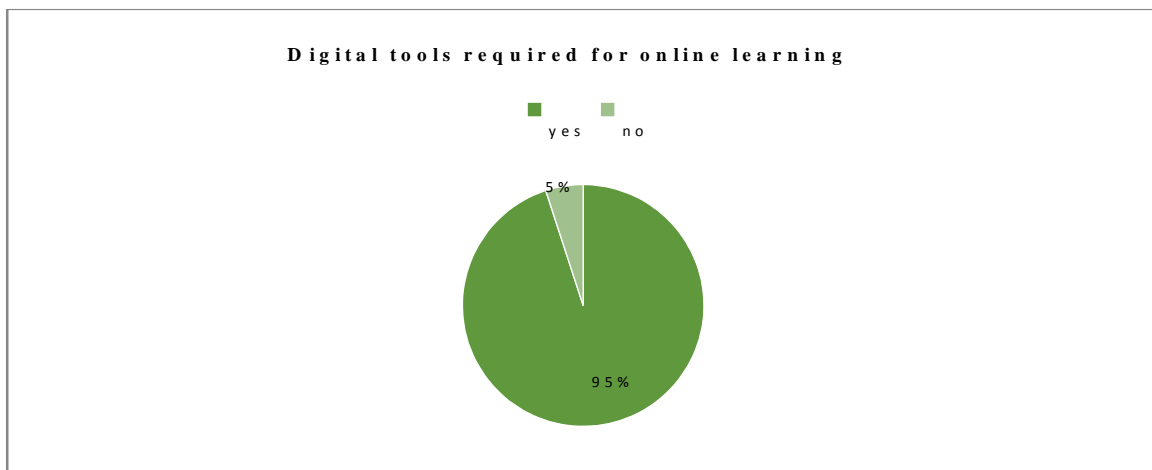


Figure 07: Digital tools required for online learning

This question attempts to know if there are other digital tools required for online learning. The obtained results prove that students do need other digital tools than smartphones, laptops

and tablets to study in an online environment. Nearly all the respondents (95%) tick the answer 'No' while only 5% of them say yes.

Question 07: Is it difficult to own the digital tools required for online learning?

| | |
|----------------------|------------|
| Difficult | 35% |
| Not difficult | 65% |

Table 08: Difficulties to own digital tools

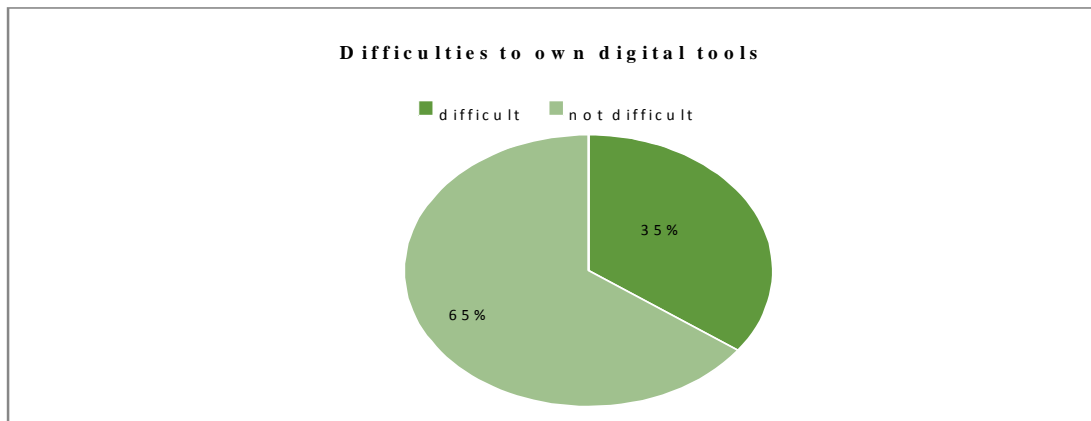


Figure 08: Difficulties to own these digital tools

Figure 8 shows that more than half of the respondents 65% share the view that it is difficult to own the digital tools required for online learning while only 35% of them report having no difficulties to do that. In fact, this digital divide between students themselves needs further research.

4. Section four: Familiarity with technology

8. Question eight: Are you familiar with some learning management systems (LMS) software?

| | |
|-----|-----|
| Yes | 63% |
| No | 37% |

Table 09: the familiarity with some LMS software

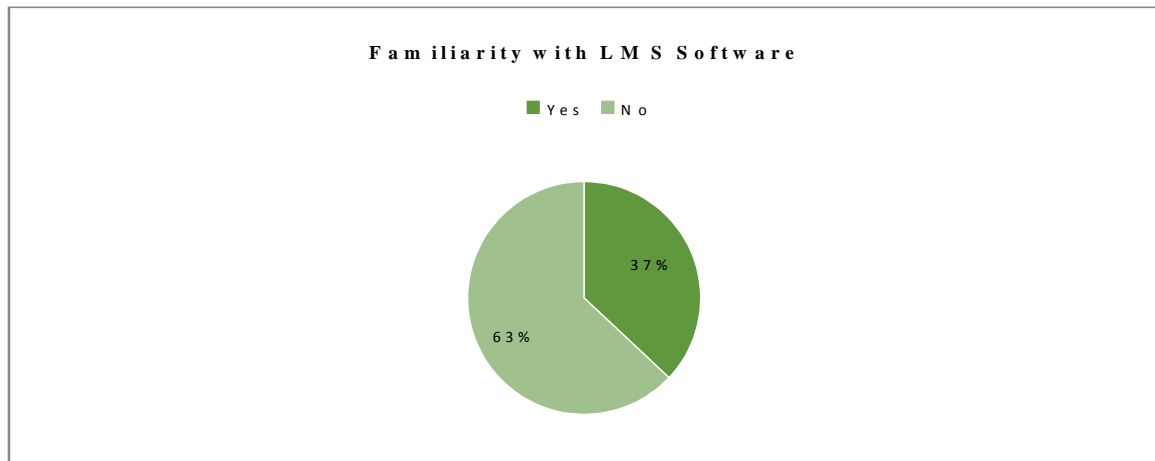


Figure 09 : Familiarity with some LMS software

As shown in figure 9, 63% of the total sample are not familiar with some LMS software while only 37% of them report their familiarity with them.

