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EFL Students' Attitudes towards Distance Learning as Substitute to Classroom Teaching

Case study of Master One Students of the University of Ibn Khaldoun, Tiaret

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Didactics

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Dedication

I would like to dedicate this work to my parents who have always loved me unconditionally and whose good examples have taught me to work hard for what I want to achieve.

To my sisters and brothers who support me until my research was fully finished.

To my best friends who did not let me give up.

I dedicate this work and give special thanks to my teacher Dr. Abbar Ghalem

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Abstract

This research study aims at investigating students' opinions whether they prefer to learn in distance, regarding to replace classroom. Research studies have widely identified distance learning. This is one of the most rapidly grown fields of education, as it is fast becoming an essential part of educational system in developing countries. It also highlights the role of both, teachers and students in online course and classroom teaching. In order to achieve the objectives of this study, ten questions administers to forty master degree students at Ibn Khaldoun University in Tiaret. The data from the instrument used was based on quantitative method. The findings of this study are represented in discussion and interpretation regarding the findings of other studies in the literature. According to the result of this research, distance learning has a positive impact on students. It helps them raise and develop intellectual skills. These findings indicate that EFL students have positive attitudes towards distance learning.

Key words: classroom, education, distance, skills, learning, face-to-face

Table of content

Chapter one: Classroom Teaching and Distance Learning

Chapter two: Research Methodology

Chapter three: Data Analysis: Results and Discussions

List of Figures

List of Tables

General Introduction

Learning or education is a process to acquire and discover competences, principles and variable beliefs. It is one of the means that people can access to all that is new. All over the world there are two systems, face to face learning and distance learning, generally the world has been changed during the last few years, especially in corona virus (Covid-19) period has also changed education forever. Globally all children at school or students at universities are out of the classroom. As a result education has changed dramatically, with the notable rise of e-learning where by teaching is undertaken remotely and on digital platforms.

The term distance learning represents approaches that focus on opening access to education and training, freeing learners from the constraints of time and place. It offers flexible learning opportunities to individual and group learners. The potential impact of distance learning on all education has been emphasized by the development of internet-based technologies.

E-learning is a manifestation of modern education in various stages in general and university education in particular in the system of developed countries. The educational system in Algeria is exposed to a huge number of limitations. Many schools and universities find difficulties to meet the students' needs. After a theoretical presentation in e-learning importance and its requirements, we seek to shed light on the reality across Algerian universities by referring to the most important achievements and the nature of challenges and obstacles.

In the Algerian university, the phenomenon of distance learning is at home extent neglected; very few private schools are accustomed with this current educational trend. This integration of technology in EFL teaching, allowing the learners' self-directness, the macro skills are not put into practice. In the department of English master students are struggling because they cannot cop up with the two, their work and carrying on their studies. They are not the only category who has problems in being in regular face to face with the teacher

The study aims to realize two main goals: firstly to discover if really distance learning can substitute EFL classroom teaching. Secondly, the research aims to find the most technical that enhance EFL learners and promote them in learning autonomously and how they allow teachers to be less centered and involve more students in English as foreign language (EFL) context at the English department at Tiaret University.

This research study hopes to explore the importance of distance learning in foreign language in order to enhance teaching and learning process after investigating the students' believe about this phenomenon. Hence, we have raised the main research questions to be conducted during our investigation. They are cited as follow:

1. Are master students interested to learn in distance and is it helpful for them?

2. What is the impact of online courses to an autonomous learner?

3. Is the knowledge that students acquire through distance learning enough for their level?

In order to answer these questions, we estimate that distance learning is an academic way to achieve higher education and to help them in learning autonomously we my hypothesized that:

1. Master students are more interested and supported this way because it helps them in their learning.

2. Online classes give autonomous learners more time to get much knowledge.

3. May be it is enough to their level.

To conduct this investigation, we select a questionnaire for master student as a methodology tool for collecting data that is based on quantitative method. To ensure to what extent the hypotheses are true, we choose the population randomly in which we direct a questionnaire for EFL master one students of Ibn Khaldoun Tiaret University.

This research paper is divided into three chapters: chapter one explored an overview about the classroom teaching and distance learning. Under this review, details were mentioned such as, the advantages and disadvantages of both online learning and face to face teaching. Then we dealt with the teachers' and students' role in both modes. Therefore, this chapter were defined also the distance learning and its characteristics.

The second chapter attends to investigate the EFL students' attitudes towards distance learning as a substitute to classroom. It is a practical part which validated the hypotheses, through a quantitative research. In which, we use a questionnaire as a tool to gather data; that administers to master one degree. This chapter highlights the research methodology in order to investigate the study.

The third chapter concerns with gathering data, through answering the questionnaire. In addition, to carry out the research; the findings present as result. Finally, this work mentions a discussion and interpretation, and tries to limit the research. Then, it explores with a frequent recommendations.

Chapter one:
Classroom Teaching and Distance Learning

1.1 Introduction

Learning English as a foreign language has become a very sophisticated task. That is when learners have an ideal in classroom that would be a teacher responding to progressed students questions related to meaningful concepts they were struggling to apply. In the field of education, developing good learning becomes a need for EFL teachers and learners to achieve their academic objectives. Therefore, this chapter divides into two main sections. The first section provides an overview about classroom teaching and its advantages and disadvantages. Then, the roles performed by the teacher and the learner in the classroom. The second one includes a definition of distance learning, its characteristics, in addition to the advantages and disadvantages of distance learning. Furthermore, we mentions the role provided by teachers and learners through distance learning. Finally, the reviewed literature will provide thorough understanding of learning in EFL classroom and distance learning.

1.2 Classroom teaching: an overview

In educational system, classroom teaching is the traditional method or face-to-face learning which dealt with an interaction between the teacher and the student. Therefore, the following overview gave more details and concepts about classroom.

In general when we talk about classroom, we can say is the heart of any educational system. It is clear that classroom teaching or face to face learning is traditional method, which is an instructional method where course content and learning materials are taught in person or to a group of students. This can allow for an interaction between a learner and an instructor. It is the most traditional type of learning. In face to face learning, students are held accountable for their progress at the class' specific meeting date and time. It can also ensures a better understanding and recollection of lesson content and gives class members a chance to bound with one another. Face to face learning is essentially a teacher-centered method of education, and tends to vary widely among cultures. *(The study of interactive features in L2 classrooms has yet to demonstrate clear effects either on immediate or on long-term acquisition of the target language, yet the arguments that they do so are not easily denied. Classroom-Oriented research has initially demonstrated the frequency of such acts as comprehension checks and clarification requests relative to certain tasks and grouping.). (Milton Keynes UK. LTd, 2010, p.190).* Dealing with classroom teaching that emphasize the importance of actions taken by the teachers while creating and containing an effective learning experience. So, the teachers' effectiveness is measured by their abilities to take in consideration their

classroom successfully. Furthermore, a classroom create an environment that enables the students to be more confident, active, social, critical, and motivated. In classroom, a teacher can promote learning with students through a well-facilitated class discussion. They learn how to develop their point of view while comparing what they think to what others think. Students can learn how to communicate with others, even in the presence disagreement. Teachers can make this kind of learning possible by planning classroom discussions ahead of time, building an inclusive environment, setting clear expectations, and asking the right questions.

1.3 Classroom teaching and its' advantages VS disadvantages

A classroom teaching has a main aim which is to facilitate learning. It is a place where students improve their level. But, that environment has different advantages and disadvantages that explained as followed:

1.3.1 Advantages:

In classroom, students have traditional experience. It is the only education style that students are more comfortable to learn. Instead of being presented with the course. It considered as a corrective to their device-driven lives. Many students believe in this structure to support their learning, and changing to an online learning experience might make it challenging for them to retain material. Then, it is more interaction; because a classroom offers students the opportunity to have face to face interactions with their peers and integrators'. It is also a social benefit. So, students can see the same peers in class every session, they get a chance to form a friendships, they can also find potential lifelong professional connections. On the educational side, students get a chance to participate in lecture or class physically. So, they can ask questions for more clarifications. Classroom has benefit as a collaborative learning that translates in which the pairing or grouping of students is required to come out to a specific outcome. (***Collaborative learning enhances students' critical thinking skills, to formulate opinions and arguments.***). (*journal of Technology Education*)

In addition, social development; when students are replaced in live a classroom, they experience social interactions with peers and establish rapport with teachers. It's important to help them socially within the realm of their academic education. This environment help them figure out how to resolve conflicts, work in teams, get along with those from different cultural background and give presentations in front of peers. Such experiences are evaluable in

shaping students' communication and listening skills, as well as growing and maturing emotionally. Furthermore, classroom teaching show students how to develop their organizational skills, beginning with basics, such as arriving to school on time, which includes the accountability to prepare school work. So, they have to organize their time, prioritize their assignment, and do their homework.

1.3.2 Disadvantages:

During classroom teaching, the lecture only has a certain amount of time to get through subject; due to time constraints in class. Attendance time can be restrictive or inconvenient, it's usually make trouble during lecture for them, when they shy; they have trouble approaching to ask their teacher questions. Also they have to sit through each lecture even if they already know most of the material. With classroom teaching, students must physically attend the courses to get a credit for attendance; some of them must travel long distance to get to school must allot enough time to arrive on time, in which an inclement weather is involved. Spending more money over this long period of time, it consider as a cost of education that become a big challenge for them. (Website. Net copy right).

