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English in Higher Education in the Light of Digital Transformation: Learning Achievements and Constraints

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master in Linguistics

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Dedications

To my beloved father, dear brothers and sisters.

To the woman who raised me

To the strongest woman I know, My mother

I will always be grateful for all the support and love you gave me

This work would have never been done without you.

Amina

This dissertation is dedicated firstly, to the soul

of my father (may god rest his soul).

To my beloved mother who has been always my

source of strength.

To my sisters and brothers for their support and

encouragement.

to my husband, my children; Imane, Amine, Tala

and Amir,

Hadjer

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Abstract

The study at hands aims to examine the effectiveness and constraints of the online training introduced for non EFL Algerian university teachers to improve their English language. The study at hands seeks to investigate the extent to which the online platform 'dual' enhances the teachers' English language, find out the main problems that inhibit the learning outcomes of the teachers, and provide some useful suggestions to adjust the platform 'dual' to achieve its desired goals. To conduct this research, a questionnaire was administrated to fifty non EFL Algerian university teachers from El-Ouancharissi University of Tissemsilt. Theses teachers have used the paltform 'dual' to learn English. Moreover, an interview was conducted with seven EFL university teachers at Ibn Khaldoun University. The findings of this study demostrated that the e-platform dual (Dual_Edx) is an effective online resource that helps the non EFL Algerian university teachers to improve, to some extent, their English language and acquire some online teaching skills. However, it seems that these teachers encounter many difficulties. The study ends with some suggestions which can be useful for the platform designers to adjust this platform to meet the teachers' needs and expectations.

Keywords: Digitalizing English, Dual_Edx, online learning

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List of Acronyms

CAI : Computer-Aided Instruction

CALI: Computer-Assisted Legal Instruction

CALL: Computer-Assisted Language Learning.

EFL: English as a Foreing Language

ESL: English as a Second Language

ICT: Information and Communication Technology.

MOOCs: Massive Open Online Courses.

PEU: Perceived Ease of Use

PU: Processing Unit

TAM :Technology Acceptance Model

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General Introduction

1. Introduction

E-learning, the delivery of education through digital platforms, has revolutionized traditional education by enhancing flexibility, accessibility, and personalization. Globally, this approach caters to diverse learning needs and promotes lifelong learning. In Algeria, e-learning is being adopted across all educational levels to address systemic challenges and expand access to quality education. Despite infrastructural and socio-economic obstacles, efforts to improve digital connectivity and develop comprehensive e-learning frameworks are underway, aiming to bridge educational gaps and provide equitable learning opportunities.

English education in Algeria has gained prominence due to globalization, necessitating English proficiency for academic and professional advancement. To this end, the ministry of higher education in Algeria has launched, in January 2023, an online training to teach English to non EFL Algerian university teachers in order to improve their level in this language. This online training offers a number of massive open online courses which are hosted by edX.

2. Research Motivation

The introduction of ‘dual’ platform for Algerian higher education teachers in 2023 has sparked an investigation into its long-term effectiveness, specifically its impact on enhancing the capabilities of university professors and the thoroughness of its content and program offerings. This inquiry aims to evaluate how the platform has contributed to raising educational standards and fostering professional development among faculty members in Algerian higher education.

Additionally, there is a pressing need to assess the current status of English proficiency within Algerian higher education, including whether educators in diverse fields prioritize acquiring proficiency in the English language. This investigation seeks to elucidate the broader

implications of English language competency across various academic disciplines within the Algerian higher education landscape.

3. Research Aim

The present study attempts to scrutinise the effectiveness and constraints of the online training introduced for non EFL Algerian university teachers to improve their English level. The research at hands seeks to determine the extent to which the platform 'dual' helps these teachers to learn English, identify the problems that affect negatively the learning outcomes of these teachers, and provide some solutions to overcome these problems in order to modify and adjust this platform.

4. Research Questions

The present study attempts to answer the following research questions :

- To what extent is the platform 'dual' effective to improve the English language of non EFL Algerian university teachers?
- What are the main constraints faced by the teachers who have been enrolled in 'dual'?
- What are the solutions proposed overcome these problems and to adjust, therefore, this online platform?

5. Research Hypotheses

The following hypotheses are posited as initial assumptions:

1. The platform dual may enhance the English language of non EFL Algerian university teachers to some extent.
2. The teachers who have been enrolled in this platform may face many technical problems. They may also encounter difficulties with the design of the online courses,

difficulties with the platform edX, and difficulties with the learning objectives of this online training

3. Many suggestions can be taken into consideration to adjust the platform 'dual' such as, addressing the technical problems and modifying the design of the courses on this platform by taking into consideration the teachers' needs and expectations.

6. Significance of the Study

The significance of this research lies in its pioneering analysis of the DUAL platform and its effectiveness in enhancing the English proficiency of Algerian university teachers. This study has the potential to benefit students, teachers, researchers, and government stakeholders by providing insights into improving the process of digitalizing English in higher education.

7. Research Methodology

To conduct this research, two methods were employed, a questionnaire and interviews. The questionnaire was administered to a sample of 50 non EFL Algerian university teachers from El-Ouancharissi University of Tissemsilt. These teachers who have utilized the online paltfrom 'dual' to learn English. The interview was conducted with seven EFL teachers from Ibn Khaldoun university.

8. Organization of the Dissertation

This thesis is structured into three chapters. The first chapter focuses on the literature review, which consists of two main sections. It examines e-learning and its implementation, followed by an exploration of the dissemination of English education across all levels in Algeria and the digitalization of English instruction in higher education. The second chapter focuses on the practical aspects of the study, outlining the research protocol for data collection, including the administration of questionnaires and conducting interviews. The third chapter focuses on presenting and analysing the gathered data.

Chapter On

Online Learning

1.1.Introduction

In recent years, Algeria's education system has experienced a substantial transformation with the implementation of e-learning technologies, a shift quickened by the COVID-19 pandemic. E-learning, integrating the use of electronic media and ICT, has enhanced accessibility and quality in education, particularly in English language acquisition. It provides advantages like flexible learning schedules; however, it also shows challenges such as assuring adequate infrastructure.

This chapter attempts to explore e-learning comprehensively by investigating its characteristics, types, advantages, and challenges. Furthermore, it aims to offer an in-depth analysis of the current state of English education in Algeria across multiple educational levels. Additionally, the chapter tackles the process of digitalizing English in higher education in Algeria, focusing its benefits and the critical factors that impacts its integration.

1.2. Online Learning

1.2.1. Definition of Online Learning

Online learning is defined as an open learning environment in which distributed pedagogical tools and network-based technology are utilized to facilitate learning and build knowledge through learning activities and interaction (Dabbagh and Ritland, 2005). Khan (1997) considers online learning as innovative method to deliver education to remote audience via the web. Similarly, Collins (2002) describes online learning as involving the proliferation of personal computers and the globalization of human ideas and actions, using technology to exchange ideas and broaden access to education. This typically involves computer and network technologies to create diverse instructional delivery systems, and connect distant learners with instructors.

Online learning, or e-learning, is web-based learning that involves students being geographically distant from their instructors, and requires the use of the internet to access educational materials, interact with content, instructors and peers, and receive support (Ally, 2008). Carline (1999) considers online learning as educational material presented through a computer (Jackson ,2001, p.316) provides a more detailed perspective of e-learning by proposing that e-learning can be further subdivided into "technology-delivered e-learning" and "technology enhanced e- learning". Technology-delivered e-learning is where the learner is "never in physical close proximity to the instructor and may be delivered via a blend of asynchronous and synchronous technologies", technology enhanced e-learning is where the learner "has the opportunity to meet face-to-face with the instructor is a supplement to traditional, on-campus learning" (Chasyella, 2021).

However, Khan (1997) agrees that online leaning extends beyond merely presenting and delivering learning materials. Kahn (1997) believes that online learning is an approach that helps students gain knowledge and benefits from their learning experiences. Following the same line of thought, Thomson (2010) maintains that online learning is an invidualized and student-centred approach that create a new, supportive, and motivating learning environment (Chasyella, 2021).

1.2.2. Online Learning versus Traditional Learning

E-Learning is defined as an Internet-enabled learning approach that uses digital technologies to facilitate interactive, self-directed education. However, traditional learning is classroom-based marked by teacher-centered instruction and a static environment. According to Enaamk (2018), e-Learning is founded on a range of modern technical sources. Bosman (2002) has recognized some of them including the world Internet Information Network, CD -

Rom, video conferencing, audio conferences, the interactive video, the satellite programs and the virtual classrooms too. Hassenberg (2009, p.18-25) pointed that "e-learning covers a wide set of applications and processes, including multimedia online activities such as the web, Internet video CD-ROM, TV and radio. Students can use these materials to teach themselves". E-Learning provides access to a wide set of courses, research papers and programs, it offers specialized educational experiences, as well as, it expands the network of professional relationships and acquaintances in due course (Arkorfuly, 2014). Papanis proposes that e-learning is cost effective thus there is no need for learners to travel. However, critics assert that it encounter challenges such as limited social interaction and the need for advanced technological expertise (Wanwipa, 2013).

Conversly, traditional learning is considered as instructor-led . Courses are presented according to curriculum with full class participation by utilizing blackboards, books. Traditional classrooms stimulate closer relationships between learners and their teachers as well as enable them to share their experiences within their classmates. This aspect is indispensable by any other online method. Students grasp better in an environment where they socialize and share attitudes (Suchita and Harshali, 2021). Nafukho explains that e-Learning has a potential to improve students' performance, but to enhance success in the cyber economy, individuals and entities of university sector must use research to guide the adaptation and integration of new technology into the intellectual development

Both e-learning and traditional learning possess assets and constraints. E-learning provides adaptability, customized experiences, and wide accessibility to educational resources, nevertheless it necessitates meaningful technological adaptation and encounter challenges in social interaction. Traditional learning offers structured, direct interaction in classrooms where the learner has the opening to know and encourage each student on an individual core (Black. 2002). The perspective of " human contact" prompts many sceptics to minimize the probability

that online learning can be as efficient as the traditional approach information conveying (Benson,2001), but it can be restricted in its adaptability and focus on rote learning. Research analysing the two aims to evaluate learner achievements and satisfaction, proposing no significant variation in mean scores. Grasping these differences is crucial for enhancing educational practices in an advancing landscape, assuring that the pros of both approaches are competently employed to cater their different needs.

1.2.3. Characteristics of E-Learning

Online learning offers several key characteristics that differentiate it from traditional classroom learning. The main characterists are: Functionality, interactivity and response time (Kerka, 1999; Palloff & Pratt, 1999; Seels & Glasgow, 1998; Selim, 2003).

Functionality, the first characteristic is defined as the recognized capacity an e-learning system to provide adjustable approach to instructional and assessment media. This includes allowing learners to access syllabus, file homework assignments, and accomplish tests and quizzes online. Seels and Glasgow (1998) emphasizes that e-learning systems attain these chores by integrating various media types (audio, video, text) managed the system software, allowing learners to access course content anytime and anywhere. This trait is vital for boosting the widespread use of e-learning approaches (Selim, 2003).