9. Question nine: Are you familiar with Moodle?

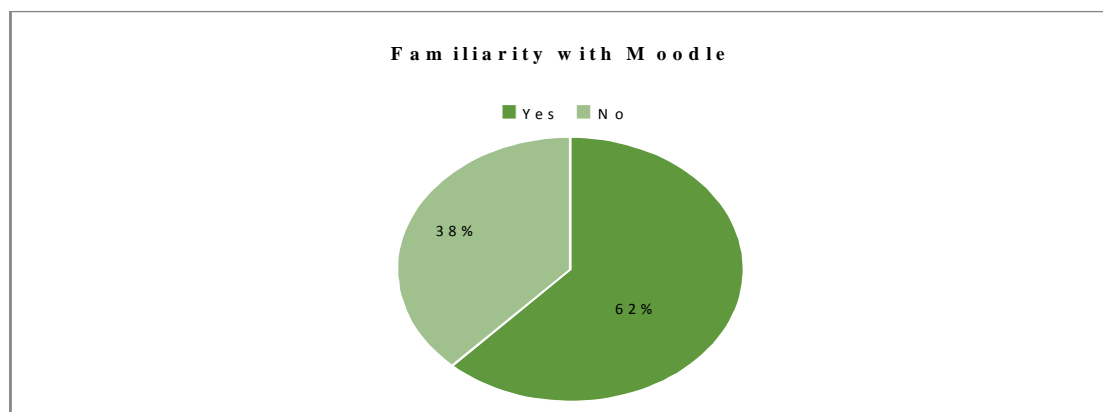


Figure 10: Familiarity with Moodle

It is clear from the results displayed in figure 10 that 62% from the students are familiar with the LMS software 'Moodle', while only 38% are not.

10. Question ten: Do you think it is an effective tool for online learning?

| | |
|------------|------------|
| Yes | 20% |
| No | 80% |

Table 10: The effectiveness of Moodle for online learning

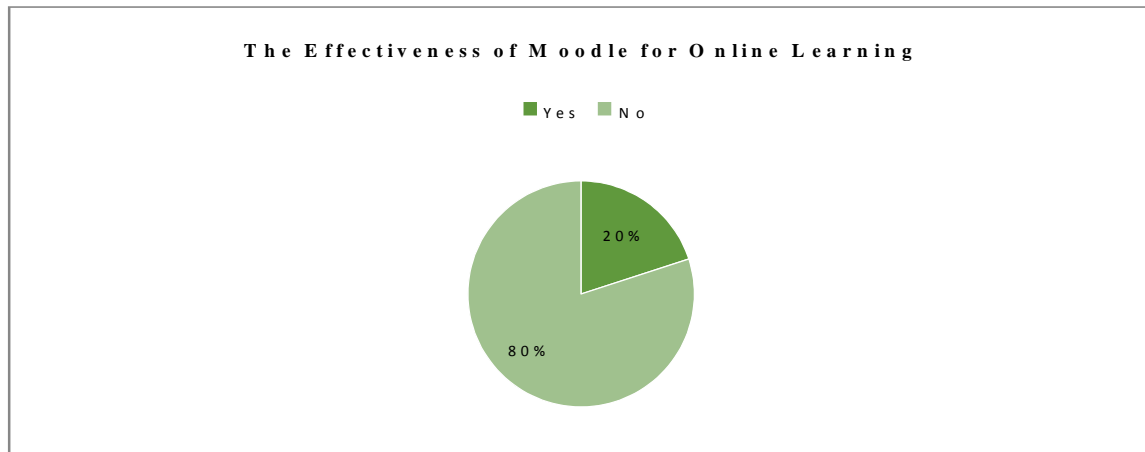


Figure 11: The effectiveness of Moodle for online learning

This question aims at capturing students' attitudes towards the effectiveness of Moodle platform for online learning. As shown in Figure 11, 80% of students think that is the Moodle platform is ineffective tool for online learning, while 20% disagree with that.

11. Question 11: which of the following items are you very familiar with?

| Items | Number | Percentage |
|--|--------|------------|
| Web browsers | 03 | 03% |
| Email | 60 | 75% |
| Social networks sites (facebook) | 80 | 80% |
| Web videos | 44 | 44% |
| Online games | 53 | 66% |
| Media players | 10 | 12% |
| Converters | 02 | 02% |
| Microsoft office (Word-excel) | 64 | 64% |
| Online softwares | 01 | 01% |