1.4 The teachers' roles VS students' roles

Classroom is an academic place. Where, both of teachers and students play different roles. Each one of them has become an important character in that place.

1.4.1 The teachers' roles

For the purpose in learning very well in classroom, both teachers and learners play a crucial role inside the class. Initially, in lines with approaches and methods, teachers employ to achieve their classroom effectively. They play certain roles such as conductors, facilitators, directors, initiators…etc. It is necessary for teachers to be aware and consistent in conducting their roles since they have their own teaching preferences. Considering the role of the teacher, and their relation to students during the instructional process; as well as: the organization of activities by the teacher. *(The teacher with his professional ability is a relevant factor in training and preparation of didactic and methodical plans, organized carries out work on student learning. Educational process and people as social beings reciprocally is related to one another from the existence of man or mankind and so will continue to remain)* (the online journal of new horizon of education April2015). The primary role of a teacher is to deliver classroom instruction that helps students learn. To accomplish this, Teachers must prepare effective lessons, grade students work and offer feedback, manage classroom

materials productively navigate the curriculum and collaborate with other stuff. But being a teacher involves much more than exiting lesson plans. Teaching is a highly sophisticated profession that regularly extends beyond academics. In addition to ensuring that students experience academic success, teachers must also function as surrogate parents, mentors and counselors, and even almost politicians. There is almost no limit to the roles a teacher may play.

1.4.1.1 Teacher as third parents:

Elementary school teachers contribute tremendously to student development. A child's experiences in here formative years shape them into the person they will become and teachers helps in no small way to discover who that will be. Because teachers are such a big part of their student lives, many develop almost parental relationship with them. Due to the sheer amount of time that schools is in session, Teachers are asked with being positive role models and mentors of their students every day. Students learn so much more than math, language art, and social studies from their teachers, they learn social skills like how to be kind to others and make friends, when to ask for help or be independent, how to distinguish between right and wrong, and other life lessons that parents tend to echo. In many cases, students learn these things from teachers first. Gupta further said that :(*the role of a teacher is clearly more than just planning and executing lesson plans. In some senses, because teacher spends so much time with the students, she or he can become the students' third parent).* (Teachers play role of *third parent*: Kavinder Gupta.Daily excelsior.com). The nuances of a teacher's role as a semi-parent largely depend on the age of their students and always want the best for them. Whether a student is close their teacher or not, they probably respect and revere them much like they do their own parents or guardians and teachers probably treat them as they would their own children. In some cases, teachers may be a student s only mentor.

1.4.1.2 Teachers as intermediaries:

Even though a teacher is often like a parent that doesn't leave a child's real family out of the picture. Teachers are only the part of a larger equation. Teaching demands almost daily communication with families about everything from academics to behavior. Some of the most common forms of parent teacher interaction include: *Parent-teacher conferences, Progress reports, Weekly newsletters, Emails, texts, and calls, IEP meetings.*(website, the online journal of new horizon education).

On top of these standards practices, teachers must often explain their choice to parent and conciliate them when there is conflict. If a parent or guardian finds out about something going on in the classroom that they don't like, a teacher must be prepared to defend their choices and their students. They must make informed decisions about how to act in their students favor and then be able to justify these, always standing firm but hearing families out. Teachers are the middlemen between parents and their children in education and parents and their children in education and parents are easily frustrated when they don t understand how or why something is being taught. Teachers must keep families in the loop as possible to prevent this but also be ready if someone is displeased with their decisions. Teaching entails always championing what is best for students and explaining how practices are beneficial as needed.

1.4.1.3 Teachers as advocates:

A teacher's role is ever-changing while teachers were once issued curriculum materials with a clear set of instructions detailing exactly how to teach them, this was not an equitable a effective approach because it did not acknowledge student individuality or real life application. Now, teaching is responsive, it evolves to fit the needs and demands of many political and cultural climates.

A responsive teacher counsels their students to use knowledge they learn in school to become valuable members of society. They advocate for being informed and productive. Teachers must be always be aware, ethical, equitable, and engaged.

The modern teaching profession also includes advocating for students on political level. Many teachers:

Work with politicians, colleagues, and community members to set clear and attainable standards for students.

Participate in the decision making to deal with problems affecting students' learning.

*_Mentor new teachers to prepare them to teach the youth of their generation. (Website)_*

A teacher's work is far-reaching and critical the world just wouldn't be the same without it.

Furthermore, we can say that there are more than these roles. But, it is necessary to mention it's important in classroom. While talking about the roles of a good teacher, it is important to

remember such teachers who have shown the right path, that's why we mention other important roles that a teacher should play in classroom.

- **Authoritative/Controller:** the authoritative role that a teacher plays can be in two ways, high authority, high involvement, and high authority low involvement. If a teacher is authoritative and controlling it does not mean that there's no scope of growth for students. These teachers would have their ways and norms but if they are highly involved. They would work for the betterment of the students, encourage hard work, and would be open to questions and queries. Students usually see authoritative teachers as caring and reasonable. As mentioned, in an authoritative classroom, the students have the freedom to ask questions and clear their doubts. (Master dissertation)

- **Delegator:** a delegator, as the name suggests is someone who delegates responsibilities and just overviews the overall functioning of the classroom. They are neither highly involved nor show less involvement. They the students ownership and are mostly seen when learning occurs through group activities and classroom discussions. This is the best suited for subjects that require group activities. Chemistry, physics, and in sort of subjects that require lab activities, the teacher often assumes the role of a delegator. Delegator is one of the 7 roles of a teacher. (Master dissertation)

- **Prompter:** when the teacher assumes the role of a prompter, they are giving complete ownership to the students. Teachers give students a push when they are stuck or have confusion and doubts. In this role, (*the teachers prompt what the students should be doing and kind of take them through the process. They act as guide or a coach in the whole learning process.* Harmer (2007) how to teach English.

- **Participant:** in case if there's an activity taking place in the class. Say a debate or a group discussion, when the teacher takes part in it, they are assuming the role of participant. While this increases the interest in students and encourages them to participate more, there's a chance of you outperforming them so, keep in mind to blend in with the students and give them necessary nudge when required.

- **Demonstrator:** as discussed in one of our previous blogs, teaching is preparation and theatre. When a teacher demonstrates the concepts and ideas, the learning is more effective. A demonstrator is one who crosses boundaries and goes the limit to ensure that the students

have a meaningful experience. It is one of the basic functions of a teacher to explain and demonstrate the concepts.

- **Lecturer/tutor:** this is the most common role that a teacher takes on in a classroom. When they are reading from the textbook, explaining a topic, and just doing what most teachers do in the classroom, it is a lecturing or tutoring role. Again, it can be one with high involvement from the student's side. When there's high involvement from both the teacher and the students, there are better chances of the concept being convoyed in a better way and the lesson would stay with the students for longer.

- **Resource:** this role is like that of a library. The teacher is just an assessor, they are always there and the students can turn into the teacher for help anytime but most of the work is done by students. In this role, the teacher asks the students to take classes, seminars, etc. and when they are stuck, the teacher helps them with the subject knowledge that he has. As the name suggests, they act as a resource for the students.

1.4.2 The students' roles

Actually, there is a relationship between classroom, teachers and students. These later play major roles in teaching and learning process. However, the majority comment on the classroom deals with their roles and effects in doing or controlling the lectures among different level of students. *(Students in classes often have to play an important role, either with the teacher or with their classmates in classroom, it is very important to involve the learner as a part in the teaching learning process through participating, negotiating to break the barriers and avoiding isolation. Behind its' importance, we can say that each member in classroom has his own role as what has been said before about the teacher. With great powers come great responsibilities. Rightfully, students play a huge role in classroom. It's no secret that they are the future of a nation so it's important for the teachers and parents to nurture positive behaviors during child development through teaching and learning. Education start from home, and school is the second home of students thus the right classroom environment can foster optimum academic engagement*.) (Master dissertation psychology journal). That's to say, students play an active role in classroom teaching but the most important thing when engaging students in any role in school is to acknowledge their first duty; learning. So here are some roles for students.

Educators believe that the role of students shouldn't be taken lightly, as they need to understand what is taught. Therefore, hands-on learning is crucial. However, the teacher points out that although an educator has a lot to do in education, most of it is influenced by the efforts of students, and most importantly, find ways to apply that learning outside the school environment. *Mathias Nkeeto* says that: **the work of the teacher is to complete the syllabus, and it's the responsibility of students to make sure they grasp the content. Meanwhile, he points out that this shouldn't limit the teacher to only finishing the syllabus; they should ensure their learners have understood everything.** Thus, in order to make learning interesting , students should make sure they enquire more on particular issues, especially where they feel they need to know more or haven't fully understood. It's when makes the whole process of learning lively, thus breaking monotony. Students also need to learn what teachers are coaching, with the importance of education system impacts on student's knowledge; they are supposed to apply what they have learned in school. This creates meaning to the material presented to them. Students are expected to be involved in interactions with colleagues, as well as teachers, in discussions, and in classroom. Another important aspect, a student should learn to understand, not memories, to pass examinations. They should find passion in their work to exceed expectations. Not necessary go over-the-top, but be able to apply their skills, ask questions, and understand the importance of education.