The second characteristic, interactivity is crucial for efficient e-learning systems. Palloff and Pratt (1999, p. 5) maintains that “the key to the learning process are the interactions among students themselves, the interactions between faculty and students, and the collaboration in learning that results from these interactions”. The e-learning system sustain such interactions by integrating commonly using methods such as email, chat rooms and bulletin boards. These tools promote communication and collaboration, which are essential units of an engaging and efficient knowledge acquisition (Keenan et al., 2004). Interactivity embodies the promise of

media technologies to grab the core of interpersonal communication. Wu (2005) dispute that actual interactivity can be emphasized on a technical trait of the media, the ability of creating reciprocal communication or the potential for mutual exchange in general. Perceived interactivity is understood as a essential need for the message exchange process, nonetheless of whether the interaction occurs in face-to-face, Or non-face-to-face situations . Thus, perceived interactivity appears to play a vital role in understanding the effects of actual interactivity on interpersonal connection (Jui-Hsiang L .Chang-Franw L. 2019)

Lastly, response time is the third trait. Nonetheless of how well an e-learning system combines media and facilitates interactivity, it will not be observed as useful or user-friendly if it suffers from poor response time. Kerka (1999) highlights out that restricted bandwidth and slow modems can impede the delivery of sound, video, and graphics, which are essential to the e-learning experience. In accord with Bailey and Pearson's (1983) definition, response time in this context is defined as the degree to which a learner perceives the system's responses to be fast, consistent, and reasonable (Keenan A. Pituch, Yao-kuei Lee b, 2004

1.2.4. Types of E-Learning

E-learning has become a core of modern education, providing four main types to suit various learning preferences and needs. These sorts are: individualized self-paced online, individualized self-paced offline, group-based e-learning synchronously, group-based e-learning asynchronously (Patel, 2016).

Individualized self-paced e-learning online permits students to access educational resources via the internet at their own pace, forming extremely flexible and accessible from anywhere . However, individualized self-paced e-learning offline depends on materials stored on local devices, providing the same flexibility without needing an internet connection, which is crucial in areas with unreliable network (Patel, 2016).

Group-based e-learning synchronously includes real-time collaboration through text, audio, or video conferencing, supporting immediate interaction and a dynamic learning environment consistent to traditional classrooms. In contrast, group-based e-learning asynchronously permits students to collaborate with a time delay using discussion boards and other platforms, empowering flexible participation in accordance to individual schedules and accommodating different time zones. According to Solomon (2008), the instructor and learner do not meet in this format during material distribution and there is no presence, neither physical nor virtual, thus presence is considered as "No" or not available. With this format, the teacher pre-records the substance and the student accesses content (content access) later on. Clark and Mayer (2016, p.9) stated that

> Synchronous and asynchronous forms of e-learning may support collaboration with others through applications such as wikis, breakout rooms, chat, discussion boards, media pages, and email. Many organizations combine instructor-led virtual classroom sessions, self-study sessions and collaborative knowledge sharing opportunities in blended learning solution.

All e-learning type provides unique gains, the accessibility, flexibility, and interactivity of education. Understanding these methods assistes learners and educators to choose the most suitable approach to increase the advantages of e-learning (Patel, 2016).

1.2.5. Implementing E-learning

Implementing e-learning efficiently entails understanding and integrating diverse frameworks and models designed to empower digital education. One crucial core, presented by Dabbagh (2005), highlighted collaborative interaction among instructional methods, learning

technologies, and pedagogical models. This infrastructure maintains that learning resources is delivered potently while leveraging synchronous and asynchronous methods to enhance flexible learning experiences.

The Technology Acceptance Model (TAM), evolved by Davies in 1989, emphasizes on user acceptance of e-learning technologies. It claims that the perceived effectiveness and ease of use of e-learning tools significantly impacts users intentions to adopt them. While TAM emphasizes importance of user-friendly technology, it does not tackle the pedagogical aspects of e-learning, making it more adequate for understanding user behaviour instead of guiding comprehensive e-learning implementation. Dabbagh's pedagogical model further expands on content management and delivery, focusing the roles of students and teachers. This model includes customizing educational packages to meet academic needs, however often falls short of aligning with the unique standards of different institutions. A more universally suitable model would need to account for these various institutional norms to construct a compatible e-learning system (Madar, 2014).

Madar (2014) suggests conversion funnel which offers more holistic method to e-learning implementation. It includes curriculum development, instructional design, and technological considerations into an unified system. This model starts with a thorough examination of educational requirements followed by the advancement teaching materials and delivery methods adapted to learners. Technological design, whether synchronous or asynchronous, is aligned with instructional goals to assure efficient data transfer(Oluwole 2016).

Funnel Model also integrates governance and financial management, recognizing that viable e-learning systems need strategic oversight and suitable resources. Efficient administration is crucial for preserving the long-term viability of e-learning initiatives. By

encompassing a wide spectrum of reasons, such as usability, pedagogy, technology, and administration, the Funnel Model offers a comprehensive method for successful e-learning implementation, assuring that educational institutions can enhance robust and renewable digital learning environments (Madar, 2014).

1.2.5.1. Advantages of E-Learning

According to Dhandar (2023), e-learning has become a crucial core of higher education, providing various pros that surpass traditional educational strategies. Among these benefits is its capacity to cater to individual student requirements. Sheypak et al., (2007) emphasizes that e-learning prioritizes students over instructors or institutions, permitting students to progress at their own pace and according to their learning paths .

Another vital advantage is the cost-effectiveness of e-learning. Paralleled to conventional training methods, e-learning significantly minimize charges related to physical infrastructure and resources. In addition. It provides unmatched flexibility in terms of time and location. Zoubi (2020) claimed that students can choose when and where they engage with learning tools, which is particularly valuable for those with busy programs or other commitments. E-learning also empower access to wide educational resources, enhancing learning acquisition and certification processes. It boosts interaction among students through online discussion boards, advancing the exchange of various perspectives and improving the learning experience (Lobanova, 2021).

Ruth and Mayer (2016, p.10) stated that "the goal of e-learning is to build job-transferable knowledge and skills linked to organizational performance or to help individuals achieve personal learning goals". Moreover, e-learning offers significant cost savings by removing the need for travel and various facilities. It also aids address staffing shortages by supporting various educational roles digitally. Self-pacing is another beneficial aspect, permitting learners

to improve their own path, which enhances satisfaction and decreases stress (Malik & Rana, 2020) assert e-learning makes it user friendly, is effective in managing time, provides ease in the management of courses and teachers, it further provides timely reminder to users which include; date of deliveries, answering questions, test dates, etc. (as cited in Al Rawashdeh, et al, 021)

Furthermore, e-learning empowers ethical learning environments by promoting tolerance and vast access to information. It equips society for global communication and discourse, as emphasized by Samson (2014). However, the efficiency of e-learning relies on its special implementation (Yordanov, 2021). Research explores the flexibility of e-learning and its capacity to decrease the requirements for physical presence (Yuhanna et al., 2020). Interactive video-based e-learning permits for close engagement with classroom activities and efficient teacher-student communication (Markovic, 2010). Lastly, e-learning supports inclusivity and accessibility, especially for individuals with incapacities, permitting them to seek education from anywhere (Kustovska and Svidenyuk, 2016)

1.2.5.2. Difficulties and Challenges of E-learning

E-learning, regardless of its pros it has multiple significant challenges that researchers and learners face in online educational environments. These challenges embrace different aspects and can affect the effectiveness and accessibility of digital learning (Peyman, 2023).

One of the primary challenges is finding an adequate environment for teaching and learning. Many participants report distractions at home, disordering the seriousness of online classes and compromising concentration. Framework and technical facilities present another hurdle, particularly for smaller educational entities. Robust IT support and suitable technological resources are crucial for seamless e-learning experiences, which greater organizations often own . Prior arrangements and communication are essential yet complex in

e-learning implementation. Coordinating course announcements, managing schedules, and assuring students have essential software and updates are logistical differences that require careful planning and execution .Cost is a considerable concern, with expenses for devices, Wi-Fi, and data subscriptions changing widely across regions. High costs can bound access to e-learning for learners from less opulent backgrounds or areas with restricted connectivity (Peyman, 2023).

Recognition of learners' efforts is also missing in online learning, contributing to feelings of demotivation and neglect. The lack of face-to-face interaction in online settings can lead to boredom and fatigue among learners, effecting engagement and learning outcomes. Assessments introduce logistical and technical challenges, including assuring exam security and managing connectivity issues during tests. Non-traditional assessments, such as oral exams or practical demonstrations, additionally confuse evaluation processes in digital classroom. Material development and approval processes can be lengthy, delaying teaching methods and requiring adjustments to academic calendars. These bureaucratic obstacles add complexity to accommodating traditional courses for online formats (ibid).

In addition, the living conditions can be more diverting than a classroom, reducing focus and engagement. Learners' freedom at home, while vital in some respects, can lead to unintended distractions and minimized academic performance. Moreover, inequalities access to technical facilities present obstacles to participation in e-learning. Some learners lack basic devices essential for online learning, highlighting inequalities in digital access that require addressing. Assisting students with students' requirements poses specific challenges, needing tailored accommodations and resources to confirm inclusivity and efficient learning experiences for all (ibid). Regarding the disadvantages of e learning, Al Hennaw (2013) stated that

Quality dimensions of the e-leaning system, such as availability, accessibility, and reliability have been found to have significant effects on the level of satisfaction of such systems, researches also revealed that one of the issues with e- learning is the non- continuous availability of the website through which material is acquired.

While e-learning provides flexibility and accessibility, handling these challenges is essential for its successful integration into educational systems. Overcoming these barriers will need collaborative efforts to empower infrastructure, assist educators, and confirm equitable access to digital learning changes (Peyman 2023).

1.2.6. E-learning in Algeria

Algeria initiated on its e-learning journey in 2006 with the launching of a comprehensive system targeted at empowering information and Communication Technologies (ICTs) and communication skills. Collobrating with “Thomson” and “Microsoft,” the system initially emphasized on covering over 4,000 courses and lectures . However, the program encounter criticism for its lack of significant initiatives aimed at enhancing teachers’ proficiency in using ICTs and E-learning methods efficiently .

According to Bin Herzallah, (2016), the requirement to control e-learning for enhanced teacher professional development in Algeria is obvious. Algerian universities should lead e-learning programs financed by the Ministry of Higher Education. Coordinated with the Ministry’s ‘Priorities and Planning Report for 2007’ strategic targets for 2007-2009 emphasized on ICT management and the establishment of a n online education system for civic training. Since 2003, the Ministry has supplied educational institutions with special online learning tools, investing significantly i systems. Bin Herzallah (2021, p.78) claimed that “the Ministry of Higher Education and Scientific Research, like others, has since 2003 started to

equip all institutions with specialized distance learning equipment at a total cost of 716,152,000 DA".

According to Menad (2024), as reaction to the rapid improvements in the digital revolution, which have compelled economic growth in developed countries, Algeria initiates the "E-ALGERIE" project in 2013. This launching targeted to transition the nation towards a digital economy by empowering services through digital technology. The project includes equipping institutions, administrations, and residents with the essential tools to use human resources efficiently hence improving service quality. The goals of E-ALGERIE were to enhance service delivery to citizens, provide social justice and equality, and arrange administrative services more closely with the public. Multiple digital transformation models were integrated in sectors like interior and local communities, social security, banking, justice, telecommunications, health, and higher education

During The COVID-19 pandemic university teachers have continuously searched for efficient strategies to formulate an interactive educational environment that motivates learners to exchange information and experiences. Information and Communication Technology (ICT) appears as one of the most effective means to accomplish this , evolving theoretical and practical aspects, empowering developed thinking and analytical skills, and permitting for curricula that meet societal requirments . ICT's role in assessting communication, access to information, and preparing learners for the future became necessary .proficiency of basic IT skills became crucial for both research and studies, as an absence of proficiency limited teachers' interaction with their learners. (Menad, 2024)

The pandemic emphasized on the significance of distance learning, enabling students to complete their education, access materials, and enrol in universities without physical presence. E-learning helped both teachers and learners introducing blended learning that

included traditional, virtual, and electronic education. In Algeria, higher education tailored by blending face-to-face and online learning. Teachers needed to upload lectures to the Moodle e-learning platform to support the limited in-person sessions, assuring the continuity of education (Menad, ,2024) . Bouaoua (2023.p :418) clearly stated that

> The Minister of Higher Education in Algeria declared that the pandemic had encouraged new learning methods using digital platforms. This kind of teaching/learning method is an area to simulate a real classroom using the system's interactive and collaborative resources. Students can download documents directly from the lecturer's website or through the department website's online courses

The post-pandemic period indicates the initiative of hybrid teaching in Algerian universities, melding face-to-face instruction with remote learning via the Moodle platform. This transition emphasized need for digital technology to promote teaching in terms of time, quality, and efficiency. One major reason for digitalization in Algerian universities is the Ministry of Higher Education and Scientific Research's goal to keep pace with global technological advancements (Menad,2024).