Table 11: familiarity with various websites and software

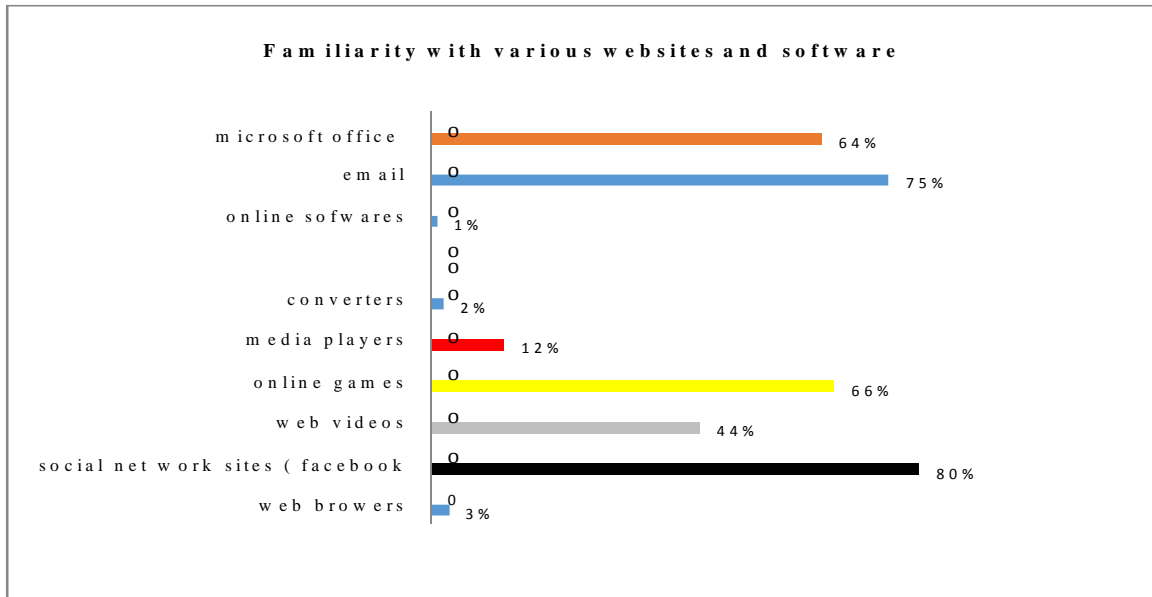


Figure 12: the familiarity with various websites and software

The answers to this question indicate students familiarity with websites and software are at variance. The highest number of students, with the response rate (80%), are familiar with social Network sites (such as Facebook). The other responses rates are ranged as follows: 75% report their familiarity with emails, 66% for video games, 64% for Microsoft Office, 12% for media players, 3% web browsers, 2% for converters and only 1% for online software.

5. Section five: Readiness for online learning

11. Question eleven: Have you ever been trained to study online?

| | |
|-----|-----|
| Yes | 53% |
| No | 47% |

Table 12: Training students for Online learning

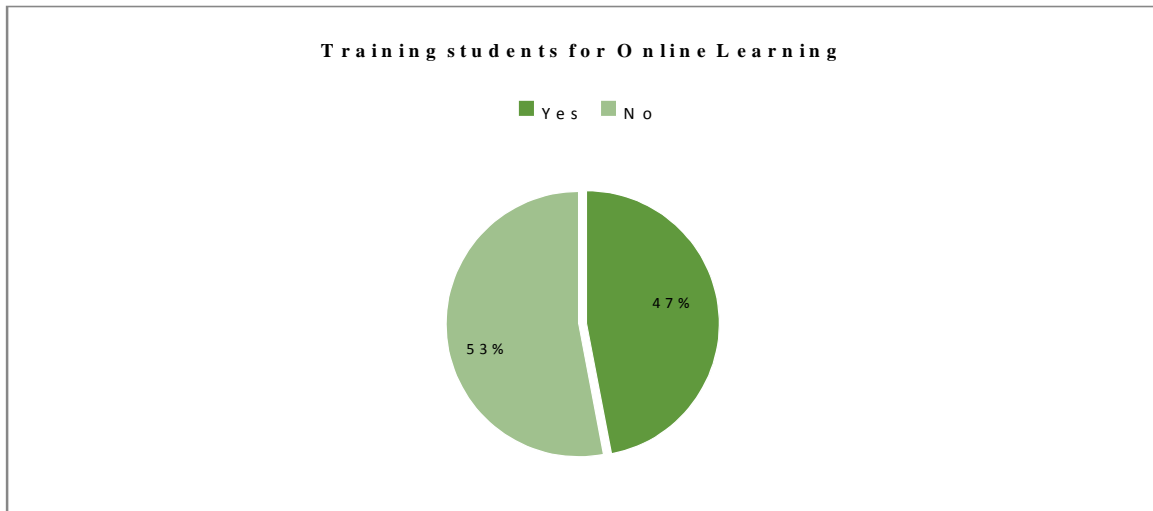


Figure 13: Training students for Online learning

The responses obtained for this question bring to light that there is slight discrepancy between students' answers. 53% of the total sample opines that they have been trained while 47% have not been trained to this new mode of learning.