In addition, their responsibility is demonstrated in their choice and actions, which could lead them to their goals, or astray, they take ownership of their actions by exhibiting good behavior, such as demonstrating academic integrity and honesty, among others**. (Furthermore, students play a central role in the effective teaching-learning process especially if they are ordered and respectful of the rules and procedures being established to manage the classroom** (Harmer, 2007, P, 35).

1.5   Distance learning: An Overview

Distance learning is a field of education that focuses on pedagogical methods techniques to provide instruction to students who are not traditional educational settings such as classrooms, often on an individual basis. It has been described as **"a process to create and provide access to learning when the source of information and the learner are separated by time and distance, or both "**(Honeyman and Miller, 1993, p.68)

Modern distance learning owes its origins to the creation of the postal service in the nineteenth century, and it has been used since Isaac Pitman taught shorthand by letter in England in the 1840s. (Moore and Kearsley, 2005, p. 235)

The University of London began an external program in 1858, claiming to be the first university to offer a distant learning degree. Postgraduate, undergraduate, and diploma degrees were produced by institutions such as the London School of Economics, Royal Holloway, and Goldsmiths, and are now known as the University of London International programme. In the United States, William Rainey Harper, the first president of the University of Chicago, proposed the concept of extended education, that is, research universities with satellite schools of education in the wider community, and in 1892 he encouraged further development of the correspondence school curriculum to promote education, an idea that Colombia University put into practice (Levinson, 2005, p.69).

Distance learning is utilized for a variety of reasons. Due to the rapid development of new technologies and the ever-decreasing costs of data processing, storage, and transmission, many private and public, non-profit and for-profit universities throughout the world now provide distance learning ranging from the most basic teaching to the highest degrees.

The term "remote learning" refers to a method that emphasizes open access to education and training, liberating students from time and location constraints. It provides individuals and groups with a variety of learning options. This is the fastest-growing educational segment. The growth of Internet-based technologies, particularly the World Wide Web, has brought attention to the potential impact of distance learning on all aspects of education. It is defined as learning that entails the deployment of information, computer, and communication technology applications across various sites. . (Webster and Hackley, 1997, p.1284)

 Teachers and students are spatially separated in the basic concept of distance learning, and this gap is bridged using technology means. (Casarotti, Filliponi, Pieti and Sartori, 2002, p. 37)

Keegan (1986) constructed a comprehensive description of distance learning by combining five key aspects from previous definitions:

1. Throughout the learning process, there is a near-permanent divide between teacher and learner. (This sets it apart from traditional face-to-face schooling.)

2. An educational organization's effect on the development and preparation of learning materials as well as the supply of student support services. (This sets it apart from private study and self-learning programs.)

3. The use of technical medium, such as print, audio, video, or computer, to connect teacher and student and convey course information.

4. The availability of two-way communication so that the research can benefit from or even initiate dialogue. (This sets it apart from other educational applications of technology.)

5. The near-permanent absence of the learning process, which results in people being taught individually rather than in groups. The option of holding periodic gatherings for both instructional and social reasons is included.

1.6 Students' roles and teachers' roles:

Teaching methods are essential components of the curriculum because the educational goals and content selected by curriculum specialists can only be evaluated by the teacher and the methods he employs in teaching. As a result, teaching can be thought of as a link between students and curriculum and style components. In this sense, it includes the educational situations that take place in the classroom and are organized by the teacher, as well as the methods he employs to make these attitudes effective and fruitful at the same time.

A lot of the chit-chat that college students have in a regular classroom is missing in a distance learning course. In a traditional classroom, freshmen are together with their classmates and the teacher; however, in a socially embedded classroom, students can talk to each other and learn from each other as they go through the mastering process together. They also get to see the teachers' expressions of expertise firsthand. However, through their gestures, facial expressions, and tone of voice, the teacher can assess the students' development and provide training and feedback as needed. Furthermore, by meeting in a regular place at a regular time, the individuals strengthen their own and each other's commitment to the path.

A distance route must provide newcomers with other types of supports so that they feel connected to a learning community, can benefit from interaction with friends who are going through a similar learning process, receive feedback that allows them to know how they are progressing, and are guided sufficiently so that they continue to develop in the direction of the learning objectives. This will not be possible if the distance course does not concurrently promote. The design of the courses requires students to take on more responsibility for their own learning.

Students in distance learning courses do not have the same supports that students in regular classes do, and this needs to be addressed by way of a path diagram that provides various types of help to distance inexperienced people so that they can be extra self-sustaining and independent. (Neumeier (2005), Paran, Furneaux, and Sumner (2004), and Sampson (2003).

The risk of students feeling isolated, which is common in distance education, must also be addressed and minimized (Huang, 2002; Spitzer, 1998). To meet these requirements, verbal communication is required, as is CMC via textual content material chat. Text chat requires significantly less hardware and bandwidth than voice chat and video conferencing. However, because it is synchronous, it has many aspects in common with oral language. (Muniandy, 2003; Roed, 2003), making it the ultimate medium for interparticipant communication.

The well-known concept of turn taking in face-to-face communication, which is primarily based entirely on a number of both verbal and nonverbal factors, no longer applies to synchronous text chart. Synchronous textual content cloth chats are instead distinguished by a loose and overlapping turn taking structure (Cherny, 1999; Herring, 1999; Simpso, 5005; Smith, Alvarez- Torres.

Chat has advantages in and of itself that have induced many to use it even in courses that were previously not delivered remotely (e.g., Abrams (2003); and Chun, 1994; Sanders, 2006).

Abrems (2003) and Ortega (1997) advocated for greater language production and thought generation in chat, as opposed to the same time intervals in face-to-face classes. Synchronous CMC can also enhance language learners' awareness of distant locations. Hundson and Bruckman (2002) identified inhibition as an obstacle to participation in the distant places language setting in their study of room and online interaction. The text chat environment, on the other hand, has been shown to reduce inhibition and increase student participation.

The role of distance educators requires designing and maintaining an environment that allows for productive activities, but it is the students' responsibility to create an environment that works for them. There should be four main audio conferencing strategies for teachers:

a-   Humanizing the design of the environment.

b-   Ensuring participation.

c-   Embassy style information presentation.

d-   Feedback information on the effectiveness of the received learn and teach.

Television and computers are also useful tools for managing the educator's lessons. What is immoral about all of the methods that educators can employ; Television and computers are also tools used by educators to manage instruction. What is important in all methods that educators can use to transmit knowledge to students; communication techniques and obstacles should be well known. Furthermore, competence, continuity, control, and confidence should be established. The impression of a good distance education coordinator another function of the educator is tutoring. There is little or no teleconferencing and real-time interaction between students and teachers in this sense. Personal tutoring can be assigned to students. Usually, not the person who designed the course and presents the course content, tutors can discuss course content, provide feedback on progress, and assist students in planning work motivating students, supervising projects, and teaching in-person seminars, students' records are used to assess the effectiveness of the course. These should be tutors' areas of expertise the media used in the program. Student expectations were met through tests and assignments such as the assignment's and grading's focal point, students expect fair and objective grading as well, constructivist criticism and advice, encouragement and reassurance about their ability prompt response to their task grading.

The pedagogical literature addresses the anticipated changes in the role of the teacher as a result of using computers to achieve teaching and learning objectives. The role of the teacher is defined by Salomon (1996) as a diagnostician and facilitator in a high-tech classroom, the task is to work with groups of students to assist them in independently coping with the task assigned to them by the computer. Solomon claims that teaching and learning in the hi-tech classroom must have a foundation to new insights into the psychology of learning and technology about the possibility that computer technologies will essentially replace teachers and students "invite" the use of intelligent computer learning environments. (Salomon, 1996, pp. 17-38)

Sheidlinger (1999) describes the teacher's position as a "personal educator" for pupils who study by computer, in which teachers serve as characters who supplement the computer by providing personal care through personal dedication and one-on-one interpersonal contact.

This is something that researchers and educators in the field of distant learning highlight between traditional learning and online learning, the teacher's position changes. (Bonk et al., 1999; Rossman, 1999; et al.).

Sherry (1995) feels that significant levels of connection between teacher and student are still required in the distance learning style today. Several features of the teacher's involvement in a virtual learning environment were identified: The couple also emphasizes the teacher's core role as an encouragement and boosting motivation to participate in discussions, break through and level the psychological barrier, and the possibility of making a computer based learning environment less intimidating and more of a "normal" part of everyday life, according to Goldstein and Simka (1999). Cohen (1999) investigated and discovered the problem of effective non-eye contact teaching, concluding that teachers must be aware of the challenges.

One of the most crucial aspects of remote learning, according to Tagg and Dickenson (1995), is delivering appropriate and precise feedback to students. Individual distance learners, according to Tagg, must feel that their investment is worthwhile and that someone is "sitting and responding constructively" throughout their separate learning experiences.