Algeria's program to distance education emphasized adherence to global academic standards while respecting national specificities. This strategic alignment enforces Algeria's commitment to implementing technology into education to complement traditional strategies.

1.3.The Spread of English in Algeria

According to David crystal (2003, p.2), the extensive acceptance of English as a global language might seem obvious that it often goes unarguable. Millions of people intuitively admit English's leading role in international communication, a recognition far more widespread than it was a decade ago. Observers claimed, "Of course English is a global language," pointing to its universal presence in international politics, media, and commerce. "Special status given to

English by other countries can be in the form of using English as a second language (ESL) and English as a foreign language (EFL)" (Bahasa, 2005). As a second language, English is spoken by people in the countries as the official language' (Crystal, 1997: 4) or 'the language of the administration' (Graddol, 1997:11). English is used as a means of communication in various contexts such as government, the law courts, the media, and the educational system. There are more than seventy countries that place English as a second language (Crystal, 1997)

English is the language of political debate on global television networks, the common tongue on signs and ads across multiple countries, and the preferred language in the service, travel, and tourism sector where it facilitates communication between multiple groups of people. The universal English menu in foreign restaurants embodies this phenomenon. In this context, Crystel (2003, p.3) clearly claimed that "if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language".

The global supremacy of English is a varied phenomenon that reinforce its role as a lingua franca in an interlinked world. The ascendancy use of English signifies globalization and cultural exchange. As English continues to progress and adjust to multiple contexts, its universal appeal and practicality are celebrated and examined, reflecting the intricate relationships of a truly worldwide language.

1.3.1. Current Status of English Language in Algeria

In Algeria, both the government and the public acknowledge the vitality of English. This is driven by the language's practical use in multiple communication contexts (Belmihoub, 2018; Maraf and Osam, 2022a). In spite of the formal decisions concerning English , Algeria has chosen to implement English into various fields of life to stay aligned with global advancements. The growing wave of the use of English in Algeria was predicted by researchers

(Spolsky, 2005). Recent studies argue that this trend is not only present but promoting. The mutual effect of both government policies and society in accelerating English is now obvious. This enhances reflections on the future of English in Algeria and its possible effects on society and the economy (Maraf, 2024). In this regards, Sahraoui (2020.p40) stated that

> Naming shops and companies with English names instead of French, which was the only language used alongside Arabic, is a significant sign that Algerians are embracing the language in their everyday routine. Networks like Facebook and Twitter too reveal the extent of the use of English by Algerians

Additionally, the integration of the global language in Algerian Primary Schools and the launching of "Dual" platform that aims to enhance university teachers profiency of English demonstrate the current status of English in Algeria.

1.3.2. Implementing English in the Algerian Educational System

1.3.2.1. English in Primary School

In the 1990s, an educational initiative allowed parents to choose whether their children would learn French or English in junior school. However, this initiative was later discontinued. However, the Ministry of Education has introduced the English Language in primary schools (Ziane, 2023).

The English curriculum for primary school learners in Algeria, extended to 3 grades , performs as a core introduction to the language ,promoting curiosity and proficiency among young students. This structured program targets to progressively enhance language skills crucial future academic and social engagement (Ziane, 2023).

Integrating English into Algerian primary education is a proactive step towards preparing students for a globally interconnected world. By equipping them with essential

language skills, cultural awareness, and a passion for lifelong learning, Algeria seeks to cultivate a generation capable of contributing to international discourse and collaboration, thereby advancing the nation's prosperity and development on the global stage.

1.3.2.2. English in Middle School

According to Samir Bounab (2015) English education in middle schools plays a pivotal role in Algeria, serving multiple interconnected aims that extend beyond linguistic proficiency. At its core, the curriculum is designed to foster communicative competence in English while integrating broader educational goals such as societal integration with modernity, promotion of national and universal values, and cultivation of critical thinking and global perspectives.

The curriculum emphasizes a shift from traditional language transmission to interactive and integrated learning experiences within a social constructivist framework. This approach prioritizes learner engagement to facilitate deeper cognitive involvement, knowledge acquisition, and the development of various competencies essential for academic and personal growth. Strategic competence is particularly highlighted to support effective learning strategies among students. It empowers them to engage confidently in interactions, interpret and produce oral and written communication, and navigate real-world contexts where English proficiency is increasingly valuable (ibid).

Beyond linguistic skills, English education in middle schools contributes to the acquisition of cross-curricular competencies including intellectual, methodological, communicative, personal, and social skills. These competencies are crucial for students' holistic development and preparedness to face present and future challenges in diverse academic, vocational, and social settings. Moreover, English serves as a tool for socialization, enabling students to connect with the global community, appreciate cultural diversity, and contribute positively to their local and global environments. Mastery of English empowers students to communicate

effectively, exchange ideas, express preferences, and engage meaningfully with English speakers both within and beyond the classroom. By the time students complete their compulsory education, typically at the age of 16, they are expected to have acquired the skills and confidence to integrate into academic or professional environments where English is used as a medium of learning and communication. This preparation ensures that Algerian youth are equipped to participate actively in a globalized world while upholding their national identity and values (Imerzoukene, 2023)

In essence, English education in Algerian middle schools not only aims to develop linguistic proficiency but also strives to nurture informed, responsible citizens capable of contributing meaningfully to society and engaging constructively in a rapidly evolving global landscape.

1.3.2.3. English in Secondary School

According to Slimani (2016), high school learners during this level are supposed to show a satisfactory proficiency on the fundamental English language skills. They are expected to be able to dominate more than one function at a time. They are also assumed to have obtained the capacity to express themselves with adequate proficiency. That is, high school learners move from the stage of skill getting to skill using.

The curriculum, at this level, has been designed to extend the learners' language acquiring ,promoting their verbal and graphic communication skills (Medjahed, 2011). The curriculum targets at promoting learner's listening comprehension by knowing multiple kinds of oral messages about daily practices and being able to understand key ideas of a talk presented on diverse social subjects, in terms of lexis, grammar, overall organization, possible interpretations. Moreover, It aims at enabling the students to express themselves fluently without being ashamed and enhancing their oral expression skill.

Reading is among those targets, in addition to understanding multiple documents related to the topic and themes taught (maps, diagrams) and utilizing books references correctly (dictionaries). Lastly, the secondary school curriculum aims at equipping students to Expert writing skills: summarizing, paraphrasing, writing about main common topics in life, community, civilization and global world with English language through studying and grasping different texts (Bouyakoub, 2020).

1.3.2.4. English in Higher Education

University sector in Algeria before the emerge of digitalization, encounter diverse challenges regarding the use of English. Slougui (2009) stated that, alongside issues of financing, brain drain towards Western countries, and an absence of multiple material resources, Algerian scholars faced crucial language difficulties when trying to publish in English. This issue is given the vital role of English in scholarship and research both within Algeria and on the global stage (Kamal Belmihoub,2017)

As stated by Rahmani A (2021, p.1210) “The higher education level is considered as a sensitive domain that provides the society with future national professions in all domains”. Being part of this globalized world, Algeria should not be immune from the use of English as an international mean of communication. The mastering of English needed for academic publishing introduces significant hurdle for many Algerian scientists. Although, English being the most common language for scientific publications between Algerian researchers, many own only reading proficiency, finding writing in English more tough.

The comparatively low percentage of scientific publications during this period emphasized the relevance of English in Algeria’s scientific society. Although, it also highlights the struggle encountered Algerian scientists in achieving the proficiency crucial to publish their researches internationally. The main use of French in classrooms and business establish a

bilingual community where many scholars are more comfortable in French, leaving a gap in their capacity to publish efficiently in English. To address these challenges, Slougui (2009) claims for the compulsion of promoting the bilingual possibilities of Algerian scientists. This includes moving these scholars towards the higher end of the bilingualism level, permitting them release as comfortably in English as they do in French. Accomplishment of this goal needs comprehensive aid from all allies integrated in English education in Algeria. By enhancing English language education and offering the crucial resources and assistance, Algerian scholars can obtain their potential and participate more actively to the international scientific society (Belmihoub,2017).

In essence, pre-digitalization era in Algerian higher education delights a complex interaction between language proficiency and academic publishing. While English is vital for international scholarship, many Algerian scholars challenge with writing articles in English although their reading proficiency. Addressing this struggle through empowered bilingual education and assist is crucial for empowering these researchers to issue more efficiently and contributor in globalized academic communication.

1.3.2.5. Digitalization of English in Higher Education

Kamal Badari, the Algerian Minister of Higher Education and Scientific Research, monitored the inauguration of an innovative electronic platform committed to remote English language instruction entitled “DUAL” platform on the 2january 2023. This initiative is set to benefit over 30,000 university teachers across Algeria.

During his speech at the event, Minister Badari highlights the strategic significance this platform, which will be promoted in cooperation within American University of Amaiti. He marked that more than 30,000 university teachers are anticipated to promote their English language competencies through this initiative, hence participating to the academic and

professional progress of the higher education sector in Algeria. Moreover, English language platform, Minister Badari also declared the introduction of a digital platform planned to encounter petitions and complaints from the academic society, involving university staff, scholars, and service families. In addition, the official launch of electronic signatures within the sector was announced. the Minister Badari emphasized that the establishment of these three platforms signs a crucial departure from traditional practices, aiming to success the operational goals outlined in the digital master strategy for the scientific research sector. This master plan, which bridges from November 2022 to December 2024, is geared towards updating and digitizing the field (Algeria press service).

Further analyzing on the digital master strategy, Minister Badari clarified that it covers seven fundamental axes, 16 strategic plans, and 102 operational programs. The setup process for the English language platform is meticulously planned , starting with a B1 placement test observed by level-specific Massive Open Online Courses (MOOCs). These MOOCs, which involve four various courses (Academic writing, listening, speaking, Academic reading) span 16 weeks and accommodate specifically to the B2 proficiency level. The overarching goal of this platform is to secure that 80 percent of professors in the areas of science and technology, and 100 percent of teachers in the humanities, social sciences, and medical sciences who educate horizontal units, receive appropriate training. This initiative highlights Algeria's commitment to improving the linguistic capabilities of its academic crew, thus promoting a more proficient and globally competitive educational community (Algeria press service).

1.4.Conclusion

E-learning has become crucial in updating Algeria's educational system. This chapter is devoted to describe online learning. It delves into the characteristics, types, advantages, and disadvantages of this kind of learning. the chapter also discusses the current state of English in

Algeria, and the process of implementing English in education, focusing on the digitalization of English in higher education.