12. Question twelve: Are you well prepared to study online?

| | |
|-----|-----|
| Yes | 22% |
| No | 78% |

Table 13: students' readiness (Well-preparedness) for Online Learning

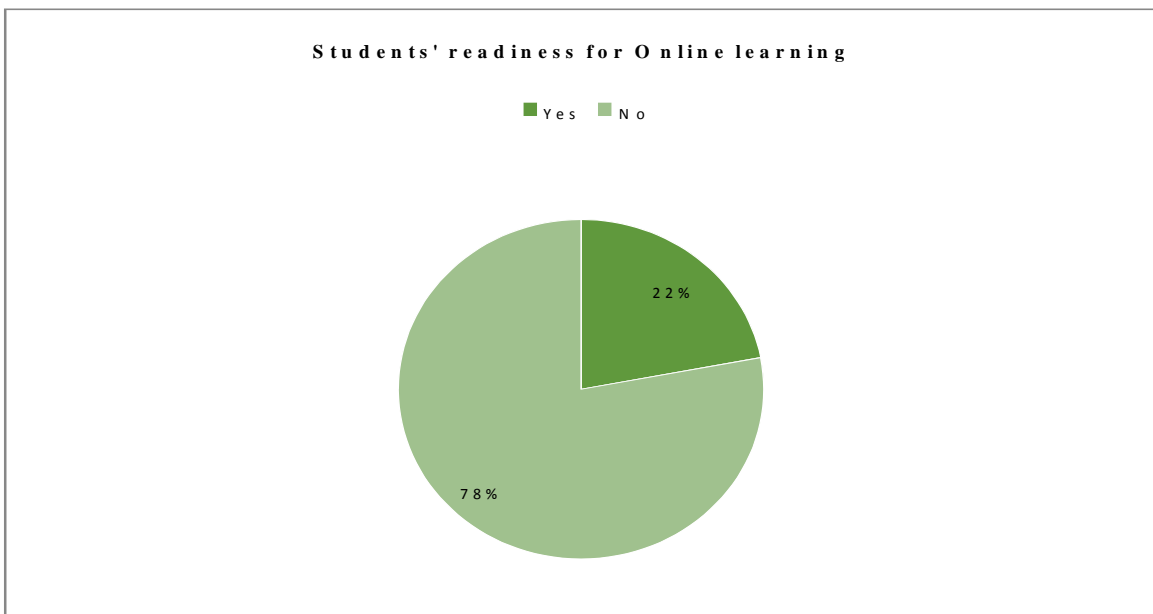


Figure 14: Students' readiness (Well-preparedness) for Online Learning

The foremost aim of this question is to determine students' well preparedness for learning English in online environment. The results indicate that the majority of them 78% are not well prepared for that while 22% show their preparedness to adapt such mode of learning. These findings may be the results of different key factors which are already hinted to by students in the previous sections.

13. Question thirteen: In your opinion, what can be done to improve online learning in Algerian universities?

This question is intentionally asked to the students to state their own opinion and recommendations freely. Many of them have written remarkable and views including:

Student A: Algerian students are poor.

Student B: Provide us with high access to the internet and sufficient digital tools to facilitate the access of online courses and make video chatting easy. Additionally, the lessons have to be well planned with tutorial videos not just posting them.

Student C: Provide students with all the necessary tools to get access to the online courses without facing any difficulties

Student D: Use the Zoom application in order to help students to obtain lessons easily.

Student E: better programming and cost for internet services

III.7.2- Discussion of Questionnaire Obtained Results

The addressed questionnaire is conducted to gauge EFL students' attitudes towards the effectiveness of online learning, use, familiarity and access of technology, learning environment preferences and their readiness for online learning. Each of these sections is intended to reveal data that are pertinent to the study at hand.

Initially, the results of the questionnaire reveal clearly that the majority of students prefer a face to face learning environment for many reasons. It is also found that during COVID, 19 not all the students participating in the present research have got access to English online

courses. They claim that English online courses are not effective enough while only very few of them report the contrary.

Additionally, it is indicated that nearly all the selected students (93%) do not have sufficient digital devices for online learning. It is also reported that they extensively use smartphones to access online courses. The obtained results indicate that most students are familiar with Moodle platform yet it is not considered by them as an effective tool for their online learning. Ultimately, it is also seen that social network sites (such as Facebook, Instagram, ...) are used extensively by students to interact with each other as well as with their teacher and that such websites have played a vital role enhancing their English language.

III.8- Interview Analysis

Q uestion 01: W hat is your Favourite type of teaching?

T eac her 01: Online.

T eac her 02: I would prefer online teaching as it is more practical

T eac her 03: The type of teaching varies depending on the situation and setting sometimes teacher centeredness and sometimes a balanced method

T eac her 04: Interactive

T eac her 05: M y type of teaching is a traditional method because it is the more educational way of teaching.

T eac her 06: Online. Because most students prefer using social networks.

T eac her 07: Online type, because online courses look great on a resume and don't take time.

T eac her 08:Face to face

teaching

T eac her 09 : Online

T eac her10; Online learning

C omment 01: This question attempts to find out the type of teaching preferred by higher education teachers of English language. The interviewees' responses do in fact vary. Six

interviewees prefer online type, whereas the remaining respondents choose interactive, traditional and teacher centeredness type of teaching.

Question 02: have you ever been an online instructor? Or have you experienced teaching online?

Teacher 01: yes I have been an online instructor, and I have experience on it.

Teacher 02: yes, especially lectures on the models and Google classroom .

Teacher 03: not yet.

Teacher 04: yes, I did within the pandemic spread and the lockdown teaching online was the sole solution.

Teacher 05: yes I did, in the period of covid 19 pandemic.

Teacher 06: yes I have been an online instructor in my teaching experience, ex: when I give tasks or activities and homework.

Teacher 07: no, I don't know how to use social networks.

Teacher 08: yes , I have and it is my best choice

Teacher 09; No

Teacher 10: Yes , I have but obliged to use it in this pandemic period

Comment 02: The purpose behind asking this question is to check if the teachers have ever been used as an online instructor in their teaching experience. Their comments show that not all the total sample had gained some prior experience with online teaching. But, there are few of them who have experienced it during the lockdown period.

Question 03: have you encountered difficulties (challenges) before, while and after submitting the courses?

Teacher 01: yes, the moodle platform does not work very well, if you download courses, you can't find it.

Teacher 02: not really, moodle instructions are clear.

Teacher 03: the low flow of the internet, some of students don't appropriate tools to learn online like smart phones, laptop.

Teacher 04: yes, mainly the mastery of APPS and internet flux.

Teacher 05: No, because online learning offers teachers an efficient way to deliver lessons to students.

Teacher 06: yes, it is bad for health hazards because spending so many hours staring at a screen specially for students.