In online courses, Wegerif (1998) emphasizes the importance of the facilitator in developing social learning and guiding cooperative reciprocal activities. Wegerif believes that the social dimension of asynchronous learning over the Internet is critical in determining whether participants feel like "insiders" or "outsiders," and, ultimately, whether the course was successful or not.

Rossman (1999) emphasizes the importance of the teacher in moderating asymmetric forums: he believes that the teacher must be aware of the differences between the learning environment of an asymmetric forum and a regular classroom because distant teaching requires "correct performance" on the part of the teacher, who must support and guide learners in three areas: personal feedback – specific and supportive of the learner; guiding the discussion.

In the professional literature, the qualities of the teacher's role in online learning can be grouped into core domains where teachers in computer-mediated learning must provide advice. Along with the personal-emotional meaning domain, they include the technical-operational domain, the content domain, the cognitive domain, and the social domain. In

terms of the teacher's position as a guide or moderator, a virtual learning environment appears to necessitate a different organization. The teacher must address learning problems that students encounter in a virtual environment; consider the needs of individual students and their personal learning styles; be aware of the possibilities inherent in online learning and apply them in a variety of learning activities such as teamwork and collaborative learning that are limited by geographical constraints; investigate a variety of information sources; and encourage dialogs between students and experts. Teachers in these professions must be able to employ computer mediated technology to promote cognitive, social, and personal processes in a wise and informed manner. Clearly, in a virtual learning environment, the teacher's position must be reformulated.

Salant (1999) found that computer-mediated teaching and learning is a key force in the educational system in the United States, Europe, and Israel today, according to a comprehensive review of world trends and orientation in the use of the Internet in the school system. However, the teacher's function in a virtual learning environment has not been widely discussed, and when it has been, the conversation has been broad, as seen by references to the need for "fresh thinking regarding the teacher's role" in virtual teaching environments (Bonk et al., 1999).

1.7   Advantages VS Disadvantages

Distance learning is an educational method that focuses on the online courses. It has also different advantages and disadvantages.

1.7.1 Advantages:

According to some studies, one of the benefits of e-learning is its capacity to focus on the requirements of individual students. One of the advantages of e-learning in education, according to Marc (2000) in his book review on e-learning strategies for delivering knowledge in the digital age, is that it focuses on the needs of individual learners as an important factor in the educational process (rather than on the needs of instructors or educational institutions). According to a review of literature, the following are some advantages of e-learning adoption in education:

The Internet, which is now readily accessible to the vast majority of students whether at home or at facilities such as local libraries, is used for the majority of distance education today. These electronic tools are used to provide learning materials, keep students in touch with teachers, and facilitate student communication. Of course, other technical formats for

remote learning exist, such as television, DVDs, teleconferencing, and printed materials, but many distance learners prefer Web learning because of its immediacy and functionality. Students may find themselves completing their lectures utilizing interactive videos, e-mail, and discussion boards. Online programs frequently take advantage of a number of modern technologies to make staying in touch and effectively sharing ideas quicker and more efficient than ever before.

Some students find that distance learning makes it much easier to get a degree or acquire further career training while juggling employment and family obligations. Many students can finish their work during times when they are free, rather than structuring their lives around a specific classroom schedule, because the hours when class work can be performed are flexible. Most distance learning programs allow students to work at their own place and on their own time.

More flexibility means more responsibility on the learner's behalf. Distance learning is difficult for people who are not naturally self-motivated since students must learn to work successfully independently and without the continual guidance and monitoring of an instructor.

Distance learning is also a terrific way to reach students who live in geographically remote places and don't have easy access to educational facilities or who wish to explore opportunities that aren't available in their local schools. Of course, schools aren't the only ones that benefit from remote learning; many businesses have found it to be a cost-effective and efficient way to educate and train their employees.

The freedom that online education affords students is one of its key benefits. People who may find it difficult to attend a regular institution, such as stay-at-home mothers, full-time workers, or military personnel, can benefit from distance education. Many online educational programs allow you to work from home, giving you the flexibility to arrange your education around your schedule. The flexibility of a distant learning program allows you to study while maintaining your personal life. If you work, you can always schedule learning around other aspects of your life, without disrupting your personal or professional life. Distance learning courses allow students to complete course work from almost anywhere, as long as they have access to a computer and an internet connection. This allows students to work when and where they want, rather than cramming scheduled classes into an already hectic schedule.

Choosing your own education and a variety of school options, the most significant benefit of remote learning is that it allows you to pursue your chosen degree at any point in your life. There is no power over the city, college, or anything else. When choosing distance learning programs, one can live and study from anywhere. The most convenient access to a computer and a high-speed Internet connection are required. You might be able to find online schools that specialize in your area or offer a good overall education. In either case, your educational alternatives will be substantially broadened. No commuting saves money: This curriculum does not require Attend lessons when you are able. Distance learning eliminates the requirement to attend class at a specific time and location, allowing students to complete their coursework at their leisure. Increase your knowledge. Another advantage is that the computer and Internet skills gained through distant learning can be used to other aspects of life regular classes, which reduces commute time. It also helps you save money.

Availability, many persons encounter physical availability challenges while taking traditional classes due to mobility issues. However, the disadvantages can be avoided by taking online lessons and using your own comfortable furnishings at home. Thus, a desire to increase one's knowledge can be realized while maintaining freedom of mobility at home. There are alternatives for both slow and fast learners. This decreases stress and improves learners' overall satisfaction.

Work while learning, distance learning courses are easier to complete while working than traditional educational programs because they can usually be completed on your own schedule. Maintaining your employment provides you with more income, experience, and security while you pursue your degree, leaving you with less to worry about and more time to concentrate on your studies.

Given the benefits of distant learning listed above, it's difficult to say whether this way of learning has any disadvantages. But, to be honest, there are some issues as well.

1.7.2 Disadvantages:

One of the most significant disadvantages of remote education is the loss of classroom interaction. Studying in a group is difficult in distance learning; instead, one must do it alone, which becomes a public one-off because there is no communication with other peers. Oral communication with classmates and professors is impossible. This difficulty is increasingly reducing thanks to chat, e-mails, conferencing, and bulletin boards. Critical thinking and

problem-solving skills are developed as a result of the encounters. Many distances education programs have created online forums or chat rooms for students to share ideas and communicate, but they are only a partial replacement for the interaction you get in the classroom with an instructor and other students. If you prefer learning in a classroom setting, you may want to take a step back and contemplate distant learning. You'll probably receive some engagement through chat rooms, discussion boards, and email, but it won't be the same as traditional classes.

Accessibility and difficult technology, distance education does offer opportunities to master new skills and technology, but it is difficult. It presents a challenge to those who are afraid of technology. Distance studying necessitates the use of a computer with constant Internet access.

In addition, establishing tools and facilities such as live video communications, which is essential in this type of education, necessitates meticulous preparation and significant resources.

Unseen costs: Some hidden costs are unavoidable. For example, if a student lives or works in a location where supplies are few, study materials must be mailed in advance. There will undoubtedly be more levies and expenditures, which will add to many people's concerns. In remote learning, both the student and the instructor must plan ahead of time to achieve the greatest results. Virtual classes can help you save money on things like classrooms, dorms, and overhead. Starting a high-tech distance learning program, however, might be costly.

The costs of maintaining the technology current, generating new materials, updating courses, and promoting the courses must all be factored into the annual budget once the course or program is up and running. As a result, the provider should typically have sufficient financial and technical assistance to satisfy today's needs, as well as the means to enhance their technical capabilities as the Internet's services expand.

No immediate response. Distance learning differs from traditional classroom instruction. One does not receive immediate feedback; instead, one must wait for their teacher to assess the task and send it to them for comments. The format is not suitable for all students. Not everyone is a good fit for online education. If you know you struggle with motivation, procrastination, or require a lot of one-on-one attention from a teacher, you should think twice about enrolling in an online learning program.

Some employers refuse to hire people with online degrees. While the majority of businesses will, there are still some who believe distant learning has a negative connotation. Recognize that your online degree may not be the best tool for certain occupations or subsequent learning.

Adaptability to new technology is required, if you've never enjoyed working with technology, you'll likely benefit less from an online course than your more tech-savvy peers. Before enrolling in a class, be sure you're comfortable working with computers and online applications.

Depending upon one's own situations, one can match up and decide what he should choose for providing the educational and professional qualifications. For providing distance education the use of the Internet is the best way.

1.8 Characteristics of distance learning

To explore more details in distance learning, there are two main characteristics were mentioned in some points as extra information.

1.8.1 Characteristics of a Successful Virtual Student:

1- Be an independent learner: an independent learner is someone who actively participates in the academic process and does not require assistance from others. Independent learners take action, think critically, want to learn for themselves, and use individuals around them as a resource to help them overcome obstacles in the educational process. Independent learners seek out opportunities to learn from circumstances and people around them, and they never claim that there is nothing to learn from a situation, especially if it is one they have already encountered.