Chapter Two

Methodology

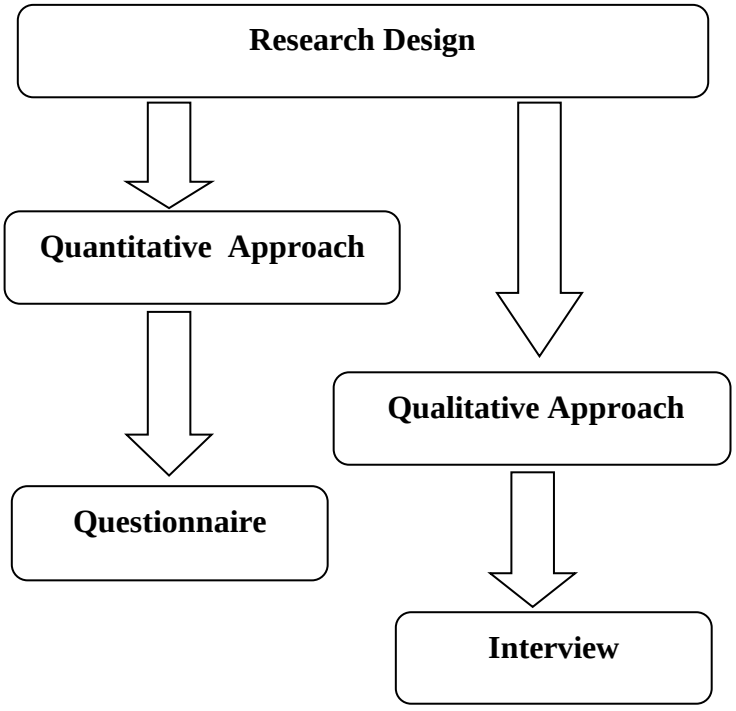
2.1. Introduction

This chapter details the methodology used to conduct the present study. it describes the research design the research aim and the research questions. It also presents the participants involved in this study, and the research methods used to collect the data. Two research methods are used to conduct this study, a questionnaire an interview with a group of. At the end, the chapter illustrates briefly the pilot study.

2.2. Research Design

To conduct the present study, a mixed method approach, combining both qualitative and quantitative research approaches is utilized. The first approach is utilized to identify the effectiveness of the platform 'dual' to teach the English language. To this end, a well-structured questionnaire is carried out with a group fifty (50) Algerian university teachers who have used the platform 'dual' to learn English. The second approach is used to determine EFL teachers' opinions towards this platform. To do this, and interview is conducted with seven (07) Algerian EFL university teachers. The design of the questionnaire can be summarized in figure (01) below:

Figure (01): *The research Design*



2.3. Research Aim

As it is mentioned in the general introduction, the present study seeks to investigate the extent to which the platform dual helps non EFL Algerian university teachers to learn the English language, identify the problems that affect negatively the learning outcomes of these teachers, and examine the attitudes of the Algerian university teachers towards this online training.

2.4. The Platform dual

The platform 'dual' was officially launched in January, 2023**.** This platform offers English online courses for non EFL university teachers to improve their English language. To access to the online courses, the enrolled teachers must connect to the platform 'dual' using the following link: https://dual-mesrs.dz/ (picture 01). Then, they should enter their usernames and the passwords. Before starting the online training, each teacher is asked to sit an online pre-test to determine his/her English level.

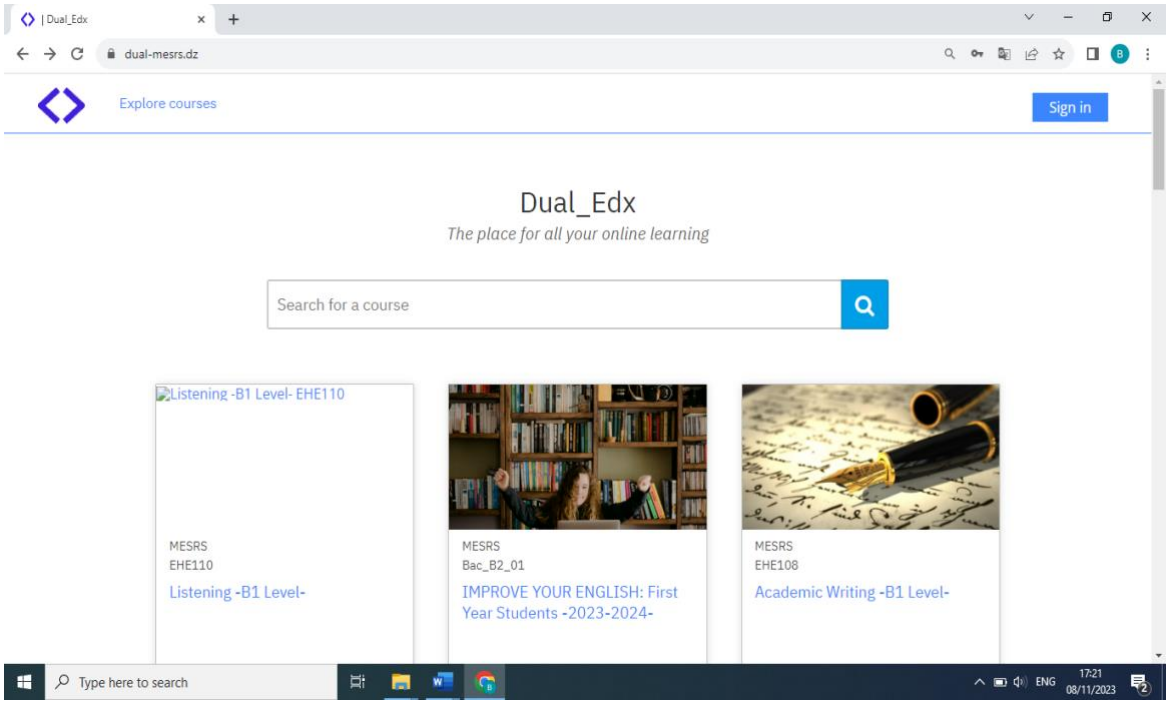
Courses on 'dual' are designed based on three fundamental parts which are: (1) outline and pre-test, (2) course content and learning activities, (3) final evaluation and orientation. The first part presents the course objectives and introduces a preliminary test to evaluate and determine the trainees' English Level.

The second part provides the content of the course and the learning activities. Several learning materials are used to present the content of the courses, such as texts and videos . Moreover, different types of quizzes are applied to evaluate the learning outcomes of the trainees.

The third part is devoted to the final test 'post-test' which is used at the end of each course to assess the extent to which the trainees achieve the course learning objectives. The trianees

who complete successfully this post-test are oriented to next course (s). However, those who fail are given remedial instructions.

Picture 01: *The Platform dual*



2.5. Participants

In order to collect accurate data, 50 Algerian university teachers from different faculties in El-Ouancharissi University of Tissemsilt were chosen to be the informants of this research. Theses university teachers have been enrolled on the platform ‘dual’ to learn English. The teachers who have particpated in this research were randomly selected. Their age, specialties, working expriences….etc., are not taken into consideration. Moreover, an interview was conducted with seven EFL teachers who work at Ibn khaldoun University of Tiaret. The participants are described in table (01)

Table (01): *The Participants*

Methods of Data Collection	**Participants**
Questionnaire	50 Algerian Unversity teachers from El-Ouancharissi University of Tissemsilt
Interview	Seven EFL teachers from Ibn Khaldoun University of Tiaret

2.6. Data Collection

To collect the data, two research tools were used: Questionnaire and Interview.

2.6.1. Questionnaire

A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. It can be used to collect quantitative or qualitative information (Bhandari, 2021).

The questionnaire used in the present study was designed according the research aim. It includes six sections. The first section is devoted to determine basic information about the participants. The second section is dedicated to identify the extent to which the participants are familiar with online learning. The third section is structured to examine the design of the platform 'dual'. The fourth and the fifth sections are used to investigate the effectiveness of the platform 'dual' in enhancing the teachers' English level and ICTs skills. The last section is utilized to find out the difficulties and the challenges that face the teachers who use this platform.

- **Section 01**

The first section of the questionnaire contains six questions. The aim of these questions is to determine the age of the teachers who participated in this study, their specialties, their working experience, their academic degree, and the modules they teach.

- **Section 02**

The second section includes seven questions. These questions are utilized to identify the extent to which the participants are familiar with online learning. The more the teachers are familiar with online learning, the more they can effectively navigate and utilize the digital educational platform 'dual' to enhance their learning.

Question 1: The aim of question one is to find out whether the participants use online learning with their students

Question 2: This question is used to find out the different online learning applications used by these teachers with their students

Questions 3: This question aims to determine whether the trainee teachers are familiar with Massive Open Oline courses (MOOCs).

Questions 4: The aim of question four is to identify whether the informants have used MOOCs for learning.

Questions 5: This question is used to find out whether the teachers use the platform edX to learn online course.

Questions 6: The aim of question six is to determine if the teachers are competent in interacting with the platform edX.

Questions 7: This question is used to know if the teachers use the paltform edX to design an online course.

- **Section 3**

Section three which consists of eleven questions is used to explore the design of the platform ‘dual’ and the perception of the teachers towards its design. It seeks to find out how clear the platform’ s structure to the teachers, because the clarity of the platform significantly effects the learning outcomes of these teachers.

Questions 1: This Question seeks to find out whether the platform ‘dual’ offers a comprehensive introduction that explains the objectives of the online training and describe the courses. The following criteria are taken into consideration to assess the content of the introduction

- The objectives of the online training
- The number of the course and the primary aim of each course
- The time required to complete the online training
- The content of each course
- The time required to complete each course
- The learning materials used to present the courses
- How to use edX to interact with the courses
- The assessment strategies used in this online training
- How to use edX to carry out the activities and answer the questions
- The required procedure in case of course failure

Question 2: The aim of this question is to determine if the platform ‘dual’ provides a guideline that explains how to use edX to interact with the courses.

Question 3: This question aims to identify the pre- course interaction steps. It seeks to find out whether the teachers are free to choose the course (s) they want to learn, or they are automatically oriented to a particular course after sitting a pre-test that determines their level in English.

Question 4: This question seeks to find out the different learning materials used to present the courses in this online training.

Question 5: question five has the objective of getting an overview about the different assessment strategies used in this online training to evaluate the teachers.

Question 6: The objective of this question is to determine the various question types used in this online training.

Question 7: Question seven aims to find out whether the platform provides possible answers and scoring scale after each assessment.

Question 8: The aim of question eight is to determine the the passing grade in each course.

Question 9: The goal of this question is to know the steps required after completing the first course.

Questions 10: It aims to know the steps required in case of course failure.

Question 11: The aim of this question is to find out the teachers' assessment of the design of the courses on the platform ‘dual’. The following elements are assessed

- The clarity of the course presentation
- Course Access
- Interface quality

- The language used
- The sections used to present the course content
- The link among the content the learning objectives of each course, its content, the learning materials used to present the content, and the assessment strategies.
- The possible answers and scoring scale used after each assessment
- The Orientation used in case of course failure

- **Section 4**

Section four includes nine questions. These questions are used to is to determine the extent to which the platform ‘dual’ is effective in improving the trainee teachers’ English language.

Questions 1: Question one intends to know the teachers' English level before using the platform ‘dual’.

Question 2: The aim this question is to find out whether ‘dual’ platform has contributed in improving the teachers’ English language.

Question 3: This question seeks to determine the learning skills the teachers develop in English through the platform ‘dual and assess the effectiveness of this platform in developing these skills.

Question 4: This question attempts to know whether the platform ‘dual’ offers the trainee teachers the possibility to use English to interact directly with the instructors on this platform.

Question 5: The goal of this question is to know whether the platform ‘dual’ offers the trainee teachers the possibility to use English to interact directly with the instructors on this platform.

Question 5: It focuses on the teaching of the four Skills and the duration specified to each skill.

Question 6: The aim of this question is to identify the time the teachers spend to learn each learning skill.

Question 7: Questions seven seeks to find out whether the platform 'dual' take into concertation the different specialties of the teachers and offers specific courses which are related to their specialties.

Question 8: This question seeks to determine the English level of the teachers after using the platform 'dual'

Question 9: The objective of this question is to identify whether the teachers who have been enrolled on this platform to learn English are able to use this language to present their lectures.

- **Section 5**

The fifth section is devoted to determine the extent to which the platform 'dual' is effective to improve the teachers' ICT skills. This section is composed of three questions.

Questions 1: Question one aims to know whether the platform dual helps the trainee teachers to develop some ICTs skills, and assess the role of the platform 'dual' in improving these skills.

Question 2: This question is used to determine the different ICTs skills developed by teachers.

Question 3: It aims to find out the extent to which teachers use ICTs they developed from this online training in online teaching.