Teacher 07: Yes, the traditional way is the best one.

Teacher 08: Yes I have

Teacher 09: No I didn't have because it saves our time and energy

Teacher 10: Yes ,because students are not well prepared

Comment 03: This question is asked to know if EFL teachers encountered challenges before, while and after submitting online courses. All the respondents report that the rapid shift to an online teaching environment has been mandatory; their institutions asked them to teach online to ensure the continuity of academic activities during the lockdown period of COVID 19 pandemic. Some teachers do not prefer online courses, they see it as time losing, health hazards for both teachers and students. For them, due to lack of materials and learners' unreadiness, they choose the traditional way. Other interviewers prefer online courses because this mode of teaching is efficient, it saves time and energy and gives clear understanding of lessons.

Question 04 :do you think online learning is effective for Algerian higher education learners ? if no would you say why ?

Teacher 01: no, because the majority of students don't have the equipment.

Teacher 02: it can be effective and more fruitful; however we need info structure [info-structure].

Teacher 03: yes, it would be efficient if the theory meets realization justification: because it saves time, money and suits a large portion of learners.

Teacher 04: yes.

Teacher 05: yes because online courses are easily accessible on much smaller budgets.

Teacher 06: No, because some students are poor, don't have money to buy smartphones, and can't pay for the internet every month.

Teacher 07: yes.

Teacher 08; yes , online learning give you more flexibility

Teacher 09; yes , it gives more choices of course topics

Teacher 10; no, it is not effective, because learners are not motivated and uncontrolled

Comment 04: The aim of this question is to probe into teachers' perceptions of the effectiveness of online learning for Algerian higher education students. Seven teachers find it effective since it is more flexible, gives different courses topics and saves time. Others disagree, they opine that it is ineffective due to the same reasons mentioned before: technological constraints and learners' non readiness.

Question 05: do you think they are well prepared to study online? If no, can their un-preparation affect their achievements?

Teacher 01: no, they are not; the proof is the decrease in level and grades since the start of using it.

Teacher 02: no, because COVID 19 caught off guard the Algerian universities and they didn't prepare well for this era

Teacher 03: they have an idea, they just to be guided.

Teacher 04: no, yes it can their un-preparation affect their achievements.

Teacher 05: no, because there is no connection between teacher and their students "effective communication is critical to success" yes it can.

Teacher 06: maybe, but they will be prepared if the responsible of universities create a space of computer.

Teacher 07: yes they are well prepared.

Teacher 08; No, they are not they need help and instructors

Teacher 09: yes, they are

Teacher 10: no, because most of learners are less educative

Comment 05: The intention behind this question is to check if the students are well prepared to adapt to online learning. Following the government's precaution, Algerian students were bound to quarantine regulations for their safety. Thus, they unexpectedly switched to online learning as a substitute to face to face learning. The majority of teachers said that the students have not been well prepared, and they do not have any idea about this type of learning. They add, as there is no connection between teacher and their students, effective communication is critical to success. For them, this is reflected in the grades of students..Based on these results, we conclude that the majority of teachers said that the students are not ready for online education, but only few of them report the reverse.

Question 06 : what recommendation you can suggest to online learning in Algerian universities ?

Teacher 01: suggest learning the tools; improve hybrid courses and E-learning training (university of Constantine).

Teacher 02: improve the infrastructure and give clear guidelines.

Teacher 03: create new websites, differentiating instruction with what matches learners interests and training learners and teachers to use them efficiently and effectively.

Teacher 04: teacher and students have to be formed with such type of learning, teachers must know how to use and manipulate these tools while the students must be prepared and ready for the online courses

Teacher 05: help students maintain focus, make discussions meaningful, identify and support struggling students.

Teacher 06: creating accessible content means reducing barriers of comprehension, ensuring that content is accessible to everyone.

Teacher 07: training teachers to become digital natives that is to say enabling them to master the use of the E-learning platform such as Google, classroom, Moodle and the meeting cloud.

Teacher 08: developing relationships with students consider incorporating tools and techniques that help teachers and students example: setting time week door students to just connect and chat with their teachers

Teacher 09 : professors must have the appropriate training, resources and even mentors to be able to run an online program smoothly

Teacher 10: developing social classes to provide learners with more online culture and experience and should be flexible, and augment the money given to students each three months to buy new smart phones.

Comment 06: This question is intentionally asked to provide some recommendation that the teachers may suggest to improve online learning in Algeria. According to them, measures should be undertaken to help students make discussions meaningful, training teachers to become digital natives, develop the relationship with students, and spread the culture of online learning.

III.8.1- Discussion of interview Obtained results

The primary aim of the interview is to reveal whether Algerian higher education students are ready to learn English online. The findings gathered from the interview denote that there are similarities between the respondents' answers on many questions; there is minor discrepancy in the participants' responses. It is revealed that there is no preferred teaching mode, some prefer online learning, and others do not due to many reasons. Among the teachers who have taught online courses during the lockdown, the majority have encountered difficulties when using online learning. Additionally, the participants' perceptions of online teaching effectiveness show that there are key factors contributing to the ineffectiveness of online teaching such as: technological constraints, learners' unpreparedness, and health issues. For some practical suggestions, teachers believe that measures should be undertaken to train teachers and students to teach/learn online and to spread the culture of online learning.

III.9- Synthesis of the Findings

After finishing the questionnaire and interview, we suggest that both of the results are quite similar. The purpose of the above questionnaire is to examine the effectiveness of English as a foreign language, use of technology, familiarity and permission for use, learning environment preference and their attitudes towards learning online. The results of the questionnaire survey clearly show that For a variety of reasons, most students prefer the classroom learning environment. These reasons are: the lack of sufficient personal digital device ownership, adequate familiarity to applications and access to the Internet. It is also found inadequate student- teacher online communication and interaction can be a key deterrent to online learning. The findings show that the participants face some difficulties due to their wrong expectations, lack of motivation, and technological constraints.