2- Goal-oriented-This is perhaps the most obvious of all the traits: a goal-oriented person has a clear idea of who they want to be and what they want to accomplish. They see that there are steps that must be completed in order to reach the ultimate goal, and they set out to achieve larger goals as part of that process. This is the most basic form of internet education. Students that can follow directions finish work as directed, then move on to the next assignment are just completing micro goals one after another.

3- Create and stick to a schedule: this is akin to the goal-oriented notion. Most teachers provide students with a pace guide, which outlines how rapidly they should move through the class. Students should not feel overwhelmed during the semester if they keep to the schedule.

A flexible study schedule does not imply that you can submit all of your work in the last two weeks of the semester. For a variety of reasons, this is problematic. It is stressful for both the student and the teacher; the student is likely not learning or remembering anything since they are racing to do all of the work before the end of the semester and the teacher is unable to provide feedback that the student can use to improve moving forward. Students will complete all work, gain from the experience, and suffer significantly less stress at the conclusion of the semester if they just make a schedule and stick to it.

4- Returning to the first feature, being an independent learner, take responsibility for the learning process. The accountability for the learning process is inherent in an independent learner. They expect to push themselves academically and to use the resources supplied as a learning guide. This is a necessary feature at the collegiate level.

1.8.2 Characteristics of the online teaching system:

1. Simple and streamlined: Your online teaching system must be basic enough to serve you rather than the other way around. As a result, you must be clear on what you want from the online system, what you want to accomplish with your online course, and how you plan to do it. To engage your learners, you'll need a simple and streamlined virtual classroom, class recordings, and a content library where you can keep your eLearning course resources like documents, presentations, multimedia files, spreadsheets, and more.

2-Collaborative and interactive: Not only is the flexibility of delivering classes one of the elements that sets your virtual learning platform apart from traditional classrooms, but so is the interactive and collaborative nature. Users can interact with one other on group projects by discussing in forums, taking tests, and competing for high scores on the scoreboard in virtual classrooms. Students have more freedom to engage with online courses and respond to inputs thanks to online learning systems. Online classrooms have become more collaborative and engaging as a result of flipped classes, gasified lessons, and animations. With the success of these present techniques, new technologies are likely to emerge in the future.

3-Omni-synchronous: Traditional learning systems are usually synchronous, which means that for teaching to take place, both teachers and students must be in the same area, most likely a physical classroom. Asynchronous learning, on the other hand, means that the teacher posts lessons all at once and students can complete them whenever it is convenient for them. Online teaching systems, on the other hand, are Omni-synchronous and may deliver

online classes with live streaming. It can be a live chat room or a live conference call, with students receiving live learning. Integrating live learning into online courses can boost the course's value and keep students motivated and interested. As a result, today's virtual classrooms are transitioning from an asynchronous to an Omni-synchronous style.

4-Innovation: For both teachers and students, innovation is at the heart of online learning. Teachers can now present inspired and effective learning content using online teaching technologies. Learners engage with online courses in novel ways, demonstrating what works and what does not in online education. The virtual classroom is likely to evolve in the future to include advanced technology such as artificial intelligence (AI) and virtual reality (VR). As the online teaching system grows, more innovation in terms of developing technology is predicted. While AI and VR are still in the early stages of development, they will soon be available across the eLearning platform. Every new modern technology provides opportunities for teachers to improve their online courses, but not every innovation will be successful. It may take some trial and error to figure out what to include in your online teaching business. Experiment with different technologies to learn what works and what doesn't for your eLearning platform.

1.9 Conclusion

This chapter attempted to high light the most significant studies that deal with the concept classroom teaching and distance learning. It gives an overview about classroom teaching, and what has been said before in some scientific research. In addition, it clarified it by the teachers' roles and students' roles, and dealing with the benefits and disadvantages. Furthermore, the chapter defined the term distance learning as useful and new technique for EFL learners to master FL. Moreover, it shed light on with its different characteristics. It supported with the students' roles and the teacher 'roles. Finally, it introduced the advantages and disadvantages of educational technology which gives an importance in general to the educational system.

Chapter two:

Research methodology

2.1 Introduction

This chapter attended to explore the students' responses in distance learning. More precisely, how can they are satisfied through E-Learning, without classroom teaching. In this chapter, we devoted to the analysis of a quantitative study. The quantitative design is adopted in order to elicit worthy result to find convenient responses to the research questions and to achieve the study aims and in order to examine the research hypotheses. This conducted with master one degree in Ibn Khaldoun University department of English. This chapter includes a research design and a description of a questionnaire. Furthermore, a detailed description of a research setting and the participant are provided, the findings are reported, the results are discussed for possible solution.

2.2 Research design

The research design should provide an appropriate framework for a study. A very important decision in the research design process is the choice of research approach, as it determines how relevant information for a study is obtained; however, the process of research design involves many interconnected decisions. According to Yin (1914) identified research as ***"an empirical enquiry that investigates a contemporary within its real-life context, especially when the boundaries between phenomenon and context are not clearly and evident".***

2.3 The purpose of the study

This research is designed for the purpose of exploring the Student's attitudes towards distance learning.

The reason behind choosing this topic is to know the Student's attitudes towards distance learning and whether it really substitutes classroom teaching. It also sheds light on the teachers and Student's roles in e- learning compared to the classroom teaching .Yet, this research seeks to present the advantages and disadvantages of distance learning and traditional learning.

The first research question was formulated to know if the master students are more interested to learn in distance and if it is helpful for them

The second research question was aimed to find out the impact of online classes to autonomous learner

The third research question was sought if the knowledge that student acquire through distance learning enough for their level. In the hypothesis, we try to find close answers to this question and start investigating this topic in order to prove the hypotheses

2.4 Research method

The research is based on quantitative method. The quantitative data collection tool is a questionnaire which was administered to EFL students in order to investigate their attitudes towards distance learning as substitute classroom teaching.

Quantitative research method is designed to collect numerical data that can be used to measure variables. Quantitative data is structured and statistical, its results are objectives and conclusive. It uses a grounded theory method that relies on data collection that is systematically analyzed. To expand this definition, Aliaga and Gunderson (2002), describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics. On the other hand, (Leedy & Ormrod 2001; William, 2011). State that "*Quantitative research involves the collection of dada so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims".*

2.5 Research setting and participants

The whole population of this research includes the first master students of English as Foreign Language (EFL) at the department of English at Ibn Khaldoun University, Tiaret during the academic year 2021/2022. The total number of student's population who accepted to take part in the research was 40 students, it is the sample, and they were selected randomly. These participants are from Didactics and Linguistics students.

2.6 Data collection instrument

The data collection instrument used in this research is questionnaire. It was administered to EFL students to collect their responses regarding the integration of distance learning curriculum in English master one students at University of Ibn Khaldoun, Tiaret.

2.6.1 Students' questionnaire

The students' questionnaire is the tool that has been used in this research. It was designed to examine if distance learning really substitutes classroom teaching and to obtain several responses and reflections about students' attitudes towards distance learning.

2.6.2 Description of students' questionnaire

Students' questionnaire contains ten questions which are classified in large part to obtain data about students' attitudes towards the topic of our study. The questions are combination between two types of questions close ended questions and open ended questions.

A close ended question refers to any question in which participants are provided with options to choose a response from. " Close ended questions aim at obtaining exact answers by providing the participants with yes / no questions or suggested items to choose the appropriate answer (s) through ticking the right box (es) " (Si Larbi, 2019, p.29) .

Although open question sallow learners to express their opinion freely, open ended questions need justification and clarification of the appropriate choice from the participants. This part consists of ten questions. The most of them are close ended questions and the rest are open ended questions.

The first question seeks to find out whether distance learning substitute classroom teaching or not.

The second question aims to find out whether the distance learning has an impact on the students' study or not, or does it only has a relative affect.

The third question aims to find out whether the University in the study is based on the distance learning curriculum or not.

The fourth question seeks to know whether the information obtained by students through distance learning is sufficient for them or not or whether it is sometimes not enough, or is rarely sufficient.

The fifth question looks at whether the classroom teachers provide support to students through distance learning or not.

The sixth question attempts to determine the degrees of classroom teacher's assistance to students, there are those who provide good support, and there are those who do not provide support at all. And there are also those who are moderate in providing support.

The seventh question aims to know the students' attitudes towards distance learning.

The eighth question attempts to high light the platforms that students use to study. Remotely, as the use of these platforms varies from one student to another.

The ninth question looks to see if the students are satisfied with the technology they use for distance learning with their opinions about their answers.

The ten questions is an attempt to find out the students' preferred type of study. Traditional and online learning, or both, while giving them space to express the reason for choosing it.

2.7 Conclusion

This chapter focuses on the methodology that was implemented in the current study. As research tool students were given a questionnaire to fulfill based on quantitative method. In fact, this chapter has described the purpose of study, the setting, and the sample.

Chapter three:

Data Analyses and Interpretations

3. 1 Introduction

The third chapter is an investigation of students 'attitudes towards distance learning. Moreover, this chapter concerned with the empirical part of this work. For this investigation, we conducted a questionnaire with EFL master one students at the University of Ibn Khaldoun at the department of English in order to obtain data about this research.

3.2 The Analysis of students ‹Questionnaire

Question 01: does distance learning substitute formal classroom teaching?