- **Section 6**

Section six which is composed of nine questions seeks to identify the difficulties and the challenges faced by the teachers who have uses the platform ‘dual’ and attempts to offer some solutions to enhance the effectiveness of this platform.

Question 1: This question aims to find out the various technical problems the teachers face while using the platform ‘dual’.

Question 2: It aims to highlights the teachers’ problems with edX.

Question 3: This question seeks to identify the difficulties the teachers have with the design of the platform ‘dual’.

Question 4: Question fours aim to identify the difficulties the teachers encounter to interact with the learning activities.

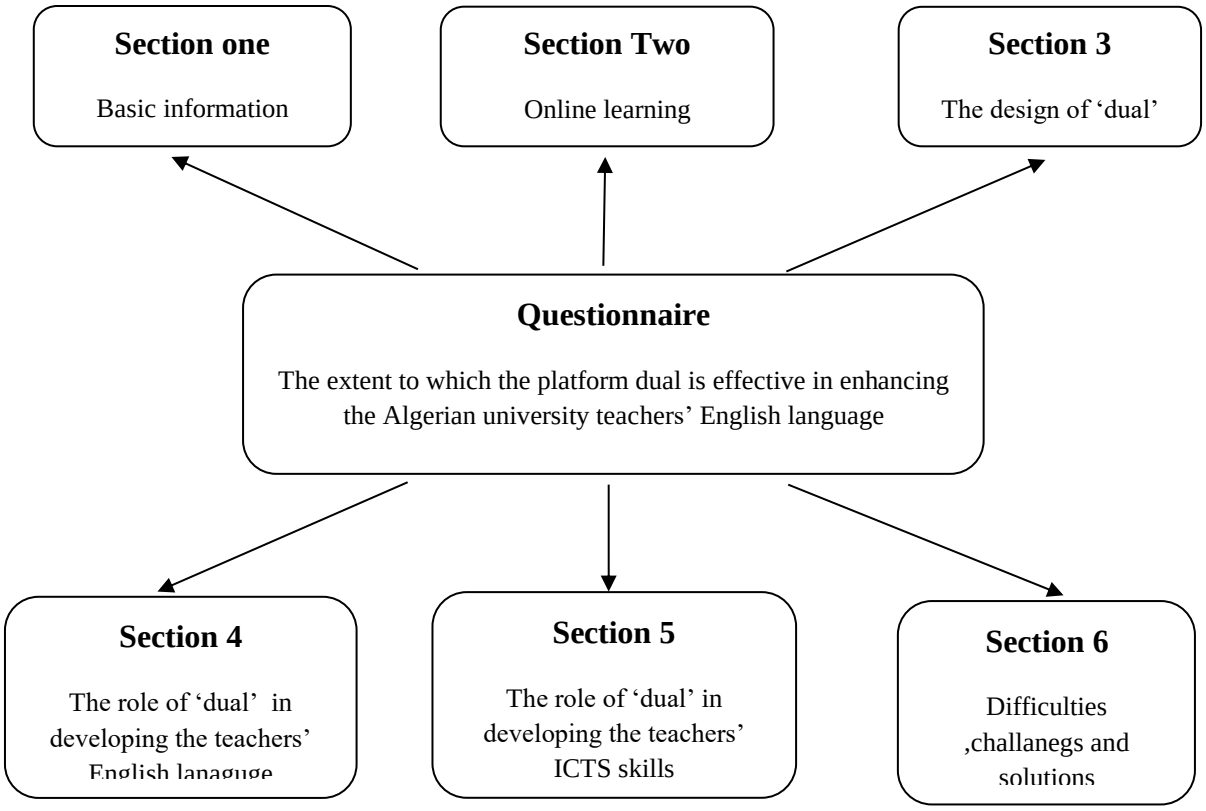
Question 5, 6, and 7 attempt to highlights the assessment strategies problems.

Question 8: This Question aims to find out whether dual platform fits teachers' needs and meet their expectation

Question 9: this question is an open-ended question. It is used to ask the trainee teachers to suggest solutions to adjust, modify, and improve the platform ‘dual’.

The design of the questionnaire can be summarized in Figure (02) below

Figure (02): *The Questionnaire Structure*



2.6.2. Interview

The interview was conducted to explore the attitudes that EFL teachers at Ibn Khaldoun University have towards the platform 'dual'. The primary aim of the interview is to determine, from the EFL teachers' viewpoints, the effectiveness of dual in improving the English language of the Algerian university teachers.

The interview which was designed based on the results obtained from the questionnaire, includes eight questions. These questions are used to address the online platform the competence of the trainee teachers in interacting with the online platform edX which is utilized

to launch the online training, the learning materials the assessment strategies and the question types used in this training, and the learning objectives. The interview also aims to provide some suggestions from the EFL teachers to refine this online training, and improve, therefore, the English level of the university teachers who have been enrolled in this platform.

2.7. Pilot Study

Before administrating the questionnaire to the participants, a pilot study was conducted with three University teachers to make sure that questionnaire would provide us with reliable results. These university teachers proposed some useful remarks to refine the questionnaire before collecting the data.

2.8. Conclusion

Chapter three details the methodology used to conduct the present research work. A mixed method approach, combining both qualitative and quantitative research approaches is used. To collect the data, a structured questionnaire was administrated to a group of 50 university teachers from EL- Ouancharissi University of Tissemsilt, and an interview was carried out with seven EFL teachers from Ibn Khaldoun University of Tiaret.

Chapter Three

Results and Discussion

3.1. Introduction

The Final chapter is allocated to analyse the data obtained from the questionnaire and the interview. The objective of this chapter is to determine the extent to which the platform dual is effective in improving the English Language of teachers of El-Ouancharissi University teachers of Tissemsilt, identify the difficulties and the challenges these teachers face when they use this platform, and offer some suggestions that can adust, modify, and refine this online training.

3.2. Data Analysis

3.2.1. Questionnaire

To present and discussed the results obtained from the questionnaire, six sections are used.

- **Section 01: Basic Information**

➢ **Age**

Table (02): *Age*

Age Group	%
Less than 30	8 %
30- 40	58 %
41 - 50	28%
51 - 60	6%
More than 50	0%

Table (02) shows that 58% of the trainee teachers are aged between 30 and 40 years-old, while 28% are aged between 41 to 50 years. However, only 8% are not more than 30 years old, wherease 6% of them are more than 50 years old.

- **The Academic Degree**

Tabel (03): *Academic Degree*

The Academic Degree	**%**
Master	31%
Doctor	69%

The results in table (03) indicates that 69% of the teachers questioned have a Doctorate Degree, however 31 % of them have a master degree.

- **Working Experience**

Table (04): *Working Experience*

Working Experience	**%**
Less than 5 years	36 %
5-10	31%
10-20	33 %
More than 20	0 %

As shown in of table (04) 36% of the trainee teachers who have been enrolled in dual platform are teaching less than 5 years, 33 % of them have an experience of 10 to 20 years of teaching, while 31% of these teachers have from 5 to 10 years of experience in teaching. Most of these teachers teach biology, geology, maths and science.

- **Section 02: Online Learning**

Question 1: Do you use e-learning with your students?

Table (05): *The Use of E-Learning*

Yes	No
64 %	36 %

The results ins table (05) demonstrate that 64% of the participants use online learning with their students, whereas 36 % don't use this type of learning.

Question 2: What are the platforms/application you use with your students?

Table (06): *Platforms/ Application used in online learning*

Age Group	%
Schoology	0%
Google Classroom	6%
Moodle	53%
Zoom	22%

As indicated in table (06), the findings reveal that over 52 % of the trainee teachers emphasize that they use Moodle use online learning with the students, 22 % of them said that they preferred 'Zoom'. Only a minority states that it employs 'Google Classroom'.

Question 3: Are you familiar with Massive Open Online Learning Courses MOOCs?

Table (07): *Teachers' Familiarity with massive open online courses (MOOCs)*

Yes	No
53 %	47 %

The findings of question 03 above indicate that 53% of the trainee teachers agree that they are familiar WITH massive open online learning courses MOOCs, while 47 % of them maintained that they have no idea about these kinds of online courses.

Question 4: Have you taken a massive open online course before?

Table (08): Teachers' use of MOOCs for Learning

Yes	**No**
22%	78%

Table (08) demonstrates that just 22 % of the trainee teachers have taken massive open online course (s) before being enrolled in the platform dual. However, 78% of them have never taken this kind of online courses.

Question 5: Have you used the platform edX before to take a massive open online course?

Table (09): *Teachers' use of edX for learning*

Yes	**No**
19 %	80 %

Table (09) demonstrates that most of the the trainee teachers who have taken massive open online course (s), they interact with these courses using the platform edX.

Question 6: Are you competent in using the platform edX?

Table (10): *Teachers' competence in using edX*

Yes	**No**
19 %	80 %

The obtained results reveal that 80 % of our respondents don not know how interact with the paltform edX. Only 19 % claimed that they are competent in using this platform

Question 7: Have you ever used the platform edX to design an online course for your students?

Table (11): *Teachers' use of edX for teaching*

Yes	No
5 %	95 %

When it comes to online learning, the findings in table (11) demonstrate that 95% of the trainee teachers maintained that they do not use the palform edX to offer online courses. Only a minority assume that they use this platform to teach some courses.

- **Section Three: The Platform Design**

Question 01: Does the platform dual offer a comprehensive introduction?

Table (12): *The Use of a Comprehensive Introduction*

Yes	No
33 %	67%

Table (12) show that 67% of the respondents agree that the introduction offered by the platform 'dual' to present the online training is not comprehensive enough, while 33% assume that the introduction is clear.

Table (13): *The Elements Explained in the Introduction*

The elements	Yes	No
The objectives of the online training	100%	0%
The number of the courses and the primary aim of each course	67 %	33%

The content of each course	92%	8%
The time you need to complete each course	84%	16%
The learning materials used to present the courses	50%	50%
How to use edX to interact with the content of each course	42 %	58%
The assessment strategies used in each course	100%	0%
How to use edX to carry out the activities and answer the questions	25%	75%
Explaining what to do in case of course failure	42%	58 %

All the participants state that the objectives of the online training and the assessment strategies used in each course are were explained in the introduction. Moreover, more than 80% of these participants agree that the content of each course and the time they need to complete each course is clearly presented in the introduction.

However, 75% of the respondents maintain that this introduction does not clearly explain how to use edX to carry put the activities and answer the questions. Furthermore, 50% of these respondents emphasize that the leaning materials used to present the courses are not clearly described in the introduction. Besides, 50% of them state that they were not well informed about how to use edX to interact with the content of each course, and what to do in case of course failure

Question 03: Does the platform offer a guideline that explains how to use edX?

Table (14): *Availability of edX usage guideline*

Yes	**No**
06%	94 %

The results in the table above indicate that 33 % of the trainee teachers agree that the platform dual does not provide a usage guideline that explains how to interact with edX, only a minority assume that dual offers such a guideline

Question 04: What are the steps required before starting the online training on dual?

Table (15): *Pre-course Interaction Steps*

Pre-course Interaction Steps	**%**
Sitting a pre-test that determines your level in English to orient you to appropriate courses	92%
Being automatically oriented to the first course without taking into consideration your level in English	8%
You are free to choose the course (s) you want to learn	0%

Table (15) displays that 92% of the trainee teachers agree that they had to sit a pre-test before starting the online training. This test determines their level of English to orient them to appropriate courses. Only a minority assume that they were automatically oriented to the first course without taking into consideration their level of English

Question 05: What are the Learning materials used to present the course content?

Table (16): *The learning materials used to present the courses*

Learning materials	**%**
Pictures	25%
Videos	56%
Documents	45%
Chat rooms/ Forums	14%

Texts	39%
Weblinks	12%

To present the course, it seems that dual platform uses different learning materials such as pictures, videos, documents, chatrooms, texts, and weblinks. The results in the table above reveal that 56% of the trainee teachers have been learning English through videos, while 45% of them assume that they use documents. The results also indicates that some of these trainees learn through pictures, chatrooms, texts, and weblinks.