The majority of students and teachers seem not well prepared and ready for the use of online learning. They declared it was mandatory; they were obliged to use it because of COVID 19 outbreak to finish their academic studies. Some of them are against its integration, they face many challenges and they prefer the traditional way of teaching, that is to say face to face teaching/learning environment. Moodle platform may appear ineffective at the current time because they do not have prior experience with it. It is suggested that blended learning /teaching can be a suitable alternative to face to face learning in case of risks such COVID 19.

III.10- Recommendations

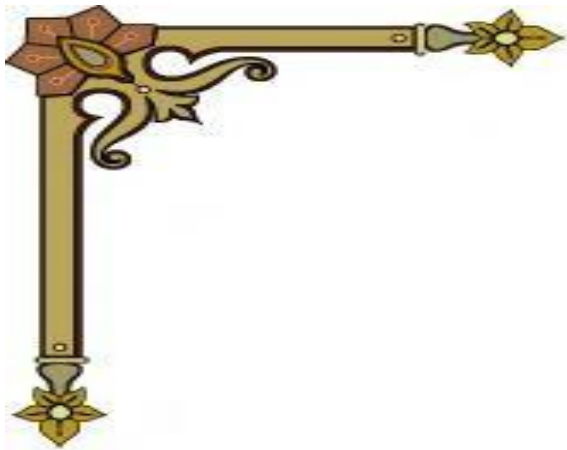
After analyzing discussing the results of students addressed questionnaire and teachers addressed interview, the following recommendations are listed:

1. It is noticeable that the establishment of teachers –student collaboration in virtual libraries, online data basis, and networking should be seriously explored.
2. The educational technologies facilitate the teacher-learner interaction because it comes with demonstrations and illustrations that improves learners-understanding.
3. To perform well academically. Lecturers and their online colleagues should provide a variety of technical skills, and academic skills modules, such as student reading ability, subject positioning and academic foundation success module. these modules prepare for learning it is helpful for online learning experience, students will learn how to use the online classroom get assignments and interact with lectures and other students, and submit assigned

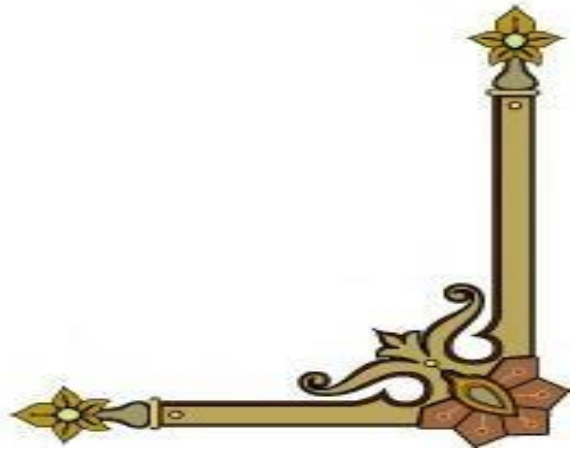
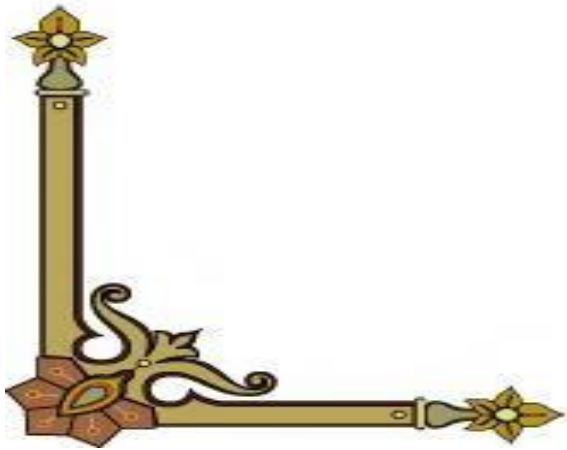
4. Teachers should organize discussions on the web and publish students learning products such as thesis and paper on the course web.
5. The instructor should be familiar with the following functions: Physical objects of any courses or products they use, and they need to be able to adapt to their teaching stratification to make full use of the advantages of this technology . The university should be able to respond flexibly to changing needs and opportunities related to online learning , teacher's abilities should be studied regularly, teaching and how students learn university and existing roles and emerging educational technologies may fill up .
6. Technical support and internet facility should be provided and facilitated by school administration.
7. Lectures should assess their personal the degree of preparation for students
8. Universities should provide technical pathways, provide support through helpline or other means, and help students solve technical problems they may encounter in online learning .
9. Universities should provide professional development to ensure that instructors can effectively actively use online learning tools in distance education .

III.12- Conclusion

The current chapter is devoted to a description of the empirical phase; it presents the research framework and reminds of its guiding questions. It also describes details about the target population, sample, and setting. The data collection procedures and the findings are discussed. Through this chapter, it is revealed that assessing learners' readiness is essential before launching online learning. This chapter ends with some recommendations, limitations and suggestions for further research.



General Conclusion



General conclusion

General conclusion

The 21st century EFL teachers and students have the possibility of using information and communication technologies in their teaching/learning processes. Many studies have shown that the use of technology in education has proven to have a positive effect on language acquisition, yet the integration of online learning without being well prepared may prove the reverse. This claim has led us to conduct this research. It is our aim to investigate first year BMD student's readiness to study English online and the challenges they face in adopting online learning environment.