Options	Number of students	Percentage
Yes	30	75%
No	10	25%
Total	40	100%

**Table 3.1:** The substitution of classroom teaching by distance learning
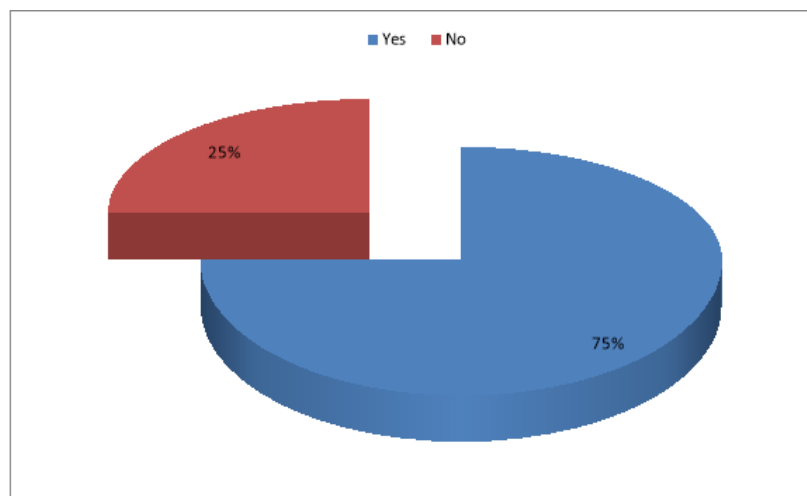
Graph3. 1: The substitution of classroom teaching by distance learning

The table presents that 75% (n=30) of participants said yes, it means they see that distance learning substitutes formal classroom teaching. However, (n= 10; 25%) of them stated that distance learning cannot substitutes formal classroom teaching.

Question 02: does distance learning affect your study?

Options	Number of students	Percentage
Yes	06	15%
No	18	45%
Sometimes	16	40%
Total	40	100%

**Table3.2:** The effect of distance learning on learners' studies
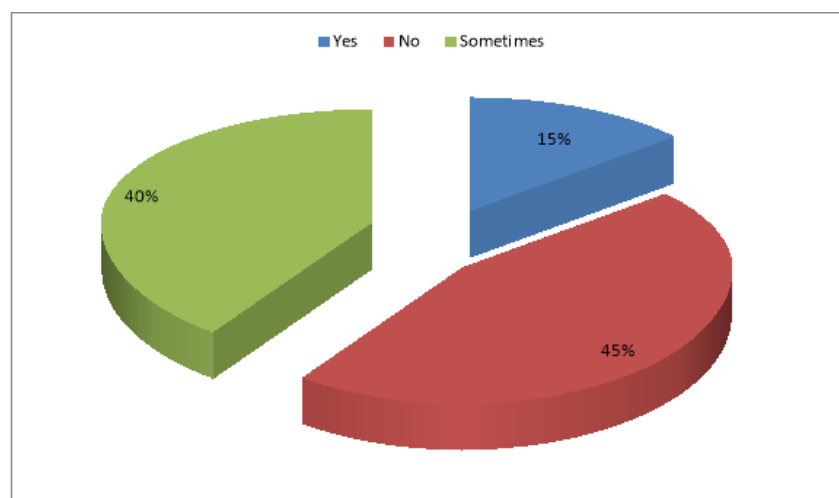
Graph3. 2: The effect of distance learning on learners' studies

The table above reveals that 15% (n= 06) of learners whose studies were affected by distance learning. While 45% (n= 18) of participants did not face any problem from the distance learning and their study was never affected. Whereas 40% (n= 16) of them answered that sometimes their studies are affected by distance learning.

Question 03: does your university adopt the distance learning curriculum?

Options	Number of students	Percentage
Yes	30	75%
No	10	25%
Total	40	100%

Table3.3: The adaptation of distance learning curriculum in Ibn Khaldoun University
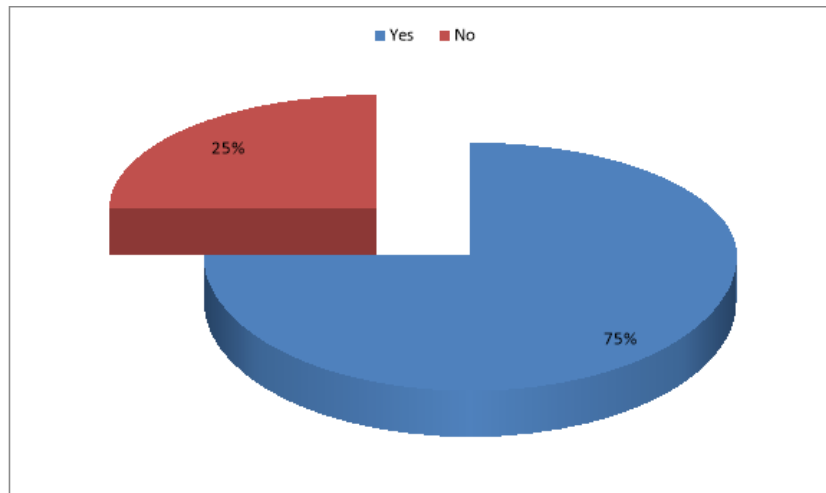
Graph 3. 3: The adaptation of distance learning curriculum in Ibn Khaldoun University

The table indicates that 75% (n= 30) of students replied that their university adopt that distance learning curriculum. While 10 of participants (25%) answered by no.

Question 04: is the information you obtain through e-learning sufficient?

Options	Number of students	Percentage
Yes	20	50%
No	04	10%
Sometimes	10	25%
Rarely	06	15%
Total	40	100%

**Table3.4:** Sufficiency of information through e-learning
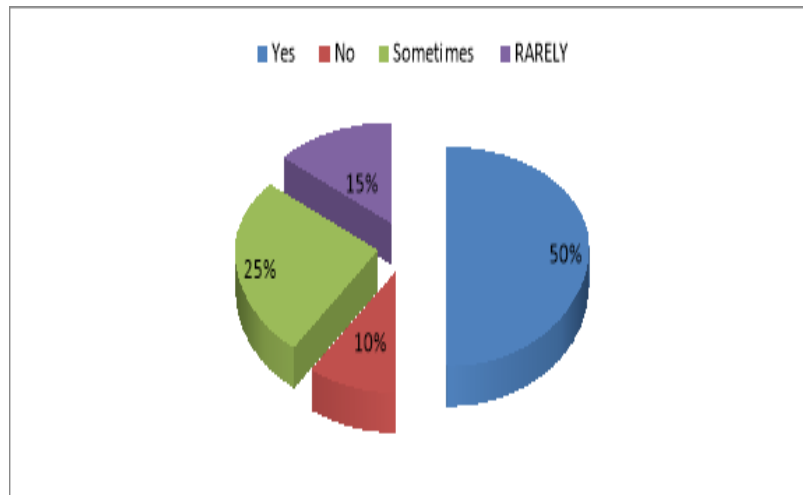
Graph3. 4: Sufficiency of information through e-learning

The table shows that 50% (n= 20) of participants consider that the information they obtain through e-learning is sufficient for them. While 25% (n= 10) of them stated it is sometimes i-e the distance learning information is sometimes sufficient. However, 15% (n= 06) of students claimed that the information is rarely enough for them. Whereas, 10% (n=04) said that the information they obtained through distance learning was not sufficient for them.

Question 05: do you classroom teachers help you while study online?

Options	Number of students	Percentage
Yes	34	85%
No	06	15%
Total	40	100%

Table3.5: Students' attitudes towards distance learning
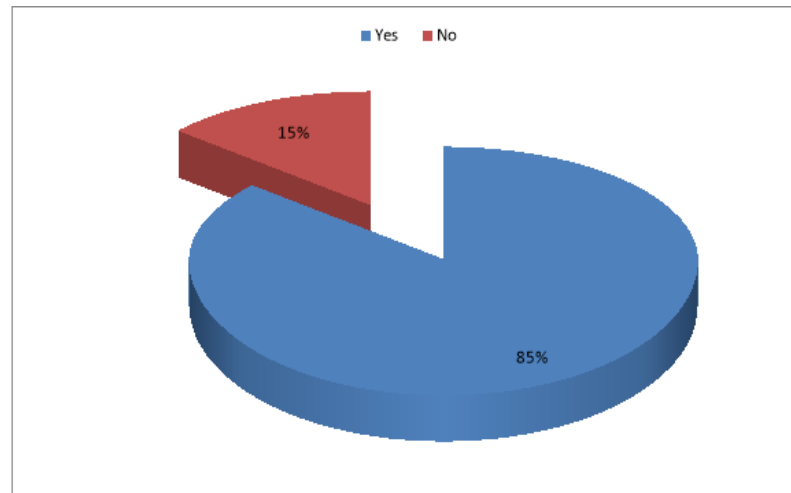
Graph3. 5: Students' attitudes towards distance learning

The table presents that 85 % (n= 34) of participants said yes, i-e their classroom teachers help them while studying online. Whereas n= 06 of students who said no under the percentage of 15%

Question 06: how helpful are they?