Question 05: What are the Assessment strategies used in this online training?

Table (17): *Assessment Strategies*

Assessment Strategies	**%**
Diagnostic Assessment	95%
Formative Assessment	96%
Summative Assessment	97%

To assess the learning outcomes of the trainee teachers, the platform 'dual' use three assessment strategies: diagnostic, formative, and summative assessment. Table (17) clearly shows that the 95%of the trainees went through a diagnostic assessment. This type of assessment is used before starting the online training. They were also being gone through formative assessment. This kind of assessment is used after each learning unit. Moreover, they passed by a summative assessment at the end of each course to assess the trainees' learning outcomes.

Question 06: What are the question types used in this online training?

Table (18): Question Types

Question types	%
MCQs	47 %
Short answer questions	19%
True/false Questions	30%
Fill in the gaps	11%
Matching	13%
Workshops	5 %
Essays	2%
Paragraphs	2 %

To assess the trainee teachers, the platform dual uses different question types. As indicated in table (18), it seems that the commonly used types are MCQs, true/false questions, short answer questions, matching questions, and fill in the gap questions. Other types like essays and paragraphs are rarely used to assess the participants.

Question 7: Does this platform present the possible answers and scoring scale after each assessment?

Table (19): Presenting the possible answers and scoring scale after each assessment

Yes	No
73 %	27%

The results shown in table (19) divulge that 73% of the informants confirm that the platform "dual" present the possible answers and the scoring scale after each assessment. Only 27% of them maintain the opposite.

Question 8: What is the passing grade required?

Table (20): *The Passing Grade*

Less than 30%	50 %	60%	More than 70%
0%	0%	100%	0%

The results shown in table (20) divulge that all the informants confirm that the required passing grade is 60%.

Question 9: What should you do after completing successfully a particular course?

Table (21): The *Step (s) required after completing successfully a particular course*

Being automatically oriented to another course	83%
Being free to choose the next course(s) you want to learn	17 %

The results show that more than 80% of the trainee teachers confirm that they after completing completing successfully a particular course they were automatically oriented to another new one. However, only 17% of them stated that they were free to choose the course they want to learn.

Question 10: What should you do in case of course failure?

Table (22): *The Step (s) required in case of course failure?*

Relearning the course	77 %
Moving to another course	25 %

Correcting the mistakes to move to another course	8 %

The findings in table 20 reveal that 77% of the informants said that they had to relearn the course in case of failure. However, 25% of them replied that they moved to another course, whereas 8 % assume that they had to correct the mistakes to move to another course.

Question 11: How Do you Rate the Desing of the Courses on of the Platform 'dual'

Table (23): *Rating the design of the online courses*

Criteria	1	2	3	4	5	6
The clarity of presenting the courses (introduction-objectives- content-activities)	11%	5%	20%	14%	0	50%
The clarity of the language used	11%	4%	2%	2%	10%	60%
Coherence among the course content, the learning objectives, and the assessment strategies	15%	4%	1%	10%	0%	60%
Orientation in case of course failure	61%	10%	0%	10%	4%	15%

1: Excellent 2: very good 3: good 4: acceptable 5:bad 6:very bad

Regarding the overall design of the platform dual, Table (23) demonstrates that 50% of the trainess consider the way the platform 'dual' present the course content is not clear at all. Moreover, 60% of them maintain that the language used to describe the courses is incomprehensible. They also emphasize that there is no coherence among the course content, the learning objectives, and the assessment strategies, However, 61% of these trainees confirm that the way dual orients them in case of course failure is excellent.

- **Section Four: The Effectiveness of 'dual' in Improving the Trainee Teacher's English Language**

Question 01: What is Your level in English before using 'dual'?

Table (24): *Teachers' English Level before Using dual*

A1	A2	B1	B2	C1	C2
0 %	0 %	13%	3%	55%	29%

Before using the platform dual to learn English, the results indicate that most of the trainees had the level C1 in English, while some of them had C2 level. The results also reveal that 13% of the trainees had B1 level, while only 3% stated that they have B2 level.

Question 02: Does the platform 'dual' help you to develop your English Language?

Table (25): *The Role of 'dual' in Improving the Teachers' English Language*

Yes	**No**
38 %	62 %

The results shown in table (25) indicate that 62% of the informants confirm that the platform "dual" didn't help them in improving their English language. However 38% of the teachers agreed that their English level has been developed thanks to 'dual' platform.

Question 03: What are the learning skills you developed from the platform 'dual' How do you rate the role of 'dual' in improving these skills?

Table (26): *The Learning skills*

	Totally agree	Agree	Neutral	Disagree	Totally Disagree
Listening	25%	28%	5 %	0%	42%
Speaking	17%	19%	8 %	6%	50%
Reading	22%	31%	0%	3%	44%
Writing	25%	16%	6%	6%	47%

Regarding the learning skills the platform 'dual' attempts to improve, the results in table (26) demonstatre that this platorm has been designed to address all the four skills, including 'listening', 'speaking', 'reading', and 'writing'. However, it seems that each learning skill have been developed by the trainee teachers to a certain degree.

The results above display that more than 50% of the participants agree that dual has helped them to improve their listening skills, however, 42% maintain the opposite. Moreover, 36% confirm that the online training has given them the opportunity to develop their speaking skills, but 50% emphasize that they could not enhance their speaking abilities. Furthermore, 53% of the respondents state that they have improved their reading skills, while 44% disagree with this. Besides, 41% of the informants said that the online courses on dual has improved their writing skills, wherease 47% of them assert that these online course did not develop their writing.

Question 04: Can you interact directly with the instructors using English on the platform 'dual'

Table (27): *The possibility to interact directly with the instructors using the English language on dual*

Yes	**No**
6%	94%

As far as the methods used to improve the trainee teachers' speaking skill, it seems that the platform 'dual' does not provide online oral sessions that help the trainees to practice their English. The results above shows that 94% of the trainees confirm that it is not possible to interact directly with the instructors using English.

Question 05: Can you interact directly with other trainee teachers using English on the platform 'dual'?

Table (28): *The possibility to interact directly with other trainee teachers using the English language on dual*

Yes	**No**
11%	89%

The trainees cannot also practice their English with each other on the platform dual. Table (28) reveals that 89% of the participants maintain that they cannot interact directly with each other on dual.

Question 06: What is the time allocated for learning each skill?

Table (29): Time allocated for Each Learning Skill

Learning Skill	Time allocated
Listening	Four weeks
Speaking	Four weeks
Reading	Four weeks
Writing	Four weeks

The results in table (29) indicate that the time allocated to teach eacjh learning skills is four weeks.

Question 7: In addition to teaching the four skills, does the platform dual offer other English online course that are related to the specialties of the trainee teachers?

Table (30): *Courses related to the trainees' specialties*

Yes	**No**
14%	86 %

The results in table (30) show that 86% of the participants confirm that the platform dual does not offer English online courses that are related to their specialties. However, 14% assert that there are some specific English online courses related to their specialties.

Question 8: What is your level now in the English after completing the online training on dual?

Table (31): *Teachers' English Level after Using dual*

A1	A2	B1	B2	C1	C2
8%	11%	16%	16 %	5%	38%

Regarding the trainees' English level after using the platform dual, table above demonstrates that 38% confirm that they become in level C2, 16 % of them state that they are in level B2/B1. Moreover, 8 %of the trainees assert they have now A2 level, while 8% of them assert that they reach A1 level.

Question 9: Can you use now English to teach and present your lectures?

Table (32): *Teacher's use of English as medium to teach and present their lectures*

Yes	**No**
33 %	67%

The results shown in table (32) indicate that 67% of the trainee teachers who have been enrolled in the platform dual to learn English confirm that they are unable to use English as medium to teach and present their lectures. On the contrary, 33% of them maintain that they can present lectures in English

- **Section Five: The Effectiveness of 'dual' in Improving the Trainee Teacher's ICTs Skills**

Question 01: Does the platform 'dual' help you to improve your ICTs skills?

Table (33): *The Role of dual to Improve the Teachers' ICT Skills*

Yes	**No**
39%	61 %

The results in table (33) show that 61% of the teachers questioned said that they the online training does not help them to improve their ICTs skills, while 39% the platform dual gives them the opportunity to develop some ICTs skills that help them to engage in online teaching.

Question 02: What are the ICTs skills that you have developed from dual? To what extent do you agree that this platform develop these skills?

Table (34): *The trainees' ICTs skills*

	Totally agree	Agree	Neutral	Disagree	Totally Disagree
How to interact with massive open online courses MOOCs	19%	11%	11%	4%	55%
How to use edX	14%	8%	12	3%	63%
How to design an online course	10%	12%	10%	5%	63%
The learning materials that can used to present an online course	15%	10%	3%	12%	50%
The questions types that can be used to assess the learners	20%	5%	3%	12%	60%

How to interact with the learning activities and answer the questions					

The results in table (34) show that more than 50% of the trainee teachers confirmed that they did not develop any ICTs skill. Only some trainees agreed that the platform ‘dual gives them the opportunity to learn how to interact with massive open online courses MOOCs, how to use edX, how to design an online course, how to interact with the learning activities, and how to answer the questions, They become familiar with the learning materials that can be used to present an online course, and the The questions types that can be utilized to assess the learners

Question 3: Do you use the ICTs skills that you have developed from dual to offer online courses for your students?

Table (35): *Teachers’ use of ICTs skills in online teaching*

Yes	**No**
16%	83%

The findings in table (35) reveal that 83% of the trainee teachers confirm that they do not use the ICTs skills they developed form the online training on dual to offer online courses form their students, while 16% agree that they use some of these skills to present their online courses.

- **Section Six: Difficulties, Challenges, and Solution**

Question 01: Have you faced some technical problems with the paktfomr dual?

Table (36): *Technical Problems*

Yes	No
42%	58%

As shown above, 58 % of the informants have not find any technical problems when using the platform dual. However, 41.66% confirm that have faced some technical problems.

Question 2: Have you faced some problems with the platform edX used to launch dual?

Table (37): *Problems with edX*

Yes	No
61%	39%

Table (37) above demonstrate that many trainee teachers who have been enrolled in dual find problems with the platform edX used to launch the online training, whearase 39% maintain that the platform edX is not problem for them.

Question 3: Have you faced problems with the design of the online courses on dual?

Table (38): *Problems with the design of the online courses*

Yes	No
42%	58%

As shown in table (38), 58% of the trainee teachers confirm that they have found no problems with the design of the only courses since they were clear and well-organized, however, 42% maintain that they have encountered many problems with courses' design beecause of the

learning materials used to teach each course, the questions types uses to assess them and the totally absence of oral interaction with the instructors on dual.

Question 4: Have you ever indicated the completion of an activity without actually engaging in it.

Table (39): *Problems with the Learning Activities*

Yes	No
83 %	17 %

As shown in table (39), 83% of the trainee teachers confirm that they have sometimes indicated the completion of an activity without actually engaging in it.

Question 5: Are the answers of the quizzes used on dual shared on social media?

Table (40): *Sharing answers on Social Media*

Yes	No
10 %	90 %

As shown in table (40), 90% of the trainee teachers confirm that the answers of the quizzes used on dual are not shared on social media. Only 10% of theses teachers maintain the opposite.

Question 6: Have you ever shared your answers with other trainee teachers?

Table (41): *Sharing Answers with Other Trainee Teachers?*

Yes	No
11%	89%

The findings in table (41) show that 89% of the trainee teachers don't share their answers with other teachers, however, 11% confirm that they share their answers with other trainees.

Question 7: Have you ever obtained answers to some questions before starting the assessment?

Table (42): *Obtaining answer before starting the assessment?*

Yes	No
10%	90%

The findings in table (42) show that most of the trainee teachers don't obtain answers of some questions before starting the assessment.