The present research work includes two parts. The theoretical part review studies about the integration of ICT tools in the EFL classroom and teaching and learning environments. The practical part includes the methodology and the analysis of the results. On doing so, this research opts for a mixed method that combines both quantitative and qualitative approaches for gathering data and information about student's readiness for online learning. Thus, a structured questionnaire is distributed to a sample consisting of eighty (80) first year BMD students at Ibn Khaldoun University and an interview directed to ten (10) teachers of English language at the same research setting.

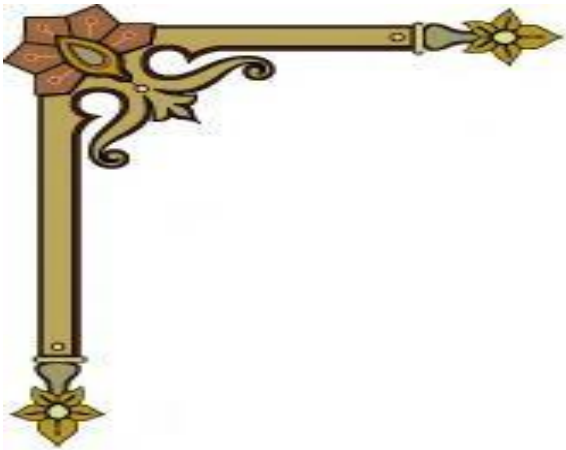
The findings of this research show that most of students prefer the classroom learning environment and they face some challenges when accessing online courses. These challenges include technological constraints as a key factor and the low access to Internet. The findings also show that students still have wrong expectations about online learning. They show negative attitudes towards it which in turn affects their willingness to study online. Teachers and students have encountered difficulties when using online learning thus we assume that they seem not well prepared and ready for the adoption of online learning. Furthermore, their non-readiness is believed to affect their performance. In this regard, it is supposed that our hypotheses are confirmed to such an extent. Finally, this study recommends assessing students and teachers' readiness before any launch of educational reform.

Limitations of Study

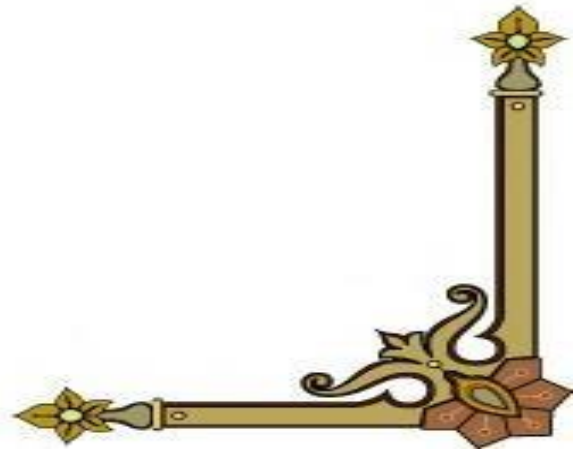
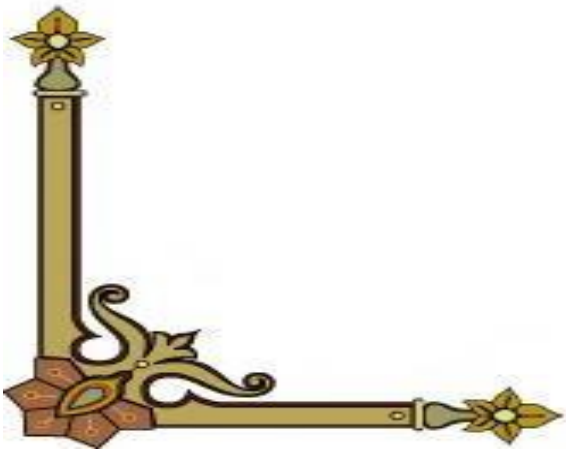
This study has some limitations that can be overcome in further research. First of all, the present research distributes questionnaires to only 80 BMD students in the first academic year and interviewing 10 teachers from IBN KHALDOUN university, future researchers will seek out additional interviewees in order to broaden the scope of their findings. It was also difficult to have teachers for the interviews due to the fact that some teachers could not be

present because of their increasing workload.

Future research may also look at collecting data from different universities to determine how well students are prepared for online learning and the challenges they face. This research has report nothing about teachers' readiness for online teaching, thus it is recommended to have further research on this issue



B i b l i o g r a p h y



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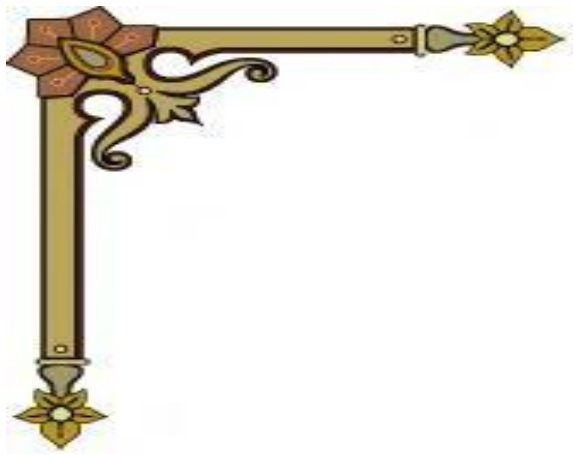
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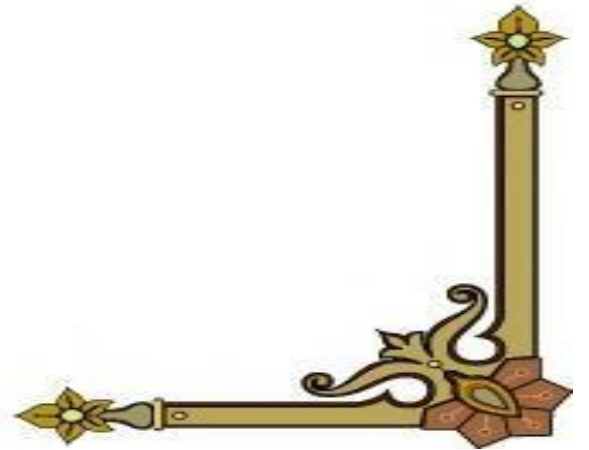
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A p p e n d i c e s



Questionnaire

Dear students,

You are kindly invited to fill out the following questionnaire that serves as a data collection tool for our Master's dissertation on 'Students Readiness to online learning'. We will be thankful if you spare a moment to answer it. Your cooperation and contribution are highly appreciated and strongly needed to investigate our research topic.