Options	Number of students	Percentage
Not helpful	06	15%
Very helpful	14	35%
Moderately	20	50%
Total	40	100%

Table3.6: Teachers' add
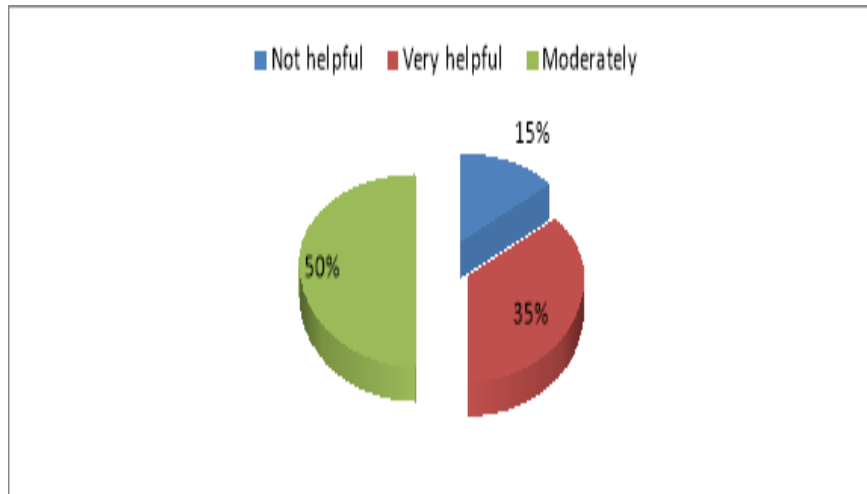
Graph3.6: Teachers' add

The table above presents that 15% (n= 06) of participants said that their teachers are not helpful. Whereas, 50% (n= 20) of them answered that their teachers moderately helpful, while 35 %(n= 14) of the students said that their teachers are very helpful while studying online.

Question 07: what are your attitudes towards distance learning?

Options	Number of students	Percentage
Very important	28	70%
No important	12	30%
Total	40	100%

Table3.7: Students attitudes towards distance learning
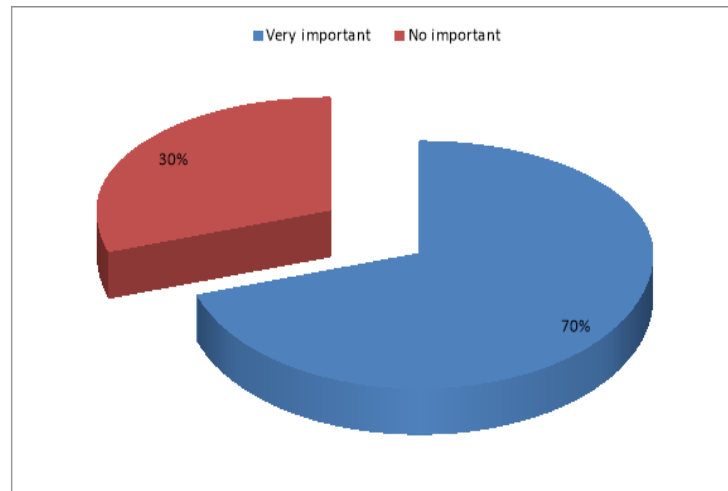
Graph3.7: Students attitudes towards distance learning

The table above indicates that70% (n= 28) of the participants find that distance learning is very important to them, while 30% (n= 12) of participants see that distance learning is no important and they prefer to study in classroom.

Question 08: Which of the following E-learning platforms do you use?

Options	Number of students	Percentage
Google classroom	22	55%
Moodle	14	35%
Google zoom	2	5%
Flip gird	2	5%
Total	40	100%

Table3.8: Platforms used for distance learning
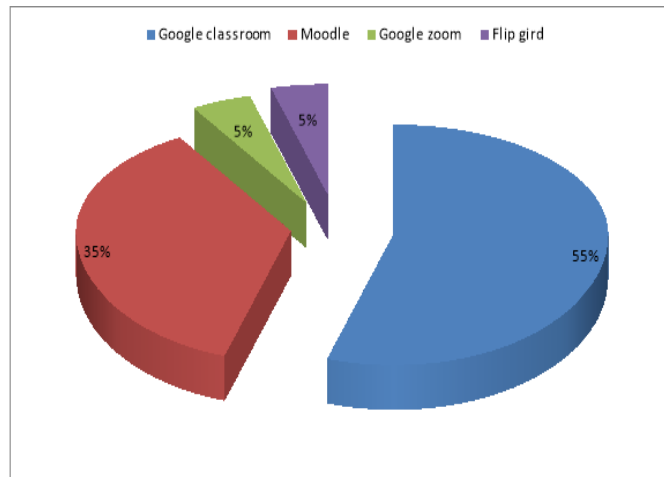
Graph3.8: Platforms used for distance learning

The table above shows that 55% (n=22) of students prefer to learn in Google classroom, while 35% (n= 14) of them see that Moodle is the appropriate platform. Whereas, 5 %(n=02) of participants use Google zoom. While other two participants learn by Flip gird under the percentage 5 %.

Question 09: Are you satisfied with the technology you are using for online learning?

Options	Number of students	Percentage
Yes	22	55%
No	04	10%
Sometimes	14	35%
Total	40	100%

Table3.9: The extent of students is satisfied with the technology used in distance learning
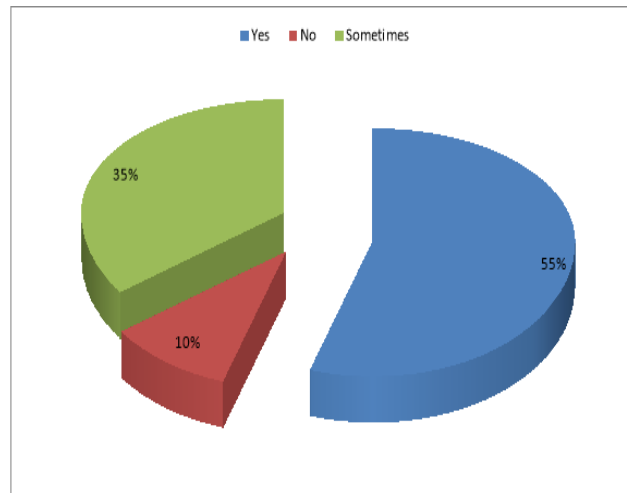
Graph3. 9: The extent of students is satisfied with the technology used in distance learning

The table presents that 55% (n= 22) of participants satisfied with the technology they are using for online learning. Whereas 35% (n=14) of them, they see that the technology using for online learning is sometimes well. While 10% (n= 04) of participants are not satisfied with it.

Question 10: How do you prefer learning English?

Options	Number of students	Percentage
Traditional learning	06	15%
Online learning	28	70%
Blended learning	06	15%
Total	40	100%

Table3.10: Student's preferences in learning English
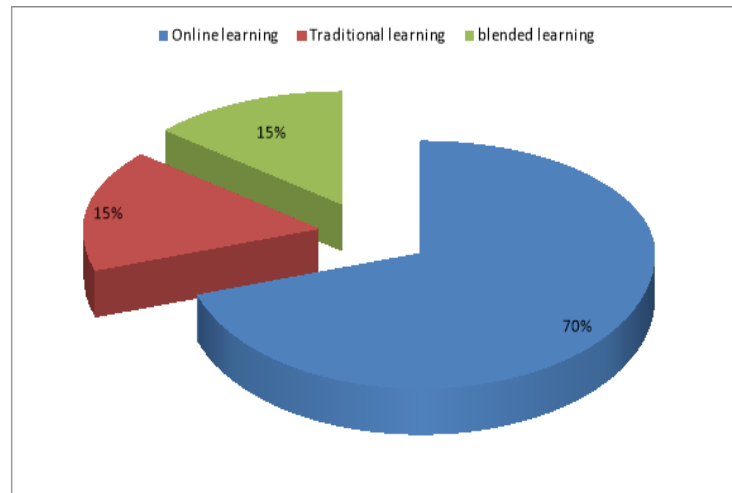
Graph3.10: Student's preferences in learning English

The table above indicates that 70% (n= 28) of students prefer to learn English in distance. While 15% (n=06) of them find that traditional learning is the way to learn English. Whereas 15% (n=06) of participants prefer the both to learn.

3.3 Discussions and Interpretations

The purpose of this research was to investigate students' attitudes towards distance learning as a substitute for classroom teaching. It was necessary to use the students' questionnaire as a major tool in order to obtain a variety of findings that assist us in answering the questions proposed at the beginning of the work and testing the validity of hypotheses. The results of questionnaire distributed to forty master one student at Tiaret' Ibn Khaldoun University.

According to the data analysis, the first conclusion that can be drawn from the students' responses regarding their attitudes towards distance learning as a substitute for classroom teaching is that EFL master students are quite satisfied with the online courses, and that's shown from responses to the questionnaire. According to them, distance learning considered as an important and new technology in learning their EFL. In this case, when students study online courses, students have much time to concentrate in catching meaning and concepts, because time is over. They give importance to the information they obtain through online course, it is sufficient for them most of time.