Question 8: Does this platform meet your needs and expectations?

Table (43): Teachers' needs and expectations

Yes	No
31%	69%

The results in table (43) show that 69% of the trainee teachers confirm that the platform 'dual' did not meet their needs and expectations as foreign learners who want to improve their English Language. However, 31% maintain that the platform fulfilled their needs and expectations

Question 9: What are the results you can propose to improve the effectiveness of the platform dual

The trainne teachers have proposed so many suggestions to improve the effectivenss of the platform dual. The main suggestions are:

- Launch the online platform through Moodle instead of edX.
- Overcome the technical problems.

- Use interactive activities.
- Address the shortcomings in the diagnostic assessment to avoid them later.
- Use a simple language.
- Strengthen collaborative work.
- Give the teachers the opportunity to practice their English through direct online sessions.
- Design courses that teach English vocabulary and grammar.
-

3.2.1. Interview

Question1: Do you have any idea about the online training offered by the platform dual for the Algerian university teachers to improve their English?

All the teachers agree that they have heard about the platform and its objectives, but they do not know exactly how this platform teach English to the university teachers.

Question 2: The online training has been launched through the online platform edX instead of Moodle, do you think that the trainee teachers are competent enough to use this platform to interact with the courses?

All the teachers confirm that it would be more effective if the online training have been launched through Moodle because, according to the interviewees, most of the university teachers are familiar to some extent with this platform instead of edX which may be new to many of the trainee teachers and difficult for them to interact with.

Question 3: The online courses on dual uses so many learning materials like pictures, videos, documents, texts, and weblinks, do you think that these learning materials are effective to develop the teachers' level in English?

According to the EFL teachers, incorporating different learning materials is highly effective to enhance the trainees' English language because the use of these learning materials create a comprehensive learning environment that motivates the teachers to develop their English.

Question 4: The platform dual uses three assessment strategies: diagnostic, formative, and summative assessment, and different question types like MCQs, short questions, and true/false questions. Are these strategies and question types effective to assess the learning outcomes of the teachers?

The EFL teachers maintain that the three assessment strategies the question types used to evaluate the teachers are effective to assess the learning outcomes of the teachers. According to these interviewees, diagnostic assessment can be used to identify the trainee teachers' need. Formative assessment can be used to determine the extent to which the trainee teachers understand the learning unit(s). Summative assessment can be used to examine the trainee teachers' learning outcomes at the end of each course.

Question 5: The platform dual focuses on enhancing the teachers' speaking, listening, reading, and writing skills. To develop each skill, the teachers spend four weeks. Do you think that the time allocated to learn each learning skill is enough?

All the teachers agree that the time allocated to teach each learning skill is not enough at all.

Question 6: The platform dual offers also some English courses which are related to the trainees' specialties, do you think that these courses are effective at this stage?

All the EFL teachers confirm that teaching English courses related to the trainees' specialties can be highly effective because this will help the trainee teachers to learn how to use English according to their professional needs and interests.

Question 7: During this online training, the trainee teachers do not interact orally with their instructors and each other to practice their English. Do not you think that the oral interaction is necessary to improve their language?

All the interviewees assert that oral interaction is crucial to improve the trainees' English proficiency. For them, oral interaction sessions give the opportunity to the trainee teachers to practice their English, and improve, therefore, their speaking proficiency. Some of the interviewees went further to agree this online training would be useless that without oral interaction because the primary aim of this online training is to improve the non EFL Algerian university teachers' speaking skill in order to be able to present their lectures in English

Question 8: Can you propose some suggestions to adjust this platform to achieve its desired goals?

The EFL teachers propose many suggestions to adjust the platform 'dual'. According to these teachers, the online training would be more effective, if it is launched through the platform Moodle instead of edX. They also believe that the online training should focuses, first, on teaching English vocabulary and grammar before teaching the English courses which are related to the trainees' specialties.

Four interviewees think that the online training would be highly effective if it lasts at least for two years. The first year should be dedicated to teach the basics of English language, and the second year should be devoted to teach the courses which are related to the trainee' specialties.

3.3. Discussion of the Findings

The findings presented above are compatible to some extent with what have been hypothesized earlier, regarding the role of this platform to improve the teachers English level and ICT skills, as well as the difficulties and challenges that encountered teachers. The results demonstrate that University teachers are not very familiar with the platform Dual, Even though, they are familiar with online learning but they find a deficiency in using MOOCs or Edx.

The results also indicate that the design was comprehensible by the informants; the objectives, the content, the learning earning materials and the assessment strategies, whereas they find a trouble in managing time since the time allocated for each skill was insufficient.

Moreover, The majority of the teachers agreed that they pass by a pre-test that determines their levels in English to orient them to appropriate Courses. Also, Dual platform presents the possible answers, and the scoring scale after each formative assessment.

In addition to that, most of the trainee teachers disapprove with this platform at the level of interaction. They confirm that they cannot interact with other teachers or present lectures in English. Furthermore, the findings show that the university teachers are quite unfamilliar with ‘dual’ in relation to ICT skills. Additionally, the outcomes demonstrate that a lot of higher education teachers face many difficulties and troubles. These difficulties are related to technical problems, edX problems and the sharing of questions with other teachers.

The results also show that teachers suggest some solutions to modify and improve this platform. Most of them suggest that the online training would be more effective if the platform used to introduce this training is Moodle instead of edX. Moreover, they think that there should be oral interaction sessions that help them to practice their Englis. Also, they recommend that dual platform should give more importance to technical problems (password, Internet speed,

and up loading). Some of the teachers also suggest to extend the time allocated to learn the four skills, and provide other courses that teach them English vocabulary and grammar.

3.4. Conclusion

To end up, this chapter presents the practical part of the dissertation, it analyses and discusses the data acquired from the questionnaire and the interview to find out answers to the dissertation questions, The results show that University teachers are familiar with dual platform to a very limited extent, they agree that the design of this platform is clear whereas there many interactive and technical problems.

General Conclusion

The present research emphasizes on the platform ‘dual’ as a means of improving English language for non EFL university teachers. Besides, this study tries to find the difficulties encountered by teachers on this phatform.

To conduct this study, three chapters are designed, chapter one is devoted to the literature review. it is divided into two parts. The first part includes E-learning, its characteristics and its advantages, Besides, it covers a comparaison between the old traditional method and online learning. The second part is allocated to the exploration of the dissemination of English education across all levels in Algeria and the digitalization of English instruction in higher education.

The Second chapter entitled methodology focuses on the practical aspects of the study. it outlines the two methods used to collect data: The questionnaire and the interview. The third chapter emphasizes on presenting, discussing and analysing the gathered data.

It seems that the results presented and described above validate what have been Hypothesized earlier. It seesms that theonline paltform ‘dual’ helps the non EFL learners to improve their ENlgish to some extent. Moreover, the results reveal that most of the non EFL university teachers are aquainted with the design of the platform in terms of objectives, courses, assessments, and learning materials. However, they faced many difficulties at the level of interaction, the imparting and the exchanging of information. Also, they faced many technical problems.

To overcome these problems, the teachers suggest to use the paltfrom Moodel instead of edX since it is more practical. Also, they propose to extend the time for learning as it is not sufficient to improve the four skills. In addition, they recommend intercourses between teachers to improve their speaking proficency

Limitations of the Study

The present study has a number of limitations.

- We Couldn't get access to Dual platform.
- We Couldn't generalize the findings since many Dual users refuse to participate in this research
- Some University teachers ignore this platform.
- Because of the time constraints, w didn't expand on some points.

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Appendices

Appendix 01: Questionnaire

استبيان للأساتذة

أعزائي الأساتذة،

في اطار التحضير لشهادة الماستر تخصص لغة انجليزية , نقوم نحن الطاللبتان: حاج عثمان هاجر و عليان أمينة باعداد مذكرة تخرج تحت عنوان :

English in Higher Education in the Light of Digital Transformation: Learning Achievements and Constraints

يهدف هذا الاستبيان إلى تقييم مدى فعالية المنصة الرقمية "Dual" (لتعلم اللغة الإنجليزية) في تطوير لغتكم الانجليزية ، كما يهدف إلى جمع معلومات حول العراقيل والصعوبات التي واجهتكم خلال استعمال هاته المنصة .يسرنا أن تكونوا جزء من دراستنا وذلك من خلال مشاركتكم في هدا الاستبيان وإجابتكم الموضوعية على كل الأسئلة. قراءتكم الحذرة و إجاباتكم النزيهة ستساهم في زيادة مصداقية دراستنا . نشكر لكم مجهودكم وحسن تعاونكم

القسم الأول: معلومات أساسية

العمر: أقل من 30 سنة ☐ من 30 سنة إلى 40 سنة ☐ من 40 سنة إلى 50 سنة ☐ من 50 سنة إلى 60 سنة ☐
أكثر من 60 سنة ☐

الشهادة التعليمية: ماجيستير ☐ دكتوراه ☐

التخصص:.....

سنوات العمل في الجامعة: أقل من 05 سنوات ☐ من 05 سنوات إلى 10 سنوات ☐ من 10 سنوات إلى 20 سنة ☐
أكثر من 20 سنة ☐

المواد المدرسة:.....

.....

.....

القسم الثاني : التعليم عن بعد/ برامج MOOCs

1. **هل تستخدم التعليم عن بعد مع طلابك ؟**

تعم ☐ لا ☐

2. **ما هي تطبيقات التعليم عن بعد التي تستخدمها مع طلابك؟**

Schoology ☐ Google classroom ☐ Moodle ☐ Zoom ☐

تطبيقات أخرى:.....

.....

3. **هل أنت مطلع على مساقات التعليم الالكتروني الذاتي MOOCs ؟**

تعم ☐ لا ☐

4. **هل سجلت يوما في احد مساقات التعليم الالكتروني الذاتي MOOCs ؟**

تعم ☐ لا ☐

إذا كان الجواب نعم، يرجى ذكربعض المساقات :.....

.....

5. **هل استخدمت يوما منصة edX لدراسة بعض مساقات التعليم الالكتروني الذاتي MOOCs ؟**

تعم ☐ لا ☐

6. **هل انت مطلع على كيفية استخدام منصة edX ؟**

تعم ☐ لا ☐

7. **هل استخدمت يوما منصة edX لتصميم الدروس عن بعد ؟**

تعم ☐ لا ☐

القسم الثالث: الشكل الخارجي للمنصة الرقمية Dual

1. **هل تعرض المنصة الرقمية Dual مقدمة شاملة حول أهداف الدورة الالكترونية ومحتواها ؟**

تعم ☐ لا ☐

إذا كان الجواب نعم، هل هاته المقدمة تشرح بالتفصيل:

المعايير	نعم	لا
أهداف الدورة التكوينية		
عدد المساقات وهدف كل واحد منها		
المدة الزمنية المطلوبة لانهاء الدورة		
محتوى كل مساق		
المدة الزمنية المطلوبة لانهاء كل مساق		
الوسائط المستخدمة في عرض المساقات		
طريقة استخدام منصة edX للتفاعل مع المساقات		
أنواع التقويم المستخدمة في الدورة		
طريقة استخدام منصة edX لحل التمارين		
الاجراءات المطلوبة في حالة الرسوب		

2. **هل يوجد دليل خاص يشرح كيفية استخدام منصة edX ؟**

تعم ☐ لا ☐

3. **قبل البدء في الدورة التعليمية الخاصة باللغة الانجليزية على منصة Dual ,هل:**

أ. يتعين عليك اجراء تقييم دخول يحدد مستواك في اللغة الانجليزية من أجل تحديد المساقات الواجب تعلمها؟ ☐

ب. توجه تلقائيا الى أول مساق دون تحديد مستواك في اللغة الانجليزية؟ ☐

ت. لك حرية اختيار المساق (ات) التي ترغب في تعلمه (ها) ☐

4. **ما هي الوسائط المستخدمة في عرض المساقات؟**

صور ☐ فيديوهات ☐ وثائق للتحميل ☐ غرف محادثة ☐ نصوص ☐ روابط الويب ☐

وسائط اخرى: .....