Section One: Personal Information

1. Gender

Female

Male

Section Two: Attitudes towards online learning

2. What is your preferred type for learning?

Face to face learning

Online learning

3. During COVID 19 pandemic, have you got access to English online courses?

Yes

No

If no, why?

4. Do you think that the English online courses are effective? Yes

No

If no, why?

Section Three: Availability of technology tools

5. Do you have the necessary means to access online learning?

Yes

No

6. If no, how did you manage it during the quarantine period?

.....

7. What device (s) have you used to access online courses?

a. Laptops

b. Smart phone

c. Tablet

Others?

8. Do you think that there are other digital tools required for online learning?

Yes

No

If yes, give examples please?

9. Is it difficult to own these digital tools?

Yes No

Section Four: Familiarity with technology

10. Are you familiar with some online learning platforms?

Yes No

If yes, give examples please?

11. Are you familiar with Moodle platform (LMS)?

Yes No

12. If yes, do you think it is an effective tool for online learning?

Yes No

13. Which of the following items are you very familiar with?

- a. Web browsers
- b. Email
- c. Social network sites (facebook...)
- d. Web Videos (Youtube)
- e. Online games
- f. Media players
- g. Converters
- h. Microsoft Office (word, excel, ppt)
- i. Online Softwares

Section Five: Readiness to online learning

14. Have you ever been trained to study online?

Yes No

15. Are you well prepared to study English online?

Yes No

If no, why?

16. In your opinion, what can be done to improve online learning in Algerian universities?

Interview addressed to Teachers

Dear teachers,

We will be extremely grateful if you take apart to this interview that is served as data collection tool pertaining to Master's dissertation on 'Students' readiness to online learning. This interview aims to reveal whether the Algerian higher education learners are ready to study English online or not. Your collaboration and contribution will be available and reliable data for our research. Please answer these questions taking into consideration your teaching practice in order to ensure the credibility of this investigation.

1. What is your type of teaching?
2. Have you ever been an online instructor? or have you experienced teaching online?
3. Have you encountered difficulties (challenges) before, while and after submitting the online course?
4. Do you think online learning is effective for Algerian higher education learners? If no, would you say why please?
5. Do you think they are well prepared to study online? If no, can their un-preparation affect their achievements?
6. What recommendations you can suggest to improve online learning in Algerian universities?

المخلص

يهدف هذا البحث الأكاديمي إلى استقصاء استعداد طلاب (اللغة الإنجليزية) للتعليم الإلكتروني لدراسة اللغة الإنجليزية عبر الإنترنت والتحديات التي يواجهونها عند تبني بيئة التعلم عبر الإنترنت، خاصة أثناء وباء كورونا 19 ولتحقيق هذه الغاية، يستعمل هذا البحث طريقة مختلطة تجمع بين الأساليب الكمية والنوعية، باستخدام استبيان منظم وشبه مقابلة على التوالي، ويدير الاستبيان إلى 80 طالبا من طلاب الدراسات العليا في جامعة ابن خلدون في تيارت، الجزائر، في حين أن المقابلة موجهة إلى عشرة أساتذة من اللغة الإنجليزية في نفس السياق البحثي، تكشف نتائج هذا البحث أن معظم الطلاب والاساتذة يظهرون مواقف إيجابية تجاه دمج التعلم عبر الإنترنت بسبب عدم استعدادهم كما وجد أن هناك علاقة بين مواقفهم واستعدادهم وإنجازها الأكاديمي، ينتهي هذا البحث إلى توصيات وتأثيرات على المزيد من الأبحاث.

الكلمات الأساسية: التعلم عبر الإنترنت، التعليم العالي، المواقف، الاستعداد، الإنجاز الأكاديمي.

Résumé

Cette recherche universitaire vise à examiner la capacité des étudiants d'ELF à étudier l'anglais en ligne et les défis rencontrés lors de l'adoption d'un environnement d'apprentissage en ligne, en particulier pendant la pandémie de COVID-19. À cette fin, cette recherche opte pour une méthode mixte, combinant des approches quantitatives et qualitatives, et utilisant respectivement un questionnaire structuré et une semi-interview. Le questionnaire est administré à quatre-vingts étudiants de première année de LMD à l'Université Ibn Khaldoun de Tيارت, en Algérie, tandis que l'entretien est adressé à dix enseignants de langue anglaise dans le même cadre de recherche.

Les résultats de cette recherche révèlent que la plupart des apprenants et des enseignants ne montrent pas d'attitudes positives à l'égard de l'intégration de l'apprentissage en ligne en raison de leur non-crédité. On constate également qu'il existe une relation entre leurs attitudes, leur préparation et leur rendement scolaire. Cette recherche aboutit à des recommandations et à des conséquences pour d'autres recherches.

Mots clés : Apprentissage en ligne, Enseignement supérieur, attitudes, préparation, rendement scolaire