University of Ibn Khaldoun is one of most the universities that adopt the distance learning curriculum in the educational system. Then, during the Corona virus last year; it take

on through different platforms, teachers post courses on Moodle, but the most useful and convenient tool for students in understanding courses and doing assignments is that Google classroom. Furthermore, Google Zoom and Flip Grid are too useful and important to have courses.

Most of students claimed that their teachers help them while studying online; they feel comfortable, because of lack of teachers' reaction the majority of students are shy and they do not give their answers comfortably. In addition, in distance course, offers much freedom and flexibility. Most students enrolling for distance course are working and are not in a situation to quit their jobs or they live far from home and they cannot travel and bring money, that's why they need a source which helps them in their situation. Hence, in order to upgrade their educational qualifications. They prefer taking up distance learning courses. In some result, we guess that most of students are welcome to substitute classroom, and give importance of distance course.

Another benefit is that students have access to learning anywhere and at any time with no limitations and restrictions time and location of study. So, they generally prefer to learn through distance course. We can say that the use of online courses is beneficial and helpful.

3.4 Conclusion

In the conclusion, this chapter shows us the part of the questionnaire analysis that was presented to the master students at Ibn Khaldoun University, which in turn contributed to collecting information about the students' attitudes towards distance learning and if it compensates for the attendance study. In fact, through this questionnaire we come up with the students' answers. In this chapter, we transformed data into statistics and analyzed each question with the development of tables and figures. This chapter also touched upon the discussion and interpretation of the students' answers.

General conclusion

Education is the most strategic factor that accelerates the adaptation process, for all countries to the information which can be seen in distance learning. It is mode of study, can be seen as alternative mode of education that offers a second opportunity to learn differently. It is often seen as an important new approach which could make a significant contribution.

This paper explored theoretical perspectives of online and face-to-face teaching modes in higher education. Its enable students to gain knowledge; so, the question that goes behind the two modes is, what are the attitudes of EFL students towards distance learning as a substitute to classroom teaching?

The purpose behind this study was to investigate the distance learning effectiveness in the Algerian university and see whether it can be adopted or not. We examined the current situation of distance learning validity at the University of Tiaret considering the learners' attitudes towards this way of teaching, and their level of perception to this concept. We hypothesized that master students are more interested and supported this way because it helps them in their learning. Then, online classes give autonomous learners more time, to get much knowledge. And, it is enough to their level.

To carry out this research, the work divided into three chapters; the first chapter is devoted to theoretical part, which mainly contains a general overview about classroom teaching as a heart of any educational system. Behind this review, details were mentioned such as the teacher' and student' role, the advantages and disadvantages. Therefore, this chapter identified also the distance learning and its' characteristics, followed by the role of the teacher and the student, then the advantages and disadvantages.

The second chapter is devoted to practical part where we tried to validate the hypotheses by using the quantitative research, in which we conducted the questionnaire as a tool to gather data. That has been prepared and administered to students from master one degree. In addition, this step was carried out by a questionnaire given to forty students which based on the objective analysis of the obtained data. Finally, a discussion was conducted in the following chapter with an interpretation.

In the last chapter, the study has fulfilled the hypotheses of the research. Then, the answers of the research question in which we can say that the use of online course is beneficial and helpful for students. The major findings and conclusion of this study may be summarized as follows: Students did not find difficulties in learning in distance, by different

platform. They can do different things on the same time, which is distance education can help in being available at any different daily activity. Therefore, this study offers students for better understanding in the online course to develop their level.

In order to develop the distance study system and encourage its use in Algerian universities by training university faculty members and supervising students through distance education, as well as working to raise and improve the flow of the Internet. It is also possible to open and intensify training courses on how to use digital platforms and distance communication in education for students and teachers.

Through our study, we concluded that the results of the analysis and discussion indicated that our hypotheses are correct and that the EFL master's students have a positive attitude through distance learning. However, this study has some limitations. Lack of references, we did not find the necessary information on the subject because it is recent for Algerian universities.

For future research, the most frequent recommendation was the consideration of students' preferences and expectation, regarding the use of distance learning platforms. And, increasing the students' interactions through component such as new platforms.

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Appendix

Questionnaire

EFL Students' Attitudes towards Distance Learning as Substitute to Classroom Teaching

Dear;

This questionnaire focuses on highlighting your attitudes towards Distance Learning as Substitute to Classroom Teaching

In this questionnaire, you will find questions concerning the matter in hand. All responses are anonymous and treated in the strictest confidence; no individual or department or college will be identifiable in the published reports.

Each question is followed by a number of possible answers. In some cases, only one answer has to be chosen, in others you can choose several. For each question, read carefully the indications on the number of possible choices and then tick (□) accordingly the answer of your choice.

I hereby request you kindly to respond honestly to this survey because your answers will determine the success of this study.

Thank you for your support and participation

1. Does distance learning substitute formal classroom teaching?

    Yes   □   No □

2. Does distance learning affect your studies?

    Yes   □   No □   Sometimes □

3. Does your University adopt the distance learning curriculum?

Yes ☐   No ☐

4. Is the information you obtain through e- learning sufficient?

Yes ☐   No ☐   Sometimes ☐   Rarely ☐

5. Do your classroom teachers help you while studying online?

Yes ☐   No ☐

6. How helpful are they?

Not helpful at all ☐   Very helpful ☐   Moderately helpful ☐

7. What are your attitudes towards distance learning?

a)-Very important ☐   b)- No important ☐

8. Which of the following E-learning platforms do you use?

Google Classroom ☐

Moodle ☐

Google Zoom ☐

Flip Grid ☐

9. A/ Are you satisfied with the technology you are using for online learning?

Yes ☐   No ☐   Sometimes ☐

B/why?

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 10. A/ How do you prefer learning English?

A)-Traditional learning ☐   B) - Educational technology ☐ C)-Blended learning ☐

   B/Why?

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Summary

E-learning is a manifestation of modern education in various stages in general and university education in particular in the system of developed countries. This research study aims at investigating students' opinions whether they prefer to learn in distance, regarding to replace classroom. Research studies have widely identified distance learning. This is one of the most rapidly grown fields of education, as it is fast becoming an essential part of educational system in developing countries. It also highlights the role of both, teachers and students in online course and classroom teaching. In order to achieve the objectives of this study, ten questions administers to forty master degree students at Ibn Khaldoun University in Tiaret. The findings of this study are represented in discussion and interpretation regarding the findings of other studies in the literature. According to the result of this research, distance learning has a positive impact on students. It helps them raise and develop intellectual skills. These findings indicate that EFL students have positive attitudes towards distance learning.

Résumé

L'apprentissage en ligne est une manifestation de l'éducation moderne à divers stades de l'enseignement général et universitaire en particulier dans le système des pays développés. Cette étude de recherche vise à enquêter sur les opinions des étudiants s'ils préfèrent apprendre à distance, en ce qui concerne le remplacement de la salle de classe. Les études de recherche ont largement identifié l'apprentissage à distance. C'est l'un des domaines de l'éducation qui connaît la croissance la plus rapide, car il devient rapidement un élément essentiel du système éducatif des pays en développement. Il met également en évidence le rôle des enseignants et des étudiants dans les cours en ligne et l'enseignement en classe. Afin d'atteindre les objectifs de cette étude, dix questions sont administrées à quarante étudiants en master à l'Université Ibn Khaldoun de Tiaret. Les résultats de cette étude sont représentés dans la discussion et l'interprétation concernant les résultats d'autres études dans la littérature. Selon le résultat de cette recherche, l'apprentissage à distance a un impact positif sur les étudiants. Cela les aide à élever et à développer leurs compétences intellectuelles. Ces résultats indiquent que les étudiants EFL ont des attitudes positives envers l'apprentissage à distance.

الملخص

يعتبر التعلم الإلكتروني أحد مظاهر التعليم الحديث في مختلف مراحله في التعليم العام والجامعي بشكل خاص في نظام الدول المتقدمة. تهدف هذه الدراسة البحثية إلى التحقق من آراء الطلاب فيما إذا كانوا يفضلون التعلم عن بعد، فيما يتعلق باستبدال الفصل الدراسي. حددت الدراسات البحثية التعلم عن بعد على نطاق واسع. يعد هذا أحد أسرع مجالات التعليم نموًا ، حيث أصبح سريعًا جزءًا أساسيًا من النظام التعليمي في البلدان النامية. كما يسلط الضوء على دور كل من المعلمين والطلاب في التدريس عبر الإنترنت والفصول الدراسية. ولتحقيق أهداف هذه الدراسة ، تطرح عشرة أسئلة على أربعين طالب ماجستير في جامعة ابن خلدون بتيارت. يتم تمثيل نتائج هذه الدراسة في المناقشة والتفسير فيما يتعلق بنتائج الدراسات الأخرى في الأدبيات. وفقًا لنتيجة هذا البحث، فإن التعلم عن بعد له تأثير إيجابي على الطلاب. يساعدهم على رفع وتطوير المهارات الفكرية. تشير هذه النتائج إلى أن طلاب اللغة الإنجليزية كلغة أجنبية لديهم مواقف إيجابية تجاه التعلم عن بعد.