5. **ما هي أنواع التقويم المستخدمة في كل مساق؟**

تقويم تشخيصي (ابتدائي قبلي) ☐ تقويم تكويني (نهاية كل وحدة) ☐ تقويم تجميعي (نهائي) ☐

6. **ما هي أدوات التقويم المستخدمة في هاته الدورة ؟**

أجوبة متعدد الخيارات ☐ مقال ☐ فقرة ☐ صح/ خطأ ☐ ملئ الفراغات ☐ الربط ☐

اجابة قصيرة ☐ ورشات عمل جماعية ☐

أدوات أخرى : .....

7. **هل يتم عرض الاجابة النموذجية وسلم التنقيط بعد نهاية كل تقويم؟**

☐

تعم ☐ لا

8. ماهي نسبة النجاح المطلوبة في كل مساق؟

.....

9. في حالة نجاحك، هل:

توجه تلقائيا الى المساق التالي ☐ لك حرية اختيار المساق التالي ☐

10. في حالة الرسوب, ما الذي يتعين عليك فعله:

اعادة الدرس ☐ المرور إلى درس آخر ☐ تحديد الخطأ وتصحيحه ☐

11. ما هو تقييمك لطريقة بناء المساقات الموجودة على المنصة التعليمية Dual؟

المعايير	ممتاز	جيد جدا	جيد	مقبول	ضعيف	سيئ
طريقة عرض المساقات (المقدمة- الاهداف- المحتوى- الأنشطة)						
سهولة تفحص المساقات						
جودة الواجهة: أمكانية رؤية التصوص، جودة الصور، جودة الفيديوهات.						
جودة اللغة المستحدمة						
طريقة ترتيب الوحدات والانشطة						
درجة الترابط بين أهداف كل مساق، محتواه، طريقة عرض المحتوى، و كذا طرق التقويم						
طريقة عرض الاجابة النموذجية وسلم التنقيط بعد كل تقويم						
طريقة التوجيه في حالة الرسوب						

القسم الرابع: دور المنصة الرقمية Dual في تطوير اللغة الانجليزية

1. ما هو مستواك في اللغة الانجليزية قبل التسجيل في المنصة الرقميةDual ؟

A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐

2. هل ساهمت المنصة الرقمية Dual في تطويرلغتك الانجليزية؟

تعم ☐ لا ☐

3. ماهي المهارات اللغوية التي طورتها من خلال المنصة الرقمية Dual ؟ والى أي مدى تو افق على دور المنصة في تطوير هاته المهارات؟

المهارة	او افق بشدة	أو افق	محايد	لا أو افق	لا او افق اطلاقا
الاستمتاع					
التحدث					

القراءة					
الكتابة					

4. هل تتيح المنصة الرقمية Dual الفرصة لاستخدام اللغة الانجليزية للتحدث بشكل مباشر مع الأساتذة المشرفين على المنصة؟

تعم ☐ **لا** ☐

5. هل تتيح المنصة الرقمية Dual الفرصة لاستخدام اللغة الانجليزية للتحدث بشكل مباشر مع الأساتذة الاخرين المسجلين في هاته المنصة لتعلم اللغة الانجليزية؟

تعم ☐ **لا** ☐

6. ماهي المدة الزمنية المخصصة لتعلم كل مهارة؟

المهارة	المدة الزمنية المخصصة لتعلم كل مهارة
الاستماع	
التحدث	
القراءة	
الكتابة	

7. بالاضافة الى المهارات اللغوية الاربعة، هل تحتوي المنصة على مساقات لها علاقة بالتخصصات المختلفة للأساتذة؟

تعم ☐ **لا** ☐

اذا كان الجواب نعم، هل يمكن أن تذكر عناوين هاته المساقات:.....

.....

.....

.....

8. . كيف أصبح مستواك في اللغة الانجليزية بعد الانتهاء من الدورة التكوينية المخصصة للغة الانحليزية على منصة Dual؟

☐ A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2

9. هل يمكننك الان تقديم دروس ومحاضرات باللغة الانجليزية؟

تعم ☐ **لا** ☐

اذا كان الجواب لا. هل يمكن أن تذكر بعض الأسباب : :.....

.....

.....

.....

القسم الخامس : دور المنصة الرقمية Dual في تطوير مهارات تكنولوجيا المعلومات والاتصالات (ICTs)

1. هل ساهمت المنصة الرقمية Dual في تطوير مهارات تكنولوجيا المعلومات والاتصالات(ICTs) الخاصة بك؟

تعم ☐ لا ☐

2. **ماهي مهارات تكنولوجيا المعلومات والاتصالات التي طورتها من خلال المنصة الرقمية Dual ؟ والى أي مدى تو افق على دور المنصة في تطويرهاته المهارات؟**

المهارة	اوافق بشدة	أوافق	محايد	لا أوافق	لا اوافق اطلاقا
كيفية التعامل مع مساقات التعليم الالكتروني الذاتي MOOCs					
طريقة عمل منصة edX					
أخذ فكرة عن العناصر الأساسية لبناء مساق عبر الخط					
أخذ فكرة عن الوسائط الممكن استخدامها في عرض مساق عبر الخط					
أخذ فكرة عن أدوات التقويم الممكن استخدامها لتقييم مكتسبات الطلبة عبر الخط					
كيفية التعامل مع الأنشطة التعليمية غبر الخط					

3. **هل تستخدم بعض مهارات تكنولوجيا المعلومات والاتصالات (ICTs)التي طورتها من خلال المنصة الرقمية Dual في تدريس بعض المساقات عبر الخط ؟**

تعم ☐ **لا** ☐

القسم السادس : المشاكل والسلبيات

1. **هل واجت مشاكل تقنية عند استعمال المنصة الرقمية Dual؟**

تعم ☐ لا ☐

اذا كان الجواب نعم , أذكر بعض المشاكل :.....

.....

.....

.....

2. **هل واجهت صعوبات في كيفية التعامل مع المنصة الرقمية edX؟**

تعم ☐ لا ☐

هل كان ذلك بسبب (يمكن اختيار اكثر من سبب) :

عدم استعمالها من قبل ☐ عدم شرح كيفية استعمال المنصة قبل البدء في الدروس ☐

غياب الارشاد والاشراف من طرف مصممي المنصة ☐

أسباب أخرى:.....

.....

3. **هل واجهت مشاكل في تصميم المساقات؟**

تعم ☐ لا ☐

هل كان ذلك بسبب (يمكن اختيار اكثر من سبب) :

عدم عرض مقدمة شاملة حول كل مساق ☐ الوسائط المختلفة في عرض المساقات ☐ نسبة النجاح ☐

أدوات التقويم المستخدمة في المساقات ☐ كيفية الانتقال من مساق الى اخر ☐ غياب الحوار والنقاش ☐

أسباب أخرى:.....

.....

4. **هل سبق وأن أشرت الى الانتهاء من نشاط ما دون التفاعل مع النشاط ؟**

تعم ☐ لا ☐

5. **هل يتم مشاركة أجوبة التمارين على وسائل التواصل الاجتماعي؟**

تعم ☐ لا ☐

6. **هل سبق وأن قمت بمشاركة أجوبة بعض التمارين مع الأساتذة الاخرين؟**

تعم ☐ لا ☐

7. **هل سبق وأن حصلت على أجوبة بعض التمارين قبل بداية التقويم؟**

تعم ☐ لا ☐

8. **هل و افقت هاته المنصة غاياتك ومتطلباتك كأستاذ متعلم؟**

تعم ☐ لا ☐

اذا كان الجواب لا, أذكر لماذا:.....

.....

9. **ما هي الحلول التي تقترحها من أجل تعديل وتطوير هاته المنصة؟**

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Appendix 02: Interview

Interview with EFL Teachers at Ibn Khaldoun University

Dear teachers , this interview is part of an academic research . It is about the platform 'dual' which has benn recently introdcued to teach non EFL Algerian university teachers the English langauge. We would be very grateful if you answer the following questions, thank you in advance for your collaboration.

Question1: Do you have any idea about the online training offered by the platform dual for the Algerian university teachers to improve their English?

……

……

……

……

……

Question 2: The online training has been launched through the online platform edX instead of Moodle, do you think that the trainee teachers are competent enough to use this platform to interact with the courses?

……

……

……

……

……

Question 3: The online courses on dual uses so many learning materials like pictures, videos, documents, texts, and weblinks, do you think that these learning materials are effective to develop the teachers' level in English?

……

……

……

……

……

Question 4: The platform dual uses three assessment strategies: diagnostic, formative, and summative assessment, and different question types like MCQs, short questions, and true/false questions. Are these strategies and question types effective to assess the learning outcomes of the teachers?

……

……

……

……

……

Question 5: The platform dual focuses on enhancing the teachers' speaking, listening, reading, and writing skills. To develop each skill, the teachers spend four weeks. Do you think that the time allocated to learn each learning skill is enough?

……

……

……

……

……

Question 6: The platform dual offers also some English courses which are related to the trainees' specialties, do you think that these courses are effective at this stage?

……

……

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……

……

Question 7: During this online training, the trainee teachers do not interact orally with their instructors and each other to practice their English. Do not you think that the oral interaction is necessary to improve their language?

……

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……

……

Question 8: Can you propose some suggestions to adjust this platform to achieve its desired goals?

……

……

……

……

……

الملخص

الهدف من وراء هاته الدراسة هو أخذ فكرة عامة عن المنصة الرقمية "Dual" والتي تهدف إلى تطوير مستوى اللغة الإنجليزية للأساتذة الجامعيين لاستخدامها في تخصصاتهم.لجمع المعلومات، قمنا باستعمال طريقتين، الأولى كانت عن طريق توزيع استبيان لــ 50 أستاذ جامعي في مختلف التخصصات، أما الثانية فكانت عبارة عن إجراء مقابلات شفهية. النتائج المحصل عليها أكدت أن الأساتذة الجامعيين تكيفوا مع هاته المنصة على مستوى التعلم عن بعد، برامج MooCs، بنيتها ودورها لتحسين لغتهم الإنجليزية، لكن هاته المنصة لم تلق استحسان مجموعة من الأساتذة في طريقة عرض الدروس لغياب التفاعل، والتواصل، آملين أنها سوف ترقى إلى مستوى تطلعاتهم قريبا.

Résumé

Le but de notre étude est d'avoir une vue générale sur la plateforme "Dual" destinée au professeur universitaire afin d'améliorer leurs niveau d'anglais, pour le réutiliser dans leurs spécialités. pour Collecter les données, initiallement un questionnaire a été distribué à un échantillon de 50 participants Secondairement, On a mené un entretien avec trois profs. Les

résultats obtenus ont montrés que Les participants sont familiarisés avec la plateforme "Dual" au niveau du apprentissage en ligne, Les programmes de MooCs, la structure et le rôle de "Dual" pour le perfectionnement de l'anglais, En outre, Les professeurs étaient Contre la présentation des cours vue que il n'y pas d'interaction. la majorité de nos professeurs désirent que cette Platform développera bientôt.

Summary

The aim of this study is to take an overview about the plat form "Dual" which is designedy basically to ameliorate the Higher education teachers for English level In order to re-process English in their own specialities, To collect the data, we chose two ways, Firslty, we dispatched 50 Questionnaires on to our university teachers, in different faculties, Secondly, We did some Interviews, The results obtained claimed that the participants are familiar with "Dual" platform in terms of on line learning and MeeCs programs, the Design, and the role of Dual in improving English language However, The Teachers were unfamiliar with the way of presenting the courses as there is no interaction. All of them hope that this platform will be developed soon.